APPENDICES
**PILOT STUDY**

**QUESTIONNAIRE FOR PARENTS**

Dear Parents, please tick any one of the five alternatives, so as to know your Child's language level.

<table>
<thead>
<tr>
<th>Parent of</th>
<th>Profession:</th>
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<tbody>
<tr>
<td>1. At home children talk in English</td>
<td>Always / often / sometimes / rarely / not at all</td>
</tr>
<tr>
<td>2. Read English text books</td>
<td>Always / often / sometimes / rarely / not at all</td>
</tr>
<tr>
<td>3. Read English books (Extensive)</td>
<td>Always / often / sometimes / rarely / not at all</td>
</tr>
<tr>
<td>4. Listen to English News</td>
<td>Always / often / sometimes / rarely / not at all</td>
</tr>
<tr>
<td>5. Participates in English Conversation</td>
<td>Always / often / sometimes / rarely / not at all</td>
</tr>
<tr>
<td>6. Interested in English Literary Association Activities</td>
<td>Always / often / sometimes / rarely / not at all</td>
</tr>
<tr>
<td>7. Read English Newspapers</td>
<td>Always / often / sometimes / rarely / not at all</td>
</tr>
<tr>
<td>8. Write letters in English</td>
<td>Always / often / sometimes / rarely / not at all</td>
</tr>
<tr>
<td>9. Read English Magazines, journals</td>
<td>Always / often / sometimes / rarely / not at all</td>
</tr>
<tr>
<td>10. Use English words in their speech</td>
<td>Always / often / sometimes / rarely / not at all</td>
</tr>
<tr>
<td>11. General interest in learning English</td>
<td>Always / often / sometimes / rarely / not at all</td>
</tr>
</tbody>
</table>
PILOT STUDY

QUESTIONNAIRE FOR TEACHERS

Tick any one of the five alternatives given:

Name                      School

I. MOTIVATION

1. Motivation precedes the teaching of the Unit
   Always / often / sometimes / rarely / not at all

2. Motivation is related to the unit going to learn
   Always / often / sometimes / rarely / not at all

3. Motivation looks natural
   Always / often / sometimes / rarely / not at all

4. A.V. aids are used for motivating pupils
   Always / often / sometimes / rarely / not at all

II. PRESENTATION

VOCABULARY

1. words are introduced through situation
   Always / often / sometimes / rarely / not at all

2. Creates atleast 3 situations for active vocabulary
   Always / often / sometimes / rarely / not at all

3. Creates atleast one situation for passive vocabulary
   Always / often / sometimes / rarely / not at all

4. Pupils frame atleast two sentences to practice vocabulary
   Always / often / sometimes / rarely / not at all

5. Students are prompted to give Synonym / Antonym for active vocabulary
   Always / often / sometimes / rarely / not at all

STRUCTURE

1. Structures are introduced through situation
   Always / often / sometimes / rarely / not at all
2. Creates classroom situation Always/often/sometimes/rarely/not at all
3. Creates simulations to teach structure Always/often/sometimes/rarely/not at all
4. Uses invented story situation Always/often/sometimes/rarely/not at all
5. Uses pictorial situations Always/often/sometimes/rarely/not at all

POETRY

1. Sings with rhyme and rhythm Always/often/sometimes/rarely/not at all
2. First teacher reads with students books closed Always/often/sometimes/rarely/not at all
3. Second reading by teacher with books open Always/often/sometimes/rarely/not at all
4. Makes use of rhyme cards Always/often/sometimes/rarely/not at all
5. Explains new references with suitable pictures Always/often/sometimes/rarely/not at all
6. Depicts the scene by showing charts/pictures Always/often/sometimes/rarely/not at all
7. Elicits understanding by objective type question true/false, yes/no. Always/often/sometimes/rarely/not at all
8. Elicits points of appreciation (regards to rhyme, expression and figure of speech) Always/often/sometimes/rarely/not at all
9. Students are encouraged to read loudly with proper rhythm Always/often/sometimes/rarely/not at all

COMPOSITION

1. Proposes topics Always/often/sometimes/rarely/not at all
2. Develops the topic by asking questions (Oral Composition) Always/often/sometimes/rarely/not at all
3. Presents the frame of the Composition on the black board
   Always/often/sometimes/rarely/not at all

