

**Desired Personality Traits of Language Learners: University
Level Scenario in Bangladesh**

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Dedication

I would like to dedicated to this thesis paper to my parents and my one and only brother who always have supported and encouraged me to reach this far.

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Desired personality traits of language learners:

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Abstract

This study attempts to find out the desired personality traits of language learners among the university level's students in Bangladesh. Therefore, this paper explores the five big personality traits of successful language learners, as well as learner's motivation and academic performance. The data collected in this research by using mixed method for identifying the five big personality traits of successful language learners. One hundred ten participants from various universities participated in this study. The findings of this research recommended that the personality traits of extraversion, conscientiousness, agreeableness, and openness to experience students enhanced their English skills, increased their proficiency in the English language and these personality types of learners were successful in the English language. They also succeed in their academic result and get better future. The personality traits of neuroticism or instability students were anxious, feel worried, and scared, they were not successful language learners, and they will not succeed in their academic result, and also low neuroticism students will succeed in their academic result and future.

Key words: extraversion, neuroticism, conscientiousness, agreeableness, openness to experience, motivation, academic success or performance, individual's learning style, four skills, and good language learners.

Chapter: 1

Introduction

1.0 Introduction

Language acquisition and learning is an important aspect of language learners. The acquisition is a subconscious process of a first language learner and Learning is a conscious process of a second and foreign language learners. Children acquire their first language subconsciously, but children or adult learn their second language consciously. In addition, language learning depends on the learners characteristics (Dörnyei , 2005 p.6). A portion of personality characteristic has been intended as probable to influence second language learning (Lightbrown & Spada, p.60).

Personality has extended been exacting show up of curiosity in education because personality traits create a distinction in how people learn and what people learn (McCaulley& Natter; 1974; Myers & Myers, 1980; as cited in Zhang, Su, & Liu, 2013, p.58). Pervin and John (2001) defined that Personality is the component of the field of psychology that the majority of people judge carefully about in their whole as persons and as complicated human beings (Dörnyei , 2005 p.6). Different language learners have different type's personality. Personality is the main branch of psychological aspects (Dörnyei , 2005 p.6). Costa and McCrae's big five personality traits were: extraversion, agreeableness, conscientiousness, neuroticism and openness to experience. The basic element of personality traits is individual's difference of their stable emotion, attitude, and motivation in learning style. Five big personality traits of language learners, that personality trait will affect learner's second language learning and communication (Oz, 2014, p.1473).

This study endeavor's to discover that desired personality traits in the university level students in Bangladesh. This study focuses on five personality traits of language learners and how the five traits will help them to become a successful language learner and to get good academic scores.

1.1 Objectives of the paper

The objective of the paper is to examine student's personality traits who desire to become a better and successful language learner.

1.2 Central Research question

Researcher discovered the answer of this question to the university level students in Bangladesh.

1. How do the five big personality traits help students to become a successful language learner?

1.3 Significant of this study

The study illustrates of the literature reviews on the personality traits of the language learners. This study is presenting the scenario of university level English language student's personality trait in Bangladesh and how the personality traits encourage them to improve and develop their English language learning.

1.4 Limitation

The limitations of this research are:

1. The researcher has collected the data of the survey and interview within the Dhaka city.

2. Only the five university students were participated in this research, but it was not sufficient to present the entire university students scenario of the Bangladesh.
3. The researcher has experienced complexity for getting permission to conduct the survey at the university.
4. Only emphasized the students of English language students thus the other courses students ignored.

Chapter: 2

Literature review

2.0 Definition of Personality

The term 'Personality' is derived from the word 'persona' which has its origins in Latin (Crozier, 1997, p.3). Allport defined that personality is an activity of a person psychophysical systems that establish his exceptional adjustment to his condition (as cited in Crozier, 1997, p.3). Different people have different type of personality. Pervin and John had defined that personality signifies those qualities of a person's that description for the regular example of "feeling, thinking, and behaving" (as cited in Dörnyei, 2005, p.11). Hence, personalities are psychological effects of an individual person characteristic.

In addition, Hinsie and Campbell had given the definition of personality in 1970. His definition of personality is the feature and some amount of expected behavior response patterns that each and every person develops their lifestyle both consciously and unconsciously (as cited in Houston, 1990, p.117). He also had given another definition of the personality illustrates the cooperation between internal strengths and desires, and monitor that greatest or standardize their expression the personality meaning to continue a well balanced, mutual connection between the individual and his surrounding...in the other utterance, the personality is the regular behavior of a person that describes the person managing system of his daily livelihood in the common situation it comparatively 'stable and predictable' (as cited in Houston, 1990, p.117). Moreover, McCaulley and Natter defined people's personality creates a difference in "how people learn and what they learn" (as cited in Asmali, 2014, p.3).

Aristotle (384–322 BC), observed character such as pride, modesty and cowardice as key factor of moral and immoral behavior in his writing the Ethics (as cited in Matthews, Deary and Whiteman, 2009, p. 3). Allport, Emmons, Johnson, Winter, John, Stewart, Klohnen, & Duncan defined that personality traits are the psychology, “at its heart seek to understand variation in how people feel, act, and think and want” (as cited in Wilt and Revelle, 2015, p.478). Two type’s ideas about personality traits are; first, the individual peoples' behavior differs from situation to situation, but the main part is individual’s true nature that is unchangeable. Second, Person’s traits straightly influence on actions (Matthews et al, 2009, p. 3).

2.1 Types of Personality traits

Allport, Odbert, Cattell accomplished to the research of the five big models in 1930s and 1940s (Asmali, 2014, p.5). Eysenck (1964) discovered two general traits such as; extrovert/introvert and neurotic/stable (as cited in Ellis, 1985, p.120). In addition, He represented three main personality elements, such as (1) extraversion with introversion, (2) neuroticism and emotionality with emotional stability, and (3) psychoticism and tough-mindedness with tender-mindedness (Dörnyei, 2005, p.13). He had not changed first two personality traits, but he modified psychoticism with three additional elements of conscientiousness, agreeableness, and openness to experience (Dörnyei, 2005, p.13). According to Costa and McCrae (1991); Digman (1990), Neuroticism, Extraversion, Openness to experience, Agreeableness and Conscientiousness are the five basic dimension of personality (as cited in Rai and Kumar, 2012, p.343).

Furthermore, John, Naumann, & Soto said that Personality psychologists examined the large numbers of trait to create the generally applied classification of personality: the Big Five, which contains the elements of Extraversion, Neuroticism, Conscientiousness, Agreeableness,

and Openness to Experience/Intellect (as cited in Corr , DeYoung and McNaughton,2013, p.1).

Big Five Personality Traits convey personality and motivational styles which contain:

Extraversion, Neuroticism, Conscientiousness, Agreeableness, and Openness to Experience (Ehrler, Evans & Mcghee, 1999, p.451).

2.2 Five Big Personality Traits

2.2.1 Extraversion

According to McCrae & John, (1992), defined “Extravert individuals are active, assertive, energetic, enthusiastic and outgoing” (as cited in Lin, Lin & Ye, 2015). In addition, Extraverts have a tendency to practice optimistic affection and prefer to be friendly, warm, joyful, vigorous and assertive (McCrae, 1992; McCrae and Costa 1987; as cited in Rai and Kumar, 2012, p.344). Clearly, Individuals high on Extraversion have an excellent talkative capability and information sharing activities (Berman& Hellweg, 1989; as cited in Lin et al, 2015). Hence, Extrovert people have a tendency to think optimistically and check the trouble cheerfully (Bakker, VanDer, Karen, Lewin & Dollard, 2006; as cited in Rai and Kumar, 2012, p.344).

Furthermore, Extraversion has set the foundation for social communication and, as a result, seriously diminished language anxiety (MacIntyre & Noels, 1994; as cited in Oz, 2014,p.1475). For example, they may become participated with social communication, and grasp more concentration from their teacher, and they use any language more confidently (Littlewood, 1984, p.64).

Moreover, Extrovert learners learn more quickly and successfully than introvert learners (Ellis, 1985, p.120). He also suggested that extrovert learners easily contact with other L2

learners and increase their knowledge. They practice more in applying the L2 in the classroom (Ellis, 1985, p.120). On the other hand, Eysenck and Eysenck supposed that ‘it is generally true at all ages from about 13 or 14 upwards that introverts show superior academic attainment to extravert’ (as cited in Zhang, Su &Liu,2013,p.58).

2.2.2 Neuroticism

McCrae & John, (1992), defined “Neuroticism is the opposite of emotional stability and is related with such traits as being anxious, self-pitying, tense, unstable and worrying” (as cited in Lin et al, 2015). In addition, Neuroticism is a negative emotional stability and people who have a tendency to be more “depressed moods, anxious, angry and vulnerable” (Akomolafe, 2013, p.659). He also said that Neuroticism and academic performance were connected negatively with each other (Akomolafe, 2013, p.659).Moreover, McCrae & Costa (1987) defined that individual person who has high neuroticism level practices harmful feeling such as hopelessness, nervousness or annoyance and tend to be impulsive and self conscious (as cited in Rai and Kumar, 2012, p.345).

Furthermore, People who have high neuroticism have a tendency to do low in their academic performance and those who have low neuroticism their academic performance is excellent (Harari, Rudolph & Laginess, 2015, p.392).In addition, Dewaele (2013) created a major connection between neuroticism and foreign language anxiety, those students who participate in L2 communication with high neuroticism and they have an obviously superior level of foreign language anxiety (as cited in Oz, 2014, p.1475).Hence, People who have neuroticism in such categories like low confidence, high excitement, anxiety and stress, which

spoil their academic performance (Somer, Korkmaz, & Tatar, 2004; as cited in Tok and Morali, 2009, p.923).

2.2.3 Conscientiousness

Judge, Higgins, Thoresen & Barrick (1999) told that “ a conscientiousness personality traits manifests itself in three main facts: orderliness (playful and organized), dependability (responsible and careful), and achievement orientation (hardworking and persistent) (as cited in Arora and Rangnekar, 2014). According to Costa & McCrae (1992) defined, “Individuals high on C tend to be organized, reliable, hardworking, determined and self disciplined (as cited in Rai and Kumar, 2012, p.345). On the other hand, low conscientious persons are carelessness, aimless, and unrealistic.

Therefore, Conscientious person want to achieve high level of success and stay away from nuisance through useful preparation and determination (Rai and Kumar, 2012, p.345). In addition, a conscientious person has a tendency to put an obvious ambition and apply for tremendous hard work to achieve the ambition (Lin et al, 2015, p.1685).

Furthermore, Conscientious students are hardworking, well-organized, self-disciplined and well- mannered may demonstrate “better cognitive processing of language instruction” (MacIntyre & Charos, 1996, as cited in Oz, 2014, p.1475). Hence, Conscientious students are the hard worker, complete their academic tasks, struggle to achieve higher academic grade, and they attend their class every day (Tok and Morali, 2009, p.922).

2.2.4 Agreeableness

According to MacCrae and John (1992) defined that agreeable persons are “appreciative, forgiving, generous, kind, and sympathetic” (as cited in Lin et al, 2015, p.1685). In addition, Agreeableness is considered with several indicators such as courteous, flexible, forgiving, generous, highly tolerant, and helpful (Arora and Rangnekar,2014,p.16).Moreover, Agreeable people are cooperative and helping behavior such as knowledge sharing (Sung & Choi, 2009, & as cited in Lin et al, 2015). According to Costa and McCrae (1992) described on high agreeableness people ‘as being helpful, sympathetic to others, soft hearted, cooperative and good natured’ (as cited in Rai and Kumar, 2012, p.345). Besides, an agreeable person has the tendency to be pleasant, cooperative, good natured and accommodating in social circumstances (Akomolafe, 2013, p.659). On the other hand, people who have low agreeableness, they have such categories like ‘egocentric, competitive, irritable and skeptical of other intention’ (Rai and Kumar, 2012, p.345).

