

**PROFICIENCY IN ENGLISH LANGUAGE OF PROSPECTIVE TEACHERS
IN RELATION TO THE BIG FIVE PERSONALITY FACTORS AND
LEARNING STYLES**

Dissertation Submitted to



**TAMIL NADU TEACHERS EDUCATION UNIVERSITY
Chennai - 600 005**

for the Degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

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Declaration

I declare that the thesis entitled “*Proficiency in English Language of Prospective Teachers in Relation to the Big Five Personality Factors and Learning Styles*” submitted by me for the degree of Doctor of Philosophy (Ph.D.) in Education is the record of work done by me during the period April 2014 to April 2019 under the guidance of **Dr. B. C. Sobha**, Principal, N.V.K.S.D. College of Education, Attoor, and has not formed the basis for the award of any Degree, Diploma, Associateship, Fellowship Titles in this University or similar institution of Higher Learning.

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I certify that the thesis entitled “*Proficiency in English Language of Prospective Teachers in Relation to the Big Five Personality Factors and Learning Styles*” submitted for the degree of Doctor of Philosophy (Ph.D.) in Education by is a bonafide research work done by **Mr. A. John Lawrence** during the period 2014-2019 under my guidance and supervision, and this work has not formed the basis for the award of any Degree, Diploma, Associateship, Fellowship or other Titles in this University or any other University or institution of Higher Learning.

Dr. B. C. Sobha

Signature of the Supervisor
With designation

Acknowledgment

God First – Let all glory and gratitude be unto Him, the invisible, invincible and in-felt presence of companionship in this once-in-life research pilgrimage.

Dr. B. C. Sobha, my research supervisor has been professional in guiding, motherly in encouraging, gentle in approaching and understanding in difficulties and to her I remain grateful forever. A feeling pours out to say from within that only because of her this research had found a success.

Tamil Nadu Teachers Education University (TNTEU) has given the research space. Thanks to **Dr. S. Thangasamy**, the Vice-Chancellor, **Dr. N. Rabindranath Tagore**, the Registrar, other officials, faculty and administrative staff for their blessings.

Dr. G. Visvanathan the former Vice-Chancellor of TNTEU, Chennai guided me to Dr. B. C. Sobha and gave this opportunity for doing my Ph.D. degree in this university and I acknowledge my sincere gratitude.

Rev. Dr. A. Lourdusamy SJ, the former Secretary, St. Xavier's College of Education (SXCE) deserves my heartfelt thanks for granting official permission for doing this PhD amidst pressing pressures. I thank the management, staff and students, for supporting in big and small ways in carrying out this research.

Dr. S. Rasul Mohaideen, Associate Professor, V.O.C. College of Education and **Dr. S. Sreelatha**, Coordinator, Centre for Research and Development, N.V.K.S.D. College of Education, the Doctoral Committee members, helped much. Special Thanks.

Professors and administrative staff of **N.V.K.S.D. College of Education** have extended their warm welcome and support always in this research. Genuine Thanks.

Beginning from topic selection and approval, tool preparation and validation, data collection and analysis, reporting research in APA styling, till this day, many correspondents, principals, subject experts, professors, scholars, friends and their families, students, and professionals in statistics and typography have been helping and encouraging. **To all of them**, I bow my head in gratitude.

My wife and kids is all for me. I shine in my professional efforts because of their sacrifice and support and so my love to my dears.

Many Good Souls, not all, longed to see me with this Doctoral Degree long before, including my **no-more Father** and **living mother**, and unto them I dedicate this artifact with ... !

- **Mr. A. John Lawrence**, Associate Professor, SXCE.

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List of Abbreviations

Acronym		Abbreviations
AD	-	Anno Domini
ALT	-	Assistant Language Teacher
ANCOVA	-	Analysis of Covariance
ANOVA	-	Analysis of Variance
B.Ed.	-	Bachelor of Education
BBL	-	Brain Based Learning
BC	-	Before Christ
BFI	-	Big Five Inventory
CAI	-	Computer Assisted Instruction
CD	-	Compact Disc
D.T.Ed.	-	Diploma in Teacher Education
df	-	Degrees of Freedom
DI	-	Difficulty Index
DP	-	Discriminating Power
EFL	-	English as a Foreign Language
EI	-	Emotional Intelligence
EIL	-	English as an International Language
ELLs	-	English Language Learners
EMR	-	Electronic Medical Record
EPI	-	Eysenck Personality Inventory
EPICT	-	European Pedagogical Information and Communications Technology

Acronym		Abbreviations
EPIQ	-	Eysenck Personality Inventory Questionnaire
ESL	-	English as a Second Language
ESL-EZY	-	English as a Second Language Easier Test
ESP	-	English for Special Purpose
FCE	-	First Certificate in English
FFM	-	Five-Factor Model
GEPT	-	General English Proficiency Test
GPA	-	Grade Point Average
ICT	-	Information and Communications Technology
IELTS	-	International English Language Testing System
IHE	-	Institutions of Higher Education
IPIP	-	International Personality Item Pool
L2	-	Second Language
LEP	-	Limited English Proficiency
LEP	-	Limited English Proficient
LSAQ	-	Learning Styles Self-Assessment Questionnaire
LSRW	-	Listening, Speaking, Reading and Writing
MANOVA	-	Multivariate Analysis Of Variance
MBTI	-	Myers-Briggs Type Indicator
MC	-	metaphoric competence
n.d.	-	No Date
NCERT	-	National Council of Educational Research and Training
NCF	-	National Curriculum Framework
NCF	-	National Curriculum Framework
NCTE	-	National Council of Teacher Education
NEAT	-	National English Ability Test

Acronym		Abbreviations
NEO PI-R	-	NEO Personality Inventory-Revised
NEO-FFI	-	NEO Five-Factor Inventory
NES	-	Native English Speaking
NIE	-	National Institute of Education
NKC	-	National Knowledge Commission
NLP	-	Neuro-Linguistic Programming
NPE	-	National Policy on Education
OPT	-	Oxford Placement Test
PE	-	Physical Education
PELT	-	Proficiency in English Language Test
PET	-	Proficiency English Test
PGDE	-	Postgraduate Diploma in Education
PhD	-	Doctor of Philosophy
PLSPQ	-	Perceptual Learning Style Preference Questionnaire
PSI-A	-	Personal Style Inventory Adolescent
PSSQ	-	Problem-Solving Style Questionnaire
SD	-	Standard Deviation
SEM	-	Scanning Electron Microscopy
SES	-	Socio-Economic Status
SESRL	-	Self-Efficacy beliefs in Self-Regulated Learning
SILL	-	Strategy Inventory for Language Learning
SMP	-	Sensory Modality Preferences
SPSS	-	Statistical Package for Social Sciences
TEF	-	Test D'Evaluation De Francais
TESOL	-	Teachers of English to Speakers of Other Languages
TOEFL	-	Test of English as a Foreign Language

Acronym		Abbreviations
TOEIC	-	Test of English for International Communication
TV	-	Television
UK	-	United Kingdom
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
US	-	United States
USSR	-	Union of Soviet Socialist Republics
VAK	-	Visual, Auditory and Kinesthetic
VARK	-	Visual, Aural, Read/Write and Kinesthetic
WCF	-	Written Corrective Feedback
WHO	-	World Health Organization

Introduction and Conceptual Framework

- 1.01 Teacher Education in India
- 1.02 Quality Prospective Teachers
- 1.03 English Language Teaching in India
- 1.04 Proficiency in English
- 1.05 Big Five Personality Factors
- 1.06 Learning Styles
- 1.07 Statement of the Problem
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Introduction and Conceptual Framework

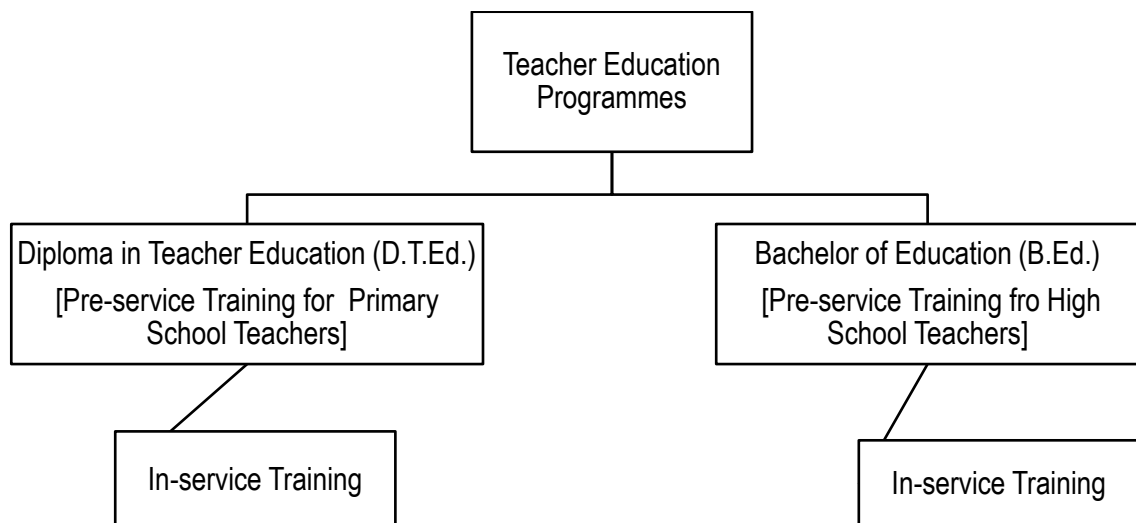
Introduction

“Education for all” (<http://www.unesco.org>) has been the global commitment and mission of all nations and to achieve this end today the entire world requires good teachers. “Good education is linked with good teachers. We need to think about how we can have good teachers” (Modi, 2014). Teacher education is involved in the process of preparing the aspiring prospective teachers to be equipped with the required teaching skills. The success of the education system of a country to a large extent depends on the teacher education system. “If you don't have good teachers, there will be no good teaching and there will be no good students” (Gohain, 2017). Hence “teacher education is a priority in most countries regardless of the development stage of the country” (Danaher & Umar, 2010). According to *Seventh All India School Education Survey*, there are 6,51,064 primary schools; 2, 45,322 upper primary schools; 90,741 secondary schools; and 43,869 higher secondary schools and it includes Government, Local Body, Private Aided, and Private Unaided schools (NCERT, 2006). Preparing and training the teachers required for all these schools is a challenging and an inevitable job. At the school level, in India, English is taught as one of the subjects owing to its multifarious values and historical reasons. This entails that the prospective teachers are good at English and to have a reasonable level of proficiency for making teaching-learning process effective. The factors influencing language learning are many and among them personality of the learners and their learning styles are considered prominent.

1.01 Teacher Education in India

The success of any teacher education programme is largely dependent upon the professional development and quality teacher education (Maheswari, n.d.) as the teacher education institutions have a crucial role in preparing the future prospective teachers required for the nation. The Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education, the important ones being the Kothari Commission (1966), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005) (<http://mhrd.gov.in/teacher-education-overview>).

The professional preparation of teachers in India is done at the two levels: one at the secondary grade level that meets the teacher-needs at the primary level and the other at the graduate level that meets the needs at the secondary and higher secondary level.



Quality Maintenance in Teacher Education

To maintain quality in teacher education the National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education, which was circulated in March 2009 and this framework has been prepared in the background of the NCF, 2005. The NCTE was given the statutory status as an apex body at national level in 1993. The main functions of the NCTE are:

- To survey the whole field of teacher education at all levels in consultation with State councils from time to time and suggest ways and means of qualitative improvement as well as quantitative expansion of teacher education;
- To coordinate the activities of State Councils and to recommend to the Union Ministry of Education to provide maintenance and development grants to them;
- To suggest proposals to Central ministry for planned development of teacher education in the country;
- To set national standards in terms of curricular requirements, equipment, facilities, staff requirements, etc., for teacher education;
- To establish inter-state parity in standards and survey the position from time to time to assess the nature and extent of new developments in the field;
- To promote measures for improvement of standards of teacher education in the country by setting up study teams, arranging for development grants, promoting research, etc.;
- To coordinate, at the national levels, education research conducted by teacher training colleges, departments of education and other agencies;
- To plan and sponsor in-service training programmes for teacher educators at the inter-state level in certain subject areas as may be decided from time to time in consultation with the State councils;
- To maintain international contacts in the field of teacher education.

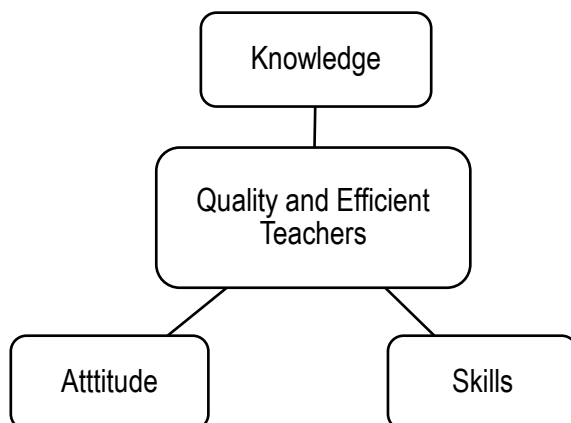
The central and the State governments are taking much effort to maintain the quality in teacher education systematically by implementing the required changes and upgrading the system from time-to-time with the objective of producing quality teachers.

1.02 Quality Prospective Teachers

The quality of the nation is shaped in the classrooms is in the hands of the class teachers. The quality and effectiveness of the class teachers depends on the quality of training they received. The term prospective teachers include all those aspirant teachers who are undergoing training programmes in teacher education institutions.

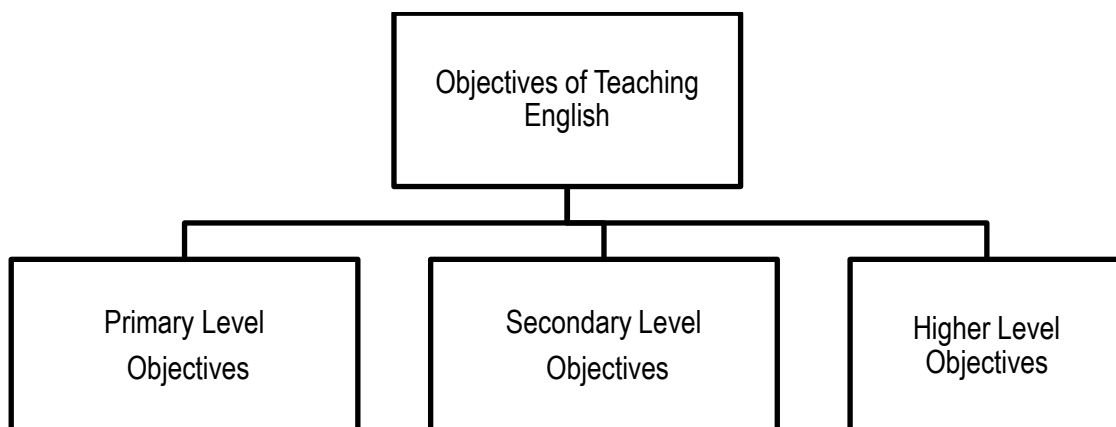
Teaching is a complex skills and to be successful it demands “professional knowledge, skills, and attributes essential for all classroom teachers” (Department of Education and Training, 2004). So it becomes the responsibility of the teacher

education institutions, teacher educators and teacher trainees to make their teaching-learning process effective and simple and thereby meeting the needs of the learners.



1.03 English Language Teaching (ELT) in India

Teaching English for these objectives of teaching English could be broadly classified and presented diagrammatically as given below:



Primary level objectives: The objectives of teaching English in our schools at the primary level.

- a. At the end of VIII standard a student should be able to understand statements, short talks and passages read out to him on a subject within his experience.
- b. He should be able to ask meaningful questions and reply to the questions asked within the range of the syllabus.
- c. The student should be able to read freely both orally and silently within the vocabulary and structural range of syllabus.

- d. Students should be able to express himself clearly in writing with reasonable accuracy, within the linguistic range of the syllabus.

To achieve these objectives, a pupil need to master over 150 to 200 structural items and 1000 to 1200 vocabulary items.

Secondary level objectives: In addition to the above listed objectives, at the end of X standard, a student is expected to achieve the following objectives.

- a. He should be able to understand a passage read out to him from the prescribed materials or a talk of the same linguistic level on a subject of general interest within his experience.
- b. The student should be able to ask sensible questions and reply intelligibly to questions based on the above.
- c. He should arrange and present his ideas intelligently on a topic selected by him.
- d. He is expected to carry on a sensible conversation with clarity of expression on a topic of the same linguistic level.
- e. He should be able to read silently and understand the main ideas. He must be able to reproduce the core idea in his own words clearly and correctly in speech and writing.
- f. Even if a topic is chosen from a subject within the curriculum, or a subject of general interest, the student should be able to express himself in writing with relevance and clarity.
- g. With the help of the dictionary and reference books, he should be able to gather information through reading.

To ensure achievement, he should master over 2,500 active vocabulary items and 1,250 passive vocabulary items.

Higher level objectives: For a successful completion of the first degree course, a student should possess an adequate command over English, be able to express himself in it with reasonable ease, understand lectures in it and avail himself of its literature.

1.04 Proficiency in English

Overview

Oxford Learner's Dictionary defines proficiency as "an act of doing something in a skilled or expert way because of training and practice" (2018). It is a high degree of

skill, an expertise (Oxford Living Dictionaries, 2018). It is a great skill, ability (Cambridge Dictionary, 2018). Language proficiency refers to the ability of an individual to speak or perform in a language. Proficiency is the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language (Barden, 2018). It is one's ability to understand and communicate in the language.

Fluency, whether it be in reading or in language, refers to the ability to convey the message un-haltingly (Daitsman, n.d.) without gaps and at a reasonable speed. Language fluency is used informally to denote a high level of language proficiency, whereby language use is smooth and flowing, as opposed to slow and halted (Wil, n.d.).

Accuracy is the ability to use the language without mistakes. It refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary (Accuracy, n.d.). Accuracy and fluency are complementary concepts that contribute to proficiency in language, but distinct in nature. A learner might be fluent but not accurate: another learner may be accurate but not fluent.

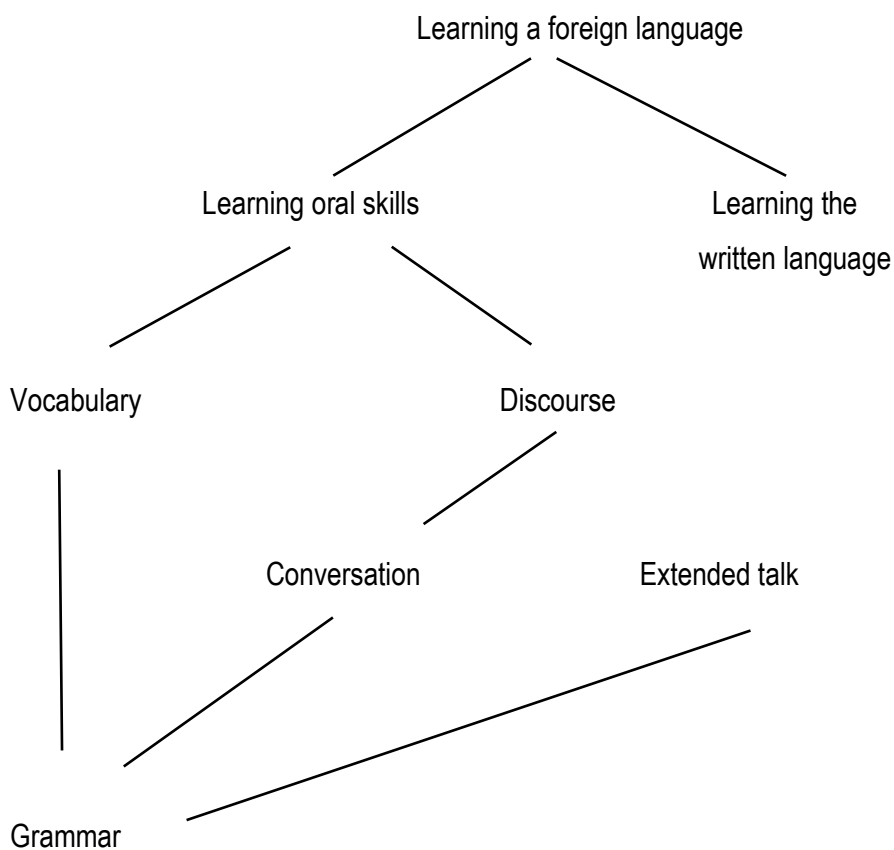
Language proficiency is the ability to use a language spontaneously for real-world purposes (University of Wisconsin, 2018) and the ways of understanding, interpreting, and measuring proficiency in a language widely varies, depending on its purpose and context. 'A language is to use', meaning that 'it is not enough to just teach in class for students to study and pass a test', but the learners should 'have to use the language in real-life situations' (Stanley, 2013).

The objective of conducting assessment of proficiency test is to determine if the language user provides sufficient evidence on assessment criteria at a particular level. Hence, the test-contents of language proficiency assessment all over the world at different levels like school level, college level, professional level, and English for specific purpose (ESP) are unique and different. Some proficiency tests give more weightage to comprehension skill, some other to speaking skill, some other to reading skill, some other to writing skill and some other to grammar.

Cameron (2001) asserts that grammar is the root and it has to be taught systematically for those learners who learn English as their second language for gaining proficiency, whether it is oral proficiency or written proficiency, and presents it in the

form of a diagram as follows. It is further supported by Pim (2013) and Kotadaki, (2014).

Figure 1.1. Dividing up Language for Child Foreign Language Learning (Cameron, 2001:19)



From "Teaching young learners: Principles, strategies and training" [Power point presentation] by M. Kotadaki, 2014, in English concept 'Grammar is the basis for gaining English proficiency', Retrieved from <https://www.slideshare.net/kotadaki/teaching-young-learners-42187294>

Grammar is basic, without which no user can become proficient and it is for this valid reason, all the tests, invariably, will have some weightage in terms of scores/marks for testing grammatical competence, and this is more when it is conducted at the students level, where the respondents are more in number, in the written mode tests.

Status and Need for Proficiency in English

There has been a fast-pace growth in the demand of English language since last 25 twenty years because nations across the world have attached more value to English for its value at the international level. Proficiency in English language has become a key to

successful study as well successful career (<http://winnygroup.com>). The issue of proficiency is always at the forefront for English language teachers (Karas, 2017). In any classroom teaching-learning process, the use of English with a certain level of proficiency in the language to teach is inevitable for all the teachers, not only English teachers. The number of English medium schools has outnumbered the Tamil medium schools and the medium of instruction is English in all these schools, no doubt. It has become imperative and a demand that all the teachers whether prospective or in-service needs to have an acceptable level of proficiency in English for providing the students with good language and content input.

Murdoch (1994) calls language proficiency the bedrock of the non-native speaker English teacher's professional confidence. A teacher with poor language proficiency would fail to motivate their students intrinsically and would not create a scholastic thirst for learning owing to the non-linguistic flair. Language competence is a basic expected quality from a good teacher. Proficiency should be the ultimate goal of language teaching and it could be achieved gradually by teaching language competencies. Proficiency in English commands respect from the students and the public. It widens the scope of employment opportunities at local and global level. A feeling of academic mastery is generated and it creates a positive vibration with all whom we relate. The emergence of the internet and the casual use of social media now play a huge role in the spread of English. Hence, there is an unquestionable importance of English language proficiency for academic success, professional development, career opportunities, trade expansion, official communication, linking with people of different nations and international business promotion.

English is an international language. Next to the United States, India stands the second in the list of top ten English speaking around the world, with 12,52,26,449 total English speakers(<https://www.mapsofworld.com>). India stands at first in the top ten countries that speak English as a second language (<https://www.mapsofworld.com>). The workforce English proficiency of India is high with a 58.9 score as per Harvard Business Review (<https://hbr.org/2016/11/research-companies-and-industries-lack-english-skills>).

Figure 1.2. Workforce English Proficiency by Country

VERY HIGH	Score	HIGH	MODERATE	LOW	VERY LOW
Netherlands	73.8	Romania 61.8	France 54.8	Turkey 51.7	Colombia 47.6
Denmark	72.0	Slovakia 61.0	Taiwan 54.1	Mexico 50.1	Venezuela 45.3
Sweden	71.7	Germany 60.2	Kazakhstan 53.9	Chile 49.9	Costa Rica 44.0
Norway	71.3	Spain 60.0	China 53.1	Russia 49.6	Thailand 39.6
Finland	69.2	Switzerland 59.7	Ukraine 52.9	Peru 49.3	Saudi Arabia 38.0
Philippines	67.4	Czech Rep. 59.4	Japan 52.8	Brazil 48.8	Iraq 33.6
U.A.E.	66.1	India 58.9			
Portugal	65.4	Italy 58.6			
Poland	65.3	South Korea 57.6			
Malaysia	64.4	Hungary 57.5			
Estonia	64.3				
Argentina	63.2				

From <https://hbr.org/2016/11/research-companies-and-industries-lack-english-skills>

English is the common language in most of the workplaces. A survey was conducted in November 2016, by Harvard Business Review, to find out the proficiency of the workforce, countrywise, in different industries, including education. The result is surprising and shocking. Among the 26 industries of the survey, Education stands 24th place, which is categorized as the Very Low, in the four point scale of High, Moderate, Low and Very Low (<https://hbr.org/2016/11/research-companies-and-industries-lack-english-skills>).

Figure 1.3. Workforce English Proficiency by Industry

PROFICIENCY	INDUSTRY	SCORE
High	Consulting, professional services	59.7
	Engineering	57.6
Moderate	Food, beverage, tobacco	57.4
	Accounting, banking, finance	57.2
	Information technology	56.8
	Health, pharmaceuticals	55.4
	Media, sports, entertainment	53.4
Low	Automotive	52.1
	Manufacturing	51.4
	Telecommunications	51.2
	Aviation	50.4
	Mining, energy	49.8
Very low	Defense, security	47.7
	Education	42.8
	Public sector	42.0
	Logistics	40.9
	OVERALL	52.6

From <https://hbr.org/2016/11/research-companies-and-industries-lack-english-skills>

Behaviourists View on Language Acquisition

The Behaviorist theory of language acquisition states that language is a behavior. And so language learning, like any other behaviour, is better learned by the use of positive and negative reinforcement. Every process of learning has to be followed by reinforcement (UK essays, 2013). B. F. Skinner and other behaviourists are of the view that behaviour is the result of interaction with environment that is controlled. Positive/rewarding consequence is likely to be repeating that behaviour leading to mastery learning. Negative consequence/punishment is likely to non-doing/avoiding that behaviour. Language learning is a habit formation and so drilling strategies should be applied and committing mistakes is a part of learning as trial-and-error method of learning leads to skillful usage in due course of repetitive doing.

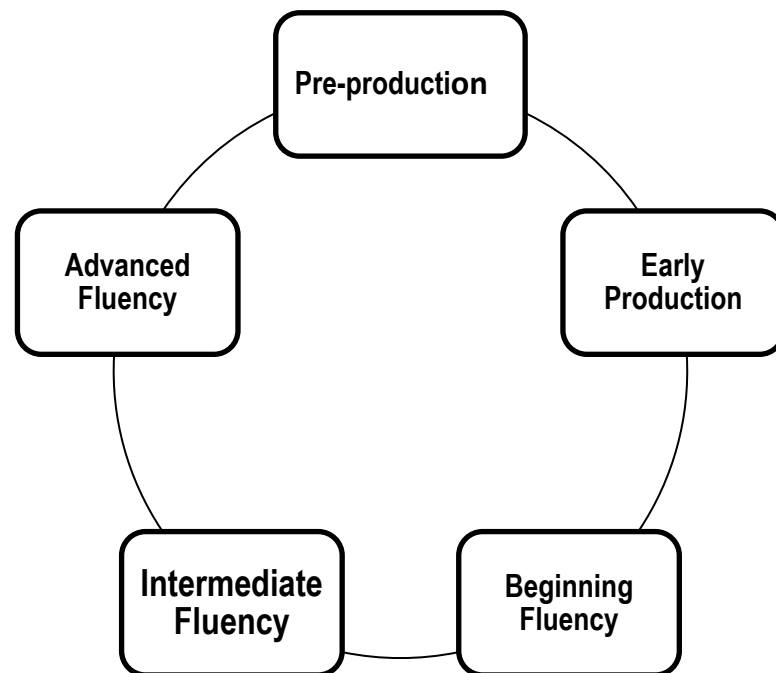
Cognitivists View on Language Acquisition

Cognitive theory or approach views the learner as a thinking being and an active processor of information (Fakultas, Budaya, & Diponegoro, n.d.). Second language acquisition is a conscious and reasoned thinking process, involving the deliberate use of learning strategies by the learners (Cognitive theory, 2007). The learner tries to analyze the situations by applying rules appropriately and to make sense of data, and that leads to learning (Suharno, 2010). Piaget's theory states the children actively construct their understanding of the world and go through stages of cognitive development. The information processing approach emphasizes that individuals manipulate information, involving three steps. They are encoding, storage, and retrieval. Cognitive theories advocate the teaching strategies like problem-based solving activity, discovery learning, puzzles, and project-based learning.

Five Stages of Language Acquisition

Second language acquisition is a gradual process and it passes through passes through five stages. Gaining fluency/proficiency is a stage-by-stage process and this is presented in the given Figure 1.4.

Figure 1.4. Five Stages of Language Acquisition



Adapted from Paulapaulas (2012). Second language acquisition. Retrieved from <https://pt.slideshare.net/paulapaulas>

English Language Proficiency Components

Proficiency in English is a critical component of a successful modern society (Runde, 2017). English “Language proficiency” is the ability to communicate and comprehend effectively in English (English language proficiency, n.d.) and “Grammar is the heart of language” concludes Saaristo (2015) after investigating grammar and its role in language learning among Finnish university students, because “without grammar one cannot write or speak correctly” (Saaristo). Hence, apart from Listening, Speaking, Reading and Writing (LSRW) skills, grammar becomes the basic underlying component. Vernon (n.d.) opines “Grammar is the backbone of any language and without it, especially English; your meaning is completely lost. Grammar provides you with the structure you need in order to organize and put your messages and ideas across and so grammar is really important for second language learners”. And so many internationally accepted language proficiency tests have LSRW skills and Grammar as their test components, though the given weightage score may differ to these components. An example is cited below.

Table 1.1. Test D'Evaluation De Francais (TEF)

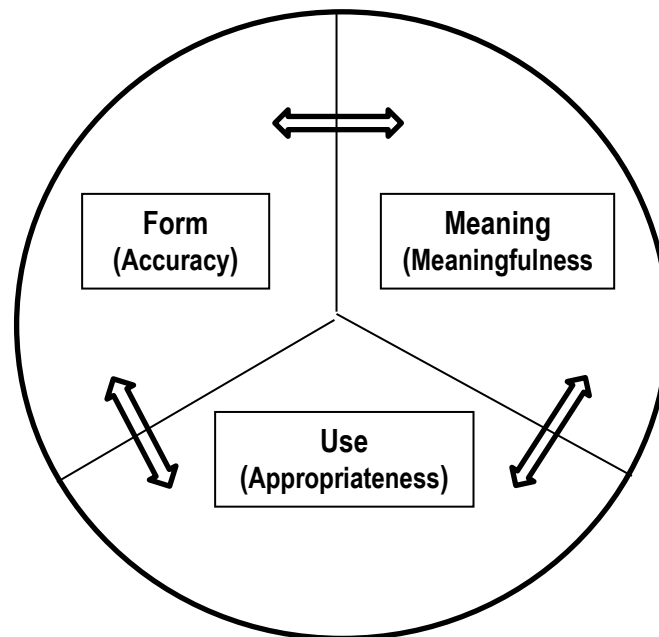
Component	Minimum benchmark scores	Absolute minimum score
Writing	4	271 out of a possible 450
Speaking	5	349 out of a possible 450
Listening	5	280 out of a possible 360
Reading	4	181 out of a possible 300
Vocabulary and Grammar	4	145 out of a possible 240
Total	Not applicable	

From "Accepted Language Proficiency Tests". Retrieved from <http://www.cno.org/en>

- **Listening.** It is the foundation to good communication. Good communication starts with listening (Foster, n.d.). It is a significant part of communication process. It is a dynamic process. It involves attentiveness and interest perceptible in the posture as well as expressions. Listening implies decoding, translating the symbols into meaning, and interpreting the messages correctly in communication process (Juneja, n.d.).
- **Speaking.** Language is a tool for communication. Any language is basically vocal for the purpose of communicating the ideas and feelings. Listening and speaking: these two skills are highly interrelated and work simultaneously in real life situations. Communication is a skill which involves systematic and continuous process of speaking, listening and understanding (Ahamad, 2016).
- **Reading.** It is much associated with writing skill and reading helps a lot in writing by providing correct expressions and vocabularies. In the academic context and performance it is of great value. It forms the basis for being proficient in writing.
- **Writing.** It is a learned skill through composition and other writing-intensive classes. Proficiency in writing is the "ability to communicate through written word" (Derek, n.d.).
- **Grammar.** The Encyclopaedia Britannica defines grammar as "the rules of a language governing the sounds, words, sentences" and forms the basis for meaningful and mistake-free oral and written expressions. Frederick (2015) while discussing the professional importance of grammar and how it should be taught gives the rationale saying "Both speaking and writing well involve a level of intelligence and thoughtfulness that is demonstrated through proper grammar.

Grammar organizes the words that create big picture ideas, which, without structure, would be exceptionally less convincing”. Grammar gives form, meaning and use to a structure, which are essential for oral and written proficiency and this necessitates grammar teaching. This interdependency is well-presented in the following Figure by Zhang (2009).

Figure 1.5. Interdependency Among the Three Dimensions of Grammar



From Zhang, J. (2009). Necessity of grammar teaching. *International Education Studies*, 2(2), 184- 187. doi:10.5539/ies.v2n2p184

Strategies to Improve Proficiency in English

Having proficiency in English for the second language learners is a great challenge. It requires the support of the teacher, peer group members and parents. A language acquisition rich environment would boost up the communicative abilities of L2 learners. These are the 10 Tips-to improve English proficiency outside the classroom (<https://www.eflsensei.com>).

- Go for Online resources and courses
- Join an English Conversation group
- Watch English TV programs or movies
- Listen to English Songs
- Listen to English books on CD

- Listen to the Radio
- Read English Books
- Read Magazines
- Read Newspapers
- Keep an English Journal

The Commission on the Development of Foreign Language Proficiency (2011) constituted by the Government of Japan suggests the following five proposals for developing proficiency for international communication and it is worth mentioned in our context.

Proposal 1: English ability required of students – assessment and verification of attainment level

Proposal 2: Promoting students' awareness of necessity of English in the global society, and stimulating motivation for English learning

Proposal 3: Providing students with more opportunities to use English through effective utilization of Assistant Language Teachers (ALTs), Information and Communication Technology (ICT) and other means

Proposal 4: Reinforcement of English skills and instruction abilities of English teachers /Strategic improvement of English education at the level of schools and communities

Proposal 5: Modification of university entrance exams toward global society

1.05 Big Five Factors of Personality

Overview of Personality

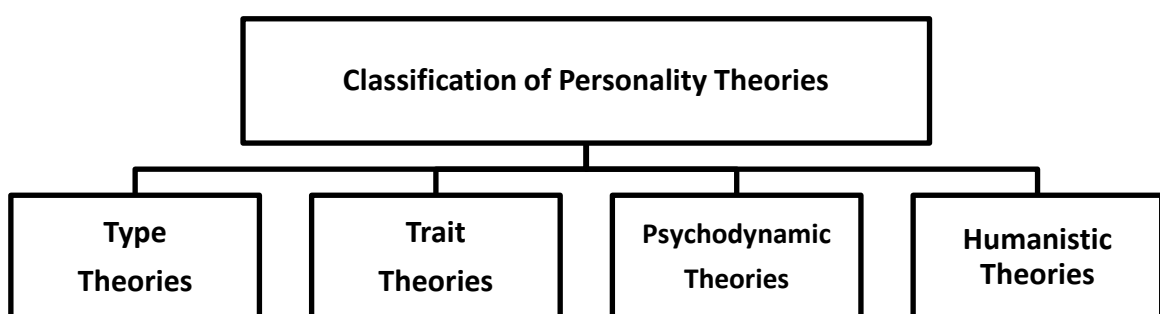
Personality is the combination of characteristics or qualities that form an individual's distinctive character is the common meaning given in the dictionaries. It refers to individual differences in characteristic patterns of thinking, feeling and behaving (www.apa.org). It is the product of social interaction in group life. It refers to “the habits, attitudes as well as physical traits of a person which are not same but vary from group to group and society to society, everyone has personality, which may be good or bad, impressive or unimpressive” (Farooq, 2011). “It includes behavioral characteristics, both inherent and acquired, that distinguish one person from another

and that can be observed in people's relations to the environment and to the social group" (Horizman, 2013).

Personality is a stable, organized collection of psychological traits and mechanisms in a human being that influences his or her interactions with and modifications to the psychological, social and physical environment surrounding them defines Larsen and Buss (2018). It is not determined by a single factor, but an accumulation of many factors like heredity, environment, physical characteristics, intelligence, family, culture, religion, social experiences, and interpersonal relationship. Some aspects of personality may change as we grow older, but the overall personality remains fairly consistent throughout life. It influences the overall behaviour and hence it becomes an important factor that needs to be developed for the physical and mental well-being of a person.

Theories of Personality

The concept of personality has been evolved over the ages and it has been topic of interest of study till today. Personality is a complex and an integrated concept and in an attempt to explain it, many theories have come into existence by looking at it from different perspectives. Type theories/approaches are basic and later Behavioural, Psychoanalytical and Humanistic approaches evolved from time to time. Each of these theories has a different point of emphasis when approaching the core psychological questions of why, how, and (Pekker, 2012).



Type Theories

The attempts to classify personality based on specific types began with the Greek philosophers, Hippocrates (400 BC) and Galen (140 AD) in human history. This approach believes that people can be divided into definite types.

Hippocrates was the first one to systematically classify the personality types of people, which they called “humors”, which was a result of an excess of one of the four bodily fluids and these humors decide the personality.

- Pre-dominance of blood leads to choleric personality and they are irritable.
- Pre-dominance of yellow bile leads to sanguine personality and they are depressed.
- Pre-dominance of black bile leads to melancholic personality and they are optimistic.
- And pre -dominance of phlegm leads to phlegmatic personality and they are calm.

Carl Jung, the Italian psychologist, divided the people into two types, introverts and extroverts based on concept of libido the life energy. The Personality Type Theory of Carl Jung was founded in his ideas on what attitude means. For Jung, attitude is a person’s predisposition to act in a certain manner. He said that there are two contrasting attitudes- extroversion and introversion (Sincero, 2012).

- **Introverts.** In an introvert, the libido is flowing inward the individual and an introvert withdraws into himself and inhibits emotions. Introverts are people who prefer their own world of thoughts, dreams, feelings, fantasies and need private space.
- **Extroverts.** In an extrovert, the libido is flowing outward and an extrovert mixes freely with others and expresses emotions freely. They prefer outer world and interaction with people to being alone (<https://www.psychestudy.com>).

Yung further by combining the different life attitudes (extrovert and introvert) and functions (thinking, feeling, sensation and intuitive) proposed eight Personality Types, as follows.

- The extraverted thinking type
- The introverted thinking type
- The extraverted feeling type
- The introverted feeling type
- The extraverted sensation type
- The introverted sensation type
- The extraverted intuitive type
- The introverted intuitive type (Hendriks, 2018).

Trait Theories

The trait theory approach is a broad area and it proposes that personality is made up of a number of traits. A trait is basically a relatively stable characteristic that causes an individual to behave in certain ways. Traits are nothing but qualities found in an individual's behaviour and usually adjectives are paired with opposites in order to avoid multiplicity of the qualities (Baig, 2011). Traits are tendencies to behave in relatively consistent and distinctive ways across situations (Sharma, n.d.).

Hans Eysenck is the most famous British psychologist. He identified three factors of personality: extroversion, neuroticism and psychoticism. Each factor is a bipolar dimension, meaning that each has a direct opposite. He proposed a model of personality based on these two universal traits, and the third dimension later added by the psychologist himself (Trait and type perspectives, n.d.).

- Extroversion vs. Introversion;
- Neuroticism vs. Emotional Stability; and
- Psychoticism vs. Impulse control (Edward, 2017).

Gordon Allport was one of the pioneer trait theorists who attempted to list the traits that make an individual's personality. He proposed that an individual's conscious motives and traits better describe personality (<https://www.cliffsnotes.com>) and divided these traits into a three-level hierarchy.

- **Cardinal traits.** These are the dominant traits of a person's life, like a tendency to seek out the truth, govern the direction of one's life.
- **Central traits.** Central traits are ones that make up your personality. They are responsible for shaping most of our behaviour.
- **Secondary traits.** These are significantly less generalized and less relevant, known as secondary traits (Psycholo Genie Staff, 2018).

Raymond Cattell described 16 personality traits that each person possesses to varying degrees. These traits are referred to as primary factors of which someone can be at low level or high level.

Table 1.2. Cattell's 16 Personality Traits

Cattell's 16 Personality Traits	
■ Warmth	■ Vigilance
■ Reasoning	■ Abstractedness
■ Emotional stability	■ Privatness
■ Dominance	■ Apprehension
■ Liveliness	■ Openness to change
■ Rule-consciousness	■ Self-reliance
■ Social-boldness	■ Perfectionism
■ Sensitivity	■ Tension (Lustbader, 2018)

Psychodynamic Theories

A psychodynamic theory is a view that explains personality in terms of conscious and unconscious forces, such as unconscious desires and beliefs (Psychodynamic Theory, n.d.) Although many different psychodynamic theories exist, they all emphasize unconscious motives and desires, as well as the importance of childhood experiences in shaping personality (Psychodynamic theories, n.d.). Psychodynamic theories of personality are heavily influenced by the works of Sigmund Freud, and emphasize the importance of unconscious mental processes and early child-development issues.

Sigmund Freud's psychosexual stage theory. He presented the first comprehensive theory of personality. He was also the first to recognize that much of our mental life takes place outside of our conscious awareness. Freud describes the human psyche as the result of an interaction taking place between 3 parts of the mind. The components of Freud's theory of personality include the id, superego, and ego. The job of the ego is to balance the sexual and aggressive drives of the id with the moral ideal of the superego. Freud also said that personality develops through a series of psychosexual stages. In each stage, pleasure focuses on a specific erogenous zone. Failure to resolve a stage can lead one to become fixated in that stage, leading to unhealthy personality traits. Successful resolution of the stages leads to a healthy adult (Personality and the Psychodynamic Perspective, n.d.). The 3 levels of awareness described by Sigmund Freud's psychodynamic theory include the conscious, subconscious and unconscious mind. He believed that the energy of the human psyche would build up in the subconscious mind. If this energy is positive, it would be positively expressed in the

conscious mind: and if it is negative, with repressed emotions, it would be expressed negatively in the conscious mind.

Erik Erikson's psychosocial theory. He proposes that personality develops through eight stages of stages of psychosocial development in a pre-determined order, from infancy to adulthood. At each stage the psychosocial crisis experiences are need-based and affect the personality. Successful completion of each stage results in a healthy personality, developing basic virtues, and failure to successfully complete a stage results in an unhealthy personality.

Table 1.3. Erik Erikson's Stages of Psychosocial Development

Stages of Psychosocial Development	Age	Psychological Crisis	Basic Virtue
1.	0 -1 ½	Trust vs. Mistrust	Hope
2.	1 ½ - 3	Autonomy vs. Shame	Will
3.	3 - 5	Initiative vs. guilt	Purpose
4.	5 -12	Industry vs. Inferiority	Competency
5.	12 – 18	Identity vs. Confusion	Fidelity
6.	18 – 40	Intimacy vs. Isolation	Love
7.	40 – 65	Generativity vs. Stagnation	Care
8.	65+	Ego Integrity vs. Despair	Wisdom

From S. McLeod. (2018). Erik Erikson's stages of psychosocial development.

Humanistic Theories

Humanist theories emphasize the importance of free will and individual experience in the development of personality. Humanist theorists include Carl Rogers and Abraham Maslow. Humanist theories emphasize the importance of free will and individual experience in the development of personality. Humanist theorists emphasized the concept of self-actualization, which is an innate need for personal growth that motivates behavior.

Carl Roger's humanistic theory of personality. It proposes that the personality is rooted in the concept to self. The perception of our own self is subjective to who we are and what we are like. The concept of self is learned from our interactions with others. He believed that we are born with an innate need for positive regard, for acceptance,

sympathy, and love from others, and fulfilment of this need contributes to development of a good personality (Humanistic theory of personality, n.d.).

Maslow's hierarchy of needs five-stage theory. It states that our needs range from the very basic, such as the things required for our survival, through to higher goals such as altruism and spirituality. The needs are physiological, safety, social belonging, esteem, aesthetic and self-actualization needs. The hierarchy is often presented as a pyramid; if the needs at the base of the pyramid aren't met, then achieving the higher-level goals is extremely difficult. Hence need fulfilment contributes to the personality development (Oxford Royal Academy, 2017).

Big Five Personality Factors

The Big Five refers to the five personality traits. Traits are many and to pin-point exactly which traits make-up the personality is a herculean task. Many have attempted and came with diverse views. Lots of researchers and psychologists believed that Eysenck's theory focused on too few traits while Cattell's theory focused on too many traits. As a result, a new theory was established, namely "The Big Five Factor Theory of Personality" (<https://www.psychestudy.com>). The idea behind the Big Five is not whether one has or does not have these traits. Rather, it is believed that everyone has these traits but to varying degrees or different forms. Where you fall within each of the five traits is a good indicator of how you react in different situations. Today, the big five personality test is more common than the original 16PF questionnaire (Lustbader, 2018). The five independent dimensions, selected using statistical procedures, are known as the "Big Five". Big Five is "one of the best-known trait theory of personality (Cherry, 2018).

History of the Big Five

The History of Big Five personality theory is rooted in data-driven statistical results of intense research. It began with Ernest Tupes and Raymond Christal who advanced the initial model, based on work done at the U.S. Air Force Personnel Laboratory in the late 1950s. J.M. Digman proposed his five factor model of personality in 1990, and Goldberg extended it to the highest level of organizations in 1993. In a personality test, the Five Factor Model or FFM and the Global Factors of personality may also be used to reference the Big Five traits. McCrae and Costa (1983) suggested that personality of

a person can be described in 5 factors and most people score near the middle of each trait with only a few people scoring at the extremes. Below is the summary of the Big 5.

Characteristics of Big Five traits

Extroversion, Agreeableness, Conscientiousness, Neuroticism and Openness are the Big Five traits and their behavioural traits can be summarized as follows:

Table 1.4. McCrae and Costa Five-Factor Model of Personality

Big Five Traits	Associated Tendencies
1. Extroversion	Affectionate and fun loving Social and enjoying the companionship Talkative and voluntarily coming forward Active and energetic passionate
2. Agreeableness	Soft-hearted and compassionate Trusting and cooperative Generous and lenient Good-natured Reluctant to antagonize
3. Conscientiousness	Well-organized and self-disciplined Punctual and duty-conscious Hardworking Ambitious Persevering
4. Emotional Stability (Inversely Neuroticism)	Calm Even-tempered Self-satisfied Comfortable Unemotional Hardy
5. Openness to Experience	Imaginative and Creative Original

Big Five Traits	Associated Tendencies
	Prefers variety
	Curious
	Liberal

Adapted from McCrae and Costa Five-Factor Model of Personality (adopted from Feist and Feist, 2009); <https://www.mentalhelp.net/articles/big-five-personality-traits/>

Educational Implications of Big Five Personality Factors

Personality is the man and it develops from childhood experiences. Between type and trait theory, type theory remains an interest of the past and trait theory is pursued at all levels even in this modern days. The Big Five traits concisely present the important traits and teacher educators and teachers have a greater role in identifying and nurturing these traits among the children for the healthy growth and integrated development of children. Academic success is basic to developing professional competence, the quality of educational practices, and employment opportunities. The relationship between academic success and personality is binding. Higher conscientiousness was associated with higher study satisfaction among the college students (Smidt, 2015). Fleeson, and Gallagher (2009) asserted that the Big Five traits are powerful predictors of actual manifestation of traits in behaviour. Hence, the prospective teachers should be familiar with this concept of Big Five traits theory to develop themselves and their students.

1.06 Learning Styles

An Overview of Learning Styles

Every living being learns and no living organism can live without learning anything. It is a key to survival. It leads to gaining knowledge and expertise. It simplifies the way we do and leads to effective performance. It gives confidence in doing the activities. Any learning is a process and it occurs gradually by adding new information of knowledge to what we already know. Encyclopedia Britannica defines learning as “the relatively permanent change in a person’s knowledge or behavior due to experience” (Kimble, 2016).

“Learning style is the manner in which one learns best. It is based on individual characteristics and preferences. Individual learning styles are important to consider in effective teaching because different students learn in different ways” (Schissel, n.d.).

Learning is affected by the adapted styles of learning. Learning styles are the common patterns of learning and different people adapt different learning styles and yet one style would be predominantly used by an individual and that becomes his/her preferred learning style. Reid (1987) asserts “Learning style preferences often differ significantly from those of others” as the information processing differs from person to person owing to individual differences. “Learning styles are different methods of learning or understanding new information” (Wilfrid Laurier University, 2008). Realizing the significance of leaning styles “in recent years, educational researchers have focused more and more on various aspects of learning styles and how they can be considered in educational technology” (Graf, Viola, Leo, & Kinshuk, 2007).

Different Learning Styles – Why?

Every human being is unique. The potential gifts and talents that are within have been developed by the individuals over the period of time and it has its own impacts on the ways of thinking, learning and doing. The environment that affects the growth and development of individuals vary leading to significant variations in the learning styles and outcomes.

“The idea of a learning style is that we all have a way in which we prefer to learn” (Learning Styles, 2016). Learning styles are being influenced by cognitive, affective and psychomotor domain factors which the learners possess. The intellectual factors, emotional factors, physical factors, social factors, personality factors and motivational factors affect the learning styles adapted, and all these factors are within the individuals at different levels and hence different learning styles do exist and all of them are effective depending on the individual factors. Most of us agree that each person likes to have their own learning styles and techniques which may be different from others. The common ways of learning techniques are grouped together and learning styles are identified. Sometimes the learning styles may be even a combination of different styles. It is not necessarily that only one single style has to be adapted by an individual all the times. While all learners engage in all types of learning, most seem to have a preference for one particular type (4MAT4 learning, n.d.)

Depending on varying circumstances and needs an individual may switch over from one learning style to another style for specific needs. Yet every learner resorts to adapt a single learning style often and in most of the contexts of learning, when compared with the other styles of learning and hence that style becomes his/her

preferred and often used learning style. A learner can, by identifying and understanding his/her own learning styles, adapt and use the learning styles that suits best for them and this will improve the effective ways of quality learning. To be an effective learner, individuals must know about their learning styles or preferences and find ways to learn using those methods (Rumson, 2017).

Learning Styles Models

The ways of learning are different as the people are different. A learning style refers to a person's preferred way of learning. The pattern of receiving, processing, storing and recalling information that leads to gaining knowledge depends on the style one prefers, and it has its own positive impact in learning process. Hence much research has been done over the years on these different learning styles and hence many learning styles models have been added and contributed to learning. These models are based on sensory perceptions, and brain dominance. These theories propose that all people can be classified according to their 'style' of learning, although the various theories present differing views (Learning styles, n.d.). "There are several different learning style models Each proposes different descriptions and classifications of learning styles" (Graf, Viola, Leo, & Kinshuk, 2007) and so the gist of some of the important models is discussed below.

Fleming's VAK learning styles model. One of the most common and widely used learning styles model is Fleming's Visual, Auditory, Kinesthetic model, shortly known as VAK model. It describes learners as Visual, Auditory and Kinesthetic and describes how you prefer to take in information (<https://www.skillsyouneed.com/learn/learning-styles.html>). It is based on Neuro-Linguistic Programming (NLP). It gives a simple way of explaining how people learn leading to form their own unique learning styles. This model basically classifies the learners into three categories. They are Visual learners, Auditory learners and Kinesthetic learners.

- **Visual learners.** "Visual learners are those that learn best things seeing them" (Fleming, 2011). Learning by seeing is the preferred learning style of these learners. They prefer to look and read for understanding the contents of learning. They visualize the learning concepts in terms of mental pictures. Using the visual aids like blackboard, diagrams, pictures, handouts, slides presented using overhead

projectors and computer animated instructions like Power point slides would be very much appealing to them.

- **Auditory learners.** Learning by listening is the preferred style of learning by these learners. They love to listen to someone for learning. They listen to the class teachers and friends who are good at subject for understanding the learning content. A mere listening is just enough for them to pick up the lessons. Listening to classroom instruction, participating in discussion and listening to audio aids like tapes are very much preferred by them.
- **Kinesthetic learners.** Learning through experience by moving, touching, and doing is the preferred style of learning by these learners. They prefer learning by doing and touching. Project method, experimental method, activity based learning, field trips and exposition to the real situations would be much helpful for these learners.

VARK learning styles model. Fleming and Mills suggested four modalities that seemed to reflect the experiences of the students and teachers. It suggests that there are four main types of learners. These four key types are: Visual learners, Auditory learners, Reading/writing learners, and kinesthetic learners. Many professional sporting bodies, national and state sports organizations, academies and institutes use VARK in their training programs (Marcy, V, n.d.)

- **Visual learning style:** These learners use the visual sense more for learning. They generally prefer to sit at the front of the classroom, take notes and read the notes for learning.
- **Auditory learning style:** These learners learn through hearing. They largely depend upon what they hear from others to understand the learning concepts.
- **Read/Write learning style:** These learners learn through reading/writing. They prefer always text-based input and output in the form of materials for reading and writing.
- **Kinesthetic learning style:** These learners learn the best by doing with hands-on experience. Laboratory method, field trip and project method is preferable for them.

Kolb learning style model. Kolb's learning theory distinctly identifies four learning styles. They are convergent learning style, divergent learning style, assimilative learning style and accommodating learning style. It considers learning as a continuum and it looks learning on two angles: one is how learners perceive information and identifies as concrete learners and abstract learners; and the other is how learners

process information, whether as active learners or reflective learners. Based on this concept, learners are classified on the following categories.

- **Convergent learners.** These learners like concepts and active experimentation. Problem solving approach is a preferred method of learning by them. They are good at technical skills and they like to materialize their ideas with a sense of practical utility.
- **Divergent learners.** These learners are imaginative and creative. They prefer to learn by keen observation. Brainstorming can be a good method of learning for them. Based on their experience they reflect upon the incidents and learn.
- **Assimilative learners.** These learners like abstraction. They like abstract modeling and logical thinking. Reflective observation is their nature and thereby they prefer to learn. Information should be given in nutshell with clarity for absorbing the ideas.
- **Accommodative learners.** These learners give importance to their feelings. They like to be practical in doing things and experiential approach. They love to work for the welfare of the people. Feeling is primary and logical thinking is secondary for these learners. To learn convincingly they depend on practical experience and test themselves.

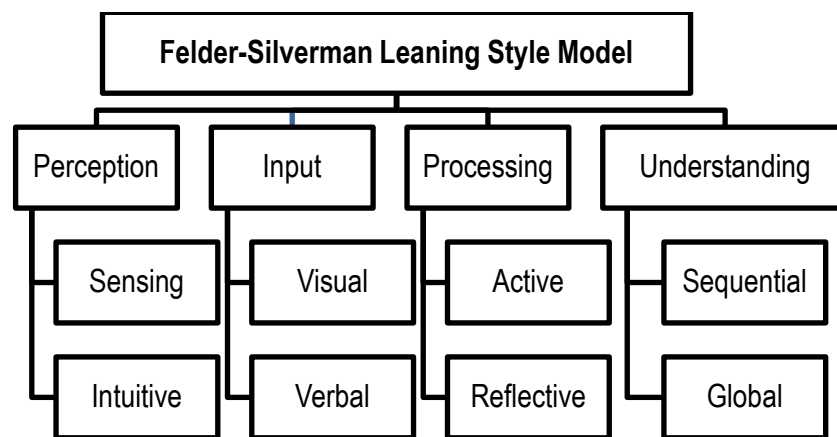
Honey-Mumford learning styles model. Honey and Mumford learning styles were developed by Peter Honey and Alan Mumford. They were inspired by Kolb's model and they invented this model of learning style. Four distinct learning styles were identified by them as Activists, Theorists, Pragmatists and Reflectors.

- **Activists.** This type of learners responds to learning through trial and error. Activists like to take direct action. They are enthusiastic and welcome new challenges and experiences (Honey & Mumford, 2000). They involve themselves fully in new experiences. They are open-minded and enthusiastic in doing new ventures.
- **Theorists.** This type of learners prefers to learn through step-by-step process. Theorists think problems through in a vertical, step-by-step logical way (Beever, 2017). They are competent in situations, principles, and other processes. They typically prefer listening to lectures, reading, and making models. Anything that is logical does well for them. They tend to be objective and analytic in their approach. They feel annoyed with subjective and biased judgement, doing complex and logical theories as their nature is to analyze and synthesize.

- **Pragmatists.** This type of learners prefers to decide based on pragmatic principle. They are interested in trying out new ideas, theories and techniques to find out whether it works or not. Anything that works is good for them. They like laboratories and doing field work in the learning process. They act quickly and confidently with the ideas that work well. They make practical decisions for solving problems. They take problems and opportunities as a challenge and act with determination.
- **Reflectors.** This type of learners prefers to think over the experiences and observe them carefully from many different perspectives. Reflectors like to think about things in detail before taking action (Honey & Mumford, 2006). These learners prefer to watch, think, observe and do not jump to arriving at conclusions. They don't make any commitment in haste; instead they are very cautious in committing themselves to a particular work. They arrive at conclusion based on facts and data and not on speculations.

Felder-Silverman learning styles model. Learning styles of students in a class are different and for a teacher teaching to all those students is challenging. It is a challenge and dilemma, and this have led educators Richard Felder and Linda Silverman to create the Felder-Silverman learning styles model” (Schissel, n.d.). Felder and Silverman learning styles model is the most widely used learning styles model in the e-learning field (Ciloglugil, B., 2016). This model considers the specific areas of personality that contribute to learning. They are active or reflective, sensing or intuitive, visual or verbal, inductive or deductive, and sequential or global. A combination of these styles makes up the individuals learning preferences. With this model, students are able to identify their individual learning styles; the teachers can also teach in ways that appeal to the varied styles of their students.

Figure 1.6. Felder-Silverman Learning Styles Model



Adapted from "The Impact of Learning Styles on Learner's Performance in E-Learning Environment", by M. Abdhulla, 2015. Retrieved from <https://www.researchgate.net/publication/282613601>

The learning preferences of different styles of learners are as follows:

- **Sensing.** These learners prefer concrete thinking, practical, concerned with facts and procedures.
- **Intuitive.** These learners prefer conceptual thinking, innovative, concerned with theories and meanings.
- **Visual.** These learners prefer visual representations, pictures, diagrams, and flow charts.
- **Verbal.** These learners prefer written and spoken explanations.
- **Active.** These learners prefer to try things out, working with others in groups.
- **Reflective.** These learners prefer thinking things through, working alone or with familiar partner.
- **Sequential.** These learners prefer linear thinking, orderly, learns in small incremental steps.
- **Global.** These learners prefer holistic thinking, systems thinkers, learns in large leaps (Felder-Silverman, n.d.).

The 4MAT model. Dr. Bernice McCarthy developed the first basic structure of the 4MAT system. She identified four learning styles based on brain dominance theory.

- **Innovative/Imaginative learners:** This type of learners wants to know why. These learners prefer co-operative learning and brainstorming. They are interested in personal meaning and making connections.

- **Analytic learners:** This type of learners wants to know what. These learners prefer lectures and analysis of data. They are interested in acquiring facts in order to deepen their understanding of concepts and processes.
- **Common sense.** This type of learners wants to know how. These learners prefer concrete experiential learning activities. They are interested in how things work interested in how things work.
- **Dynamic learners.** This type of learners wants to know what if. These learners prefer roles-playing and games. They are interested in self-directed discovery and rely heavily on their own intuition (4MAT - developed by Dr. Bernice McCarthy, n.d.).

The Gregorc model. The Gregorc Model is based on brain hemisphere research. It is a modified version of Kolb's learning dimensions. It is based on the existence of perceptions, and falls on a continuum rather than being polar extremes. It uses perceptual and thinking/ processing modes to determine four preferred learning styles (Gregorc's mind styles model, n.d.). It uses two types of learning orientations (concrete and abstract) and two types of ordering orientations (sequential and random). These orientations are then combined to form four learning styles: Concrete Sequential, Abstract Sequential, Abstract Random, and Concrete Random (Lehman, 2011).

- **Concrete sequential (CS).** Concrete sequential learners are based in reality. To them, "reality consists of what they can detect through their physical sense of sight, touch, sound, taste and smell. They notice and recall details easily and remember facts specific information, formulas and rules with ease. 'Hands on' is a good way for these people to learn. These learners prefer order, logical sequence, following directions, predictability getting facts, hands-on activities, step-by-step instructions, and real life examples.
- **Concrete random (CR).** Concrete random learners are experimenters. Like concrete sequential thinkers, they're based in reality, but are willing to take more of a trial-and-error approach. So, they often listen to their intuition for their creative thoughts. These learners prefer experimenting to find answers, taking risks, using their intuition, and solving problems independently.
- **Abstract sequential (AS).** Abstract sequential learners love the world of theory and abstract thought. They like to think in concepts and analyse information. They make great philosophers and research scientists. These learners prefer solitude, prefer well-

organized material, analyzing situations before making a decision or acting, and applying logic in solving or finding solutions to problems.

- **Abstract random (AR).** Abstract random learners organize information through reflection, and thrive in unstructured, people-oriented environments. The 'real world for abstract random learners is the world of feelings and emotions. These learners prefer focusing on relationships and their emotions, listening to others, bringing harmony to group situations, establishing healthy relationships with others, focusing on the issues at hand (Dryden & Vos , 1993).

Educational Implications of VAK Learning Styles

Each of us has a specific preferred leaning style and this is all assertive. However it doesn't mean that the learners never use other leaning styles. The features of one learning style may have also overlapping on another style.

Learning strategies of visual learners:

- Highlight important points in text; key words
- Create flashcards for key information; be concise
- Limit amount of words/information; allows for mental imagery
- Convert notes and translate words into symbols, diagrams, and/or pictures
- Create visual reminders of information
- Practice turning visuals back into words
- Colour-code, underline, and/or highlight information
- Be creative with charts, diagrams, mind-maps

Learning strategies of auditory learners:

- Work in groups or with a study partner; i.e. discussions: listening, talking
- Review assignments and text reading before class
- Read notes and text out loud
- Recite information that is important to remember
- Record notes, key information, and lectures; listen to recordings regularly
- Use books-on-tape
- Mathematical/technical information:
 - State the problem out loud
 - Think through a process or sequence of steps: write out, then read out loud
 - Discuss questions/problems in a group or with a study-buddy

Learning strategies of kinesthetic Learners:

- Skim through reading material to understand the theme or main idea
- Move around as you read aloud or study; walk and read;
- Work in a standing position
- Record notes and listen to them while exercising
- Take frequent study breaks
- Listen to music while studying
- Stay actively engaged in class: take notes, draw charts
- Create hands-on learning when possible:
 - Use models, extra lab time, visit museums or places that connects study
- Create cards for processes:
 - Colour code like information
 - Limit information: use key words, symbols
 - Arrange in order; shuffle and repeat
- Create spread sheets, tables, charts to organize materials (Fleming, 2006).

A teacher while teaching in the class fit the teaching style to the learning styles of students to make learning effective. But it becomes an issue while considering the fact that there are several learning theories and no theory has been so far proved conclusively to be pan-effective. In this context, resorting to VAK model of learning styles, which is basically and invariably used by all learners, becomes significant in a common classroom situation. The knowledge of Strategies used by VAK Learners would be much helpful. Yet “it is an admitted fact that everyone can’t learn and remember in the same fashion so it’s up to teacher to be full of tricks and strategies to assist his learners in befitting manners (Hussain, 2017).

1.07 Statement of the Problem

A research revolves around a problem of significance. The beginning of a research is identifying the problem for the study and so stating the problem of research brings clarity to the study. Kerlinger defines in the context of research “A problem is an interrogative sentence or statement that asks: What relation exists between two or more variables?” (as cited in Pandey & Pandey, 2015, p. 18). “Research problems are often stated as questions. The question format serves as the focus of the investigation” (Wallen & Fraenkel, 2001, p.10).

The base for this research is the quality of English of teachers in its broad scope. There has been a wide-cry hearing around lamenting the quality of teachers themselves by the stakeholders and administrative bodies because it affects the students directly. Gaining mastery over English for all is not so easy and continues to remain challenging as it depends on multiple factors. Yet, it is a compulsive need in this tech-driven era that the teachers are good at English. The poor and deteriorating quality of English among the students is a matter of serious concern as it would affect the overall academic performance, personality, self-image, and social eliteness, and teachers are often blamed for this embarrassing state. The mushroom growth and prosperity of private schools is because of the lack of quality of public-run schools, including quality of English. A critical analysis would say at first if the in-service teachers' quality is poor it is because they were not trained well in their pre-service training, asserting the responsibility of the prospective teachers and the need to train them well to take up the task of teaching efficiently. In spite of the efforts to train the prospective teachers, all do not succeed in picking up the teaching skills, as it is affected by factor like personality and learning style. Hence the problem is stated as “Proficiency in English Language of Prospective Teachers in Relation to the Big Five Personality Factors and Learning Styles”.

1.08 Research Questions

“Asking a research question serves to narrow your focus on the topic of interest” (Vanderstoep & Johnston, 2009, p.4) and the raised research questions bring clarity and straightens the research path. Therefore the investigator raises the following questions to investigate the proficiency in English of prospective teachers in relation to Big Five personality factors, and learning styles.