4. Pictures are used for developing the topic
   Always/often/sometimes/rarely/not at all

5. Forms hints on the black board
   Always/often/sometimes/rarely/not at all

6. On the spot correction is carried out at regular intervals
   Always/often/sometimes/rarely/not at all

7. Remedial work is carried out
   Always/often/sometimes/rarely/not at all

III. PRACTICE

1. Makes use of individual drill
   Always/often/sometimes/rarely/not at all

2. Makes use of Chorus drill
   Always/often/sometimes/rarely/not at all

3. Prompts with verbal cues
   Always/often/sometimes/rarely/not at all

4. Makes use of role plays
   Always/often/sometimes/rarely/not at all

5. Prompts discussion.
   Always/often/sometimes/rarely/not at all

6. Uses substitution table
   Always/often/sometimes/rarely/not at all

7. Makes use of picture cues
   Always/often/sometimes/rarely/not at all

8. Uses matching table
   Always/often/sometimes/rarely/not at all

IV. PRODUCTION

1. Uses language games
   Always/often/sometimes/rarely/not at all

2. Prompts dialogues
   Always/often/sometimes/rarely/not at all

3. Uses discourse chains
   Always/often/sometimes/rarely/not at all

4. Uses information gap activity
   Always/often/sometimes/rarely/not at all
V. EVALUATION

a. 1. Tests phonology
2. Tests vocabulary
3. Tests grammar

b. 1 Tests listening ability
2. Tests speaking ability
3. Tests reading ability
4. Tests writing ability

c. 1. Uses transformation type of question
2. Uses completion type
3. Uses combination type
4. Uses rearrangement of words
5. Uses true or false type
6. Uses Yes/No type
7. Writes parallel sentences
8. Uses questions beginning with 'wh' words
9. Uses fill in the blanks
10. Uses multiple choice tests

d. 1. Uses questions to test the grasping of facts (factual questions)
2. Uses questions to test the skill of interpretation (middle order)
3. Uses questions to test critical thinking (Higher Order question)
Title : English Language Teaching and the Language Attainment of Secondary School Students.

Programme : Ph.D. (Education)


Guide : Dr. P.S. CHANDRAKUMAR, Professor, Centre for Research, St. Xavier’s College of Education, Palayamkottai - 627 002.
Name :

Gender : Male / Female

Name of School :

Age :

Education Qualifications :

Teaching Experience :

B.Ed/B.T. Optional Subjects :

Type of School in which working :

Nature :

Location :

Govt. / Aided.

Boys / Girls / Mixed

Rural / Urban / Semi urban
TEACHER LANGUAGE COMPETENCE

The rating is done on the following basis:

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<tr>
<th>Very Poor</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
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1. ORAL COMPETENCE (SPEECH)

(a) Differentiation of voiced from voiceless : 1 2 3 4 5
(b) Differentiation of Shot from long / vowels : 1 2 3 4 5
(c) Grammaticality of sentences : 1 2 3 4 5
(d) Choice of words : 1 2 3 4 5
(e) Rephrasing : 1 2 3 4 5
(f) Sequencing : 1 2 3 4 5
(g) Fluency : 1 2 3 4 5
(h) Adoption of words stress : 1 2 3 4 5
(i) Clarity : 1 2 3 4 5
(j) Questioning : 1 2 3 4 5
(k) Reinforcing : 1 2 3 4 5
(l) Prompting cues / clues : 1 2 3 4 5
(m) Explaining : 1 2 3 4 5

2. Reading Competence (Loud reading)

(a) Adoption of stress : 1 2 3 4 5
(b) Intonation : 1 2 3 4 5
(c) Grouping of words : 1 2 3 4 5
(d) Pause : 1 2 3 4 5
3. Writing Competence (Mechanical)

(a) Use of joiners : 1 2 3 4 5
(b) Use of Shape and size of letters : 1 2 3 4 5
(c) Spacing : 1 2 3 4 5
(d) Use of forward slant : 1 2 3 4 5

II. Teacher Procedural Competence

The rating is done on the following basis:

Very rare -1  Rare - 2  Common - 3  Often - 4  Very Often - 5

1. Motivation

(a) By means of objects : 1 2 3 4 5
(b) By means of story telling : 1 2 3 4 5
(c) By means of previous knowledge : 1 2 3 4 5
(d) By means of Classroom situation : 1 2 3 4 5
(e) By means of day to day activity : 1 2 3 4 5