Hence, An agreeable person is kind, helpful, expresses concern and understanding with other people feelings, and believes that other people will also do the similar activities to him (Djigić, Stojiljković,& Marković , 2016, p.128).Thus, the higher level of agreeable people kind, helpful and straightforward and willing to interact with the L2 community (Oz, 2014, p.1475).

2.2.5 Openness to experiences

According to McCrae & John, (1992), defined that persons high openness can be “described as being curious, imaginative, insightful, and original, with wide interests” (as cited in Lin et al, 2015). In addition, Openness reflects curiosity, creativity, uniqueness and multiplicity. Moreover, Openness to experience should be a person’s fantasy, aesthetics, feelings,

actions, ideas, and values (Akomolafe, 2013, p.659). Moreover, Costa and McCrae (1992) also defined that an individual person who has high openness to experience “tend to be more creative, imaginative, curious, psychologically minded and flexible in thinking” (as cited in Rai and Kumar, 2012, p.345).

However, language students with a higher level of openness to experience may recognize as more well-informed and proficient L2 learners and they are also as being more competent in L2 communication (McIntyre & Charos, 1996; as cited in Oz, 2014, p.1475).

2.3 Motivation

Brown defined motivation is which area you select a) goal to pursue and the effort you will devote to that pursuit” (p.72). Brown (1981) distinguishes three type of motivation: (1) global motivation, (2) Situational motivation and (3) task motivation. (1) Global motivation contain “a general orientation to the goal of learning a L2”; (2) Situational motivation changes the site of learning places (classroom learning dissimilar from naturalistic learning); (3) Task motivation presents specific learning tasks (Ellis, 1985, p.117).

Furthermore, Gardner’s (1985) identifies two type of motivation in his socio-educational model of language learning and his two type of motivation are: (1) integrative motivation (wishing to integrate into target culture) and (2) instrumental motivation (desiring academic or work related achievements) (as cited in Zhang, Su & Liu, 2013). He said that the learners continue their mother tongue as well as L2 learning time and it is called integrative motivation. Learners learn the L2 for passing an examination, career opportunities or want to study other subjects that written in the second language and it is called instrumental motivation (Ellis, 1985, p.117). Deci and Ryan’s (1985) discussed about two motivations such as: intrinsic (coming

from within the individual) and extrinsic (coming from outside the individual) motivation (as cited in Zhang et al., 2013, p.59).

2.4 Intelligence and Aptitude

The term “intelligence” basis of our ability to accomplish and apply an entire series of academic skills. McDonough, 1981, mentioned intelligence is the ability to learn rather than actual knowledge that is apparently calculated by intelligence test (Ellis, 1985, p.117). These tests are frequently related to success in school, and the test has occasionally been described to connect a relationship between intelligence and second language learning (Lightbown & Spada, 2006, p.57). In 1993, psychologist Howard Gardner’s proposed that persons have seven different kinds of intelligence that are such as logical/mathematical intelligence, visual/spatial intelligence, body/kinesthetic intelligence, musical/ rhythmic intelligence, interpersonal intelligence, intrapersonal intelligence, verbal intelligence. These seven intelligences can be developed over a lifetime. Hence, the different students have the different type of intelligence because of that the teachers did not describe all intelligence in an everyday lesson plan. The teacher should make the activities that mixed with all seven intelligence and it will help the students to acquire their second language (as cited in Larsen-freeman, 2000, p. 169-170).

According to John Carroll (1991), aptitude refers in terms of the ability to learn quickly. Learners aptitude (as cited in Lightbown & Spada, 2006, p.57).Aptitude refers to the unique ability involved in language learning. Aptitude is a level of success of language learning in a classroom (Ellis, 1999, p.112).The most frequently applied aptitude test are Carroll and Sapon’s Modern language aptitude test (MLAT) and Pimsleur’s Language aptitude battery (PLAB). On the basis of all test four types of ability has been found for language learning. Those are: (1) ability to identify and memorize new sounds, (2) ability to understand the function of particular

words in a sentence, (3) ability to figure out grammatical rules from language example, (4) ability to remember new words (Lightbown & Spada, 2006, p.58). In 1959, Carroll and Sapon discover three main elements of aptitude. Those are (1) Phonetic coding ability: the ability to identify and memorize new sound; (2) Grammatical sensitivity: ability to show the knowledge of the syntactical patterning of sentences of a language; (3) Inductive ability: ability to check and identify grammatical rules and meaning (as cited in Ellis, 1999, p.112). In communicative interaction setting, that the ability measured by aptitude tests is the possibility of success. Peter Skehan (1989) disagreed that the successful language learners were not always strong in all of the elements of aptitude. For example, some students may have strong memories but the only average ability to figure out grammatical rules. The teacher must select an appropriate teaching technique and activities based on learners with different aptitude profiles to achieve the significantly higher level of achievement reported by Weche (1981) (Lightbown & Spada, 2006, p.58-59).

2.5 Learning style of language learners

According to Reid (1995) “the term learning style has been used to explain an individual’s natural, habitual, and preferred way of absorbing, process, and retaining new information and skill” (as cited in Lightbown & Spada ,2006,p.59). Moreover, Cornett (1983) defined that Learning style can be “as a consistent pattern of behavior but with a certain range of individual variability”. Learning style is different to the learner’s cognitive, affective and physiological characteristic.

- i) The cognitive feature of learning style consists of the ways that learners “decode, encode, process, store, and retrieve information” (Cornett, 1983, p.9-11). Different features of cognitive learning style have been identified. These are: Field dependence

and field independence. Field dependence learners are dependent (favor to work with others), holistic (perceives a field as a whole not just a parts), “personal oriented (reliance in external frame of reference in processing information)” and socially sensitive “(greater skill in interpersonal/ social relationships)”. Field independent learners are independent (individual identity), analytic (perceives a field in term of piece of parts ((Ellis, 1985, p.115).

- ii) Affective features of learning style consist of emotional and personality characteristics that connected to these categories like “motivation, attention, and locus of control, interests, and willingness to take risks, persistence, responsibility, and sociability”.
- iii) The physiological feature of learning style consists of “sensory perception (visual, auditory, kinesthetic, taste, and smell)” (Cornett, 1983, p.9-11). Visual learner can learn something by seeing to that thing. On the other hand, those who learn something by listening to their ear that type of learners are called auditory learners. Hence, Kinesthetic learners learn by “physical action such as miming or role play” (Lightbown & Spada, p.59). Ehrman (1996) stated that personality traits and learning styles are correlated (Dörnyei, 2005).

In some studies, individual difference in learning style may be applied for guessing the students performance (Lockhart & Schmeck, 1984; as cited in Koseoğlu, 2016, p.44). Learners academic success and learning style are associated with personality traits of conscientiousness and openness (Busato, Prins, Elshout, and Hamaker ,2000; as cited in Koseoğlu, 2016,p.44). Moreover, conscientious and analytical minded students academic performance are higher (Koseoğlu, 2016,p.44). Hence, Furnham (1992) and Zhang (2003) stated that students

who are more conscientious, intellectually, curious, extraverted and emotionally stable (Geisler-Brenstein, Schmeck, & Hetherington, 1996) that students continued deep processing and prepared learning environment (as cited in Koseoğlu, 2016, p.44).

2.6 Good language learners

Good language learner study a lot, the concern of his /her learning, give lots of effort to be successful language learner, and they are curious to learn a new word and pronunciation, and practice his/her learning every day. Some researchers find out that motivation, aptitude, learning style and personality of language learners are correlated, and good language learners exist within these components. Highly motivated learners are successful language learners, and also they have special aptitude for the favorable context in which they are learning. Bonny Nortor and Kellen Toohey (2000) pointed out that individuals who are good language learners, they are able to increase their social relationship and educational practices with peers, colleagues and even teachers (Lightbown & Spada ,2006, p.55-56).

There are several learning strategies of good language learner; Rubin (1975) announced good language learners' strategies. Those strategies are: Good language learners are good guesser, who collects more information and infers the meaning of the sentence; has a strong enthusiasm to communicate, try to use the paraphrase of a phrase, and use linguistics knowledge to express his meaning; is habitually motivated to communication, make an error work to learn and practice to communicate; continuously to search for structures in the language and using the form in a particular way; practice pronunciation, sentence making, using the language with the native speaker, teachers and students inside and outside of the classroom; observing others verbal communication and his own verbal communication and to learn the language style in formal and

informal situation and actively take part in learning performance; paying attention to the meaning of the speech message and use contextual clue to understand the meaning of the comprehension (Rubin ,1975, p.45-48).

Moreover, Stern (1975) planned the top- ten strategies of good language learners. The good language learners have (1) an individual learning style and strategies; (2) an effective technique to the task; (3) an understanding, a sympathetic and sociable manner with the target language speakers; (4) practical knowledge about how to deal with a language; (5) practice and prepare ne words and sentence in order to organize and revise the language structure; (6) continuously looking for a new words meaning; (7) an eagerness to practice language; (8) enthusiasm to apply language in actual communication; (9) self-observer and critical understanding to use in the language; (10) increased their knowledge of the target language in a different situation and always imagine the language and learn that language (as cited in Cohen and Macaro,2013,p.11-12).

2.7 Academic achievement or performance

Academic motivation can help to improve educational performance of learners (Hazrati-Viari, Rad, Torabi 2012, p.367).Although Educational planning is the basic goal of academic achievement students (Hakimi,. Hejazi, Lavasani, 2011, p.836). Even if, O'Connor & Paunonen (2007) stated that ability and intelligence “considered as predictors of academic achievement” and personality factor (as cited in Hazrati-Viari et al. 2012, p.367). Duckworth and Seligman (2005) examined the interrelationship among IQ, self-discipline and academic performance and he found that IQ (intelligence) positively related to the academic performance of the students (as cited in Tok and Morali, 2009, p.922). Tok and Morali (2009) also said that the big five personality factor and academic performance related to each other (p.922).They found that

conscientious and openness to experience students achieved the higher grade in their academic exam. Neuroticism may not help them to get good grades in their academic exam (p.922-928).

In addition, Akomolafe (2013) studied that the relationship personality characteristic to academic performance. In his study, 398 students in 10 secondary schools in Nigeria have participated. He found that student's Extraversion, Agreeableness, Conscientiousness, and Openness to experience positively correlated with their academic performance. These types of personality characteristics will increase their academic result and performance. But neuroticism was negatively correlated with academic performance and result. Neuroticism decreased student's academic results and performance (p.660-662).

Furthermore, Oz (2014) studied the relationship between personality traits and willingness to communicate (WTC) in a second language (L2 WTC) and 168 university students of turkey whose major English as a foreign language participated. He found that extraversion, openness to experience, agreeableness, students who were sociable, talkative, friendly, curious, creative and imaginative and good-natured, trusting, helpful, and straightforward were more willing to communicate in a L2. He also represented that neuroticism, conscientiousness, and agreeableness linked with academic achievement but neuroticism did not linked with L2 communication and academic achievement (Oz, 2014, p.1479-80).

Chapter: 3

Research Methodology

This paper examined the personality traits of language learners and how personality traits facilitate them to be successful language learners. In this chapter, the researcher demonstrates the methods that have been applied to conduct the study. Additionally, the researcher illustrates the research design, the participants, settings, instruments and data collection procedure in this research.

3.1 Research design

This research emphasizes the five big personality traits of language learners; that help them become a successful language learner. A mixed method applied in this research. Mixed methods provided an excellent description of data collection through survey and interview. Data collected from five reputed private Universities, one hundred ten students had participated in a survey, and five student's interviews had taken. All of the Questions were planned to identify to five personality traits of the learners.

3.2 Participants

To conduct the research, 110 students participated from five private universities in Dhaka, Bangladesh. The participant's age is 18 to 23 and all of them are undergraduate students, and they are students of the basic language course. Among of them, 49 male students and 61 female students participated.

3.3 Settings

The setting of the survey was formal. The researcher conducted her survey during the basic language class. The course teacher also presented in the class, and he and she were helped to the researcher to complete the survey. Before supplying the questionnaire the researcher had given sufficient instruction to the students, and researcher requested to the student to fill up the questionnaire. The Researcher took five students interview by phone.