1. What is the proficiency level of prospective teachers in English?
2. Whether the prospective teachers are high or low in Big Five personality traits?
3. Which is the most preferred learning style of prospective teachers?
4. Is there any significant relationship among proficiency in English of prospective teachers, and Big Five factors, and learning styles?
5. To what extent do the Big Five factors and learning styles influence proficiency in English of prospective teachers?

1.9 Need and Significance of the Study

“Language is, today, an inseparable part of human society. It is through language that humanity has come out of the stone-age and has developed science, art and technology in a big way” (Syal & Jindal, 2014, p. 11). Because it is an inseparable part, it becomes obligatory for every member of the society to learn a language. Language is “a device of expression of thoughts or ideas” (Prasad, 2014, p. 2) in written or spoken form. It is a social phenomenon, and needs to follow certain rules and regulations for making it convenient for common communicative needs. Grammar prescribes the rules governing a language. Stressing the importance of grammar Woods (1988) says, “When we say someone understands a language, we mean the person has obtained the ability to produce the target language that can be accepted in grammar”.

“English today is the native language of nearly 400 million people and the second language of many others scattered all over the world” (Kreidler, 2004, p. 1). “People all over the world, in many walks of life, have come to depend on English for their economic and social well-being” (Crystal, 2003). Therefore gaining proficiency in English language is a social and academic need for it gives the competence to use a language with accuracy and fluency. “If grammar rules are too carelessly violated, communication may suffer” (Harmer, 2007, p. 12). “Language learning is a very complex process. ... Nobody learns a language without a lot of input through listening and sometimes through reading” (Davies & Pearse, 2009, p.104). The Indian learners learn English as a Second Language (ESL) and they are dependent on teachers’ teaching for learning, strengthening and becoming proficient in English. The prospective teachers’ proficiency in English language is a matter of concern and significance.

Personality is “the sum total of the behavioural and mental characteristics that are distinctive of an individual. Informally, it refers to the personal qualities that make a person socially popular” (Colman, 2009). The factors, characteristics, the traits, that make the personality of an individual are many. Cattell compiled a list to 35 traits. McCrae and Costa reduced it to five core traits what describe a personality: Extroversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to experience, and they are so-called ‘Big Five dimensions’ of personality (Santröck, 2006; Rentfrow, 2009). The list of attributes or traits or factors that develops a person’s personality is long. Psychologists have attempted a lot to list out elaborately and

precisely enumerate those attributes. “Many contemporary personality psychologists believe that there are five basic dimensions of personality, often referred to as the "Big 5" personality traits. The five broad personality traits described by the theory are extroversion, agreeableness, openness, conscientiousness, and neuroticism” (Cherry, 2017, Para. 1). McCrae and Costa’s Five Factor Theory (FFT) is based on the assumption that these traits influence and determine the personality to a large extent. “FFT is unabatedly a trait theory, making full use of the empirical results of the last two decades that constitute the Five Factor Model (FFM) in the broader sense (McCrae & Costa, 2008, p.160). “Five-Factor Theory is one of the grand theories of current personality psychology. Its foundations are built on empirical evidence and the interpretation of this evidence is guided by some time-tested hypotheses from earlier theorists such as Allport, Cattell, and Eysenck” (Mottus, 2017, p. 1). Based on this extensive research McCrae and Costa identified the five core traits that describe a personality: Extroversion, Agreeableness, Conscientiousness, Neuroticism (positive term -Emotional stability), and Openness (to experience). Teachers and prospective teachers interact with the students and their interactions influence their students a lot. Hence exploring these Big Five personality is significant as it affects the teaching-learning process.

Learning style is the pattern usually adopted by an individual for learning knowledge, attitude and skills. Not all the styles of learning will suit all. Certain styles suits better to certain individuals. “Academic achievement is directly influenced by learning styles” (Akbarzadeha & Fatemipourb, 2014). If the learners, during their learning days, if they adopt a suitable learning style, then it would make learning easy, effective and would lead to academic achievement. “There are different learning styles. Three of the most popular ones are visual, auditory, and kinesthetic in which students take in information” (Vaishnav, 2013). Visual learning style, Auditory learning style and Kinesthetic learning style, shortly known as VAK learning styles has been a topic of research interest. Learners, starting from kids to prospective teachers, adopt these learning styles in the classroom learning. “Teachers can use this knowledge to facilitate student learning” (Urval, Kamath, Ullal, Shenoy, Shenoy, & Udupa, 2014). “One of the most important uses of learning styles is that it makes it easy for teachers to incorporate them into their teaching (Gilakjani, 2012). Knowing learning styles would help both language teachers and students in order to make progress, develop language skills, and

select appropriate syllabus designs and language learning methods (Sadeghi, 2012). Knowledge of students' learning style preferences can aid tertiary institutions in class preparation, designing class delivery methods, choosing appropriate technologies and developing sensitivity to different student learning style preferences within the institution (Cekiso, 2011). Learning styles and personality types are closely linked to each other because both of them are the factors affecting language learning (Dewi, 2013).

The effective and proficient usage of English, both in verbal and written form, boosts the personality of man. Language learning becomes easy if appropriate learning style is adapted. The investigator, being a teacher educator, is involved in training the prospective teachers who are studying B. Ed. course in colleges of education. So finding out the levels and the relationship among these variables will give some insight to improve the prospective teachers' proficiency in English, personality and learning styles. Hence is this research venture. Besides when the findings are applied at a larger scale, the entire society of prospective teachers will benefit much.

1.10 Title of the Study

The title of the study is “Proficiency in English Language of Prospective Teachers in Relation to the Big Five Personality Factors and Learning Styles”.

1.11 Operational Definition of the Key Terms

Proficiency in English language. It is the ability to use English language with accuracy and fluency. Accuracy is the using the “correct forms of grammar”, without mistakes, and fluency is the using the language “at a normal speed, without hesitation” (Spratt., Pulverness., & Williams, 2010). In this study, proficiency in English language refers to the prospective teachers' ability to use English language and is measured by the scores obtained in the Proficiency in English Language Test (PELT) conducted by the investigator.

Prospective teachers. In this study, it refers to the students who are doing Bachelor of Education (B.Ed.) training programme with the aspiration of becoming teachers on successful completion this professional training.

Big Five personality factors. It refers to the five important personality traits: 1. Extroversion, 2. Agreeableness, 3. Conscientiousness, 4. Emotional stability and 5. Openness (Cherry, 2017). In this study, the Big Five personality traits of prospective teachers traits are measured by the scores obtained in the Big Five Inventory administered by the investigator.

- Extroversion is a trait characterized by sociability, talkativeness, assertiveness, and high amounts of emotional expressiveness. People who are high in this trait are outgoing and find it easy to make new friends. People who are low in it prefer solitude, find it difficult to start conversations and mingle with people.
- Agreeableness is a trait characterized by trust, altruism, kindness, affection, and other pro-social behaviors. People who are high in this trait tend to be more cooperative, enjoy helping and contributing to the happiness of other people. People who are low in it tend to have little interest in other people's problems, insult and belittle others, and be more competitive.
- Conscientiousness is a trait characterized by thoughtfulness, with good impulse control and goal-directed behaviours. People who are high in this trait tend to be organized, spend time in preparing, finish important tasks in time, and stick to their schedules. People who are low in it tend to dislike structure and schedules, procrastinate, and fail to complete the things they are supposed to do.
- Emotional Stability is a trait characterized by resilience, and balanced attitude. It is negatively termed as neuroticism. People who are high in this trait tend to deal well with stress, don't worry much, and are very relaxed. People who are low in it tend to experience mood swings, anxiety, irritability, and sadness.
- Openness is a trait characterized by imagination, insight, and creativity. People who are high in this trait tend to have a broad range of interests, willing to take up new challenges. People who are low in openness are often more traditional, dislike change, resist new ideas and struggle with abstract thinking.

Learning styles. It refers to one's preferred manner of acquiring, processing, and remembering information. In this study learning styles refer to VAK learning styles, i.e., Visual learning style, Auditory learning style and Kinesthetic learning style. The preferred learning style of prospective teachers is identified by the scores obtained in

the VAK Learning Styles Self-Assessment Questionnaire conducted by the investigator.

- Visual learning style refers to learning by observing events and things, reading from books, pictures, diagrams, demonstrations, displays and handouts for learning.
- Auditory learning style refers to learning by listening to lectures and sharing of others in the spoken form.
- Kinesthetic learning style refers to learning by listening concrete experience, learning by doing, and physical experience like touching, feeling, holding, doing, and practical hands on experiences.

1.12 Objectives of the Study

Objectives

1. To find out the level of proficiency in English language of prospective teachers
2. To find out the level of Big Five personality factors of prospective teachers
3. To find out the level of learning styles of prospective teachers
4. To find out whether there is any significant difference in the proficiency in English language of prospective teachers with regard to their gender, marital status, type of family, medium of instruction at school, educational qualification, religion, and major subject
5. To find out whether there is any significant difference in the Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness of prospective teachers with regard to their gender, marital status, type of family, medium of instruction at school, educational qualification, religion, and major subject
6. To find out whether there is any significant difference in their (1) visual learning style, (2) auditory learning style, and (3) kinesthetic learning style of prospective teachers with regard to their gender, marital status, type of family, medium of instruction at school, educational qualification, religion, and major subject
7. To find out whether there is any significant relationship between proficiency in English language and Big Five personality factors (1) extroversion,

- (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness of prospective teachers
5. To find out whether there is any significant relationship between visual learning style and Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness of prospective teachers
 6. To find out whether there is any significant relationship between auditory learning style and Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness of prospective teachers
 7. To find out whether there is any relationship between kinesthetic learning style and Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness of prospective teachers
 8. To find out whether there is any significant relationship between proficiency in English language and (1) visual learning style, (2) auditory learning style, and (3) kinesthetic learning style of prospective teachers
 9. To find out whether there is any significant influence of Big Five personality factors and learning styles on proficiency in English language of prospective teachers
 10. To find out whether there is any significant factor with positive loading of the variables namely Big Five personality factors extroversion, agreeableness, conscientiousness, emotional stability, openness, visual learning style, auditory learning style, kinesthetic learning style, and proficiency in English language of prospective teachers

1.13 Hypotheses of the Study

Hypotheses on Proficiency in English Language

- 1.1 There is no significant difference between the male and the female prospective teachers in their proficiency in English language.

- 1.2 There is no significant difference between the unmarried and the married prospective teachers in their proficiency in English language.
- 1.3 There is no significant difference between the prospective teachers from nuclear family and the joint family in their proficiency in English language.
- 1.4 There is no significant difference between prospective teachers who studied in the Tamil medium and the English medium at school level in their proficiency in English language.
- 1.5 There is no significant difference between the prospective teachers with Graduate and Post Graduate degree in their proficiency in English language.
- 1.6 There is no significant difference among the prospective teachers who belong to the Hindu, the Christian and the Muslim religion in their proficiency in English language.
- 1.7 There is no significant difference among the prospective teachers from English, Arts, and Science major subject in their proficiency in English language.
- 1.8 There is no significant association between fathers' educational qualification and proficiency in English language of prospective teachers.
- 1.9 There is no significant association between mothers' educational qualification and proficiency in English language of prospective teachers.
- 1.10 There is no significant association between the monthly income of family and proficiency in English language of prospective teachers.

Hypotheses on Big Five Personality Factors

- 2.1 There is no significant difference between the male and the female prospective teachers in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness.
- 2.2 There is no significant difference between the unmarried and the married prospective teachers in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness.
- 2.3 There is no significant difference between the prospective teachers from nuclear family and joint family in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness.

- 2.4 There is no significant difference between prospective teachers who studied in the Tamil medium and the English medium at school level in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness.
- 2.5 There is no significant difference between the Graduate, and the Post Graduate qualified prospective teachers in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness.
- 2.6 There is no significant difference among the prospective teachers who belong to the Hindu, the Christian and the Muslim religion in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness.
- 2.7 There is no significant difference among the prospective teachers from English, Arts, and Science major subject in their proficiency in English language in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability and (5) openness.
- 2.8 There is no significant association between fathers' educational qualification of prospective teachers and their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability and (5) openness.
- 2.9 There is no significant association between mothers' educational qualification of prospective teachers and their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability and (5) openness.
- 2.10 There is no significant association between the monthly income of family of prospective teachers and their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability and (5) openness.

Hypotheses on Learning Styles

- 3.1 There is no significant difference between the male and the female prospective teachers in their (1) visual learning style, (2) auditory learning style, and (3) kinesthetic learning style.
- 3.2 There is no significant difference between the unmarried and the married prospective teachers in their (1) visual learning style, (2) auditory learning style and (3) kinesthetic learning style.

- 3.3 There is no significant difference between the prospective teachers from nuclear family and the joint family in their (1) visual learning style, (2) auditory learning style and (3) kinesthetic learning style.
- 3.4 There is no significant difference between prospective teachers who studied in the Tamil medium and the English medium at school level in their (1) visual learning style, (2) auditory learning style and (3) kinesthetic learning style.
- 3.5 There is no significant difference between the Graduate and the Post Graduate and above qualified prospective teachers in their (1) visual learning style, (2) auditory learning style and (3) kinesthetic learning style.
- 3.6 There is no significant difference among the prospective teachers who belong to the Hindu, the Christian and the Muslim religion in their (1) visual learning style, (2) auditory learning style and (3) kinesthetic learning style.
- 3.7 There is no significant difference among the prospective teachers from English, Arts, and Science major subject in their proficiency in English language in their (1) visual learning style, (2) auditory learning style and (3) kinesthetic learning style.
- 3.8 There is no significant association between fathers' educational qualification of prospective teachers and their (1) visual learning style, (2) auditory learning style and (3) kinesthetic learning style.
- 3.9 There is no significant association between mothers' educational qualification of prospective teachers and their (1) visual learning style, (2) auditory learning style, and (3) kinesthetic learning style.
- 3.10 There is no significant association between the monthly income of family of prospective teachers and their (1) visual learning style, (2) auditory learning style, and (3) kinesthetic learning style.

Correlation Analysis

- 4.1 There is no significant relationship between proficiency in English language and Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness of prospective teachers.
- 4.2 There is no significant relationship between visual learning style and Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness of prospective teachers.

- 4.3 There is no significant relationship between auditory learning style and Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness of prospective teachers.
- 4.4 There is no significant relationship between kinesthetic learning style and Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness of prospective teachers.
- 4.5 There is no significant relationship between proficiency in English language and (1) visual learning style, (2) auditory learning style, and (3) kinesthetic learning

Regression Analysis

- 5.1 There is no significant influence of Big Five personality factors and learning styles on proficiency in English language of prospective teachers.

Factor Analysis

- 6.1 There is no significant factor with positive loading of the variables namely Big Five personality factors extroversion, agreeableness, conscientiousness, emotional stability, openness, visual learning style, auditory learning style, kinesthetic learning style, and proficiency in English language of prospective teachers.

1.14 Delimitations of the Study

1. The study is delimited to the prospective teachers from the colleges of education affiliated to Tamil Nadu Teacher Education University in Tirunelveli, Tirunelveli, Thoothukudi and Kanyakumari districts only.
2. Though there are many aspects to be considered in measuring the proficiency in English language of prospective teachers, the study primarily focuses on the grammatical aspect which forms the base for being accurate and fluent in oral and written communication, and it is measured by the proficiency test developed and validated by the investigator only,
3. There are different types of learning styles but this study opts to investigate VAK learning style preference of prospective teachers only.

Review of Related Literature

- 2.01 Purpose of a Literature Review
- 2.02 Review of Related Literature
- 2.03 Critical Review of Related Studies
- 2.04 Uniqueness of the Study

Review of Related Literature

Introduction

“Research is an academic activity ... an original contribution to the existing stock of knowledge ... a method of finding solution to a problem...” (Kothari, 2004, p. 1). The skill to do research, following the method of doing a research, is demanded much in higher education and a “competency in an information-rich world” (Vanderstoep & Johnston, 2009, p. 2). Review of literature related to the study undertaken by the researcher is one of the basic and essential activities, as it sets ready the ground for pursuing research. It serves as a beacon light for a wandering and wavering research mind by throwing insights for proceeding research. Pallant asserts its value saying, “A thorough review of the literature in your topic area is the first place to start” (2013, p. 17). “Literature review is the discussion and citation of relevant published material, including journal articles, books, reviews, reports, conference papers, and even personal communication, all of which taken together can be called the literature” (Griffiee, 2012, p. 21). The area to go through in related literature is vast and wide and a researcher is “expected to critically review the available publications in the field and attempt to add an element of original research to it” (Viete, Chowdhury, Podorova, Barnes, & March, 2014, p. 2) for multiple reasons.

2.01 Purpose of a literature review

“A literature review is a summary of previous research on a topic. ... The purpose is to review the scholarly literature relevant to the topic you are studying” (Washington and Lee University, (n.d.). It “surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated” (University of South California, n.d.). Thus, review of literature is valuable in the process of research as it serves many purposes.

1. It motivates the study and provides background.
2. It educates readers on the topic.
3. It identifies the intellectual history by telling readers what the investigator has read.
4. It identifies the sources. The literature review provides a paper trail indicating where to find the articles, books, and other resources used. In that sense, it is a source file for others to access.
5. It provides researcher and readers alike ideas for further research (Girfee, 2010, p. 22).

2.02 Review of Related Literature

The investigator has made an extensive and in-depth survey of literature related to the study and they are presented under the following heads:

- Studies related to proficiency in English;
- Studies related to Big Five personality factors; and
- Studies related to learning styles.

Studies Related to Proficiency in English

Carhill, Suárez-Orozco and Páez (2017) conducted a study on explaining English language proficiency among adolescent immigrant students using a sample of 274 adolescent first-generation immigrant students from China, the Dominican Republic, Haiti, Central America, and Mexico. The importance of English language proficiency in predicting academic achievement measured by grade point average (GPA) and achievement tests has been shown in previous researches. The results of the study

showed that although differences in individual student characteristics partially explain variation in English language proficiency, the schools that immigrant youth attended are important in gaining proficiency in English. The amount of time that students spent speaking English in informal social situations is predictive of English language proficiency. These findings demonstrated that social context factors directly affect language learning among adolescent immigrant youth and suggest a crucial role for school and peer interventions.

Freeman (2017) analysed teachers' classroom English proficiency in the context of Japan and Vietnam classrooms. The article argues that conventional definitions that connect general English proficiency, often based on generic statements about language use, do not address the type of classroom language teachers need in order to teach. Further, language training focused on general language fluency often does not directly address teachers' particular professional needs. Policies and practices based on these definitions disadvantage most English language teachers by defining problems of teaching quality in terms of deficits in general English proficiency. The construct defines three functional areas of classroom language use – managing the classroom, understanding and communicating lesson content, and assessing and giving students' feedback.

Phon (2017) investigated the relationship between students' English proficiency levels and (i) their socioeconomic status (ii) their learning motivations and attitudes; and (iii) their learning opportunities. The data were collected via a set of questionnaires adapted from the general theory of language learning of Spolsky's (1989) model. Fifteen undergraduate students, majoring in English language at a rural public university in Cambodia were the study sample. Spearman's correlation was used as an analysis tool to determine if there was any significant relationship among the variables. The findings indicated that students' motivation and learning attitude had a strong correlation with students' English language proficiency level compared to other variables. Students from poor families are believed to possess lower English language knowledge and skills than those from the rich. These findings emphasize the importance of motivation in English language education.

Santana (2017) conducted a small-scale research at Mexico University. 800 students of the 1st semester were given a questionnaire out of which 218 were received in complete responses. The study revealed that intelligence, aptitude, or motivations

were contributed more than others to proficiency in English among the participants in this study. The first of these is instruction hours. In other words, the longer someone has studied English, the higher their score on the placement test will be. The second significant factor was the type of school the student had attended previous to coming to the university. Students from private schools scored significantly higher than students from public schools, as Davies (2009) had found. The final significant factor was reading. Students who said they liked to read scored significantly higher on the placement test than others who said they did not like to read.

Lee and Lee (2016) examined why the National English Ability Test (NEAT) introduced by the Ministry of Education of South Korea in 2008 was officially abandoned in 2013, after 5 years. NEAT was planned to develop a domestic, standardized language test as part of sweeping reforms designed to democratize and improve the Korean education system. The present paper examined the educational, sociopolitical, and economic factors that led to the rise and demise of NEAT from a critical language testing perspective. Following the tenets of critical language testing, this paper addresses the responsibility of the language testers to create an assessment that fairly measures test-takers' language proficiency. A review and an inductive interpretation of policy documents and recent NEAT research demonstrate the discrepancies among the original intentions of NEAT, the unintended outcomes, and overlooked issues of practicality. Findings also reveal that the two tracks of NEAT negatively branded both students and universities, deepening instead of alleviating the English divide.

Omidvari, Azizinia, and Rezaei (2016) investigated the impact of extroversion vs. introversion on intermediate EFL learners' reading comprehension. To do this, 80 intermediate learners out of a total number of 130 learners being educated at rural and urban high schools were selected all taking an OPT (Oxford Placement Test) test. They also answered the Eysenck Personality Inventory Questionnaire (EPIQ) (1964) and were categorized into four subgroups consisting of introverts and extroverts. Then they were administered two reading comprehension tests to detect the impact of personality type on their reading comprehension. An independent sample t-test and a one-way ANOVA were run to test the two hypotheses raised in this study. The results showed that personality trait and especially extroversion positively affects reading

comprehension among intermediated Iranian high school students. Finally, it was confirmed that there is a significant difference between the reading comprehension of intermediate extroverts and introverts in urban and rural areas.

Altunel (2015) studied the impact of extroversion and introversion on language learning in an input-based EFL setting. This study aims to examine language learners' individual differences by focusing on the relationships of personality traits (extroversion and introversion) and language learning of 56 Turkish university students through administering Oxford Online Placement Test and Myers-Briggs Type Indicator (MBTI) in an input-based instruction setting. Before starting the instruction, students took a pre-test, and at the end of academic year students took a post-test along with a personality test. The results of the study provides learning environments and instruction type interact with students' personality type. It is observed that input-based instruction benefits introverts more than extroverts in overall language performance.

Akbari (2014) investigated the extent to which knowledge of grammar accounts for effectiveness in L2 reading comprehension. This study was conducted with 120 Persian university students of Para-medical Sciences. In order to elicit comprehension problems resulting from insufficiency or lack of linguistic awareness, data were collected through the following tasks: classroom activities including asking and answering reading comprehension questions, writing the paraphrase of seemingly difficult/long sentences (i.e. complex and/or compound sentences) and other activities such as translation and exam data which included open-ended questions based on the just mentioned tasks. After eliciting each comprehension problem resulting from lack or insufficiency of grammatical knowledge, the researcher trained the students how to eliminate it through different linguistic consciousness-raising techniques in order to help them learn how to use knowledge of grammar to improve both their reading comprehension ability and reading speed. On the basis of the findings, it may be argued that grammatical knowledge predicts better comprehension and may be used as an indicator of success in reading. The explicit knowledge seems to help them realize the relationship between sentences (Alavi and Kaivanpanah, 2007). Therefore, if language teachers' aim at helping students read better and comprehend faster, they are advised to increase the grammatical knowledge through diverse means such as focus on form and explicit instruction. An interactive program to teach grammar and improve reading

comprehension is suggested to bring about significant improvement in reading comprehension.

Alaei, Ahmadib, and Zadeh (2014) explored whether or how three variables - (i) personality traits, (ii) analytical/holistic scores, and (iii) genre - interact in EFL writing assessment. Thirty one randomly selected Iranian EFL teachers completed a NEO-FFI Personality Traits Inventory, prior to scoring four sample writings in four different genres - (a) argumentative, (b) cause/effect, (c) opinion [advantage/disadvantage], and (d) descriptive - based on a scoring rubric, developed by Jacobs, Zingraf, Wormuth, Hartfiel, and Hughey (1981). Applying Pearson-correlation analysis, no significant relationship was observed between the raters' personality traits and the holistic scores assigned to each genre; however, significant correlations were found between analytic scores given to each individual component of scoring rubric and the raters' traits. Making raters aware of their personality traits can direct them to find out sources of their biases, and their tendencies to respond in certain ways to texts.

Aleshtara and Dowlatabadib (2014) studied metaphoric competence and language proficiency in the same boat. This paper aimed to investigate the possible relationship between Iranian EFL learners' metaphoric competence (MC) and their language proficiency. MC here is generally defined as the ability to comprehend and use metaphors in a given language as used in natural discourse. As a practical issue, and in the hope of laying the groundwork for a better understanding and addressing MC in the EFL classroom, the metaphorical competence of 60 male and female Iranian EFL students was assessed; and the scores on OPT were used to evaluate their general English language proficiency. The scores obtained from MC test and those of OPT were processed by SPSS 16.0 to measure the correlation between these variables. The results revealed that, the participants' language proficiency is positively correlated with their MC. It can be concluded that participants with higher language proficiency will be more metaphorically competent as well.

Mosha (2014) investigated the factors affecting students' performance in English language subject in Zanzibar Secondary Schools. Bloom's (1982) model of evaluation was used as a framework in the study. The study employed qualitative and quantitative approaches. Data were collected using interviews, classroom observation, questionnaire and documentary review. Result of the study reveals that students were highly motivated to learn English for future expectations such as local and international

communication, academic advancement and employment prospects. However, students' performance was affected by shortage of English teachers and absence of teaching and learning materials. The findings show that presence of untrained, under-qualified, and trained teachers in schools who were incompetent as a result they skipping to teach some difficult topics in the syllabus. Study findings also indicated that students' infrequent use of English language at school and home, large class size, teachers' responsibilities, poor conducive teaching and learning environment in the classrooms, limited home support environment and poverty were contributing factors for English poor. Based on this study results, study recommends in-service teachers training to enhance teachers English teaching skills, equal distribution of English teachers, adequate teaching facilities, and conducive learning environment at the schools.

Nguyen, Warren and Fehring (2014) explored factors affecting the efficacy of non-major English teaching and learning in Vietnamese higher education through an investigation of classroom practices. Eight non-participant class observations were conducted at Hutech University, Ho Chi Minh City, Vietnam. The study's findings show that many factors hinder the quality of English teaching and learning: uninteresting teaching style; insufficient time for communicative activities; grammar-driven teaching; unreasonable time-management; unclear instructions; large class sizes; teachers' limited ability in classroom organization; unequal students' English levels; inadequate lesson preparation; teachers' limited use of teaching aids and technology; and students' lack of confidence in using oral English in class activities. Based on these results, recommendations are given to improve the quality of non-major English teaching and learning, at Hutech University in particular and in Vietnamese higher education in general.

Sani (2014) investigated the possible effect of making questions on reading comprehension texts (a post-reading activity) on the amount of student-student interaction among 95 randomly selected Engineering students at Urmia University of Technology whose age varied between 18 and 19. Their language proficiency level was determined through the scores they obtained on university entrance exam. Analyzing the data gathered through pre-treatment and post-treatment observations, using SPSS software with confidence of 95%, reveals that application of this strategy dramatically increased student-student interaction despite the fact that the classes remained teacher

dominant. Thus the findings indicate that question-making on reading texts is a practical and helpful way of helping students to open up and make themselves understood in EFL classes.

Seyedtajaddini (2014) studied the impact of audio input enhancement on EFL learners' grammar learning from varying proficiency levels. The present study explored the use of audio input enhancement in grammar learning among Iranian EFL learners. For the purpose of the present study, 30 participants, aged 16 to 23, were selected from the intermediate and advanced EFL learners at Goldis Institute in Salmas, Iran. The participants were divided into two groups of low and high proficiency levels. The data was collected through taking two tests consisting selected TOEFL multiple choice grammar tests. After conducting a pretest, the participants were taught the grammar points with the aid of listening materials chosen from Headway books for five sessions. Afterwards, a post test was conducted. According to gathered data, the p-value is lower than 0/05, so it can be said that there is a significant difference between the performance of two groups depending on the use of audio input enhancement indicating that the highly proficient learners outperformed the low proficient learners.

Shirzadi (2014) aimed at examining whether syntactic and lexical simplification affect listening comprehension at low and high language proficiency levels. The participants were 180 female Iranian EFL students. They were learning English at an English language institute. A standardized test, namely, TOEFL was administered to choose the participants. Then the participants were divided into two groups (90 of low and 90 of high-proficiency level). The participants at high language proficiency level were randomly divided into three groups (one control group, two experimental groups). The participants at the low language proficiency level were randomly divided into three groups, too (one control group, two experimental groups). Two versions of a passage were prepared at a high language proficiency level. Two versions of a passage were prepared at a low language proficiency level, too. The obtained passages which were read by a native English teacher and recorded on a CD were played back at a normal speed rate. The participants were asked to answer the multiple-choice questions after listening to the passages. Then the answer sheets were scored. The means and the standard deviations of groups' performances were calculated. To determine whether or not there were overall significant differences between groups' performances, a t-test was separately applied within levels. The results of the t-test revealed that the groups

exposed to syntactically and lexically simplified versions outperformed the other groups.

Tavakkolia, Rakhshandehroob, Izadpanahc and Moradi-Shadd (2014) attempted to identify the effect of ego identity types on the language proficiency of Iranian EFL learners. It aimed answering which identity type achieves higher levels of proficiency in terms of language learning. The results revealed that the achieved ego identity types were better language learners in comparison with foreclosed and diffused types. The results obtained in terms of the effect of gender on language proficiency led the researchers to believe that the significant difference found in this regard was not caused due to such differences.

Chonga and Choyc (2013) studied on International English Language Testing System (IELTS), as an indicator of written proficiency levels. It was a quantitative study that examined the communicative proficiency of graduating secondary student teachers at the National Institute of Education (NIE), Singapore. Student teachers from the 1-year Postgraduate Diploma in Education (PGDE) pre-service teacher preparation programme participated in the study. This study considers the writing proficiency levels of graduating teachers as measured by their IELTS writing scores. It addresses the following two research questions: (i) what is the English language written proficiency level of graduating teachers as measured by their IELTS writing scores?; (ii) What can the scores tell us about baseline levels of a pre-service teacher education programme that prepares teachers to use English as the medium of instruction? The IELTS exam consists of 4 components: listening, speaking, reading and writing and the students in this study scored lowest on the writing section. Measures are recommended to further develop this important skill. This study emphasizes the need to improve communication skills of pre-service teachers to be effective in their professional environment and to serve as good role models in schools.

Giuntaa, Alessandria, Gerbinoa, Kanacria, Zuffianob and Caprarab (2013) examined the contribution of personality traits, self-esteem, and academic self-efficacy in determining the scholastic achievement of high school. SEM analysis showed that conscientiousness, openness, and self-esteem were positively inter-related, with both traits and self-esteem increasing students' perceived academic self-efficacy, which in turn mediated the effect of conscientiousness and self-esteem on senior high school grades. These relationships held controlling for gender, parents' education, and previous

scholastic achievement. Educators should be aware of students' personality antecedents in order to improve their students' beliefs about their capabilities to master different areas of coursework and to regulating their motivation and learning activities.

Hamaideha and Hamdan-Mansour (2013) examined the selected psychological, cognitive, and personal variables that affect students' academic achievement among health sciences college students in Saudi Arabia. A correlational descriptive cross-sectional design was employed to collect data on the studied variables from 510 health sciences students employing self-administered questionnaire. Results showed that students experienced low level of self-esteem and low level of student-faculty interaction; and high level of achievement motivation and satisfaction with life. Female students reported higher level of achievement motivation, depression, anxiety, and stress; while male students reported a higher level of self-esteem. Results also showed that achievement motivation, mothers' educational level, working besides studying, gender, aptitude test score, and depression level were the best predictors of academic achievement and accounting for 43% of the total variance. Several psychological, cognitive, and personal variables were found to affect college academic achievement.

Heather, Clare, Annelies, and Sharon (2013) investigated foreign language teachers' language proficiency and their language teaching practice. Teachers' subject knowledge is recognized as an essential component of effective teaching. In the foreign language context, teachers' subject knowledge includes language proficiency. This paper considers teachers' subject knowledge, that is, their language proficiency. It reports on the differences in the classroom practice of teachers with limited subject knowledge, compared with teachers with more extensive subject knowledge. The data were analysed against key aspects of teaching based on the work of Farrell and Richards. The analysis revealed a variance in the number of key aspects the teachers could manage and differences in their level of effectiveness in managing the key aspects. It highlighted the importance for teachers with limited levels of target language proficiency of continuing to develop their subject knowledge in order to maximize the language-learning experience for their students.

Khan (2013) did a comparative study of English grammatical knowledge between monolingual and bilingual seventh grade students. The Language is a social phenomenon and a child learning language, learns not just the rules of the grammatical

structure but learns them with reference to the social context. So, in a multilingual set-up contextualize language instruction for young learner must follow the principle of child-centered pedagogy. Within which their views, voices and experiences are given primary and also their active participation is encouraged. Teaching grammar and vocabulary (i.e. giving examples from the home language of the learners) in isolation will not yield the desired result and learning will take place in a fragmented manner whereas, we need to have a holistic prospective on language learning (NCF, 2005).

Lawrence and Lawrence (2013) conducted a study on attitude of student teachers towards using the grammar games for teaching English. They collected data from the student teachers in Tirunelveli district and analysed the data using self-made and validated tool. The results of their study indicated that majority of the student teachers have a positive attitude towards the using grammar games for teaching English at the secondary level. The female student teachers are found to be more positive towards using grammar games than male. The graduate qualified student teachers are more positive regarding using the grammar games than post graduate student teachers.

Maleki and Eslami (2013) studied the effects of written corrective feedback techniques on EFL students control over grammatical construction of their written English. This study presents the findings of an investigation of the impact of written corrective feedback (WCF) on 90 intermediate Iranian EFL students. The participants were separated into three groups; then they randomly received direct, indirect or no correction feedback. They created three pieces of writing, pre-test, immediate post-test and delayed post-test. Simple past tense errors were brought into focus in the feedback. The results showed that the recipients of WCF achieved more than those in the control group suggesting the effectiveness of both kinds of WCF. Therefore, the provision of WCF should be regarded as a potentially valuable technique in instructing writing to EFL learners.

Muhammad, Benazira, Rahmatullahshah and Amer (2013) studied the effect of super learning techniques on students' academic achievement in English subject at secondary level. Super learning is an easy and relaxed way of learning. With the help of relaxation exercises it helps to increase the speed of learning and it also helps to make learning interesting. It accelerates the learning speed and improves the retention rate of students. The researcher used two group design, an experimental group (N=35) which received the special treatment and control group (N=35) which was taught by

traditional method. On the basis of the pretest score (an objective type test) the students were divided into two equivalent group material was developed to teach English through super learning. Two teachers were provided training for this purpose. The treatment was provided for four weeks. At the end of treatment an objective type test was administered to see the achievement level of both groups and of the sub groups of low and high achievers as well. To investigate the retention rate of students the same test was administered after the laps of four weeks. Mean score of control group on pre, post and retention test was 16.88, 21.88 and 15.5 and the mean score of experimental group on pre, post and retention test was 16.88, 38.85 and 36.74. The statistical analysis of the data reveals that the performance of the experimental was better than control group both on post and retention test. The important findings of the study was that super learning skills have positive impact on students' academic achievement as compare to traditional method of teaching.

Parisa (2013) investigated the autonomy level of 30 senior high school students in Tehran by means of a questionnaire and interview and their English proficiency using Proficiency English Test (PET). The data were analyzed by t-test with SPSS version 16.0. The results showed that English proficiency and learner autonomy go significantly hand in hand and a great difference in proficiency test was observed, while those of similar autonomy scored much of similar proficiency scores.

Moninoor and Raqib (2013) explored the relationship between English language proficiency and employment and the success of Bangladeshi graduates in Australia to establish how English language skills influence the employment mechanism. It was found that in various ways one's English language skills influence prospects of employment, especially in contributing to the possibility of "secure" and "better" jobs. The research findings may inform educational policy planners, teacher educators, employers and career advisers to optimize English language learning programs that support increased employability through English.

Sabokrouh and Barimani-Varandi (2013) investigated the effect of EFL teachers' attitude toward English language and English language proficiency on their sense of efficacy. An exploratory survey methods design was employed in the present study and data were collected in the quantitative format, by which 68 English institute teachers working in Mazandaran responded to the survey. The results indicated that

teachers' current level of English proficiency and English as an International Language (EIL) attitude toward the English language were the significant predictors for teachers' English teaching-specific efficacy beliefs or confidence.

Sharif (2013) studied the Limited proficiency English teachers' language use in science classrooms. Data for this investigation was obtained from three English teachers who have limited proficiency. These limited English proficiency (LEP) teachers teach science through English in a rural primary school in Malaysia. Transcripts of nine lessons, classroom observations and teacher interviews were gathered. The findings reveal that the English language used by the LEP teachers was simple and frequently riddled with errors which resulted in distortion of content taught. Errors were linked to negative transfers from Bahasa Melayu, teachers' inter-language, unsuccessful guesswork and memorizing words without full understanding of meaning. The LEP teachers therefore, made poor models for their students. The researcher concludes that even if the LEP teachers had striven to teach completely in English, the policy may have been seen to be implemented, but the quality of classroom discourse and content taught would have been problematic.

Smadi and Ghazo (2013) explored Jordanian public school teachers' language proficiency and their experiential knowledge and the relationship between these two variables and their classroom practices. The participants of the study were twenty female teachers of the English language. The researchers designed an interview form that has structured questions, and adopted the paper version of the TOEFL and an observation checklist. Proper statistical analyses were used to analyze the results. The results of the study showed that the teachers' level of language proficiency was low. Majority of the teachers did not progress to transfer the received knowledge (acquired through the training programs) into their classrooms. The results showed that the teachers' actual pedagogical competence was moderate with a mean of 2.736. The correlation coefficient between the teachers' linguistic competence and their classroom practices was positive and high with a mean of 0.71, and there was a negative significant correlation between the teachers' experiential knowledge and their pedagogical competence at $\alpha=0.05$ with a very low coefficient correlation of - 0.51. This indicated that the teachers were not aware of the significance of the professional development and so they had a negative orientation towards the training programs they participated in.

Vency and Ramganes (2013) attempted to answer 'Is language proficiency taken care of at higher education level?', in their research investigation. It aimed out whether the language proficiency of post graduate students can be used for revision of curriculum, teaching methodology, identifying grey areas in the education system on the whole, so that every stakeholder can witness their goals and objectives being achieved. A written inventory comprising of 15 situational tasks was developed by the investigators and administered in two colleges for 64 participants. The responses were scored using analytical rubrics and statistically analyzed. The results convey the need for in-depth revision in sowing the skills of English language among college students in a vigorous manner, so that the students grow and glow in the English language dominant world.

Antonio, Guido, Maria, Bernadette, Laura, Michela and Gian (2012) examined the contribution of self-efficacy beliefs in self-regulated learning (SESRL) in predicting academic achievement at the end of junior high school above and beyond the effects of previous academic achievement, gender, socioeconomic status, intelligence, personality traits, and self-esteem. Participants included 170 (87 females) eighth grade students in a junior high school located in a small town near Rome (Italy). All measures were administered at the beginning of eighth grade. Hierarchical regression analysis supported the unique contribution of SESRL on academic achievement at the end of the school year.

Damra and Al Qudah (2012) investigated the effect of using students' native language (Arabic language) on teaching English as a foreign language grammar achievement, and attitudes of the Ninth grade EFL Jordanian students towards learning English grammar. The sample of the study included 80 female students in the Ninth grade, distributed over two sections: one section was assigned randomly to comprise group as an experimental group, while the other section was assigned randomly to comprise group as a control group. The researcher developed two-research instruments: 1. Grammar Achievement Test. 2. An attitudes questionnaire was applied to measure the attitudes of the students towards using English language supported with Arabic if necessary or using English language without any use of Arabic (only English language) in teaching English grammar for Ninth grade EFL Jordanian students. The result showed that students who were taught English grammar rules by using Arabic language showed better achievement than those who were taught English grammar rules without

using Arabic language. The overall findings showed that, the majority of both groups (experimental and control) encouraged to use their mother tongue in learning English grammar rule, and they believe in the effectiveness and importance of L1 use.

Ellis (2012) reviewed options in grammar teaching and research and addressed how grammar can best be taught in terms of four theoretically motivated instructional options: (a) structured input, (b) explicit instruction, (c) production practice, and (d) negative feedback. Given the difficulty of reaching from conclusions based on this research, a number of possibilities for the pedagogic utilization of the information it makes available are considered, based on the distinction between teachers' practical knowledge and technical knowledge. These possibilities are (a) treating the research findings as provisional specifications to be experimented with through teaching, (b) conducting action research, and (c) conducting participatory research involving teachers and researchers working collaboratively. The need for research that investigates how teachers integrate technical knowledge into their personal pedagogical systems is also recognized.

Fotos and Ellis (2012) studied communicating about grammar: a task-based approach. Providing learners with grammar problems they must solve interactively, integrates grammar instruction with opportunities for meaningful communication. This article reports the results of an exploratory study of the use of a communicative, grammar-based task in the college EFL classroom. The two research questions addressed are whether the task successfully promoted L2 linguistic knowledge of a specific grammar point and whether it produced the kind of negotiated interaction which has been assumed to facilitate L2 acquisition. The limited results of this investigation suggest that the grammar task encouraged communication about grammar and enabled EFL learners to increase their knowledge of a difficult L2 rule.

Karthigeyan and Nirmala (2012) analysed and assessed the gender differences in academic achievement of 10th class students in English in Salem and Sankari educational districts of Tamil Nadu. The Ex-post Facto research method has been adopted in this study and the annual examination marks obtained by the students were used as a measure to assess the academic achievement. The findings revealed as follows: 1. In all the five years (2007-2011), academic achievement of the students in English is average and there is a gradual improvement in the mean scores of the students in their academic performance in English language. 2. The girls had a higher

mean score compared to the boys in their academic achievement in English over these five years (2007-2011). 3. From the community-wise analysis, it is found that girls showed better performance except in scheduled tribe community. 4. No significant difference exists between boys and girls in their academic achievement in language among the scheduled tribe community.

Rachel (2012) made a longitudinal analysis of academic English proficiency outcomes for adolescent English language learners in the United States. Using 5 waves of 9th through 12th grade academic English proficiency data from 2004-2008, for a statewide cohort of 9th grade English Language Learners (ELLs) ($n = 3,702$), the investigator employed growth modeling to fit a multilevel model for change in academic English proficiency. It is found that U.S. born ELLs began high school with significantly higher levels of academic English proficiency than their foreign-born ELL peers, but foreign-born ELLs caught up by the end of high school. However, 60% of high school ELLs were born in the U.S., implying that large numbers of these students had spent 9 or more years in U.S. schools without developing sufficient academic language needed to perform mainstream academic work in English. The findings emphasize the need for academic language interventions for adolescent ELLs.

Troike (2012) made a retrospective analysis to explain why a group of children who had been matched for English proficiency and socio-economic status (SES) when they started a school year, and who were subsequently taught and tested through the medium of English, differed in their school achievement at the end of that year. Factors considered include relative productive competence in English morphology, syntax, and vocabulary; verbosity; patterns of social interaction; first language performance; and personality factors. Extensive intra-group variability is reported, but several generalizations are drawn which have relevance for ESL curriculum organization and instructional practice: vocabulary knowledge is the single most important area of second language (L2) competence when learning content through that language is the dependent variable; grammatical accuracy is of little importance to students' immediate academic needs; communicative competence in social interaction does not guarantee communicative competence in academic situations; and the use of the first language (L1) enhances conceptual development, even when it is tested through the medium of the L2.

Wong, Fehr, Agnello and Crooks (2012) studied ESL teacher candidates' perceptions of readiness to teach English language learners. All participants (n=32) were female, and all were being certified for the elementary grades with a specialization in ESL. All but four of them were in their early to mid-twenties, with the oldest participant being 44. The survey consists of a section of demographic questions, a section of Likert scale questions, seven open-ended questions, and one scenario question. The findings of the present study indicated that even many of those teacher candidates with a specialization in ESL have concerns about teaching culturally and linguistically diverse students. If they do not feel fully-prepared, those without an ESL specialization must feel even less prepared. In the study, the main concern that most participants expressed was the lack of strategies to accommodate their diverse students' academic needs and to overcome the challenges due to various cultural and language backgrounds.

Akplotsyi and Mahdjoubi (2011) studied the effects of learning styles on engaging children in school projects. The research sought to determine whether engagement methods could be more effectively targeted by determining and incorporating children's learning style preferences. There are a number of different learning style models, but the visual, auditory and kinaesthetic (VAK) is the most widely used. A child friendly-customised VAK learning style preferences questionnaire was developed to classify children's learning preferences into three sensory modalities in a range of activities across the primary curriculum. 151 Key Stage 1 and 2 pupils from four primary schools in the UK participated in the study. The results revealed that preferences for engagement methods differed significantly between the three learning style modalities. The findings confirmed that understanding children's learning style preferences is an important consideration when deciding engagement methods for school projects.

Al-Mekhlaf and Nagaratnam (2011) investigated the difficulties teachers face in teaching grammar to EFL students as well as those faced by students in learning it, in the teachers' perception. The role of grammar instruction in an ESL/EFL context has been for decades a major issue for students and teachers alike. The study aimed to find out whether there are significant differences in teachers' perceptions of difficulties in relation to their gender, qualification, teaching experience, and the level they teach in school, thus providing insights into their own and their students' difficulties. Mean

scores and t-test were used to interpret the data. The main findings conclude that both teachers and students invariably face serious difficulties with regard to EFL grammar instruction, students facing them to a greater extent than teachers.

Ardasheva, Tretter and Kinny's (2011) non-experimental study explored the predictive strength of English proficiency levels on academic achievement of middle school students in a sample of 1,048 native English-speaking (NES) students consisting of 558 current English Language Learners, and 500 redesignated fluent former English proficient students. Results of multilevel analyses indicated that after controlling for relevant student-and-school-level characteristics, former ELLs significantly outperformed current ELL and NES students in reading and mathematics. The results support Cummins's (1979, 2000) lower level threshold hypothesis predicting that upon reaching adequate proficiency in the language at schooling and testing, ELLs would no longer experience academic disadvantages.

Gayle, Gerard and Annemarie (2011) investigated the comparative validity of brief to medium-length Big Five and Big Six Personality Questionnaires. Many important psychological and life outcome correlates with Big Five trait dimensions have been established. In this study, 3 popular brief to medium-length Big Five measures (NEO Five Factor Inventory, Big Five Inventory [BFI], and International Personality Item Pool), and 3 six-factor measures (HEXACO Personality Inventory, Questionnaire Big Six Scales, and a 6-factor version of the BFI) were placed in competition to best predict important student life outcomes. The effect of test length was investigated by comparing brief versions of most measures (subsets of items) with original versions. Personality questionnaires were administered to undergraduate students (N = 227). Participants' college transcripts and student conduct records were obtained 6-9 months after data were collected. Six-factor inventories demonstrated better predictive ability for life outcomes than did some Big Five inventories. A brief version of the BFI performed surprisingly well across inventory platforms, revealing that test length had little effect on prediction.

Hayati (2011) tried to find out the relationship between students' level of L2 proficiency and their ability in lexical usage. To conduct the study, 40 Iranian EFL learners, studying English at the private language institute, were selected to participate in the experiment, and then, they were divided into low and high intermediate levels based on their scores on FCE test. Four short stories were given to them, each story in

one class session. The participants were asked to read the story, underline the unknown words, guess the meaning of those unknown words, and then specify the knowledge sources that they used to guess the meaning of the unknown words. The results showed that the students at high-intermediate level were more successful than the students at low-intermediate level in guessing the meaning of unknown words. It was found that students at low-intermediate level used 'sentence-level grammatical knowledge' category most frequently, and from this finding it can be said that the students at low-intermediate level concentrated more on the words and syntactic category of the words while reading the passages and tried to guess the meanings of unknown words.

Liu (2011) investigated the effect of reciting on oral English proficiency among the Chinese college students. Through a series of experiments and tests, the research drew the conclusion that the traditional English learning strategy reciting promoted the students' oral English proficiency. The results indicated that the group composition at the class level was more important than educational practices in accounting for differences in language achievement. In classes of high ability, the language achievement of girls was higher.

Mahfoodh (2011) investigated EFL students' affective reactions to and perceptions of their teachers' written feedback. Data were collected using multiple methods that included semi-structured interviews, think-aloud protocols, teachers' written feedback, and students' written essays. Results of data analysis revealed that EFL students showed some variations in their affective reactions to their teachers' written feedback. The students perceived their teachers' written feedback as useful and very important for the development of their writing skills. The students wanted their teachers to focus on all aspects of written texts when they provide written feedback. Contextual factors such as students' past experience, teachers' wording of written feedback, students' acceptance of teachers' authority, and teachers' handwriting have their impact on EFL students' affective reactions to and perceptions of their teachers' written feedback.

Rahman, Afsaneh and Ali (2011) intended the study to find out the relationship between Iranian college students' language proficiency and their academic achievement. 151 female and male college students studying in English Literature at Shiraz University participated in the study. The analysis of the data obtained from the sample revealed that there is a significant positive relationship between language

proficiency and academic achievement. Moreover, the results of the independent t-test indicated that male and female participants did not differ significantly with regard to their language proficiency and academic achievement. In addition, one-way ANOVA which was run to determine the impact of academic level on each of the variables understudy revealed that seniors outperformed the other levels on their language proficiency.

Yahaya, Yahaya, Lean, Bon, and Ismail (2011) examined the factors contributing to proficiency in English as a second language among Chinese students. The study was conducted with a self-reported questionnaire as an instrument. Data were collected from a sample of 119 students from Southern College, a Chinese community run college based in Johor Bahru. Data were analyzed using the SPSS version 11.5. Descriptive statistics showed that respondents have interest in the language but lack confidence and motivation in using English. Findings showed that although parents and close significant others do have influence on the respondents' attitude and perception towards the English language, their English proficiency grades were not influenced by them. In conclusion, socializing factors such as family members and significant others are not significant contributors to English proficiency in Chinese students, but they do contribute to the positive attitude and perception towards English that many of the respondents have.

Aziz (2010) explored the relationship between the extroversion-introversion personality type tendencies of Iraqi college students and their oral proficiency in English as a Foreign Language (EFL) represented by fluency, accuracy, complexity, pronunciation, and global impression. The participants were 40 non-native speakers of English who were studying EFL at Koya University's College of languages located in Northern Iraq. They were administered with the Eysenck Personality Questionnaire, and interview sessions in which an oral elicitation task was used. During interviewing the participants' speeches were taped and then scored in terms of fluency, accuracy, and complexity. Meanwhile, two PhD non-native speakers of English instructors at the same institution scored the participants pronunciation accuracy and global impression (overall oral production) using 6-point checklists for each. In the analysis, the participants have scores indicating their tendencies towards either extroversion or introversion, and scores for each oral performance components. The results suggest that there was not a significant correlation between extroversion-introversion and EFL oral

performance components, fluency, accuracy, complexity, pronunciation, and global impression. In addition, the correlation coefficient values reveal that there is no relationship between extroversion-introversion personality type tendencies of Iraqi college students and their oral proficiency in English.

Basista and Hill (2010) examine the various attitudinal and motivational factors that four highly proficient L2 learners feel led them to a high-level of proficiency in their second language. A qualitative design and a sample of four highly proficient second language learners were selected who were currently working at a professional level where daily business is conducted in the L2. They were asked to reflect on their L2 acquisition process and to identify specific attitudinal and motivational factors that they felt contributed to their high-levels of fluency, and report. The major findings were: 1. Teachers made a difference in L2 motivation. All participants discussed the type of teachers they worked with. 2. Most gave examples of positive interaction that had led to a love of the L2 language and culture. Not one participant cited the textbook or curricular program as having a similar positive influence. Three of the four participants described interactive, engaging activities that motivated them to communicate in the L2. The fourth participant also mentioned the learning activities as influencing motivation, though in a negative way. His experience with the grammar-translation approach was, in his words, “a waste of time”. 3. L2 Culture is important. The results of this study seem to suggest a strong connection between the affective and instructional domains of language learning.

Mat and Soon (2010) investigated the students' expectations and reality in grammar teaching. The sample of this study consisted of 40 learners of Arabic (20 students) and Chinese (20 students) in Mara University of Technology, Malaysia. A combination of quantitative and qualitative approaches was used in this study. The Quantitative method employed in this study consisted of a survey based on a seven-point Likert-scale. With the intention of the understanding of the discrepancies between the expected foreign language teaching methodology of the participants and the actual use of their teaching methodology, this study focuses on five main aspects: Medium of foreign language instruction, Grammar instruction, Instructors as model, Drilling, mimicry and memorization, and Educational tool. A qualitative study component was also employed to enrich and support the quantitative findings. Five students of Arabic (2 boys and 3 girls) and five other from the Mandarin (1 boy and 4 girls) course were

chosen randomly and were interviewed to learn more about the five aspects mentioned above. Two sessions of meetings were held for group interviews which lasted for one hour for each for Arabic learners and Mandarin learners separately. The transcripts of the interviews were analyzed and compared to find the common points and were then added into the analysis of the findings. The findings of this study have shown a serious discrepancy between students' expectations and their classroom reality in terms of how grammar is instructed.

Gillani, Khurshid, Jumani, and Rahman (2010) compared students' achievement in the subject of English in Urdu and English schools. The participants of the study were 310 students (160 male and 150 female) of Grade X. Sample was randomly selected from 12 boys and girls schools (six English medium schools and six Urdu medium secondary schools). The sample was divided into two groups. A multiple choice-item test in subject of English was used as research instrument. It was found that in most cases the performance of the English medium school students was better than that of the Urdu medium students. In sex-wise comparison the achievement of female students was better than that of male students. In case of the students of high and low qualified teachers, the achievement of the students was better whose teachers were highly qualified. In case of English and Urdu medium male students, the achievement of both groups was almost similar. On the whole, in some cases, by keeping in view the difference of means, the study showed almost the similar performance of both groups but apparently, the students of English medium school students were better in the subject of English.

Johansson (2010) investigated what influences students' motivation for learning English grammar. The questionnaire was given to 54 students from two classes at a Swedish upper secondary school, of which 36 could be used. The results revealed that that generally students were positive towards grammar and thought that the teacher-student relationship was to some extent important for learning grammar. The biggest source of motivation was to have a good grade and it was clear that they learnt grammar differently. It seemed to be important for them to know why you learn something. Students thought that "teacher talking" was a good way to learn grammar but not a good way to make grammar interesting and motivational.

Nel and Müller (2010) studied the impact of teachers' limited English proficiency on English second language learners in South African schools. The

majority of the student-teachers in the sampled population were involved in rural primary school teaching where the learners were between the ages of 6 and 11 years, and doing Advanced Certificate in Education in the distance mode. Their practical teaching, including lesson plans and learners' work, submitted by them were examined. A comparison of teacher and learner written errors was made. Based on the findings, a questionnaire was designed to determine the extent of the impact of teachers' limited English proficiency on learners' English proficiency. Relevant information on student teachers' language proficiency for the study was collected via a questionnaire designed for the purpose. The quantitative research findings indicated that English was most often the language preferred by student-teachers. The school policy and social language environment did not correspond. Student teachers' perceptions of their English proficiency, as expressed in the quantitative component of the study, should be revisited. Although the majority of the student-teachers indicated that they were proficient in English, had adequate knowledge of ESL issues and that they did not require ESL teacher training, they indicated that they lacked the confidence to teach in English. A large proportion of learners watched TV at home but its' effectiveness as an informal exposure to English needs to be addressed. It was, however, not indicated whether they watched English programmes or not. Results indicated that a small proportion of learners had English reading matter and that a small proportion spoke English at home.

Saxena and Satsangee (2010) attempted to find out the level of language proficiency of prospective teachers of English using survey method. The study covers six areas of English Language: Listening, Speaking, Reading, Writing, Literacy Appreciation and Grammar. Survey method was carried out to assess the competence of the teacher trainees of English. The sample of the study comprised of 119 teacher trainees, who had offered English as one of their teaching methodologies in the B.Ed. course, from four government colleges and four private colleges of the city of Agra. The findings were: 1. The teacher trainees were found the least competent in the skills of listening with the lowest mean value. 2. The second lowest mean score was obtained in the skills of literary appreciation. 3. The third lowest mean score was obtained in grammar. 4. In the skill of speaking the trainee teachers were found moderately competent and better. 5. The higher level of proficiency was observed in the skill of reading. 6. The highest competence manifested in skill of writing. 7. The chi-square

calculated over the difference of proficiency level among all the six linguistic skills areas was insignificant which suggests that equal weightage should be given to all six areas. 8. The overall mean score in all the skills areas lie in between 1.58 and 2.06 indicating ordinary to fair status of proficiency whereas teachers are expected to have mastery in language and literary skill areas.

Denisia's (2009) study on teaching English language education through computer assisted instruction revealed the following major findings: CAI proved to be more effective in teaching English language education than the traditional method; CAI made English language education learning very effective and the achievement of the student teachers was very high.

Lee and Schallert (2008) using a case study approach, explored the role of the teacher-student relationship on teacher made/written comments on students' writing and in how students responded to these comments in revision. The focal participants were one non-native teacher of English and two of the students enrolled in her six-week composition course in a Korean university. Data sources included formal, informal, and text-based interviews, class observations, and writing sample with teacher written comments. Data analysis focused on the comments the teacher made on the students' drafts and on how and why the students did or did not use her written comments. Findings showed that one student who had built a trusting relationship with his teacher faithfully used her written feedback in revision, thereby improving his drafts, whereas the other student who had difficulty in trusting her did not respond to her feedback positively. Consequently, his drafts did not improve as much as those of other students. It suggests building a trusting relationship between teacher and students that is fundamental to the effective use of feedback in revision.

Muangkaew (2008) explored the effectiveness of an indirect explicit instruction approach on improving students' motivation and attitudes towards learning English grammar. This study was conducted in a normal grammar classroom of 33 students for sixteen two-hour weekly sessions. Kemmis and McTaggart's (1988) action research cycle method was adopted, involving two cycles of teaching-learning activity. The results of this study reveal that indirect explicit grammar instruction had a great impact on students' motivation and attitudes. Effective learning atmosphere and cooperative learning led to significant changes of students' learning behaviours. Students showed

their eagerness to participate in the learning process. They became more self-confident and expressed their willingness to take risks in learning in the language classroom.

O'Neal, Ringler and Rodriguez (2008) conducted a study interviewing 24 teachers at a rural elementary school in eastern North Carolina. Teachers were interviewed regarding their perceptions of their preparedness to teach English language learners in the mainstream classrooms. Findings revealed that teacher training programs have not prepared these individuals for the student population they face today regardless of the year in which they received their teaching licenses. All teachers showed a strong desire to learn more at this time in their careers, but emphasized their lack of prior training. The study found that even though teachers lacked confidence, they were effectively educating this growing population. The authors discuss the responsibility of Institutions of Higher Education (IHE) to provide formal education in teaching students from diverse language backgrounds.

Razmjoo and Shaban (2008) attempted to investigate the relationship between Introversion/Extroversion and English grammaticality judgment among the Iranian EFL learners currently studying in domestic colleges. To provide answers to the questions, 142 students from among all the student population studying EFL at Guilan University in Rasht were selected through Farhady's TOEFL test. The subjects were divided in two groups of low (73 participants) and high (69 participants) based on the results of the proficiency test. They were then divided into two groups of introverts and extroverts following the results of the Eysenck Personality Inventory (EPI). After that, the degree of the participants' grammaticality judgment was measured through a grammatical accuracy test. The data collected were analyzed through a combination of descriptive and inferential statistics. The results of the independent sample t-test and Pearson product moment correlation indicated that there is no relationship between introversion/extroversion and grammaticality judgment. However, a regression analysis revealed that there was a high correlation between language proficiency and grammaticality judgment. Moreover, between the variables tilted language proficiency and introversion/extroversion, only proficiency was a predictor for grammaticality judgment.

Singaravelu (2008) studied effectiveness of video game based learning in English grammar at standard 6th. A sample of 60 students in Standard 6th was selected on the basis of score of a test for the study. Purposive sampling method was adopted in

the study. 30 students were involved for traditional learning of English Grammar and other 30 were considered for video game based learning in English grammar. An achievement test was used for establishing validity and reliability. Pre-test-Treatment and Post-test-treatment was used for the study. Video game based learning was found to be more effective than conventional methods of learning English Grammar.

Lal and Bali (2007) investigated the effect of visual strategies on development of communication skills in children with autism in Mumbai. Objects, pictures, symbols and manual signs were used as visual tools. The treatment group received 14 one-to-one sessions. Each session focused on development of comprehension, labeling, description, through visual supports. Analysis showed a significant improvement in communication skills of children in the experimental group and visual strategies were found to be effective in development of communication skills in children across the age range of 5 to 11 years.

Thangaswamy and Aiyaroo (2005) studied the effectiveness of teaching English through actions and oral practice in primary schools. The sample of the study consisted of 80 students studying in Standard 5th in two primary schools in Dindigul district, Tamil Nadu. A set of five model sentences for each of the eight grammatical features was prepared for the study. The utterance scores obtained by the student after the experiment were analysed statistically with 't-test'. Findings: (1) The group of students taught through 'actions and oral practice' was better in its oral comprehension of the conditionals, the modal verbs, the passives, the reported speech, the Wh-questions, the relative clause, the simple past tense and the present perfect tense. (2) The students taught through 'action and oral practice' were better in their oral comprehension of the eight grammatical features of English than the students taught by the conventional method-writing, reading and translating.

Jeyakumar and Sebastian (2003) conducted a study on competence in spoken and written English of higher secondary students using survey method. They came up with their findings that there was no significant difference between rural and urban school students in their competence in spoken written English. There was significant difference among boys, girls and co-education school students in their competence in spoken and written English. And finally, there is significant relationship between students' competence in spoken English pronunciation, giving response to the given

situation and oral fluency and their competence in written English - concord arrangement of sentences, written fluency and dialogue writing employed.

Singaravelu (2001) investigated the problems of students of higher secondary classes in learning English as a second language. 285 boys and 285 girls were selected using stratified random sampling technique from higher secondary schools in Thiruvavarur district. Tools used for the students were achievement test and questionnaire; for the teachers problem inventory. The study revealed that students faced the problems in writing essays, phrases and idioms, using conjunctions and sentence pattern.

Kenji, Goto and Daria (2000) attempted to find an answer to find out 'How long does it take English learners to attain proficiency?' This document discusses research findings related to the question of how long language minority students need special services such as English as a Second Language (ESL) courses or bilingual education before they develop oral and academic English proficiency. It draws conclusions based on a study of four different school districts, two in California and two in Canada. Academic English proficiency refers to the ability to use English in academic contexts, which is particularly important for long-term success in school. The data were used to analyze various forms of English proficiency as a function of length of exposure to English. The clear conclusion emerging from the data is that even in the two California districts that are considered the most successful in teaching English to limited English proficient (LEP) students, oral proficiency takes 3 to 5 years to develop and academic English proficiency can take 4 to 7 years. Results in Canada were similar. Only one of these three districts offered bilingual education, something that critics often charge delays English acquisition. Analysis also revealed a widening academic performance gap between LEP students and native English speakers. It simply may not be possible to offer adequate language instruction to limited English students within the time allotted during the normal school day, and after school or summer instruction may be needed.

Wilson (1999) conducted a study on validating a test designed to assess English as a Second Language (ESL) proficiency at lower developmental levels. The purpose of the present study was to assess the validity of a specially developed "easier" test, called ESL-EZY made up of items similar to those in the TOEIC test, but less difficult, on the average. The test called ESL-EZY was developed using items similar to but easier, on

the average, than those being used in an existing ESL proficiency test designed for intermediate or higher level ESL users/learners. The results of the study showed the correctness of Scores on ESL-EZY was strong in learners with limited developed functional proficiency in English as a foreign or second language.

Studies Related to Big Five Personality Factors

Soric, Penezic and Buric (2017) examined whether achievement goal orientations mediate the relationship between personality traits (Extroversion, Agreeableness, Conscientiousness, Emotional Stability and Intellect) and academic achievement. The participants were 501 (160 boys and 341 girls) high school students in Croatia. The IPIP Big-Five factor markers (Goldberg, 1999), the Achievement Goals Questionnaire (Rovan & Jelić, 2010), and the mid-term grade in chemistry were used for collecting data. The mediation analysis (a bootstrapping method) revealed that learning approach; performance-approach and work-avoidance and goal orientations fully mediate the relationship between students' personality traits and their academic achievement, but only for Conscientiousness.

TM-Bui (2017) examined the relationship between the Big Five personality traits and job satisfaction. A large national sample of 7,662 respondents from the United Kingdom was used. Hierarchical regressions were employed to investigate the impact of the Big Five traits on job satisfaction among male, female, young, middle-aged and elderly subsamples. The results show that extroversion has no significant impact on job satisfaction in any group of employees, while up to four other traits are significantly linked to job satisfaction in subgroups. The younger the employees are, the larger the number of traits they display that have a significant impact (both positively and negatively) on job satisfaction. This study also shows differences in this relationship between male and female employees. These findings imply that the relationships among the Big Five traits and job satisfaction are more complex than shown in the literature. Therefore, using the dispositional approach to job satisfaction, managers should take different approaches to age and gender because job satisfaction is likely to vary among different ages and genders.

Behjat (2014) conducted a study on temperament and personality and Iranian EFL students' writing performance. To this end, an essay writing test was administered as pre-test to a group of 54 junior English learners. The comparison between the

students' pre and post-test scores in writing (gain scores) and their personality types revealed that there is a relationship between the learners' temperament and their writing improvement. The results of the present study indicated that taking the same instruction, learners who are more irritable, anxious, personally reserved, and socially avoiding could not improve in their writing skill as well as those who were more self-focused, interpersonally sensitive, and self-criticizing.

Bhatti , Battour, Ismail and Sundram (2014) examined the effects of Big Five personality traits on expatriates adjustment and job performance. Data were collected from 201 expatriates working in Malaysia and analyzed by using structural equation modeling with Amos 16. The findings of this study indicated that Big Five personality traits which include extroversion, openness to experience, agreeableness, conscientiousness, and neuroticism positively influence expatriates job performance. The findings suggest human resource professionals to consider these Big Five personality traits before selecting an individual for international assignment.