2. Presentation

(a) Demonstration : 1 2 3 4 5
(b) Explanation : 1 2 3 4 5
(c) Translation : 1 2 3 4 5
(d) Using information about students in class room : 1 2 3 4 5
(e) Using invented story situations : 1 2 3 4 5

3. Practice

(a) Through individual drill : 1 2 3 4 5
(b) Through chorus drill : 1 2 3 4 5
(c) Through verbal cues: 1 2 3 4 5
(d) Through substitution table: 1 2 3 4 5
(e) Through matching table: 1 2 3 4 5

4. Production
   (a) By means of language games: 1 2 3 4 5
   (b) By means of role plays: 1 2 3 4 5

5. Evaluation
   Language aspects
   a. Phonology: 1 2 3 4 5
   b. Vocabulary: 1 2 3 4 5
   c. Grammar: 1 2 3 4 5
   Language skills
   a. Listening: 1 2 3 4 5
   b. Speaking: 1 2 3 4 5
   c. Reading: 1 2 3 4 5
   d. Writing: 1 2 3 4 5
   Mode of Evaluation
   (a) Completion: 1 2 3 4 5
   (b) Combination: 1 2 3 4 5
   (c) Addition: 1 2 3 4 5
   (d) Rearrangement: 1 2 3 4 5
   (e) True / False: 1 2 3 4 5
   (f) Multiple Choice: 1 2 3 4 5

6. Assignment
   (a) Parallel writing: 1 2 3 4 5
   (b) Developing Hints: 1 2 3 4 5
Teacher Strategic Competence

1. Questioning (Oral)
   a. Levels of questioning
      (1) Prompting questions : 1 2 3 4 5
      (2) Refocussing : 1 2 3 4 5
      (3) Increasing critical awareness : 1 2 3 4 5
   b. Type of questions
      (1) True or false statement : 1 2 3 4 5
      (2) Yes or No type : 1 2 3 4 5
      (3) Alternate questions : 1 2 3 4 5

   (a) In the form of picture cards : 1 2 3 4 5
   (b) In the form of recorded audio cassette : 1 2 3 4 5
   (c) In the form of Charts / Maps
   (d) In the form of flannel cut outs : 1 2 3 4 5
   (e) In the form of B.B. Sketches : 1 2 3 4 5
   (f) In the form of specimens : 1 2 3 4 5

3. Use of Target Language
   (a) In repetition : 1 2 3 4 5
   (b) In substitution : 1 2 3 4 5
   (c) In explanation : 1 2 3 4 5
   (d) In contrast : 1 2 3 4 5
4. Use of Black Board

(a) Sketches
(b) Developing substitution tables
(c) Writing clues / hints
(d) Figure and facts (numbers / words)
(e) Encouragement to students to make use of black board

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5. Correlation

(a) Correlates with other languages forms
(b) Correlates with pupils personal experience
(c) Correlates with other subjects

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6. Error Treatment

(a) Immediate Error Treatment
(b) Mechanical reproduction of connected forms
(c) Securing feedback
(d) Correlation of grammatical error
(e) Correction of morphological errors

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Appendix II b

TOOL FOR LANGUAGE PROFICIENCY ATTAINMENT

Dear Students the answer you give will not affect you in any way, so do not refer to your neighbours. Write what you know.

1. I will read you three sentences. One of the sentences will have a different sound (phoneme). Put a tick (✓) mark against the sentence.

   a. 1. There is a band in the middle of the road.

   2. There is a band in the middle of the road.

   3. There is a bend in the middle of the road.

   b. 1. Is that sheet over there clean?

   2. Is that seat over there clean?

   3. Is that seat over there clean?

II. I will read a sentence. This sentence contains one of the words given in question No.(2) in your answer sheet. Put a tick mark against the word.

   The Thief left with the chain.

III. I will read a question. Choose the correct alternative among the four answers given in your answer sheet.

1. Why are you going home?

Now I read another sentence, choose the correct response from among the four alternatives given.

2. Neither Ram nor Ravi knows English

IV. I will read a paragraph. Listen to it carefully and then fill in the blank in your answer sheet question No.(4) Raju sent out a dozen invitations to a party to celebrate his eleven birthday. The day came. Raju and his two sisters received the guest; while Raju’s mother prepared the tea. After tea in the dining room the function started. Then Raju’s father, Mr. Govind arrived much earlier than usual from the office.
V. You are given three pictures in question No.5 of your answer sheet. I will read two sentences one by one. Mention to which figure the sentences read refers to.