3.4 Instruments

For conducting the research, the researcher used a set of closed ended Questionnaire and a set of open ended Interview question. The researcher selected on two methods to collect maximum information from the student's personality traits. Therefore, Questionnaire is the simplest way to collect enormous information in a short time. The closed ended survey questionnaire contained 18 questionnaires and the options of the closed ended survey questionnaire were Never Seldom Sometimes Often and Always. Besides, the researcher used open ended interview questions asking to give the reason for the answer.

3.5 Data Collection Procedure

In order to conduct student's survey, researcher selected five private universities in Dhaka city. Firstly, the researcher has gone to the university and contracted with the authorities to get the permission to do the survey. After that, the researcher has shown the official recommendation letter written by her supervisor. Then, the university authorities have a granted the permission and have allowed conducting the data collection procedure. Later, the researcher has taken the 18 closed ended question survey with the students. The researcher has conducted the survey during Ramadan month that is why researcher has taken the phone number of the

students to take the interview of the students. The researcher has selected five students from five different universities and had taken their interviews over the phone. Moreover, the researcher has collected in detail information by the phone.

3.6 Data Analysis Procedure

For the purpose of analyzing the data collection, researcher used both quantitative and qualitative methods. Quantitative responses used the chart for analyzing the survey results. The Students survey closed ended questionnaire illustrated by the pie charts and percentages. On the other hand, Qualitative interview questions used for presenting the interview questions answers within detail information. Qualitative questions responses described a large number explanation instead of presenting charts.

Chapter: 4

Findings and Analysis

4.0 Introduction

This chapter presents the findings and analysis from students' survey and interviews. One hundred ten students participated in this research, and they gave the answer of questionnaire and five students have participated in the interview. In section 4.1 will be presented the findings of the 1 to 18 questionnaires with the help of pie charts and tables. Another section 4.2 will present the findings and analysis of the interview questions answers.

4.1 Analysis of Survey Questionnaire

Q.1. I try to talk in English in the classroom.

Table 1

Answer Type	No. of Participants
a. Never	0
b. Seldom	1
c. Sometimes	44
d. Often	27
e. Always	38

According to the figure 4.1.1, 34.54% of the students always tried to talk in English in the classroom. But, 24.55% of the students frequently tried to talk in English in the classroom. Therefore, it showed that the majority of the students regularly used the English language in the classroom. Although, 40% of the students sometimes tried to talk in English in the classroom.

On the other hand, 0.91% of the students seldom tried to talk in the English language in the classroom.

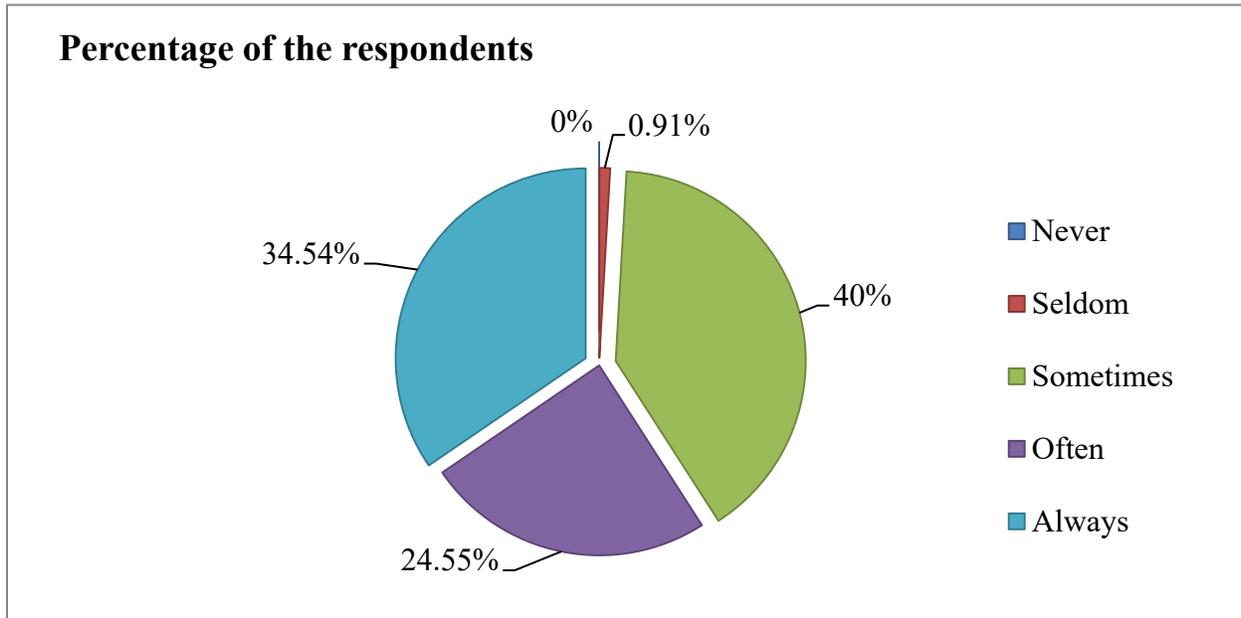


Figure 4.1.1

Q.2. I always try to improve my speaking in English.

Table 2

Answer Type	No. of Participants
a. Never	1
b. Seldom	0
c. Sometimes	7
d. Often	9
e. Always	93

According to figure 4.1.2 showed that 84.55% students always tried to improve their English speaking. In addition, 8.18% students often tried to improve their English speaking. So,

the large number of students endeavored to progress their English speaking. On the other hand, 6.36% students sometimes tried to improve their English speaking. On the contrary, a few students never tried to improve their English speaking.

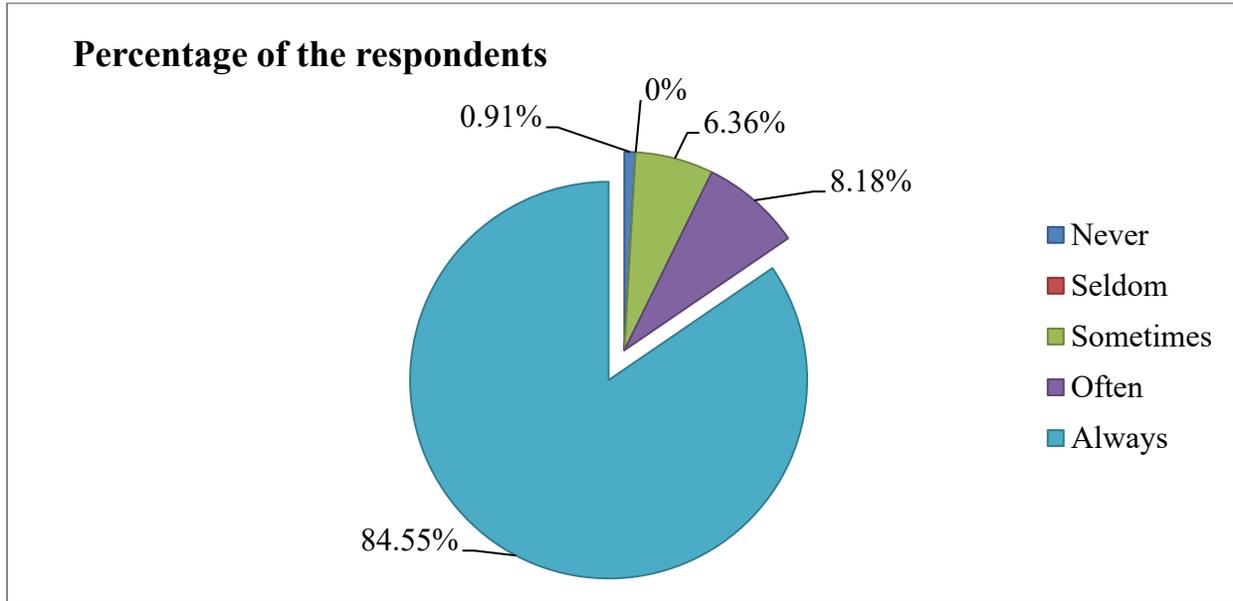


Figure 4.1.2

Q.3. I always ask questions to the teacher about how to participate in the class activities.

Table 3

Answer Type	No. of Participants
a. Never	6
b. Seldom	5
c. Sometimes	36
d. Often	18
e. Always	45

As showed that according to figure 4.1.3, 40.91% and 16.36% of the students would regularly ask questions to the teacher about their class activities and how would they participate in that activities. On the contrary, 32.73% of the students sometimes asked questions to the

teacher about their activities of the class and how will they participate in that class activities. In contrast, 10% of the students did not want to participate in the class activities thus they will not ask questions to their teacher.

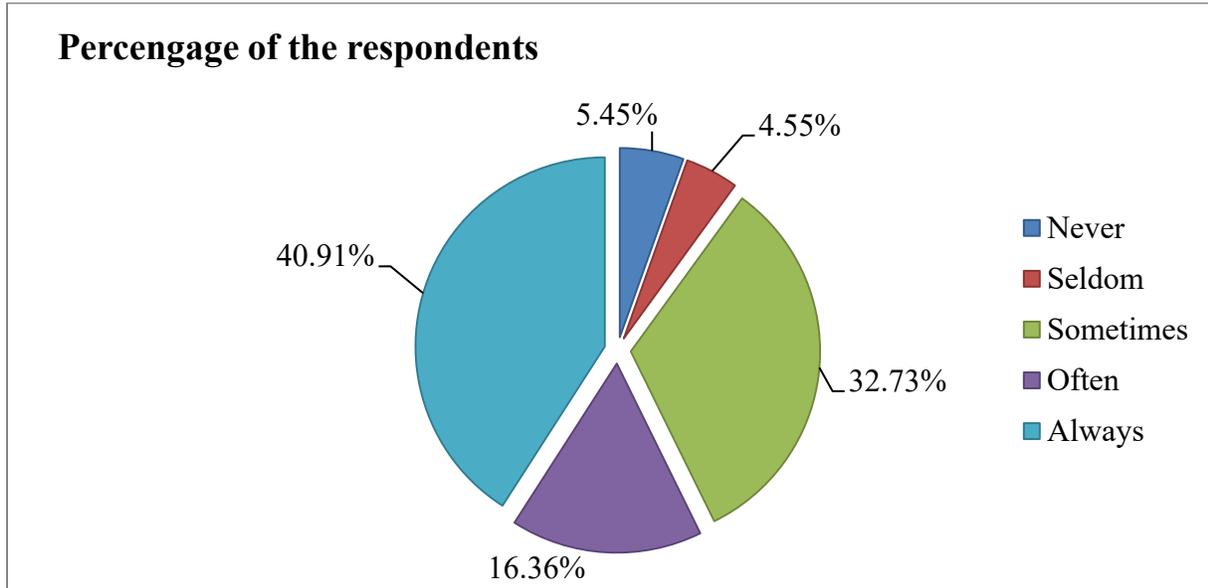


Figure 4.1.3

Q.4. I trust what my classmates say in English.

Table 4

Answer Type	No. of Participants
a. Never	2
b. Seldom	6
c. Sometimes	48
d. Often	28
e. Always	26

According to figure 4.1.4 showed that 23.64% of the students always and 25.45% of the students often trusted their classmates English speaking. But, 43.64% of the students sometimes trusted their classmates English speaking. In contrast, 5.45% of the students seldom and 1.82%

of the students never trusted their classmates English speaking. Many of the students trusted their classmates English speaking.