Cazan and Schiopca (2014) analyzed the relations between self-directed learning, Big Five personality traits and academic achievement. The participants were 121 undergraduate students from a Romanian university. Self-rating scale of self-directed learning and IPIP-50 were used. Academic achievement was measured by the academic end results of the academic year. Correlation analysis revealed the relationship between self-directed learning and Big Five personality traits. Regression analysis revealed that self-directed learning predicts academic achievement.

Kirwan, Lounsbury and Gibson (2014) addressed the relationship between learner self-direction and other personality traits of college students when the traits represented by the five-factor model of personality are differentiated from narrow personality traits. Correlation and multiple regression analyses were used with a sample of 2,102 college students to examine the unique individual relationship between Big Five and narrow personality traits and learner self-direction. Analysis of the data revealed five significant part correlations between specific traits and learner self-direction. The part correlations for work drive (.310) and openness (.207) were significantly higher than all other part correlations. Neither conscientiousness nor agreeableness had significant part correlations despite having significant zero-order correlations with learner self-direction. Extroversion did not have a significant zero-order correlation with learner self-direction but the part correlation was

significant. Results were discussed in terms of the predictive relationship between personality variables and learner self-direction.

Niknaqsh and Rokni (2014) conducted a study on the relationship between personality traits and language learning strategies of EFL university students. This study investigated the personality traits and language learning strategies of 203 Iranian university students through administering Costa and McCrae's (1992) NEO Personality Inventory-Revised (NEO PI-R) of the five-factor model (FFM) of personality and Oxford's (1990) Strategy Inventory for Language Learning (SILL). The results of the study from Pearson's r correlation revealed that Iranian university students' personality traits in the FFM were significantly correlated to the six strategy groups in the SILL. This study provides pedagogical implications for practice regarding language learning and teaching and curriculum development.

Safaricia and Tarlani-Aliabadib (2014) investigated the relationship between the teachers' personality types and their teaching reflection elements. To this end, the investigators drew on John and Srivastava's (1999) the Big Five Inventory Personality Test, and Akbari et al's (2010) the Reflective Teaching Instrument and asked 200 university professors to fill them out. The results confirmed the hypothesis that each personality type correlated with particular elements of the teaching reflection. Extrovert teachers, for instance, were found to draw on the affective element in their teaching practices

Matangi, Mhlanga and Kachere (2013) examined the association between personality and learning styles and their interactions with the expected degree classification of the final year female students and the teaching methods of Women's University in Zimbabwe. A questionnaire consisting of demographics, twenty-five personality items, and academic questions was administered. The dominating personalities were extrovert and openness, whilst the dominating learning styles were elaborative processing and methodical study. The students understood the most when the lecture teaching method was utilized and they recommended that attachment and E-learning be co-opted to improve their academic performance. Chi-square tests of association were conducted and insignificant associations were exhibited between personality and learning style, and consequently with preferred teaching method, and expected academic qualification. This revealed diversity of students' personality and

learning styles implying that the university's lecturers had to employ a variety of teaching methods to ensure high academic performance.

Dewi (2013) investigated learning style preferred by Introvert and Extrovert students and to examine the most frequently preferred learning style of Introvert and Extrovert university students. The participants investigated were 47 students of Brawijaya University. The data were obtained by the Perceptual Learning Style Preference by Reid and personality type questionnaire based on Myers Briggs theory. The result reveals that kinesthetic and auditory are the most frequently preferred learning style of Introvert students and auditory is the most frequently preferred learning style of Extrovert students. Both groups are successful learners because they have multiple learning styles.

De-Feyter, Caers, Vigna and Berings (2012) conducted a study on unraveling the impact of the Big Five personality traits on academic performance: The moderating and mediating effects of self-efficacy and academic motivation. Hierarchical, moderated mediation and mediated moderation regression analyses were performed on longitudinal data collected from 375 students of a University college in Belgium. The findings revealed a positive indirect effect of neuroticism on academic performance at higher levels of self-efficacy, complemented by a positive direct effect of neuroticism at lower levels of self-efficacy. Finally, this study showed that conscientiousness positively affected academic performance indirectly through academic motivation, but also that it is a condition for the indirect impact of extroversion, neuroticism, and conscientiousness.

Hazrati-Viari, Rad, and Torabi (2012) examined the effect of personality on academic motivation and academic performance. Participants were college students who voluntarily participated in the study. They were asked to complete a personality questionnaire (NEO-FFI), and an academic motivation questionnaire (AMS-C 28, included GPA and demographic data). Results showed that conscientiousness predicted both of intrinsic and extrinsic motivation, but openness to experience predicted only intrinsic motivation. Moreover, as expected, academic motivation mediated the relationship between openness to experience and conscientiousness with academic performance.

Joshanloo, Rastegar, and Bakhshi (2012) investigated the relationship between the Big Five personality domains and the dimensions of social wellbeing among Iranian students. Participants were 236 university students at the University of Tehran. Bivariate correlations showed a modest overlap between personality factors and dimensions of social wellbeing. Among the Big Five personality domains, neuroticism was negatively related to social acceptance, social contribution, and social coherence. Conscientiousness was positively related to social contribution. Openness was positively related to social contribution and social coherence. Agreeableness was related to social acceptance and social contribution. No significant correlation was observed between extroversion and dimensions of social wellbeing. Results of regression analysis and canonical correlation analysis mainly converged with those of bivariate correlation analysis in showing that there was a modest relationship between the predictors and social wellbeing dimensions. Results also revealed that male students scored significantly higher than female students on social wellbeing. However, gender did not moderate the relation between the Big Five personality domains and social wellbeing. Implications of the results are discussed with reference to prior studies on the relation among personality traits, gender, and hedonic and eudaimonic components of wellbeing in Iran and other countries.

Kao (2012) explored the relationships between personality traits, loneliness, and university students' EFL achievement. A sample consisting of 137 freshman students from two universities participated in this study. Statistical results showed that conscientiousness was positively related to EFL achievement, while neuroticism was negatively related to EFL achievement. Statistical results also revealed that students who achieved poorer EFL results tended to consider themselves to be lonelier. In addition, loneliness was also found to have significant negative relationships with three personality traits including extroversion, agreeableness, and conscientiousness.

Lin (2012) investigated the relationship among college student personality traits, TOEIC and GEPT tests that measured English proficiency. Personality traits seemed to be an important factor in achieving educational goals for students learning foreign languages. A total of 110 surveys were distributed, and 100 surveys were returned, with a return rate of 91%, with 9% missing data. Results showed that 3 of the 5 examined personality traits (Big Five) were statistically significant. Furthermore, TOEIC and GEPT tests did not influence personality traits. The results of this research

might influence educational organizations, government, and company decisions and strategies.

Otaibi and Mohari, (2012) investigated the relationship between the cognitive dissonance, the Big-Five Factors (neuroticism, extroversion, openness, agreeableness, and conscientiousness) and the academic achievement. A sample of (253) female students from Umm Al-Qura University were selected for the study. The scales used in this study were the Cognitive Dissonance Scale (Cassel, Chow & Reiger, 2001) and the Big-Five Factors scale (Abdullah Al-Roait'e, 2007), together with the academic achievement scores. The main results of the study were the existence of direct correlation between the cognitive dissonance and neuroticism and the overall score of the Big-five factors scale. There also found an inverse relationship between the overall cognitive dissonance and two of the dissonance dimensions (internal personal & external social) and two of the Big Five factors; dimensions (conscientiousness and extroversion). Also, the overall cognitive dissonance and its different dimensions and the academic achievement were correlated in a statistical function inverse relationship.

Gan (2011) examined one dimension of personality, extroversion-introversion, and examined its potential impact on learner L2 oral performance. The data for this study were drawn from oral performances by 39 Cantonese-mother-tongue Form 4 (that is, Grade 9) secondary school ESL students engaging in school-based oral English assessment that has recently been implemented across secondary schools in Hong Kong. The Eysenck Personality Questionnaire was used to measure the students' degree of extroversion. The findings indicated no significant correlations between degree of extroversion and students' assessment scores, and between degree of extroversion and those discourse-based measures.

Hakimi, Hejazi and Lavasani (2011) studied studying the relationships between personality traits and academic achievement among students. Participants were 285 students (191 female and 94 male). Instruments used were NEO Big Five Personality Factors and student's GPA. Results revealed personality traits were significantly related to academic achievement. Stepwise regression analysis indicated personality characteristics accounted for 48 percent of variance in academic achievement. Results also showed conscientious, which explained 39 percent of variance in academic achievement, was the most important predictor variable. Finally MANOVA and t-test

indicated there are no significant gender differences in the personality characteristics and academic achievement.

Komaraju, Karau, Schmeck, and Avdic (2011) conducted a study on the Big Five personality traits, learning styles, and academic achievement. Personality and learning styles are both likely to play significant roles in influencing academic achievement. College students (308 undergraduates) completed the Five Factor Inventory and the Inventory of Learning Processes and reported their grade point average. Two of the Big Five traits, conscientiousness and agreeableness, were positively related with all four learning styles (synthesis analysis, methodical study, fact retention, and elaborative processing), whereas neuroticism was negatively related with all four learning styles. In addition, extroversion and openness were positively related with elaborative processing. The Big Five together explained 14% of the variance in grade point average (GPA), and learning styles explained an additional 3%, suggesting that both personality traits and learning styles contribute to academic performance. Further, the relationship between openness and GPA was mediated by reflective learning styles (synthesis-analysis and elaborative processing). These latter results suggest that being intellectually curious fully enhances academic performance when students combine this scholarly interest with thoughtful information processing.

Patrick (2011) studied on student evaluations of teaching: effects of the Big Five personality traits, grades and the validity hypothesis. Extroversion, openness, agreeableness and conscientiousness were found to be personality traits favoured in instructors, whereas neuroticism was not. A significant correlation was found between the students' expected grades in the course and student evaluations of the course, but not the evaluations of the instructor. When the effect of students' perceived amount of learning was taken into account, no significant effect of grades was found on teacher ratings. Personality explained variance in teacher and course evaluations over and above grades and perceived learning.

Kappe and Flier (2010) studied on using multiple and specific criteria to assess the predictive validity of the Big Five personality factors on academic performance. Multiple and specific academic performance criteria were used to examine the predictive validity of the Big Five personality traits. One hundred thirty-three students in a college of higher learning in The Netherlands participated in a naturally occurring field study. The results of the NEO-FFI were correlated with grades on five different

learning criteria: classroom lectures, skills training, team projects, on-the-job training, and a written thesis. Results show that Conscientiousness is an important predictor for performance in higher education, regardless of which performance criterion was used, and that Neuroticism is positively related to performance when the assessment conditions are less stressful.

Robbins, Francis, McIlroy, Clarke, and Pritchard (2010) conducted a study on three religious orientations and five personality factors: an exploratory study among adults in England. In order to explore the power of the five-factor model of personality to explain individual differences recorded on measures of the three religious orientations, a sample of 198 adults in England completed established measures of the three religious orientations (intrinsic, extrinsic, and quest) and the Big Five personality factors (neuroticism, extroversion, openness, agreeableness, and conscientiousness). The data demonstrated that individual differences in the three religious orientations were largely independent of the five personality factors, apart from a significant positive correlation between intrinsic religiosity and agreeableness. These findings support Piedmont's contention that religiosity is largely independent of personality when personality is operationalised in terms of the Big Five factors.

Zhang (2010) conducted a study on thinking styles and the Big Five personality traits. The purpose of the present study was to investigate the relationship between thinking styles and the Big Five personality traits. One-hundred-and-fifty-four (mean age 20 years) second-year university students from Hong Kong participated in the study. Participants responded to the Thinking Styles Inventory based on Sternberg's theory of mental self-government and to the NEO Five-Factor Inventory (NEO-FFI, Costa & McCare, 1992). Although significant relationships were identified between particular thinking styles and certain personality traits, it was concluded that it is premature to claim that a personality measure, such as the NEO-FFI can be used to measure thinking styles.

Barthelemya and Lounsburyb (2009) conducted a study on the relationship between aggression and the Big Five personality factors in predicting academic success. The focus of this study was to determine whether aggression adds incremental validity above and beyond the Big Five personality factors in predicting grades. An archival data analysis was used in this study. The data consisted of a sample of eighth grade students. The students completed the Personal Style Inventory Adolescent

(PSI-A), which is a 120-item survey instrument designed to measure the Big Five personality factors and aggression. Results indicated that aggression does add incremental validity above and beyond the Big Five. The results also indicated that the Big Five were significantly correlated with academic performance. When aggression was added into the statistical model, conscientiousness, openness and aggression were significantly correlated with grades.

Clark and Christopher (2009) examined the relationships between academic motivation and personality among college students. Relationships between personality and academic motivation were examined using 451 first-year college students. Multiple regressions compared three types of intrinsic motivation, three types of extrinsic motivation and amotivation to five personality factors. Results indicated that those who were intrinsically motivated to attend college tended to be extroverted, agreeable, conscientious, and open to new experiences; although these trends varied depending on the specific type of intrinsic motivation. Those who were extrinsically motivated tended to be extroverted, agreeable, conscientious, and neurotic; depending on the type of extrinsic motivation. Those who lacked motivation tended to be disagreeable and careless. These results suggest that students with different personality characteristics have different reasons for pursuing college degrees and different academic priorities.

Grant, Langan-Fox and Anglim (2009) conducted a study on the Big Five traits as predictors of subjective and psychological well-being. The current study investigated the relationship between the Big Five traits and subjective wellbeing (hedonic) and psychological well-being (eudaimonic) among 211 men and women. Results indicated that the relationship between personality factors and psychological well-being was stronger than the relationship between personality factors and subjective well-being. Extroversion, neuroticism, and conscientiousness correlated similarly with both subjective and psychological well-being, suggesting that these traits represent personality predispositions for general well-being. However, the personality correlates of the dimensions within each broad well-being type varied, suggesting that the relationship between personality and well-being is best modeled in terms of associations between specific traits and well-being dimensions.

Swanberg and Martinsena (2009) conducted a study on Personality, approaches to learning and achievement. The present study investigated the relationships between the five-factor model of personality, approaches to learning and academic achievement.

Based on the previous research, we expected approaches to have a mediating effect between personality and academic achievement. Six hundred and eighty-seven business students participated in a survey; 56% were female and 44% were male. Their average age was 24.8 years. The results showed that conscientiousness and openness were mediated by the strategic and the deep approach, respectively, in relation to achievement. Additionally, neuroticism had both a direct and an indirect effect on achievement through the surface approach. It is also found that the three approaches to learning explained variance in achievement beyond personality when using hierarchical regression analysis.

Tok and Morali (2009) examined the predictive ability of the Big Five personality traits and trait emotional intelligence (EI) of physical education (PE) teacher candidates' academic success. A total of 295 PE teacher candidates aged 23 to 32 completed the Short Form Five Factor Personality Inventory (Tatar, 2005) and the revised and adapted Schutte Emotional Intelligence Scale (Schutte et al., 1998) at the beginning of the 2007-2008 academic year. At the year's end, participants' grade point averages (GPAs) were matched to their trait EI and personality scores. Pearson product-moment correlations and hierarchical regression were used to analyze data. Academic success as GPA was found to be positively related with Openness to Experience and Conscientiousness and negatively related with Neuroticism. Trait EI also did not make any significant contribution to the predictive ability of the Big Five personality traits.

Karpati¹, Torok and Szirmai¹ (2008) conducted a study on E-teaching readiness of teachers: The effects of personality traits and ICT skills on changes teaching style of experienced educators. The sample included 120 teachers who undertook the EPICT course of 120 lesson hours. ICT-CI and CPI were administered at the end of the course. The study suggests a strong correlation between certain characteristics of the self and success in ICT. In relation to personality traits, participants in the course with high level general ICT competence, individuals who possessed good skills, had positive attitudes towards computer culture and could also make good educational use of digital tools and methods, were those who were found socially adaptive, tolerant and friendly.

Donnellan, Oswald, Baird, and Lucas (2006) conducted a study on the mini-IPIP scales: Tiny-yet-effective measures of the Big Five factors of personality. The Mini-IPIP, a 20-item short form of the 50-item International Personality Item Pool-

Five-Factor Model measure (Goldberg, 1999), was developed and validated across five studies. The Mini-IPIP scales, with four items per Big Five trait, had consistent and acceptable internal consistencies across five studies (= at or well above 0.60), similar coverage of facets as other broad Big Five measures (Study 2), and test-retest correlations that were quite similar to the parent measure across intervals of a few weeks (Study 4) and several months (Study 5). Moreover, the Mini-IPIP scales showed a comparable pattern of convergent, discriminant, and criterion-related validity (Studies 2-5) with other Big Five measures. Collectively, these results indicate that the Mini-IPIP is a psychometrically acceptable and practically useful short measure of the Big Five factors of personality.

Felder, Felder and Dietz (2002) studied the effects of personality types on engineering student performance and attitudes. Scores of some 4,000, 11-year-old boys and girls on the JEPI were analysed in relation to performance on scholastic and ability tests at the primary school leaving age. Analysis by correlation and analysis of variance methods revealed that extraverted boys and girls are scholastically superior to introverted ones, the regression being linear; that stable boys and girls did only marginally better than unstable ones, the regression being somewhat curvilinear; that interaction effects between N and E only occurred in conjunction with sex, unstable extraverted girls doing unexpectedly well, unstable extraverted boys unexpectedly poorly. Grammar school entrance proportions favoured extraverted and stable boys and girls, and disfavoured 'liars' on the L scale. Personality determined performance on ability/achievement tests more closely in the case of girls than of boys. The results suggest the importance of personality variables, particularly extroversion/introversion, in the attempt to predict scholastic success; it seems likely that introverts are 'late developers' as compared with extraverts.

Busatoa, Prins Jan Elshout and Hamaker (2000) conducted a study on intellectual ability, learning style, personality, achievement motivation and academic success of psychology students in higher education. Correlational analyses partly confirmed and partly disconfirmed our expectations in a sample of 409 first-year psychology students. Consistent with the literature, intellectual ability and achievement motivation were associated positively with academic success. For the meaning directed, reproduction directed and application directed learning style, no positive association with academic success could be detected. The undirected learning style, however,

appeared to be a consistent negative predictor. For the Big Five personality factors (extroversion, agreeableness, conscientiousness, neuroticism and openness to experience), a consistent, positive association for conscientiousness with academic success was found.

Studies Related to Learning Styles

Hawk and Shah (2017) studied the emergence of numerous learning style models over the past 25 years and have brought increasing attention to the idea that students learn in diverse ways and that one approach to teaching does not work for every student or even most students. Five learning style instruments: 1. Kolb Learning Style Indicator, 2. Gregorc Style Delineator, 3. Felder–Silverman Index of Learning Styles, 4. VARK Questionnaire, and 5. Dunn and Dunn Productivity Environmental Preference Survey were reviewed in this article in order to describe the learning style modes or dimensions measured in the instruments and to recommend selection of models under several conditions. The study after review recommends that student can and should develop their abilities to use the learning styles that are not their natural modes and preferences.

Shoeib, Younes, Hossein, and Maryam (2017) attempted to identifying affecting factors contributing to the attainment of learning and styles of learning is one of the affecting factors in learning. In this study, all the present articles were searched in internal databases including Iran medex, Irandoc and SID and external databases such as, Google, Google Scholar, Scopus, Science Direct, scientific database of World Health Organization (Medicos/WHO/EMR), free journal access guide (Open Access Journal Directory of), Elsevier, PubMed articles' teaching methods from 1990 to 2014 and of 268 extracted articles, 40 articles that were associated with the topic has assessed. The results have shown that the person prefers both one-way of style and two-way in learning.

Stirling and Alquraini (2017) aimed at developing knowledge about the preferred learning styles of Saudi nursing students. A cross-sectional survey design was administered to 125 female nursing students. The study revealed that the majority of participants (80.5%) had some preference for kinesthetic learning. Of those with a dominant preference, 38.2% had a strong preference for kinesthetic learning, while 10.6%, 4.9%, and 2.4% preferred aural, reading/writing, and visual learning,

respectively. The kinesthetic learning style was the highest ranked preference for all groups of nursing students.

El-Naggar (2016) studied the preferred learning styles of the pre-clinical students. 159 and 48 female (n=207) were selected for the study. The validated VARK questionnaire was used. The questionnaire consists of 16 items which identify four learning styles; visual, auditory, reading/ writing and kinesthetic. Descriptive analysis were first used to identify the learning styles of students, then comparative analysis was used to compare learning styles preferences between male and female students and between basic and clinical phases students. VARK questionnaire was distributed to all students in male and female sides, for all years (first and second year female side and first, second, third, fourth and fifth years male side). Results showed that 72.9% of female and 71.1% of male students preferred to learn by a multi-modality (visual, auditory, reading/writing, or kinesthetic). Results also shows that 40.67% of the male students in clinical years prefer one mode of the learning style preferences, while 44% of female and male students in basics sciences phase in FOM-JU prefer to learn by two modes of the learning style preferences. It also shows that 13% of the male students prefer kinesthetic mode of the learning style preferences, comparing to 4.1% of female students are tactile learners in in basics sciences phase. The study concluded that majority of FOM-JU students prefer multimodal style. Results of this study also conclude that there is a difference between clinical and basic sciences year in learning styles preferences.

Akbarzadeha and Fatemipourb (2014) investigated the learning style preferences of Iranian EFL language learners at Upper-Intermediate level and examine the teachers' educational treatment with these preferred styles. Thus, the study is divided into three parts: students' learning style preferences, teachers' teaching style preferences, and match or mismatch between the students' and teachers' style preferences. In total, 725 EFL English major students participated in this study. Among them, 542 students took part in three pilot studies for the instrument validation. The Learning Style Preference and the Teaching Style Preferences Questionnaires were administrated to the students and teachers, respectively. Later, the teachers and 42 of the 183 students were interviewed. Results of the study showed that the preferred learning style of the students was Tactile. Results of classroom observation showed that the teachers had no major teaching style preference. According to the results of the

questionnaire, the teachers knew the theories of learning styles, but they did not apply them in their classrooms. Specifically, while Tactile Preference was the students' major learning style preference, it was only a negligible teaching style for the teachers. Moreover, the teachers' performance showed that they ignored students' preferences. The results of the teachers' interviews indicated that most of the teachers had only a fixed style of teaching based on the requirements of the course, not on the students' learning style preferences.

Baleghizadeh and Rose (2014) investigated the relationship between perceptual learning style preferences and multiple intelligences among Iranian EFL learners. Two self-report questionnaires were administered to a total of 207 male and female participants. Pearson correlation results revealed statistically significant positive relations between linguistic intelligence and tactile as well as auditory learning style preferences; logical--mathematical intelligence and individual learning style; bodily-kinesthetic intelligence and kinesthetic as well as group learning styles; intrapersonal intelligence and individual learning style; and interpersonal intelligence and group learning style preference in addition to negative relations between logical--mathematical intelligence and group learning style; bodily-kinesthetic intelligence and individual learning style; intrapersonal intelligence and group, kinesthetic, tactile, and auditory learning style preferences; and interpersonal intelligence and individual learning style. However, there were no significant relationships between spatial and musical intelligence types and learning style preferences.

Cakiroglu (2014) analyzed the effect of learning styles and study habits of distance learners on learning performances in an online programming language course. 62 sophomore students who enrolled in an online introductory programming course participated in the study. Kolb's Learning Style Inventory (LSI) was used to measure the students' learning styles. Another inventory developed by the researcher was used to determine learners' study habits. An achievement test was used to put forward their learning performances. As a result, significant relationships between learning styles, study habits, and learning performances were revealed.

Hess and Frantz (2014) conducted a study on understanding the various learning styles and problem-solving abilities of undergraduate physiotherapy students at the University of the Western Cape, South Africa. The study employed a quantitative, cross-sectional research design. Undergraduate physiotherapy students (N=246) who

were registered for the 2012 academic year participated in the study. Three valid and reliable questionnaires including the Index of Learning Styles, that measures Active-reflective, Sensual-intuitive, Visual-verbal, and Sequential-global styles; the Problem-Solving Style Questionnaire, that measures Sensing, Intuitive, Feeling and Thinking styles; and the Learning Style Questionnaire, that measures Visual, Auditory and Kinesthetic styles were used. Responses were analysed statistically to establish the association between learning styles and problem-solving ability. The results revealed that the prominent learning styles were feeling (PSSQ), kinesthetic (LSQ) and visual-verbal (ILS). Males were prone to using the kinesthetic learning style and females to a more visual learning style. The feeling group constituted 47% of the sample. Based on the three questionnaires used it was demonstrated that the majority of the students learn by doing.

Leung, McGregor, Sabiston, and Vriliotis (2014) studied whether different student learning styles are related to the performance of students in principles of Micro-versus Macro-Economics. Using a sample of students from principles of economics courses taught at Mount Royal University in Calgary, Alberta, they examined the relationship between student learning styles, using the VARK (visual, aural, reading/writing, and kinesthetic) inventory (Fleming, 1995), and their performance in principles of Micro- versus Macro-Economics courses. The results revealed strong preference for a specific V, A, R, and K learning style. Microeconomics shows that none of the learning style preferences shows statistically significant relationship with total percentage grade. From the sample of students who passed principles of Macroeconomics, only the kinesthetic learning style shows a significant positive relationship with total percentage grade. None of the other learning style preferences as well as age and gender show statistically significant relationship with performance in principles of macroeconomics.

Saleh and Al-Facki (2014) explored the concept of learning styles in the context of second language acquisition, and it also seeks to identify the learning styles of 16 TESOL Master's students. The study is divided into two main parts. Part one is a theoretical framework. It covers the concept of learning from a second language acquisition perspective, individual differences and personality in SLA, personality & learning, adults' perception of learning, learning styles and culture, the differences between learning style and learning strategies, the relationship between learning style

and cognitive style, broader models of learning style, and finally learning style and teaching. The second part is a case study which attempts to investigate the learning styles of around 16 TESOL masters students. The data-gathering tool was VAK learning styles measurement tool which aims to identify the learning styles of students according to three main styles: visual, auditory, and kinesthetic. The most important findings are that the majority of students' learning styles are auditory, a few are visual, and only three out of 16 are visual auditory; while one candidate is visual kinesthetic.

Urval, Kamath, Ullal, Shenoy, Shenoy, and Udupa (2014) conducted a study to understand the preferred sensory modality of students for learning of undergraduate medical students using the VARK questionnaire and the influence of sex and academic performance. Teachers can use this knowledge to facilitate student learning. Five hundred undergraduate students belonging to second year of undergraduate medical training were invited to participate in the exercise. Consenting students (415 students, 83%) were administered a printed form of version 7.0 of the VARK questionnaire. Besides the questionnaire, they also collected demographic data, academic performance data (marks obtained in 10th and 12th grades and last university examination), and self-perceived learning style preferences. The majority of students in the study had multiple learning preferences (68.7%). The predominant sensory modality of learning was aural (45.5%) and kinesthetic (33.1%). The learning style preference was not influenced by either sex or previous academic performance.

Duman (2013) studied the effects of brain-based learning on the academic achievement of students with different learning styles. The study group consists of students from the department of Social Sciences Teacher Education in the Faculty of Education at Mugla University (N=68). In the study, a pre-test-post-test experimental design was used. Data were collected by using academic achievement tests and the Kolb's Experiential Learning Style questionnaire. The findings of the study revealed that the BBL approach used in the experimental group was more effective in increasing student achievement than the traditional approach used in the control group. However, no significant difference was observed among the achievement levels of the experimental group students with different learning styles.

Dziedzic, De-Oliveira, Janissek, and Dziedzic, (2013) considered three questionnaires available for assessing learning styles, viz., Kolb, Honey-Alonso, and Felder-Soloman. The questionnaires were implemented in a spreadsheet with

automated results, and distributed to subjects of both genders, and varying age, and academic background. The aim of the work was to determine which questionnaire, if any, would be preferred by respondents. The respondents were asked to answer all three questionnaires, examine the results and indicate their satisfaction by grading each result, using a scale between 0 and 10. While the results given by each questionnaire do not allow a complete comparison, partial agreement was possible to identify. Answers provided by 52 respondents have been processed, which show that, while there is no statistically significant difference among the preference of respondents regarding the three options, a slight preference for the Felder-Soloman questionnaire is discernible.

Remali, Ghazali, Kamaruddin, and Kee (2013) attempted to understand academic performance based on demographic factors and learning styles. 170 university students were the sample. Results showed that there is a significant relationship between motivation factors such as intrinsic motivation, extrinsic motivation as well as self-efficacy towards the students' academic Performance. This study also found that associated students' academic achievement is directly influenced by learning styles. However, the results also indicated that there is no significant relationship between gender and students' prior academic knowledge/background.

Sarabdeen (2013) analysed the major theories on learning styles and applied Fleming's VARK theory through survey conducted among 106 students in Dubai to understand their various learning styles. The result shows that there are variations in learning preference. Most of the students fall within Reader or Writer and Kinesthetic categories. The survey carried out by the researcher also reiterates the fact that the learners are having different types of learning styles and there is a need to look into their various learning styles before preparing the training materials.

Vaishnav (2013) conducted a study on learning style and academic achievement of secondary school students. It was conducted on three learning styles-visual, auditory and kinesthetic (VAK). A sample of 200 students of class 9th, 10th and 11th standard of Maharashtra state was selected for the study. Findings of the study reveal that, kinesthetic learning style was found to be more prevalent than visual and auditory learning styles among secondary school students. There exists positive high correlation between kinesthetic learning style and academic achievement. The main effects of the three variables - visual, auditory and kinesthetic are significant on academic achievement.

Al-Hebaishi (2012) identified the learning style and strategies preferences of female EFL majors at Taibah University and investigated the relationship of learning styles and learning strategies to academic performance in the methodology one course. Data were collected from a sample of (88) participants. The instruments used in this study were: (a) The Language Style Preferences Questionnaire; (b) The Strategy Inventory for Language Learning SILL (Oxford [7] Version 7.0); (3) An EFL Methodology One Course achievement test. Results showed that the visual learning style was the most preferred by the majority of participants. The strategies most frequently employed were cognitive strategies followed by metacognitive strategies. The results also revealed a significant relationship between the visual learning style and memory strategies. Another significant relationship was found between the visual learning style and affective strategies. However, the findings demonstrated the lack of a significant relationship between learning styles and academic performance. In contrast, a significant positive relationship was found between participants' use of learning strategies and their academic performance.

Gilakjani (2012) conducted a study on visual, auditory, kinesthetic learning styles and their impact on English language teaching. Over 100 Iranian EFL university students were the sample of the study and they completed a questionnaire to determine if their learning styles are auditory, visual or kinesthetic. The findings showed that Iranian EFL university students' preferred learning style was visual.

Aljaafreh (2012) conducted a study on comparing students' learning styles in three languages majors at Mu'tah University in Jordan. 613 male and female students from three languages majors in a Jordanian university participated in the study. The results of the study revealed that there were significant differences between the students according to their majors, and the students with higher GPAs were superior to those with lower GPAs in using these processes. The findings of the study suggest that there is a strong relation between learning styles and academic achievement.

Sadeghi (2012) investigated a learning style and multiple intelligences among the two groups of senior-level EFL. The first part of the survey aimed at the students' desired learning styles and the second part focused on multiple intelligences. The findings revealed that prevailing learning styles preferences of the male group were visual, global, closure-oriented, extroverted, and intuitive learning style; whereas the

female group preferred mostly a global, intuitive, closure-oriented, a visual, and finally an extroverted learning style.

Kamarulzaman (2012) conducted a study on critical review on effect of personality on learning styles. Costa and McCrae's five-factor model of personality (The Big 5) is explored against Kolb Learning Styles. The Big 5 factors are extroversion, neuroticism, openness, agreeableness and conscientiousness, whereas Kolb Learning Styles are divergers, assimilators, convergers, and accommodators. Discussion includes descriptions of the Big 5 factors and Kolb Learning Styles, issues relating to personality and learning styles, and critical review of effect of the Big 5 factors and Kolb Learning Styles. It is concluded that personality has an effect towards learning styles when it comes to the Big 5 factors and Kolb Learning Styles.

Nian-nian (2012) investigated the role of language learning strategies and learning styles on English learning among Chinese EFL university students in the specific setting of USST in Shanghai. Statistical analysis is done employing SPSS. The study reveals that there are no significant differences among the six learning style preference groups in learning strategies use. The subjects in this study prefer kinesthetic/tactile, individual, and visual learning styles, while they demonstrate less preferences for auditory and group learning styles. Nonetheless, the mean scores show that the group learning style subjects use the fewest strategies, whereas the kinesthetic learning style subjects use the most. Participants report using overall learning strategies at a medium level, not very high in comparison to the maximum possible score (5.0) of the SILL, which indicates that the subjects do not apply the Oxford's learning strategies to assist their language learning. In addition, compensation strategies are the most popular learning strategies among Chinese EFL college students, and social strategies are the least popular. There is statistically significant difference among students' learning style preferences based on gender. The statistical results indicate that there is significant difference between males and females in their tactile learning style preference and females are more tactile than males.

Vaseghi, Ramezani, and Gholami (2013) conducted a study on 'Language Learning Style Preferences: A Theoretical and Empirical Study. This paper aims at describing learning styles models, in particular Reid's Perceptual Learning Style Preference Questionnaire (PLSPQ) and review the past studies conducted on learning style. The paper concludes that teachers should take into consideration the differences

in learning styles among students and enhance students' learning strategies for their successful learning. The results of the research have shown that differences do exist in learning styles among the students from different gender and such differences should be taken into account when teaching foreign languages. Students have particular learning style preferences and these preferences may be different between male and female students. The researcher recommended further investigation into teaching and learning styles. There is also a lack of research on high school students' language learning styles.

Cekiso (2011) identified the preferred learning styles of students and to plan instruction and course design accordingly. The VAK Learning Style Inventory was administered to 147 B.Ed. students. The results indicated that the majority of students preferred the auditory learning style. When data were compared by gender, the results indicated that there was no statistical significance between male and female students in their choice of learning style preferences. Knowledge of students' learning style preferences can aid tertiary institutions in class preparation, designing class delivery methods, choosing appropriate technologies and developing sensitivity to different student learning style preferences within the institution.

Tuan (2011) examined EFL students' preferred learning styles, and linkages between learning style preferences and individual attributes such as fields of study, length of tertiary study, gender, age, learning language experience, and English proficiency level. 172 students were invited to participate in the questionnaire survey. The findings revealed that perceptual learning style preferences were impacted by some attributes, particularly fields of study and length of tertiary study. The dominant learning style preferences for the sample were kinesthetic and tactile. The higher levels of English EFL students got the more kinesthetic and tactile they appeared. Furthermore, the students with the shortest length of studying English tended to be those with a variety of preferred learning styles, except individual. As far as gender was concerned, females showed a stronger tendency toward kinesthetic while males gave more preference to tactile learning.

Dobson (2010) conducted a study on the comparison between learning style preferences and sex, status, and course performance. Students have learning style preferences that are often classified according to their visual (V), aural (A), read-write (R), and/or kinesthetic (K) sensory modality preferences (SMP). There were 64 student

respondents: 50 undergraduates and 14 graduates (40 women and 24 men). According to the perceived SMP results, the largest number of respondents chose V (36%), followed by R (28%), K (19%), and A (17%). There was no statistical association between SMP and status. There was a very nearly significant relationship between sex and both perceived and assessed SMP. Finally, there was a significant relationship between perceived SMP and course scores. Post hoc tests revealed that the K group scored significantly lower than the other three modality groups.

Ramayah, Sivanandan, Nasrijal, Letchumanan, and Leong (2009) studied the influence of gender on the learning style preferences of business students based on the (Visual, Aural, Read-Write and Kinesthetic) VARK learning style survey (Fleming, 2002b). The sampling design used for this study was non-probability sampling and the sampling technique conducted was convenient sampling on 207 male students and 199 female students from the business school. The study found that gender only influences the Visual and Aural learning styles of business students. Female students were found to demonstrate slightly higher preference for the visual and aural learning styles as compared to the male students.

Kara (2009) conducted a case study on learning styles and teaching styles among 100 second year learners studying in ELT Department in Anadolu University, Turkey and 12 teachers who were teaching these groups in the year the study was conducted, participated in the study. They were given questionnaires to identify their learning styles and then both the teachers and the learners were interviewed to investigate whether they were concerned when there is a mismatch. The results revealed that second year learners at ELT Department in Anadolu University favored visual and auditory styles. The teachers also preferred visual and auditory styles. The results showed that learning styles and teaching styles match at ELT Department. Learners said that they feel unhappy and frustrated when their teachers do not teach in their favored style.

Riazi and Mansoorian (2008) investigated the preferred learning style(s) of Iranian EFL students (150 female & 150 male) who were studying English at EFL institutes in different cities in Iran. Reid's Perceptual Learning Style Preference Questionnaire (PLSPQ, 1987) was used to collect data. Findings of the study indicated that the auditory learning style, the visual learning style, the tactile learning style, and the kinesthetic learning or hands on activity learning were preferred by the students as

the major styles. Both female and male students chose the individual learning style and the group learning style as one of their minor learning styles. The study also revealed that males were more interested in tactile, group, and kinesthetic learning styles while the female students showed less preference toward these learning styles specially the group learning style.

Cutolo and Rochford (2007) analysed Freshmen learning styles and their relationship to academic achievement. This study identified the relationship between learning-style preferences and academic achievement among incoming freshmen at a large, private, urban university. The BE (Rundle & Dunn, 2000) questionnaire was employed to identify the participants' learning-style preferences. The results revealed that specific learning-style preferences correlated with achievement and that learning-style preferences varied according to academic performance.

Lisle (2007) conducted a study on assessing learning styles of adults with intellectual difficulties. The focus here is dual in that the vigour and 'user friendliness' of the tool developed is analysed in the midst of a critical appraisal of its use. He use of VAK inventory showed that 34% of the participants have visual preferences, 34% have auditory, 23 % have kinesthetic, and 9 % have multimodal learning preferences.

Lincoln and Rademacher (2006) investigated the learning styles of adult English as a second language (ESL) students in Northwest Arkansas. Learning style differences by age, gender, and country of origin were explored. A total of 69 northwest Arkansas adult ESL students attending 7 adult-education centers were administered the VARK Learning Styles Questionnaire. Note taking was chosen by 1/3 of participants as their favorite learning style, 20% favored aural modes, 15% favored kinesthetic, 4% favored visual, and 15% chose combinations of learning styles. Females chose auditory and multimodal learning styles, while males favored note taking. Students differed by level of English proficiency, beginning-intermediate favoring aural learning styles more than advanced students. ANOVA results indicated that participants were significantly less visual and more read-write than either aural or kinesthetic, but males and females differed significantly in their choice of aural learning. Asian males favored note taking and aural learning. Correlation was found between age and learning styles with subgroups exhibiting a negative correlation between age and kinesthetic learning, with Mexican males and females exhibiting the

strongest negative correlation. Males showed a low positive correlation between age and note taking.

Sadler-Smith and Evans (2006) reviewed the papers from the 10th Annual European Learning Styles Information Network Conference. It looks at problems, developments in the application of style and potential styles for practice in the area of cognitive and learning styles in education and training practice, with a brief look at the papers within this issue. The paper finds that each of the papers presented here raises a number of pertinent issues which are significant in the ongoing debate regarding the value of cognitive and learning styles in education and training practice. These are presented in the form of ten key messages. The paper presents a useful insight into the problems, politicisation and potential of learning styles in education and training.

Andersen (2002) conducted a study to determine how format of instructional material (auditory-only, visual-only, or combined auditory and visual) and participants' learning style preference combinations (low auditory and low visual, high auditory and low visual, low auditory and high visual, or high auditory and high visual) influence posttest performance. A sample of 190 nursing students were assessed for learning style preference using the Nurse Entrance Test and for previous knowledge using a pretest. Participants were blocked into one of the four learning style preference groups and assigned randomly to one of three instructional material treatment groups. The treatment lasted 30 minutes and was followed immediately by post-testing. ANOVA and ANCOVA with pretest as covariate results indicated that there were no significant interactions between learning style preference and instructional material on posttest performance. Participants using both the auditory and visual instructional material and the visual-only material achieved significantly higher posttest scores than those using the auditory-only material. Learning style preference group did not significantly affect posttest performance.

Ann and DeCapua (2001) investigated the learning styles of college and university Russian-speaking students of English as a second language through an analysis of their responses to Reid's (1984) Perceptual Learning Styles Preference Questionnaire (PLSPQ), of their responses to a background questionnaire, and of data from oral interviews. Findings from the data indicate that the preferred learning style of these Russian-speaking students is kinesthetic, closely followed by auditory.

Kim (2001) conducted a study on 'language learning strategies, learning styles, and beliefs about language learning of Korean university students. The study explored the relationships of the variables to English language proficiency. Results show the correlation between strategies and proficiency was significant, while the correlation between styles and proficiency and between beliefs and proficiency was insignificant.

Peacock (2001) investigated Reid's (1987) hypothesis that a mismatch between teaching and learning styles causes learning failure, frustration and demotivation. Data were collected through Reid's questionnaire, interviews and tests using 206 EFL students and 46 EFL teachers at a Hong Kong university. It was found that learners favoured Kinesthetic and Auditory and disfavoured Individual and Group styles, while teachers favoured Kinesthetic, Group and Auditory styles and disfavoured Tactile and Individual styles; Western teachers also disfavoured Auditory styles. There was a mismatch regarding Group and Auditory styles. Interviews revealed that 72% of the students were frustrated by a mismatch between teaching and learning styles; 76% said it affected their learning, often seriously; and 81% of the teachers agreed with Reid's hypothesis. The correlations between learning style, proficiency and discipline were also checked. Learners who favoured Group styles were significantly less proficient. Conclusions are that EFL teachers should teach in a balanced style in order to accommodate different learning styles.

2.03 Critical Review of Related Studies

Critically reviewing the collected studies related to the research undertaken is a meta-analytic process. It is "sometimes called a critique, critical commentary, critical appraisal, critical analysis" (Queen Margaret University, n.d.). It gives "an overview of the review and a balanced conclusion" (Jesson & Lacey, 2006). It identifies "gaps or limitations in the research and act as a sounding board for future research ideas" (Hewitt, 2009) and "should involve synthesis" (Rowland, n.d.).

Studies Related to Proficiency in English

English language, being global in nature and usage, the studies related to proficiency in English has been an on-going research activity in different parts of the world. The investigator collected 60 studies related to proficiency in English language. Academic

institutions, voluntary agencies and individuals have involved themselves in research with and without financial grants from government with the objective of studying and improving the status of English. The populations of these studies were from U.S., U.K., China, Mexico, South Korea, Japanese, Vietnam, Pakistan, Iran, Tehran, Jordan, India and other countries. The samples of the studies were native students, immigrant students, EFL students, ESL students, primary school students, high school students, college students, university students, engineering students, monolingual and bilingual students, trainee teachers and in-serviced teachers. The tools used to measure were both self-made tools and standardized tools were used to study the level of proficiency in English. Many studies have used self-constructed proficiency in English Tests (PETs) and majority of the studies opted for written tests. Some studies have adapted. Some studies have taken the grade point average (GPA) as the proficiency level. Some studies have taken the academic achievement marks/levels as the proficiency level. Some studies have taken the semester marks to determine the proficiency level. Some studies have taken reading comprehension competence as the level of proficiency. Some studies have taken the level of proficiency on the basis of the scores gained in the given written activities. Some studies have used TOFEL and IELTS scores to determine the proficiency levels. In a few undertaken case studies, oral mode of testing like interview was used, and other than that almost all the studies have adopted written mode of testing. All the proficiency tests conducted in these researches have given much scoring weightage to grammar. Even the other modes of testing decided the proficiency on the basis of the grammatical mistakes committed by the subjects. The samples who committed grammatical errors were considered to have low level of proficiency and those who were accurate in grammar were considered to be good at proficiency in English, since proficiency in English without accuracy is impossible. Apart from finding out the level of proficiency, many studies have correlated it with influencing factors like school factors, teacher-related factors, effectiveness of methods, home factors, socio-economic factors, motivational factors, self-efficacy, attitudes, personality factors, leaning strategies, learning difficulties and the like. The results of the study have shown that the level of proficiency in English is moderate and needs to be improved, and it has a positive correlation with the influencing factors, Studies have suggested competent teachers, effective teaching methods, use of innovative techniques, academic intervention programmes and other fill-gap special

initiatives to increase the proficiency in English among for the students who study English as a Second Language.

Studies Related to Big Five Personality Factors

Thirty one reviews relevant to Big Five personality factors were selected and included in the study. Big Five Self-esteem has been attracting a good number of studies over the years, as the topic personality is of ancient origin and has occupied an important place in managing, developing a human being. All the studies have identified the level of Big Five personality traits extroversion, agreeableness, conscientiousness, emotional stability, and openness in the selected samples for the study on the basis of the chosen demographic factors. Researchers have explored, apart from this, its relationship between Big Five factors and academic achievement of students and teaching competence of teachers has been explored by researchers. Closely linked academic variables like learning styles, self-directed learning, and learning strategies were also correlated. The psychological variables like job satisfaction, leadership, adjustment, achievement motivation, self-efficacy, goal orientation, well-being, loneliness, emotional intelligence and intellectual ability were also studied in relation to Big Five personality factors. The sample of study included school students, university students, employees, leaders, parents, elders, professionals, EFL and ESL learners, physical education students and nursing students. All the studies have adopted only survey method of research. The tools used for measuring Big Five were: 1. NEO Five-Factor Inventory (NEO-FFI) with 60-item developed by Costa & McCrae, 1989; 2. NEO Personality Inventory – Revised (NEO-PI-R) by Costa & McCrae in 1992; 3. International Personality Item Pool (IPIP) with 50 items based on Five Factor Model of Goldberg in 1992; 4. International Personality Item Pool (IPIP) with 20 items (Mini-IPIP) based on Five Factor Model of Goldberg in 1999; and 5. Big Five Inventory (BFI) developed by John and Srivastava in 1999. Apart from these tools EPI - Eysenck Personality Inventory (Extroversion/Introversion) developed by Hans Eysenck in 1972 was also used to study personality traits. The statistical techniques like percentage analysis, ‘t’ test, ANOVA, MANOVA, Chi-square test, Pearson’s product moment correlation and regression analysis were done using either SPSS versions or Amos versions. The findings of the study suggest varying Big Five levels. Correlation studies show different traits were correlated with different variables, and no conclusive result

can be obtained showing a single trait correlating with all the variables, suggesting further research.

Studies Related to Learning Styles

Thirty seven relevant studies have been documented and these studies were conducted in foreign countries and in India and the themes were related to identifying the preferred learning styles, factors of learning styles, relationship/mismatch between teaching styles and learning styles, validation of learning style tools, and impact of learning style on academic achievement, and relationship with other psychological variables. Majority of the studies have adopted survey method of research. The samples were drawn from different fields, starting from school students, and covering nursing students, pre-clinical students, physiotherapy students, TESOL students, EFL university students, B.Ed. students and university students. Learning styles being divergent in nature, many tools were applied in the studies. The major tool used were: 1. Gregorc Style Delineator developed by Anthony F. Gregorc in 1982; 2. Kolb Learning Style Indicator developed by David Kolb in 1984; 3. Index of Learning Styles developed by Felder–Silverman in 1996 and revised in 2002; 4. VARK Questionnaire initially developed in 1987 by Neil Fleming; 5. Perceptual learning style preferences Reid’s 1987 ; 6. Dunn and Dunn Productivity Environmental Preference Survey developed by in 2006, and 7. VAK Learning Styles Self-Assessment Questionnaire of different versions. The results of these studies, in large numbers, have shown the positive relationship between learning styles and academic achievement and suggested that the students should be motivated to identify their unique learning styles and teachers should also adopt teaching strategies matching with the learning styles of students for better learning outputs.

2.4 Uniqueness of the Study

The National Curriculum Framework for Teacher Education asserts the responsibility of teacher education saying that it “is expected to ensure an adequate supply of professionally competent teachers to run the nation’s schools”. (2009, p. 2). The success of the whole system of education lies at the disposal of teachers. Though there are varying factors affecting effective teaching, one of the major factors is the training that they have had prior to taking up the profession of teaching. If the knowledge,

attitude and skills of pre-service teachers are properly assessed, guided and nurtured in the teacher education training programme, then the prospects of becoming a good and quality teachers is more. To achieve this end, research has a contributory role by conducting appropriate research in the field of teaching and conducting the studies on the population of teacher trainees. Though many studies were conducted on B.Ed. trainees pertaining to various psychological variables, no study has been so far conducted, on proficiency in English language of prospective teachers in relation to the Big Five personality factors and VAK learning styles. Hence this study is unique in terms of the variables, sample, and geographical area of study. Further, it would fill-in the research gap that exists in this area and its finding and implications will be of significant value when it is applied in teaching-learning process.

Methodology

- 3.01 Research Method
- 3.02 Area of the Study
- 3.03 Population of the Study
- 3.04 Sample of the Study
- 3.05 Distribution of the Sample
- 3.06 Tools Used in the Study
- 3.07 Description of the Tools
- 3.08 Procedure followed in Data Collection
- 3.09 Statistical Techniques Used
- 3.10 Tabulation of Responses

Methodology

Introduction

“Research is the orderly investigation of a subject matter for the purpose of adding to knowledge” (Postlethwaite, 2005, p.1). It is an integral part of quality sustenance and an on-going effort to upgrade the quality of the subject for the benefit of the end-users of all fields. It is a “more formal, systematic and extensive process of carrying on a scientific method of analysis” (Best & Khan, 1992).

“Determining an appropriate methodology/research design” (Tayie, 2005, p.5) is one of the important steps in the process of doing a research. The two-fold missions of contemporary educational psychology according to O’Donnell, Dobozy, Bartlett, Bryer, Reeve (2012, p. 6) “1. Enhance theoretical knowledge and 2. Improve educational practice” cannot be achieved without research. A valid research is scientific and follows a well-defined methodology. It starts from identifying problems, reviewing literature, formulating hypothesis, following the procedure for testing hypothesis, collecting data, analysis of data, interpreting results and drawing conclusions. This chapter explains the specifics pertaining to methodology, tool construction and statistical techniques adopted in the research.

3.01 Research Method

One of the criteria of good research is “The procedural design of the research should be carefully planned to yield results that are as objective as possible” (Pandey & Pandey, 2015, p. 17). “Surveys are particularly useful to find small amounts of information from a wider selection of people in the hopes of making a general claim” (Driscoll, 2011, p. 163). The investigator has used survey research method to study the

‘Proficiency in English Language of Prospective Teachers in Relation to the Big Five Personality Factors and Learning Styles’. Survey research is the widely used method in social sciences. It “refers to the set of methods used to gather data in a systematic way from a range of individuals, organizations, or other units of interest (Julien, 2008, p. 846). It describes and interprets the phenomenon as it exists at the time of study, and suggests recommendations based on the inferred findings for the betterment.

3.02 Area of the Study

The study is carried out in the three southern districts — Tirunelveli, Thoothukudi and Kanyakumari — of Tamil Nadu State, India. The geographical location of these three districts, the area of research, is shown in the map (see Appendix 1).

3.03 Population of the Study

“Population is that which is represented by the actual participants in the research” (Howitt & Cramer, 2011, p. 61). It forms a significant part of research as it is “concerned with whether their conclusions can be generalized across space and time and to large populations than they are dealing with” (Scott & Usher, 2002, p. 150). This extended sample is the real beneficiaries of the research investigation. The population for the present study comprises all the prospective teachers who are doing B.Ed. degree course in the colleges of Education in Tirunelveli, Thoothukudi and Kanyakumari districts of Tamil Nadu.

3.04 Sample of the Study

A sample is the representative of the population or universe. “The selected respondents constitute what is technically called a ‘sample’ and the selection process is called ‘sampling technique’ ” (Kothari, 2004, p. 55). The investigator selected a sample of 1,405 B.Ed. students from the selected three districts, since “A random selection process will tend towards representativeness, becoming more representative as it becomes larger” (Rugg & Petre, 2007, p. 69). Simple random sampling technique was adopted for selecting the sample from the population, “in which each case has the same probability of being chosen” (Howitt & Cramer, 2011).

3.05 Distribution of the Sample

The following table shows the distribution of the sample on the basis of the background variables of study.

Table 3.1. Gender-wise Distribution of the Sample

Gender	No. of sample	Percentage
Male	317	22.56
Female	1,088	77.44
Total	1,405	100.00

The above table reveals that 22.56% of the respondents are male and 77.44% of them are female prospective teachers. This is shown in the Figure 3.1.

Figure 3.1. Gender-wise Distribution of the Sample

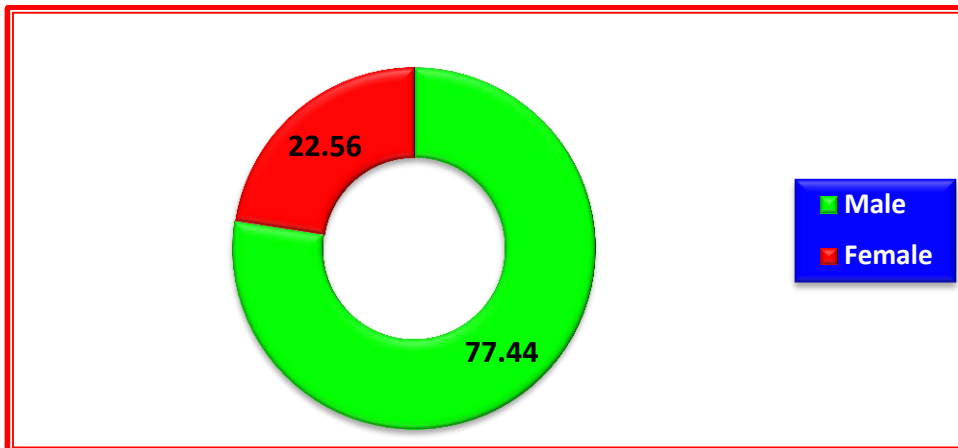


Table 3.2. Marital Status-wise Distribution of the Sample

Marital Status	No. of sample	Percentage
Unmarried	1,194	84.98
Married	211	15.02
Total	1,405	100.00

The above table reveals that 84.98% of the respondents are unmarried and 15.02% of them are married prospective teachers. This is shown in the Figure 3.2.

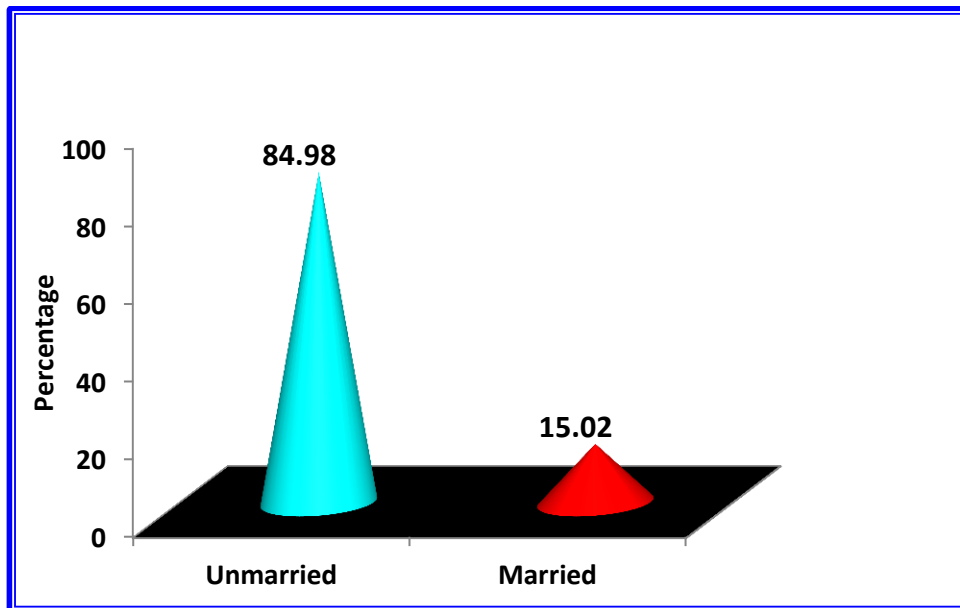
Figure 3.2. Marital Status-wise Distribution of the Sample

Table 3.3. Type of Family-wise Distribution of the Sample

Type of Family	No. of sample	Percentage
Nuclear	1,296	92.25
Joint	109	7.75
Total	1,405	100.00

The above table reveals that 92.25% of the prospective teachers belong to nuclear family and 7.75% of them belong to joint family. This is shown in the Figure 3.3.

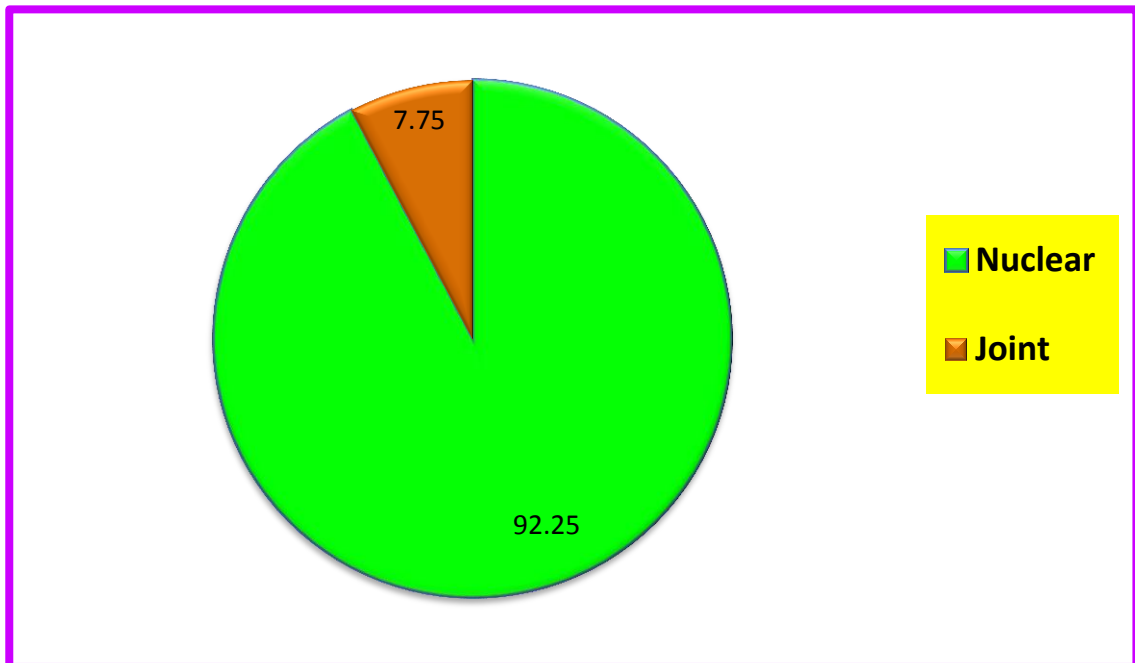
Figure 3.3. Type of Family-wise Distribution of the Sample

Table 3.4. Medium of Instruction at School Level-wise Distribution of the Sample

Medium of Instruction at School	No. of sample	Percentage
Tamil	1,002	71.32
English	403	28.68
Total	1,405	100.00

The above table reveals that 71.32% of the responded prospective teachers studied in Tamil medium at school level and 28.68% of them studied in English medium at school level. This is shown in the Figure 3.4.

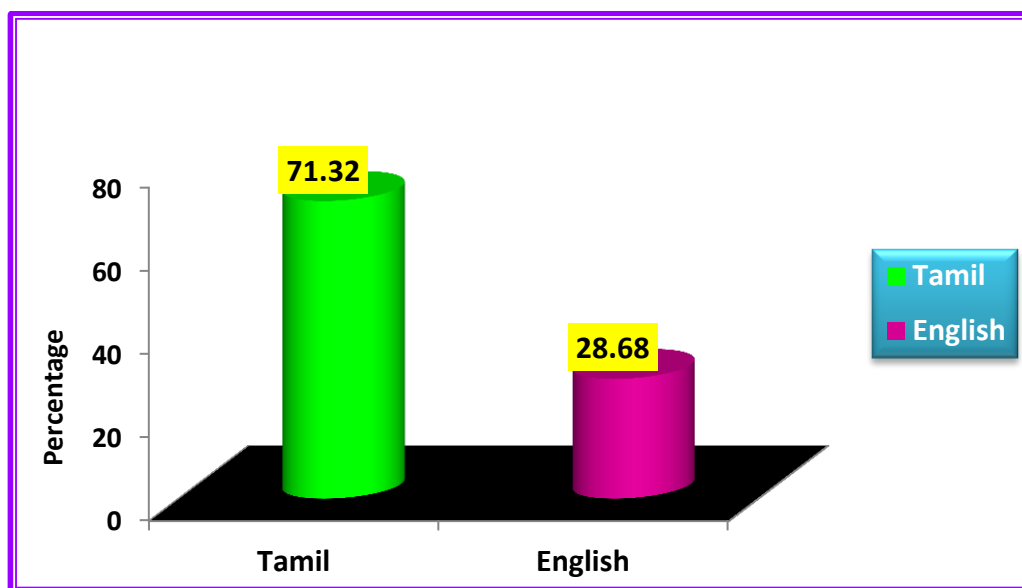
Figure 3.4. Medium of Instruction at School Level-wise Distribution of the Sample

Table 3.5. Educational Qualification-wise Distribution of the Sample

Educational Qualification	No. of sample	Percentage
Under Graduate	1,189	84.63
Post Graduate	216	15.37
Total	1,405	100.00

The above table reveals that 84.63% of the responded prospective teachers have completed Under Graduate and 15.37 % of them have completed Post Graduate degree. This is shown in the Figure 3.5.

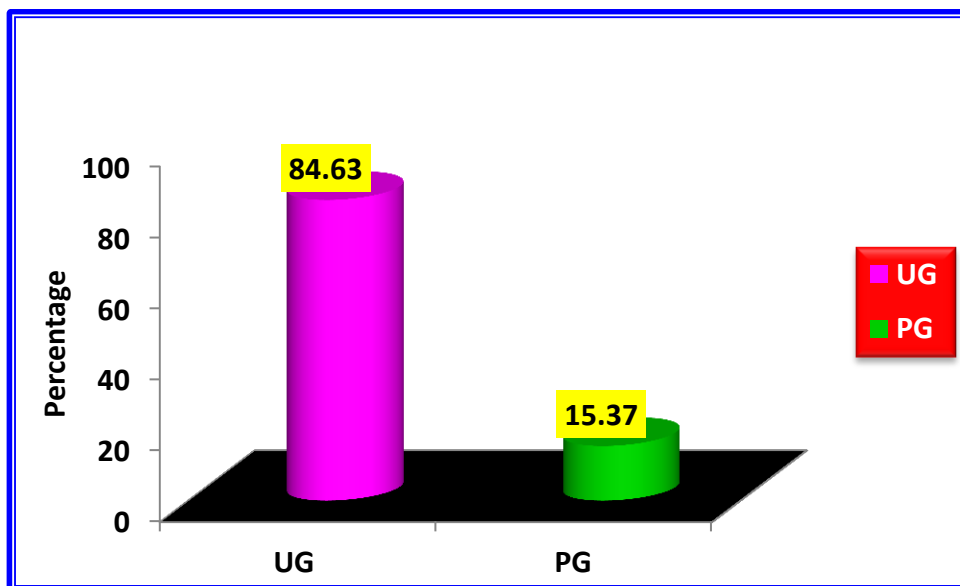
Figure 3.5. Educational Qualification-wise Distribution of the Sample

Table 3.6. Religion-wise Distribution of the Sample

Religion	No. of sample	Percentage
Hindu	698	49.68
Christian	672	47.83
Muslim	35	2.49
Total	1,405	100.00

The above table reveals that 39.16% of the responded prospective teachers are from English major subject, 11.81% of them are from the Arts major subjects, and 40.03% of them are from the Science major subjects. This is shown in the Figure 3.6.

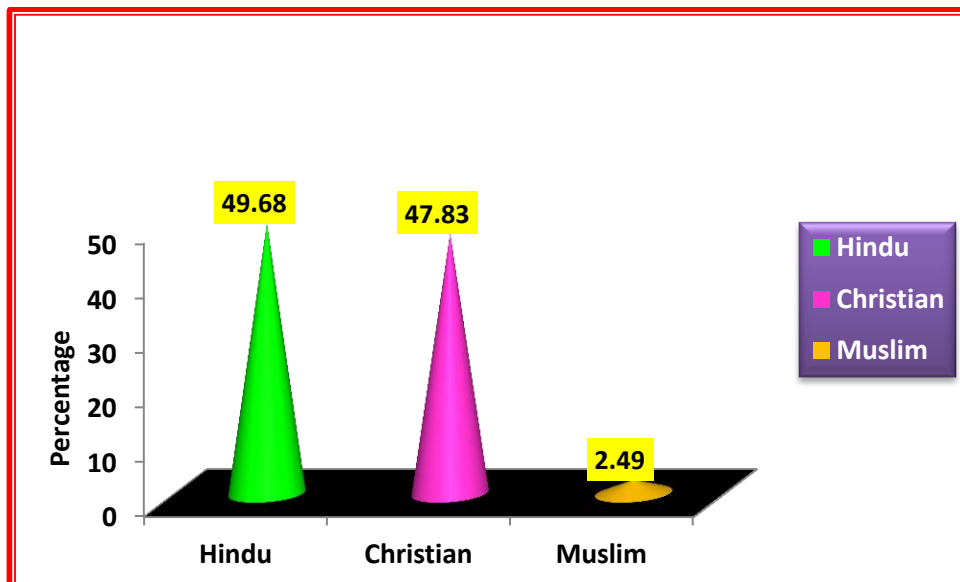
Figure 3.6. Religion-wise Distribution of the Sample

Table 3.7. Major Subject-wise Distribution of the Sample

Major Subject	No. of sample	Percentage
English	550	39.16
Arts	166	11.81
Science	689	40.03
Total	1,405	100.00

The above table reveals that 39.16% of the responded prospective teachers are from English major subject, 11.81% of them are from the Arts major subjects, and 40.03% of them are from the Science major subjects. This is shown in the Figure 3.7.