1. A white circle inside the square.
2. A white circle on the left of the square.

VI. You are provided with plan of a city. I will give instructions. Go as directed and write where you stand at last. Mark the path travelled using a pencil.

You come out of the school into the main road and walk in the direction of the college road. You take the left turning just before you reach College road. At the end of the street you turn right and continue until you come to second turning right. Cross the road and pray to God. Where do you stand now (nearest building)?
LISTENING COMPREHENSION

I Three sentences will be read at a stretch. One sentence will have a different sound. Tick (✓) the number of the sentence.

(A) 1.
2.
3.

(B) 1.
2.
3.

II One of the following words will be found in the sentence read. Tick (✓) the word.
(a) drain  (b) plain  (c) chain  (d) Train.

III Listen to the sentence read. It will match any one of the four alternatives given. Put (✓) tick mark.
(1) (a) at 5 O’clock
    (b) Yes, I am
    (c) To help my mother
    (d) by bus.
(2) (a) Ram and Ravi know English
    (b) Ram knows English.
    (c) Ravi alone knows English.
    (d) Both Ram and Ravi do not know English.

IV Listen to the paragraph read and fill in the blank.
Mr. Govind’s family consists of .... members.
(a) 3  (b) 5  (c) 4  (d) 2.

V Look at the three pictures given below. When a sentence is read, mark the picture to which it suits (A or B or C).

VI Go as directed and write where you stand at last. Indicate the path taken by you.
I. Read the words given. There will be differences in the underlined parts of the word in sound. Four of the words will have similar sound. One will differ. Circle the word.

Example.

1. father  2. calm  3. walk  4. park  5. Car

(A) 1. this  2. them  3. those  4. think  5. these

II. One of the words following the word underlined will sound as that of the underlined one. Tick (✓) the word.

neck  leg,  rake,  beak

pain  when,  van,  lane

Bird:  red,  heard,  bid.

III. Each word will finish with any one of the following sounds /t/ /d/ /id/ mark the sound in the blank.

(a) Asked  (b) finished  (c) painted

IV. Mark the syllable you stress.

Example  ad mi ra tion

1 2 3 4

(1) Com pa rison  (2) re vo lu tion  (3) in vi si ble

1 2 3 4

V. Read loudly.

Rinu — Hellow! what is that?
Binu — A camera
Rinu — What a marvellous one!
Binu — Do you mind if I take a snap of you?
Rinu — Oh! No. I don’t mind.

VI. Say three sentences about the picture.
I Write down the statements in a meaningful cogent order.
(1) He was brought up in a workhouse in England.
(2) So he was sent out of the workhouse.
(3) He asked for more gruel one day.
(4) Oliver was an orphan.

II Read the passage and answer the questions given below.

**FOREST RANGER**

When he was a small boy, Sam Jones liked to be outdoors. He loved to explore the woods, to walk along the stream, and to watch the wild animals. And whenever anyone asked what he wanted to be when he grew up, his answer always was 'a forest ranger'.

(1) Complete the following

Sam Jones loved to (a) __________ (b) __________ (c) __________

(2) Sam Jones wanted to be a ___________________________

(3) Was Sam happy or sad to be a forest ranger?

(4) What was Jones’ wish as a small boy?

(5) Match the following

<table>
<thead>
<tr>
<th>forest ranger</th>
<th>small river</th>
</tr>
</thead>
<tbody>
<tr>
<td>explore</td>
<td>not tamed</td>
</tr>
<tr>
<td>stream</td>
<td>forest employee</td>
</tr>
<tr>
<td>wild</td>
<td>learn about</td>
</tr>
</tbody>
</table>

III Suggest a suitable title.

No other problem has worried like the problem of student unrest. Parents are concerned about the future of their children. The students agitate for silly reasons. The politicians, teachers, and parents should work together and find a solution to the problem.

IV Square the letter above the part of the sentence where error lies.

Example

```
He painted sceneries nicely
```

(A) I have bought a pen yesterday

WRITING SKILL

I Tick (✓) the word incorrectly spelt.

1. (a) Thief (b) belief (c) seize (d) deceive.
2. (a) illegal (b) generally (c) beggar (d) necessary

II Fill in the blanks with the suitable words given in brackets.