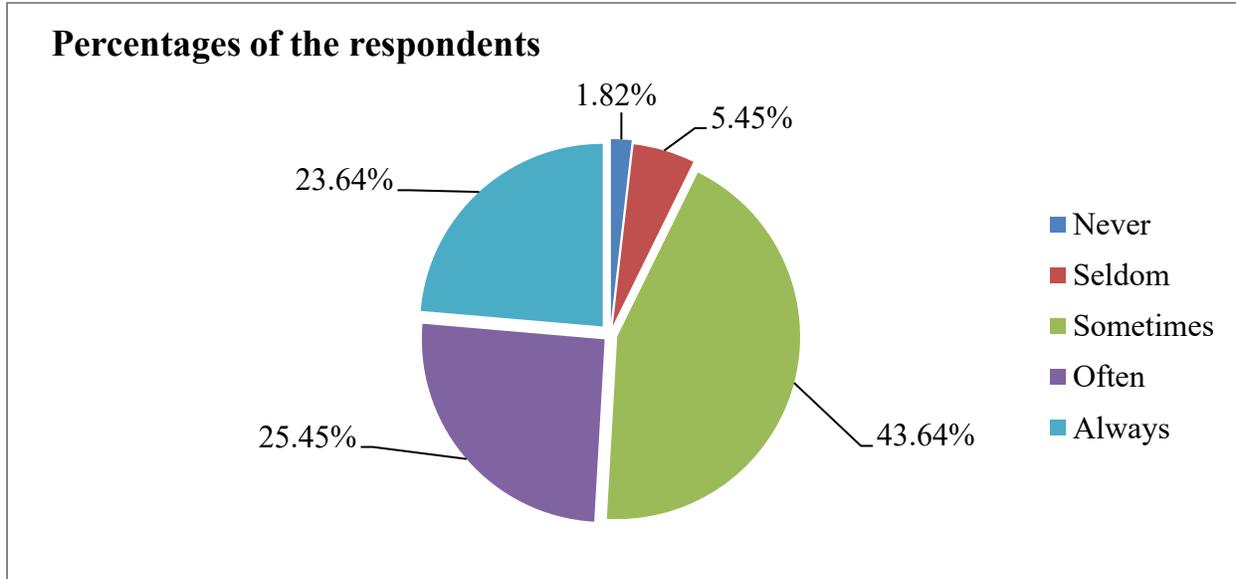


Figure 4.1.4

Q.5. I trust my teacher’s speech.

Table 5

Answer Type	No. of Participants
a. Never	2
b. Seldom	0
c. Sometimes	4
d. Often	7
e. Always	97

According to figure 4.1.5 showed that the majority of the students trust their teacher English speech and what they said in the classroom. On the other hand, 3.64% of the students sometimes trusted their teacher speech because they did not understand their teacher English

speech. In contrast, 1.82% of the students never trusted their teacher’s English speech because they were egocentric students; this type of students thought that they are superior.

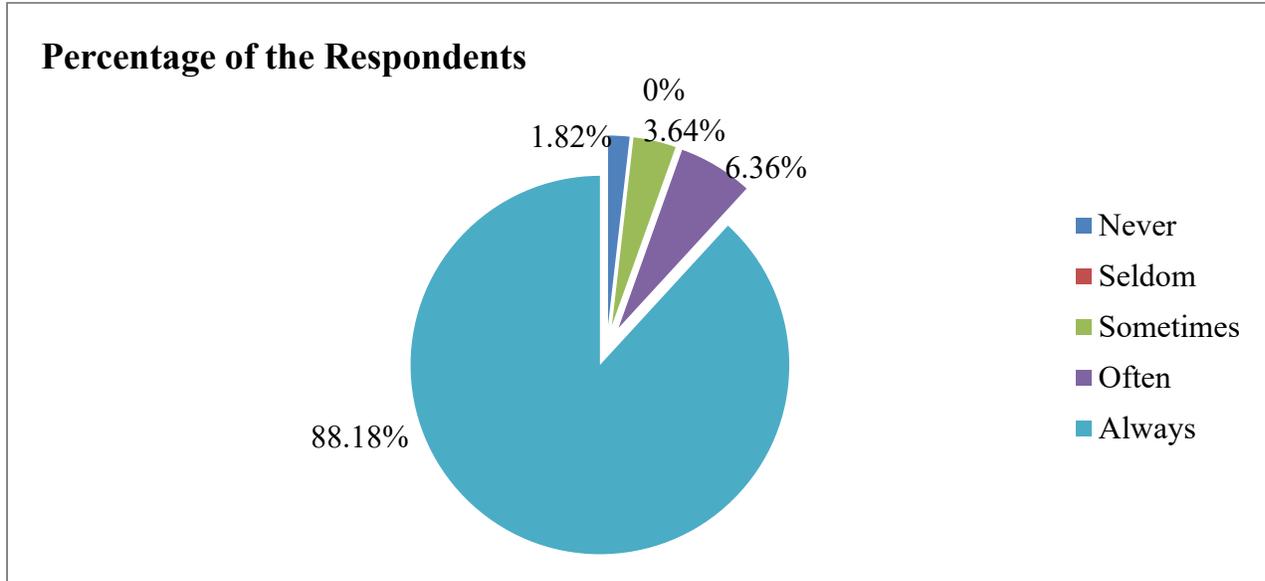


Figure 4.1.5

Q.6. I concentrate when someone is speaking in English.

Table 6

Answer Type	No. of Participants
a. Never	0
b. Seldom	9
c. Sometimes	10
d. Often	24
e. Always	67

Figure 4.16 showed that 60.91% of the students always and 21.82% of the students often concentrated when someone like native or non-native target language user was speaking in English; thus the most of the students concentrated when someone was speaking in English. On

the other hand, 9.09% of the students sometimes concentrated when someone was speaking in English. In contrast, 8.18% of the students did not concentrate when someone was speaking in English. So, a few of students were careless.

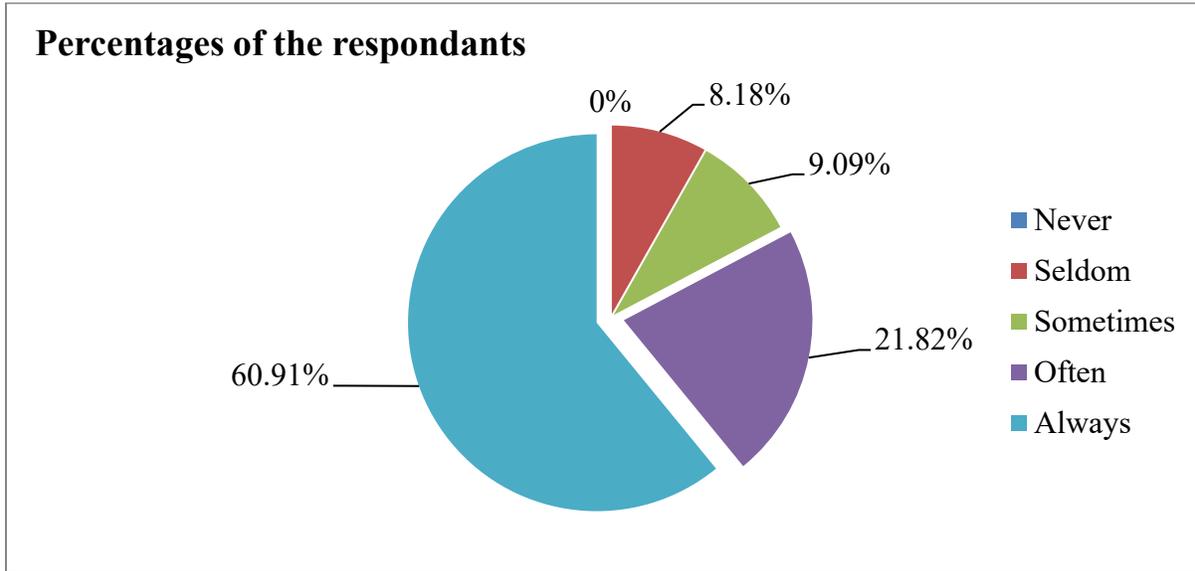


Figure 4.1.6

Q.7. I prepare my English lessons every day.

Table 7

Answer Type	No. of Participants
a. Never	1
b. Seldom	4
c. Sometimes	13
d. Often	27
e. Always	65

According to figure 4.1.7 showed that 59.09% of the students always and 24.54% of the students prepared their English lessons every day. Therefore, most of the students prepared their every day English lecture. These types of students are enhancing their knowledge by preparing

their English lesson every day. On the other hand, 11.82% of the students sometimes prepared their English lessons. In contrast, 3.64% of the students and 0.91% of the students did not prepare their English lessons every day.

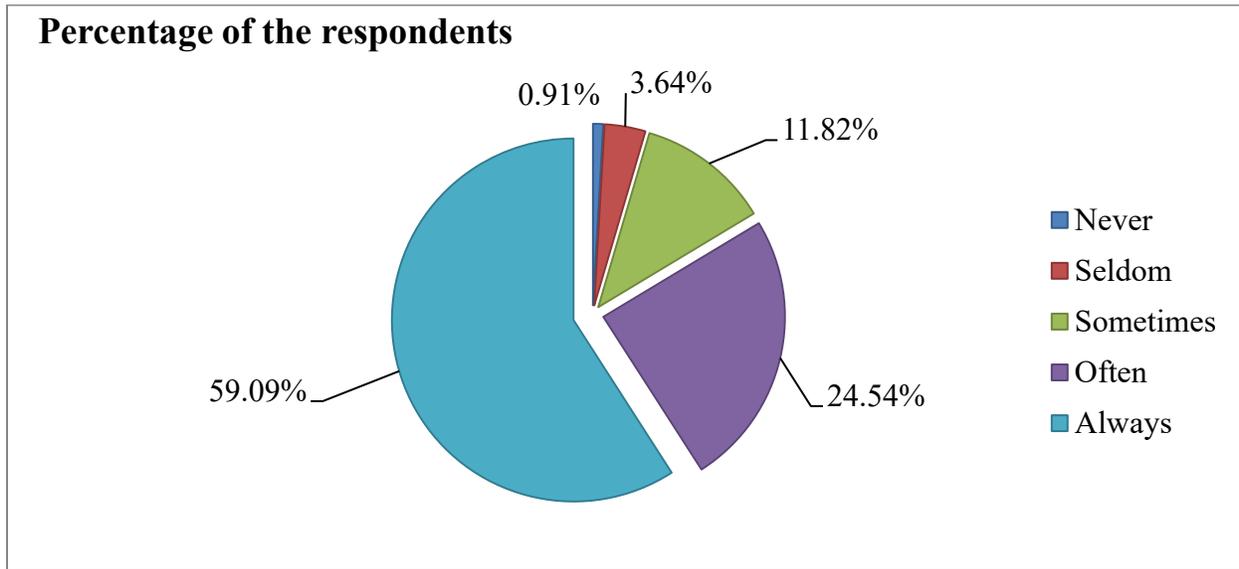


Figure 4.1.7

Q.8. I plan my English studies schedule, and follow my schedule every day.

Table 8

Answer Type	No. of Participants
a. Never	4
b. Seldom	10
c. Sometimes	22
d. Often	23
e. Always	51

According to figure 4.1.8 showed that 46.36% of the students always and 20.91% of the students often planned and followed their English studies schedule every day. So, the greater number of the students planned and followed their English studies schedule every day. These

types of the students self-disciplined and obtained high-quality of academic success. In contrast, 20% of the students sometimes planned and followed their English studies schedule. 9.09% of the students seldom and 3.64% of the students never planned their English studies schedule every day.