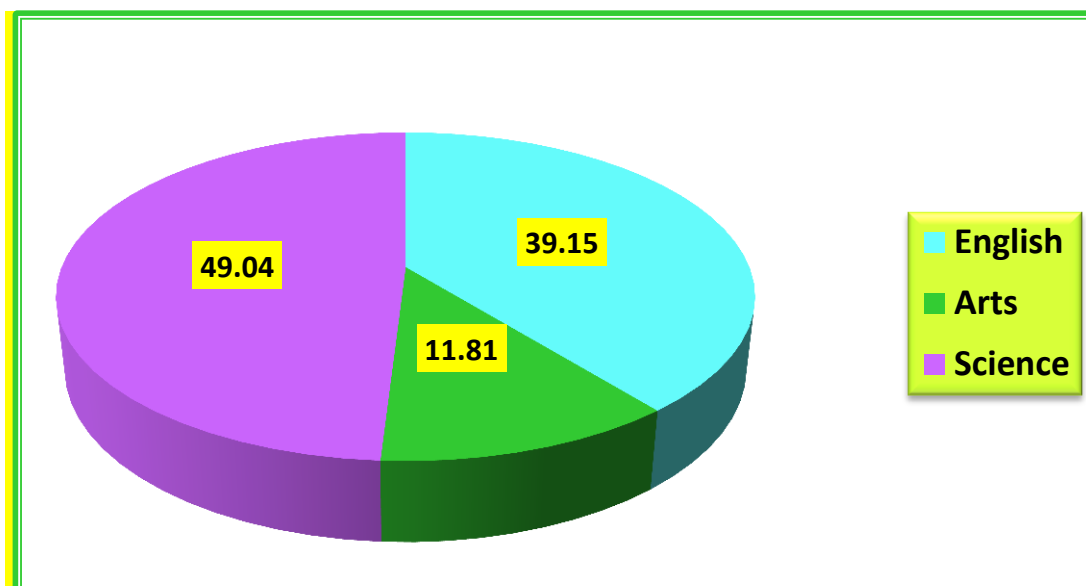
Figure 3.7. Major Subject-wise Distribution of the Sample

Table 3.8. College-wise Distribution of the Sample

Sl. No.	Name of the College	N	%
Tirunelveli District (442 / 31.46%)			
1.	J.P. College of Education, Thenkasi.	36	2.56
2.	St. Ignatius College of Education, Palayamkottai.	95	6.76
3.	St. Xavier's College of Education, Palayamkottai.	41	2.92
4.	Sri Ram Nallamani Yadava College of Education, Thenkasi.	99	7.05
5.	St. Joseph College of Education, Nanguneri.	39	2.78
6.	St. John's College of Education, Palayamkotai.	49	3.49
7.	SCAD College of Education, Cherenmahadevi.	55	3.91
8.	U.S.P. College of Education, Tenkasi.	28	1.99
Thoothukudi District (487 / 34.67%)			
9.	RMP CSI PSK Rajaratnam Memorial College of Education, Sattankulam.	50	3.56
10.	Rev. John Thomas College of Education for Women, Meignanapuram,	61	4.34
11.	V.O.C. College of Education, Thoothukudi.	84	5.98

Sl. No.	Name of the College	N	%
12.	Raja Lakshmi College of Education, Thoothukudi.	34	2.42
13.	Chandy College of Education, Muthiahpuramhandi.	40	2.85
14.	St. Thomas College of Education Krishnarajapuram.	50	3.56
15.	Annamal College of Education, Thoothukudi.	39	2.78
16.	St. Mary's College of Education, Seithangalnallur.	63	4.48
17.	Dr. Sivanthi Aditanar College of Education Tiruchendur	66	4.70
Kanyakumari District (476 / 33.87%)			
18.	Holy Trinity College of Education, Edaicode.	95	6.76
19.	St. Stephen college of Education, Kolleancode.	62	4.41
20.	R.P.A. College of Education, Viricode,	78	5.55
21.	N.V.K.S.D. College of Education, Atttoor.	74	5.27
22.	Grace College of Education, Padanthalumoodu.	71	5.05
23.	Pope John Paul II College of Education, Mulagumoodu.	96	6.83
Total		1,405	100

3.06 Tools Used in the Study

Keeping the pre-fixed objectives of the study in mind, the following three tools were used by investigator for collecting data, apart from the 'Personal Data Form'.

Tool 1:	Proficiency in English Language Test (PELT)	Constructed and validated by the investigator (2016).
Tool 2:	Big Five Inventory (BFI)	Adapted tool from John & Srivastava's Big Five Inventory (1999) and validated by the investigator
Tool 3:	VAK Learning Styles Self-Assessment Questionnaire (VAK LSAQ)	Validated tool by Chislett & Chapman (2005), and revalidated by the investigator

3.07 Description of the Tools

1. Personal Data Form

Considering the nature of the problem selected for investigation and the nature of the sample on whom the investigation is to be carried out, after going through the personal data form developed by the previous researchers, the investigator designed a 'Personal Data Form'. In consultation with the research supervisor, after carrying out the suggestions given, the personal data form was finalized. It is aimed at collecting the required personal data that would be used for this research purpose. It begins with a gentle appeal to extend their cooperation by giving the data required. The investigator instilled the confidence that it would be used only for research and not for any other purpose. The respondents were asked to give the following personal information — Name of the college, Gender, Marital status, Type of family, Medium of instruction at school, Educational qualification, Religion, Major branch of study, Fathers' educational qualification, Mothers' educational qualification, and Monthly income of the family (see Appendix 2).

2. Proficiency in English Language Test (PELT)

A test is a tool of measurement. It is a testing device. It is a part of an “assessment process” (Wheeler & Heartel, 1993, p.145). The preparation of PELT was done at two levels: 1. Preliminary draft preparation and 2. Final draft preparation. Preliminary draft preparation involved writing the test items based on the contents of testing, revising, editing and modifying considering expert opinions. When the final version was ready, it was pilot test on a very small sample of population and its validity and reliability were established. The items to be retained and deleted were statistically done. The final tool was then administered on the selected entire population, data were collected, statistically computed and analysed, and the research conclusions were drawn.

Construction of PELT [Preliminary draft]. The investigator developed the preliminary draft of PELT, in consultation with the research supervisor and subject experts. Prior to the preparation of PELT, the investigator went through the testing levels, formats, items, weightage given and aspects covered, in other similar proficiency tests. Most of the tests of English proficiency conducted on larger group/sample of students tested their grammatical knowledge and grammaticality of the written answers, based on which the proficiency was decided. Almost all the tools of testing English proficiency have items pertaining to grammar content, though the quantum of tested grammatical items differed, some having more and some other less. The primary focus was on ability to construct mistake-free sentences and the use of proper tense, without any grammatical errors. The committed grammatical errors seriously affected their level of proficiency. Most of the tests have adopted multiple choice question items to maintain objectivity in evaluation.

The investigator went through State Board Text books of classes 6th to 12th standards and made a survey of all the grammatical units, written exercises, spoken activities covered in each standard, at first. It provided a clear idea on what the prospective teachers had to teach at the high school level, upon completion of their B.Ed. degree course. Having understood the teaching and learning content and testing forms of English, that aimed at gradually teaching the L2 learners and thereby making them proficient users of English language in due course, the investigator began writing the test items. The aim of the preparing the test was to find out the level of proficiency in English language of the would-be teachers.

Table 3.9. Standard-wise Topics Covered in Tamil Nadu State Government Textbooks

Text Book	Topic Covered
6 th Standard	1. Parts of speech
	2. Kinds of Nouns
	3. Kinds of Sentences
	4. Sentence Pattern
7 th Standard	1. Phrasal Verb
	2. Tenses (Revision)
	3. Adjectives (Revision)
	4. Adverbs (Revision)
	5. Agreement of the Verb with the Subject
	6. Regular/Irregular Verb Forms
	7. Punctuation
	8. Modal Auxiliary Verb
8 th Standard	1. Tenses
	2. The Gerund
	3. Infinitives
	4. The Participle
	5. Phrases and Clauses
	6. Transitive and Intransitive Verbs
	7. Direct and Indirect Speech
	8. Prepositions
9 th Standard	1. Prepositions of time
	2. Sentence Pattern
	3. Tenses – Present Perfect Tense
	4. Active voice-Passive voice
	5. Question tags
	6. Direct and Indirect Speech
	7. Gerunds and Infinitives
	8. Transformation of Sentences: Simple, compound, Complex.

Text Book	Topic Covered
	9. Conditional Clauses: Coordinating conjunctions, Subordinating Conjunctions
	10. Relative Pronouns
10 th Standard	1. Reported Speech – Revision
	2. Kinds of Sentences
	3. Question tags
	4. Non-Finite Verbs
	5. Prefixes and Suffixes
	6. Phrasal Verbs
	7. Phrases and Clauses
	8. Types of Sentences
	9. Relative Clause
	10. 'If' Clause
	11. Degrees of Comparison - Revision
	12. Active and Passive Voice - Revision
	13. Sentence Pattern - Revision
	14. Tenses - Revision
11 th Standard	1. Tenses
	2. Conditional Clauses
	3. Conditions
	4. Primary Auxiliaries
	5. Relative Clause
	6. Direct , Indirect Speech
12 th Standard	1. Using/identifying sentence patterns.
	2. Using conditional/concessive clauses
	3. Using reported speech Using passives with / without 'by'
	4. Using primary and modal auxiliaries
	5. Using relative clauses: defining and non-defining
	6. Using simple, compound and complex Sentences.
	7. Transforming sentences from one type to another

The investigator having got an overall idea selected the topics for PELT, keeping in mind the prevailing general level of English standard of the target sample. As it is designed to be administered on students of all major subject students, effort was taken to set it at the moderate level of difficulty, neither too high nor too low. The topics chosen are shown in the Table 3.10 that serves like the Blue-print.

Table 3.10. Topics Selected for PELT

Sl.	Topic	Type of Qn.	No. of items	Weightage
1.	Types of sentences: <ul style="list-style-type: none"> ▪ Statement ▪ 'Wh' & Verbal Question ▪ Command & Request ▪ Exclamatory 	Objective type	10 (1-10)	10
2.	Formation of Negatives	Objective type	10 (11-20)	10
3.	Preposition	Objective type	10 (21-30)	10
4.	Usage of Tenses	Objective type	10 (31-40)	10
5.	Adjective and Adverb	Objective type	10 (41-50)	10
6.	Question Tag	Objective type	10 (51-60)	10
7.	Sentence Patterns	Objective type	10 (61-70)	10
8.	Direct and Indirect Speech	Objective type	10 (71-80)	10
9.	Degrees of Comparison	Objective type	10 (81-90)	10
10.	Error Spotting	Objective type	10 (91-100)	10
11.	Dialogue completion	Objective type	10 (101-110)	10
12.	Transformation of Sentences : <ul style="list-style-type: none"> ▪ Active to Passive Voice ▪ If Clause Sentences ▪ Simple, Complex and Compound Sentences 	Objective type	10 (111-120)	10
Total			120	120

Writing the PELT items. Referring to the English Textbook of Government of Tamil Nadu and other grammar books, the investigator wrote 120 questions items, as per the above schema.

Establishing the content validity. Content validity is concerned with a test's ability to include or represent all of the content of a particular construct (Heffner, (n.d.) <https://allpsych.com>). To establish the content validity, the tentatively selected list of topics to be included in the PELT question paper was given to ELT experts for the valuable feedback of subject experts and they expressed satisfaction over the systematically selected 12 topics considering various contingent factors.

The written items were given to teacher educators teaching English in the colleges of education and ELT experts. The suggestions given by them were carried: some items were reworded, some items were reconstructed, some items were newly written, and some items were dropped. After doing all these modifications, once again it was given for their opinion and they expressed satisfaction over its quality. Thus the content validity was established. Then it was given a final shape in computer type-setting and the preliminary draft tool was ready to be administered for the pilot study (see Appendix 3a)

Administration of the pilot study. Pilot study was conducted by administering the preliminary draft of PELT containing 120 items on the selected small group sample of 150 prospective teachers from 3 colleges of education. After administering the PELT, the answered sheets were collected and were scrutinized. During the scrutiny, 131 responded papers were selected and deemed to be fit for entry in the item analysis, and 19 papers were rejected. The answer scripts of PELT pilot study selected for item analysis entry were 131 in total, out of which, 28 were from USP College of Education, Tenkasi; 48 of them were from J. P. College of Education, Thenkasi; and 55 of them were from SCAD College of Education, Cherenmahadevi. The rate of return of the pilot study was calculated and it was found to be 87.33%.

Scoring key. The scoring key was prepared by the investigator for the 120 items in the draft tool PELT. The answer papers were valued as per the scoring key. Each correct answer was given one mark and each and the wrong answer was given zero, and so the maximum attainable by a prospective teacher was 120 and the lowest was zero.

Table 3.11. Scoring Key for Proficiency in English Language Test

Sl. No.	Response	Score
1.	Correct answer	1
2.	Wrong answer	0

Coding the responses. Coding the responses is an important pre-requisite task in for any data analysis and so a codebook was prepared by the investigator and the guide. Pallant (2005, p. 12) clearly presents the preparation of codebook and its importance as follows:

Preparing the codebook involves deciding (and documenting) how you will go about:

- defining and labelling each of the variables
- assigning numbers to each of the possible responses.

All this information should be recorded in a book or computer file. In your codebook you should list all of the variables in your questionnaire, the abbreviated variable names that you will use in IBM SPSS and the way in which you will code the responses.

The investigator prepared the codebook based on the model suggested by Pallant in his book *SPSS survival manual: A step by step guide to data analyzing using IBM* and the prepared codebook for the present study is given in the Table 3.12.

Table 3.12. Codebook Showing the Assigned Codes for the Variables of Study

Variable	Coding instructions / Number assigned to each sub-classification
Gender	1 = Male 2 = Female
Marital status	1 = Unmarried 2 = Married
Type of family	1 = Nuclear 2 = Joint
Medium of instruction at school	1 = Tamil 2 = English
Educational qualification	1 = Graduate 2 = Post Graduate
Religion	1 = Hindu 2 = Christian 3 = Muslim
Major subject	1 = English 2 = Arts 3 = Science
Father's educational qualification	1 = Illiterate 2 = School education 3 = College education
Mother's educational qualification	1 = Illiterate 2 = School education 3 = College education
Monthly income of the family	1 = Below Rs. 15,000/- 2 = From Rs. 15,001/- to Rs. 30,000/- 3 = Above Rs. 30,000/-

Item analysis. Cohen, Manian, and Morrison in their book *Research methods in education* (2007, p. 418) distinctly say “the construction of the test, involving item analysis in order to clarify the item discriminability and item difficulty of the test” is an important step in the validation of a test. “Conduct a pilot to refine the language/readability and presentation of the items, to gauge item discriminability, item difficulty and distractors (discussed below), and to address validity and reliability” (2007, p. 421) is the primary purpose of conducting pilot study, say Cohen et al. The steps followed in the item analysis process PELT include the following:

1. The test papers were arranged in order of scores, from high to low.
2. Upper group was formed with the students of high scores by separating the upper 27% percentage.
3. Lower group was formed with the students of low scores by separating the lower 27% percentage.
4. The number of the correct responses in both the groups were counted for each question.
5. The Difficulty Index (DI) of an item is represented by the percentage of students who responded to it correctly. For each question, the Difficulty Index was calculated using the following formula.

$$\text{Difficulty Index} = \frac{R_U + R_L}{N_U + N_L} \times 100$$

Where,

R_U = Number of students in the Upper Group who answered the item correctly.

R_L = Number of students in the Lower Group who answered the item correctly.

N_U = Number of students in the Upper Group.

N_L = Number of students in the Lower Group.

6. The Discriminating Power (DP) of an item indicates the measure of the extent to which an item discriminate or differentiates between subjects do well on the overall test and those who do not do well on the overall test. The Discriminating Power of the item was calculated by the formula.

$$\text{Discrimination Power} = \frac{R_U - R_L}{N_U (\text{or}) N_L} \times 100$$

Item selection. The items were evaluated based on Difficulty Index Value and Discrimination Power value. In the present investigation, only those items that ranged between 20% and 80% in the Difficulty Index (DI), and that had 0.2 and above in the Discrimination Power (DP) value were selected, and the rest of the items were not selected for the final study. Thus the final version of PELT had only 59 items, based on its validity, which is “the most important characteristic to consider when constructing or selecting a test or measurement technique” (Postlethwaite, 2005, p.39). The difficulty Index (DI) value and Discrimination Power (DP) value of the preliminary draft tool PELT is shown in the Table 3.13.

Table 3.13. Difficulty Index (DI) and Discrimination Power (DP) of the Preliminary Draft Tool PELT

Item No.	DI	DP	Remarks	Item No.	DI	DP	Remarks
1*	88.43	0.20	Deleted	61*	27.14	-0.03	Deleted
2	78.57	0.23	Selected	62	50.00	0.31	Selected
3*	81.43	0.20	Deleted	63*	24.29	0.14	Deleted
4	74.29	0.26	Selected	64*	41.43	0.31	Deleted
5*	84.29	0.26	Deleted	65	52.86	0.31	Selected
6*	82.00	0.34	Deleted	66*	32.86	0.19	Deleted
7	72.86	0.49	Selected	67*	19.00	0.16	Deleted
8*	82.86	0.29	Deleted	68*	18.57	0.09	Deleted
9*	81.43	0.31	Deleted	69	27.00	0.36	Selected
10	76.86	0.39	Selected	70	42.86	0.51	Selected
11*	82.86	0.17	Deleted	71	47.14	0.33	Selected
12*	64.29	0.14	Deleted	72*	12.86	-0.03	Deleted
13*	67.14	0.03	Deleted	73*	14.29	0.06	Deleted
14	67.14	0.26	Selected	74*	22.86	0.00	Deleted
15	68.57	0.29	Selected	75*	24.29	0.09	Deleted
16*	81.43	0.20	Deleted	76*	30.00	0.14	Deleted
17*	83.00	0.19	Deleted	77	27.14	0.44	Selected
18	77.14	0.43	Selected	78	25.71	0.34	Selected
19	55.71	0.26	Selected	79*	15.71	-0.03	Deleted
20	50.00	0.31	Selected	80	60.00	0.23	Selected
21*	85.71	0.23	Deleted	81	58.57	0.37	Selected
22	41.43	0.43	Selected	82*	82.14	0.29	Deleted
23	50.00	0.31	Selected	83	68.57	0.29	Selected

Item No.	DI	DP	Remarks	Item No.	DI	DP	Remarks
24*	81.43	0.20	Deleted	84*	64.29	0.19	Deleted
25*	52.86	0.24	Deleted	85	61.43	0.21	Selected
26	52.86	0.24	Selected	86*	18.57	0.09	Deleted
27	65.71	0.23	Selected	87*	81.29	0.40	Deleted
28*	4.29	0.09	Deleted	88	65.71	0.23	Selected
29*	18.57	0.26	Deleted	89*	14.29	0.06	Deleted
30	25.71	0.34	Selected	90	50.00	0.43	Selected
31	47.14	0.37	Selected	91	77.14	0.40	Selected
32	72.86	0.26	Selected	92	37.14	0.46	Selected
33*	31.43	0.11	Deleted	93*	24.29	0.09	Deleted
34	38.57	0.43	Selected	94*	10.00	0.03	Deleted
35	51.43	0.57	Selected	95	24.29	0.22	Selected
36	72.86	0.20	Selected	96	54.29	0.57	Selected
37*	83.14	0.26	Deleted	97	27.14	0.21	Selected
38*	34.29	0.11	Deleted	98*	8.57	0.17	Deleted
39	70.00	0.43	Selected	99	37.14	0.40	Selected
40*	45.71	0.17	Deleted	100*	2.86	0.06	Deleted
41	62.86	0.34	Selected	101	60.00	0.51	Selected
42*	50.00	0.03	Deleted	102	55.71	0.54	Selected
43*	51.43	0.11	Deleted	103	55.71	0.71	Selected
44	71.00	0.43	Selected	104	51.43	0.63	Selected
45	42.86	0.23	Selected	105	52.86	0.71	Selected
46*	52.86	0.14	Deleted	106	53.10	0.53	Selected
47	50.00	0.32	Selected	107*	45.71	0.17	Deleted
48*	62.86	0.06	Deleted	108*	62.86	0.11	Deleted
49*	37.14	0.06	Deleted	109*	50.00	0.03	Deleted
50*	45.71	0.06	Deleted	110*	45.71	0.17	Deleted
51	67.14	0.54	Selected	111	60.00	0.23	Selected
52	70.00	0.20	Selected	112*	27.14	-0.20	Deleted
53	61.43	0.49	Selected	113*	41.43	0.37	Deleted
54	54.29	0.63	Selected	114	32.86	0.23	Selected
55*	82.00	0.40	Deleted	115	42.86	0.23	Selected
56*	81.57	0.43	Deleted	116	25.29	0.22	Selected
57*	19.14	0.10	Deleted	117*	34.29	0.17	Deleted
58	30.00	0.20	Selected	118	25.71	0.34	Selected
59*	19.00	0.08	Deleted	119*	82.86	0.29	Deleted
60*	18.57	0.46	Deleted	120	81.43	0.31	Deleted

Note. The items having the DI level between 20 and 80, and the DP value of 0.20 and above, fulfilling both conditions, were selected and the rest of the items were deleted, and so the (*) marked items remain deleted.

Establishing reliability. Reliability “refers to consistency throughout a series of measurements” (Pandey & Pandey, 2015, p. 21). It adds credibility to the test. Test-retest method, parallel form method, split-half method and rational equivalence method are used to establish reliability. In the present study, the investigator employed test-retest method for establishing reliability of the PELT draft tool. It is “assessed by administering it to the same people on two different occasions, and calculating the correlation between the two scores obtained. High test-retest correlations indicate a more reliable scale” (Pallant, 2005, p.6)

The investigator administered the draft tool PELT on 131 prospective teachers from the aforesaid three colleges of education. The conducted PELT date was noted down. After a gap of 15 days, the same tool was re-administered to the same set of 131 samples. The answer papers of both PELT papers were scored and co-efficient was calculated for the two sets of scores, i.e. for the first test and the second test and it was found to be 0.79, revealing a high reliability. Thus the reliability of PELT was established.

Final version of the tool. After item analysis, the final version of the tool, PELT has 59 items. Thus, the investigator developed and validated the PELT. The final tool of PELT is appended (see Appendix 3b).

3. Big Five Inventory (BFI)

The investigator used an self-made Big Five Inventory as the tool in the study based on the tool developed by John and Srivastava in 1999. Many investigators have used this tool to study the Big Five personality traits. It was published in the *Handbook of personality: Theory and research* and the online version of the tool is available with scoring instructions. The investigator retrieved the tool from the online source (<http://fetzer.org>), which allows the users freely for researches for non-commercial research purposes.

Description of the original BFI. BFI is a self-report inventory designed to measure the Big Five dimensions. It has 44 items in total in the form of short sentences/phrases with relatively accessible vocabulary. It measures the five traits 1. Extroversion, 2. Agreeableness, 3. Conscientiousness, 4. Neuroticism (positively termed as Emotional Stability), and 5. Openness. “Sometimes (Neuroticism) is reversed and

called Emotional Stability” (<http://pages.uoregon.edu/sanjay/bigfive.html>). To measure Extroversion trait the tool has 8 items, out of which 5 are positive and 3 are negative items; Agreeableness is measured with 9 items, out of which 5 are positive and 4 are negative; Conscientiousness is measured with 9 items, out of which 5 are positive and 4 are negative items; Neuroticism is measured with 8 items, out of which 5 are positive and 3 are negative items; and Openness is measured with 10 items, out of which 8 are positive and 2 are negative items. Altogether, the original tool has 44 items, with 28 positive items and 16 negative items. Positive items are scored in the normal order (1, 2, 3, 4, 5) and the negative items are scored in the reverse order (5, 4, 3, 2, 1).

Table 3.14. Normal Order and Reverse Order of Items in the Original BFI

Sl.No.	Name of the Big Five personality trait	Normal order items	Reverse order items	Total No. of items
1.	Extroversion	5	3	8
2.	Agreeableness	5	4	9
3.	Conscientiousness	5	4	9
4.	Neuroticism	5	3	8
5.	Openness	8	2	10
Total		28	16	44

The participants read the items by themselves and record their answers in writing in the given Likert scale ranging from 1 to 5: 1. Disagree strongly, 2. Disagree a little, 3. Neither agree nor disagree, 4. Agree a little, and 5. Agree strongly. Find out the total score for each personality trait Extroversion, Agreeableness, Conscientiousness, Neuroticism and Openness separately and higher score reveals the high level of trait and low level score reveals the low level of the personality trait.

Description of the adapted BFI [Preliminary draft]. The original tool BFI was developed in 1999. The social context of the tested sample was also quite different. The within-the-reach use of technological gadgets in social life of even a common man and globalization impacts have influenced the living styles, behavioural styles and thinking patterns, and all these would have affected the personality of the samples, the investigator is going to measure. Further, the referencing the similar tools related to measuring the personality traits and a study of theoretical

concepts of personality traits had caused the need to include some more items and to modify some other items in the tool to fit into our context and to make the tool user friendly. The content experts also suggested the use of modified and adapted version of the tool rather than using the replica of the original tool. Hence, the investigator decided to go for an adapted version of the BFI.

The adapted version, prepared by the investigator, had 60 items in total. The language of the original tool was modified to ensure easy comprehensibility of the target population. The lexical and syntactical difficulty of the tool was reduced to a large extent and it was made simple and quick to understand by all major students of the B.Ed. programme. The term ‘Neuroticism’ was reworded positively as ‘Emotional Stability’ and the necessary changes were made and the new items were constructed in the items of the tool to measure this trait. The number of items in the normal order and reverse order of the adapted tool is given in the below Table 3.15. The preliminary draft of the adapted tool is appended (see Appendix 4a).

Table 3.15. Normal and Reverse Order of items in the adapted BFI [Preliminary Draft Tool]

Big Five Traits	Order of Scoring	Item Numbers	Total
1. Extroversion	Normal order	1 to 9	9
	Reverse order	10 to 15	6
2. Agreeableness	Normal order	16 to 20	5
	Reverse order	21 to 25	5
3. Conscientiousness	Normal order	26 to 32	7
	Reverse order	33 to 37	5
4. Emotional Stability	Normal order	38 to 42	5
	Reverse order	42 to 47	5
5. Openness	Normal order	48 to 55	8
	Reverse order	56 to 60	5
Total (34 Normal order & 26 Reverse order items)		60	60

Establishing the face validity. Validity is the basic attribute of a good test item. If “...the validity of an instrument is self-evident ...the instrument is said to have face validity” (Given, 2008, p. 714). Face validity has something to do with the appearance of a test. A test is said to have face validity when by appearance it looks like measuring what it is meant to measure. So to establish face validity, the preliminary draft of the adapted BFI with 60 items was given to experts in the field of Educational Psychology and they ascertained the face validity of the tool.

Administering the pilot study. The preliminary draft version of BFI tool was administered on a sample of 150 prospective teachers doing B.Ed. in the selected 3 colleges of education, namely USP, JP and SCAD Colleges of Education, by approaching properly the heads of the institutions.

The investigator met the sample and gave proper instructions. They were informed that there were no right or wrong answers for the items and they were asked to read the items carefully and put a (✓) mark against the given 5 options, namely Disagree Strongly, Disagree a Little, Neither Agree Nor Disagree, Agree a Little, and Agree Strongly. They were also instructed that there was no time limit. When the sample completed the tools, they were collected back and scrutinized. After scrutiny, 131 response sheets were found to be proper and they were chosen scored and entered in the item analysis chart.

Scoring key. The normal order items were given 1, 2, 3, 4, 5 values and the reverse order items were given 5, 4, 3, 2, 1. This is shown in the Table 3.16.

Table 3.16. Scoring Key for the Preliminary BFI Draft Tool

Big Five Personality Traits	Order of Scoring	Item Numbers	Responses	Score
1. Extroversion	Normal order	1 1 to 9	Disagree Strongly	1
			Disagree a Little	2
			either Agree Nor Disagree	3
			Agree a Little	4
			Agree Strongly	5

Big Five Personality Traits	Order of Scoring	Item Numbers	Responses	Score
	Reverse order	10 10 to 15	Disagree Strongly	5
			Disagree a Little	4
			Neither Agree Nor Disagree	3
			Agree a Little	2
			Agree Strongly	1
2. Agreeableness	Normal order	116 to 20	Disagree Strongly	1
			Disagree a Little	2
			Neither Agree Nor Disagree	3
			Agree a Little	4
			Agree Strongly	5
	Reverse order	21 to 25	Disagree Strongly	5
			Disagree a Little	4
			Neither Agree Nor Disagree	3
			Agree a Little	2
			Agree Strongly	1
3. Conscientiousness	Normal order	26 to 32	Disagree Strongly	1
			Disagree a Little	2
			Neither Agree Nor disagree	3
			Agree a Little	4
			Agree Strongly	5
	Reverse order	33 to 37	Disagree Strongly	5
			Disagree a Little	4
			Neither Agree Nor disagree	3
			Agree a Little	2
			Agree Strongly	1
4. Emotional Stability	Normal order	38 to 42	Disagree Strongly	1
			Disagree a Little	2
			Neither Agree Nor disagree	3
			Agree a Little	4
			Agree Strongly	5
	Reverse order	43 to 47	Disagree Strongly	5
			Disagree a Little	4
			Neither Agree Nor disagree	3
			Agree a Little	2
			Agree Strongly	1

Big Five Personality Traits	Order of Scoring	Item Numbers	Responses	Score
5. Openness	Normal order	48 to 55	Disagree Strongly	1
			Disagree a Little	2
			Neither Agree Nor disagree	3
			Agree a Little	4
			Agree Strongly	5
	Reverse order	56 to 60	Disagree Strongly	5
			Disagree a Little	4
			Neither Agree Nor disagree	3
			Agree a Little	2
			Agree Strongly	1
Total items		60		

Item analysis. “In constructing a test, the researcher will need to undertake an item analysis to clarify the item discriminability and item difficulty of each item of the test” (Cohen, Manion & Morrison, 2007, p.422) For selecting the relevant and consistent items to the tool, item analysis of the tool was done by computing the item-whole correlation. The row and the column of the table were assigned for the number of respondents and the items in the preliminary version of adapted BFI. Scores of each respondent were recorded item wise in the table. The sum of the scores obtained by all the respondents was calculated individually. Co-efficient of correlation between each item by all the scorers and the sum of scores of all items for the each scorer was calculated using the Pearson Product Moment Correlation. The items, which were having ‘ (γ) ’ value of 0.15 and above (the table value of correlation co-efficient (γ) is 0.15 for 129 df (N = 131) at the 0.05 level of significance) were selected and other items having the rejected. The correlation value of preliminary adapted version BFI tool is given in the Table 3.18.

Table 3.17. Correlation Value of Item-Total Correlation of Big Five Adapted Draft Tool

Item No.	' γ ' value	Remarks	Item No.	' γ ' value	Remarks
1.	0.347	Selected	31*.	0.095	Deleted
2*.	0.032	Deleted	32.	0.423	Selected
3.	0.329	Selected	33*.	-0.039	Deleted
4.	0.511	Selected	34.	0.058	Selected
5.	0.340	Selected	35*.	0.093	Deleted
6*.	0.09	Deleted	36.	0.230	Selected
7.	0.393	Selected	37.	0.205	Selected
8.*	-0.069	Deleted	38.	0.387	Selected
9.	0.423	Selected	39*.	-0.033	Deleted
10.	0.405	Selected	40.	0.154	Selected
11*.	-0.030	Deleted	41.	0.414	Selected
12.	0.348	Selected	42.	0.466	Selected
13.	0.120	Selected	43	0.189	Selected
14*.	-0.143	Deleted	44.	0.270	Selected
15.	0.293	Selected	45.	0.260	Selected
16.	0.393	Selected	46.	0.257	Selected
17.	0.567	Selected	47.	0.426	Selected
18.	0.473	Selected	48.	0.211	Selected
19.	0.507	Selected	49*.	-0.020	Deleted
20.	0.597	Selected	50.	0.250	Selected
21.	0.358	Selected	51.	0.368	Selected
22.	0.274	Selected	52*.	-0.033	Deleted
23*.	-0.188	Deleted	53.	0.554	Selected
24.	0.323	Selected	54.	0.295	Selected
25.	0.382	Selected	55.	0.230	Selected
26.	0.531	Selected	56*.	-0.289	Deleted
27.	0.516	Selected	57.	0.282	Selected
28.	0.561	Selected	58.	0.278	Selected
29.	0.608	Selected	59*.	0.057	Deleted
30.	0.577	Selected	60.	0.230	Selected

Note. The items (*) marked having having ' γ ' value of 0.15 and above were selected. The table value of correlation co-efficient for 129 df (N = 131) at the 0.05 level of significance is 0.15.

Establishing the reliability

Tests re-test method. In the present study, the investigator employed test and re-test method for establishing reliability of the tool. The preliminary draft of the adapted BFI tool was re-administered to the same set of pilot study sample after a gap of 15 days. The time taken for completing the tool was noted and their responded tools were collected, scored, using the scoring key. Co-efficient was obtained for the two sets of scores. The correlation co-efficient of the adapted tool BFI was found to be 0.79. Thus the reliability was established.

Final version of the BFI. After establishing the reliability and validity of the tool, the investigator made the final version of the BFI and it was used for the data collection. The final version of BFI had 46 items. High score indicates a high level of big five personality traits and a low score indicates a low level of big five personality traits. The distribution of positive and negative items in BFI is given in the Table 3.18. The final version tool is enclosed (see Appendix 4b).

Table 3.18. Normal Order and Reverse Order of Items in the Adapted BFI [Final Tool]

Big Five Traits	Order of Scoring	Item Numbers	Total items
1. Extroversion	Normal order items	1 to 6	6
	Reverse order items	7 to 10	4
2. Agreeableness	Normal order items	11 to 15	5
	Reverse order items	16 to 19	4
3. Conscientiousness	Normal order items	20 to 25	6
	Reverse order items	26 to 28	3
4. Emotional Stability	Normal order items	29 to 32	4
	Reverse order items	33 to 37	5
5. Openness	Normal order items	38 to 43	6
	Reverse order items	44 to 46	3
Total (27 Positive Items & 19 Negative items)		46	46

Scoring key. The BFI had both items that have to be scored in the normal and reverse order and so the values to be assigned accordingly. The values assigned for the given 5 options were given in the Table 3.19.

Table 3.19. Scoring Key for BFI [Final Tool]

Order of the items	Responses	Score assigned
Normal order items	Disagree Strongly	1
	Disagree a Little	2
	Neither Agree Nor Disagree	3
	Agree a Little	4
	Agree Strongly	5
Reverse order items	Disagree Strongly	5
	Disagree a Little	4
	Neither Agree Nor Disagree	3
	Agree a Little	2
	Agree Strongly	1

4. VAK Learning Styles Self-Assessment Questionnaire

Description of the tool. “There are several tools to study learning styles of students” (Urval, Kamath, Ullal, Shenoy, Shenoy, and Udupa 2014). After going through many tools, the investigator in consultation with the guide, decided to use VAK Learning Styles Self- Assessment Questionnaire developed by Chislett and Chapman in 2005. This questionnaire contains 30 items. Each item in the questionnaire has 3 options (a), (b) and (c).

- All the (a) options in the 30 items belong to Visual Learning Style;
- All the (b) options in the 30 items belong to Auditory Learning Style; and
- All the (c) options in the 30 items belong to Kinesthetic Learning style.

The questionnaire was translated into Tamil and it was given to Tamil language experts for correction and the suggested modifications were carried out. The VAK Learning Styles Self-Assessment Questionnaire along with its translation is appended (see Appendix 5).

Establishing validity

Face validity: Face validity is decided on the look of tool. The first impression is the best impression, a tool with face validity will give the impression of a good tool. Ary, Jacobs and Sorensen describe the nature and function of face validity as follows.

Face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. The question is, "on the face of it," does the test appear to be valid? Although it is not a technical form of validity, face validity can be important to ensure acceptance of the test and cooperation on the part of the examinees (2010, p. 228).

To establish the face validity of the tool, VAK Learning Styles Self-Assessment Questionnaire, was given to the experts in the field of educational psychology. They expressed their satisfactory opinion that the items in the tool have face validity. Thus face validity of the tool was established.

Reliability

Establishing the reliability. Reliability refers to the consistency of the obtained scores. "The reliability of an instrument refers to its ability to produce consistent measurement each time" (Kumar, 2005). Reliability of the VAK Learning Styles Self-Assessment Questionnaire was established using two methods: 1. Split-half method and 2. Test re-test method.

Split-half method. The investigator employed split-half method for establishing reliability for the VAK Learning Styles Self-Assessment Questionnaire and the ' γ ' value was calculated. The items of the tool were divided into two equivalent halves based on odd numbered items (15 items) and even numbered items (15 items); two tests were administered on the selected sample of 150 prospective teachers doing B.Ed. in the selected 3 colleges of education, namely USP, JP and SCAD Colleges of Education, by approaching properly the heads of the institutions. Out of 150 responded tools, 131 tools were found to be fit for data entry and the two sets of scores were correlated. The reliability of the tool was estimated by the Spearman Brown formula. The split-half correlation value was found to be 0.75. Since the ' γ ' value for each variable is more than 0.71, the tool was highly reliable.

Test re-test method. The VAK Learning Styles Self-Assessment Questionnaire having 30 items was administered upon the prospective teachers. After a gap of 2 weeks, the same tool having 30 items was administered and 131 responses of the samples were fit for data analysis. The scores of these two tests were statistically correlated. The

calculated co-efficient was found to be 0.81, revealing a high reliability. Thus the reliability of the tool was established.

Scoring procedure. The given responses were added according to the options (a), (b), and (c). That is, all the responded (a) options by the sample are added together; responded (b) options by the sample are added together; and responded (c) options by the sample are added together.

Table 3.20. Scoring Key for VAK Learning Styles Self-Assessment Questionnaire

Option	Category of learning style	Score assigned
(a)	Visual learning style	1
(b)	Auditory learning style	1
(c)	Kinesthetic learning style	1

Interpretation. The highest score obtained represents the learning style of the sample. For example, if someone has got the highest score in option (a), then he belongs to visual learning style. If another sample has got the highest score in option (b), then he belongs to auditory learning style. Yet another sample has got the highest score in option (c), and then he belongs to kinesthetic learning style.

3.08 Procedure followed in Data Collection

The investigator visited the 23 selected colleges of education in Tirunelveli, Thoothukudi and Kanyakumari districts of Tamil Nadu. A prior contact over phone and in person was made with the heads of the institutions and the permission to collect data was requested. On the day of given appointment, the investigator approached the institutions and then met the B.Ed. students. The investigator gave a self-introduction and briefed the need and significance of the study and gave proper directions on how to answer the items given in the tool.

The booklet containing research tools was distributed to the sample students and they were asked to read all the items carefully after filling the '*Personal Data Form*' given in the first page. Then they were asked to respond with the (✓) check-mark in the tools. The B.Ed. trainees completed the research tools by reading carefully and

answering the statements. When they have completed, the investigator collected the tools back and they were used for data analysis.

3.09 Statistical Techniques Used

“Statistics is the scientific study of handling quantitative information. It embodies a methodology of collection, classification, description and interpretation of data obtained through the conduct of surveys and experiments” (Aggarwal, 2012). The investigator used the following statistical techniques for analyzing and interpreting the data.

Percentage analysis. The percentage analysis was found out for the prospective teachers level of proficiency in English language, Big Five personality factors, and learning styles.

- High level = Scores with above mean + 1 Standard Deviation
- Moderate level = Scores between mean \pm 1 Standard Deviation
- Low level = Scores below mean – 1 Standard Deviation

Arithmetic mean. The mean that is commonly known as arithmetic average is computed by dividing the sum of all the scores by the number of scores. The investigator has used the following formula the arithmetic mean.

$$M = \frac{\sum x}{N}$$

Where,

- M = Arithmetic mean
- Σ = Sum of scores
- x = Individual score
- N = Number of items

Standard deviation. The square root of average of all deviations of scores from the mean of a given series of frequency distribution is known as standard deviation. It is also called as ‘mean square error’. The word standard deviation was coined by Karl Pearson. It is denoted by σ (sigma) or S.D. The investigator has used the following formula for calculating standard deviation.

$$\sigma = \frac{1}{N} \sqrt{N \sum x^2 - (\sum x)^2}$$

Where,

σ	=	Standard Deviation
Σ	=	Sum of scores
x	=	Individual score
N	=	Number of items

‘t’ test. ‘t’ test is used to find out the significant difference between the means of two groups. If the ‘t’ value is below a cut-off point (depending on the degrees of freedom) the differences in means is considered not significant, and the null hypothesis is accepted. When the ‘t’ value exceeds a cut-off point, the difference is said to be significant and the null hypothesis is rejected (Bhandarkar, 2006). The investigator has used the following formula for calculating 't' test.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

M_1	=	Mean of the first group
M_2	=	Mean of the second group
σ_1	=	Standard deviation of the first group
σ_2	=	Standard deviation of the second group
N_1	=	Number of cases in first group
N_2	=	Number of cases in second group

ANOVA. Analysis of Variance (ANOVA) is devised by Fisher in 1923. It is also known as F-test, and ‘F’ stands for Fisher. It is used for testing the significance of differences for more than two means simultaneously. It examines both variances as well as within variance. The Analysis of Variance is associated with the design of experiments. The term ‘Analysis of Variance’ deals with the task of analyzing the breaking up of the total variance of a large sample or a population consisting of a number of equal groups or sub-samples into two components. (Two kinds of variance), given as follows:

- “Within groups” variance – This is the average variance of the members of each group around their respective group means, i.e., the mean value of the scores in a sample (as members of each group may vary among themselves).
- “Between groups” variance - This represents the variance of group around the total or grand mean of all groups. i.e., the best estimate of the population mean (as the group means may vary considerably from each other).

The investigator has used the following formula for calculating ANOVA.

$$F = \frac{\text{Mean Square Variance between the group}}{\text{Mean Square Variance within the group}}$$

Post Hoc ANOVA (Scheffe test). Scheffe test is a multi-range test making use of the data and results used for ANOVA and its analysis. This is a powerful test that indicates a difference as if it's very large. Therefore significance of difference is estimated at 0.05 level only.

The investigator has used the following formula for scheffe test:

$$C. I = \sqrt{(K - 1)(F_{Table})(M.S.W) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

Where,

C.I = Critical Index

K = Number of group

F = Table F value

M.S.W = Mean square within group

N₁ = Number of the first group

N₂ = Number of the second group

Chi- square (χ^2) test. It is to find out the association between the variables. The investigator has used the following formula for calculating chi-square,

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Where,

O = Observed frequencies

E = Expected frequencies

Σ = Notation of sum

Pearson's product moment correlation. "Correlation refers to relationship between two or more paired variables" (Bhandarkar, 2006). The investigator has used the following formula for correlation.

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}}$$

Where,

N	=	Total number of paired scores
$\sum x$	=	Sum of X scores
$\sum y$	=	Sum of Y scores
$\sum x^2$	=	Sum of squared X scores
$\sum y^2$	=	Sum of squared Y scores
$\sum xy$	=	Sum of the product of x, y scores

Multiple correlation. It is used for estimating the inter-correlation among independent variables as well as to their correlation with the dependent variables. The co-efficient of multiple correlation indicated the strength of relationship between one variable (independent variable) and two or more others (dependent variables) taken together. Multiple correlation is the relationship of two or more variables with dependent variable. The investigator has used the following formula for multiple correlation:

$$R_{1.23}^2 = \frac{\gamma_{12}^2 + \gamma_{13}^2 - 2\gamma_{12}\gamma_{23}\gamma_{31}}{(1 - \gamma_{23}^2)}$$

Where, r_{12} , r_{13} and r_{23} are the inter correlation between the combination of two variables.

$$F = \frac{R_2}{1 - R^2} \times \frac{N - K - 1}{K}$$

Where,

R^2	=	Multiple determination
N	=	Size of sample
K	=	Number of variation

Factor analysis. The present investigation made use of principal-axis method, as it is one of the satisfactory procedures of factor analysis. The principal axis method of factoring the correlation matrix is interest of several reasons. Each factor extracts the maximum amount of variable (i.e. the sum of squares of factor loadings is maximized on each factor) and gives the smallest possible residuals. The correlation matrix is

condensed into the smallest number of orthogonal factor by this method. This method also has an advantage of giving mathematically unique (least square) solution for a given table of correlations.

Harman (1960) points out that this method needs larger number of computations. But the difficulty is to overcome with the help of high-speed computers. The test of significance is applied to the obtained factors and only those, which significant are retained for final interpretations. The interpretation of factors is done on the basis of the following criteria:

- Locate the group of variables on which the factor has the highest loadings
- Locate the group of variables on which the factor has the lowest loadings
- Examine the possibility of different factors becoming independent
- Treat factors loading whose absolute values are greater than 0.30 as significant
- Neglect the non-significant one

The degree of presence of each variable is a factor and determined as follows:

- Factor loading above 0.900 is extremely high presence of variable
- Factor loading above 0.700 to 0.900 is very high presence of variable
- Factor loading above 0.550 to 0.700 is considerable presence of variable
- Factor loading above 0.450 to 0.550 is extremely somewhat presence of variable
- Factor loading above 0.300 to 0.450 is extremely low presence of variable
- Factor loading below 0.300 is not presence of variable

3.10 Tabulation of Responses

The collected data were scored as per the norms established and the responded items were scored on the basis of scoring key in the form of matrix table. The scored data were fed into the computer and analyzed using IBM SPSS Statistics Version 20. The tabulation of analyzed data is given in the following chapter.

Analysis of Data

- 4.01 Proficiency in English Language of Prospective Teachers
- 4.02 Big Five Personality Factors of Prospective Teachers
- 4.03 Learning Styles of Prospective Teachers
- 4.04 Correlation Analysis
- 4.05 Regression Analysis
- 4.06 Factor Analysis

Analysis of Data

Introduction

“Research uses data as the raw material in order to come to conclusions about some issues” (Walliman, 2011, p. 65). “Researchers collect data on an instrument or test or gather information on a behavioral checklist (Creswell, 2003, p. 17) and these data are subjected to statistical analysis. They are statistically analyzed for arriving at conclusions, and it forms the base “to develop generalizations that may be used to explain phenomena and to predict future occurrences” (Best & Khan, 2001, p. 274). “Statistics is a mathematical process of collecting, organizing, analyzing and interpreting data” (Dash, 2014, p.1). “Apply statistical analysis to picture and describe the data, and provide a basis for drawing conclusions” (Cumming & Calin-Jageman, 2017. p. 2) and thus it is clear that statistical analysis forms base for drawing conclusions and interpretations of the results in research.

The present study intends to find the ‘Proficiency in English language of prospective teachers in relation to the Big Five personality factors and learning styles’. The formulated hypotheses and objectives were tested using appropriate statistical techniques percentage analysis, ‘t’ test, ANOVA, chi-square, correlation and regression, and factor analysis. The results are given under various heads as given below:

- 4.01 Proficiency in English Language of Prospective Teachers
- 4.02 Big Five Personality Factors of Prospective Teachers
- 4.03 Learning Styles of Prospective Teachers
- 4.04 Correlation Analysis
- 4.05 Regression
- 4.06 Factor Analysis

4.01 Proficiency in English Language of Prospective Teachers

A. Descriptive Analysis

Objective 1.1

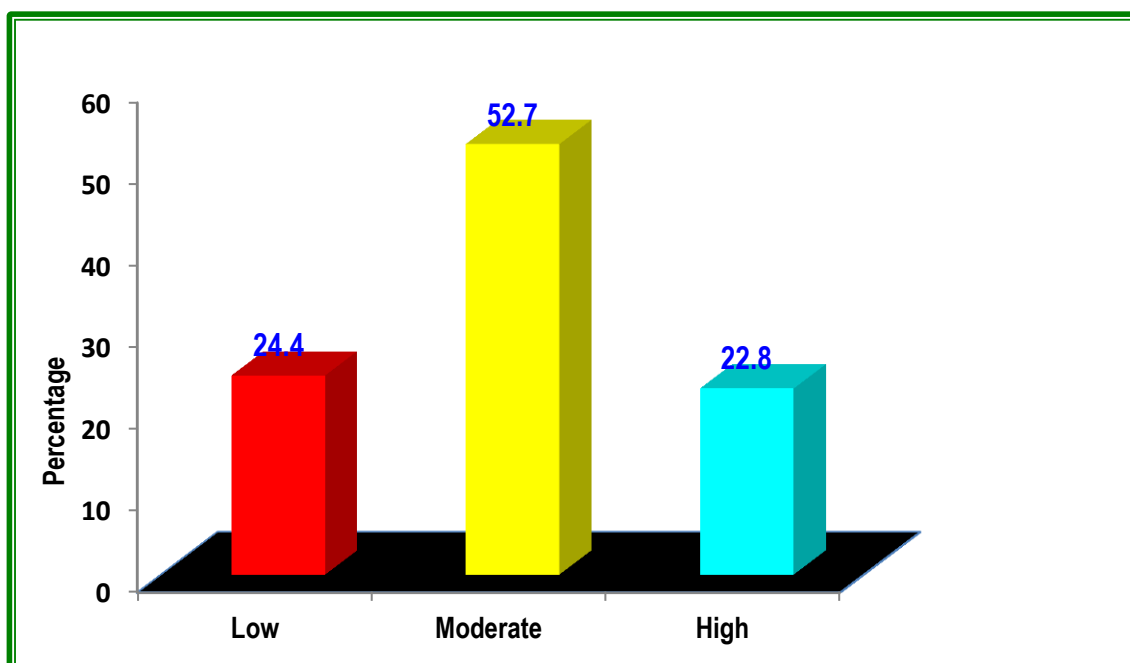
To find out the level of proficiency in English language of prospective teachers

Table 4.1. Level of Proficiency in English Language of Prospective Teachers

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Proficiency in English Language	343	24.4	741	52.7	321	22.8

It is inferred from the above table that 24.4% of prospective teachers have low, 52.7% of them have moderate and 22.8% of them have high level of proficiency in English language. This is shown in Figure 4.1.

Figure 4.1. Level of Proficiency in English Language of Prospective Teachers



Objective 1.2

To find out the level of proficiency in English language of prospective teachers with respect to gender

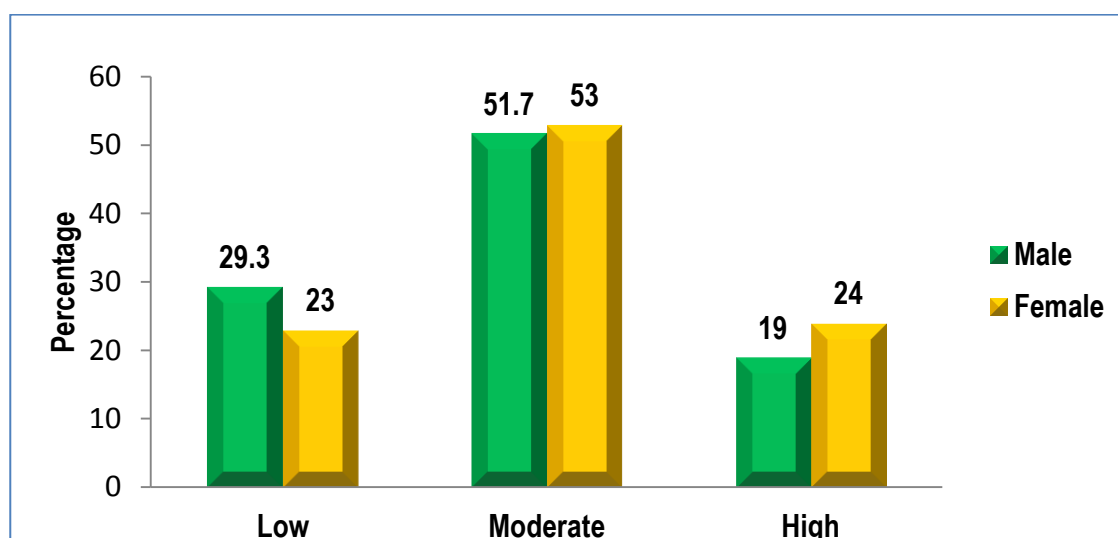
Table 4.2. Level of Proficiency in English Language of Prospective Teachers with Respect to Gender

Variable	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Proficiency in English Language	Male	93	29.3	164	51.7	60	19.0
	Female	250	23.0	577	53.0	261	24.0

It is inferred from the above table that 29.3% of male prospective teachers have low, 51.7% of them have moderate and 19.0% of them have high level of proficiency in English language.

Regarding the female prospective teachers, 23.0% of them have low, 53.0% of them have moderate and 24.0% of them have high level of proficiency in English language. This is shown in Figure 4.2.

Figure 4.2. Level of Proficiency in English language of Prospective Teachers with Respect to Gender



Objective 1.3

To find out the level of proficiency in English language of prospective teachers with respect to marital status

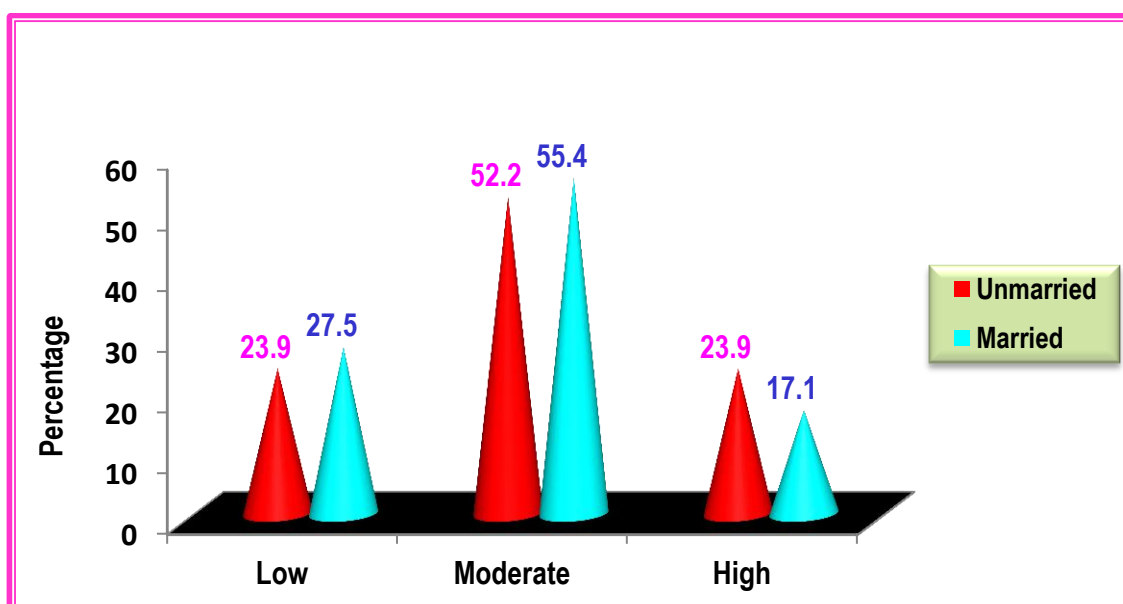
Table 4.3. Level of Proficiency in English Language of Prospective Teachers with Respect to Marital Status

Variable	Marital Status	Low		Moderate		High	
		N	%	N	%	N	%
Proficiency in English Language	Unmarried	285	23.9	624	52.2	285	23.9
	Married	58	27.5	117	55.4	36	17.1

It is inferred from the above table that 23.9% of unmarried prospective teachers have low, 52.2% of them have moderate and 23.9% of them have high level of proficiency in English language.

Regarding the married prospective teachers, 27.5% of them have low, 55.4% of them have moderate and 17.1% of them have high level of proficiency in English language. This is shown in Figure 4.3.

Figure 4.3. Level of Proficiency in English Language of Prospective Teachers with Respect to Marital Status



Objective 1.4

To find out the level of proficiency in English language of prospective teachers with respect to type of family

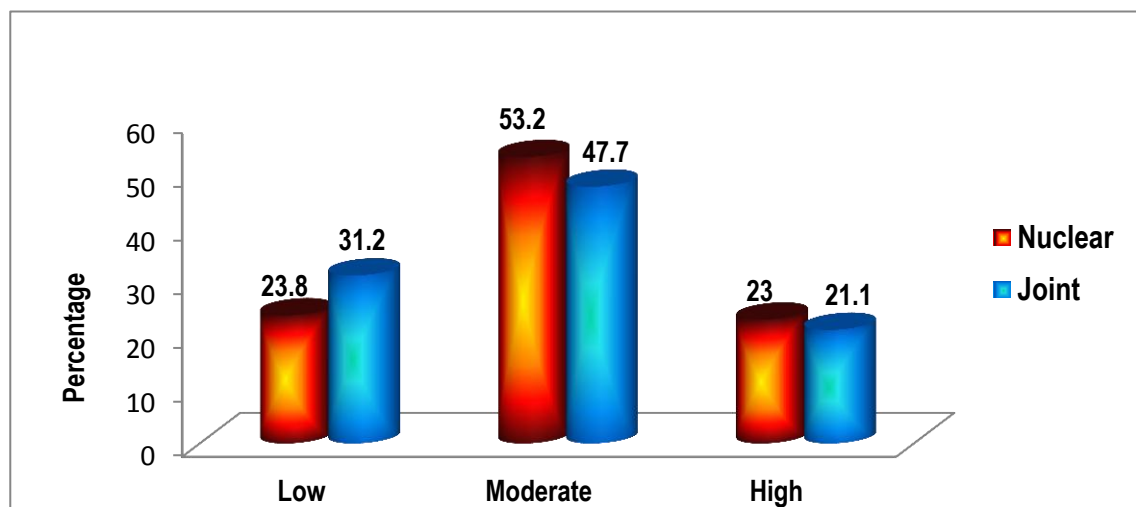
Table 4.4. Level of Proficiency in English Language of Prospective Teachers with Respect to Type of Family

Variable	Type of Family	Low		Moderate		High	
		N	%	N	%	N	%
Proficiency in English Language	Nuclear	309	23.8	689	53.2	298	23.0
	Joint	34	31.2	52	47.7	23	21.1

It is inferred from the above table that 23.8% of prospective teachers from nuclear family have low, 53.2% of them have moderate and 23.0% of them have high level of proficiency in English language.

Regarding the prospective teachers from joint family, 31.2% of them have low, 47.7% of them have moderate and 21.1% of them have high level of proficiency in English language. This is shown in Figure 4.4.

Figure 4.4. Level of Proficiency in English Language of Prospective Teachers with Respect to Type of Family



Objective 1.5

To find out the level of proficiency in English language of prospective teachers with respect to medium of instruction at school

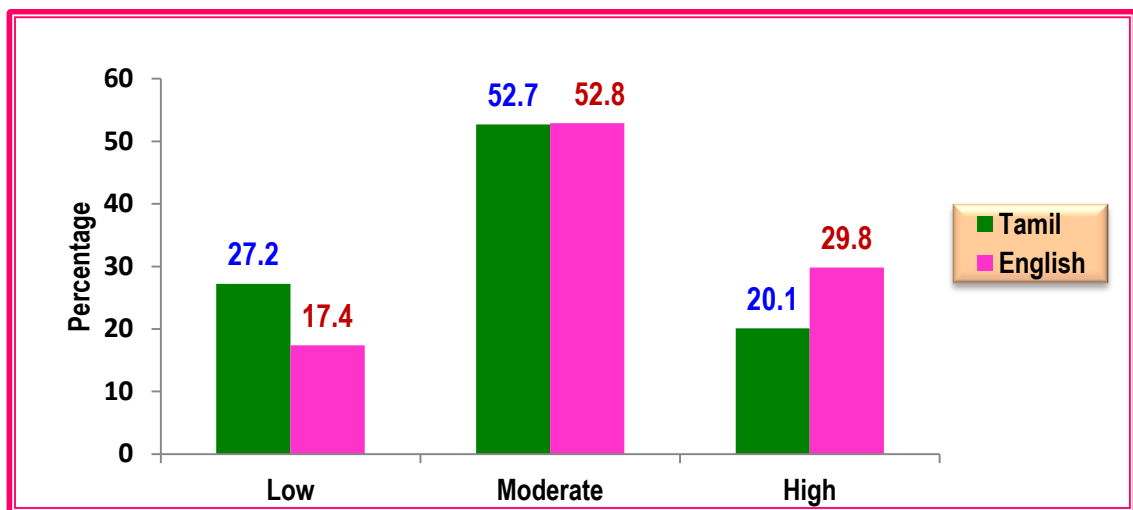
Table 4.5. Level of Proficiency in English Language of Prospective Teachers with Respect to Medium of Instruction at School

Variable	Medium of Instruction at School	Low		Moderate		High	
		N	%	N	%	N	%
Proficiency in English Language	Tamil	273	27.2	528	52.7	201	20.1
	English	70	17.4	213	52.8	120	29.8

It is inferred from the above table that 27.2% of prospective teachers who have studied in Tamil medium at school level have low, 52.7% of them have moderate and 20.1% of them have high level of proficiency in English language.

Regarding the prospective teachers who have studied in English medium at school level, 17.4% of them have low, 52.8% of them have moderate and 29.8% of them have high level of proficiency in English language. This is shown in Figure 4.5.

Figure 4.5. Level of Proficiency in English Language of Prospective Teachers with Respect to Medium of Instruction at School



Objective 1.6

To find out the level of proficiency in English language of prospective teachers with respect to educational qualification

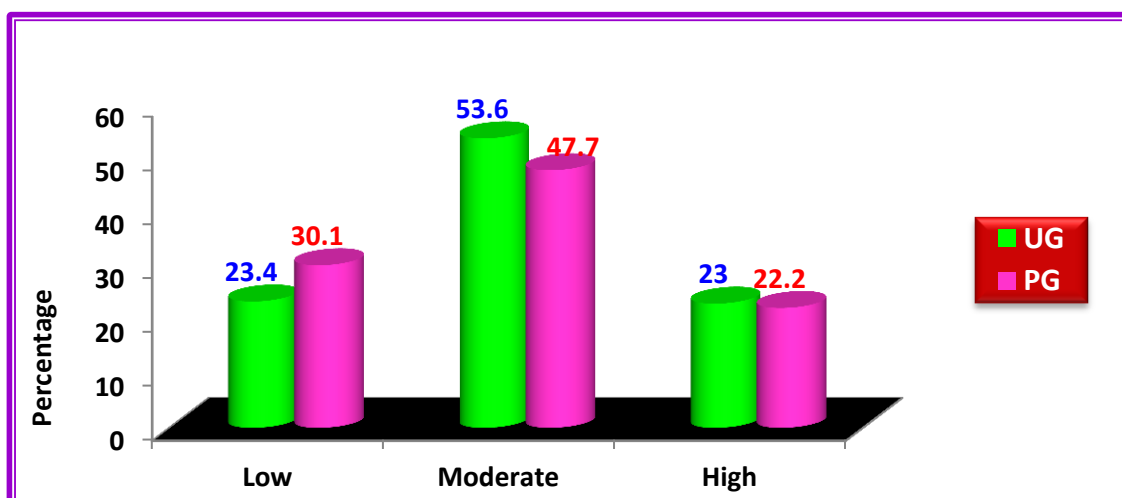
Table 4.6. Level of Proficiency in English Language of Prospective Teachers with respect to Educational Qualification

Variable	Educational Qualification	Low		Moderate		High	
		N	%	N	%	N	%
Proficiency in English Language	Graduate	278	23.4	638	53.6	273	23.0
	Post Graduate	65	30.1	103	47.7	48	22.2

It is inferred from the above table that 23.4% of Graduate qualified prospective teachers have low, 53.6% of them have moderate and 23.0% of them have high level of proficiency in English language.

Regarding the Post Graduate qualified prospective teachers, 30.1% of them have low, 47.7% of them have moderate and 22.2% of them have high level of proficiency in English language. This is shown in Figure 4.6.

Figure 4.6. Level of Proficiency in English Language of Prospective Teachers with Respect to Educational Qualification



Objective 1.7

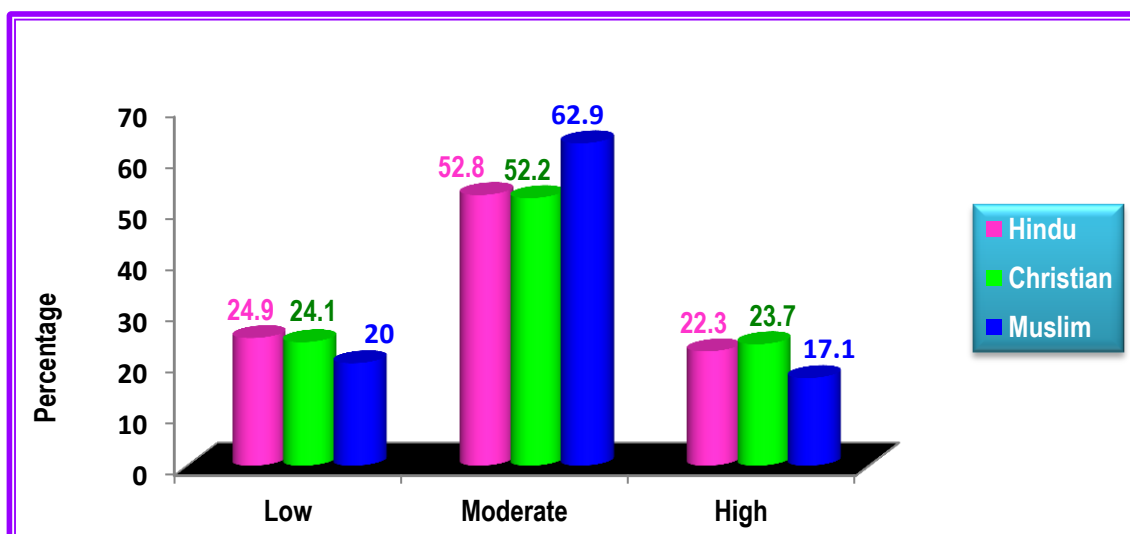
To find out the level of proficiency in English language of prospective teachers with respect to religion

Table 4.7. Level of Proficiency in English Language of Prospective Teachers with Respect to Religion

Variable	Religion	Low		Moderate		High	
		N	%	N	%	N	%
Proficiency in English Language	Hindu	174	24.9	368	52.8	156	22.3
	Christian	162	24.1	351	52.2	159	23.7
	Muslim	7	20.0	22	62.9	6	17.1

It is inferred from the above table that 24.9% prospective teachers who belong to Hindu religion have low, 52.8% of them have moderate and 22.3% of them have high level of proficiency in English language. Among those who belong to Christian religion, 24.1% of them have low, 52.2% of them have moderate and 23.7% of them have high level of proficiency in English language. Among those who belong to Muslim religion, 20.0% of them have low, 62.9% of them have moderate and 17.1% of them have high level of proficiency in English language. This is shown in Figure 4.7.