1. The _____________ (seen, scene) in the cinema will be enjoyed by people.
2. The cricket match was postponed because of the bad _____________ (whether, weather)
III Fill in the blank with the best option from the given words.
Who committed this mistake?
It's ____________
(a) me (b) myself (c) mine (d) I

IV Tick the correct word
(a) Neither the president nor the secretary ________________ (was/were) present at the meeting.
(b) The boy took his hat and spoke very ___________________ (politely/politely)

V Replace the underlined word (s) with the correct option
(a) My shirt is the new one, your shirt is the torn one
   (A) your (B) the shirt of you (C) yours (D) Shirt of your
(b) By the time he arrived, everyone was hungry
   (A) Since (B) After (C) When (D) until.

VI Complete the story by writing a few sentences
Once there lived a crow. It was very thirsty. It flew here and there. It saw a water pot. Water was at the bottom.

VII Write a paragraph developing the hints given below. Give a suitable title.
Boil milk and water_______ Remove _________ add instant coffee powder_________
Sugar to taste _________ Serve.

VIII Write a suitable reply to the following letter.

Palayamkottai
7/7/94.

Dear Anderson,

I hope you are doing fine I am celebrating my birthday on seventh August. Please attend the function.

Yours affectionately,
Babloo.
WHAT TO DO: Inside this booklet are some questions to see what attitudes and interests you have. There are no "right" and "wrong" answers because everyone has the right to his own views. To be able to get the best advice from your results, you will want to answer them exactly and truly.

If a separate "Answer Sheet" has not been given to you, turn this booklet over and tear off the Answer Sheet on the back page.

Write your name and all other information asked for on the top line of the Answer Sheet.

First you should answer the four sample questions below so that you can see whether you need to ask anything before starting. Although you are to read the questions in this booklet, you must record your answers on the answer sheet (alongside the same number as in the booklet).

There are three possible answers to each question. Read the following examples and mark your answers at the top of your answer sheet where it says "Examples." Fill in the left-hand box if your answer choice is the "a" answer, in the middle box if your answer choice is the "b" answer, and in the right-hand box if you choose the "c" answer.

EXAMPLES:

1. I like to watch team games.
   a. yes, b. occasionally, c. no.

2. I prefer people who:
   a. are reserved, b. (are) in between, c. make friends quickly.

In the last example there is a right answer, kitten. But there are very few such requiring items.

Ask now if anything is not clear. The examiner will tell you in a moment to turn the pages and start.

When you answer, keep these four points in mind:

1. You are asked not to spend time pondering. Give the first, natural answer as it comes to you. Of course, the questions are too short to give you all the particulars you would sometimes like to have. For instance, the above question asks you about "team games" and you might be fonder of football than basketball. But you are to reply "for the average game," or to strike an average in situations of the kind stated. Give the best answer you can at a rate not slower than five or six a minute. You should finish in a little more than half an hour.

2. Try not to fall back on the middle, "uncertain" answers except when the answer at either end is really impossible for you—perhaps once every four or five questions.

3. Do not refuse to answer any question, however. Some may not apply to you very well, but give your best guess. Some may seem personal; but remember that the answer sheets are kept confidential and cannot be scored without a special stencil key. Answers to particular questions are not inspected.

4. Answer as honestly as possible what is true of you. Do not merely mark what seems "the right thing to say" to impress the examiner.

DO NOT TURN PAGE UNTIL TOLD TO DO SO
1. I have the instructions for this test clearly in mind.
   a. yes  b. uncertain  c. no.

2. I am ready to answer each question as truthfully as possible.
   a. yes  b. uncertain  c. no.

3. I would rather have a house:
   a. in a sociable suburb  
   b. in between  
   c. alone in the deep woods

4. I can find enough energy to face my difficulties.
   a. always  b. generally  c. seldom

5. I feel a bit nervous of wild animals even when they are in strong cages.
   a. yes (true)  b. uncertain  c. seldom

6. I hold back from criticizing people and their ideas.
   a. yes  b. sometimes  c. no.

7. I make smart, sarcastic remarks to people if I think they deserve it.
   a. generally  b. sometimes  c. never

8. I prefer semiclassical music to popular tunes
   a. true  b. uncertain  c. false

9. If I saw two neighbours’ children fighting I would:
   a. leave them to settle it  
   b. uncertain  
   c. reason with them

10. On social occasions I:
    a. readily come forward  
    b. in between  
    c. prefer to stay quietly in the background.