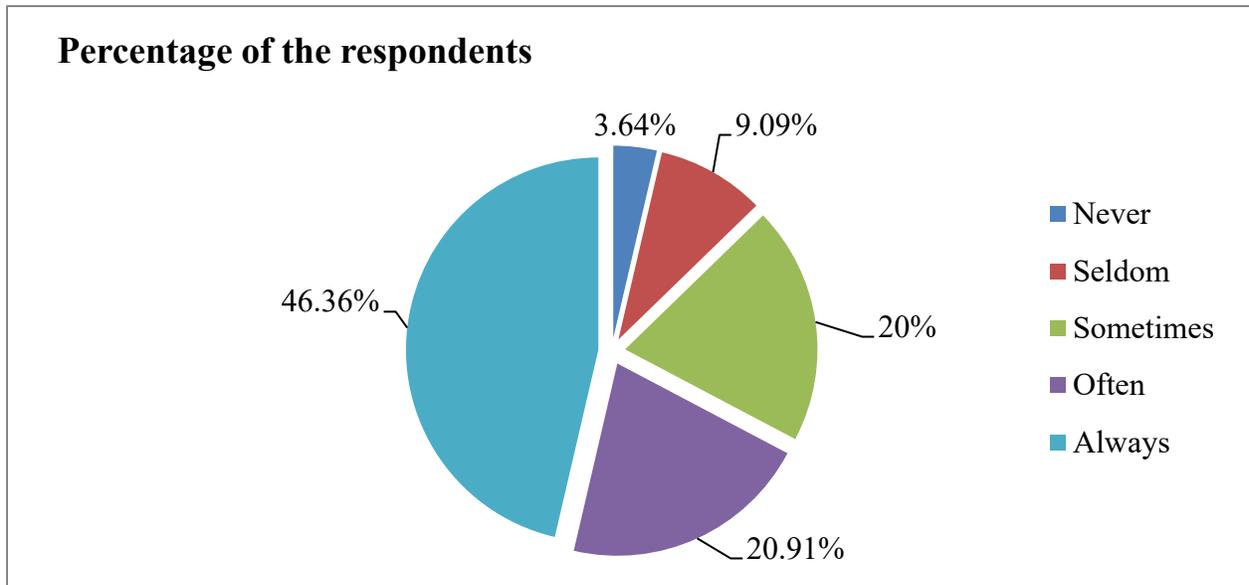


Figure 4.1.8

Q.9. I practice reading, writing, speaking and listening every day to be a successful language learner.

Table 9

Answer Type	No. of Participants
a. Never	1
b. Seldom	6
c. Sometimes	26
d. Often	25
e. Always	52

Figure 4.1.9 showed that 47.27% of the students always and 22.73% of the students often practiced reading, writing, speaking and listening every day to be successful language learners. Therefore, a large number of the students practiced four skills every day to be a successful language learner. These types of students worked hard to achieve the highest number or grade in their academic results. On the other hand, 23.64% of the students sometimes practiced their reading, writing, speaking and listening. 5.45% of the students seldom and 0.91% of the students never practiced their reading, writing, speaking and listening and these types of the students did not want to be successful language learners.

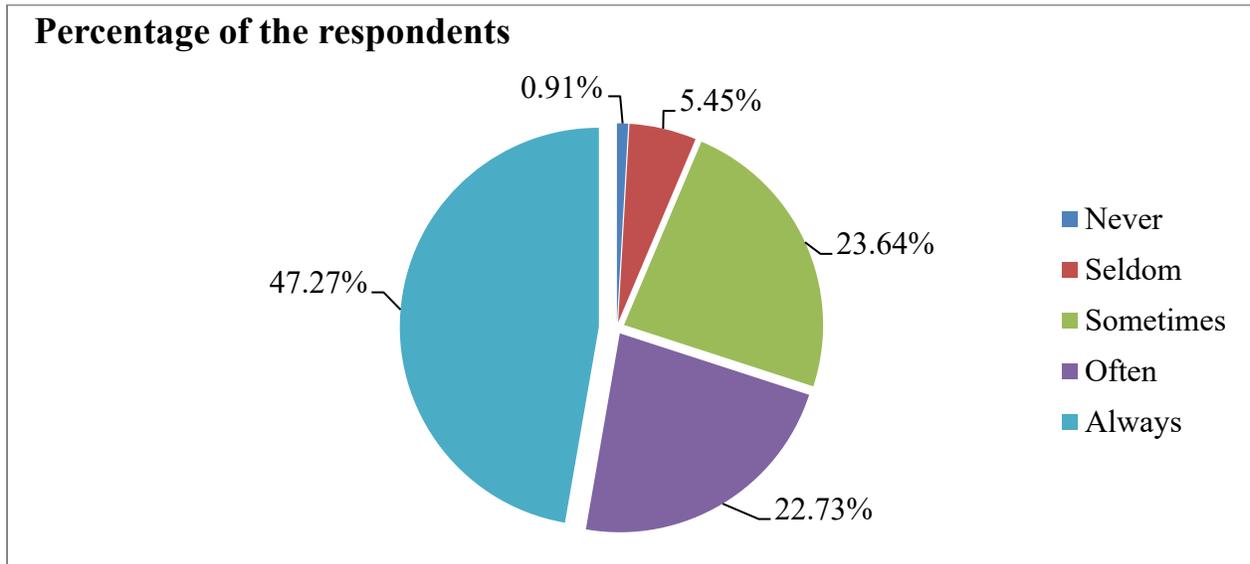


Figure 4.1.9

Q.10. I practice pronunciation of English language every day to become a native speaker.

Table 10

Answer Type	No. of Participants
a. Never	4
b. Seldom	2
c. Sometimes	28
d. Often	49
e. Always	27

According to figure 4.1.10 showed that 24.54% of the students always and 44.54% of the students often practiced English words pronunciation every day to become a native speaker. So, the most of the students would like to talk like a native speaker that is why they practiced English words pronunciation. In contrast, 25.45% of the students sometimes practiced English words pronunciation but also they wish for talking like a native speaker. 1.82% of the students seldom and 3.64% of the students never practiced English pronunciation, and they did not want to talk like a native speaker.

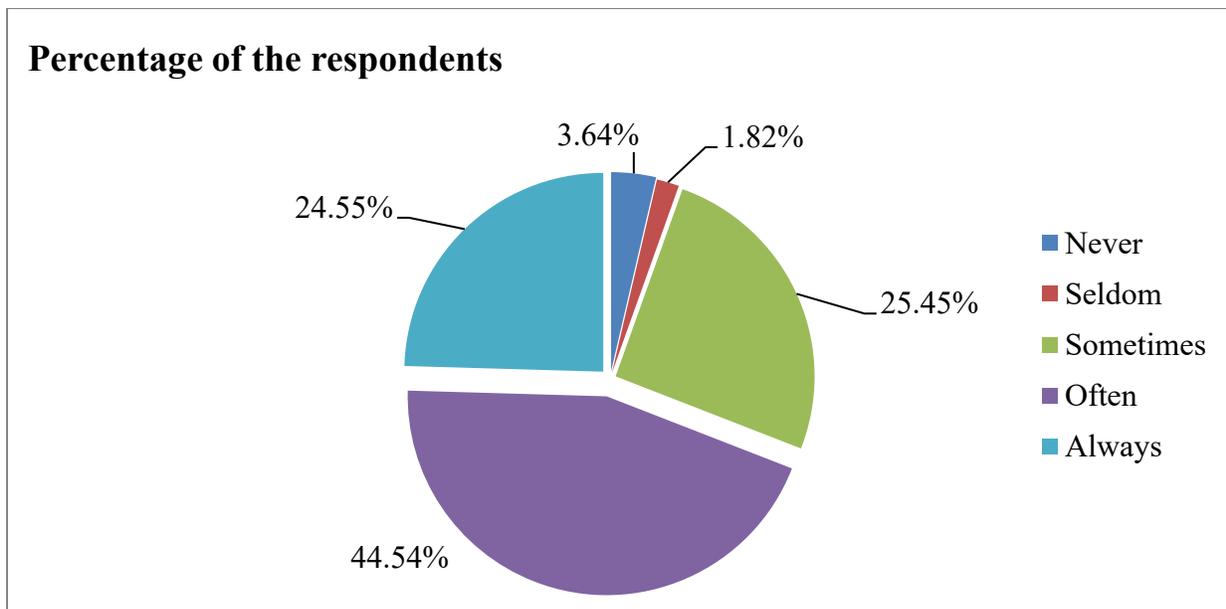


Figure 4.1.10

Q.11. I complete my task, test and assignment successfully.

Table 11

Answer Type	No. of Participants
a. Never	0
b. Seldom	3
c. Sometimes	11
d. Often	17
e. Always	79

Figure 4.1.11 showed that 71.82% of the students always and 15.45% of students completed their academic task, test, and assignments successfully because they are responsible students. On the other hand, 10% of the students sometimes completed their academic task, test, and assignment successfully. 2.73% of the students they are not too many students who did not complete their academic task, test, and assignment successfully.

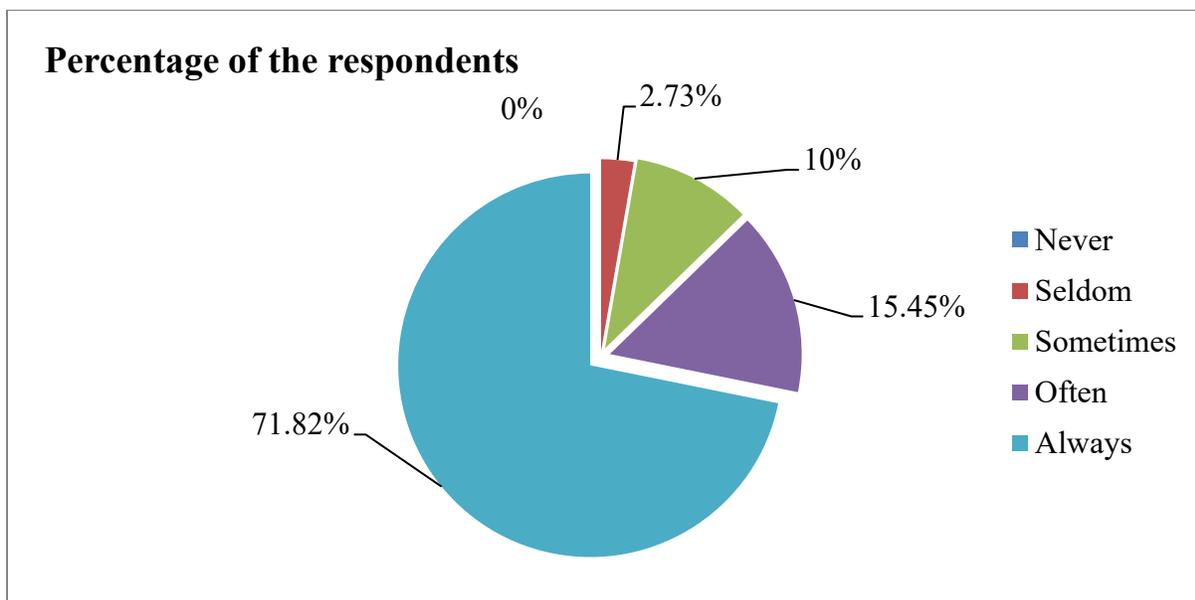


Figure 4.1.11

Q.12. I have a vivid imagination and I love to write creatively writing like short story etc.

Table 12

Answer Type	No. of Participants
a. Never	14
b. Seldom	11
c. Sometimes	39
d. Often	22
e. Always	24

According to figure 4.1.12 demonstrated that 21.82% of the students always and 20% of the students often had had a vivid imagination and these students loved to write creative writings like short story etc. On the other hand, 35.45 % of the students sometimes used their vivid imagination to write creative writings like short story etc. 10% of the students seldom and 12.73% of the students had never had a vivid imagination that is why they did not like to write creative writings.