Figure 4.7. Level of Proficiency in English Language of Prospective Teachers with Respect to Religion



Objective 1.8

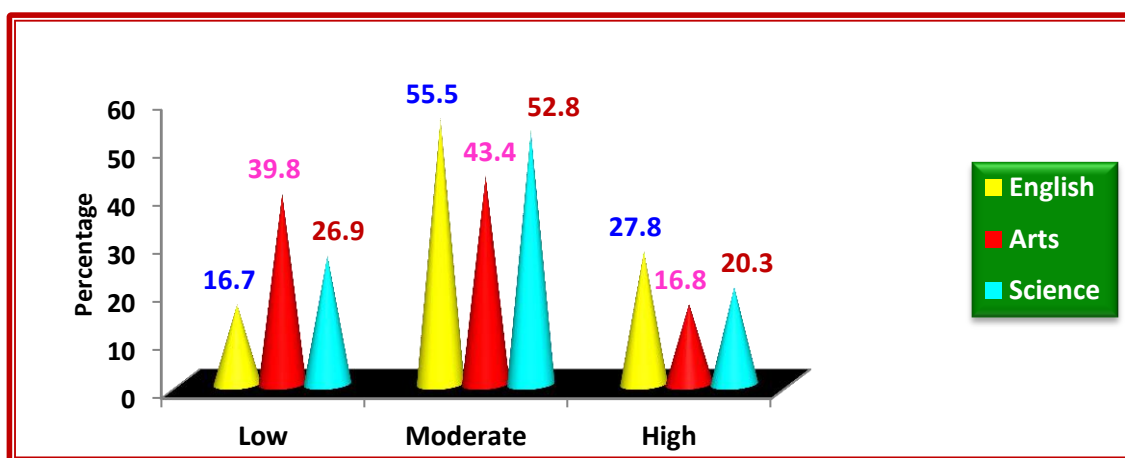
To find out the level of proficiency in English language of prospective teachers with respect to major subject

Table 4.8. Level of Proficiency in English Language of Prospective Teachers with Respect to Major Subject

Variable	Major Subject	Low		Moderate		High	
		N	%	N	%	N	%
Proficiency in English Language	English	92	16.7	305	55.5	153	27.8
	Arts	66	39.8	72	43.4	28	16.8
	Science	185	26.9	364	52.8	140	20.3

It is inferred from the above table that 16.7% of English subject prospective teachers have low, 55.5% of them have moderate and 27.8% of them have high level of proficiency in English language. Regarding the Arts subjects prospective teachers, 39.8% of them have low, 43.4% of them have moderate and 16.8% of them have high level of proficiency in English language. Regarding the Science subjects prospective teachers, 36.4% of them have low 52.8% of them have moderate and 20.3% of them have high level of proficiency in English language. This is shown in Figure 4.8.

Figure 4.8. Level of Proficiency in English Language of Prospective Teachers with Respect to Major Subject



B. Differential Analysis

Null Hypothesis 1.1

There is no significant difference between the male and the female prospective teachers in their proficiency in English language.

Table 4.9. Difference Between the Male and the Female Prospective Teachers in their Proficiency in English Language

Variable	Gender	N	Mean	S.D	Calculated 't' value	Remark
Proficiency in English Language	Male	317	35.92	9.793	0.96	NS
	Female	1088	37.73	9.501		

Note. The table value of 't' is 1.96; NS = not significant.

It is inferred from the above table that the calculated 't' value (0.96) is less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is retained. Thus, the result shows that there is no significant difference between the male and the female prospective teachers in their proficiency in English language.

Null Hypothesis 1.2

There is no significant difference between the unmarried and the married prospective teachers in their proficiency in English language.

Table 4.10. Difference Between the Unmarried and the Married Prospective Teachers in their Proficiency in English Language

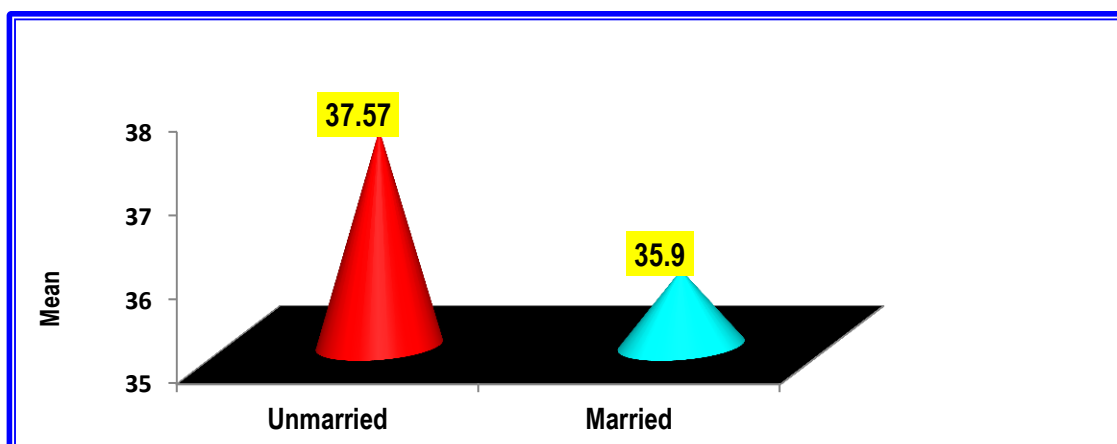
Variable	Marital Status	N	Mean	S.D.	Calculated 't' value	Remark
Proficiency in English Language	Unmarried	1194	37.57	9.562	2.33	S
	Married	211	35.90	9.676		

Note. The table value of 't' is 1.96; S = significant.

It is inferred from the above table that the calculated 't' value (2.33) is greater than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant difference between the unmarried and the married prospective teachers in their proficiency in English language.

While comparing the mean scores, the unmarried prospective teachers (Mean=37.57) are better than the married prospective teachers (Mean=35.90) in their proficiency in English language. This is shown in Figure 4.9.

Figure 4.9. Difference Between the Unmarried and the Married Prospective Teachers in their Proficiency in English Language



Null Hypothesis 1.3

There is no significant difference between the prospective teachers from nuclear family and the joint family in their proficiency in English language.

Table 4.11. Difference Between the Prospective Teachers from Nuclear Family and the Joint Family in their Proficiency in English Language

Variable	Type of Family	N	Mean	S.D.	Calculated 't' value	Remark
Proficiency in English Language	Nuclear	1296	37.44	9.558	1.61	NS
	Joint	109	35.90	9.943		

Note. The table value of 't' is 1.96; NS = not significant.

It is inferred from the above table that the calculated 't' value (1.61) is less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is retained. Thus, the result shows that there is no significant difference between the prospective teachers from nuclear family and the joint family in their proficiency in English language.

Null Hypothesis 1.4

There is no significant difference between prospective teachers who studied in the Tamil medium and the English medium at school level in their proficiency in English language.

Table 4.12. Difference Between Prospective Teachers who Studied in the Tamil Medium and the English Medium at School Level in their Proficiency in English Language

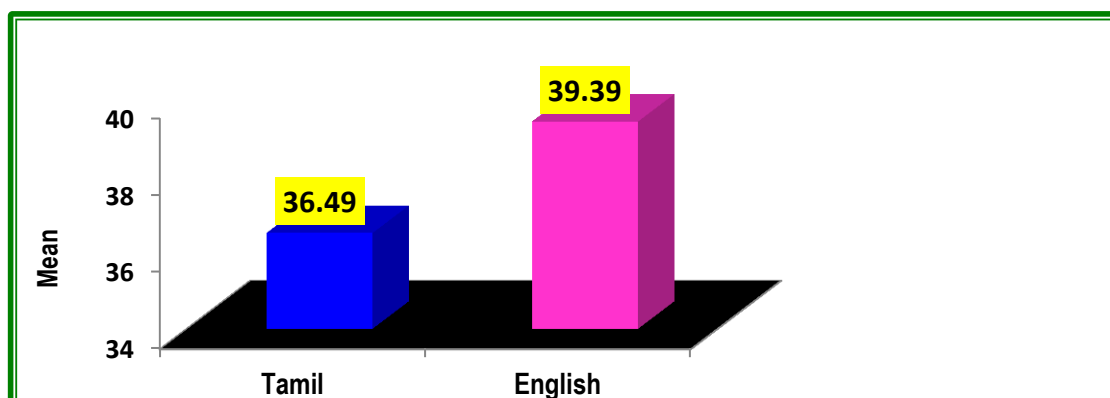
Variable	Medium of Study at School	N	Mean	S.D	Calculated 't' value	Remark
Proficiency in English Language	Tamil	1002	36.49	9.628	5.17	S
	English	403	39.39	9.199		

Note. The table value of 't' is 1.96; S = significant.

It is inferred from the above table that the calculated 't' value (5.17) is greater than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant difference between prospective teachers who studied in the Tamil medium and the English medium at school level in their proficiency in English language.

While comparing the mean scores, the prospective teachers who studied in the English medium (Mean=39.39) at school level are better than the prospective teachers who studied in the Tamil medium (Mean=36.49) at school level in their proficiency in English language. This is shown in the Figure 4.10.

Figure 4.10. Difference Between Prospective Teachers who Studied in the Tamil Medium and the English Medium at School Level in their Proficiency in English Language



Null Hypothesis 1.5

There is no significant difference between the prospective teachers with Graduate and Post Graduate degree in their proficiency in English language.

Table 4.13. Difference Between the Graduate, and the Post Graduate Qualified Prospective Teachers in their Proficiency in English Language

Variable	Educational Qualification	N	Mean	S.D	Calculated 't' value	Remark
Proficiency in English Language	Graduate	1189	36.18	9.379	2.90	S
	Post Graduate	216	37.53	10.654		

Note. The table value of 't' is 1.96; S = significant.

It is inferred from the above table that the calculated 't' value (1.90) is greater than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant difference between the Graduate, and the Post Graduate qualified prospective teachers in their proficiency in English language.

While comparing the mean scores, the Post Graduate (Mean = 37.53) qualified prospective teachers are better than the Graduate (Mean = 36.18) qualified in their proficiency in English language.

Null Hypothesis 1.6

There is no significant difference among the prospective teachers who belong to the Hindu, the Christian and the Muslim religion in their proficiency in English language.

Table 4.14. Difference Among the Prospective Teachers who Belong to the Hindu, the Christian and the Muslim Religion in their Proficiency in English Language

Variable	Source of variation	df (2, 1402)		Calculated 'F' value	Remark
		Sum of squares	Mean square		
Proficiency in English Language	Between	83.714	41.857	0.45	NS
	Within	129148.158	92.117		

Note. For (2, 1402) df the table value of 'F' is 2.99; NS = not significant.

It is inferred from the above table that the calculated 'F' value (0.45) is less than the table value (2.99) for the df 2, 1402 at 0.05 level of significance. Hence the respective null hypothesis is retained. Thus, the result shows that there is no significant difference among the prospective teachers who belong to the Hindu, the Christian and the Muslim religion in their proficiency in English language.

Null Hypothesis 1.7

There is no significant difference among the prospective teachers from English, Arts, and Science major subject in their proficiency in English language.

Table 4.15. Difference Among the Prospective Teachers from English, Arts, and Science Major Subject in their Proficiency in English Language

Variable	Source of variation	df (2, 1402)		Calculated 'F' value	Remark
		Sum of squares	Mean square		
Proficiency in English Language	Between	4764.189	2382.095	26.83	S
	Within	124467.683	88.779		

Note. For (2, 1402) df the table value of 'F' is 2.99; S = significant.

It is inferred from the above table that the calculated 'F' value (26.83) is greater than the table value (2.99) for the df 2, 1402 at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant difference among the prospective teachers from English, Arts, and Science major subject in their proficiency in English language. Scheffe test is used as post hoc test to find which of the paired mean scores differ significantly.

Table 4.1.15 (a). Scheffe Test Showing the Mean Difference in Proficiency in English Language with Respect to Major Subject

Major Subject	N	Subset for alpha = 0.05		
		1	2	3
Arts	166	33.71		
Science	689		36.58	
English	550			39.33

The Scheffe post hoc test result from the above table indicates that the prospective teachers from English major subject are better in their proficiency in English language than the prospective teachers from Arts, and the Science major subjects.

Null Hypothesis 1.8

There is no significant association between fathers' educational qualification and proficiency in English language of prospective teachers.

Table 4.16. Association between Fathers' Educational Qualification and Proficiency in English Language of Prospective Teachers

Variable	Fathers' Educational Qualification	df	Calculated χ^2 Value	Remark
Proficiency in English Language	Illiterate	4	18.57	S
	School			
	College			

Note. For 4 df the table value of ' χ^2 ' is 9.488; S = Significant.

It is inferred from the above table that the calculated ' χ^2 ' value (18.57) is greater than the table value (9.488) for the df 4 at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant association between fathers' educational qualification and proficiency in English language of prospective teachers.

Null Hypothesis 1.9

There is no significant association between mothers' educational qualification and proficiency in English language of prospective teachers.

Table 4.17. Association Between Mothers' Educational Qualification and Proficiency in English Language of Prospective Teachers

Variable	Mothers' Educational Qualification	df	Calculated χ^2 Value	Remark
Proficiency in English Language	Illiterate	4	21.07	S
	School			
	College			

Note. For 4 df the table value of ' χ^2 ' is 9.488; S = significant.

It is inferred from the above table that the calculated ' χ^2 ' value (21.07) is greater than the table value (9.488) for the df 4 at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant association between mothers' educational qualification and proficiency in English language of prospective teachers.

Null Hypothesis 1.10

There is no significant association between the monthly income of family and proficiency in English language of prospective teachers.

Table 4.18. Association Between the Monthly Income of Family and Proficiency in English Language of Prospective Teachers

Variable	Monthly Income of Family	df	Calculated ' χ^2 ' Value	Remark
Proficiency in English Language	Below Rs. 15,000	4	16.84	S
	Rs.15,001 – Rs.30,000			
	Above Rs. 30,000			

Note. For 4 df the table value of ' χ^2 ' is 9.488; S = significant.

It is inferred from the above table that the calculated ' χ^2 ' value (16.84) is greater than the table value (9.488) for the df 4 at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant association between the monthly income of family and proficiency in English language of prospective teachers.

4.02 Big Five Personality Factors of Prospective Teachers

A. Descriptive Analysis

Objective 2.1

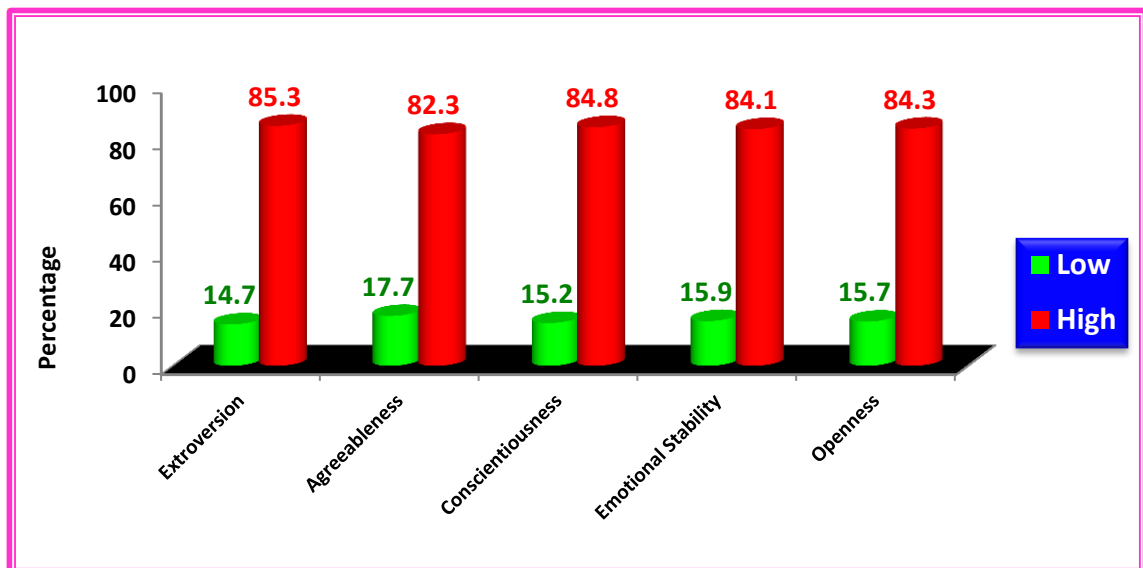
To find out the level of Big Five personality factors of prospective teachers

Table 4.19. Level of Big Five Personality Factors of Prospective Teachers

Personality Factors	Low		High	
	N	%	N	%
1. Extroversion	206	14.7	1199	85.3
2. Agreeableness	249	17.7	1156	82.3
3. Conscientiousness	213	15.2	1192	84.8
4. Emotional stability	223	15.9	1182	84.1
5. Openness	221	15.7	1184	84.3

It is inferred from the above table that 14.7% of prospective teachers have low and 85.3% of them have high level of extroversion. 17.7% of prospective teachers have low and 82.3% of them have high level of agreeableness. 15.2% of prospective teachers have low and 84.8% of them have high level of conscientiousness. 15.9% of prospective teachers have low and 84.1% of them have high level of emotional stability. 15.7% of prospective teachers have low and 84.3% of them have high level of openness. This has been shown in Figure 4.11.

Figure 4.11. Level of Big Five Personality Factors of Prospective Teachers



Objective 2.2

To find out the level of Big Five personality factors of prospective teachers with respect to gender

Table 4.20. Level of Big Five Personality Factors of Prospective Teachers with Respect to Gender

Personality Factors	Gender	Low		High	
		N	%	N	%
1. Extroversion	Male	51	16.1	266	83.9
	Female	155	14.2	933	85.8
2. Agreeableness	Male	71	22.4	246	77.6
	Female	178	16.4	910	83.6
3. Conscientiousness	Male	45	14.2	272	85.8
	Female	168	15.4	920	84.6
4. Emotional stability	Male	47	14.8	270	85.2
	Female	176	16.2	912	83.8
5. Openness	Male	55	17.4	262	82.6
	Female	166	15.3	922	84.7

It is inferred from the above table that 16.1% male prospective teachers have low and 83.9% of them have high level of extroversion. Among the female prospective teachers, 14.2% of them have low and 85.8% of them have high level of extroversion.

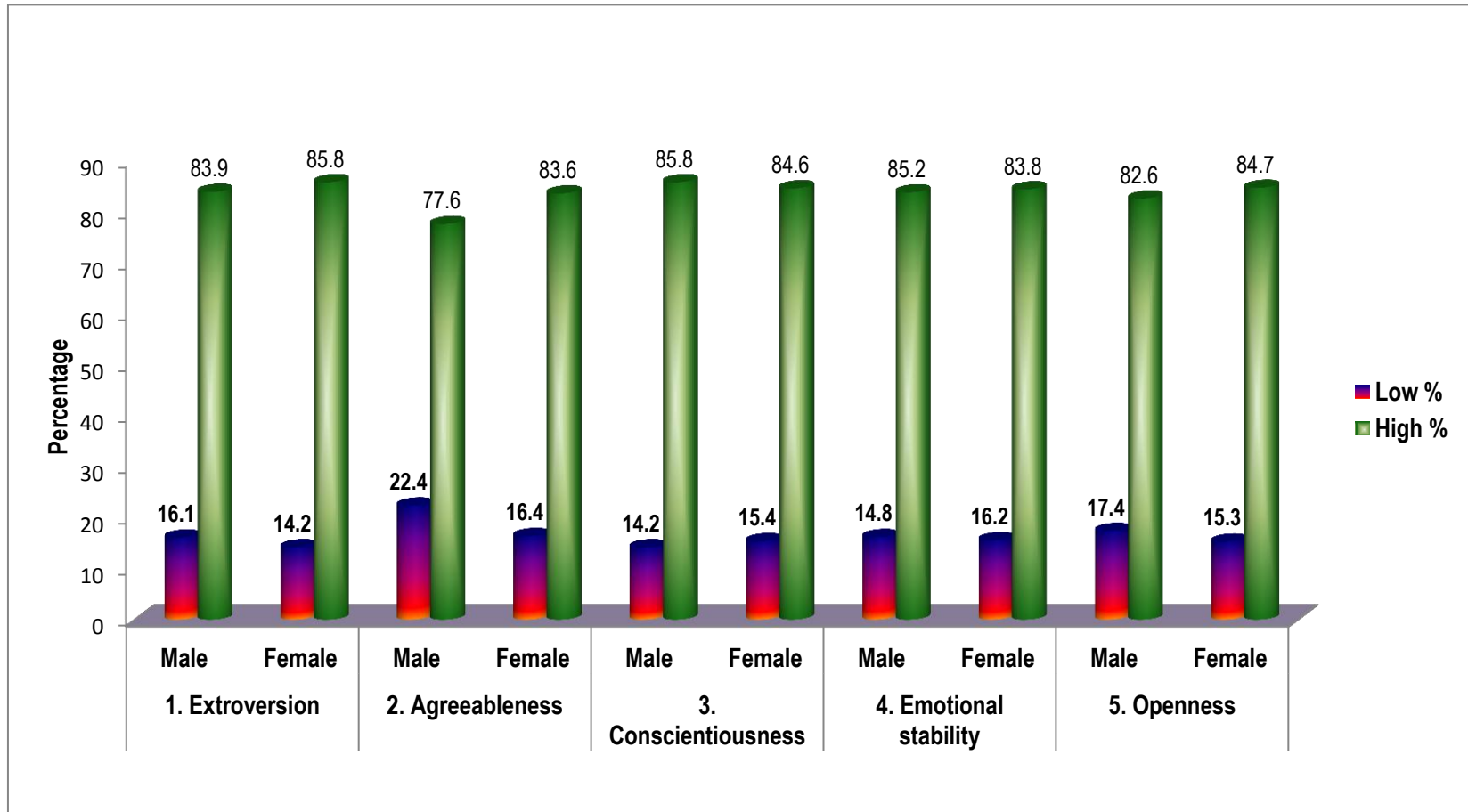
22.4% of male prospective teachers have low and 77.6% of them have high level of agreeableness. Among the female prospective teachers, 16.4% of them have low and 83.6% of them have high level of agreeableness.

14.2% of male prospective teachers have low and 85.8% of them have high level of conscientiousness. Among the female prospective teachers, 15.4% of them have low and 84.6% of them have high level of conscientiousness.

14.8% of male prospective teachers have low and 85.2% of them have high level of emotional stability. Among the female prospective teachers, 16.2% of them have low and 83.8% of them have high level of emotional stability.

17.4% of male prospective teachers have low and 82.6% of them have high level of openness. Among the female prospective teachers, 15.4% of them have low and 84.7% of them have high level of openness. This is shown in the Figure 4.12.

Figure 4.12. Level of Big Five Personality Factors of Prospective Teachers with Respect to Gender



Objective 2.3

To find out the level of Big Five personality factors of prospective teachers with respect to marital status

Table 4.21. Level of Big Five Personality Factors of Prospective Teachers with Respect to Marital Status

Personality Factors	Marital Status	Low		High	
		N	%	N	%
1. Extroversion	Unmarried	173	14.5	1021	85.5
	Married	33	15.6	178	84.4
2. Agreeableness	Unmarried	201	16.8	993	83.2
	Married	48	22.7	163	77.3
3. Conscientiousness	Unmarried	184	15.4	1010	84.6
	Married	29	13.7	182	86.3
4. Emotional stability	Unmarried	192	16.1	1002	83.9
	Married	31	14.7	180	85.3
5. Openness	Unmarried	186	15.6	1008	84.4
	Married	35	16.6	176	83.4

It is inferred from the above table that 14.5% of unmarried prospective teachers have low and 85.5% of them have high level of extroversion. Among the married prospective teachers, 15.6% of them have low and 84.4% of them have high level of extroversion.

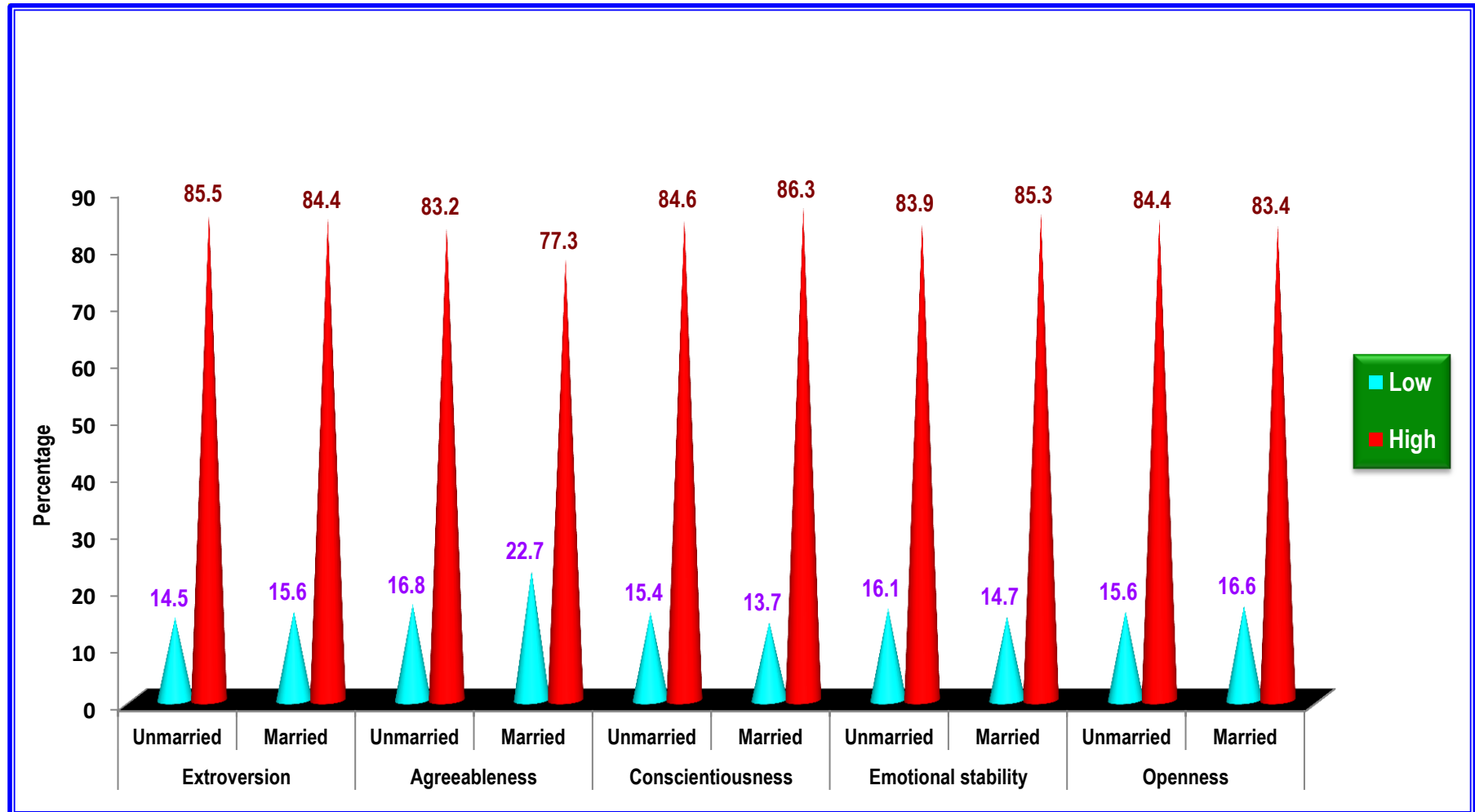
16.8% of unmarried prospective teachers have low and 83.2% of them have high level of agreeableness. Among the married prospective teachers, 22.7% of them have low and 77.3% of them have high level of agreeableness.

15.4% of unmarried prospective teachers have low and 84.6% of them have high level of conscientiousness. Among the married prospective teachers, 13.7% of them have low and 86.3% of them have high level of conscientiousness.

16.1% of unmarried prospective teachers have low and 83.9% of them have high level of openness. Among the married prospective teachers, 14.7% of them have low and 85.3% of them have high level of emotional stability.

15.6% of unmarried prospective teachers have low and 84.4% of them have high level of openness. Among the married prospective teachers, 16.6% of them have low and 83.4% of them have high level of openness. This is shown in the figure 4.13.

Figure 4.13. Level of Big Five Personality Factors of Prospective Teachers with Respect to Marital Status



Objective 2.4

To find out the level of Big Five personality factors of prospective teachers with respect to type of family

Table 4.22. Level of Big Five Personality Factors of Prospective Teachers with Respect to Type of Family

Personality Factors	Type of Family	Low		High	
		N	%	N	%
1. Extroversion	Nuclear	195	15.0	1101	85.0
	Joint	11	10.1	98	89.9
2. Agreeableness	Nuclear	230	17.7	1066	82.3
	Joint	19	17.4	90	82.6
3. Conscientiousness	Nuclear	193	14.9	1103	85.1
	Joint	20	18.3	89	81.7
4. Emotional stability	Nuclear	206	15.9	1090	84.1
	Joint	17	15.6	92	84.4
5. Openness	Nuclear	210	16.2	1086	83.8
	Joint	11	10.1	98	89.9

It is inferred from the above table that 15.0% of nuclear family prospective teachers have low and 85.0% of them have high level of extroversion. Among the joint family prospective teachers, 10.1% of them have low and 89.9% of them have high level of extroversion.

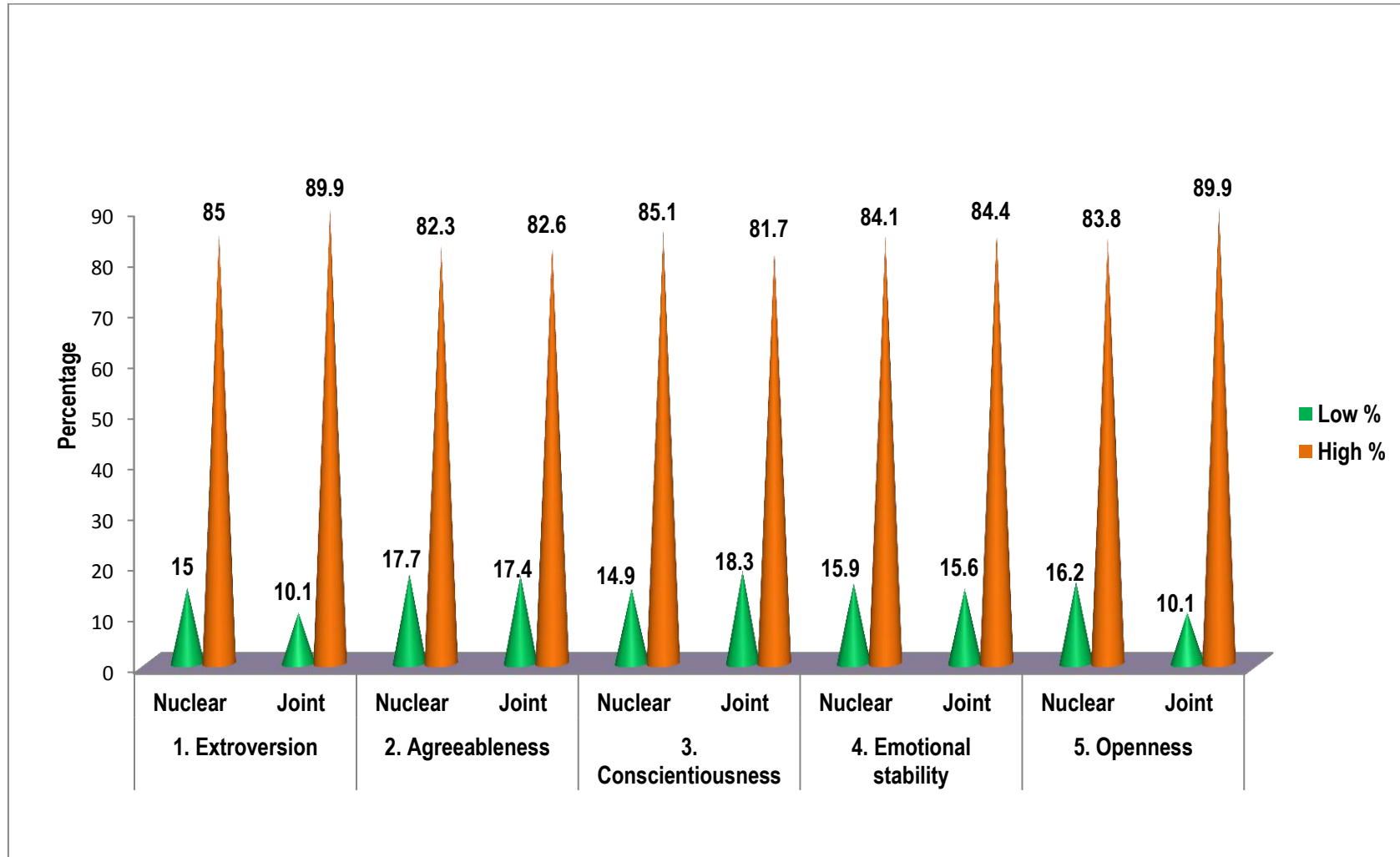
17.7% of nuclear family prospective teachers have low and 82.3% of them have high level of agreeableness. Among the joint family prospective teachers, 17.4% of them have low and 82.6% of them have high level of agreeableness.

14.9% of nuclear family prospective teachers have low and 85.1% of them have high level of conscientiousness. Among the joint family prospective teachers, 18.3% of them have low and 81.7% of them have high level of conscientiousness.

15.9% of nuclear family prospective teachers have low and 84.1% of them have high level of emotional stability. Among the joint family prospective teachers, 15.6% of them have low and 84.4% of them have high level of emotional stability.

16.2% of nuclear family prospective teachers have low and 83.8% of them have high level of openness. Among the joint family prospective teachers, 10.1% of them have low and 89.9% of them have high level of openness. This is shown in Figure 4.14.

Figure 4.14. Level of Big Five Personality Factors of Prospective Teachers with Respect to Type of Family



Objective 2.5

To find out the level of Big Five personality factors of prospective teachers with respect to medium of instruction at school

Table 4.23. Level of Big Five Personality Factors of Prospective Teachers with Respect to Medium of Instruction at School

Personality Factors	Medium of Instruction at School	Low		High	
		N	%	N	%
1. Extroversion	Tamil	155	15.5	847	84.5
	English	51	12.7	352	87.3
2. Agreeableness	Tamil	184	18.4	818	81.6
	English	65	16.1	338	83.9
3. Conscientiousness	Tamil	151	15.1	851	84.9
	English	62	15.4	341	84.6
4. Emotional stability	Tamil	157	15.7	845	84.3
	English	66	16.4	337	83.6
5. Openness	Tamil	163	16.3	839	83.7
	English	58	14.4	345	85.6

It is inferred from the above table that 15.5% of prospective teachers who studied in Tamil medium at school level have low and 84.5% of them have high level of extroversion. Among the prospective teachers who studied in English medium at school level, 12.7% of them have low and 87.3% of them have high level of extroversion.

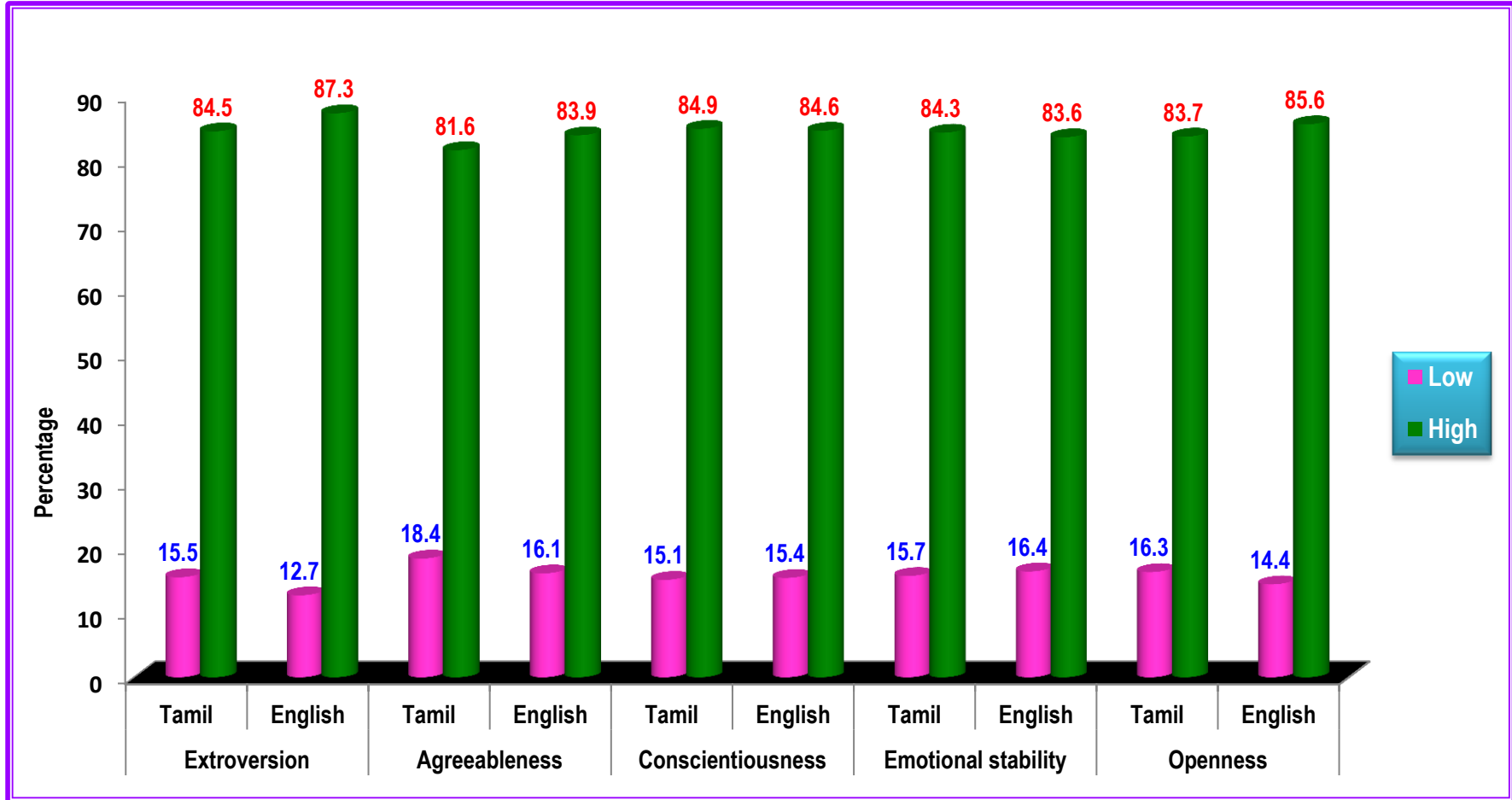
18.4% of prospective teachers who studied in Tamil medium at school level have low and 81.6% of them have high level of agreeableness. Among the prospective teachers who have in English medium at school level, 16.1% of them have low and 83.9% of them have high level of agreeableness.

15.1% of prospective teachers who studied in Tamil medium at school level have low and 84.9% of them have high level of conscientiousness. Among the prospective teachers who studied in English medium at school level, 15.4% of them have low and 84.6% of them have high level of conscientiousness.

15.7% of prospective teachers who studied in Tamil medium at school level have low and 84.3% of them have high level of emotional stability. Among the prospective teachers who studied in English medium at school level, 16.4% of them have low and 83.6% of them have high level of emotional stability.

16.3% of prospective teachers who studied in Tamil medium at school level have low and 83.7% of them have high level of openness. Among the prospective teachers who studied in English medium at school level, 14.4% of them have low and 85.6% of them have high level of openness. This is shown in Figure 4.15.

Figure 4.15. Level of Big Five Personality Factors of Prospective Teachers with Respect to Medium of Instruction at School



Objective 2.6

To find out the level of Big Five personality factors of prospective teachers with respect to educational qualification

Table 4.24. Level of Big Five Personality Factors of Prospective Teachers with Respect to Educational Qualification

Personality Factors	Educational Qualification	Low		High	
		N	%	N	%
1. Extroversion	Graduate	172	14.5	1017	85.5
	Post Graduate	34	15.7	182	84.3
2. Agreeableness	Graduate	213	17.9	976	82.1
	Post Graduate	36	16.7	180	83.3
3. Conscientiousness	Graduate	182	15.3	1007	84.7
	Post Graduate	31	14.4	185	85.6
4. Emotional stability	Graduate	198	16.7	991	83.3
	Post Graduate	25	11.6	191	88.4
5. Openness	Graduate	191	16.1	998	83.9
	Post Graduate	30	13.9	186	86.1

It is inferred from the above table that 14.5% of Graduate qualified prospective teachers have low and 85.5% of them have high level of extroversion. Among the Post Graduate qualified prospective teachers, 15.7% of them have low and 84.3% of them have high level of extroversion.

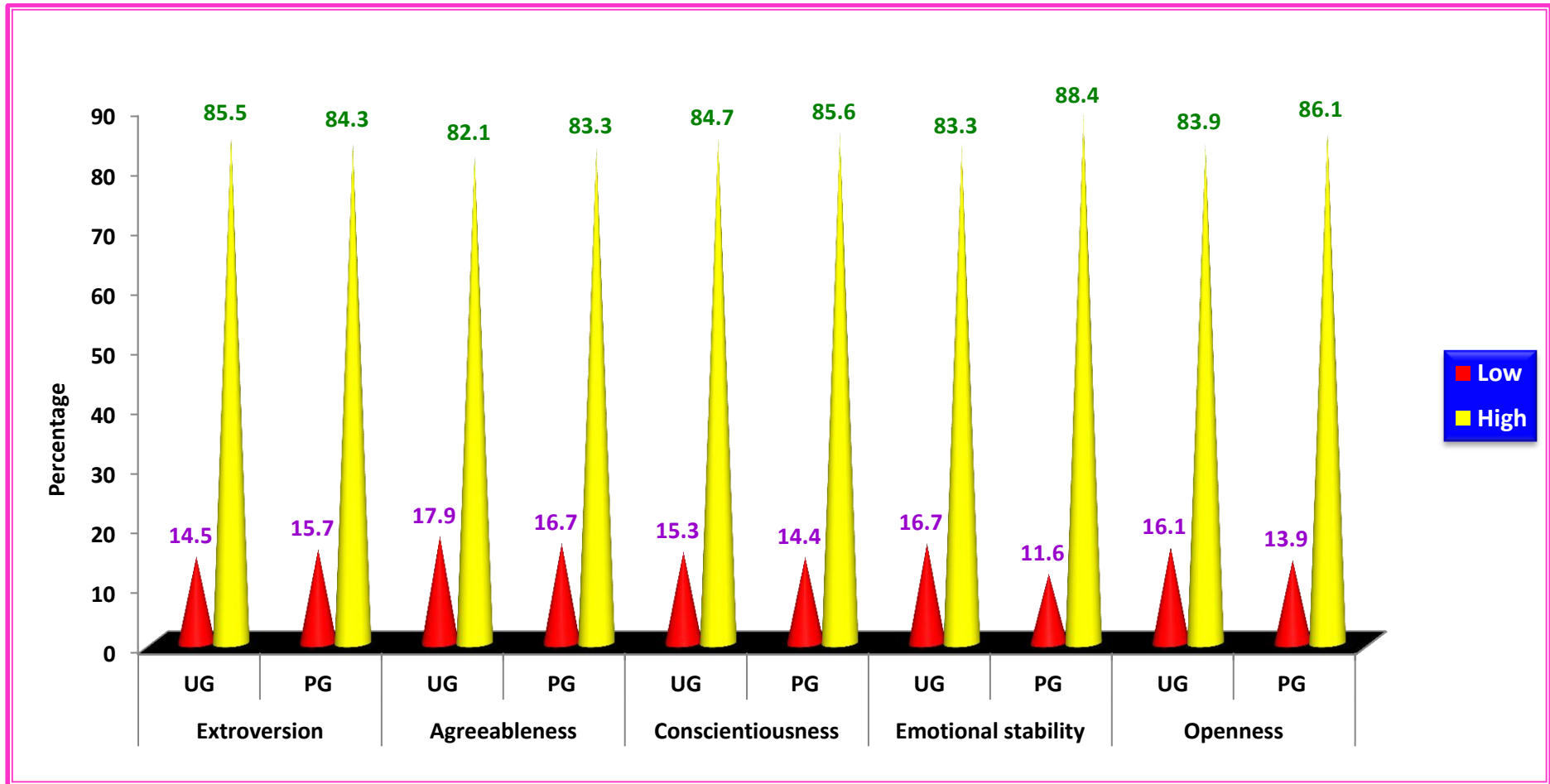
17.9% of Graduate qualified prospective teachers have low and 82.1% of them have high level of agreeableness. Among the Post Graduate qualified prospective teachers, 16.7% of them have low and 83.3% of them have high level of agreeableness.

15.3% of Graduate qualified prospective teachers have low and 84.7% of them have high level of conscientiousness. Among the Post Graduate qualified prospective teachers, 14.4% of them have low and 85.6% of them have high level of conscientiousness.

16.7% of Graduate qualified prospective teachers have low and 83.3% of them have high level of emotional stability. Among the Post Graduate qualified prospective teachers, 11.6% of them have low and 88.4% of them have high level of emotional stability.

16.1% of Graduate qualified prospective teachers have low and 83.9% of them have high level of openness. Among the Post Graduate qualified prospective teachers, 13.9% of them have low and 86.1% of them have high level of openness. This is shown in Figure 4.16.

Figure 4.16. Level of Big Five Personality Factors of Prospective Teachers with Respect to Educational Qualification



Objective 2.7

To find out the level of Big Five personality factors of prospective teachers with respect to religion

Table 4.25. Level of Big Five Personality Factors of Prospective Teachers with Respect to Religion

Personality Factors	Religion	Low		High	
		N	%	N	%
1. Extroversion	Hindu	96	13.8	602	86.2
	Christian	107	15.9	565	84.1
	Muslim	3	8.6	32	91.4
2. Agreeableness	Hindu	114	16.3	584	83.7
	Christian	129	19.2	543	80.8
	Muslim	6	17.1	29	82.9
3. Conscientiousness	Hindu	95	13.6	603	86.4
	Christian	110	16.4	562	83.6
	Muslim	8	22.9	27	77.1
4. Emotional stability	Hindu	101	14.5	597	85.5
	Christian	121	18.0	551	82.0
	Muslim	1	2.9	34	97.1
5. Openness	Hindu	97	13.9	601	86.1
	Christian	118	17.6	554	82.4
	Muslim	6	17.1	29	82.9

It is inferred from the above table that 13.8% of prospective teachers who belong to Hindu religion have low and 86.2% of them have high level of extroversion. Among the prospective teachers who belong to Christian religion, 15.9% of them have low and 84.1% of them have high level of extroversion. Among the prospective teachers who belong to Muslim religion, 8.6% of them have low and 91.4% of them have high level of extroversion.

16.3% of prospective teachers who belong to Hindu religion have low and 83.7% of them have high level of agreeableness. Among prospective teachers who belong to Christian religion, 19.2% of them have low and 80.8% of them have high level of agreeableness. Among the prospective teachers who belong to Muslim religion, 17.1% of them have low and 82.9% of them have high level of agreeableness.

13.6% of prospective teachers who belong to Hindu religion have low and 86.4% of them have high level of conscientiousness. Among the prospective teachers who belong to Christina religion, 16.4% of them have low and 83.6% of them have high level of conscientiousness. Among the prospective teachers who belong to Muslim religion, 22.9% of them have low and 77.1% of them have high level of conscientiousness.

14.5% of prospective teachers who belong to Hindu religion have low and 85.5% of them have high level of emotional stability. Among prospective teachers who belong to Christian religion, 18.0% of them have low and 82.0% of them have high level of emotional stability. Among the prospective teachers who belong to Muslim religion, 2.9% of them have low and 97.1% of them have high level of emotional stability.

13.9% of prospective teachers who belong to Hindu religion have low and 86.1% of them have high level of openness. Among the prospective teachers who belong to Christian religion, 17.6% of them have low and 82.4% of them have high level of openness. Among the prospective teachers who belong to Muslim religion, 17.1% of them have low and 82.9% of them have high level of openness.

Objective 2.8

To find out the level of Big Five personality factors of prospective teachers with respect to major subject

Table 4.26. Level of Big Five Personality Factors of Prospective Teachers with Respect to Major Subject

Personality Factors	Major Subject	Low		High	
		N	%	N	%
1. Extroversion	English	77	14.0	473	86.0
	Arts	27	16.3	139	83.7
	Science	102	14.8	587	85.2
2. Agreeableness	English	92	16.7	458	83.3
	Arts	44	26.5	122	73.5
	Science	113	16.4	576	83.6
3. Conscientiousness	English	82	14.9	468	85.1
	Arts	32	19.3	134	80.7
	Science	99	14.4	590	85.6
4. Emotional stability	English	83	15.1	467	84.9
	Arts	29	17.5	137	82.5
	Science	111	16.1	578	83.9
5. Openness	English	90	16.4	460	83.6
	Arts	32	19.3	134	80.7
	Science	99	14.4	590	85.6

It is inferred from the above table that 14.0% of English major subject prospective teachers have low and 86.0% of them have high level of extroversion. Among the prospective teachers of Arts major subjects, 16.3% of them have low and 83.7% of them have high level of extroversion. Among the prospective teachers of Science major subjects, 14.8% of them have low and 85.2% of them have high level of extroversion.

16.7% of prospective teachers of English major subject have low and 83.3% of them have high level of agreeableness. Among the prospective teachers of Arts major subjects, 26.5% of them have low and 73.5% of them have high level of agreeableness. Among the prospective teachers of Science major subjects, 16.4% of them have low and 83.6% of them have high level of agreeableness.

14.9% of prospective teachers of English major subject have low and 85.1% of them have high level of conscientiousness. Among the prospective teachers of Arts major subjects, 19.3% of them have low and 80.7% of them have high level of conscientiousness. Among the prospective teachers of Science major subjects, 14.4% of them have low and 85.6% of them have high level of conscientiousness.

15.1% of prospective teachers of English major subject have low and 84.9% of them have high level of emotional stability. Among the prospective teachers of Arts major subjects, 17.5% of them have low and 82.5% of them have high level of emotional stability. Among the prospective teachers of Science subjects, 16.1% of them have low and 83.9% of them have high level of emotional stability.

16.4% of prospective teachers of English major subject have low and 83.6% of them have high level of openness. Among the prospective teachers of Arts major subjects, 19.3% of them have low and 80.7% of them have high level of openness. Among the prospective teachers of Science major subjects, 14.4% of them have low and 85.6% of them have high level of openness.

B. Differential Analysis

Null Hypothesis 2.1

There is no significant difference between the male and the female prospective teachers in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness.

Table 4.27. Difference Between the Male and the Female Prospective Teachers in their Big Five Personality Factors

Personality Factors	Gender	N	Mean	S.D	Calculated 't' value	Remarks
1. Extroversion	Male	317	37.73	9.501	2.96	S
	Female	1088	35.92	9.793		
2. Agreeableness	Male	317	33.00	7.342	1.92	NS
	Female	1088	33.85	6.769		
3. Conscientiousness	Male	317	30.74	5.985	0.73	NS
	Female	1088	30.46	5.833		
4. Emotional stability	Male	317	30.25	5.823	1.29	NS
	Female	1088	29.77	5.853		
5. Openness	Male	317	30.05	6.031	2.91	S
	Female	1088	28.35	5.797		

Note. The table value of 't' is 1.96; NS = not significant.

It is inferred from the above table that the calculated 't' value of personality factors, agreeableness, conscientiousness, and emotional stability (1.92, 0.73, 1.29) are less than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis with respect to agreeableness, conscientiousness and emotional stability is accepted. Thus, the result shows that there is no significant difference between the male and the female prospective teachers in their personality factors agreeableness, conscientiousness and emotional stability.

But the calculated 't' value of personality factors, extroversion and openness (2.96, 2.91) are greater than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis with respect to extroversion and openness are rejected. Thus, the

result shows that there is significant difference between the male and the female prospective teachers in their personality factors extroversion and openness. While comparing the mean scores of male and female prospective teachers, the male (Mean = 37.73, 30.05) are better than the female (Mean = 35.92, 28.35) prospective teachers in their personality traits extroversion and openness.

Null Hypothesis 2.2

There is no significant difference between the unmarried and the married prospective teachers in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness.

Table 4.28. Difference Between the Unmarried and the Married Prospective Teachers in their Big Five Personality Factors

Personality Factors	Marital Status	N	Mean	S.D.	Calculated 't' value	Remarks
1. Extroversion	Unmarried	1194	32.22	5.528	1.22	NS
	Married	211	31.72	5.628		
2. Agreeableness	Unmarried	1194	33.78	6.759	1.59	NS
	Married	211	32.96	7.684		
3. Conscientiousness	Unmarried	1194	30.41	5.733	1.74	NS
	Married	211	31.17	6.549		
4. Emotional stability	Unmarried	1194	37.57	9.562	2.33	S
	Married	211	35.90	9.676		
5. Openness	Unmarried	1194	28.57	5.878	1.24	NS
	Married	211	28.02	5.548		

Note. The table value of 't' is 1.96; NS = not significant.

It is inferred from the above table that the calculated 't' value of personality factors extroversion, agreeableness, conscientiousness, and openness (1.22, 1.59, 1.74, 1.24) are less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between the unmarried and the married prospective teachers in their personality factors extroversion, agreeableness, conscientiousness, and openness.

But the calculated 't' value of personality factor emotional stability (2.33) is greater than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis with respect to emotional stability is rejected. Thus, the result shows that there is significant difference between the unmarried and married prospective teachers in their personality factor emotional stability. While comparing the mean scores of unmarried and married prospective teachers, the unmarried (Mean = 37.57) prospective teachers are better than the married (Mean = 35.90) prospective teachers in their personality trait emotional stability.

Null Hypothesis 2.3

There is no significant difference between the prospective teachers from nuclear family and joint family in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness.

Table 4.29. Difference Between the Prospective Teachers from Nuclear Family and the Joint Family in their Big Five Personality Factors

Personality Factors	Type of Family	N	Mean	S.D.	Calculated 't' value	Remarks
1. Extroversion	Nuclear	1296	32.06	5.563	1.90	NS
	Joint	109	33.12	5.245		
2. Agreeableness	Nuclear	1296	33.70	6.929	0.74	NS
	Joint	109	33.18	6.674		
3. Conscientiousness	Nuclear	1296	30.54	5.862	0.43	NS
	Joint	109	30.28	5.943		
4. Emotional stability	Nuclear	1296	29.82	5.855	1.22	NS
	Joint	109	30.53	5.744		
5. Openness	Nuclear	1296	28.35	5.797	2.91	S
	Joint	109	30.05	6.031		

Note. The table value of 't' is 1.96; S = significant, NS = not significant.

It is inferred from the above table that the calculated 't' value of personality factors extroversion, agreeableness, conscientiousness and emotional stability (1.90, 0.74, 0.43, and 1.22) are less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is retained. Thus, the result shows that there is no

significant difference between the prospective teachers from the nuclear family and the joint family in their personality factors extroversion, agreeableness, conscientiousness and emotional stability.

But the calculated 't' value of personality factor openness (2.91) is higher than the table value (1.96) at 0.05 level of significance. When comparing the mean scores, the mean scores, the prospective teachers from joint family (Mean = 30.05) is higher than prospective teachers from nuclear family (Mean = 28.35). This implies that the prospective teachers from joint family are more open than the prospective teachers from nuclear family.

Null Hypothesis 2.4

There is no significant difference between prospective teachers who studied in the Tamil medium and the English medium at school level in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness.

Table 4.30. Difference Between Prospective Teachers who Studied in the Tamil Medium and the English Medium at School Level in their Big Five Personality Factors

Personality Factors	Medium of Instruction at School	N	Mean	S.D.	Calculated 't' value	Remarks
1. Extroversion	Tamil	1002	36.49	9.628	2.17	S
	English	403	36.39	9.111		
2. Agreeableness	Tamil	1002	33.77	7.072	0.92	NS
	English	403	33.39	6.487		
3. Conscientiousness	Tamil	1002	30.71	5.954	1.86	NS
	English	403	30.06	5.625		
4. Emotional stability	Tamil	1002	29.93	5.860	0.52	NS
	English	403	29.75	5.822		
5. Openness	Tamil	1002	28.42	5.849	0.64	NS
	English	403	28.64	5.790		

Note. The table value of 't' is 1.96; NS = not significant.

It is inferred from the above table that the calculated 't' value of personality factors agreeableness, conscientiousness, emotional stability, and openness (0.92, 1.86, 0.52, 0.64) are less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between prospective teachers who studied in the Tamil medium and the English medium at school level in their personality factors agreeableness, conscientiousness, emotional stability and openness.

But the calculated 't' value of personality factor extroversion (2.17) is greater than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis with respect to extroversion is rejected. Thus, the result shows that there is significant difference between the prospective teachers who studied in Tamil medium and English medium at school level in their personality factor extroversion.

While comparing the mean scores, the prospective teachers who studied in Tamil medium (Mean = 36.49) are better than those who studied in English medium (Mean = 36.39) at school level in their personality trait extroversion.

Null Hypothesis 2.5

There is no significant difference between the Graduate and the Post Graduate qualified prospective teachers in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness.

Table 4.31. Difference Between the Graduate and the Post Graduate Qualified Prospective Teachers in their Big Five Personality Factors

Personality Factors	Educational Qualification	N	Mean	S.D.	Calculated 't' value	Remarks
1. Extroversion	Graduate	1189	32.23	5.528	1.33	NS
	Post Graduate	216	31.69	5.621		
2. Agreeableness	Graduate	1189	33.71	6.935	0.62	NS
	Post Graduate	216	33.39	6.772		
3. Conscientiousness	Graduate	1189	30.47	5.830	0.78	NS
	Post Graduate	216	30.81	6.068		
4. Emotional stability	Graduate	1189	36.18	9.379	2.90	S
	Post Graduate	216	37.53	10.654		
5. Openness	Graduate	1189	28.43	5.763	0.76	NS
	Post Graduate	216	28.76	6.199		

Note. The table value of 't' is 1.96; NS = not significant.

It is inferred from the above table that the calculated 't' value of personality factors extroversion, agreeableness, conscientiousness, and openness (1.33, 0.62, 0.78, 0.76) are less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between the Graduate, and the Post Graduate qualified prospective teachers in their personality factors extroversion, agreeableness, conscientiousness and openness.

But the calculated 't' value of personality factor emotional stability (2.90) is greater than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis with respect to emotional stability is rejected. Thus, the result shows that there is significant difference between the Graduate, and the Post Graduate qualified prospective teachers in their personality factor emotional stability. While comparing the mean scores of the Graduate and the Post Graduate completed prospective teachers, the Post Graduate (Mean = 37.53) completed are better than the Graduate (Mean = 36.18) completed in their personality trait emotional stability.

Null Hypothesis 2.6

There is no significant difference among the prospective teachers who belong to the Hindu, the Christian and the Muslim religion in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness.

Table 4.32. Difference Among the Prospective Teachers who Belong to the Hindu, the Christian and the Muslim Religion in their Big Five personality Factors

Personality Factors	Source of variation	df (2, 1402)		Calculated 'F' value	Remarks
		Sum of squares	Mean square		
1. Extroversion	Between	38.434	19.217	0.62	NS
	Within	43115.363	30.753		
2. Agreeableness	Between	295.614	147.807	3.10	S
	Within	66723.764	47.592		
3. Conscientiousness	Between	248.573	124.286	2.02	NS
	Within	48072.058	34.288		
4. Emotional stability	Between	447.281	223.640	1.59	NS
	Within	47565.170	33.927		
5. Openness	Between	345.047	172.523	2.10	NS
	Within	47387.874	33.800		

Note. For (2, 1402) df the table value of 'F' is 2.99; NS = not significant.

It is inferred from the above table that the calculated 'F' value of personality factors extroversion, conscientiousness, emotional stability, and openness (0.62, 2.02, 1.59, 2.10) are less than the table value (2.99) for the df 2, 1402 at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference among the prospective teachers who belong to the Hindu, the Christian and the Muslim religion in their personality factors extroversion, conscientiousness, emotional stability and openness.

But the calculated 'F' value of personality factor agreeableness (3.10) is greater than the table value (2.99) for the df 2, 1402 at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant difference among the prospective teachers who belong to the Hindu, the Christian and the Muslim religion in their personality factor agreeableness.

Table 4.32 (a). Scheffe Test Showing the Mean Difference in Agreeableness with Respect to Religion

Religion	N	Subset for alpha = 0.05	
		1	2
Christian	672	30.08	
Muslim	35	30.86	
Hindu	698		30.93

The Scheffe post hoc test result from the above table indicates that the prospective teachers belonging to the Hindu religion are better in their personality factor Agreeableness than the prospective teachers belonging to the Christian and the Muslim religion.

Null Hypothesis 2.7

There is no significant difference among the prospective teachers from English, Arts, and Science major subject in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability and (5) openness.

Table 4.33. Difference Among the Prospective Teachers from English, Arts, and Science Major Subject in their Big Five Personality Factors

Personality Factors	Source of variation	df (2, 1402)		Calculated 'F' value	Remarks
		Sum of squares	Mean square		
1. Extroversion	Between	79.468	39.734	1.29	NS
	Within	43074.329	30.723		
2. Agreeableness	Between	501.722	250.861	2.28	NS
	Within	66517.656	47.445		
3. Conscientiousness	Between	29.183	14.592	0.42	NS
	Within	48291.447	34.445		
4. Emotional stability	Between	168.054	84.027	2.46	NS
	Within	47844.397	34.126		
5. Openness	Between	133.372	66.686	1.96	NS
	Within	47599.549	33.951		

Note. For (2, 1402) df the table value of 'F' is 2.99; NS = not significant.

It is inferred from the above table that the calculated 'F' value of personality factors extroversion, agreeableness, conscientiousness, emotional stability, and openness (1.29, 2.28, 0.42, 2.46, 1.96) are less than the table value (2.99) for the df 2, 1402 at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference among the prospective teachers from English, Arts, and Science major subject in their personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness.

Null Hypothesis 2.8

There is no significant association between fathers' educational qualification of prospective teachers and their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability and (5) openness.

Table 4.34. Association Between Fathers' Educational Qualification of Prospective Teachers and their Big Five Personality Factors

Personality Factors	df	Calculated ' χ^2 ' Value	Remarks
1. Extroversion		0.38	NS
2. Agreeableness		1.00	NS
3. Conscientiousness	2	0.82	NS
4. Emotional stability		1.89	NS
5. Openness		2.86	NS

Note. For 2 df the table value of ' χ^2 ' is 5.991; NS = not significant.

It is inferred from the above table that the calculated ' χ^2 ' value of personality factors extroversion, agreeableness, conscientiousness, emotional stability, and openness (0.38, 1.00, 0.82, 1.89, 2.86) are less than the table value (5.991) for the df 2 at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant association between fathers' educational qualification and their Big Five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.

Null Hypothesis 2.9

There is no significant association between mothers' educational qualification of prospective teachers and their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability and (5) openness.

Table 4.35. Association Between Mothers' Educational Qualification of Prospective Teachers and their Big Five Personality Factors

Personality Factors	df	Calculated ' χ^2 ' Value	Remarks
1. Extroversion		1.75	NS
2. Agreeableness		0.97	NS
3. Conscientiousness	2	1.56	NS
4. Emotional stability		3.39	NS
5. Openness		0.51	NS

Note. For 2 df the table value of ' χ^2 ' is 5.991; NS = not significant.

It is inferred from the above table that the calculated ' χ^2 ' value of personality factors extroversion, agreeableness, conscientiousness, emotional stability, and openness (1.75, 0.97, 1.56, 3.39, 0.51) are less than the table value (5.991) for the df 2 at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant association between mothers' educational qualification and their Big Five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.

Null Hypothesis 2.10

There is no significant association between the monthly income of family of prospective teachers and their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability and (5) openness.

Table 4.36. Association Between the Monthly Income of the Family of Prospective Teachers and their Big Five Personality Factors

Personality Factors	df	Calculated ' χ^2 ' Value	Remarks
1. Extroversion		6.23	S
2. Agreeableness		10.09	S
3. Conscientiousness	2	9.96	S
4. Emotional stability		8.56	S
5. Openness		6.15	S

Note. For 2df the table value of ' χ^2 ' is 5.991; S = significant.

It is inferred from the above table that the calculated ' χ^2 ' value of personality factors extroversion, agreeableness, conscientiousness, emotional stability, and openness (6.23, 10.09, 9.96, 8.56, 6.15) are greater than the table value (5.991) for the df 2 at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant association between the monthly income of family and their Big Five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.