11. It would be more interesting to be:
    a. a construction engineer  
    b. uncertain  
    c. a writer of plays

12. I would rather stop in the street to watch an artist painting than listen to some people having a quarrel.
    a. true  b. uncertain  c. false

13. I can generally put up with conceited people, even though they brag or show they think too well of themselves.
    a. yes  b. in between  c. no.

14. You can almost always notice on a man’s fare when he is dishonest.
    a. yes  b. in between  c. no.

15. It would be good for everyone if vacations (holidays) were longer and everyone had to take them.
    a. agree  b. uncertain  c. disagree

16. I would rather take the gamble of a job with possibly large but uneven earnings, than one with a steady, small salary.
    a. yes  b. uncertain  c. no.

17. I talk about my feelings:
    a. only if necessary  
    b. in between  
    c. readily, whenever I have a chance.

18. Once in a while I have a sense of vague danger or sudden dread for reasons that I do not understand.
    a. yes  b. in between  c. no.

19. When criticized wrongly for something I did not do, I:
    a. have no feeling of guilt  
    b. in between  
    c. still feel a bit guilty

20. Money can by almost everything
    a. yes  b. uncertain  c. no.

21. My decisions are governed more by my:
    a. heart  
    b. feelings and reasons equally  
    c. head

22. Most people would be happier if they lived more with their fellows and did the same things as others.
    a. yes  b. in between  c. no.

23. I occasionally get puzzled, when looking in a mirror, as to which is my right and left.
    a. true  b. uncertain  c. false.
24. When talking, I like:
   a. to say things, just as they occur to me
   b. in between
   c. to get my thoughts well organised first

25. When something quality ninkes me furious, I find I calm down again quite quickly.
   a. yes  b. in between  c. so

26. With the same hours and pay, it would be more interesting to be:
   a. a carpenter or cook
   b. uncertain
   c. a waiter in a good restaurant

27. I have been elected to:
   a. only a few offices
   b. several
   c. many offices

28. "Spade" is to "dig" as "knife" is to:
   a. sharp  b. cut  c. point

29. I sometimes can't get to sleep because an idea keeps running through my mind.
   a. true  b. uncertain  c. false

30. In my personal life I reach the goals I set, almost all the time.
   a. true  b. uncertain  c. false

31. An out-dated law should be charged:
   a. only after considerable discussion
   b. in between
   c. promptly

32. I am uncomfortable when I work on a project requiring quick action affecting others.
   a. true  b. in between  c. false

33. Most of the people I know would rate me as an amusing talker.
   a. yes  b. uncertain  c. no

34. When I see "sloppy", untidy people, I:
   a. just accept it
   b. in between
   c. get disgusted and annoyed

35. I get slightly embarrassed if I suddenly become the focus of attention in a social group.
   a. yes  b. in between  c. no

36. I am always glad to join a large gathering, for example, a party, dance, or public meeting.
   a. yes  b. in between  c. no

37. In school I preferred (or prefer)
   a. music
   b. uncertain
   c. handwork and crafts

38. When I have been put in charge of something, I insist that my instructions are followed or else I resign.
   a. yes  b. sometimes  c. no

39. For parents, it is more important ie:
   a. help their children develop their affections
   b. in between
   c. teach their children how to control emotions.

40. In a group task I would rather:
   a. try to improve arrangements
   b. in between
   c. keep the records and see that rules are followed

41. I feel a need every now and then to engage in a tough physical activity.
   a. yes  b. in between  c. no

42. I would rather mix with polite people than rough, rebellious individuals
   a. yes  b. in between  c. no

43. I feel terribly dejected when people criticise me in a group.
   a. true  b. in between  c. false

44. If I am called in by my boss:
   a. make it a chance to ask for something I want.
   b. uncertain
   c. more "idealists" with plans for a better world.

45. What this world need is:
   a. more steady and "solid" citizens.
   b. uncertain
   c. more "idealists" with plans for a better world.