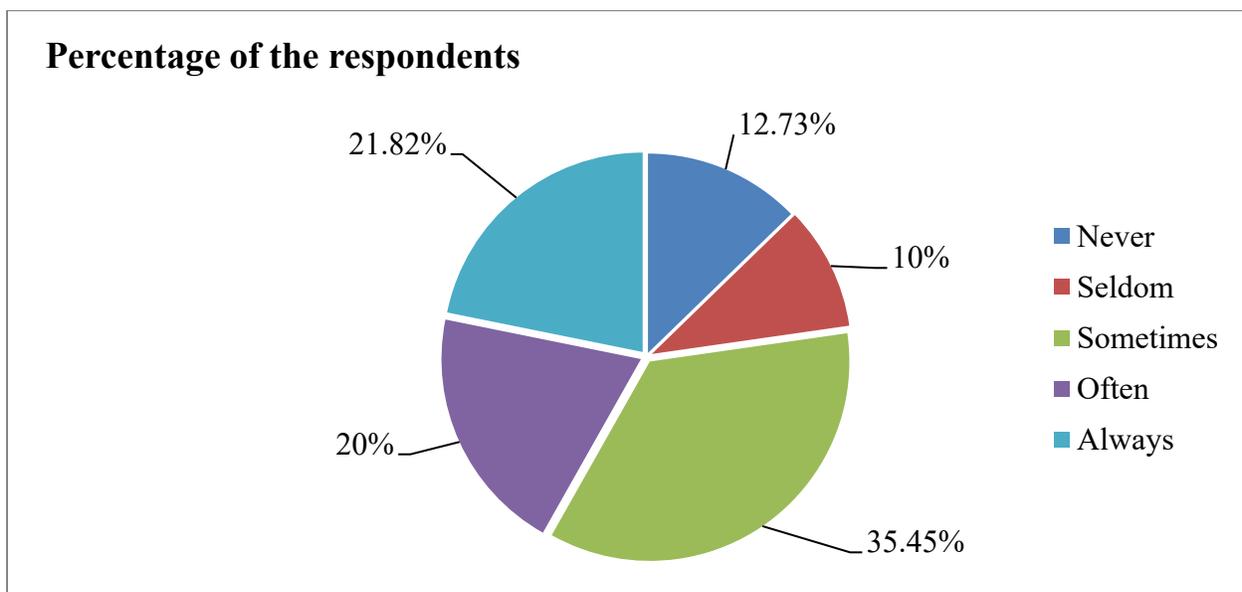


Figure 4.1.12

Q.13. I write notes, essay, paragraph, letter and report in English to use my ideas.

Table 13

Answer Type	No. of Participants
a. Never	2
b. Seldom	2
c. Sometimes	38
d. Often	26
e. Always	42

According to figure 4.1.13 showed that 38.18% of the students always and 23.64% of the students often used their ideas to write notes, essay, paragraph, letter and report. Therefore, the most of the students used their ideas to write notes, paragraph, letter, essay, and reports. On the other hand, 34.54% of the students sometimes used their ideas to write a letter, essay, paragraph, notes and reports. 1.82% of the students seldom and 1.82% of the students had never had any ideas, and they memorized or copied others notes, paragraph, essay, letter, and reports, and they wrote that without their own thoughts.

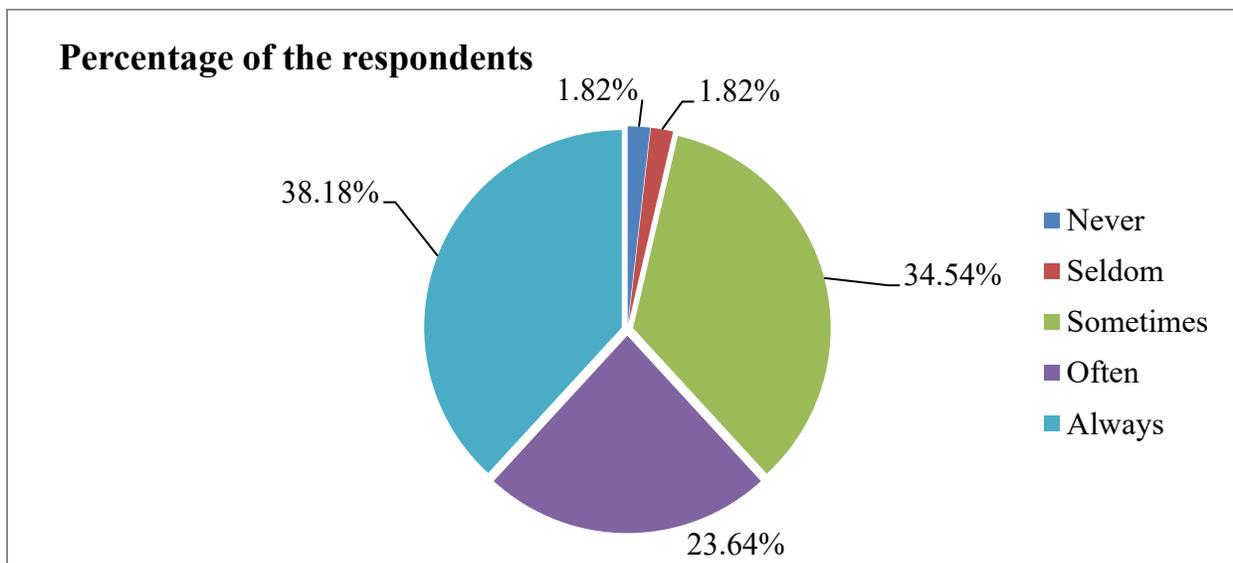


Figure 4.1.13

Q.14. I can easily understand the gist after reading a difficult passage.

Table 14

Answer Type	No. of Participants
a. Never	2
b. Seldom	15
c. Sometimes	45
d. Often	38
e. Always	10

Figure 4.1.14 showed that 9.09% of the students always and 34.54% of the students often understand the gist or central theme after reading a difficult passage. On the other hand, 40.91% of the student's s sometimes understands the gist or central theme of the difficult passage. 13.64% of the students seldom and 1.82% of the students never understand the gist after reading a difficult passage. Hence, the several students did not understand the gist after reading a difficult passage.

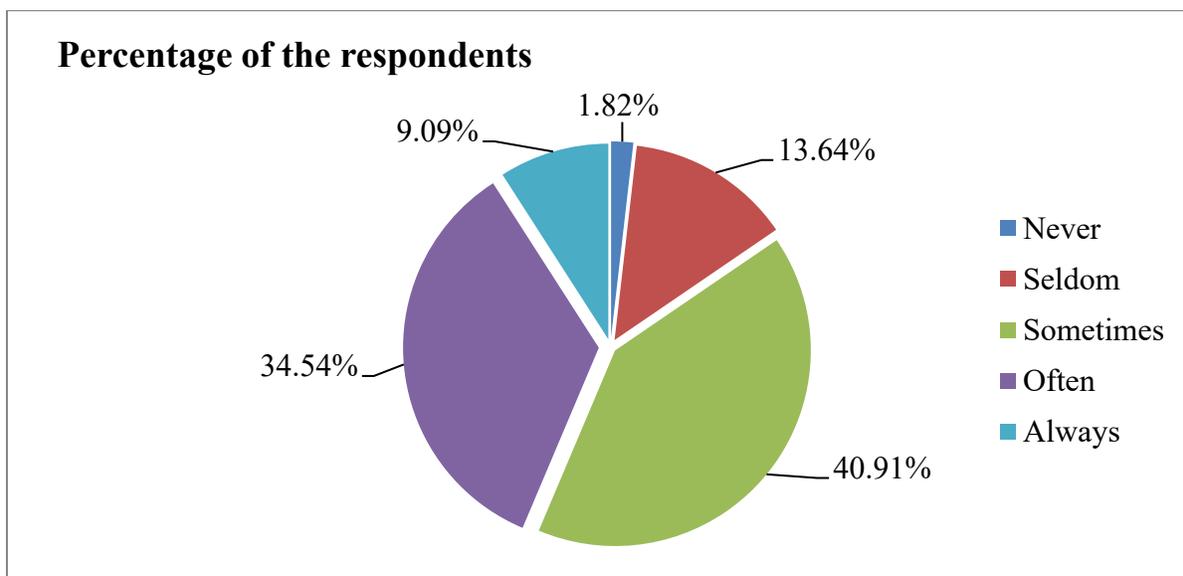


Figure no 4.1.14

Q.15. I feel worries when I am speaking in English in the classroom.

Table 15

Answer Type	No. of Participants
a. Never	19
b. Seldom	11
c. Sometimes	42
d. Often	18
e. Always	20

According to figure 4.1.15 showed that 18.18% of the students always and 16.36% of the students often feel worried when they were speaking in English in the classroom. In contrast, 38.18% of the students sometimes feel worried when they were speaking in English in the classroom. In contrast, 10% of the students seldom and 17.20% of the students never feel worried when they were speaking in English in the classroom. Hence, not too many students feel confident when speaking in English.

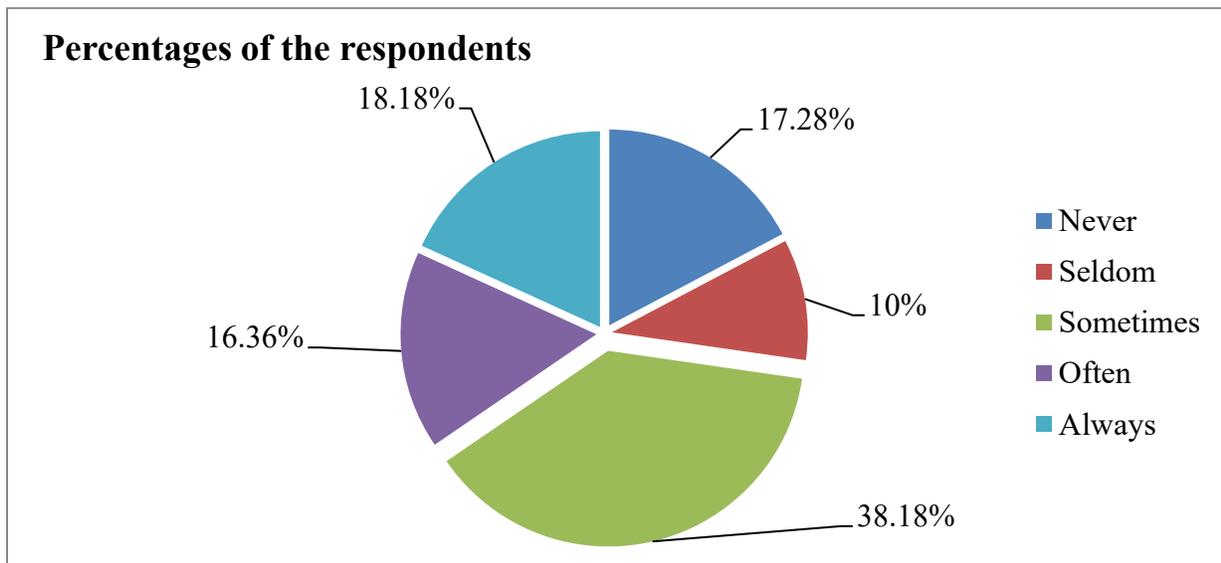


Figure 4.1.15

Q.16. I am afraid of making a mistake while reading, writing and listening.

Table 16

Answer Type	No. of Participants
a. Never	20
b. Seldom	8
c. Sometimes	41
d. Often	20
e. Always	21

It has shown that in the figure 4.1.16, 19.09% of the students always and 18.18% of the students often afraid of making a mistake while reading, writing and listening. In contrast, 38.18% of the students sometimes felt afraid of making a mistake while reading, writing and listening in English. In contrast, 7.28% of the students seldom and 18.18% of the students never afraid of making a mistake while reading, writing and listening. They are confidently read write and listen to the English language.