4.03 Learning Styles of Prospective Teachers

A. Descriptive Analysis

Objective 3.1

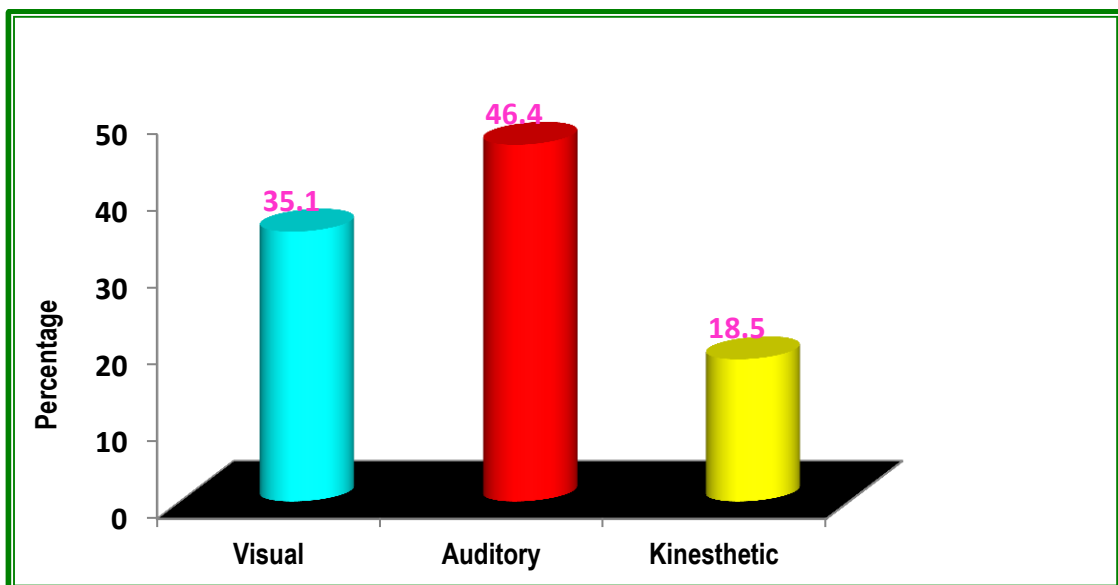
To find out the level of learning styles of prospective teachers

Table 4.37. Level of Learning Styles of Prospective Teachers

Variable	Visual		Auditory		Kinesthetic	
	N	%	N	%	N	%
Learning styles	493	35.1	652	46.4	260	18.5

It is inferred from the above table that out of 1405 prospective teachers, 493 (35.1%) of them prefer visual learning style, 652 (46.4%) of them prefer auditory learning style and 260 (18.5%) of them prefer learning style kinesthetic learning style. This is shown in Figure 4.17.

Figure 4.17. Level of Learning Styles of Prospective Teachers



Objective 3.2

To find out the level of learning styles of prospective teachers with respect to gender

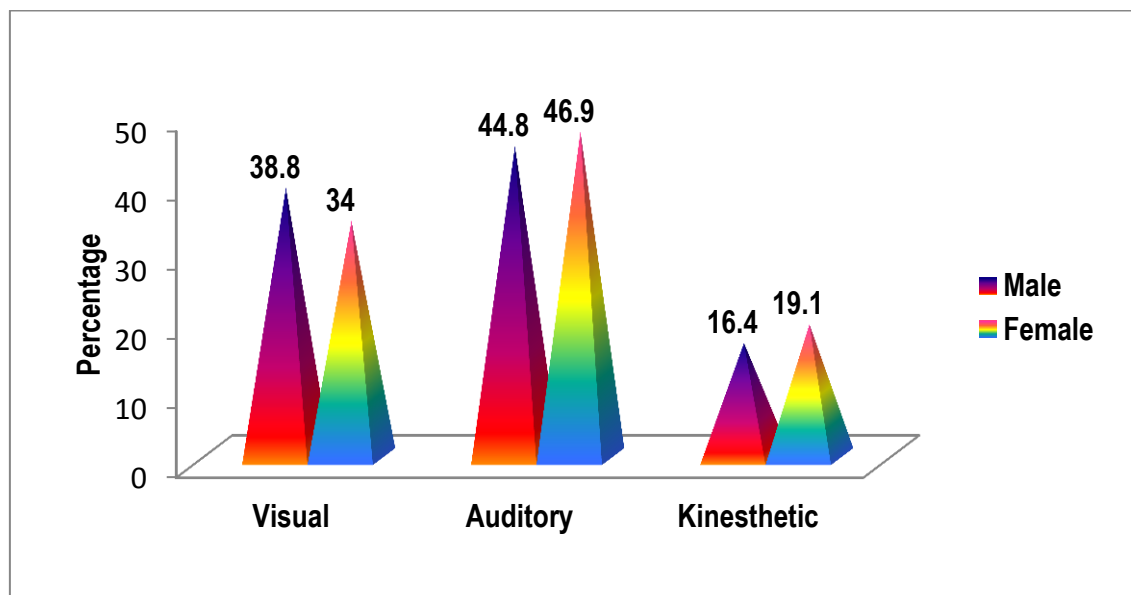
Table 4.38. Level of Learning Styles of Prospective Teachers with Respect to Gender

Variable	Gender	Visual		Auditory		Kinesthetic	
		N	%	N	%	N	%
Learning styles	Male	123	38.8	142	44.8	52	16.4
	Female	370	34.0	510	46.9	208	19.1

It is inferred from the above table that out of 317 male prospective teachers, 123 (38.8%) of them prefer visual learning style, 142 (44.8%) of them prefer auditory learning style and 52 (16.4%) of them prefer kinesthetic learning style.

Out of 1088 female prospective teachers, 370 (34.0%) of them prefer visual learning style, 510 (46.9%) of them prefer auditory learning style and 208 (19.1%) of them prefer kinesthetic learning style. This is shown in Figure 4.18.

Figure 4.18. Level of Learning Styles of Prospective Teachers with Respect to Gender



Objective 3.3

To find out the level of learning styles of prospective teachers with respect to marital status

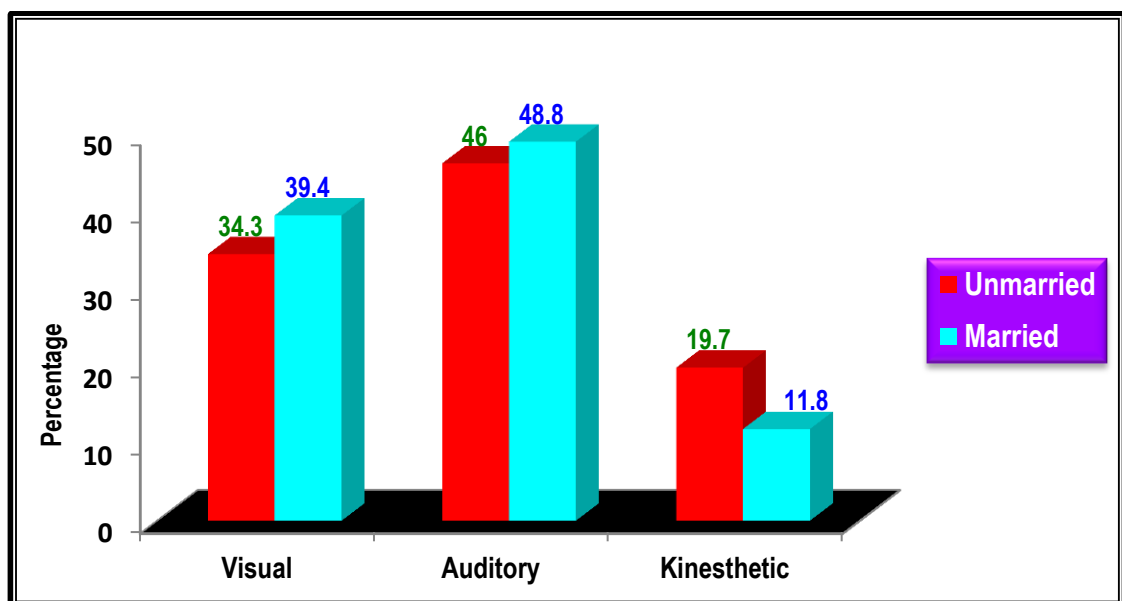
Table 4.39. Level of Learning Styles of Prospective Teachers with Respect to Marital Status

Variable	Marital Status	Visual		Auditory		Kinesthetic	
		N	%	N	%	N	%
Learning styles	Unmarried	410	34.3	549	46.0	235	19.7
	Married	83	39.4	103	48.8	25	11.8

It is inferred from the above table that out of 1194 unmarried prospective teachers, 410 (34.3%) of them prefer visual learning style, 549 (46.0%) of them prefer auditory learning style and 235 (19.7%) of them prefer kinesthetic learning style.

Out of 211 married prospective teachers, 83 (39.4%) of them prefer visual learning style, 103 (48.8%) of them prefer auditory learning style and 25 (11.8%) of them prefer kinesthetic learning style. This is shown in Figure 4.19.

Figure 4.19. Level of Learning Styles of Prospective Teachers with Respect to Marital Status



Objective 3.4

To find out the level of learning styles of prospective teachers with respect to type of family

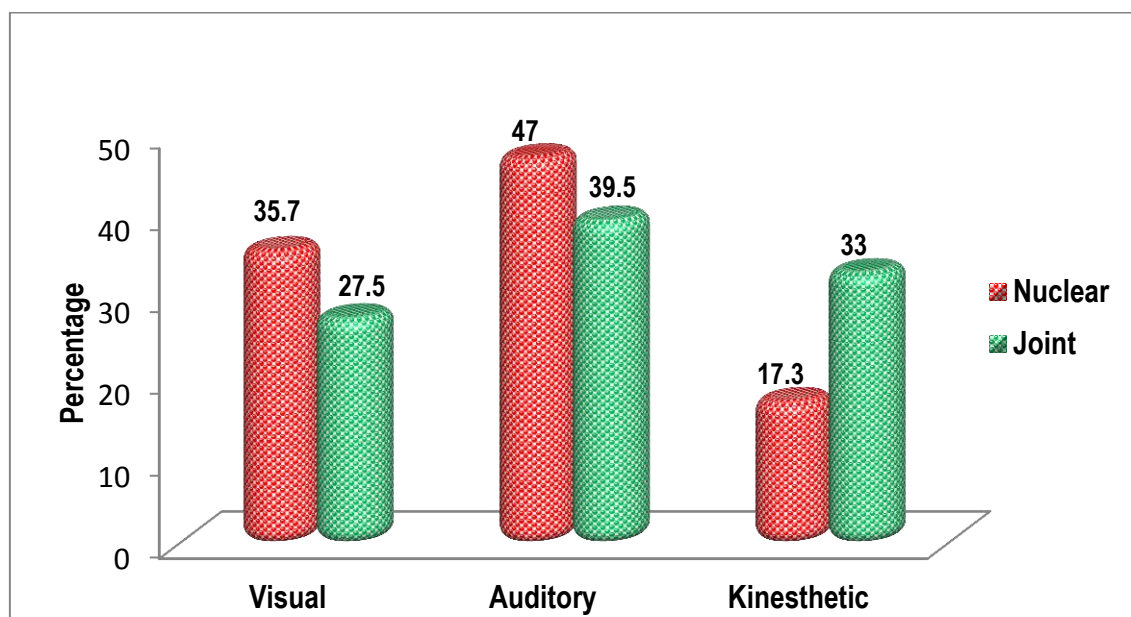
Table 4.40. Level of Learning Styles of Prospective Teachers with Respect to Type of Family

Variable	Type of Family	Visual		Auditory		Kinesthetic	
		N	%	N	%	N	%
Learning styles	Nuclear	463	35.7	609	47.0	224	17.3
	Joint	30	27.5	43	39.5	36	33.0

It is inferred from the above table that out of 1296 nuclear family prospective teachers, 463 (35.7%) of them prefer visual learning style, 609 (47.0%) of them prefer auditory learning style and 224 (17.3%) of them prefer kinesthetic learning style.

Out of 109 joint family prospective teachers, 30 (27.5 %) of them prefer visual learning style, 43 (39.5%) of them prefer auditory learning style and 36 (33.0%) of them prefer kinesthetic learning style. This is shown in Figure 4.20.

Figure 4.20. Level of Learning Styles of Prospective Teachers with Respect to Type of Family



Objective 3.5

To find out the level of learning styles of prospective teachers with respect to medium of instruction at school

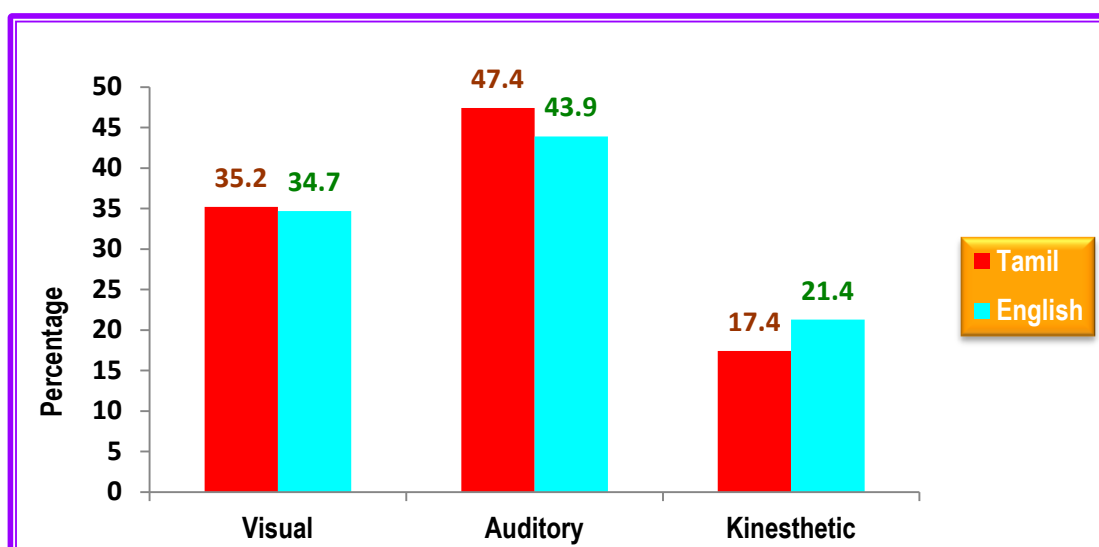
Table 4.41. Level of Learning Styles of Prospective Teachers with Respect to Medium of Instruction at School

Variable	Medium of Instruction at School	Visual		Auditory		Kinesthetic	
		N	%	N	%	N	%
Learning styles	Tamil	353	35.2	475	47.4	174	17.4
	English	140	34.7	177	43.9	86	21.4

It is inferred from the above table that out of 1002 prospective teachers who studied in Tamil medium at school level, 353 (35.2%) of them prefer visual learning style, 475 (47.4%) of them prefer auditory learning style and 174 (17.4%) of them prefer kinesthetic learning style.

Out of 403 prospective teachers who have studied in English medium at school level, 140 (34.7%) of them prefer visual learning style, 177 (43.9%) of them prefer auditory learning style and 86 (21.4%) of them prefer kinesthetic learning style. This is shown in Figure 4.21.

Figure 4.21. Level of Learning Styles of Prospective Teachers with Respect to Medium of Instruction at School



Objective 3.6

To find out the level of learning styles of prospective teachers with respect to educational qualification

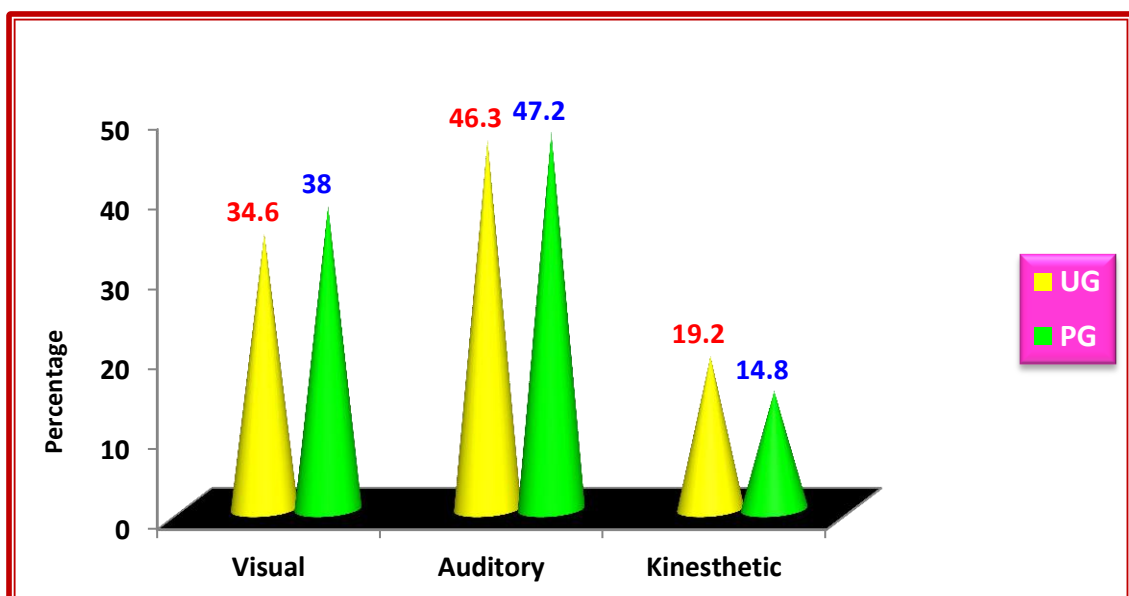
Table 4.42. Level of Learning Styles of Prospective Teachers with Respect to Educational Qualification

Variable	Educational Qualification	Visual		Auditory		Kinesthetic	
		N	%	N	%	N	%
Learning styles	Graduate	411	34.6	550	46.3	228	19.2
	Post Graduate	82	38.0	102	47.2	32	14.8

It is inferred from the above table that out of 1189 Graduate qualified prospective teachers, 411 (34.6%) of them prefer visual learning style, 550 (46.3%) of them prefer auditory learning style and 228 (19.2%) of them prefer kinesthetic learning style.

Out of 216 Post Graduate qualified prospective teachers, 82 (38.0%) of them prefer visual learning style, 102 (47.2%) of them prefer auditory learning style and 32 (14.8%) of them prefer kinesthetic learning style. This is shown in Figure 4.22.

Figure 4.22. Level of Learning Styles of Prospective Teachers with Respect to Educational Qualification



Objective 3.7

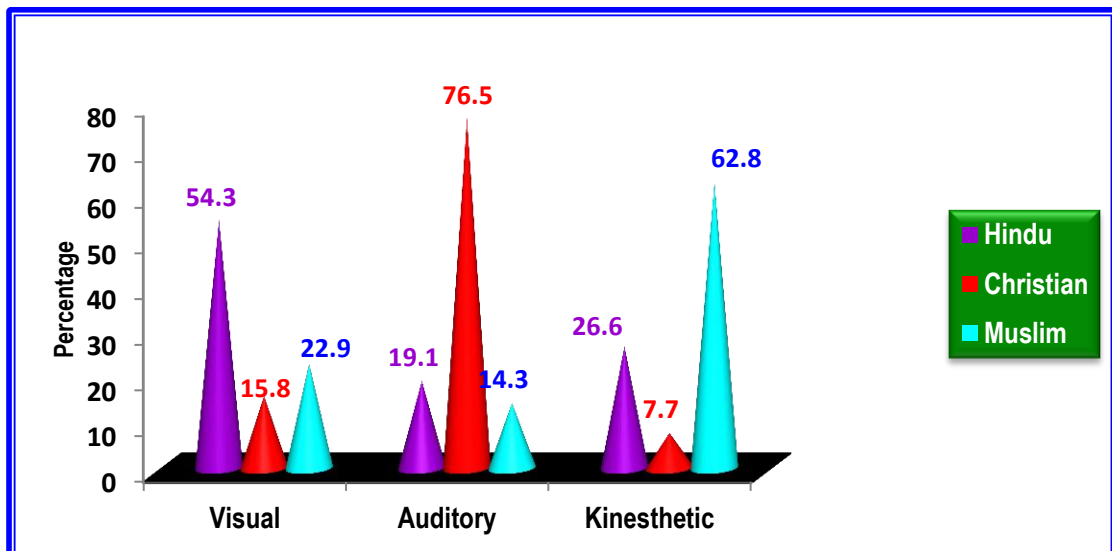
To find out the level of learning styles of prospective teachers with respect to religion

Table 4.43. Level of Learning Styles of Prospective Teachers with Respect to Religion

Variable	Religion	Visual		Auditory		Kinesthetic	
		N	%	N	%	N	%
Learning styles	Hindu	379	54.3	133	19.1	186	26.6
	Christian	106	15.8	514	76.5	52	7.7
	Muslim	8	22.9	5	14.3	22	62.8

It is inferred from the above table that out of 698 prospective teachers who belong to the Hindu religion, 379 (54.3%) of them prefer visual learning style, 133 (19.1%) of them prefer auditory learning style and 186 (26.6%) of them prefer kinesthetic learning style. Out of 672 prospective teachers who belong to the Christian religion, 106 (15.8%) of them prefer visual learning style, 514 (76.5%) of them prefer auditory learning style and 52 (7.7%) of them prefer kinesthetic learning style. Out of 35 who belong to the Muslim religion teachers, 8(22.9%) of them prefer visual learning style, 5 (14.3%) of them prefer auditory learning style and 22 (62.8%) of them prefer kinesthetic learning style. This is shown in Figure 4.23.

Figure 4.23. Level of Learning Styles of Prospective Teachers with Respect to Religion



Objective 3.8

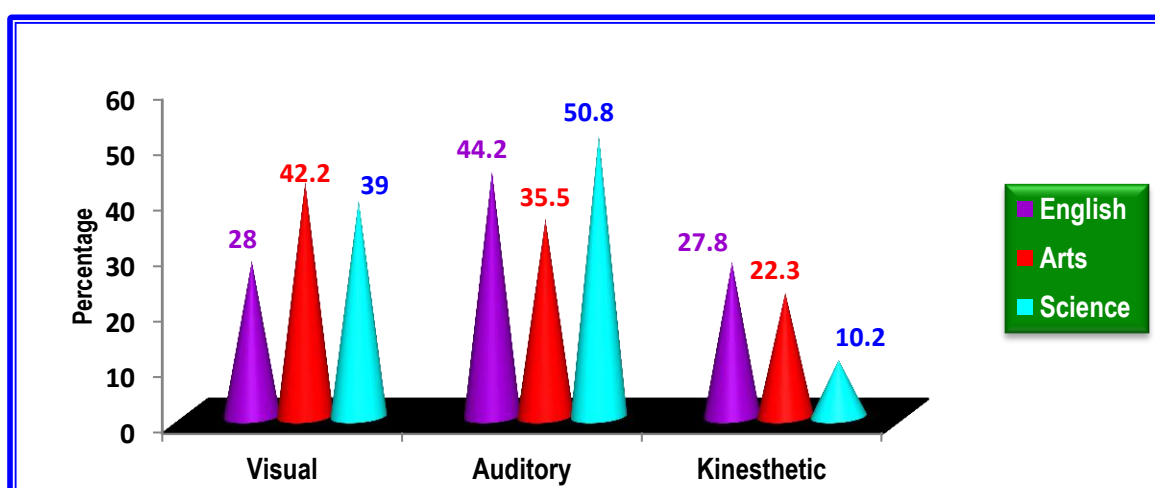
To find out the level of learning styles of prospective teachers with respect to major subject

Table 4.44. Level of Learning Styles of Prospective Teachers with Respect to Major Subject

Variable	Major Subject	Visual		Auditory		Kinesthetic	
		N	%	N	%	N	%
Learning styles	English	154	28.0	243	44.2	153	27.8
	Arts	70	42.2	59	35.5	37	22.3
	Science	269	39.0	350	50.8	70	10.2

It is inferred from the above table that out of 550 prospective teachers who have chosen English as their major subject, 154 (28.0%) of them prefer visual learning style, 243 (44.2%) of them prefer auditory learning style and 153 (27.8%) of them prefer kinesthetic learning style. Out of 166 prospective teachers who have chosen Arts as their major subject, 70 (42.2%) of them have visual learning style, 59 (35.5%) of them have auditory learning style and 37 (22.3%) of them have kinesthetic learning style. Out of 689 prospective teachers who have studied in Science subjects, 269 (39.0%) of them prefer visual learning style, 350 (50.8%) of them prefer auditory learning style and 70 (10.2%) of them prefer kinesthetic learning style. This is shown in Figure 4.24.

Figure 4.24. Level of Learning Style of Prospective Teachers With Respect to Major Subject



B. Differential Analysis

Null Hypothesis 3.1

There is no significant difference between the male and the female prospective teachers in their (1) visual learning style, (2) auditory learning style, and (3) kinesthetic learning style.

Table 4.45. Difference Between the Male and the Female Prospective Teachers in their Visual Learning Style, Auditory Learning Style and Kinesthetic Learning Style

Learning Styles	Gender	N	Mean	S.D.	Calculated 't' value	Remarks
1. Visual learning style	Male	123	7.27	2.358	0.50	NS
	Female	370	7.39	2.332		
2. Auditory learning style	Male	142	7.44	2.392	0.54	NS
	Female	510	7.56	2.252		
3. Kinesthetic learning style	Male	52	12.65	2.038	1.40	NS
	Female	208	13.52	2.387		

Note. The table value of 't' is 1.96; NS = not significant.

It is inferred from the above table that the calculated 't' value of visual learning style auditory learning style and kinesthetic learning style (0.50, 0.54, 1040) are less than the table value (1.96) at 0.05 level of significance. Hence the null hypotheses with respect to visual learning style, auditory learning style and kinesthetic learning style are accepted. Thus, the result shows that there is no significant difference between the male and the female prospective teachers in their visual learning style, auditory learning style and kinesthetic learning style.

Null Hypothesis 3.2

There is no significant difference between the unmarried and the married prospective teachers in their (1) visual learning style, (2) auditory learning style and (3) kinesthetic learning style.

Table 4.46. Difference Between the Unmarried and the Married Prospective Teachers in their Visual Learning Style, Auditory Learning Style and Kinesthetic Learning Style

Learning Styles	Marital Status	N	Mean	S.D.	Calculated 't' value	Remarks
1. Visual learning style	Unmarried	410	7.30	2.378	1.23	NS
	Married	83	7.65	2.109		
2. Auditory learning style	Unmarried	549	7.50	2.290	0.93	NS
	Married	103	7.73	2.241		
3. Kinesthetic learning style	Unmarried	235	13.42	2.401	1.58	NS
	Married	25	12.64	1.578		

Note. The table value of 't' is 1.96; NS = not significant.

It is inferred from the above table that the calculated 't' value of visual learning style, auditory learning style and kinesthetic learning style (1.23, 0.93, 1.58) are less than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis with respect to visual learning style, auditory learning style and kinesthetic learning style are accepted. Thus, the result shows that there is no significant difference between the unmarried and the married prospective teachers in their visual learning style, auditory learning style and kinesthetic learning style.

Null Hypothesis 3.3

There is no significant difference between the prospective teachers from nuclear family and the joint family in their (1) visual learning style, (2) auditory learning style and (3) kinesthetic learning style.

Table 4.47. Difference Between the Prospective Teachers from Nuclear Family and Joint Family in their Visual Learning Style, Auditory Learning Style and Kinesthetic Learning Style

Learning Styles	Type of Family	N	Mean	S.D.	Calculated 't' value	Remarks
1. Visual learning style	Nuclear	463	7.40	2.308	1.60	NS
	Joint	30	6.70	2.693		
2. Auditory learning style	Nuclear	609	13.21	2.216	2.36	S
	Joint	43	14.19	2.916		
3. Kinesthetic learning style	Nuclear	224	7.52	2.271	0.75	NS
	Joint	36	7.79	2.445		

Note. The table value of 't' is 1.96; S = significant, NS = not significant.

It is inferred from the above table that the calculated 't' value of visual learning style, and kinesthetic learning style (1.60, 0.75) are less than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis with respect to visual learning style, and kinesthetic learning style are accepted. Thus, the result shows that there is no significant difference between the prospective teachers from nuclear and joint family in their visual learning style, and kinesthetic learning style.

But the calculated 't' value of auditory learning style (2.36) is higher than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis with respect to auditory learning style is rejected. Thus the result shows that there is significant difference between the prospective teachers from nuclear and joint family in their auditory learning style. While comparing the mean scores, the prospective teachers from joint family (Mean=14.19) prefer the auditory learning style than the prospective teachers from nuclear family (Mean = 13.21).

Null Hypothesis 3.4

There is no significant difference between prospective teachers who studied in the Tamil medium and the English medium at school level in their (1) visual learning style, (2) auditory learning style and (3) kinesthetic learning style.

Table 4.48. Difference Between Prospective Teachers who have Studied in the Tamil and the English Medium at School Level in their Visual Learning Style, Auditory Learning Style and Kinesthetic Learning Style

Learning Styles	Medium of Study at School	N	Mean	S.D.	Calculated 't' value	Remarks
1. Visual learning style	Tamil	353	7.37	2.343	0.10	NS
	English	140	7.34	2.328		
2. Auditory learning style	Tamil	475	7.54	2.292	0.02	NS
	English	177	7.53	2.261		
3. Kinesthetic learning style	Tamil	174	13.40	2.373	0.54	NS
	English	86	13.23	2.294		

Note. The table value of 't' is 1.96; NS = not significant.

It is inferred from the above table that the calculated 't' value of visual learning style, auditory learning style and kinesthetic learning style (0.10, 0.02, 0.54) are less than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis with respect to visual learning style, auditory learning style and kinesthetic learning style are accepted. Thus, the result shows that there is no significant difference between prospective teachers who have studied in Tamil medium and English medium at school level in their visual learning style, auditory learning style and kinesthetic learning style.

Null Hypothesis 3.5

There is no significant difference between the Graduate and the Post Graduate and above qualified prospective teachers in their (1) visual learning style, (2) auditory learning style and (3) kinesthetic learning style.

Table 4.49. Difference Between the Graduate and the Post Graduate Qualified Prospective Teachers in their Visual Learning Style, Auditory Learning Style and Kinesthetic Learning Style

Learning Styles	Educational Qualification	N	Mean	S.D	Calculated 't' value	Remarks
1. Visual learning style	Graduate	411	7.30	2.362	1.26	NS
	Post Graduate	82	7.66	2.196		
2. Auditory learning style	Graduate	550	7.59	2.233	1.49	NS
	Post Graduate	102	7.23	2.521		
3. Kinesthetic learning style	Graduate	228	13.33	2.315	0.31	NS
	Post Graduate	32	13.47	2.578		

Note. The table value of 't' is 1.96; NS = not significant.

It is inferred from the above table that the calculated 't' value of (1.26, 1.49, 0.31) is less than the table value (1.96) at 5% level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between the Graduate, and the Post Graduate qualified prospective teachers in the visual, auditory and kinesthetic learning style.

Null Hypothesis 3.6

There is no significant difference among the prospective teachers who belong to the Hindu, the Christian and the Muslim religion in their (1) visual learning style, (2) auditory learning style and (3) kinesthetic learning style.

Table 4.50. Difference Among the Prospective Teachers who Belong to the Hindu, the Christian and the Muslim Religion in their Visual Learning Style, Auditory and Kinesthetic Learning Style

Learning Styles	Source of variation	Sum of squares	df	Mean square	Calculated 'F' value	Remarks
1. Visual learning style	Between	0.520	2	0.260	0.04	NS
	Within	2685.213	490	5.480		
2. Auditory learning style	Between	43.097	2	21.548	4.17	S
	Within	3347.092	649	5.157		
3. Kinesthetic learning style	Between	3.432	2	1.716	0.31	NS
	Within	1419.414	257	5.523		

Note. For (2, 490) df the table value of 'F' is 3.01; For (2, 649) df the table value of 'F' is 3.00; For (2, 257) df the table value of 'F' is 3.03; S = significant, NS - not significant.

It is inferred from the above table that the calculated 'F' value of visual learning style (0.04) is less than the table value (3.01) for the df 2, 490 at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference among the prospective teachers who belong to the Hindu, the Christian and the Muslim religion in their visual learning style.

The calculated 'F' value of kinesthetic learning style (0.31) is less than the table value (3.03) for the df 2, 257 at 0.05 level of significance. Hence the respective null hypothesis is retained. Thus, the result shows that there is no significant difference among the prospective teachers who belong to the Hindu, the Christian and the Muslim religion in their kinesthetic learning style.

The calculated 'F' value of auditory learning style (4.17) is greater than the table value (3.00) for the df 2, 649 at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant difference among the prospective teachers who belong to the Hindu, the Christian and the Muslim religion in their auditory learning style.

Scheffe test is used as post hoc test to find which of the paired mean scores differ significantly.

Table 4.50 (a). Scheffe Test Showing the Mean Difference in Auditory Learning Style with Respect to Religion

Religion	N	Subset for alpha = 0.05	
		1	2
Hindu	336	7.29	
Christian	297	7.77	
Muslim	19		8.11

The Scheffe post hoc test result from the above table indicates that the prospective teachers who belong to the Muslim religion are dominating in auditory learning style than the Christian and the Hindu prospective teachers.

Null Hypothesis 3.7

There is no significant difference among the prospective teachers from English, Arts, and Science major subject in their (1) visual learning style, (2) auditory learning style and (3) kinesthetic learning style.

Table 4.51. Difference Among the Prospective Teachers from English, Arts, and Science Major Subject in their Visual, Auditory and Kinesthetic Learning Style

Learning Styles	Source of variation	Sum of squares	df	Mean square	Calculated 'F' value	Remarks
1. Visual learning style	Between	2.309	2	1.155	0.21	NS
	Within	2683.423	490	5.476		
2. Auditory learning style	Between	39.878	2	19.939	3.86	S
	Within	3350.310	649	5.162		
3. Kinesthetic learning style	Between	5.668	2	2.834	0.51	NS
	Within	1417.178	257	5.514		

Note. For (2, 490) df the table value of 'F' is 3.01; For (2, 649) df the table value of 'F' is 3.00; For (2, 257) df the table value of 'F' is 3.03; S = significant, NS = not significant.

It is inferred from the above table that the calculated 'F' value of visual learning style (0.21) is less than the table value (3.01) for the df 2, 490 at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference among the prospective teachers from English, Arts, and Science major subject in their visual learning style.

The calculated 'F' value of kinesthetic learning style (0.51) is less than the table value (3.03) for the df 2, 257 at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference among the prospective teachers from English, Arts, and Science major subject in their kinesthetic learning style.

But the calculated 'F' value of auditory learning style (3.86) is greater than the table value (3.00) for the df 2, 649 at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant difference among the prospective teachers from English, Arts, and Science major subject in their auditory learning style.

Scheffe test is used as post hoc test to find which of the paired mean scores differ significantly.

Table 4.51 (a). Scheffe Test Showing the Mean Difference in Auditory Learning Style with Respect to Major Subjects of Prospective Teachers

Major Subject	N	Subset for alpha = 0.05	
		1	2
Science	317	7.34	
Arts	82	7.34	
English	253		7.85

The Scheffe post hoc test result from the above table indicates that the prospective teachers form English major subject are dominating in the auditory learning style than the Arts, and the Science subjects prospective teachers.

Null Hypothesis 3.8

There is no significant association between fathers' educational qualification of prospective teachers and their (1) visual learning style, (2) auditory learning style and (3) kinesthetic learning style.

Table 4.52. Association Between Fathers' Educational Qualification of Prospective Teachers and their Visual Learning Style, Auditory Learning Style and Kinesthetic Learning Style

Learning Styles	df	Calculated ' χ^2 ' Value	Remarks
1. Visual learning style		1.02	NS
2. Auditory learning style	4	1.00	NS
3. Kinesthetic learning style		2.76	NS

Note. For 4 df the table value of ' χ^2 ' is 9.488; NS - not significant.

It is inferred from the above table that the calculated ' χ^2 ' value of visual learning style, auditory learning style and kinesthetic learning style (1.02, 1.00, 2.76) are less than the table value (9.488) for the df 4 at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant association between fathers' educational qualification of prospective teachers and their visual learning style, auditory learning style and kinesthetic learning style.

Null Hypothesis 3.9

There is no significant association between mothers' educational qualification of prospective teachers and their (1) visual learning style, (2) auditory learning style, and (3) kinesthetic learning style.

Table 4.53. Association Between Mothers' Educational Qualification of Prospective Teachers and their Visual Learning Style, Auditory Learning Style, and Kinesthetic Learning Style

Learning Styles	df	Calculated ' χ^2 ' Value	Remarks
1. Visual learning style		6.80	NS
2. Auditory learning style	4	1.16	NS
3. Kinesthetic learning style		4.76	NS

Note. For 4 df the table value of ' χ^2 ' is 9.488; NS = not significant.

It is inferred from the above table that the calculated ' χ^2 ' value of visual learning style, auditory learning style, and kinesthetic learning style (6.80, 1.16, 4.76) are less than the table value (9.488) for the df 4 at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant association between mothers' educational qualification of prospective teachers and their visual learning style, auditory learning style and kinesthetic learning style.

Null Hypothesis 3.10

There is no significant association between the monthly income of family of prospective teachers and their (1) visual learning style, (2) auditory learning Style, and (3) kinesthetic learning style.

Table 4.54. Association Between the Monthly Income of Family of Prospective Teachers and their Visual Learning Style, Auditory Learning Style, and Kinesthetic Learning Style

Learning Styles	df	Calculated ' χ^2 ' Value	Remarks
1. Visual learning style		5.08	NS
2. Auditory learning style	4	0.83	NS
3. Kinesthetic learning style		5.62	NS

Note. For 4 df the table value of ' χ^2 ' is 9.488; NS = not significant.

It is inferred from the above table that the calculated ' χ^2 ' value of visual learning style, auditory learning Style, and kinesthetic learning style (5.08, 0.83, 5.62) are less than the table value (9.488) for the df 4 at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant association between the monthly income of family of prospective teachers and their visual learning style, auditory learning Style, and kinesthetic learning style.

4.04 Correlation Analysis

Null Hypothesis 4.1

There is no significant relationship between proficiency in English language and Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness of prospective teachers.

Table 4.55. Relationship Between Proficiency in English Language and Big Five Personality Factors of Prospective Teachers

Variables	N	df	Calculated ' γ ' value	Remarks
1. Proficiency in English language and Extroversion	1405	1403	0.074	S
2. Proficiency in English language and Agreeableness	1405	1403	0.171	S
3. Proficiency in English language and Conscientiousness	1405	1403	0.110	S
4. Proficiency in English language and Emotional stability	1405	1403	0.107	S
5. Proficiency in English language and Openness	1405	1403	0.163	S

Note. The table value of ' γ ' is 0.062; S = significant.

It is inferred from the above table that the calculated ' γ ' value (0.074, 0.171, 0.110, 0.107, 0.163) are greater than the table value (0.062) for df 1403, at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant positive correlation between proficiency in English language and Big Five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.

Null Hypothesis 4.2

There is no significant relationship between visual learning style and Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness of prospective teachers.

Table 4.56. Relationship Between Visual Learning Style and Big Five Personality Factors of Prospective Teachers

Variables	N	df	Calculated ' γ ' value	Remarks
1. Visual learning style and Extroversion	1405	1403	0.076	S
2. Visual learning style and Agreeableness	1405	1403	0.117	S
3. Visual learning style and Conscientiousness	1405	1403	0.075	S
4. Visual learning style and Emotional stability	1405	1403	0.086	S
5. Visual learning style and Openness	1405	1403	0.070	S

Note. The table value of ' γ ' is 0.062; S = Significant.

It is inferred from the above table that the calculated ' γ ' value (0.076, 0.117, 0.075, 0.086, 0.070) is greater than the table value (0.062) for df 1403, at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant positive correlation between visual learning style and Big Five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.

Null Hypothesis 4.3

There is no significant relationship between auditory learning style and Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness of prospective teachers.

Table 4.57. Relationship Between Auditory Learning Style and Big Five Personality Factors of Prospective Teachers

Variables	N	df	Calculated ' γ ' value	Remarks
1. Auditory learning style and Extroversion	1405	1403	0.118	S
2. Auditory learning style and Agreeableness	1405	1403	0.085	S
3. Auditory learning style and Conscientiousness	1405	1403	0.071	S
4. Auditory learning style and Emotional stability	1405	1403	0.123	S
5. Auditory learning style and Openness	1405	1403	0.131	S

Note. The table value of ' γ ' is 0.062; S = significant.

It is inferred from the above table that the calculated ' γ ' value (0.118, 0.085, 0.071, 0.123, 0.131) is greater than the table value (0.062) for df 1403, at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there significant positive correlation between auditory learning style and Big Five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.

Null Hypothesis 4.4

There is no significant relationship between kinesthetic learning style and Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness of prospective teachers.

Table 4.58. Relationship Between Kinesthetic Learning Style and Big Five Personality Factors of Prospective Teachers

Variables	N	df	Calculated ' γ ' value	Remarks
1. Kinesthetic learning style and Extroversion	1405	1403	0.048	NS
2. Kinesthetic learning style and Agreeableness	1405	1403	0.026	NS
3. Kinesthetic learning style and Conscientiousness	1405	1403	0.020	NS
4. Kinesthetic learning style and Emotional stability	1405	1403	0.056	NS
5. Kinesthetic learning style and Openness	1405	1403	0.046	NS

Note. The table value of ' γ ' is 0.062; NS = not significant.

It is inferred from the above table that the calculated ' γ ' value (0.048, 0.026, 0.020, 0.056, 0.046) are less than the table value (0.062) for df 1403, at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant correlation between kinesthetic learning style and Big Five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.

Null Hypothesis 4.5

There is no significant relationship between proficiency in English language and (1) visual learning style, (2) auditory learning style, and (3) kinesthetic learning style of prospective teachers.

Table 4.59. Relationship Between Proficiency in English Language and Visual Learning Style, Auditory Learning Style, and Kinesthetic Learning Style of Prospective Teachers

Variables	N	df	Calculated ' γ ' value	Remarks
1. Proficiency in English language and Visual learning style	1405	1403	0.071	S
2. Proficiency in English language and Auditory learning style	1405	1403	0.027	NS
3. Proficiency in English language and Kinesthetic learning style	1405	1403	0.019	NS

Note. The table value of ' γ ' is 0.062; S = significant.

It is inferred from the above table that the calculated ' γ ' value (0.027, 0.019) is less than the table value (0.062) for df 1403, at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant correlation between proficiency in English language and auditory learning style, and kinesthetic learning style of prospective teachers.

But the calculated ' γ ' value (0.071) is greater than the table value (0.062) for df 1403, at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant positive correlation between proficiency in English language and visual learning style of prospective teachers.

4.05 Regression Analysis

Null Hypothesis 5.1

There is no significant influence of Big Five personality factors and learning styles on proficiency in English language of prospective teachers.

Table 4.60. Influence of Big Five Personality Factors and Learning Styles on Proficiency in English Language of Prospective Teachers

Variable	R Value	R ² Value	Calculated 'F' value	Remarks
Proficiency in English language and Extroversion	0.206	0.042	12.41	S
Proficiency in English language and Agreeableness	0.174	0.030	21.99	S
Proficiency in English language and Conscientiousness	0.177	0.031	15.14	S
Proficiency in English language and Emotional stability	0.181	0.033	11.80	S
Proficiency in English language and Openness	0.074	0.005	7.70	S
Proficiency in English language and Visual learning style	0.208	0.045	10.55	S
Proficiency in English language and Auditory learning style	0.210	0.043	9.18	S
Proficiency in English language and Kinesthetic learning style	0.211	0.044	8.09	S

Note. The table value of 'F' is 1.95; S = significant.

It is inferred from the above table that the calculated 'F' values (7.70, 21.99, 15.14, 11.80, 12.41, 9.18, 10.55, and 8.09) are greater than the table value (1.95) for df 8, 1396, at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant influence of Big Five personality factors and learning styles on proficiency in English language of prospective teachers. Among the Big Five factors, agreeableness (21.99) has got the highest significant influence on Proficiency in English language of prospective teachers. Among the learning styles, visual learning style (10.55) has got highest significant influence on proficiency in English language of prospective teachers. On the whole, agreeableness (21.99) has got the highest influence on proficiency in English language of prospective teachers.

4.06 Factor Analysis

Null Hypothesis 6.1

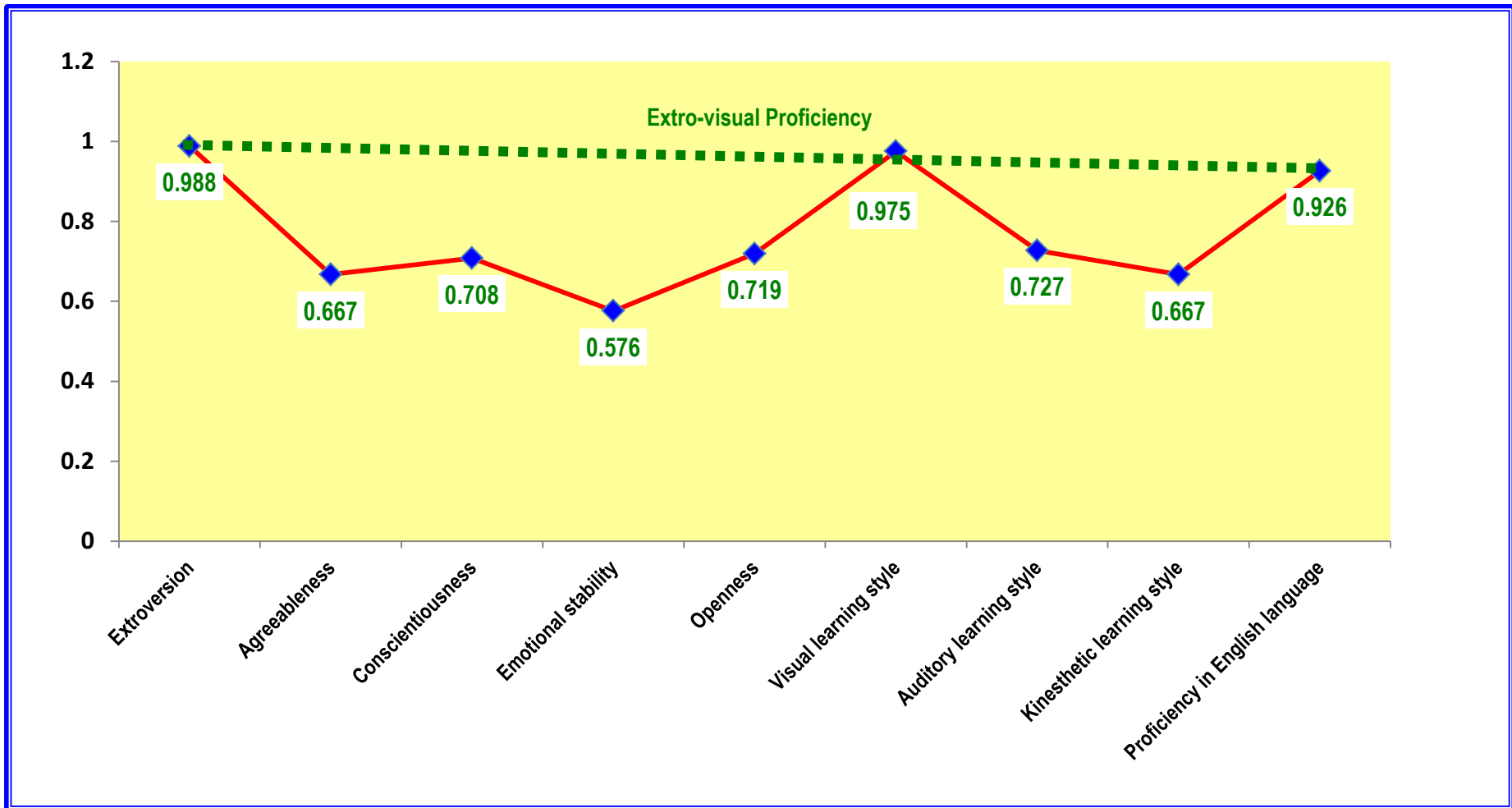
There is no significant factor with positive loading of the variables namely Big Five personality factors extroversion, agreeableness, conscientiousness, emotional stability, openness, visual learning style, auditory learning style, kinesthetic learning style, and proficiency in English language of prospective teachers.

Table 4.61. Factor Loading of Big Five Personality Factors and Learning Styles on Proficiency in English Language of Prospective Teachers

Variables	Factor Loading	Nature of Variables
Extroversion	0.988	Extremely high presence
Agreeableness	0.667	Considerable presence
Conscientiousness	0.708	Very high presence
Emotional stability	0.576	Considerable presence
Openness	0.719	Very high presence
Visual learning style	0.975	Extremely high presence
Auditory learning style	0.727	Very high presence
Kinesthetic learning style	0.667	Considerable presence
Proficiency in English language	0.926	Extremely high presence

The factor analysis of the correlation matrix for Big Five personality factors, learning style and proficiency in English language yields a single factor with considerable factor loading as given the above table; which has the factor loading of Big Five personality factors extroversion, agreeableness, conscientiousness, emotional stability, openness, visual learning style, auditory learning style kinesthetic learning style and proficiency in English language. Among them, extroversion, visual learning style, and proficiency in English language have extremely high presence and that factor has been identified as ‘Extro-visual Proficiency’. The Figure 4.25 shows the graphical representation of factor loading of Big Five personality factors, VAK learning styles and proficiency in English language of prospective teachers.

Figure 4.25. Factor Loading of Big Five Personality Factors and VAK Learning Styles on Proficiency in English Language of Prospective Teachers



Findings, Interpretations, Recommendations, and Suggestions

- 5.01 Findings
- 5.02 Interpretations
- 5.03 Recommendations
- 5.04 Suggestions for Further Research
- 5.05 Conclusion

Findings, Interpretations, Recommendations and Suggestions

Introduction

This chapter reports the findings of the study arrived at based on the statistical analysis carried out on the data collected, in the order of descriptive analysis, differential analysis in the order of proficiency of English language of prospective teachers, learning styles of prospective teachers, and big five personality factors of prospective teachers. The investigator then attempts to interpret the major findings of the study to explain the phenomena for the benefit of academic benefit of the student teachers. A good research should be of value for the society. This being an educational research should be benefitting the teaching learning process in the classroom transaction and so the investigator offers recommendations based on the findings to benefit the prospective teachers and the teaching process. In the light of the statistically arrived inferences, suitable titles for further research are suggested so that the future researchers can pursue research that could substantiate further in the related avenues. A conclusion in brief is given at the end of the chapter stating the contributions of the study.

5.01 Findings

Proficiency in English language of prospective teachers

A. Descriptive Analysis

1. On analyzing the proficiency in English language of prospective teachers, it is found out that 24.4% of them have low, 52.7% of them have moderate and 22.8% of them have high level of proficiency in English language.
2. 29.3% of the male prospective teachers have low, 51.7% of them have moderate and 19.0% of them have high level of proficiency in English language. Among the female prospective teachers, 23.0% of them have low, 53.0% of them have moderate and 24.0% of them have high level of proficiency in English language.
3. 23.9% of unmarried prospective teachers have low, 52.2% of them have moderate and 23.9% of them have high level of proficiency in English language. Among the married prospective teachers, 27.5 of them have low, 55.4% of them have moderate and 17.1% of them have high level of proficiency in English language.
4. 23.8% of prospective teachers from nuclear family have low, 53.2% of them have moderate and 23.0% of them have high level of proficiency in English language. Among the prospective teachers from joint family, 31.2% of them have low, 47.7% of them have moderate and 21.1% of them have high level of proficiency in English language.
5. 27.2% of prospective teachers who studied in Tamil medium at school level have low, 52.7% of them have moderate and 20.1% of them have high level of proficiency in English language. Among those who studied in English medium at school level, 17.4% of them have low, 52.8% of them have moderate and 29.8% of them have high level of proficiency in English language.
6. 23.4% of Graduate qualified prospective teachers have low, 53.6% of them have moderate and 23.0% of them have high level of proficiency in English language. Among those who qualified Post Graduate, 30.1% of them have low, 47.7% of them have moderate and 22.2% of them have high level of proficiency in English language.

7. 24.9% prospective teachers who belong to Hindu religion have low, 52.8% of them have moderate and 22.3% of them have high level of proficiency in English language. Among those who belong to Christian religion, 24.1% of them have low, 52.2% of them have moderate and 23.7% of them have high level of proficiency in English language. Among those who belong to Muslim religion, 20.0% of them have low, 62.9% of them have moderate and 17.1% of them have high level of proficiency in English language.
8. 16.7% of English major subject prospective teachers have low, 55.5% of them have moderate and 27.8% of them have high level of proficiency in English language. Among the Arts major subject prospective teachers, 39.8% of them have low, 43.4% of them have moderate and 16.8% of them have high level of proficiency in English language. Among the Science major subjects prospective teachers, 26.9% of them have low 52.8% of them have moderate and 20.3% of them have high level of proficiency in English language.

B. Differential Analysis

1. There is no significant difference between the male and the female prospective teachers in their proficiency in English language.
2. There is significant difference between the unmarried and the married prospective teachers in their proficiency in English language. While comparing the mean scores of the unmarried (Mean=37.57) and the married prospective teachers (Mean=35.90), the unmarried prospective teachers are better than the married prospective teachers in their proficiency in English language.
3. There is no significant difference between the prospective teachers from nuclear and the joint family in their proficiency in English language.
4. There is significant difference between prospective teachers who have studied in the Tamil medium and the English medium at school level in their proficiency in English language. While comparing the mean scores of the student teachers who have studied in Tamil medium (Mean=36.49) and the English medium at school level, the prospective teachers (Mean=39.39), the prospective teachers who have studied in the English medium at school level are better than the prospective teachers who have studied in the Tamil medium at school level in their proficiency in English language.

5. There is significant difference between the Graduate, and the Post Graduate qualified prospective teachers in their proficiency in English language. While comparing the mean scores of the Graduate completed prospective teachers (Mean = 36.18), and Post Graduate qualified, the Post Graduate qualified prospective teachers (Mean = 37.53) are better than the Graduate qualified in their proficiency in English language.
6. There is no significant difference among the prospective teachers who belong to Hindu, Christian and Muslim religion in their proficiency in English language
7. There is significant difference among the prospective teachers from English, Arts, and Science major subject in their proficiency in English language. The Scheffe post hoc test result reveals that the prospective teachers from English major subject are better in their proficiency in English language than those of Arts, and Science major subjects,
8. There is significant association between fathers' educational qualification and proficiency in English language of prospective teachers.
9. There is significant association between mothers' educational qualification and proficiency in English language of prospective teachers.
10. There is significant association between family annual income and proficiency in English language of prospective teachers.

Big Five Personality Factors of Prospective Teachers

A. Descriptive Analysis

1. The findings of descriptive analysis of the big five personality factors of prospective teachers are as follows:
 - i) 14.7% of them have low and 85.3% of them have high level of extroversion.
 - ii) 17.7% of them have low and 82.3% of them have high level of agreeableness.
 - iii) 15.2% of prospective teachers have low and 84.8% of them have high level of conscientiousness.

- iv) 15.9% of prospective teachers have low and 84.1% of them have high level of emotional stability.
 - v) 15.7% of prospective teachers have low and 84.3% of them have high level of openness.
- 2.
- i) 16.1% male prospective teachers have low and 83.9% of them have high level of extroversion. Among the female prospective teachers, 14.2% of them have low and 85.8% of them have high level of extroversion.
 - ii) 22.4% of male prospective teachers have low and 77.6% of them have high level of agreeableness. Among the female prospective teachers, 16.4% of them have low and 83.6% of them have high level of agreeableness.
 - iii) 14.2% of male prospective teachers have low and 85.8% of them have high level of conscientiousness. Among the female prospective teachers, 15.4% of them have low and 84.6% of them have high level of conscientiousness.
 - iv) 14.8% of male prospective teachers have low and 85.2% of them have high level of emotional stability. Among the female prospective teachers, 16.2% of them have low and 83.8% of them have high level of emotional stability.
 - v) 17.4% of male prospective teachers have low and 82.6% of them have high level of openness. Among the female prospective teachers, 15.3% of them have low and 84.7% of them have high level of openness.
- 3.
- i) 14.5 of the unmarried prospective teachers have low and 85.5 of them have high level of extroversion. Among the married prospective teachers, 15.6% of them have low and 84.4% of them have high level of extroversion.
 - ii) 16.8% of the unmarried prospective teachers have low and 83.2% of them have high level of agreeableness. Among the married prospective teachers, 22.7% of them have low and 77.3% of them have high level of agreeableness.
 - iii) 15.4% of the unmarried prospective teachers have low and 84.6% of them have high level of conscientiousness. Among the married prospective teachers, 13.7% of them have low and 86.3% of them have high level of conscientiousness.

- iv) 16.1% of the unmarried prospective teachers have low and 83.9% of them have high level of emotional stability. Among the married prospective teachers, 14.7% of them have low and 85.3% of them have high level of emotional stability.
 - v) 15.6% of the unmarried prospective teachers have low and 84.4% of them have high level of openness. Among the married prospective teachers, 16.6% of them have low and 83.4% of them have high level of openness.
4. i) 15.0% of prospective teachers from nuclear family have low and 85.0% of them have high level of extroversion. Among the prospective teachers from joint family, 10.1% of them have low and 89.9% of them have high level of extroversion.
- ii) 17.7% of prospective teachers from nuclear family have low and 82.3% of them have high level of agreeableness. Among the prospective teachers from joint family, 17.4% of them have low and 82.6% of them have high level of agreeableness.
 - iii) 14.9% of prospective teachers from nuclear family have low and 85.1% of them have high level of conscientiousness. Among the prospective teachers from joint family, 18.3% of them have low and 81.7% of them have high level of conscientiousness.
 - iv) 15.9% of prospective teachers from nuclear family have low and 84.1% of them have high level of emotional stability. Among the prospective teachers from joint family, 15.6% of them have low and 84.4% of them have high level of emotional stability.
 - v) 16.2% of prospective teachers from nuclear family have low and 83.8% of them have high level of openness. Among the prospective teachers from joint family, 10.1% of them have low and 89.9% of them have high level of openness.
5. i) Among the prospective teachers who have studied in the Tamil medium at school 15.5% have low and 84.5% of them have high level of extroversion. Among the prospective teachers who have studied in English medium at school level, 12.7% of them have low and 87.3% of them have high level of extroversion.

- ii) 18.4% of prospective teachers who have studied in the Tamil medium at school level have low and 81.6% of them have high level of agreeableness. Among the prospective teachers who have studied in the English medium at school level, 16.1% of them have low and 83.9% of them have high level of agreeableness.
 - iii) 15.1% of prospective teachers who have studied in the Tamil medium at school level have low and 84.9% of them have high level of conscientiousness. Among the prospective teachers who have studied in the English medium at school level, 15.4% of them have low and 84.6% of them have high level of conscientiousness.
 - iv) 15.7% of prospective teachers who have studied in the Tamil medium at school level have low and 84.3% of them have high level of emotional stability. Among the prospective teachers who have studied in the English medium at school level, 16.4% of them have low and 83.6% of them have high level of emotional stability.
 - v) 16.3% of prospective teachers who have studied in the Tamil medium at school level have low and 83.7% of them have high level of openness. Among the prospective teachers who have studied in the English medium at school level, 14.4% of them have low and 85.6% of them have high level of openness.
6. i) 14.5% of the Graduate qualified prospective teachers have low and 85.5% of them have high level of extroversion. Among those Post Graduate qualified, 15.7% of them have low and 84.3% of them have high level of extroversion.
- ii) 17.9% of the Graduate qualified prospective teachers have low and 82.1% of them have high level of agreeableness. Among those Post Graduate qualified, 16.7% of them have low and 83.3% of them have high level of agreeableness.
 - iii) 15.3% of the Graduate qualified prospective teachers have low and 84.7% of them have high level of conscientiousness. Among those Post Graduate qualified, 14.4% of them have low and 85.6% of them have high level of conscientiousness.
 - iv) 16.7% of the Graduate qualified prospective teachers have low and 83.3% of them have high level of emotional stability. Among those Post Graduate

qualified, 11.6% of them have low and 88.4% of them have high level of emotional stability

- v) 16.1% of the Graduate qualified prospective teachers have low and 83.9% of them have high level of openness. Among those Post Graduate qualified, 13.9% of them have low and 86.1% of them have high level of openness.
- 7
- i) 13.8% of prospective teachers who belong to Hindu religion have low and 86.2% of them have high level of extroversion. Among those who belong to Christian religion, 15.9% of them have low and 84.1% of them have high level of extroversion. Among those who belong to Muslim religion, 8.6% of them have low and 91.4% of them have high level of extroversion.
 - ii) 16.3% of prospective teachers who belong to Hindu religion have low and 83.7% of them have high level of agreeableness. Among those who belong to Christian religion, 19.2% of them have low and 80.8% of them have high level of agreeableness. Among those who belong to Muslim religion, 17.1% of them have low and 82.9% of them have high level of agreeableness.
 - iii) 13.6% of prospective teachers who belong to Hindu religion have low and 86.4% of them have high level of conscientiousness. Among those who belong to Christian religion, 16.4% of them have low and 83.6% of them have high level of conscientiousness. Among those who belong to Muslim religion, 22.9% of them have low and 77.1% of them have high level of conscientiousness.
 - iv) 14.5% of prospective teachers who belong to Hindu religion have low and 85.5% of them have high level of emotional stability. Among those who belong to Christian religion, 18.0% of them have low and 82.0% of them have high level of emotional stability. Among those belong to Muslim religion, 2.9% of them have low and 97.1% of them have high level of emotional stability.
 - v) 13.9% of prospective teachers who belong to Hindu religion have low and 86.1% of them have high level of openness. Among those who belong to Christian religion, 17.6% of them have low and 82.4% of them have high level of openness. Among those who belong to Muslim religion, 17.1% of them have low and 82.9% of them have high level of openness.

8. i) It is inferred from the above table that 14.0% of English major subject prospective teachers have low and 86.0% of them have high level of extroversion., Among those Arts major subjects, 16.3% of them have low and 83.7% of them have high level of extroversion. Among those Science and Maths major subjects, 14.8% of them have low and 85.2% of them have high level of extroversion.
- ii) 16.7% of prospective teachers of English major subject have low and 83.3% of them have high level of agreeableness. Among those Arts major subjects, 26.5% of them have low and 73.5% of them have high level of agreeableness. Among those Science major subjects, 16.4% of them have low and 83.6% of them have high level of agreeableness.
- iii) 14.9% of prospective teachers of English major subject have low and 85.1% of them have high level of conscientiousness. Among those Arts major subjects, 19.3% of them have low and 80.7% of them have high level of conscientiousness. Among those Science major subjects, 14.4% of them have low and 85.6% of them have high level of conscientiousness.
- iv) 15.1% of prospective teachers of English major subject have low and 84.9% of them have high level of emotional stability. Among those Arts major subjects, 17.5% of them have low and 82.5% of them have high level of emotional stability. Among those Science major subjects, 16.1% of them have low and 83.9% of them have high level of emotional stability.
- v) 16.4% of prospective teachers of English major subject have low and 83.6% of them have high level of openness. Among those Arts major subjects, 19.3% of them have low and 80.7% of them have high level of openness. Among those Science major subjects, 14.4% of them have low and 85.6% of them have high level of openness.

B. Differential Analysis

1. There is no significant difference between the male and the female prospective teachers in the personality factors agreeableness, conscientiousness, and emotional stability. But the calculated 't' value of personality factors, extroversion and openness (2.96, 2.91) are greater than the table value (1.96) at

0.05 level of significance. While comparing the mean scores of male and female prospective teachers, the male (Mean = 37.73, 30.05) are better than female (Men =35.92, 28.35) prospective teachers in their personality traits extroversion and openness.

2. There is no significant difference between the unmarried and the married prospective teachers in their personality factors extroversion, agreeableness, conscientiousness, and openness. But the calculated 't' value of personality factor emotional stability (2.33) is greater than the table value (1.96) at 0.05 level of significance. Thus, the result shows that there is significant difference between the unmarried and married prospective teachers in their personality factor emotional stability. While comparing the mean scores of unmarried and married prospective teachers, the unmarried (Mean = 37.57) prospective teachers are better than married (Mean = 35.90) prospective teachers in their personality trait emotional stability.
3. There is no significant difference between the prospective teachers from nuclear family and the joint family in their personality factors extroversion, agreeableness, conscientiousness and emotional stability.

But the calculated 't' value of personality factor openness (2.91) is higher than the table value (1.96) at 0.05 level of significance. When comparing the mean scores, the mean score of the prospective teachers from joint family (Mean = 30.05) is higher than those from nuclear family (Mean = 28.35). This implies that the prospective teachers from joint family are more open than those from nuclear family.

4. There is no significant difference between prospective teachers who studied in Tamil medium and English medium at school level in their personality factors agreeableness, conscientiousness, emotional stability and openness. But the calculated 't' value of personality factor extroversion (5.17) is greater than the table value (1.96) at 0.05 level of significance. Thus, the result shows that there is significant difference between who studied in Tamil medium and English medium at school level in their personality factor extroversion. While comparing the mean scores of the prospective teachers who studied in Tamil medium and English medium at school level, those who studied in Tamil

medium (Mean = 36.49) are better than those who studied in English medium (Mean = 36.39) in their personality trait extroversion.

5. There is no significant difference between the Graduate, and the Post Graduate qualified prospective teachers in their personality factors extroversion, agreeableness, conscientiousness, and openness. But the calculated 't' value of personality factor extroversion (2.90) is greater than the table value (1.96) at 0.05 level of significance. Thus, the result shows that there is significant difference between the Graduate, and the Post Graduate qualified prospective teachers in their personality factor emotional stability. While comparing the mean scores of Graduate and Post Graduate completed prospective teachers, the Post Graduate (Mean = 37.53) completed are better than Graduate (Mean = 36.18) completed in their personality trait emotional stability.
6. There is no significant difference among the prospective teachers who belong to Hindu, Christian and Muslim religion in their personality factors extroversion, conscientiousness, emotional stability and openness. But the calculated 'F' value of personality factor agreeableness (3.10) is greater than the table value (2.99) for the df 2, 1402 at 0.05 level of significance. Thus, the result shows that there is significant difference among the prospective teachers who belong to Hindu, Christian and Muslim religion in their personality factor agreeableness. The Scheffe post hoc test result from the above table indicates that the prospective teachers belonging to Hindu religion are better in the personality factor Agreeableness than the prospective teachers belonging to Christian and Muslim religion.
7. There is no significant difference among the prospective teachers from English, Arts, and Science major subject in their personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness.
8. There is no significant association between fathers' educational qualification and their big five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.

9. There is no significant association between mothers' educational qualification and their big five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.
10. There is significant association between the monthly income of family and their big five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.

Learning Styles of Prospective Teachers

A. Descriptive Analysis

1. 35.1% of prospective teachers prefer visual learning style, 46.4% of them prefer auditory learning style and 18.5% of them prefer learning style kinesthetic learning style.
2. 38.8% of the male prospective teachers prefer visual learning style, 44.8% auditory learning style and 16.4% of them prefer kinesthetic learning style. Among the female prospective teachers, 34.0% of them prefer visual learning style, 46.9% of them prefer auditory learning style and 19.1% of them prefer kinesthetic learning style.
3. 34.3% of the unmarried prospective teachers prefer visual learning style, 46.0% of them prefer auditory learning style and 19.7% of them prefer kinesthetic learning style. 39.4 married prospective teachers prefer visual learning style, 48.8% of them prefer auditory learning style and 11.8% of them prefer kinesthetic learning style.
4. 35.7% of the prospective teachers from nuclear family prefer visual learning style, 47.0% of them prefer auditory learning style and 17.3% of them prefer kinesthetic learning style. Among the prospective teachers from joint family, 27.5 % of them prefer visual learning style, 39.5% of them prefer auditory learning style and 33.0% of them prefer kinesthetic learning style.
5. 35.2% of prospective teachers, who studied in Tamil medium at school level, prefer visual learning style, 47.4% of them prefer auditory learning style and 17.4% of them prefer kinesthetic learning style. Among those who studied in English medium at school level, 34.7% of them prefer visual learning style,

43.9% of them prefer auditory learning style and 21.4% of them prefer kinesthetic learning style.

6. 34.6% Graduate qualified prospective teachers prefer visual learning style, 46.3% of them prefer auditory learning style and 19.2% of them prefer kinesthetic learning style. 38.0% of Post Graduate qualified prospective teachers prefer visual learning style, 47.2% of them prefer auditory learning style and 14.8% of them prefer kinesthetic learning style.
7. 54.3% of prospective teachers who belong to Hindu religion, prefer visual learning style, 19.1% of them prefer auditory learning style and 26.6% of them prefer kinesthetic learning style. 15.8% of prospective teachers who belong to Christian religion prefer visual learning style, 76.5% of them prefer auditory learning style and 7.7% of them prefer kinesthetic learning style. 22.9% of prospective teachers who belong to Muslim religion prefer visual learning style, 14.3% of them prefer auditory learning style and 62.8% of them prefer kinesthetic learning style.
8. 28.0% of prospective teachers who have chosen English as their major subject prefer visual learning style, 44.2% of them prefer auditory learning style and 27.8% of them prefer kinesthetic learning style. Among those Arts major subject prospective teachers, 42.2% of them prefer visual learning style, 35.5% of them prefer auditory learning style and 22.3% of them prefer kinesthetic learning style. Among those Science major subjects prospective students 39.0% of them prefer visual learning style, 50.8% of them prefer auditory learning style and 10.2% of them prefer kinesthetic learning style.

B. Differential Analysis

1. There is no significant difference between the male and the female prospective teachers in their visual learning style, auditory learning style and kinesthetic learning style.
2. There is no significant difference between the unmarried and the married prospective teachers in their visual learning style, auditory learning style and kinesthetic learning style.

3. There is no significant difference between the prospective teachers from nuclear and the joint family in their visual learning style, and kinesthetic learning style. But there is significant difference between the prospective teachers from nuclear and joint family in their auditory learning style. While comparing the mean scores of them, the mean score of the prospective teachers from joint family (Mean=14.19) and the nuclear family (Mean=13.21), it reveals that the prospective teachers from joint family prefer the auditory learning style more than those from nuclear family.
4. There is no significant difference between prospective teachers who have studied in Tamil medium and English medium at school level in their visual learning style, auditory learning style and kinesthetic learning style.
5. There is no significant difference between Graduate, and Post Graduate qualified prospective teachers in the visual, auditory and kinesthetic learning style.
6. There is no significant difference among the prospective teachers who belong to Hindu, Christian and Muslim religion in their visual learning style and kinesthetic learning style.

But there is significant difference among the prospective teachers who belong to Hindu, Christian and Muslim religion in their auditory learning style. The Scheffe post hoc test result reveals that the prospective teachers who belong to Muslim religion are dominating in auditory learning style than the Christian and the Hindu prospective teachers.

7. There is no significant difference among the prospective teachers from English, Arts, and Science major subject in their visual learning style and kinesthetic learning style.

But there is significant difference among the prospective teachers from English, Arts, and Science major subject in their auditory learning style. The Scheffe post hoc test result reveals that the English major subject prospective teachers are dominating in the auditory learning style than the Arts, and the Science subjects prospective teachers.

8. There is no significant association between fathers' educational qualification of prospective teachers and their visual learning style, auditory learning style and kinesthetic learning style.
9. There is no significant association between mothers' educational qualification of prospective teachers and their visual learning style, auditory learning style and kinesthetic learning style.
10. There is no significant association between the monthly income of family of prospective teachers and their visual learning style, auditory learning Style, and kinesthetic learning style.

Correlation Analysis

1. There is significant positive correlation between proficiency in English language and big five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.
2. There is significant positive correlation between visual learning style and big five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.
3. There significant positive correlation between auditory learning style and big five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.
4. There is no significant correlation between kinesthetic learning style and big five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.
5. There is no significant correlation between proficiency in English language and auditory learning style, and kinesthetic learning style of prospective teachers.

But that there is significant positive correlation between proficiency in English language and visual learning style of prospective teachers

Regression Analysis

There is significant influence of Big Five personality factors and learning styles on proficiency in English language of prospective teachers. Among the Big Five

factors, agreeableness (21.99) has got the highest significant influence on Proficiency in English language of prospective teachers. Among the learning styles, visual learning style (10.55) has got highest significant influence on proficiency in English language of prospective teachers. On the whole, agreeableness (21.99) has got the highest influence on proficiency in English language of prospective teachers.

Factor Analysis

The factor analysis of the correlation matrix for big five personality factors, learning style and proficiency in English language yields a single factor with considerable factor loading; which has the factor loading of big five personality factors extroversion, agreeableness, conscientiousness, emotional stability, openness, visual learning style, auditory learning style kinesthetic learning style and proficiency in English language. The factor for the study has been identified as ‘Extro-visual Proficiency’.

5.02 Interpretations

Proficiency in English language of prospective teachers

Descriptive Analysis

The descriptive analysis shows that the proficiency in English language of prospective teachers at moderate level is 52.7%, which is a large percentage; whereas the proficiency in English language of prospective teachers at low level is 24.4% and high level is 22.8%. This reveals prevalence of moderate level of proficiency in English among the prospective teachers on the whole sample. This may be due to the fact that the prospective teachers may have concentrated more on passing the examinations by securing the minimum fixed level for promotion rather than understanding the real objective behind teaching and learning English. Besides they may not have given due importance to being proficient users of English rather being content with their maintaining their standard. Hence is the moderate level of proficiency in English among the prospective teachers.

Differential Analysis

There is significant difference between the unmarried and the married prospective teachers in their proficiency in English language. The unmarried (Mean=37.57)

prospective teachers are better than the married prospective teachers (Mean = 35.90) in their proficiency in English language. This may be due to the fact that the unmarried prospective teachers may be doing their B.Ed. without any break of studies. So their knowledge and skill would be afresh. Whereas in the case of married prospective teachers many would be continuing their B.Ed. after a gap of some years and in those years of gap they might have forgotten the learned skills due to disuse. Apart from that due to their family responsibilities they may not be able to concentrate on learning like the unmarried. Hence the unmarried prospective teachers are better than the married prospective teachers in their proficiency in English language.

There is significant difference between prospective teachers who have studied in the Tamil medium and the English medium at school level in their proficiency in English language. The prospective teachers who studied in English medium (Mean=39.39) at school level are better than the prospective teachers who studied in Tamil medium (Mean=36.49) at school level in their proficiency in English language. This may be due to the fact that those who studied in English medium in their school days had studied all their subjects in English. Their teachers also should have handled all the subjects in English. This exposure to English in the classroom would have contributed a lot for them to be proficient in English during their B.Ed. programme too. Those who studied in Tamil medium at their school level may not have had this exposure to English. Hence the prospective teachers who studied in English medium at school level are better than the prospective teachers who studied in Tamil medium at school level in their proficiency in English language.

There is significant difference between the Graduate, and the Post Graduate qualified prospective teachers in their proficiency in English language. The Post Graduate qualified prospective teachers (Mean = 37.53) are better than the Graduate qualified (Mean = 36.18) in their proficiency in English language. This may be due to the fact that the Post Graduate completed prospective teachers might have learnt more that contributes to be proficient in English in terms of vocabulary, reading, writing, speaking, interacting academically and socially than the Graduate completed students. Further Post Graduate completed prospective teachers due to their age, maturity and responsibility would have taken up their studies more seriously than the Graduate

completed students. Hence the Post Graduate qualified prospective teachers are better than the Graduate qualified in their proficiency in English language.

There is significant difference among the English, the Arts, and the Science subject prospective teachers in their proficiency in English language. The Scheffe post hoc test result reveals that the English major subject prospective teachers are better in their proficiency in English language than the Arts major, and Science major prospective teachers. This may be due to the fact that the prospective teachers belonging to English major subject have studied English for three years at their undergraduate level. During their under graduation studies they would have studied and almost mastered that are essential for them to be proficient at English. Besides they would have learnt the grammar that forms the basis for not speaking without mistakes and to be proficient in English. In case of non-English major students, be it Arts major group students or Science major major students, this is not the case. These students would have studied and concentrated more on their major subject but not on English language. Hence the English major subject prospective teachers are better in their proficiency in English language than the Arts major, and Science major prospective teachers.

There is significant association between fathers' educational qualification and proficiency in English language of prospective teachers. This may be due to the fact that in developing the knowledge, skill and attitude, a father's love and care has got a real impact. A child who is cared by a father is gifted and its achievements will be remarkable. Contrary to it, a child who lacks father's love and care will be struggling to come up in life. In this situation, if a father's educational qualification is more, then his child's achievements will also be more because of better guidance and assistance in learning. A father who is more educated will be more proficient in English than the less educated and this is reflected in proficiency in English of their sons and daughters. Hence there is significant association between fathers' educational qualification and proficiency in English language of prospective teachers.

There is significant association between mothers' educational qualification and proficiency in English language of prospective teachers. This may be due to the fact that in developing the skills of a child, be it a language skill or a life skill, a mother's education impacts a lot. An educated mother could teach the grammar and clarify the

doubts of her kids and could help them in improving the proficiency in English. Further a mother who is good at English would motivate their kids in their studies to learn English better realizing its importance. But this may not be the case of an uneducated mother and this would eventually reflect in their children. Hence, there is significant association between mothers' educational qualification and proficiency in English language of prospective teachers.

There is significant association between family annual income and proficiency in English language of prospective teachers. This may be due to the fact that economically well-off parents are in a position to spend money on education of their children in English medium schools that helps a lot in improving the proficiency of English. Besides they could afford to send their children to extra coaching classes either in the centers or at home itself. Hence there is significant association between family annual income and proficiency in English language of prospective teachers.

Big Five Personality Factors of Prospective Teachers

Descriptive Analysis

The descriptive analysis of the big five personality factors shows that a large percentage (85.3%) of them have high level, and 14.7% have low level of extroversion; A large percentage (82.3%) of them have high level and 17.7% have low of agreeableness; A large percentage (84.8%) of them have high level and 15.2% have low level of conscientiousness; A large percentage (84.1%) of them have high level and 15.9% have low level of emotional stability; A large percentage (84.3%) of them have high level and 15.7% have low level of openness. This shows in total the level of prospective teachers in the big five personality factors namely (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness is high. This may be due to the fact that personality can be developed and the prospective teachers having studying educational psychology in the B.Ed. programme may have taken efforts to improve it. Besides they might have been guided by the psychology professors to improve their personality. Further the atmosphere that prevails in the colleges of education and in the schools where they go for teaching practice should have been great help to nurture the basic Big Five personality factors extroversion,

agreeableness, conscientiousness, emotional stability, and openness. Hence the level of majority of prospective teachers in the Big Five personality factors is high.

Differential Analysis

A significant difference was found between the male and the female prospective teachers in the personality factors extroversion and openness, but not in the other personality factors, agreeableness, conscientiousness, emotional stability. The male prospective teachers (Mean = 37.73, 30.05) are better than the female prospective teachers (Mean = 35.92, 28.35) in the personality factor extroversion and openness. This may be due to the fact male prospective teachers at this grown-up age are bolder and they would like to assert what they think and feel. The society, in general, is male-dominant and it is a common practice that male take-up the works outside the home and the female take-up the works inside the home, and this practice makes the male prospective teachers to be better in extroversion and openness than the female prospective teachers. Hence the male prospective teachers are better than the female prospective teachers in the personality factor extroversion and openness.

A significant difference was found between the unmarried and the married prospective teachers in the personality factor emotional stability but not in extroversion, agreeableness, conscientiousness, and openness. The unmarried prospective teachers (Mean = 37.57) are better than the married prospective teachers (Mean = 35.90) in their personality factor emotional stability. This may be due to the fact that the unmarried prospective teachers have lesser problems than the married prospective teachers. The married are more disturbed emotionally owing to the number of problems that they face in the family life and their multiple commitments in life that disturbs their emotional stability. But the unmarried prospective teachers do not have such commitments and responsibilities. Hence the unmarried prospective teachers are better than the married prospective teachers in their personality factor emotional stability.

A significant difference was found between prospective teachers from the nuclear family and the joint family in the personality factor openness, but not extroversion, agreeableness, conscientiousness, and emotional stability. The joint

family prospective teachers (Mean = 30.05) are better than the nuclear family (Mean = 28.35) in their personality factor openness. This may be due to the fact that the joint family prospective teachers have got more social support and they have a strongly feeling of togetherness as they enjoy a wider and thicker bond of relationship with kith and kin. This gives them the courage to openly express their views and feelings. Hence the joint family prospective teachers are better than the nuclear family prospective teachers in their personality factor openness.

A significant difference was found between the prospective teachers who studied in Tamil medium and English medium at school level in their personality factor extroversion, but not in agreeableness, conscientiousness, emotional stability and openness. The prospective teachers who studied in Tamil medium (Mean = 36.49) at school level are better than those who studied in English medium (Mean = 36.39) in their personality factor extroversion. This may be due to the fact that prospective teachers who studied in English medium may have been brought up in a more protective and more caring by their family members. This overprotectiveness may have given them to be cautious in their speaking and doing of all the activities and this feeling that they should be careful in their doings may have prevented them from being more extroverts. But this may not be the case with the regard to the prospective teachers who have studied in Tamil medium. These students may not have been brought up in an overprotective familial environment. Hence, the prospective teachers who studied in Tamil medium at school level are better than those who studied in English medium in their personality factor extroversion.

A significant difference was found between the Graduate and Post Graduate completed prospective teachers in their personality factor emotional stability, but not in extroversion, agreeableness, conscientiousness, and openness. The Post Graduate completed prospective teachers (Mean = 37.53) are better than Graduate (Mean = 36.18) completed prospective teachers in their personality factor emotional stability. This may be due to the fact that the Post Graduate completed prospective teachers are more aged and more experienced than the Graduate completed prospective teachers, and this would naturally give the Post Graduate prospective teachers the skill of thinking steadily and reasonably than the Graduate prospective teachers. Hence the Post

Graduate completed prospective teachers are better than the Graduate completed prospective teachers in their personality factor emotional stability.

A significant difference was found among the prospective teachers who belong to Hindu, Christian and Muslim religion in their personality factor agreeableness. The Scheffe post hoc test result reveals that the prospective teachers belonging to the Hindu religion are better in the personality factor agreeableness than the prospective teachers belonging to Christian and Muslim religion. This may be due to the fact that by and large the Hindu religion is a nature-based religion and it has a more sense of tolerance, and it has not shown any intolerance towards other religions. This develops indirectly the sense of going in harmony with other people without being in clash with the others, and this would naturally promote a sense of agreeableness in their mind set. Hence the prospective teachers belonging to the Hindu religion are better in the personality factor Agreeableness than the prospective teachers belonging to the Christian and the Muslim religion.

There is significant association between the monthly income of family and their big five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers. This may be due to the fact that in this modern world of commercialization money is one of the deciding factors and role in developing skills or knowledge or personality cannot be underestimated. The prospective teachers from the financially rich background would not be shy and would be more courageous for being backed up with the necessary support at all levels. Besides they might have studied in a school of high standard that might have given them good proficiency in English. Their way of presenting themselves in the public places may be more assertive and showy. All these factors might have contributed to be at the high level. Contrary to it the prospective teachers from the low economic background with low monthly income may be struggling to meet their academic and social needs that might create an attitude to be calm, alone and in a state of indecisiveness and so they may have the low of personality traits. Hence there is significant association between the monthly income of family and their big five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.

Learning Styles of Prospective Teachers

Descriptive Analysis

The descriptive analysis on the learning styles of prospective teachers show that majority (46.4%) prefer auditory learning style, 35.1% of them prefer visual learning style, and 18.5% of them prefer kinesthetic learning style. This reveals that the predominant style found among the prospective teachers is the auditory learning style, followed by visual learning style and the least preferred is the kinesthetic learning style. This finding agrees with and supports the finding of Cekiso (2011) who found that the majority of B.Ed. students preferred the auditory learning style, based on the study on learning styles using VAK Learning Style Inventory. It is also supported in the study of Dewi (2013) whose study reveal that auditory is the most frequently preferred learning style. This may be due to the fact that prospective teacher who are doing B.Ed. to a large extent depend on the lectures given by the professors and in those classroom teaching-learning process auditory learning style is the most fitting and effective one among the VAK learning styles. Further the seminar classes handled in the colleges of education also adopts auditory learning style. More over the students also have habit of learning from the peer group especially before the examination times and in this style of learning too auditory learning style is adopted. Hence the predominant style found among the prospective teachers is the auditory learning style.

Differential Analysis

There is significant difference between the nuclear and the joint family prospective teachers in their auditory learning style. While comparing the mean scores of nuclear and joint family prospective teachers, the joint family prospective teachers (Mean=14.19) prefer auditory learning style than nuclear family (Mean = 13.21) prospective teachers. This may be due to the fact that in a joint family there would be more interactions, sharing, and discussions and on all these occasions they have to listen carefully what is said and to respond appropriately for the smooth flow of the interactions, This would give them a better auditory listening skill that would have been applied in the learning contexts, leading to better in auditory learning style. Hence, the joint family prospective teachers prefer auditory learning style than nuclear family prospective teachers.

There is significant difference among the prospective teachers who belong to Hindu, Christian and Muslim religion teachers in their auditory learning style. The Scheffe post hoc test result reveals that the prospective teachers who belong to Muslim religion prefer auditory learning style more than the Christian and the Hindu prospective teachers. This may be due to the fact that the brotherhood and listening to the religious practices is more rigorous among the Muslim community than their counterparts. The situations that have exposed them to the more listening situations in their religious and other contexts might have made them to be good at auditory listening. This would have been applied in their learning styles too. Hence, the prospective teachers who belong to Muslim religion prefer auditory learning style than the Christian and the Hindu prospective teachers.

There is significant difference among the English, the Arts, and the Science subject prospective teachers in their auditory learning style. The Scheffe post hoc test result reveals that the English major subject prospective teachers prefer the auditory learning style than the Arts, and the Science subjects prospective teachers. This may be due to the fact that the most commonly used teaching style adapted in English teaching is lecture method. During the lectures, the students have to be often passive and they have to listen, hear and understand the discourse of their teachers. This continuous exposure to listening and understand would have made them to adapt auditory listening site in their studies. Hence, the English major subject prospective teachers prefer the auditory learning style than the Arts, and the Science subjects prospective teachers.

Correlation Analysis

A significant positive correlation exists between proficiency in English language and big five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers. This may be due to the fact that personality is the total expression of an individual that includes the ability to communicate. Communication has a great influence on raising the image of one's personality and in deciding the personality these big five traits have a great influence. Hence a significant positive correlation exists between proficiency in English language and big five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers.

A significant positive correlation exists between visual learning style and big five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers. This may be due to the fact that the first and the basic common man's learning and understanding the environment is observation using their visual medium.

A significant positive correlation exists between auditory learning style and big five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers. This may be due to the fact that listening to others and responding to others appropriately in the classroom and learning contexts have a larger say in boosting the personality of the individual and hence there is a significant correlation between auditory learning style and the big five personality factors of prospective teachers.

No significant correlation was found between kinesthetic learning style and big five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers. This may be due to the fact that as far as language learning is concerned the sense of touching has a lesser role. Hence there is no significant correlation was found between kinesthetic learning style and big five personality factors of prospective teachers.

A significant positive correlation was found between proficiency in English language and visual learning style of prospective teachers, and not with auditory and kinesthetic learning styles. This may be due the fact that the visual sense is more used in the leaning in the classroom for all the subjects. It needs to be more used in the English class as the teachers use the blackboard more for teaching the vocabulary, spelling and sentence construction. The students too copy them in the notebook and use it for self-learning purpose at home and for peer-learning in the class. Because of the constant use of visual learning style there is a significant correlation between proficiency in English language and visual learning style of prospective teachers.

Regression Analysis

There is significant influence of Big Five personality factors and learning styles on proficiency in English language of prospective teachers. Among the Big Five factors,

agreeableness (21.99) has got the highest significant influence on Proficiency in English language of prospective teachers. Among the learning styles, visual learning style (10.55) has got highest significant influence on proficiency in English language of prospective teachers. On the whole, agreeableness (21.99) has got the highest influence on proficiency in English language of prospective teachers. This may be due to proficiency in English language is a skill, a social-interactive skill and needs to be developed little by little by practice. The continuous usage of English, in spite of the errors committed in the process of learning, will be of immense value in making English language learner proficient and the use of English by these prospective learners is much dependent on their personality and their learning styles. A prospective teacher with an influencing Big Five personality factors adapting appropriate learning styles will be good at the level of proficiency in English language. Hence there is significant influence of Big Five personality factors and learning styles on proficiency in English language of prospective teachers.

Factor Analysis

The factor analysis of the correlation matrix for big five personality factors, learning style and proficiency in English language yields a single factor with considerable factor loading; which has the factor loading of big five personality factors extroversion, agreeableness, conscientiousness, emotional stability, openness, visual learning style, auditory learning style kinesthetic learning style and proficiency in English language. Among them, extroversion, visual learning style, and proficiency in English language have extremely high presence and that factor has been identified as ‘Extro-visual Proficiency’. The Figure 4.31 shows the graphical representation of factor loading of Big Five personality factors, VAK learning styles and proficiency in English language of prospective teachers.

5.03 Recommendations

The investigator offers the following recommendations on the basis of the findings arrived at to improve the proficiency in English language, big five personality factors and learning styles of prospective teachers.

1. The percentage analysis reveals that the proficiency in English language of majority of the prospective teachers is found to be at an average level and in the context of globalization and internationalization of education this level is not satisfactory. So efforts should be made from the part of the government and the administrators to improve and raise the level of proficiency in English. The prospective teachers also should take personal interest to improve their standard of English realizing their future responsibility.
2. The study reveals that the married prospective teachers' proficiency in English is lower than the unmarried and so to improve the proficiency level among the married prospective teachers special efforts like conducting intensive crash course may be arranged.
3. The study reveals that the prospective teachers' proficiency in English is lower among those who had studied in the Tamil medium at school level and so such students can be given special assistance by way of conducting evening special classes.
4. The study reveals that the Graduate qualified prospective teachers' proficiency level is lower than the Post Graduate qualified and so to improve the proficiency in English the postgraduates may be motivated to help and guide the Graduate students.
5. The Scheffe post hoc test result reveals that the English subject prospective teachers are better in their proficiency in English language than the Arts, and Science major subject prospective teachers. So the non-English major prospective teachers could be given special attention by the teachers, parents and administrators to help them in improving their proficiency in English.
6. The study reveals that there is significant association between fathers' educational qualification, mothers' educational qualification, and family annual income and proficiency in English language of prospective teachers. This strongly asserts the need to have a good learning atmosphere at home and so seminars and Parent Teachers Meetings could be organized to motivate the parents in helping their children to improve their proficiency in English.
7. The study reveals that the male prospective teachers are better than female prospective teachers in their personality traits extroversion and openness and so

female prospective teachers can be given counselling to be more extrovert and open that could contribute in improving their proficiency in English.

8. The study reveals that the unmarried prospective teachers are better than married prospective teachers in their personality trait emotional stability. It suggests that the married are less emotionally stable and so they may be taught to handle emotions smooth by personal and group guidance.
9. The study reveals that there is significant positive correlation between proficiency in English language and big five personality factors extroversion, agreeableness, conscientiousness, emotional stability and openness of prospective teachers. So efforts may be taken to improve the proficiency level among the prospective teachers so that they develop the Big Five traits and improve their personality.
10. The study reveals a significant positive correlation between proficiency in English language and visual learning style of prospective teachers suggesting that the prospective teachers may be taught and motivated to study more using visual learning style techniques.
11. The study reveals that the big five personality factors and learning styles significantly influence proficiency in English language of prospective teachers. So seminars, workshops and symposiums may be organized to improve good personality traits and adapt appropriate learning styles.

5.04 Suggestions for Further Research

The investigator suggests the following related topics for further research based on the observations, experiences and expectations in the research endeavour as an extension of the research.

1. Proficiency in English of In-service and Pre-service Teachers: A comparative Study
2. Proficiency in English of Government, Aided and Self-financed School Teachers: A Comparative Study
3. Proficiency in English of the Students Studying in the State Board, CBSE, and ICSE Syllabus
4. Factors Affecting Proficiency in English: Perspectives of Students, Teachers and Parents

5. Determinants of English Language Proficiency of L2 Learners: A Case Study.
6. Effectiveness of Translation Method, Bilingual Method and Direct Method of ELT on Proficiency in English of High School Students: An Experimental Study.
7. The Effect of Self-regulated Learning, Peer-assisted Learning, and Teacher-Assisted Learning on English Language Learners
8. English Teaching and Learning Strategies in Secondary Schools: An Explorative Study
9. Anxiety and Stress Management of Slow Learners in English
10. Effectiveness of Intervention Programmes on Academic Achievement in English of School Students
11. The study may be undertaken to find out the genuineness of speculative reasons given for various findings of this study.

5.05 Conclusion

“Worldwide there is a shortage of well trained teachers” (<http://en.unesco.org/themes/teachers>) and the teachers lacking adequate training and required skills can’t discharge their professional responsibility of teaching effectively. A failure teacher and teaching is a national loss, and is highly student-damaging. Successful teaches needs to be good at subject content knowledge and instructional language. English has occupied an important and inevitable place in the Indian educational system and all teachers have to be fairly good at English for making their students successful in education and in life. “School-leavers who are not adequately trained in English language are always at a handicap in the world of higher education” (NKC: Report to the nation, 2009, p. 27) and training the school-leavers in English is a ventured responsibility of the 68,924 full-time and 1,367 para-teachers school teachers (<https://data.gov.in/catalog/teachers-position-differentcategoriesschoolsprovisionaldata>) who are working in the upper primary schools of Tamil Nadu State. It becomes, in this context, mandatory that prospective teachers are trained well in English during their pre-service B.Ed. programme. Their difficulties and deficiencies in being fluent and accurate in English would in certain affect their overall proficiency and continue to thorn them. Having “command over the English language is a most important determinant of access to

higher education, employment possibilities and social opportunities” (NKC: Towards a knowledge society, 2009, p. 2) is imperative.

Proficiency in English language, personality factors and learning styles are inter-related, inter-affecting and mutual-supportive factors. The findings of the research investigation carried out on proficiency in English language of prospective teachers in relation to the Big Five personality factors and learning styles reveal that the majority of the level of majority of prospective teachers trainees is moderate, suggesting that efforts have to be made to improve their proficiency to high level. The correlational findings that there is significant relationship between proficiency in English language and Big Five personality factors and learning styles, and that proficiency in English language is influenced by the Big Five factors, and visual learning style and auditory learning style, calls for developing these Big Five factors and promote visual and auditory learning styles. Its educational implication advocating the teachers to use visual and auditory mode of teaching more in congruence with the preferred learning styles, and develop Big Five personality traits of the prospective teachers to improve their proficiency in English language remains valid and valuable for the teaching-learning community.

Taking efforts to implement the findings of this timely and need-based study, though may be challenging, would benefit the students No doubt, the teachers who have really taught English and improved the standard of English are remembered life-long with gratitude and appreciation by their students and this research could throw a ray of light in achieving this desired learning outcome since learning “is a matter of immense significance to students, parents, teachers, educationalists and policy makers” (NCERT, 2015, [preface]).

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1. Area of the Study
2. Personal Data Form
- 3a. Proficiency in English Language Test [Preliminary Draft]
- 3b. Proficiency in English Language Test [Final Draft]
- 3c. Proficiency Test in English – Answer Key
- 4a. Big Five Inventory [Preliminary Draft]
- 4b. Big Five Inventory [Final Draft]
5. VAK Learning Styles Self-Assessment Questionnaire

Area of the Study



Appendix 2

Dear prospective teachers,

Greetings. I am doing my PhD at N.V.K.S.D. College of Education on the title '*Proficiency in English Language of Prospective Teachers in Relation to the Big Five Personality Factors and Learning Styles*'. I request you to provide the details required in the 'Personal Data Form' and answer the items given in the enclosed 'Research Tools'. Your data will be kept confidential and used only for my research purpose and not for any other, I assure. Thank you.

Dr. B. C. Sobha
Research Supervisor

Mr. A. John Lawrence
Researcher

Part 1
PERSONAL DATA FORM

(Please fill in the following and put tick () mark wherever necessary)

1. Name of the College :
2. Gender : Male Female
3. Marital Status : Unmarried Married
4. Type of Family : Nuclear Joint
5. Medium of Instruction at School : Tamil English
6. Educational Qualification : Graduate Post Graduate
7. Religion : Hindu Christian Muslim
8. Major Subject (Optional-1) : English Arts Science
9. Father's Educational Qualification : Illiterate School College
10. Mother's Educational Qualification : Illiterate School College
11. Monthly Income of the Family : Below Rs.10,000/-
 Rs. 10,001 to Rs. 30,000/-
 Above Rs. 30,000/-

Tool 1

Proficiency in English Language Test [Preliminary Draft]

Directions: Read the given questions carefully and answer them as directed.

I. The four types of sentences in English are mixed up and given below. Identify the type of sentence and write in the space given.

1. Oh, how hot it is!
2. Please, give me your pen.
3. Where did the crocodile live?
4. Chennai is the capital of Tamil Nadu.
5. There was no rain for a year.
6. Don't play in the rain.
7. Have you visited a zoo?
8. When will you complete it?
9. India is my nation.
10. What a simple question it is!

II. Convert the following sentences into Negative.

1. Children like to read science fiction.
 - a) Children doesn't to read science fiction.
 - b) Children don't like to read science fiction.
 - c) Children will not like to read science fiction

2. Dogs bark at strangers.
 - a) Dogs ever bark at strangers.
 - b) Dogs don't bark at strangers.
 - c) Dogs won't bark at strangers

3. Take the tablets regularly.
- a) Don't take the tablets regularly.
 - b) Always take the tablets regularly.
 - c) You should never take the tablet regularly.
4. The boys are playing football interestingly.
- a) The boys are not playing football interestingly.
 - b) The boys do not play football interestingly.
 - c) The boys will not be playing football interestingly.
5. She is my English teacher.
- a) She was my English teacher.
 - b) She has never been my English teacher.
 - c) She is not my English teacher.
6. We have reached the railway station on time.
- a) We had not reached the railway station on time.
 - b) We have reached not the railway station on time.
 - c) We have not reached the railway station on time.
7. I enjoy playing with kids.
- a) I do not enjoy playing with kids.
 - b) I enjoy not playing with kids.
 - c) I am not enjoying playing with kids.
8. Let him go.
- a) Let him no go.
 - b) Let him not go.
 - c) Let him do not go.
9. They have a car.
- a) They have not a car.
 - b) They had not a car.
 - c) They don't have a car.
10. Is it good for health?
- a) Is it not good for health?
 - b) Does it not good for health?
 - c) Won't it be good for health?

III. Look at the following pictures and fill in the blanks with suitable prepositions.

1.



The swing is hanging the tree.

2.



They are fighting each other.

3.



There is a sparrow sitting the branch of a tree.

4.



The friends are sitting the table.

5.



He is holding a book his hands.

6.



The athlete jumps the hurdle.

7.



This ancient bridge was built the river.

8.



The umbrella is the dustbin.

9.



The computer is the man.

10.



A man is knocking the door.

IV. Fill in the blanks with the correct tense of the verbs given with the brackets.

1. My father (read) newspaper regularly in the morning.
a) read b) is reading c) reads
2. I (finish) my exams last month.
a) finish b) was finishing c) finished
3. The teacher (enter) the class just now.
a) entered b) has entered c) enters
4. We (live) in this house since 2005.
a) are living b) have been living c) lived
5. When we reached the station, the train (leave) already.
a) had left b) left c) has left
6. I (do) my third year B.A. in the university department now.
a) have done b) am doing c) does
7. My grandmother always (complain) about her health.
a) complaining b) Complains c) has been complaining
8. In these days several meetings (be) conducted in this community hall.
a) were b) are c) will be
9. She..... (come) tomorrow morning to meet me.
a) will have come b) was coming c) will come
10. If I had money, I (buy) that new car.
a) will buy b) would buy c) would have bought

V. Tick (✓) whether the underlined words in the following sentences are Adjectives or Adverbs.

1. Kolkata is a large city

Adjective	Adverb
-----------	--------

2. He was certainly angry.

Adjective	Adverb
-----------	--------

8. Pass me the salt,?
 a) can't you? b) will you? c) won't you?
9. Let us have our dinner,?
 a) shall we? b) shall not we? c) shan't we?
10. She never invites us to her house,?
 a) does she? b) doesn't he? c) will she?

VII. Find out the sentence pattern of the given sentences.

1. The stars twinkle in the sky at night.
 a) Subject + Verb + Adject + Adjunct
 b) Subject + Verb + Object + Adjunct
 c) Subject + Verb + Complement
2. Man hunts animals mercilessly.
 a) Subject + Verb + Object
 b) Subject + Verb + Object + Adjunct
 c) Subject + Verb + Object + Complement
3. The earth is a ball in the space.
 a) Subject + Verb + Direct Object + Indirect Object
 b) Subject + Verb + Object + Adjective
 c) Subject + Verb + Complement + Adjunct
4. Technology has made man's life very comfortable.
 a) Subject + Verb + Object + Adjunct
 b) Subject + Verb + Indirect Object + Adjunct
 c) Subject + Verb + Object + Adjunct
5. Trees give us fruits year after year.
 a) Subject + Verb+ Object + Complement
 b) Subject + Verb+ Indirect Object + Direct Object + Adjunct
 c) Subject + Verb+ Complement
6. Due to gravity, the Earth could hold everything.
 a) Subject + Verb+ Object + Complement
 b) Adjective + Subject + Verb+ Indirect object.
 c) Adjunct + Subject + Verb+ Object

7. In this lesson, Gaia tells man her tale.
a) Adjunct + Subject + Verb + Indirect Object + Direct Object
b) Adjective+ Subject + Verb + object
c) Subject + Verb +object
8. We always work hard.
a) Subject + Complement + Verb + Object
b) Subject + Adjunct + Verb + Adjunct
c) Subject + Verb + Adverb
9. Arun's answer is almost right.
a) Subject + Verb + Complement
b) Subject + Verb + Adjective
c) Subject + Verb + Adjunct + Complement
10. The Americans have sent a rocket to the Mars.
a) Subject + Verb + Object
b) Subject + Verb + Object + Compliment
c) Subject + Verb + Object + Adjunct

VIII. Change the following sentences into Indirect Speech.

1. The teacher said to the class, "The stars seem smaller than the sun."
a) The teacher told the class that the stars are smaller than the sun.
b) The teacher said to the class that the stars seem smaller than the sun.
c) The teacher told the class that the stars seem smaller than the sun.
2. The policeman said to the boy, "Stop your scooter. Show me your license."
a) The policeman asked the boy to stop his scooter and show him his license.
b) The policeman ordered the boy to stop his scooter and show him his license.
c) The policeman said to the boy whether to stop his scooter and show him his license.
3. Priscilla said to Solomon, "When are you going to the park?"
a) Priscilla asked Solomon when he was going to the park.
b) Priscilla said to Solomon when he was going to the park.
c) Priscilla asked Solomon when he will be going to the park.

4. Nandhini said to Arul, "I am going to the market now."
a) Nandhini told Arul that she was going to the market now.
b) Nandhini said to Arul that she was going to the market then.
c) Nandhini told Arul that she was going to the market then.
5. The doctor asked the patient, "Do you smoke?"
a) The doctor asked the patient do you smoke ?
b) The doctor asked the patient whether/if he smoked.
c) The doctor asked the patient that did he smoke.
6. What a beautiful view it is!" said my friend.
a) My friend exclaimed that it was a very beautiful view.
b) My friend exclaimed that it is a very beautiful view.
c) My friend wondered what a beautiful view it is!
7. The teacher said to the boy, "Why are you late?"
a) The teacher asked the boy why you are late.
b) The teacher said to the boy why he was late.
c) The teacher asked the boy why he was late.
8. Peter said to me, "Are you busy today?"
a) Peter asked me whether I was busy today.
b) Peter asked me whether I was busy that day.
c) Peter said to me whether I was busy that day.
9. "Please, don't make so much noise", Judith said to the class.
a) Judith requested the class not to make so much noise.
b) Judith said to the class do not make so much noise, please.
c) Judith asked the class not to make so much noise.
10. The leader said to the shouting boys, "Keep quiet".
a) The leader ordered the shouting boys to keep quiet.
b) The leader ordered the boys keep quiet.
c) The leader requested the boys to keep quiet.

IX. Fill in the blanks with the suitable Degree of Comparison.

1. This is the (delicious) dish that I have ever tasted.
a) delicious b) more delicious c) most delicious

2. Mosquitoes are (prevalent) here than in any other area.
a) prevalent b) most prevalent c) more prevalent

3. Your choice is..... (good) mine.
a) good b) better than c) best

4. She proves to be the (worthy) candidate of all for the award.
a) worthy b) worthiest c) worthier

5. The rose is (attractive)than most other flowers.
a) more attractive b) attractive c) most attractive

6. The impact of a cyclone is (severe) than that of an earthquake.
a) more severe b) severe c) very severe

7. Chandra's handwriting is (good) than that of Sona.
a) good b) better c) bad

8. This year's question paper is (easy) than last year's question paper.
a) very easy b) easier c) easiest

9. A cell phone is (costly) than an i-pod.
a) costly b) cost c) costlier

10. Are you (interested) in drawing than in singing?
a) interested b) most interested c) more interested

X. Correct the mistakes in the following sentence and rewrite.

1. Where you are going?

.....

2. She have been studying seriously.

.....

3. One of boy is absent.

.....

4. You did not watch the T.V. programme?

.....

5. I can able to speak good English.

.....

6. You like Chinese food?

.....

7. Who know the answer?

.....

8. Good teachers are remember forever.

.....

9. If you run fast, you would win the prize.

.....

10. How long the train takes to reach Chennai?

.....

XI. Complete the dialogue, imagining that you are meeting your friend after a long time.

Rony : Hello Tony, how are you?

Tony : I am fine. Thank you. What about you?

Rony :

Tony :

Rony :

Tony :

Rony :

Tony :

Rony :

Tony :

Rony :

Tony :

Rony : Thank you. Call me over the phone.

Tony : Thank you. Good bye. Surely I will be in touch with you over the phone.

XII. Choose the best answer and fill in the given box.

1. The Principal convenes a meeting today. (Into Passive Voice)

- a) A meeting is convened by the Principal today.
- b) A meeting was convened by the Principal today.
- c) A meeting has been convened by the Principal today.

2. The helicopter was chasing the speeding car. (Into Passive Voice)

- a) The speeding car was being chased by the helicopter.
- b) The speeding car was chased by the helicopter.
- c) The speeding car is being chased by the helicopter.

3. The company sponsored a variety of books for the library. (Into Passive)
- a) A variety of books was sponsored by the company for the library.
 - b) Variety of books was sponsored by the company for the library.
 - c) A variety of books were sponsored by the company for the library.
4. My friend has given a beautiful gift on my birthday (Into Passive Voice)
- a) A beautiful gift was given by my friend on my birthday.
 - b) A beautiful gift has been given by my friend on my birthday.
 - c) A beautiful gift had been given by my friend on my birthday.
5. I work seriously. I will get the first rank. (Combine using 'If')
- a) If I work seriously, I may get the first rank.
 - b) If I work seriously, I will get the first rank .
 - c) If I work seriously, I could get the first rank.
6. We walked fast. We would catch the train. (Combine using 'If')
- a) If we walked fast, we will catch the train.
 - b) If we walk fast, we would catch the train.
 - c) If we walked fast, we would catch the train.
7. He had money. He would have bought that car. (Combine using 'If')
- a) If he had money, he will have bought that car.
 - b) If he has money, he would have bought that car.
 - c) If he had money, he would have bought that car.
8. He boiled water and then put some tea in it. (Into Simple Sentence)
- a) Having boiled the water, he put some tea in it.
 - b) When he boiled the water, he put some tea in it.
 - c) He boiled the water and put some tea in it.
9. In spite of being old, he walks quickly. (Into Compound sentence)
- a) He is old but he walks quickly.
 - b) He walks quickly because he is old.
 - c) Being old, he is walking quickly.
10. He took the bag and there was enough space to sit. (Into Complex sentene)
- a) If he takes the bag, there will be enough space to sit.
 - b) Because of the bage, there was no space to sit.
 - c) When he took the bag, there was enough space to sit.

Tool 1

Proficiency in English Language Test [Final Draft]

I. The four types of sentences in English are mixed up and given below. Identify the type of sentence and write in the space given.

- 1 Please, give me your pen.
- 2 Chennai is the capital of Tamil Nadu
- 3 Have you visited a zoo?
- 4 What a simple question it is!

II. Convert the following sentences into Negative.

- 5 The boys are playing football interestingly.
- a) The boys are not playing football interestingly.
- b) The boys do not play football interestingly.
- c) The boys will not be playing football interestingly.
- 6 She is my English teacher.
- a) She was my English teacher.
- b) She has never been my English teacher.
- c) She is not my English teacher.
7. Let him go.
- a) Let him no go.
- b) Let him not go.
- c) Let him do not go.
8. They have a car.
- a) They have not a car.
- b) They had not a car.
- c) They don't have a car.

9. Is it good for health?
 a) Is it not good for health?
 b) Does s it not good for health?
 c) Won't it be good for health

III. Look at the following pictures and fill in the blanks with suitable prepositions.

10.



They are fighting each other.

11.



There is a sparrow sitting the branch of a tree.

12.



The athlete jumps the hurdle.

13.



This ancient bridge was built the river.

14.



A man is knocking the door.

IV. Fill in the blanks with the correct tense of the verbs given with the brackets.

15. My father (read) newspaper regularly in the morning.
 a) read b) is reading c) reads
16. I (finish) my exams last month.
 a) finish b) was finishing c) finished
17. We (live) in this house since 2005.
 a) are living b) have been living c) lived

18. When we reached the station, the train (leave) already.

- a) had left b) left c) has left

19. I (do) my third year B.A. in the university department now.

- a) have done b) am doing c) does

20. She..... (come) tomorrow morning to meet me.

- a) will have come b) was coming c) will come

V. Tick (✓) whether the underlined words in the following sentences are Adjectives or Adverbs.

21. Kolkata is a large city

22. Alexander fought bravely.

23. Shyla speaks English fluently.

24. Netaji was a courageous leader.

Adjective	Adverb
Adjective	Adverb
Adjective	Adverb
Adjective	Adverb

VI. Add suitable question tags to the following sentences.

25. This lesson is easy,?

- a) isn't it? b) doesn't it? c) is it?

26. Students of Standard X don't have time to waste,?

- a) have they b) do they? c) don't they?

27. You can study well,?

- a) Can you? b) could you? c) can't you?

28. The bell has not rung,?

- a) has it? b) hasn't it? c) is it?

29. Pass me the salt,?

- a) can't you? b) will you? c) won't you?

VII. Find out the sentence pattern of the given sentences.

30. Man hunts animals mercilessly.

- a) Subject + Verb + Object
- b) Subject + Verb + Object + Adjunct
- c) Subject + Verb + Object + Complement

31. Trees give us fruits year after year.

- a) Subject + Verb+ Object + Complement
- b) Subject + Verb+ Indirect Object + Direct Object + Adjunct
- c) Subject + Verb+ Complement

32. Arun's answer is almost right.

- a) Subject + Verb + Complement
- b) Subject + Verb + Adjective
- c) Subject + Verb + Adjunct + Complement

33. The Americans have sent a rocket to the Mars.

- a) Subject + Verb + Object
- b) Subject + Verb + Object + Compliment
- c) Subject + Verb + Object + Adjunct

VIII. Change the following sentences into Indirect Speech.

34. The teacher said to the class, "The stars seem smaller than the sun."

- a) The teacher told the class that the stars are smaller than the sun.
- b) The teacher said to the class that the stars seem smaller than the sun.
- c) The teacher told the class that the stars seem smaller than the sun.

35. The teacher said to the boy, "Why are you late?"

- a) The teacher asked the boy why you are late.
- b) The teacher said to the boy why he was late.
- c) The teacher asked the boy why he was late.

36. Peter said to me, "Are you busy today?"

- a) Peter asked me whether I was busy today.
- b) Peter asked me whether I was busy that day.
- c) Peter said to me whether I was busy that day.

37. The leader said to the shouting boys, "Keep quiet".
- a) The leader ordered the shouting boys to keep quiet.
 - b) The leader ordered the boys keep quiet.
 - c) The leader requested the boys to keep quiet.

IX. Fill in the blanks with the suitable Degree of Comparison.

38. This is the (delicious) dish that I have ever tasted.
- a) delicious b) more delicious c) most delicious

39. Your choice is..... (good) mine.
- a) good b) better than c) best

40. The rose is (attractive)than most other flowers.
- a) more attractive b) attractive c) most attractive

41. This year's question paper is (easy) than last year's question paper.
- a) very easy b) easier c) easiest

42. Are you (interested) in drawing than in singing?
- a) interested b) most interested c) more interested

X. Correct the mistakes in the following sentence and rewrite.

43. Where you are going?
.....

44. She have been studying seriously.
.....

45. I can able to speak good English.

.....

46. You like Chinese food?

.....

47. Who know the answer?

.....

48. If you run fast, you would win the prize.

.....

XI. Complete the dialogue, imagining that you are meeting your friend after a long time.

Rony : Hello Tony, how are you?

Tony : I am fine. Thank you. What about you?

Rony :(49)

Tony :(50)

Rony :(51)

Tony :(52)

Rony :(53)

Tony :(54)

Rony : Thank you. Call me over the phone.

Tony : Thank you. Good bye. Surely I will be in touch with you over the phone.

XII. Choose the best answer and fill in the given box.

55. The Principal convenes a meeting today. (Into Passive Voice)
- a) A meeting is convened by the Principal today.
- b) A meeting was convened by the Principal today.
- c) A meeting has been convened by the Principal today.
56. My friend has given a beautiful gift on my birthday (Into Passive Voice)
- a) A beautiful gift was given by my friend on my birthday.
- b) A beautiful gift has been given by my friend on my birthday.
- c) A beautiful gift had been given by my friend on my birthday.
57. I work seriously. I will get the first rank. (Combine using 'If')
- a) If I work seriously, I may get the first rank.
- b) If I work seriously, I will get the first rank .
- c) If I work seriously, I could get the first rank.
58. We walked fast. We would catch the train. (Combine using 'If')
- a) If we walked fast, we will catch the train.
- b) If we walk fast, we would catch the train.
- c) If we walked fast, we would catch the train.
59. He boiled water and then put some tea in it. (Into Simple Sentence)
- a) Having boiled the water, he put some tea in it.
- b) When he boiled the water, he put some tea in it.
- c) He boiled the water and put some tea in it.

Answer Key

Part-II

PROFICIENCY TEST IN ENGLISH

I. The four types of sentences in English are mixed up and given below. Identify the type of sentence and write in the space given.

1. Oh, how hot it is! Exclamatory
2. Please, give me your pen. Imperative / Request
3. Where did the crocodile live? Interrogative / 'Wh' Question
4. Chennai is the capital of Tamil Nadu Declarative
5. There was no rain for a year. Declarative
6. Don't play in the rain. Negative/Declarative - Negative
7. Have you visited a zoo? Interrogative - Verbal Question
8. When will you complete it? Interrogative - 'Wh' Question
9. India is my nation. Declarative
10. What a simple question it is! Exclamatory

II. Convert the following sentences into Negative.

1. Children like to read science fiction.
 - a) Children doesn't to read science fiction.
 - b) Children ***don't like*** to read science fiction.
 - c) Children will not like to read science fiction.
2. Dogs bark at strangers.
 - a) Dogs ever bark at strangers.
 - b) Dogs ***don't bark*** at strangers.
 - c) Dogs won't bark at strangers.
3. Take the tablets regularly.
 - a) ***Don't take*** the tablets regularly.
 - b) Always take the tablets regularly.
 - c) You should never take the tablet regularly.
4. The boys are playing football interestingly.
 - a) The boys ***are not playing*** football interestingly.
 - b) The boys do not play football interestingly.
 - c) The boys will not be playing football interestingly.
5. She is my English teacher.
 - a) She was my English teacher.
 - b) She has never been my English teacher.
 - c) She ***is not*** my English teacher.

6. We have reached the railway station on time.
 a) We had not reached the railway station on time.
 b) We have reached not the railway station on time.
 c) We **have not reached** the railway station on time.
7. I enjoy playing with kids.
 a) I **do not enjoy** playing with kids.
 b) I enjoy not playing with kids.
 c) I am not enjoying playing with kids.
8. Let him go.
 a) Let him no go.
 b) Let him **not go**.
 c) Let him do not go.
9. They have a car.
 a) They have not a car.
 b) They had not a car.
 c) They **don't have** a car.
10. Is it good for health?
 a) Is it **not good** for health?
 b) Does s it not good for health?
 c) Won't it be good for health

III. Look at the following pictures and fill in the balnks with suitable prepositions.

1.



The swing is hanging **from** the tree.

2.



They are fighting **with** each other.

3.



There is a sparrow sitting **on** the branch of a tree.

4.



The friends are sitting **around** the table.

5.



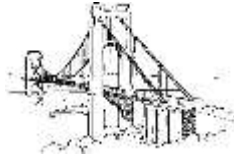
He is holding a book **in** his hands.

6.



The athlete jumps **over** the hurdle.

7.



This ancient bridge was built **across** the river.

8.



The umbrella is **inside** the dustbin.

9.



The computer is **behind** the man.

10.



A man is knocking **at** the door.

IV. Fill in the blanks with the correct tense of the verbs given with the brackets.

1. My father (read) newspaper regularly in the morning.
a) read b) is reading c) **reads**
2. I(finish) my exams last month.
a) finish b) was finishing c) **finished**
3. The teacher (enter) the class just now.
a) entered b) **has entered** c) enters
4. We (live) in this house since 2005.
a) are living b) **have been living** c) lived
5. When we reached the station, the train(leave) already.
a) **had left** b) left c) has left
6. I (do) my third year B.A. in the university department now.
a) have done b) **am doing** c) does
7. My grandmother always (complain) about her health.
a) complaining b) **Complains** c) has been complaining

8. In these days several meetings..... (be) conducted in this community hall.
a) were **b) are** c) will be
9. She..... (come) tomorrow morning to meet me.
a) will have come b) was coming **c) will come**
10. If I had money, I (buy) that new car.
a) will buy b) would buy **c) would have bought**

V. Tick whether the underlined words in the following sentences are Adjectives or Adverbs.

- | | |
|--|---------------------------------|
| 1. Kolkata is a <u>large</u> city. | <u>Adjective</u> /Adverb |
| 2. He was <u>certainly</u> angry. | Adjective/ <u>Adverb</u> |
| 3. The <u>clever</u> girl was praised by the teacher. | <u>Adjective</u> /Adverb |
| 4. Alexander fought <u>bravely</u> . | Adjective/ <u>Adverb</u> |
| 5. Shyla speaks English <u>fluently</u> . | Adjective/ <u>Adverb</u> |
| 6. He <u>hardly</u> works. | Adjective/ <u>Adverb</u> |
| 7. Netaji was a <u>courageous</u> leader. | <u>Adjective</u> /Adverb |
| 8. The Rani of Jhansi is a <u>great</u> leader. | <u>Adjective</u> /Adverb |
| 9. It <u>rarely</u> rains in these years. | Adjective/ <u>Adverb</u> |
| 10. That <u>beautiful</u> picture is an attraction to all. | <u>Adjective</u> /Adverb |

VI. Add suitable question tags to the following sentences:

1. This lesson is easy,.....?
a) **isn't it?** b) doesn't it? c) is it?
2. Students of Standard X don't have time to waste,?
a) have they **b) do they?** c) don't they?
3. You can study well,?
a) Can you? b) could you? **c) can't you?**
4. The bell has not rung,?
a) **has it?** b) hasn't it? c) is it?
5. The sun sets in the west,?
a) does it? **b) doesn't it?** c) isn't it?

6. People shouldn't be rude to one another,?
 a) **should they?** b) shan't they? c) should the people?
7. You prefer tea without sugar,?
 a) **don't you?** b) do you? c) don't?
8. Pass me the salt,?
 a) can't you? **b) will you?** c) won't you?
9. Let us have our dinner,?
 a) shall we? b) shall not we? **c) shan't we?**
10. She never invites us to her house,?
 a) **does she?** b) doesn't he? c) will she?

VII. Find out the sentence pattern of the given sentences.

1. The stars twinkle in the sky at night.
a) Subject + Verb + Adject + Adjunct
 b) Subject + Verb + Object + Adjunct
 c) Subject + Verb + Complement
2. Man hunts animals mercilessly.
 a) Subject + Verb + Object
b) Subject + Verb + Object + Adjunct
 c) Subject + Verb + Object + Complement
3. The earth is a ball in the space.
 a) Subject + Verb + Direct Object + Indirect Object
 b) Subject + Verb + Object + Adjective
c) Subject + Verb + Complement + Adjunct
4. Technology has made man's life very comfortable.
a) Subject + Verb + Object + Adjunct
 b) Subject + Verb + Indirect Object + Adjunct
 c) Subject + Verb + Object + Adjunct

5. Trees give us fruits year after year.
- a) Subject + Verb+ Object + Complement
 - b) Subject + Verb+ Indirect Object + Direct Object + Adjunct**
 - c) Subject + Verb+ Complement
6. Due to gravity, the Earth could hold everything.
- a) Subject + Verb+ Object + complement
 - b) Adjective + Subject + Verb+ Indirect object.
 - c) Adjunct + Subject + Verb+ Object**
7. In this lesson, Gaia tells man her tale.
- a) Adjunct + Subject + Verb + Indirect Object + Direct Object**
 - b) Adjective+ Subject + Verb + object
 - c) Subject + Verb +object
8. We always work hard.
- a) Subject + Complement + Verb + Object
 - b) Subject + Adjunct + Verb + Adjunct**
 - c) Subject + Verb + Adverb
9. Arun's answer is almost right.
- a) Subject + Verb + Complement
 - b) Subject + Verb + Adjective
 - c) Subject + Verb + Adjunct + Complement**
10. The Americans have sent a rocket to Mars.
- a) Subject + Verb + Object
 - b) Subject + Verb + Object + Compliment
 - c) Subject + Verb + Object + Adjunct**

VIII. Change the following sentences into Indirect Speech.

1. The teacher said to the class, "The stars seem smaller than the sun."
 - a) The teacher told the class that the stars are smaller than the sun.
 - b) The teacher said to the class that the stars seem smaller than the sun.
 - c) **The teacher told the class that the stars seem smaller than the sun.**

2. The policeman said to the boy, "Stop your scooter. Show me your license."
 - a) The policeman asked the boy to stop his scooter and show him his license.
 - b) **The policeman ordered the boy to stop his scooter and show him his license.**
 - c) The policeman said to the boy whether to stop his scooter and show him his license.

3. Priscilla said to Solomon, "When are you going to the park?"
 - a) **Priscilla asked Solomon when he was going to the park.**
 - b) Priscilla said to Solomon when he was going to the park.
 - c) Priscilla asked Solomon when he will be going to the park.

4. Nandhini said to Arul, "I am going to the market now."
 - a) Nandhini told Arul that she was going to the market now.
 - b) Nandhini said to Arul that she was going to the market then.
 - c) **Nandhini told Arul that she was going to the market then.**

5. The doctor asked the patient, "Do you smoke?"
 - a) The doctor asked the patient do you smoke ?
 - b) **The doctor asked the patient whether/if he smoked.**
 - c) The doctor asked the patient that did he smoke.

6. "What a beautiful view it is!" said my friend.
 - a) **My friend exclaimed that it was a very beautiful view.**
 - b) My friend exclaimed that it is a very beautiful view.
 - c) My friend wondered what a beautiful view it is!

7. The teacher said to the boy, "Why are you late?"
 - a) The teacher asked the boy why you are late.
 - b) The teacher said to the boy why he was late.
 - c) **The teacher asked the boy why he was late.**

8. Peter said to me, "Are you busy today?"
 a) Peter asked me whether I was busy today.
b) Peter asked me whether I was busy that day.
 c) Peter said to me whether I was busy that day.
9. "Please, don't make so much noise", Judith said to the class.
a) Judith requested the class not to make so much noise.
 b) Judith said to the class do not make so much noise, please.
 c) Judith asked the class not to make so much noise.
10. The leader said to the shouting boys, "Keep Quiet".
a) The leader ordered the shouting boys to keep quiet.
 b) The leader ordered the boys keep quiet.
 c) The leader requested the boys to keep quiet.

IX. Fill in the blanks with the suitable Degree of Comparison.

1. This is the (delicious) dish that I have ever tasted.
 a) delicious b) more delicious **c) most delicious**
2. Mosquitoes are (prevalent) here than in any other area.
 a) prevalent b) most prevalent **c) more prevalent**
3. Your choice is..... (good) mine.
 a) good **b) better than** c) best
4. She proves to be the (worthy) candidate of all for the award
 a) worthy **b) worthiest** c) worthier
5. The rose is (attractive)than most other flowers.
a) more attractive b) attractive c) most attractive
6. The impact of a cyclone is (severe) than that of an earthquake.
a) more severe b) severe c) very severe
7. Chandra's handwriting is (good) than that of Sona.
 a) good **b) better** c) bad

8. This year's question paper is (easy) than last year's question paper.
a) very easy **b) easier** c) easiest
9. A cell phone is (costly) than an i-pod.
a) costly b) cost **c) costlier**
10. Are you (interested) in drawing than in singing?
a) interested b) most interested **c) more interested**

X. Correct the mistakes in the following sentence and rewrite.

1. Where you are going?
Where **are you** going?
2. She have been studying seriously.
She **has** been studying seriously.
3. One of the boy is absent.
One of the **boys** is absent.
4. You did not watch the T.V. programme?
Didn't you watch the T.V. programme?
5. I can able to speak good English.
I **am able to / can** speak good English.
6. You like Chinese food?
Do you like Chinese food?
7. Who know the answer?
Who **knows** the answer?
8. Good teachers are remember forever.
Good teachers are **remembered** forever.

9. If you run fast, you would win the prize.

If you run fast, you **will win** the prize.

10. How long the train takes to reach Chennai?

How long **does the train take** to reach Chennai?

XI. Complete the dialogue, imagining that you are meeting your friend after a long time.

Rony : Hello Tony, how are you?

Tony : I am fine. Thank you. What about you?

Rony : I am also fine. How is life?

Tony : It goes good. How is your career?

Rony : My business is going good. Have you recently met any of our school friends?

Tony : Yes. I met Balan by chance a few days back. He invited me for his marriage.

Rony : Oh! I haven't met him since our school days. Convey my wishes if u see him again.

Tony : Sure. I am arranging for an alumni meet.

Rony : That's pleasant to hear. It will definitely be a good chance to meet our old friends.

Tony : Give me your contact number and those of our mutual friends so that I can invite them.

Rony : Sure thing. Give my regards to everyone at home. (Gives his mobile number)

Tony : Definitely. It was a pleasure meeting you. Hope to catch you soon.

Rony : Thank you. Call me over the phone.

Tony : Thank you. Good bye. Surely I will be in touch with you over the phone.

XII. Choose the best answer and fill in the given box.

1. The Principal convenes a meeting today. (Into Passive Voice)
 - a) **A meeting is convened by the Principal today.**
 - b) A meeting was convened by the Principal today.
 - c) A meeting has been convened by the Principal today.

2. The helicopter was chasing the speeding car. (Into Passive Voice)
 - a) The speeding car was being chased by the helicopter.
 - b) **The speeding car was chased by the helicopter.**
 - c) The speeding car is being chased by the helicopter.

3. The company sponsored a variety of books for the library. (Into Passive Voice)
 - a) A variety of books was sponsored by the company for the library.
 - b) Variety of books was sponsored by the company for the library.
 - c) **A variety of books were sponsored by the company for the library.**

4. My friend has given a beautiful gift on my birthday (Into Passive Voice)
 - a) A beautiful gift was given by my friend on my birthday.
 - b) **A beautiful gift has been given by my friend on my birthday.**
 - c) A beautiful gift had been given by my friend on my birthday.

5. I work seriously. I will get the first rank. (Combine using 'If')
 - a) If I work seriously, I may get the first rank.
 - b) **If I work seriously, I will get the first rank.**
 - c) If I work seriously, I could get the first rank.

6. We walked fast. We would catch the train. (Combine using 'If')
 - a) If we walked fast, we will catch the train.
 - b) If we walk fast, we would catch the train.
 - c) **If we walked fast, we would catch the train.**

7. He had money. He would have bought that car. (Combine using 'If')
 - a) If he had money, he will have bought that car.
 - b) If he has money, he would have bought that car.
 - c) **If he had money, he would have bought that car.**

8. He boiled water and then put some tea in it. (Into Simple Sentence)
- a) **Having boiled the water, he put some tea in it.**
 - b) When he boiled the water, he put some tea in it.
 - c) He boiled the water and put some tea in it.
9. In spite of being old, he walks quickly. (Into Compound sentence)
- a) **He is old but he walks quickly.**
 - b) He walks quickly because he is old.
 - c) Being old, he is walking quickly.
10. He took the bag and there was enough space to sit. (Into Complex sentence)
- a) If he takes the bag, there will be enough space to sit.
 - b) Because of the bage, there was no space to sit.
 - c) **When he took the bag, there was enough space to sit.**

Tool 2

Big Five Inventory [Preliminary Draft]

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

இங்கே தங்களுக்கு பொருந்தி வரக்கூடிய அல்லது பொருந்தி வராத பல பண்புகள் தரப்பட்டுள்ளன. உதாரணமாக, நீ மற்றவர்களுடன் நேரத்தை செலவிட விரும்புவர் என்பதை நீ ஏற்றுக்கொள்கிறாயா? அவற்றை கவனமுடன் வாசித்து, ஒவ்வொரு வாக்கியத்திற்கும் அருகே கொடுக்கப்பட்டுள்ள, ஐந்து அளவைகளில், உனக்குப் பொருத்தமான ஏதேனும் ஒன்றை தேர்வு செய்து (✓) குறியிடுக.

1 Disagree strongly முழுமையாக மறுக்கிறேன்	2 Disagree a little சிறிது மறுக்கிறேன்	3 Neither agree nor disagree ஏற்கவுமில்லை ஏற்கவுமில்லை	4 Agree a little சிறிது ஏற்றுக்கொள்கிறேன்	5 Agree strongly முழுமையாக ஏற்றுக்கொள்கிறேன்
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Sl.	Statements	Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
1.	I like talking always and with everybody. எனக்கு எல்லோரோடும் எப்பொழுதும் பேசிக்கொண்டிருப்பது பிடிக்கும்.					
2.	I feel I am an energetic person. நான் என்னை மிகுந்த ஆற்றலுடையவனாக உணர்கிறேன்.					
3.	I voluntarily go, speak and help others in their difficulties with enthusiasm. நானாகவே மற்றவர்களிடம் ஆர்வத்துடன் சென்று பேசி அவர்களின் பிரச்சனைகளில் உதவி செய்கிறேன்.					
4.	I will always speak out and assert myself if I am affected. நான் ஒரு வேளை பாதிக்கப்பட்டால் தைரியமாக பேசி எனது உறுதியான நிலைப்பாட்டை வெளிப்படுத்துவேன்.					
5.	I don't mind spending time and money for maintaining a good social relationship. நான் நல்ல சமூக நட்புறவை பேணிக்காப்பதற்காக நேரம் ஒதுக்கி பணம் செலவு செய்வதை பெரிதுபடுத்த மாட்டேன்.					
6.	As my friendship circle is big, I know a lot of people at different levels. எனது நட்பு வட்டமானது பரந்ததால், பல நிலைகளில் உள்ளவர்களை எனக்குத் தெரியும்.					
7.	Sometimes, I jump too quickly into some activities and regret later. சில சமயங்களில், சில செயல்களில் மிக அவசரமாக செயல்பட்டு பின்னாளில் வருத்தமடைகிறேன்.					