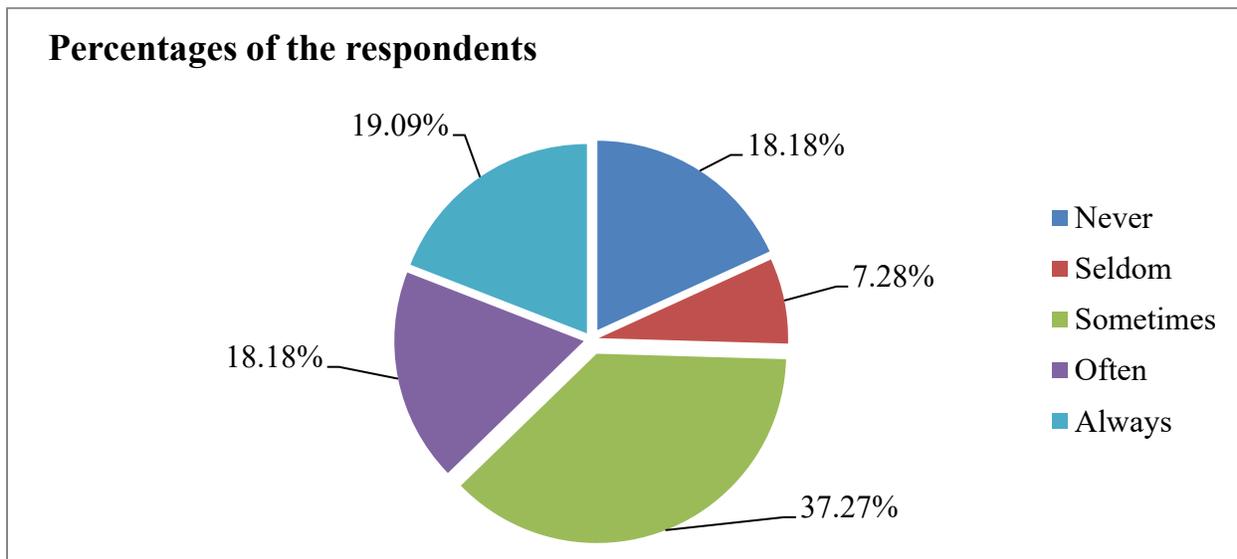


Figure 4.1.16

Q.17 I try to fresh up my mind when I feel anxious about using English.

Table 17

Answer Type	No. of Participants
a. Never	2
b. Seldom	9
c. Sometimes	29
d. Often	27
e. Always	43

In the figure 4.1.17 has shown that 39.09% of the students always and 24.55% of the students often tried to fresh up their mind when they feel anxious about using in English. Therefore, the most of the students felt anxious when they are using in the English language that is why they are trying to fresh up their mind. On the contrary, 29.36% of the students sometimes tried to fresh up their mind when they felt anxious about using English. In contrast, 8.18% of the students seldom and 1.82% of the students never tried to fresh up their mind when they are using in the English language.

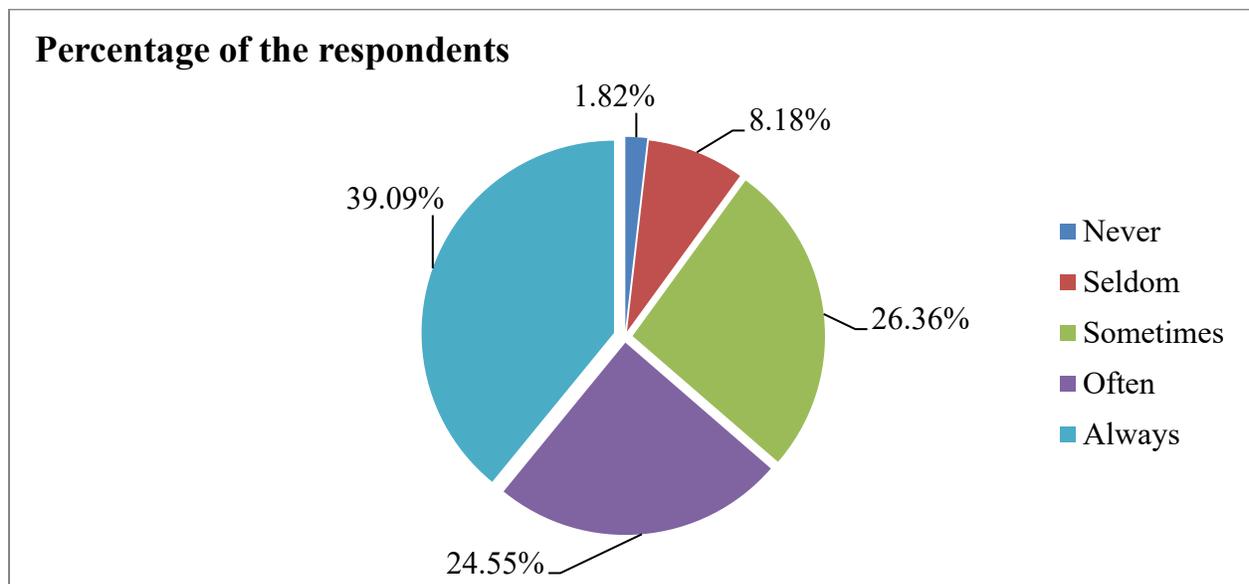


Figure no 4.1.17

Q.18. I feel stressed about my academic results.

Table 18

Answer Type	No. of Participants
a. Never	24
b. Seldom	4
c. Sometimes	29
d. Often	24
e. Always	29

According to figure 4.1.18 showed that 26.36% of the students always and 21.82% of the students often felt stressed about their academic result. The most of the students feel stressed to thoughts that their performance of the academic result will be good or bad. On the other hand, 26.36% of the students sometimes feel stressed about their academic results. In contrast, 3.64% of the students seldom and 21.82% of the students never feel stressed about their academic result.

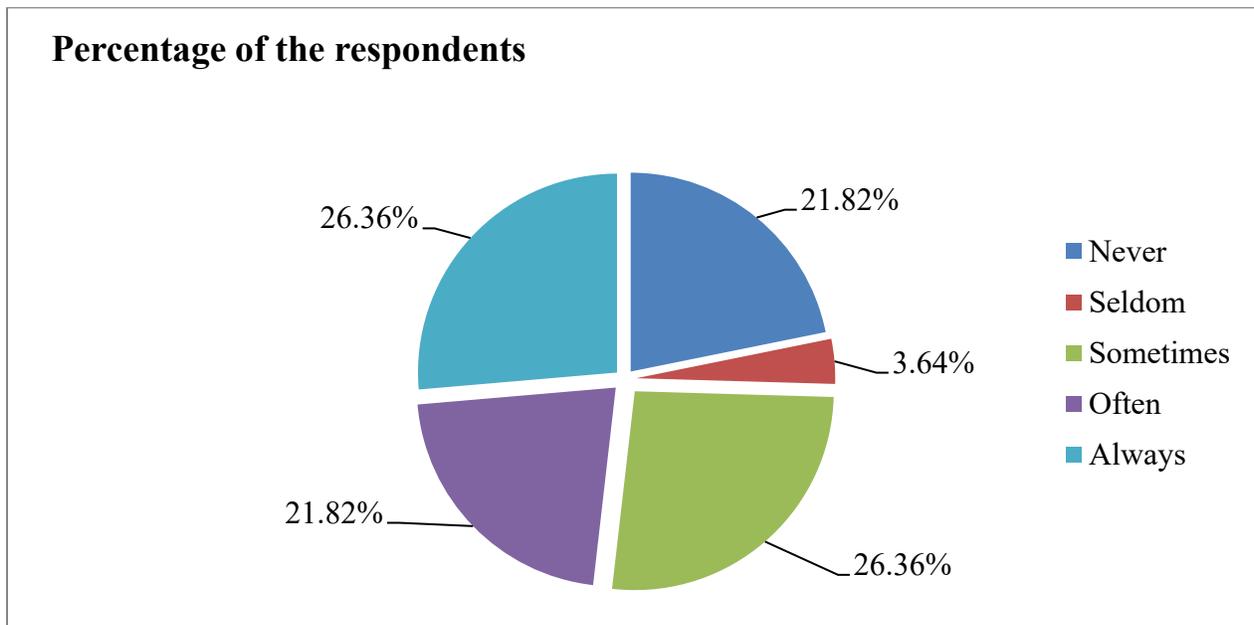


Figure 4.1.18

4.2 Analysis of Interview Questions

Response to question no 1

Most of the students said that they try to talk with the native speaker. They talk with the native speaker in an airport when they are traveling inside or outside of the country. They thought that the airport is the best place where they found lots of native speakers to talk. In an online chat with the native where they simply improve their English in the fastest way. By using online calling apps to talk with the native speaker that is how they can improve their pronunciation, or pick funny phrase or expression. By listening native speakers' speech patterns, they use that sound more fluently. By using sophisticated phrase words, it can develop their sound like a native speaker.

One of the students said that he/she did not try to talk with the native speakers because the/she did not understand the native speakers' speech pattern. And also he/she was anxious about making a mistake in English speech if the native speakers are laughing or making a fun with their speech.

Response to question no 2

Everyone have a curiosity to know the foreign cultures. Some of them keen to know the European cultures because their culture contains religion, art, music, dance, literature, sports. Some of them willing to know the American cultures and their music, dance, art, language, literature, cinema, broadcasting and etc. They would like to enrich their knowledge by listening to their music, see their cinema or paintings or broadcasting, reading their various literature or

religious book. They have an interest to know the foreign culture because they wish for traveling to that continent of the world and they also said that if they did not learn their cultures, they did not communicate with that culture people. One of them did not have any interest to know the foreign culture because he/ she did like to the foreign culture.

Response to the question no 3

Most of the student's enthusiasm for reading foreign cultures books. Some of them fondness for reading adventure types of novel like; Charles Dickens's "Oliver Twist", Herman Melville's "Moby-Dick", Lewis Carroll's Alice's "Adventures in Wonderland", Mark Twain's "Adventures of Huckleberry Finn", Joseph Conrad's "Heart of Darkness" and etc. Some of them fondness for reading romantic novel like; Jane Austen's "Pride and Prejudice", Charlotte Bronte's "Jane Eyre", DH Lawrence's "Women in Love", Jojo Moyes's "Me before you", Nathaniel Hawthorne "The Scarlet Letter". One of them did not like to read literature or foreign culture book.

Response to the question no 4

Most of the students feel interested in learning the English language in the classroom because of the teachers teaching strategy. The teachers have planned the lesson to practice speaking and listening rather than reading or writing because students are writing more than speaking. Teachers used in the relevant and authentic material to engage the students to learn English in the classroom. The teacher gave the students more opportunity to talk in the classroom to improve their English fluency because they are the non-native speaker that is why they feel timid to talk in the English language. The teachers try to break the student's nervousness in the classroom and encourage them to talk more in the English language. Some of the students did

not feel any interest in learning the English language in the classroom because they thought that their teachers did not give them any place to in English in the classroom. The teachers talk a lot that is why the students feel bored in the classroom. The teachers did not give them any opportunity to talk in the classroom. The teachers provided valuable information in the lecture, but the students lose their concentration by listening lots of information within one day.

Response to the question no 5

The majority of the students paying attention to complete their academic task seriously because it is related to their grades. If they complete their academic task correctly and submit that task timely, they will achieve good grades, and good grades holders get good jobs. One of the students is trying focus to complete his/her academic task timely, but he/she did not do this on time. He/she wishes to pass the examination and would like to find out a normal job.

Response to the question no 6

Different students have different learning styles. The majority of the students develop their study plan by drawing out the schedule of their study. Focusing on their study by avoiding their phone, the internet, games playing. Every day they are studying their text book to develop their knowledge. They complete their academic assignment, and lesson appropriately. They made their own notes, revising that note more and more to do well in the examinations. They did not wait to read their lesson before the exam night. Hence, they followed these strategies to do well in the examination. One of the students did not make a schedule in their studies, and he/she is not studying his/her lesson every day. Sometimes he/ she is studying their textbook, not making any notes, completing his/her assignments before submission. Before exam night He/she

is studying and trying to learn everything in one night. Hence, he/she want to pass in the examination not to achieve good grades.

Response to the question no 7

Some of the students thought that English is an international language that is why they would like to improve their English skills. They want to improve their English skill for acquiring good grades in their university. Besides, they wish for getting good jobs without English skills they will not get high-quality jobs. Some of the people would like to improve their English skills for going to study in abroad. They want to settle their future in abroad that is why they need to develop their English skills. Moreover, English is using in everywhere in the world. So, they want to improve their English skills for their better future.

Response to the question no 8

Almost all of the students are feeling nervous about their academic scores because passing or falling in the examination varies their future life. Good academic score holders will be the respected person in the society. Most of the students worry about their family and friends reaction to their result. Students who have bad scores, their career will be ended. Students always think that if they do not get the good academic score, they will not find out high-class jobs. They think that their future depends on their academic scores. Some of the students are not feeling any stressed about their academic scores because they thoughts that they practiced a lot before their exam; so, they will be achieved good grades in their academic results.

Chapter: 5

Discussion

This chapter discusses the findings of this present study. This study planned to find out the successful language learners with the help of their five personalities. The study predicted desired personality traits of successful language learners among the university students in Bangladesh.

Findings from student's questionnaire and interview suggested that students regularly talk in English inside and outside of the classroom. Besides, students endeavor to develop their English speaking all the time in the classroom with their classmates; which supported one of the personality traits of extraversion. In addition, students asked questions to their teacher about their contribution of the class activities. The majority of the university students personality traits of extraversion showed on the figure no: 4.1.1, 4.1.2, and 4.1.3. Moreover, students tried to talk with the native speaker to progress their pronunciation, intonation, phrasal expression, and wish for developing their fluency like the native speaker; which also showed their extraversion personality. On the other hand, some students did not endeavor any effort to talk, participate in learning and increase speech pattern. The similar research demonstrated that Individual learners on high extroversion have an excellent talkative capability and knowledge sharing activities (Berman& Hellweg, 1989; as cited in Lin et al, 2015). Nevertheless, Extravert students participated in social communication and grasp more concentration from their teacher and they used any language more confidently (Littlewood, 1984, p.64). Therefore, the extrovert learner easily communicated with the native speaker to increase their knowledge and they practiced more in applying L2 in the classroom (Ellis, 1985, p.120). Moreover, the research findings

(please see 4.1.1, 4.1.2 &4.1.3) indicated that Extravert students were willing to talk, participate, and develop speech patterns of language, and highly motivated that is why they would like to learn native speaker speech patterns to develop their fluency.

The study discovered that the majority of the students regularly and occasionally feel worried and anxious about their mistake when they were speaking in English. Students assumed that they were applying incorrect sentences when they were speaking the English language because English was a second language and they are not using the English language like the native English speaker. Moreover, while the students were reading any materials they felt troubled about the meaning of the sentences vocabulary; they did not identify the center points of the reading materials. In addition, students had some difficulty of English listening because they were not familiar with that language, that was why they faced pronunciation problem in English listening; so, they did not understand what the native speaker speak in English. Besides, students had faced some problem when writing a sentence in English; they encounter the problem of grammatical error; lack of vocabulary knowledge. As well as they endeavored to fresh up their mind when they feel anxious, stressed and worried. They were anxious about their academic result because it will depend on their future. Good academic scores will get the high-quality job and will be the respected person in the society. On the other hand, some of the students did not feel worried, anxious and scared while they were speaking the English language; they were confidently using the variety of vocabulary when they are speaking and writing in English. Besides, Students were listening and reading different materials every day; without any problems they understand the difficult reading material; they enhanced their vocabulary by listening and reading any material; so, their academic result will be good (please see figure no: 4.1.15, 4.1.16,4.1.17 &4.1.18). Therefore, the study results showed the university students personality

traits of neuroticism or emotional instability. As well as, Dewaele (2013) showed a major connection between neuroticism and foreign language anxiety, those students who participate in L2 communication with high neuroticism and they have an obviously superior level of foreign language anxiety (as cited in Oz, 2014, p.1475). Hence, the people who have high neuroticism in such categories like low confidence, high excitement, anxiety and stress, which spoil their academic performance (Sommer, Korkmaz, & Tatar, 2004; as cited in Tok and Morali, 2009, p.923) and those who have low neuroticism their academic performance is excellent (Harari, Rudolph & Laginess, 2015, p.392). Consequently, Learners learn the L2 for passing an examination, career opportunities or want to study other subjects that written in the second language and it is called instrumental motivation (Ellis, 1985, p.117).

The study questionnaire and interviews showed that the majority of the students continuously and infrequently were carefully listening when someone was speaking in the English language. Moreover, Students worked hard by preparing their English lesson; they made their own notes; read the text carefully; revised their own notes every day. In addition, they practiced reading, writing, speaking, listening; they read the text to expand their knowledge; they developed their four skills for getting good grades and high-quality jobs, going to abroad for study or jobs; for their better future. Besides, they practiced the English language pronunciation every day like the native speaker to become successful language learners. Therefore, they worked hard and paid attention to complete their task, test, and assignment correctly, timely and successfully. Hence students wished for getting good grades for their future development. In contrast, some of the students listened carelessly, not practicing reading, writing, speaking inattentively. They were inattentive to complete their task, test, and assignment. They had the

lack of concentration to improve their English skills. They were passing the examination and getting ordinary grades; which will give them a normal job (please see figure no: 4.1.6, 4.1.7, 4.1.8, 4.1.9, 4.1.10, 4.1.11). The study discovered that the majority of the university students have conscientiousness personality traits. Conscientious students are hardworking, well-organized, self-disciplined and well-mannered ((MacIntyre & Charos, 1996, as cited in Oz, 2014, p.1475) and complete their academic tasks, struggle to achieve higher academic grade, and they attend their class every day (Tok and Morali, 2009, p.922). A conscientious person has a clear ambition and tremendously hard worker to achieve the ambition (Lin et al, 2015, p.1685). On the other hand, low conscientious persons are carelessness, aimless, and unrealistic (Rai and Kumar, 2012, p.345).

According to the result of the study showed that the majority of the students believed their teacher's speech and lecture, and also believed their classmate's speech in English. In additions, most of the students irregularly believed their teachers and classmates speech. But, students who were cooperative understand and believe their teacher and classmates words in English; they were kind-hearted for that reason they were continuously listening to the lecture because they thought that their teacher's speech was valuable for them to increase their academic results. Some of the students distrust their teacher's speech and classmate's speech in English because they were egotistic students; these type of students thought that they are superior and they know everything that is why they ignore their teacher lecture because they thought that teacher lecture are useless (please see figure no; 4.1.4 and 4.1.5). Therefore, agreeable person are kind, helpful, believing other people speech and understanding other people feelings, and express concerns (Djigić, Stojiljković,& Marković , 2016, p.128). Hence, the higher level of agreeable

people kind, helpful and straightforward and willing to interact with the L2 community (Oz, 2014, p.1475). On the other hand, Low agreeable people had these categories like 'egocentric, competitive, irritable and skeptical of other intention' (Rai and Kumar, 2012, p.345).

According to the result of the study showed that the majority of the students were imaginative and creative when they regularly and infrequently wrote something like a short story. In addition, Students utilized their ideas to write notes, essay, paragraphs, letters, and reports in the English language; so they were creative also. Moreover, Students showed their uniqueness by understanding the gist of the difficult text. Besides, Students who were curious, they would like to enrich their knowledge by listening music and movies, read various cultural literature books. And also, they were curious about their teacher learning strategies, and they were interested in the classroom learning style. On the other hand, some of the students who had the lack of curiosity, imagination, ideas, creativeness, and interest; they memorized or copied others writings, they did not read foreign culture; they did not improve their knowledge (please see 4.1.12, 4.1.13, & 4.1.14). Consequently, Openness to experience person are curiosity, creativity, uniqueness, multiplicity, ideas, and values (Akomolafe, 2013, p.659). Individuals person who has high openness to experience have a tendency to be curious, imaginative, creative, psychologically minded and flexible in thinking (Costa and McCrae, 1992; as cited in Rai and Kumar, 2012, p.345). Language learners who have the high openness to experience are more well-formed, proficient, and competent in L2 communication (McIntyre & Charos, 1996; as cited in Oz, 2014, p.1475).

Chapter-6

Conclusion

This study is to find out the successful language learners personality traits with the help of the big five personality traits. The study examines the personality traits among one hundred ten the university level students.

Findings of the studies demonstrated that students who have high extroversion personality traits, they endeavor to develop their English fluency inside and outside of the classroom by communicating with their teacher, classmates and the native English speakers; which will create them successful language learners. The study showed that the high neuroticism personality traits students have felt anxious, worried, feared and afraid when they were speaking in English. They were also feeling anxious, worried, and feared about their mistake when they were writing, reading and listening anything in the English language and they will not get good marks in their academic result. Low neuroticism students felt confident while they were reading, writing, speaking and listening everything in English language and they will get good academic result. The study discovered that the conscientious personality traits students were careful, attentive, hard worker, achievement seeker, organized and self-disciplined; thus these types of students were practicing, preparing, and planning the English language lessons and skills every day, and want to be a successful native speaker, and achieve good academic results. The research showed that the agreeableness personality traits students believed their classmates utter and teacher's speech or lecture because they thought that teachers speech or lecture were important for them. Openness to experience personality traits students were imaginative, curious, creative, and uniqueness; as a result, these types of students were successful language learners,

because they read lots of foreign culture book to increase their imagination, and also they achieved good academic scores by using their ideas in the examination.

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Appendix- A

Questionnaire

The Researcher has designed the questionnaire for the University students of Bangladesh. The topic of the thesis is “Desired personality traits of language learners: University level scenario in Bangladesh”. Please fill up the following question to help the researcher to complete her thesis.

Please fill in the following details. Put the tick mark (✓) in the following box:

Name:

Gender: Male Female

Age: 18-23 24-28 29-33 34-38 39- 43

Department:

Program: Undergraduate Post- graduate

Institute Name:

Please response the question in the given in below. Put the tick mark (✓) in the following question answer:

1. I try to talk in English in the classroom.

a. Never b. Seldom c. Sometimes d. Often e. Always

2. I always try to improve my speaking in English.
a. Never b. Seldom c. Sometimes d. Often e. Always

3. I always ask questions to the teacher about how to participate in the class activities.
a. Never b. Seldom c. Sometimes d. Often e. Always

4. I trust what my classmates say in English.
a. Never b. Seldom c. Sometimes d. Often e. Always

5. I trust my teacher's speech.
a. Never b. Seldom c. Sometimes d. Often e. Always

6. I concentrate when someone is speaking in English.
a. Never b. Seldom c. Sometimes d. Often e. Always

7. I prepare my English lesson every day.
a. Never b. Seldom c. Sometimes d. Often e. Always

8. I plan my English studies schedule, and follow my schedule every day.
a. Never b. Seldom c. Sometimes d. Often e. Always

9. I practice reading, writing, speaking and listening every day to be a successful language learner.

- a. Never b. Seldom c. Sometimes d. Often e. Always

10. I practice pronunciation of English language every day to become a native speaker.

- a. Never b. Seldom c. Sometimes d. Often e. Always

11. I complete my task, test and assignment successfully.

- a. Never b. Seldom c. Sometimes d. Often e. Always

12. I have a vivid imagination and I love to write creatively writing like short story etc.

- a. Never b. Seldom c. Sometimes d. Often e. Always

13. I write notes, essay, paragraph, letter and report in English to use my ideas.

- a. Never b. Seldom c. Sometimes d. Often e. Always

14. I can easily understand the gist after reading a difficult passage.

- a. Never b. Seldom c. Sometimes d. Often e. Always

15. I feel worries when I am speaking in English in the classroom.

- a. Never b. Seldom c. Sometimes d. Often e. Always

16. I am afraid of making a mistake while reading, writing and listening.

- a. Never b. Seldom c. Sometimes d. Often e. Always

17. I try to fresh up my mind when I feel anxious about using English.

- a. Never b. Seldom c. Sometimes d. Often e. Always

18. I feel stressed about my academic results.

- a. Never b. Seldom c. Sometimes d. Often e. Always

Appendix-B

Interview Questions

1. Do you try to talk with the native speaker? When? Why or why not?
2. Do you have any interest to know the foreign cultures? Why?
3. Which types of books about foreign cultures do you read?
4. Do you feel any interest to learn language in the class? Why?
5. Why do you pay attention to complete your academic task?
6. How do you want to do well in your examination?
7. Why do you want to improve your English skills?
8. Why are you anxious about your academic score?