Sl.	Statements	Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
8.	I like to go for outings on holidays. விடுமுறை நாட்களில் வெளியில் சென்று சுற்றி வருவது எனக்கு பிடிக்கும்.					
9.	I can get along with new situations and friends easily. என்னால் புதிய சூழ்நிலைகளோடும் நண்பர்களோடும் எளிதாக பழக முடியும்.					
10.	I prefer to be alone rather than being in the company of others. எனக்கு மற்றவர்களின் கூட்டத்தில் இருப்பதை விட அமைதியாக தனிமையில் இருப்பது பிடிக்கும்.					
11.	I don't like those who are always talking. எனக்கு எப்பொழுமும் பேசிக்கொண்டே இருப்பவர்களை பிடிக்காது.					
12.	It is my nature to do my job correctly, be quite and move out. நான் எனது வேலைகளை சரியாக செய்து முடித்து, அமைதியாய் இருந்து, வெளியே செல்லும் சபாவம் உடையவன்.					
13.	I am hesitant to take leadership in a group. ஒரு குழுவிற்கு தலைமை ஏற்பது எனக்கு தயக்கமாக இருக்கிறது.					
14.	I think it is better to know just a few people well and be friendly with them. ஒரு சிலரை பற்றி நன்றாக தெரிந்து அவர்களுடன் நட்பாக இருந்தாலே நல்லது என நினைக்கிறேன்.					
15.	Thinking that what others would think of me, I fail reveal my ideas. மற்றவர்கள் என்னைப் பற்றி என்ன நினைப்பார்களோ என்று எண்ணி, நான் எனது கருத்துக்களை வெளியில் சொல்வதில்லை.					
16.	It gives me satisfaction and joy to agree with others and go smooth, even if there are many differences. பல மாறுபட்ட கருத்துக்கள் இருந்தாலும் கூட, மற்றவர்களோடு ஒத்துச் செல்வது எனக்கு மன நிறைவையும் மகிழ்ச்சியையும் தருகிறது.					
17.	I would like to help others without expecting anything in return. பிரதிபலன் பாராமல் பிறருக்கு உதவி செய்வது எனக்கு பிடிக்கும்.					
18.	I forgive others with a generous heart. நான் பெருந்தன்மையோடு பிறரை மன்னிக்கும் குணமுள்ளவன்.					
19.	I trust the people around and give them freedom and responsibility. என்னை சுற்றி இருப்பவர்கள் மீது நம்பிக்கை கொண்டு, அவர்களுக்கு சுதந்திரமும் பொறுப்பும் கொடுக்கிறேன்.					
20.	I am considerate and kind to almost everyone. நான் எல்லோர் மீதும் அக்கறையுள்ளவனாகவும் கருணையுள்ளவனாகவும் இருக்கிறேன்.					

Sl.	Statements	Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
21.	I often find fault with others. நான் அடிக்கடி பிறர் மீது குற்றம் கண்டுபிடிப்பவன்.					
22.	I start quarrels with others. நான் பிறருடன் சண்டையை ஆரம்பிப்பவன்.					
23.	I can be cold and aloof. என்னால் தனிமையாகவும் இறுகிய மனதுடனும் இருக்க முடியும்.					
24.	I am sometimes rude to others. நான் சில சமயங்களில் மற்றவர்களிடம் முரட்டுத்தனத்துடன் நடந்து கொள்கிறேன்.					
25.	Somehow, I obstruct and take advantage of others and achieve my own ends, if need arises. தேவைப்பட்டால், எப்படியாவது பிறருக்கு தடங்கல் செய்து, பிறரை பயன்படுத்தி, எனது குறிக்கோளை நான் அடைந்து விடுகிறேன்.					
26.	I always do a perfectly to the best of my satisfaction. நான் எப்பொழுதும் ஒரு வேலையை திருப்தி தரும் வகையில் சிறப்பாக செய்து முடிப்பவன்.					
27.	Others trust me because I am sincere and pursue a task until it is finished. நான் உண்மையுள்ளவனாகவும் எடுத்த வேலையை முடிக்கும்வரை தொடர்முயற்சி செய்பவனாகவும் இருப்பதால் மற்றவர்கள் என்னை நம்புகின்றனர்.					
28.	I am very particular that the tradition, culture and worship styles of our society should not be broken. நமது சமூகத்தின் பாரம்பரியம், கலாச்சாரம் மற்றும் வழிபாட்டு முறைகள் மீறப்படக்கூடாது என்பதில் கண்ணும் கருத்துமாக இருக்கிறேன்.					
29.	I am afraid of doing something that is immoral or something that spoils others. நான் ஒழுக்கத்திற்கு புறம்பான செயல்களையோ, பிறருக்கு பாதிப்பை ஏற்படுத்துகின்ற செயல்களையோ செய்வதற்கு பயப்படுகிறேன்.					
30.	I write a plan of things to do be done and follow them strictly. நான் செய்து முடிக்க வேண்டிய காரியங்களை திட்டமிட்டு எழுதி வைத்து அதை கண்டிப்பாக கடைபிடிப்பவன்.					
31.	I am relaxed. நான் மன அமைதியுள்ளவன்.					
32.	I am stress-free and can handle stress skillfully. நான் மன அழுதமில்லாமலும், மன அழுத்தத்தை நன்கு கையாளவனாகவும் இருக்கிறேன்.					
33.	I am somewhat careless. நான் சிலசமயங்களில் கவனக்குறைவு உடையவனாக இருக்கிறேன்.					

Sl.	Statements	Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
34.	I tend to be disorganized and tend to do what I feel at that moment. நான் ஒழுங்குமுறையின்றி, அவ்வப்போது என்ன தோன்றுகிறதோ அதை செய்ய முற்படுகிறேன்.					
35.	I feel I am a lazy at the depth of my heart. எனது ஆழ்மனதில் நான் சோம்பேறியாக உணர்கிறேன்.					
36.	I frequently forget to put back the things that I have taken in their places and search for them here and there. நான் பலசமயங்களில் எடுத்த பொருட்களை எடுத்த இடத்தில வைக்க மறந்துவிட்டு, இங்கும் அங்குமாக அவற்றைத் தேடி அலைகிறேன்.					
37.	Sometimes I do even if I know that it should not be done, for my own personal gains and pleasures. சில சமயங்களில், அவற்றை செய்யக் கூடாது எனத் தெரிந்தும், எனது சுய ஆதாயத்திற்காகவும் சந்தோசத்திற்காகவும் செய்கிறேன்.					
38.	I am pleased with myself. நான் என்னை நினைத்து மகிழ்ச்சி அடைகிறேன்.					
39.	I rarely get irritated. நான் அரிதாக எரிச்சல் அடைபவன்.					
40.	I am emotionally stable and not easily upset. நான் நிலையான மனவெழுச்சி உடையவராகவும், எளிதில் மனவருத்தம் அடையாதவராகவும் இருக்கிறேன்.					
41.	Understanding the situations of others, I don't react emotionally and hurt others. நான் மற்றவர்களின் சூழ்நிலைகளை புரிந்துகொண்டு, உணர்ச்சிவயப்படாமலும் மற்றவர்களின் மனம் புன்ப்படும்படியாகவும் நடந்து கொள்ள மாட்டேன்.					
42.	I feel am secured and satisfied in my life. நான் என் வாழ்வில் பாதுகாப்பு உணர்வோடும் திருப்தியாகவும் இருக்கிறேன்.					
43.	I am unable to concentrate and get distracted easily. நான் கவனம் செலுத்த முடியாமல் எளிதில் கவனச்சிதறல் அடைகிறேன்.					
44.	I am often depressed and tensed. நான் அடிக்கடி மனச்சோர்வும் பதற்றமும் அடையகிறேன்.					
45.	I worry a lot even for ordinary matters. நான் சாதாரண விசயங்களைகூட பெரிதாக எண்ணி அதிகம் கவலை அடைகிறேன்.					
46.	When my desires and expectations are not fulfilled, I am frustrated and excessively react. எனது விருப்பங்களும் எதிர்பார்ப்புகளும் நிறைவேராதபொழுது, நான் மனமுடைந்து அளவுக்கு அதிகமாக பதில்வினை செய்கிறேன்.					

Sl.	Statements	Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
47.	Suspecting that some will be a threat for me, I try to either avoid or keep them always under my control. சிலரை எனக்கு ஆபத்தானவர்களாக சந்தேகித்து, அவர்களை எப்பொழுதும் நான் ஒதுக்கியோ அல்லது எனது கட்டுப்பாட்டின் கீழே வைத்திருக்கவோ முயற்சிசெய்கிறேன்.					
48.	I am original, comes up with new ideas. நான் சுயமான புதிய கருத்துக்களை வெளியிடுபவர்.					
49.	I am curious about many different things. நான் பல்வேறு துறைகளில் ஆர்வமுடையவர்.					
50.	Even if my unique different ideas are not accepted, I am proud of it. எனது தனித்துவம் வாய்ந்த மாறுபட்ட சிந்தனைகள் மற்றவர்களால் ஏற்றுக்கொள்ளப்படாவிட்டாலும் கூட, அவற்றைப் பற்றி நான் பெருமை கொள்கிறேன்.					
51.	I have an active imagination. நான் சிறப்பான கற்பனைத்திறன் உடையவர்.					
52.	I am inventive. நான் ஒரு கண்டுபிடிப்பாளர்.					
53.	I value artistic, aesthetic experiences. நான் கலைநயத்தையும் அழகு நிறைந்த அனுபவங்களையும் மதிப்பவர்.					
54.	I like to reflect and give a try to those new ideas playfully. நான் கருத்துக்களை சிந்தித்து, விளையாட்டுப் போக்காக செய்து பார்க்க விரும்புவவர்.					
55.	I am good at problem solving. நான் பிரச்சனைகளை தீர்ப்பதில் திறமையானவன்.					
56.	I am relaxed and can handle stress well. நான் மனஅமைதியுள்ளவராகவும், மனஅழுத்தத்தை நன்கு கையாளும்வராகவும் இருக்கிறேன்.					
57.	I prefer work that is routine. நான் வழக்கமான வேலைகளையே செய்ய விரும்புகிறேன்.					
58.	I have very few artistic interests. நான் கலைகளில் ஆர்வம் குறைந்தவர்.					
59.	I am sophisticated in art, music, or literature. நான் கலை, இசை, அல்லது இலக்கியத்தில் புலமை மிக்கவர்.					
60.	I get nervous easily. நான் எளிதில் உணர்ச்சி வயப்படுபவர்.					

Tool 2

Big Five Inventory [Final Draft]

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Read them carefully and answer all the items. Choose anyone of the options that suits you that is given next to the statements using a tick mark (✓).

இங்கே தங்களுக்கு பொருந்தி வரக்கூடிய அல்லது பொருந்தி வராத பல பண்புகள் தரப்பட்டுள்ளன. உதாரணமாக, நீ மற்றவர்களுடன் நேரத்தை செலவிட விரும்புவர் என்பதை நீ ஏற்றுக்கொள்கிறாயா? அவற்றை கவனமுடன் வாசித்து, அணைத்து வாக்கியங்களுக்கும் விடையளி. ஒவ்வொரு வாக்கியத்திற்கும் அருகே கொடுக்கப்பட்டுள்ள, ஐந்து அளவைகளில், உனக்குப் பொருத்தமான ஏதேனும் ஒன்றை தேர்வு செய்து (✓) குறியிடுக.

1	2	3	4	5
Disagree strongly முழுமையாக மறுக்கிறேன்	Disagree a little சிறிது மறுக்கிறேன்	Neither agree nor disagree ஏற்கவில்லை மறுக்கவில்லை	Agree a little சிறிது ஏற்றுக்கொள்கிறேன்	Agree strongly முழுமையாக ஏற்றுக்கொள்கிறேன்

Sl.	Statements	Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
1.	I like talking always and with everybody. எனக்கு எல்லோரோடும் எப்பொழுதும் பேசிக்கொண்டிருப்பது பிடிக்கும்.					
2.	I voluntarily go, speak and help others in their difficulties with enthusiasm. நானாகவே மற்றவர்களிடம் ஆர்வத்துடன் சென்று பேசி அவர்களின் பிரச்சனைகளில் உதவி செய்கிறேன்.					
3.	I will always speak out and assert myself if I am affected. நான் ஒரு வேளை பாதிக்கப்பட்டால் தைரியமாக பேசி எனது உறுதியான நிலைப்பாட்டை வெளிப்படுத்துவேன்.					
4.	I don't mind spending time and money for maintaining a good social relationship. நான் நல்ல சமூக நட்புறவை பேணிக்காப்பதற்காக நேரம் ஒதுக்கி பணம் செலவு செய்வதை பெரிதுபடுத்த மாட்டேன்.					
5.	Sometimes, I jump too quickly into some activities and regret later. சில சமயங்களில், சில செயல்களில் மிக அவசரமாக செயல்பட்டு பின்னாளில் வருத்தமடைகிறேன்.					

Sl.	Statements	Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
6.	I can get along with new situations and friends easily. என்னால் புதிய சூழ்நிலைகளோடும் நண்பர்களோடும் எளிதாக பழக முடியும்.					
7.	I prefer to be alone rather than being in the company of others. எனக்கு மற்றவர்களின் கூட்டத்தில் இருப்பதை விட அமைதியாக தனிமையில் இருப்பது பிடிக்கும்.					
8.	It is my nature to do my job correctly, be quite and move out. நான் எனது வேலைகளை சரியாக செய்து முடித்து, அமைதியாய் இருந்து, வெளியே செல்லும் சபாவம் உடையவன்.					
9.	I am hesitant to take leadership in a group. ஒரு குழுவிற்கு தலைமை ஏற்பது எனக்கு தயக்கமாக இருக்கிறது.					
10.	Thinking that what others would think of me, I fail reveal my ideas. மற்றவர்கள் என்னைப் பற்றி என்ன நினைப்பார்களோ என்று எண்ணி, நான் எனது கருத்துக்களை வெளியில் சொல்வதில்லை.					
11.	It gives me satisfaction and joy to agree with others and go smooth, even if there are many differences. பல மாறுபட்ட கருத்துக்கள் இருந்தாலும் கூட, மற்றவர்களோடு ஒத்துச் செல்வது எனக்கு மன நிறைவையும் மகிழ்ச்சியையும் தருகிறது.					
12.	I would like to help others without expecting anything in return. பிரதிபலன் பாராமல் பிறருக்கு உதவி செய்வது எனக்கு பிடிக்கும்.					
13.	I forgive others with a generous heart. நான் பெருந்தன்மையோடு பிறரை மன்னிக்கும் குணமுள்ளவன்.					
14.	I trust the people around and give them freedom and responsibility. என்னை சுற்றி இருப்பவர்கள் மீது நம்பிக்கை கொண்டு, அவர்களுக்கு சுதந்திரமும் பொறுப்பும் கொடுக்கிறேன்.					
15.	I am considerate and kind to everyone. நான் எல்லோர் மீதும் அக்கறையுள்ளவனாகவும் கருணையுள்ளவனாகவும் இருக்கிறேன்.					

Sl.	Statements	Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
16.	I often find fault with others. நான் அடிக்கடி பிறர் மீது குற்றம் கண்டுபிடிப்பவன்.					
17.	I start quarrels with others. நான் பிறருடன் சண்டையை ஆரம்பிப்பவன்.					
18.	I am sometimes rude to others. நான் சில சமயங்களில் மற்றவர்களிடம் முரட்டுத்தனத்துடன் நடந்து கொள்கிறேன்.					
19.	Somehow, I obstruct and take advantage of others and achieve my own ends, if need arises. தேவைப்பட்டால், எப்படியாவது பிறருக்கு தடங்கல் செய்து, பிறரை பயன்படுத்தி, எனது குறிக்கோளை நான் அடைந்து விடுகிறேன்.					
20.	I always do a work perfectly to the best of my satisfaction. நான் எப்பொழுதும் ஒரு வேலையை திருப்தி தரும் வகையில் சிறப்பாக செய்து முடிப்பவன்.					
21.	Others trust me because I am sincere and pursue a task until it is finished. நான் உண்மையுள்ளவனாகவும் எடுத்த வேலையை முடிக்கும்வரை தொடர்முயற்சி செய்பவனாகவும் இருப்பதால் மற்றவர்கள் என்னை நம்புகின்றனர்.					
22.	I am very particular that the tradition, culture and worship styles of our society should not be broken. நமது சமூகத்தின் பாரம்பரியம், கலாச்சாரம் மற்றும் வழிபாட்டு முறைகள் மீறப்படக்கூடாது என்பதில் கண்ணும் கருத்துமாக இருக்கிறேன்.					
23.	I am afraid of doing something that is immoral or something that spoils others. நான் ஒழுக்கத்திற்கு புறம்பான செயல்களையோ, பிறருக்கு பாதிப்பை ஏற்படுத்துகின்ற செயல்களையோ செய்வதற்கு பயப்படுகிறேன்.					
24.	I write a plan of work to do be done and follow them strictly. நான் செய்து முடிக்க வேண்டிய காரியங்களை திட்டமிட்டு எழுதி வைத்து அதை கண்டிப்பாக கடைபிடிப்பவன்.					
25.	I am stress-free and can handle stress skillfully. நான் மன அழுதமில்லாமலும், மன அழுத்தத்தை நன்கு கையாளுவனாகவும் இருக்கிறேன்.					

Sl.	Statements	Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
26.	I tend to be disorganized and do what I feel at that moment. நான் ஒழுங்குமுறையின்றி, அவ்வப்போது என்ன தோன்றுகிறதோ அதை செய்ய முற்படுகிறேன்.					
27.	I frequently forget to put back the things that I have taken in their places and search for them here and there. நான் பலசமயங்களில் எடுத்த பொருட்களை எடுத்த இடத்தில வைக்க மறந்துவிட்டு, இங்கும் அங்குமாக அவற்றைத் தேடி அலைகிறேன்.					
28.	Sometimes I do even if I know that it should not be done, for my own personal gains and pleasures. சில சமயங்களில், அவற்றை செய்யக் கூடாது எனத் தெரிந்தும், எனது சுய ஆதாயத்திற்காகவும் சந்தோசத்திற்காகவும் செய்கிறேன்.					
29.	I am pleased with myself. நான் என்னை நினைத்து மகிழ்ச்சி அடைகிறேன்.					
30.	I am emotionally stable and not easily upset. நான் நிலையான மனவெழுச்சி உடையவராகவும், எளிதில் மனவருத்தம் அடையாதவராகவும் இருக்கிறேன்.					
31.	Understanding the situations of others, I don't react emotionally and hurt others. நான் மற்றவர்களின் சூழ்நிலைகளை புரிந்துகொண்டு, உணர்ச்சிவயப்படாமலும் மற்றவர்களின் மனம் புன்ப்படும்படியாகவும் நடந்து கொள்ள மாட்டேன்.					
32.	I feel secured and satisfied in my life. நான் என் வாழ்வில் பாதுகாப்பு உணர்வோடும் திருப்தியாகவும் இருக்கிறேன்.					
33.	I am unable to concentrate and get distracted easily. நான் கவனம் செலுத்த முடியாமல் எளிதில் கவனச்சிதறல் அடைகிறேன்.					
34.	I am often depressed and tensed. நான் அடிக்கடி மனச்சோர்வும் பதற்றமும் அடையகிறேன்.					
35.	I worry a lot even for ordinary matters. நான் சாதாரண விசயங்களைகூட பெரிதாக எண்ணி அதிகம் கவலை அடைகிறேன்.					

Sl.	Statements	Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
36.	When my desires and expectations are not fulfilled, I am frustrated and excessively react. எனது விருப்பங்களும் எதிர்பார்ப்புகளும் நிறைவேராதபொழுது, நான் மனமுடைந்து அளவுக்கு அதிகமாக பதில்வினை செய்கிறேன்.					
37.	Suspecting that some will be a threat for me, I try to either avoid them or keep them always under my control. சிலரை எனக்கு ஆபத்தானவர்களாக சந்தேகித்து, அவர்களை எப்பொழுதும் நான் ஒதுக்கியோ அல்லது எனது கட்டுப்பாட்டின் கீழே வைத்திருக்கவோ முயற்சிக்கிறேன்.					
38.	I am original and come out with new ideas. நான் சுயமான புதிய கருத்துக்களை வெளியிடுபவர்.					
39.	Even if my unique and different ideas are not accepted by others, I am proud of it. எனது தனித்துவம் வாய்ந்த மாறுபட்ட சிந்தனைகள் மற்றவர்களால் ஏற்றுக்கொள்ளப்படாவிட்டாலும் கூட, அவற்றைப் பற்றி நான் பெருமை கொள்கிறேன்.					
40.	I have an active imagination. நான் சிறப்பான கற்பனைத்திறன் உடையவர்.					
41.	I value artistic, aesthetic experiences. நான் கலைநயத்தையும் அழகு நிறைந்த அனுபவங்களையும் மதிப்பவர்.					
42.	I like to reflect and give a try to those new ideas playfully. நான் கருத்துக்களை சிந்தித்து, விளையாட்டுப் போக்காக செய்து பார்க்க விரும்புவவர்.					
43.	I am good at problem solving. நான் பிரச்சனைகளை தீர்ப்பதில் திறமையானவன்.					
44.	I prefer take up the regular and routine jobs. நான் வழக்கமான வேலைகளையே செய்ய விரும்புகிறேன்.					
45.	I am less interested in art. நான் கலைகளில் ஆர்வம் குறைந்தவர்.					
46.	I become nervous easily. நான் எளிதில் உணர்ச்சி வயப்படுபவர்.					

Tool 3

VAK Learning Styles Self-Assessment Questionnaire

Instructions: Write the answer that most represents how you generally behave.

அறிவுறுத்தல்: உங்களின் பொதுவான நடத்தையைக் குறிக்கும் பதிலை கொடுக்கப்பட்ட கட்டத்திற்குள் எழுதவும்.

Sl. No.	Statements	Option a/b/c
1.	<p>When I operate a new equipment, I generally:</p> <p>a) read the instructions first</p> <p>b) listen to an explanation from someone who has used it before</p> <p>c) go ahead and have a go, I can figure it out as I use it</p> <p>ஒரு புதிய உபகரணத்தை இயக்கும் முன்னர், நான் பொதுவாக:</p> <p>a) செயல்முறை வழிகாட்டுதல்களை வாசிப்பேன்</p> <p>b) அந்த உபகரணத்தை இதற்கு முன்னர் பயன்படுத்திய வேறு ஒருவருடைய விளக்கத்தைக் கேட்பேன்</p> <p>c) அதைப் பயன்படுத்தும் பொழுதே அதன் செயல்முறையை கண்டறிந்து கொள்ளலாம் என துணிந்து அதைப் பயன்படுத்தத் தொடங்குவேன்</p>	<input type="checkbox"/>
2.	<p>When I need directions for travelling, I usually:</p> <p>a) look at a map</p> <p>b) ask for spoken directions</p> <p>c) follow my nose and maybe use a compass</p> <p>பயணம் மேற்கொள்ளுவதற்காக வழிகாட்டுதல் தேவைப்படும் போது, நான் பொதுவாக:</p> <p>a) வரைபடத்தைப் பார்ப்பேன்</p> <p>b) வழித்தடத்தை வாய்மொழியாகக் கேட்டறிவேன்</p> <p>c) உள்ளூர்வின் அடிப்படையில் செல்வேன் மற்றும் திசைமானியைப் பயன்படுத்துவேன்</p>	<input type="checkbox"/>
3.	<p>When I cook a new dish, I like to:</p> <p>a) follow a written recipe</p> <p>b) call a friend for an explanation</p> <p>c) follow my instincts, testing as I cook</p> <p>புது வகையான உணவைத் தயாரிக்கும் பொழுது நான்:</p> <p>a) எழுதி வைக்கப்பட்டிருக்கும் செய்முறைக் குறிப்புகளைக் கொண்டு தயாரிப்பேன்</p> <p>b) நண்பரை அழைத்து செய்முறை விளக்கம் கேட்பேன்</p> <p>c) எனது உள்ளூர்வின்படி சமைத்துக் கொண்டே அதை பரிசோதிப்பேன்</p>	<input type="checkbox"/>

Sl. No.	Statements	Option a/b/c
4.	<p>If I am teaching someone something new, I tend to:</p> <p>a) write instructions down for them b) give them a verbal explanation c) demonstrate first and then let them have a go</p> <p>ஒருவருக்கு ஏதாவது புதிய விஷயத்தைக் கற்றுக்கொடுத்தால், நான்:</p> <p>a) அவர்களுக்கான கற்பித்தல் குறிப்புகளை எழுதி வைப்பேன் b) அவர்களுக்கு வாய்மொழி விளக்கம் அளிப்பேன் c) முதலில் அதை அவர்களுக்கு செய்து காட்டி பின்னர் அவர்களை செய்ய விடுவேன்</p>	<input type="checkbox"/>
5.	<p>I tend to say:</p> <p>a) watch how I do it b) listen to my explanation c) you have a go</p> <p>நான் கூற முனைவது:</p> <p>a) நான் எவ்வாறு செய்கிறேன் என்பதைப் பார் b) நான் கூறும் விளக்கத்தைக் கேள் c) நீயே செய்து பார்</p>	<input type="checkbox"/>
6.	<p>During my free time, I most enjoy:</p> <p>a) going to museums and galleries b) listening to music and talking to my friends c) playing sport or doing DIY (Do It Yourself)</p> <p>எனது ஓய்வு நேரத்தில் நான் அதிகம் விரும்புவது:</p> <p>a) அருங்காட்சியகம் மற்றும் கலைக்காட்சிக்கூடம் செல்வது b) இசையை இரசிப்பது மற்றும் நண்பர்களுடன் பேசுவது c) விளையாடுவது அல்லது நானே செய்யக்கூடிய விஷயங்களைச் செய்வது</p>	<input type="checkbox"/>
7.	<p>When I go shopping for clothes, I tend to:</p> <p>a) imagine what they would look like on b) discuss them with the shop staff c) try them on and test them out</p> <p>ஆடைகள் வாங்க கடைக்குச் செல்லும் பொழுது, நான்:</p> <p>a) அதை அணியும் பொழுது எப்படி இருக்கும் என கற்பனை செய்து பார்ப்பேன் b) கடை பணியாளர்களிடம் கேட்டறிவேன் c) அவற்றை அணிந்து பார்த்து சோதனை செய்வேன்</p>	<input type="checkbox"/>

Sl. No.	Statements	Option a/b/c
8.	<p>When I am choosing a holiday, I usually:</p> <p>a) read lots of brochures b) listen to recommendations from friends c) imagine what it would be like to be there</p> <p>விடுமுறைக்கு செல்ல இடத்தைத் தேர்ந்தெடுக்கும் பொழுது, நான் பொதுவாக:</p> <p>a) பல்வேறு சிற்றேடுகளை வாசிப்பேன் b) நண்பர்களின் பரிந்துரைகளைக் கேட்டுக்கொள்வேன் c) அங்கு சென்றால் எப்படி இருக்கும் என்பதைக் கற்பனை செய்து பார்ப்பேன்.</p>	<input type="checkbox"/>
9.	<p>If I was buying a new car, I would:</p> <p>a) read reviews in newspapers and magazines b) discuss what I need with my friends c) test-drive lots of different types</p> <p>நான் புதிதாக ஒரு மகிழுந்து வாங்கினால்:</p> <p>a) செய்தித்தாள்களிலும் நாளேடுகளிலும் வெளியாகும் மதிப்பாய்வுரைகளை வாசிப்பேன் b) எனக்கு என்ன தேவை என்பதை எனது நண்பர்களுடன் விவாதிப்பேன் c) பல வகையான மகிழுந்துகளை சோதனை ஓட்டம் செய்து பார்ப்பேன்</p>	<input type="checkbox"/>
10.	<p>When I am learning a new skill, I am most comfortable:</p> <p>a) watching what the teacher is doing b) talking through with the teacher exactly what I'm supposed to do c) giving it a try myself and work it out as I go</p> <p>நான் ஒரு புதிய செயல்திறனைக் கற்கும் பொழுது, வசதியாக உணர்வது:</p> <p>a) ஆசிரியர் என்ன செய்கிறார் என்பதை கவனிக்கும் பொழுது b) நான் என்ன செய்ய வேண்டும் என்பதை எனது ஆசிரியருடன் பேசித்தெரிந்து கொள்ளும் பொழுது c) நானே செய்து பார்த்து தெளிவு பெறும் பொழுது</p>	<input type="checkbox"/>
11.	<p>If I am choosing food off a menu, I tend to:</p> <p>a) imagine what the food will look like b) talk through the options in my head or with my partner c) imagine what the food will taste like</p> <p>உணவுப்பட்டியலிலிருந்து ஒரு உணவைத் தேர்ந்தெடுக்கும் பொழுது, நான்:</p> <p>a) அவ்வுணவு பார்ப்பதற்கு எப்படி இருக்கும் என கற்பனை செய்வேன் b) எனக்குள்ளேயோ அல்லது எனது துணைவருடனோ எனது விருப்பத் தேர்வுகளை பரிசீலிப்பேன் c) அவ்வுணவின் சுவை எப்படி இருக்கும் என்பதை கற்பனை செய்வேன்</p>	<input type="checkbox"/>

Sl. No.	Statements	Option a/b/c
12.	When I listen to a band, I can't help: <ul style="list-style-type: none"> a) watching the band members and other people in the audience b) listening to the lyrics and the beats c) moving in time with the music 	<input type="checkbox"/>
	நான் ஒரு குழுவின் இசையைக் கேட்கும் பொழுது, தவிர்க்க முடியாதது: <ul style="list-style-type: none"> a) இசைக்குழு உறுப்பினர்கள் மற்றும் பார்வையாளர்களை பார்வையிடுதல் b) பாடல் வரிகள் மற்றும் தாளத்தை கவனித்தல் c) நேரம் செல்வது கூட தெரியாமல் இசையோடு ஒன்றி விடுதல் 	
13.	When I concentrate, I most often: <ul style="list-style-type: none"> a) focus on the words or the pictures in front of me b) discuss the problem and the possible solutions in my head c) move around a lot, fiddle with pens and pencils and touch things 	<input type="checkbox"/>
	நான் எனது கவனத்தை ஒருமுகப்படுத்தும் பொழுது, அடிக்கடி: <ul style="list-style-type: none"> a) என் முன்னால் இருக்கும் வார்த்தைகள் மற்றும் படங்களின் மீது கவனத்தை செலுத்துவேன் b) பிரச்சனை மற்றும் அதற்கான தீர்வுகளை எனக்குள்ளேயே விவாதிப்பேன் c) அவ்விடத்தை சுற்றிச் சுற்றி வருதல், பேனா, பென்சில் மற்றும் பிற பொருட்களை கையில்வைத்து உருட்டிக்கொண்டிருப்பேன் 	
14.	I choose household furnishings because, I like: <ul style="list-style-type: none"> a) their colours and how they look b) the descriptions the sales-people give me c) their textures and what it feels like to touch them 	<input type="checkbox"/>
	நான் வீட்டு உபயோகப்பொருட்களை விரும்பி தேர்வு செய்வதன் காரணம்: <ul style="list-style-type: none"> a) அவற்றின் நிறம் மற்றும் தோற்றம் b) விற்பனையாளர்கள் தரும் வருணனை c) அவற்றின் உருவமைப்பு மற்றும் அவற்றைத் தொடும் பொழுது பெறும் உணர்வு 	
15.	My first memory is of: <ul style="list-style-type: none"> a) looking at something b) being spoken to c) doing something 	<input type="checkbox"/>
	எனது முதல் நினைவு: <ul style="list-style-type: none"> a) ஏதாவது ஒன்றைப் பார்த்தல் b) யாரோ ஒருவர் என்னுடன் பேசுதல் c) ஏதாவது ஒரு செயலைச் செய்தல் 	

Sl. No.	Statements	Option a/b/c
16.	<p>When I am anxious, I:</p> <p>a) visualise the worst-case scenarios b) talk over in my head what worries me most c) can't sit still, fiddle and move around constantly</p> <p>நான் கவலையில் ஆழ்ந்திருக்கும் பொழுது:</p> <p>a) மிகவும் மோசமான காட்சிகளை கற்பனை செய்வேன் b) என்னை மிகவும் கவலைக்குள்ளாகும் விஷயத்தைப் பற்றி எனக்குள்ளேயே பேசிக் கொள்வேன் c) ஓரிடத்தில் அமர முடியாமல் அங்குமிங்கும் அலைவேன்</p>	<input type="checkbox"/>
17.	<p>I feel especially connected to other people because of:</p> <p>a) how they look b) what they say to me c) how they make me feel</p> <p>நான் பிற மக்களுடன் தொடர்புடையவராக உணரக் காரணம்:</p> <p>a) அவர்கள் பார்வைக்கு எவ்வாறு இருக்கிறார்கள் என்பதை வைத்து b) அவர்கள் என்னிடம் கூறுவதை வைத்து c) அவர்கள் என்னை எவ்வாறு உணர வைக்கிறார்கள் என்பதை வைத்து</p>	<input type="checkbox"/>
18.	<p>When I have to revise for an exam, I generally:</p> <p>a) write lots of revision notes and diagrams b) talk over my notes, alone or with other people c) imagine making the movement or creating the formula</p> <p>தேர்வுக்கு திருப்புதல் செய்ய நேரும் பொழுது, நான் பொதுவாக:</p> <p>a) பல்வேறு திருப்புதல் குறிப்புகள் எழுதுவேன் மற்றும் படங்கள் வரைவேன் b) தனியாகவோ அல்லது நண்பர்களுடனோ அமர்ந்து எனது குறிப்புகளை விவாதிப்பேன் c) அச்செயலை செய்வதை மற்றும் சூத்திரங்களை உருவாக்குவதை கற்பனை செய்வேன்</p>	<input type="checkbox"/>
19.	<p>If I am explaining to someone, I tend to:</p> <p>a) show them what I mean b) explain to them in different ways until they understand c) encourage them to try and talk them through my idea as they do it</p> <p>நான் யாருக்காவது விளக்கமளித்தால், நான்:</p> <p>a) நினைப்பதன் பொருளை அவர்களுக்கு காட்டுவேன் b) அவர்கள் புரிந்து கொள்ளும் வரை பல்வேறு வகைகளில் அவர்களுக்கு விளக்கமளிப்பேன் c) அவர்கள் அதை செய்து பார்க்க ஊக்கமளித்து அவர்கள் அதை செய்யும் பொழுது எனது எண்ணத்தை அவர்களிடம் தெரிவிப்பேன்</p>	<input type="checkbox"/>

Sl. No.	Statements	Option a/b/c
20.	<p>I really love:</p> <p>a) watching films, photography, looking at art or people watching</p> <p>b) listening to music, the radio or talking to friends</p> <p>c) taking part in sporting activities, eating fine foods and wines or dancing</p> <p>நான் மிகவும் விரும்புவது:</p> <p>a) திரைப்படங்கள் பார்ப்பது, புகைப்படம் எடுப்பது, கலைகளை ரசிப்பது மற்றும் மக்களை கவனிப்பது</p> <p>b) இசையை ரசிப்பது, வானொலி கேட்பது அல்லது நண்பர்களுடன் பேசுவது</p> <p>c) விளையாட்டுக்களில் ஈடுபடுவது, சிறந்த உணவுகளை உண்பது மற்றும் நடனமாடுவது</p>	<input type="checkbox"/>
21.	<p>Most of my free time is spent:</p> <p>a) watching television</p> <p>b) talking to friends</p> <p>c) doing physical activity or making things</p> <p>எனது பெரும்பான்மையான ஓய்வு நேரத்தை நான் செலவிடுவது:</p> <p>a) தொலைக்காட்சி பார்ப்பதில்</p> <p>b) நண்பர்களுடன் பேசுவதில்</p> <p>c) உடற்செயல்பாடுகள் அல்லது ஏதாவது செயல்களை செய்தல் மூலம்</p>	<input type="checkbox"/>
22.	<p>When I first contact a new person, I usually:</p> <p>a) arrange a face-to-face meeting</p> <p>b) talk to them on the telephone</p> <p>c) try to get together whilst doing something else, such as an activity or a meal</p> <p>ஒரு புதிய நபரை சந்திக்கும் பொழுது, நான் செய்வது:</p> <p>a) நேருக்குநேர் சந்திப்பது</p> <p>b) தொலைபேசி வாயிலாக அவர்களுடன் பேசுவது</p> <p>c) வேறு வேலையை செய்யும் பொழுதோ அல்லது உணவருந்த வெளியே செல்லும் பொழுதோ அவர்களுடன் தொடர்பு கொள்ளுவது</p>	<input type="checkbox"/>

Sl. No.	Statements	Option a/b/c
23.	<p>I first notice how people:</p> <p>a) look and dress</p> <p>b) sound and speak</p> <p>c) stand and move</p> <p>நான் மற்றவர்களிடம் முதலில் கவனிப்பது:</p> <p>a) தோற்றம் மற்றும் ஆடை</p> <p>b) ஒலி மற்றும் பேச்சு</p>	<input type="checkbox"/>
24.	<p>If I am angry, I tend to:</p> <p>a) keep replaying in my mind what it is that has upset me</p> <p>b) raise my voice and tell people how I feel</p> <p>c) stamp about, slam doors and physically demonstrate my anger</p> <p>கோபமாக இருந்தால், நான்:</p> <p>a) என்னை வருத்தப்படுத்திய விஷயம் என்னவென்று என் மனதிற்குள் மீண்டும் மீண்டும் எண்ணிப்பார்ப்பேன்</p> <p>b) எனது குரலை உயர்த்தி நான் எவ்வாறு உணர்கிறேன் என்பதை பிறருக்கு கூறுவேன்</p> <p>c) தரையை உதைப்பேன், கதவை வேகமாக அடிப்பேன் மற்றும் எனது கோபத்தை வெளிப்படையாக உடற்செயல்பாடுகள் மூலம் உணர்த்துவேன்.</p>	<input type="checkbox"/>
25.	<p>I find it easiest to remember:</p> <p>a) faces</p> <p>b) names</p> <p>c) things I have done</p> <p>நான் எளிதாக நினைவில் கொள்ளுவது:</p> <p>a) முகங்களை</p> <p>b) பெயர்களை</p> <p>c) நான் செய்த செயல்களை</p>	<input type="checkbox"/>
26.	<p>I think that you can tell if someone is lying, if:</p> <p>a) they avoid looking at you</p> <p>b) their voice changes</p> <p>c) they give me funny vibes</p> <p>ஒருவர் பொய் சொல்கிறார் என்பதை நான் கண்டுபிடிப்பது:</p> <p>a) அவர்கள் நேராக பார்ப்பதை தவிர்ப்பதை வைத்து</p> <p>b) அவர்களது குரல் மாற்றத்தை வைத்து</p> <p>c) அவர்கள் செய்யும் வேடிக்கையான செயல்களை வைத்து</p>	<input type="checkbox"/>

Sl. No.	Statements	Option a/b/c
27.	<p>When I meet an old friend:</p> <p>a) I say “it’s great to see you!” b) I say “it’s great to hear from you!” c) I give them a hug or a handshake</p> <p>நான் எனது பழைய நண்பர்களை சந்திக்கும் பொழுது:</p> <p>a) உன்னை பார்க்க முடிந்தது மிகவும் நல்லது என்று சொல்வேன் b) உனது குரலை கேட்க முடிந்தது மிகவும் நல்லது என்று சொல்வேன் c) அவர்களை கட்டித் தழுவுவேன் அல்லது கைகுலுக்குவேன்</p>	<input type="checkbox"/>
28.	<p>I remember things best by:</p> <p>a) writing notes or keeping printed details b) saying them aloud or repeating words and key points in my head c) doing and practising the activity or imagining it being done</p> <p>நான் விசயங்களை மிகச்சிறப்பாக நினைவில் நிறுத்துவது:</p> <p>a) குறிப்பு எழுதுதல் அல்லது அச்சிடப்பட்ட விவரங்களை வைத்திருத்தல் வாயிலாக b) சத்தமாக கூறுதல் அல்லது வார்த்தைகள் மற்றும் முக்கிய கருத்துக்களை மனதிற்குள் திரும்பக் கூறுதல் வாயிலாக c) அச்செயலை செய்து பார்த்து பழகுதல் அல்லது செய்து முடித்தது போன்று கற்பனை செய்தல் வாயிலாக</p>	<input type="checkbox"/>
29.	<p>If I have to complain about faulty goods, I am most comfortable:</p> <p>a) writing a letter b) complaining over the phone c) taking the item back to the store or posting it to head office</p> <p>தவறான பொருட்கள் குறித்து புகார் தெரிவிக்க வேண்டியிருந்தால், நான் வசதியாக உணர்வது:</p> <p>a) கடிதம் எழுதுவது b) தொலைபேசி மூலம் புகார் தெரிவிப்பது c) அப்பொருளை கடைக்கு மீண்டும் எடுத்து செல்லுவது அல்லது தலைமை அலுவலகத்திற்கு திருப்பி அனுப்புவது</p>	<input type="checkbox"/>
30.	<p>I tend to say:</p> <p>a) I see what you mean b) I hear what you are saying c) I know how you feel</p> <p>நான் கூற முனைவது:</p> <p>a) நீங்கள் கூறுவதன் பொருளை என்னால் பார்க்க முடிகிறது b) நீங்கள் சொல்வதை என்னால் கேட்க முடிகிறது c) நீங்கள் உணர்வதை என்னால் உணரமுடிகிறது</p>	<input type="checkbox"/>

Publications



PROFICIENCY IN ENGLISH LANGUAGE OF PROSPECTIVE TEACHERS IN TAMIL NADU

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Cite This Article: A. John Lawrence & Dr. B. C. Sobha, "Proficiency in English Language of Prospective Teachers in Tamil Nadu", International Journal of Interdisciplinary Research in Arts and Humanities, Volume 2, Issue 2, Page Number 62-65, 2017.

Abstract:

The enthusiasm to learn and be good at communicate in English has not spared anyone in the field of education for personal and social gains. This study investigated the proficiency in English of 1,405 prospective teachers who were the selected samples using simple random technique from the B.Ed. colleges of Education studying in Tirunelveli, Thoothukudi and Kanyakumari districts affiliated to Tamil Nadu Teachers Education University. Proficiency in English Language Test (PELT), a tool constructed and validated by the investigator was used to assess their proficiency. The statistical techniques arithmetic mean, standard deviation, and 't' test were used in the study. The findings of the study were as follows: The level of proficiency in English language of prospective teachers was at the average. There was no significant difference in proficiency in English language of prospective teachers with regard to their gender and type of family. But there was significant difference between the unmarried and the married, and the unmarried prospective teachers were found to be better than the married prospective teachers in their proficiency in English language.

Key Words: Proficiency in English Language & Prospective Teachers

Introduction:

"Education for all" ([Uhttp://www.unesco.org](http://www.unesco.org)) has been the global commitment and mission of all nations. Teacher education is involved in the process of preparing the aspiring prospective teachers. The success of the education system of a country to a large extent depends on the teacher education system. "If you don't have good teachers, there will be no good teaching and there will be no good students" (Gohain, 2017, July 20). Hence "teacher education is a priority in most countries regardless of the development stage of the country" (Danaher & Umar, 2010, p.28). In India, English has been taught as one of the compulsory subject of subject at the school level owing to its historic and utilitarian reasons and hence the prospective teachers in their pre-service training and the working teachers in-service are expected and demanded to be good at English with a reasonable level of proficiency to make their teaching-learning effective.

Significance of the Study:

"Language is, today, an inseparable part of human society. ... It is through language that humanity has come out of the stone-age and has developed science, art and technology in a big way" (Syal & Jindal, 2014, p. 11). Because it is an inseparable part, it becomes obligatory for every member of the society to learn a language. Language is "a device of expression of thoughts or ideas" (Prasad, 2014, p. 2) in written or spoken form. It is a social phenomenon, and needs to follow certain rules and regulations for making it convenient for common communicative needs. Grammar prescribes the rules governing a language. Stressing the importance of grammar Woods (1988) says, "When we say someone understands a language, we mean the person has obtained the ability to produce the target language that can be accepted in grammar". "If grammar rules are too carelessly violated, communication may suffer" (Harmer, 2007, p. 12). The Indian learners learn English as a Second Language (ESL) and they are dependent on teachers' teaching for learning, strengthening and becoming proficient in English. Hence the prospective teachers' proficiency in English language is a matter of concern and significance. The investigator, being a teacher educator, is involved in training the prospective teachers who are doing their Bachelor of Education (B. Ed.). So undertaking a research study on proficiency in English of prospective teachers would throw some sparks of light to teach better aiming at improving their proficiency in English, benefiting the entire population of prospective teachers. Hence is this research.

Research Questions:

"Asking a research question serves to narrow your focus on the topic of interest" (Vanderstoep & Johnston, 2009, p.4) and the raised research questions bring clarity and straightens the research path. The investigator raised the following questions and investigated the proficiency in English of prospective teachers.

- ✓ What is the proficiency level of prospective teachers in English?
- ✓ Is there any significant difference in proficiency in English of prospective teachers with regard to their gender, marital status, and type of family?

Operational Definition of the Key Terms:

The connotative and denotative meanings of words differ according to context. Unless the researcher clearly defines the key terms used in the study, it may lead to misconceptions and misinterpretations. Therefore, it is obligatory from the part of researcher to define the terms used in research.

- ✓ **Proficiency in English language:** It is the ability to use English language with accuracy and fluency. Accuracy is the using the “correct forms of grammar”, without mistakes, and fluency is the using the language “at a normal speed, without hesitation” (Spratt, Pulverness., & Williams, 2010). In this study, proficiency in English language refers to the prospective teachers’ ability to use English language and is measured by the scores obtained in the Proficiency in English Language Test (PELT) conducted by the investigator.
- ✓ **Prospective Teachers:** In this study, it refers to the students who are doing Bachelor of Education (B.Ed.) training programme with the aspiration of becoming teachers on successful completion this professional training.

Objectives of the Study:

- ✓ To find out the level of proficiency in English language of prospective teachers
- ✓ To find out whether there is any significant difference in the proficiency in English language of prospective teachers with regard to their (a) gender, (b) marital status, and (c) type of family.

Hypotheses:

- ✓ There is no significant difference in proficiency in English language of prospective teachers with respect to gender.
- ✓ There is no significant difference in proficiency in English language of prospective teachers with respect to marital status.
- ✓ There is no significant difference in proficiency in English language of prospective teachers with respect to type of family

Methodology:

“The procedural design of the research should be carefully planned to yield results that are as objective as possible” (Pandey & Pandey, 2015, p. 17).“Surveys are particularly useful to find small amounts of information from a wider selection of people in the hopes of making a general claim” (Driscoll, D. L., 2011, P. 163).The investigator used survey method to investigate the proficiency in English Language of Prospective Teachers for describing the phenomenon as it exists at the time of study, and suggests recommendations based on the inferred findings.

Population and Sample:

“Population is that which is represented by the actual participants in the research” (Howitt & Cramer, 2011, P. 61).It is the larger group of beneficiaries of research. The population for the present study comprises all the prospective teachers who are doing B.Ed. degree course in the colleges of Education in Tirunelveli, Thoothukudi and Kanyakumari districts of Tamil Nadu. A sample is the representative of the population or universe. It is the chosen group of participants in the study. The investigator selected a sample of 1,405 B.Ed. students from the selected three districts using simple random sampling technique.

Tool Used:

Keeping the objectives of the study in mind, Proficiency in English Language Test (PELT) was constructed and validated by the investigator and the guide (2016).

Statistical Techniques Used:

The investigator used mean, standard deviation, and ‘t’ test to analyse the collected data.

Analysis of Data:

Descriptive Analysis:

Objective 1: To find out the level of proficiency in English language of prospective teachers

Table 1: Level of Proficiency in English Language of Prospective Teachers

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Proficiency in English Language	343	24.4	741	52.7	321	22.8

It is inferred from the above table that 24.4% of prospective teachers have low, 52.7% of them have moderate and 22.8% of them have high level of proficiency in English language. This is shown in Figure 1.

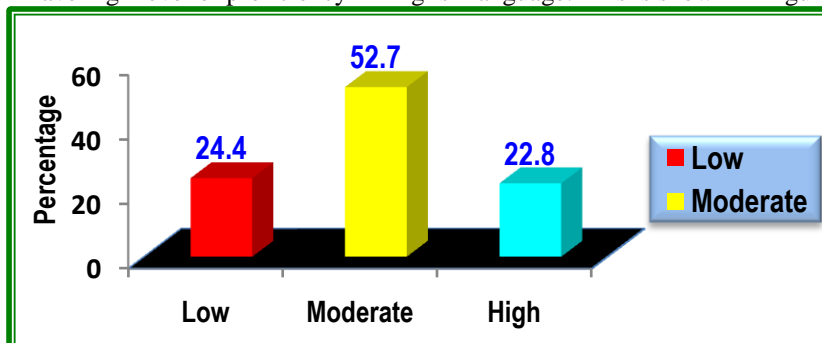


Figure 1: Level of proficiency in English language of prospective teachers

Differential Analysis:

Hypothesis 1: There is no significant difference between the male and the female prospective teachers in their proficiency in English language.

Table 2: Difference between the Male and the Female Prospective Teachers in their Proficiency in English Language

Variable	Gender	N	Mean	S.D	Calculated 't' value	Table value	Remark
Proficiency in English Language	Male	317	35.92	9.793	0.96	1.96	Not Significant at 0.05 level
	Female	1,088	37.73	9.501			

It is inferred from the above table that the calculated 't' value (0.96) is less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between the male and the female prospective teachers in their proficiency in English language.

Hypothesis 2: There is no significant difference between the unmarried and the married prospective teachers in their proficiency in English language.

Table 3: Difference between the Unmarried and the Married Prospective Teachers in their Proficiency in English Language

Variable	Marital Status	N	Mean	S.D.	Calculated 't' value	Table Value	Remark
Proficiency in English Language	Unmarried	1,194	37.57	9.562	2.33	1.96	Significant at 0.05 level
	Married	211	35.90	9.676			

It is inferred from the above table that the calculated 't' value (2.33) is greater than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant difference between the unmarried and the married prospective teachers in their proficiency in English language. While comparing the mean scores of the unmarried (Mean=37.57) and the married prospective teachers (Mean=35.90), the unmarried prospective teachers are better than the married prospective teachers in their proficiency in English language. This is shown in Figure 2.

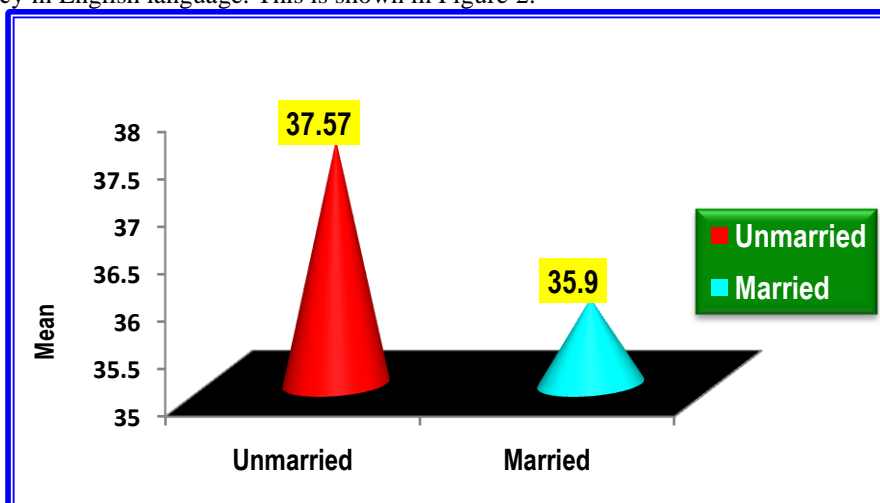


Figure 2: Difference between the unmarried and the married prospective teachers in their proficiency in English language

Hypothesis 3: There is no significant difference between the nuclear family and the joint family prospective teachers in their proficiency in English language.

Table 4: Difference between the Nuclear Family and the Joint Family Prospective Teachers in their Proficiency in English Language

Variable	Type of Family	N	Mean	S.D.	Calculated 't' value	Table Value	Remark
Proficiency in English Language	Nuclear	1296	37.44	9.558	1.61	1.96	Not Significant at 0.05 level
	Joint	109	35.90	9.943			

It is inferred from the above table that the calculated 't' value (1.61) is less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between the nuclear and the joint family prospective teachers in their proficiency in English language.

Findings:

- ✓ On analyzing the proficiency in English language of prospective teachers, it is found out that 24.4% of them have low, 52.7% of them have moderate and 22.8% of them have high level of proficiency in English language.
- ✓ There is no significant difference between the male and the female prospective teachers in their proficiency in English language.
- ✓ There is significant difference between the unmarried and the married prospective teachers in their proficiency in English language. While comparing the mean scores of the unmarried (Mean=37.57) and the married prospective teachers (Mean=35.90), the unmarried prospective teachers are better than the married prospective teachers in their proficiency in English language.
- ✓ There is no significant difference between the nuclear and the joint family prospective teachers in their proficiency in English language.

Recommendations:

- ✓ The percentage analysis reveals that the proficiency in English language of majority of the prospective teachers is found to be at an average level. In the context of globalization and internationalization of education, the moderate level is not satisfactory. So efforts should be made from the part of the government and the administrators to improve and raise the level of proficiency in English. The prospective teachers also should take personal interest to improve their standard of English realizing their future responsibility.
- ✓ The study reveals that the married prospective teachers' proficiency in English is lower than the unmarried and so to improve the proficiency level among the married prospective teachers special efforts like conducting intensive crash course may be arranged.

Conclusion:

Successful teachers need to be good at subject content knowledge and instructional language. All teachers need to be fairly good at English for making their students successful in education and in life. "School-leavers who are not adequately trained in English language are always at a handicap in the world of higher education" (NKC: Report to the nation, 2009, P. 27), and if so the teachers who are teaching at present and the prospective teachers who would be teaching should have to be all the more proficient in the use of English. This systematic research work exposes the fact that there is a need to improve the proficiency level of prospective teachers, and moving ahead with an action-driven plan in this direction would be a blessing for the present and future generations of both teachers and students.

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BIG FIVE PERSONALITY FACTORS OF PROSPECTIVE TEACHERS IN TAMIL NADU

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Cite This Article: A. John Lawrence & Dr. B. C. Sobha, "Big Five Personality Factors of Prospective Teachers in Tamil Nadu", International Journal of Current Research and Modern Education, Volume 2, Issue 2, Page Number 75-78, 2017.

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Abstract:

That can't be achieved by intelligence, can be tactfully achieved by personality, and that is the influential power of personality. With or without our knowledge and will, we are influenced and fall a prey to the personality. Teachers who are with the kids from early childhood to adulthood influence a lot their students at every stage, and in this process the role of Big Five personality factors has an important role. This study investigated the Big Five personality of 1,405 prospective teachers chosen using simple random technique from the B.Ed. colleges. The statistical techniques arithmetic mean, standard deviation, and 't' test were used in the study. The findings of the study were as follows: The level of Big Five personality factors was high among the majority of the prospective teachers. The differential analysis revealed that there was no significant difference between the male and the female prospective teachers in their personality factors agreeableness, conscientiousness and emotional stability. But there is significant difference between the male and the female prospective teachers in their personality factors extroversion and openness. The male prospective teachers were found to be better than the female prospective teachers in their personality traits extroversion and openness. Further it revealed that there was no significant difference between the unmarried and the married prospective teachers in their personality factors extroversion, agreeableness, conscientiousness, and openness. But there was significant difference between the unmarried and married prospective teachers in their personality factor emotional stability. While comparing the mean scores of unmarried and married prospective teachers, the unmarried prospective teachers were better than the married prospective teachers in their personality trait emotional stability.

Key Words: Big Five Personality Factors, Extroversion, Agreeableness, Conscientiousness, Emotional Stability & Openness

Introduction:

Teaching is a gift. Being a teacher is noble. Teaching is professional and it is rewarding in one way and demanding in the other way. It is rewarding in multiple ways and the highest among them is the reputation that the teachers enjoy in the public and the sense of deep inner satisfaction that the teachers have at the bottom of their hearts. The dissemination of knowledge from the teacher gives life for the students. Teachers influence their students directly and indirectly; openly and in a hidden way; inside the class and outside the class. Apart from the knowledge, skills and attitude the teacher has, there are factors that mould and shape the students. One among them is the personality of the teachers. This article aims at exploring the Big Five personality traits among the prospective teachers.

Significance of the Study:

Personality is "the sum total of the behavioural and mental characteristics that are distinctive of an individual. Informally, it refers to the personal qualities that make a person socially popular" (Colman, A.M., 2009). The list of attributes or traits or factors that develops a person's personality is long. Psychologists have attempted a lot to list out elaborately and precisely enumerate those attributes. "Many contemporary personality psychologists believe that there are five basic dimensions of personality, often referred to as the "Big 5" personality traits. The five broad personality traits described by the theory are extraversion, agreeableness, openness, conscientiousness, and neuroticism" (Cherry, 2017, Para. 1). Teachers and prospective teachers interact with the students and their interactions influence their students a lot. Hence exploring these Big Five personality is significant as it affects the teaching-learning process.

Research Questions:

A research revolves around a problem of significance. The beginning of a research is identifying the problem for the study and so stating the problem of research brings clarity to the study. Kerlinger defines in the context of research "A problem is an interrogative sentence or statement that asks: What relation exists between two or more variables?" (as cited in Pandey & Pandey, 2015, p. 18).

- ✓ What is the level of Big Five personality factors of prospective teachers?
- ✓ Is there any significant difference in Big Five personality factors of prospective teachers with regard to their gender and marital status?

Operational Definition of the Key Terms:

- ✓ **Big Five Personality Factors:** It refers to the five important personality traits: 1. Extroversion, 2. Agreeableness. 3. Conscientiousness, 4. Emotional stability and 5. Openness (Cherry, 2017). In this study, the Big Five personality traits of prospective traits are measured by the scores obtained in the Big Five Inventory administered by the investigator.
- ✓ **Extroversion:** It is a trait characterized by sociability, talkativeness, assertiveness, and high amounts of emotional expressiveness. People who are high in this trait are outgoing and find it easy to make new friends. People who are low in it prefer solitude, find it difficult to start conversations and mingle with people.
- ✓ **Agreeableness:** It is a trait characterized by trust, altruism, kindness, affection, and other pro-social behaviors. People who are high in this trait tend to be more cooperative, enjoy helping and contributing to the happiness of other people. People who are low in it tend have little interest in other people's problems, insult and belittle others, and be more competitive.
- ✓ **Conscientiousness:** It is a trait characterized by thoughtfulness, with good impulse control and goal-directed behaviours. People who are high in this trait tend to be organized, spend time in preparing, finish important tasks in time, and stick to their schedules. People who are low in it tend to dislike structure and schedules, procrastinate, and fail to complete the things they are supposed to do.
- ✓ **Emotional Stability:** It is a trait characterized by resilience, and balanced attitude. It is negatively termed as neuroticism. People who are high in this trait tend to deal well with stress, don't worry much, and very relaxed. People who are low in it tend to experience mood swings, anxiety, irritability, and sadness.
- ✓ **Openness:** It is a trait characterized by imagination, insight, and creativity. People who are high in this trait tend to have a broad range of interests, willing to take up new challenges. People who are low in openness are often more traditional, dislike change, resist new ideas and struggle with abstract thinking.

Objectives of the Study:

- ✓ To find out the level of Big Five personality factors of prospective teachers
- ✓ To find out whether there is any significant difference in the Big Five personality factors of prospective teachers with regard to their gender, and marital status.

Hypotheses:

- ✓ There is no significant difference in the Big Five personality factors of prospective teachers with respect to gender.
- ✓ There is no significant difference in the Big Five personality factors of prospective teachers with respect to marital status.

Methodology:

The investigator used survey method to investigate the Big Five personality factors of Prospective Teachers. Survey research is the widely used method in social sciences. It “refers to the set of methods used to gather data in a systematic way from a range of individuals, organizations, or other units of interest (Julien, 2008..p. 846).

Population:

The population for the study includes all the prospective teachers who are doing B.Ed. degree course in the colleges of Education in Tirunelveli, Thoothukudi and Kanyakumari districts of Tamil Nadu.

Sample and Sampling Technique

The sample present study consists of 442 prospective teachers from Tirunelveli, 487 prospective teachers from Thoothukudi, and 476 prospective teachers from Kanyakumari districts. Simple random sampling technique was used for selecting the sample.

Tool Used:

Big Five Personality Inventory developed and validated by the investigator and the guide was used for collecting the data. John and Srivastava’s Big Five Inventory served as the source for constructing the tool for the study.

Statistical Techniques Used:

The investigator used mean, standard deviation, and ‘t’ test to analyse the collected data.

Analysis of Data:

Descriptive Analysis:

Objective 1: To find out the level of Big Five personality factors of prospective teachers

Table 1: Level of Big Five personality factors of Prospective Teachers

Personality Factors	Low		High	
	N	%	N	%
1. Extroversion	206	14.7	1199	85.3
2. Agreeableness	249	17.7	1156	82.3

3. Conscientiousness	213	15.2	1192	84.8
4. Emotional stability	223	15.9	1182	84.1
5. Openness	221	15.7	1184	84.3

It is inferred from the above table that 14.7% of prospective teachers have low and 85.3% of them have high level of extroversion. 17.7% of prospective teachers have low and 82.3% of them have high level of agreeableness. 15.2% of prospective teachers have low and 84.8% of them have high level of conscientiousness. 15.9% of prospective teachers have low and 84.1% of them have high level of emotional stability. 15.7% of prospective teachers have low and 84.3% of them have high level of openness.

Differential Analysis:

Hypothesis 1: There is no significant difference between the male and the female prospective teachers in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness.

Table 2: Difference between the Male and the Female Prospective Teachers in their Big Five Personality Factors

Personality Factors	Gender	N	Mean	S.D	Calculated 't' Value	Remarks
1. Extroversion	Male	317	37.73	9.501	2.96	S
	Female	1088	35.92	9.793		
2. Agreeableness	Male	317	33.00	7.342	1.92	NS
	Female	1088	33.85	6.769		
3. Conscientiousness	Male	317	30.74	5.985	0.73	NS
	Female	1088	30.46	5.833		
4. Emotional Stability	Male	317	30.25	5.823	1.29	NS
	Female	1088	29.77	5.853		
5. Openness	Male	317	30.05	6.031	2.91	S
	Female	1088	28.35	5.797		

Note. The table value of 't' is 1.96; NS = not significant.

It is inferred from the above table that the calculated 't' value of personality factors, agreeableness, conscientiousness, and emotional stability (1.92, 0.73, 1.29) are less than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis with respect to agreeableness, conscientiousness and emotional stability is accepted. Thus, the result shows that there is no significant difference between the male and the female prospective teachers in their personality factors agreeableness, conscientiousness and emotional stability.

But the calculated 't' value of personality factors, extroversion and openness (2.96, 2.91) are greater than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis with respect to extroversion and openness are rejected. Thus, the result shows that there is significant difference between the male and the female prospective teachers in their personality factors extroversion and openness. While comparing the mean scores of male and female prospective teachers, the male (Mean = 37.73, 30.05) are better than the female (Men = 35.92, 28.35) prospective teachers in their personality traits extroversion and openness.

Hypothesis 2: There is no significant difference between the unmarried and the married prospective teachers in their Big Five personality factors (1) extroversion, (2) agreeableness, (3) conscientiousness, (4) emotional stability, and (5) openness.

Table 3: Difference between the Unmarried and the Married Prospective Teachers in their Big Five Personality Factors

Personality Factors	Marital Status	N	Mean	S.D.	Calculated 't' Value	Remarks
1. Extroversion	Unmarried	1194	32.22	5.528	1.22	NS
	Married	211	31.72	5.628		
2. Agreeableness	Unmarried	1194	33.78	6.759	1.59	NS
	Married	211	32.96	7.684		
3. Conscientiousness	Unmarried	1194	30.41	5.733	1.74	NS
	Married	211	31.17	6.549		
4. Emotional Stability	Unmarried	1194	37.57	9.562	2.33	S
	Married	211	35.90	9.676		
5. Openness	Unmarried	1194	28.57	5.878	1.24	NS
	Married	211	28.02	5.548		

Note: The table value of 't' is 1.96; NS = not significant.

It is inferred from the above table that the calculated 't' value of personality factors extroversion, agreeableness, conscientiousness, and openness (1.22, 1.59, 1.74, 1.24) are less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between the unmarried and the married prospective teachers in their personality factors extroversion, agreeableness, conscientiousness, and openness.

But the calculated 't' value of personality factor emotional stability (2.33) is greater than the table value (1.96) at 0.05 level of significance. Hence the null hypothesis with respect to emotional stability is

rejected. Thus, the result shows that there is significant difference between the unmarried and married prospective teachers in their personality factor emotional stability. While comparing the mean scores of unmarried and married prospective teachers, the unmarried (Mean = 37.57) prospective teachers were better than the married (Mean = 35.90) prospective teachers in their personality trait emotional stability.

Findings:

- ✓ The percentage analysis on the Big Five factors of personality revealed that the level of extroversion, agreeableness, conscientiousness, emotional stability, and openness for majority of the prospective teachers is high.
- ✓ The differential analysis revealed that there was no significant difference between the male and the female prospective teachers in their personality factors agreeableness, conscientiousness and emotional stability. But there is significant difference between the male and the female prospective teachers in their personality factors extroversion and openness. The male prospective teachers were found to be better than the female prospective teachers in their personality traits extroversion and openness.
- ✓ The differential analysis revealed that there was no significant difference between the unmarried and the married prospective teachers in their personality factors extroversion, agreeableness, conscientiousness, and openness. But there was significant difference between the unmarried and married prospective teachers in their personality factor emotional stability. While comparing the mean scores of unmarried and married prospective teachers, the unmarried (Mean = 37.57) prospective teachers were better than the married (Mean = 35.90) prospective teachers in their personality trait emotional stability.

Conclusion:

“The performance of the students is largely depends on the behavior of the teachers” (Kappagoda, 2013). A teacher’s behaviour to influence and cause behavioural change among the students is largely dependent on the personality that s/he has. The term personality is a global and inclusive term. To narrow down the complete personality of an individual into certain limited entities might be a half-ended task. Still a series of research efforts have proved the greater influence on one’s personality. Teachers being involved in human-to-human interaction in a formal instructional process, they need to develop their personality. The present study suggests that the prospective teachers have high level of personality in the Big Five factors which is an encouraging sign. It suggests that they are capable of influencing their students and they should be now further guided to develop these Big Five personality traits among their students. Female prospective teachers may be given trainings and seminar to develop extroversion and openness traits as they are found to be lower than their counter parts. The married prospective teachers may be given counselling to develop their emotional stability. Developing these Big Five traits may be contributing to be better in their teaching profession.

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