46. I am always keenly aware of attempts at propaganda in things I read.
   a. yes  b. uncertain  c. no

47. As a teenager, I joined in a school sports:
   a. occasionally  b. fairly often  c. a great deal
48. I keep my room well organised, with things in known places almost all the time.
   a. yes  b. in between  c. no

49. I sometimes get in a state of tension and turmoil as I think of the day’s happenings.
   a. yes  b. in between  c. no

50. I sometimes doubt whether people I am talking to are really interested in what I am saying
   a. yes  b. in between  c. no

51. If I had to choose, I would rather be:
   a. a forester  b. uncertain  c. a high school teacher

52. For special holidays and birthdays, I:
   a. like to give personal presents  b. uncertain  c. feel that buying presents is a bit of a nuisance

53. “Tired” is to “work” as “proud” is to:
   a. smile  b. success  c. happy

54. Which of the following items is different in kind from the others?
   a. candle  b. moon  c. electric light

55. I have been let down by my friends:
   a. hardly ever  b. occasionally  c. quite a lot

56. I have some characteristics in which I feel definitely superior to most people.
   a. yes  b. uncertain  c. no

57. When I get upset, I try hard to hide my feelings from others.
   a. true  b. in between  c. false

58. I like to go out to a show or entertainment
   a. more than once a week (more than average)  b. about once 2 weeks (average)  c. less than once a week (less than average)

59. I think that plenty of freedom is more important than good manners and respect for the law.
   a. true  b. uncertain  c. false

60. I tend to keep quiet in the presence of senior persons (people of greater experience, age, or rank).
   a. yes  b. in between  c. no

61. I find it hard to address or recite to a large group.
   a. true  b. uncertain  c. false

62. I have a good sense of direction (find it easy to tell which is North, South, East, or West)
   a. yes  b. in between  c. no

63. If someone got read at me, I would:
   a. try to calm him down.
   b. uncertain  c. get irritated.

64. When I read an unfair magazine article, I am more inclined to forget it than to feel like “hitting back.”
   a. true  b. uncertain  c. false

65. My memory tends to drop a lot of unimportant, trivial things, for example, names of streets or stores in town.
   a. yes  b. in between  c. no

66. I could enjoy the life of an animal doctor, handling disease and surgery of animals.
   a. yes  b. in between  c. no

67. I eat my food with gusto, not always so carefully and properly as some people.
   a. true  b. uncertain  c. false

68. There are times when I don’t feel in the right mood to see anyone.
   a. very rarely.  b. in between  c. quite often

69. People sometimes warn me that I show my excitement in voice and manner too obviously.
   a. yes  b. in between  c. no

70. As a teenager, if I differed in opinion from my parents, I usually:
   a. kept my own opinion  b. In between  c. accepted their authority
71. I would prefer to have an office of my own, not sharing it with another person.
   a. kept my own opinion  b. in between  c. no.
72. I would rather enjoy life quietly in my own way than be admired for my achievements.
   a. true  b. uncertain  c. false
73. I feel mature in most things.
   a. true  b. uncertain  c. false
74. I find myself upset rather than helped by the kind of criticism that many people offer one.
   a. often  b. occasionally  c. never
75. I am always able to keep the expression of my feelings under exact control.
   a. yes  b. in between  c. no
76. In starting a useful invention, I would prefer:
   a. working on it in the laboratory  b. uncertain  c. selling it to people.
77. "Surprise" is to "strange" as "fear" is to:
   a. brave  b. anxious  c. terrible
78. Which of the following fractions is not in the same class as the others?
   a. $\frac{3}{7}$  b. $\frac{3}{9}$  c. $\frac{3}{11}$
79. Some people seem to ignore or avoid me, although I don't know why.
   a. true  b. uncertain  c. false
80. People treat me less reasonably than my good intentions deserve.
   a. often  b. occasionally  c. never
81. The use of foul language, even when it is not in a mixed group of men and women, still disgusts me.
   a. yes  b. in between  c. no
82. I have decidedly fewer friends than most people.
   a. yes  b. in between  c. no
83. I would hate to be where there wouldn't be a lot of people to talk to.
   a. true  b. uncertain  c. false
84. People sometimes call me careless, even though they think I'm likable person
   a. yes  b. in between  c. no.
85. "Stage-fright" in various social situations is something I have experienced:
   a. quite often  b. occasionally  c. hardly ever
86. When I am in a mall group, I am content to sit back and let others do most of the talking
   a. yes  b. in between  c. no
87. I prefer reading:
   a. a realistic account of military or political battles.  b. uncertain  c. a sensitive, imaginative novel.
88. When boasy people try to "push me around," I do just the opposite of what they wish.
   a. yes  b. in between  c. no
89. Business superiors or members of my family, as a rule, find fault with me only when there is a real cause.
   a. true  b. in between  c. false
90. In streets or stores, I dislike the way some persons stare at people.
   a. yes  b. in between  c. no
91. On a long journey, I would prefer to:
   a. read something profound, but interesting,  b. uncertain  c. pass the time talking casually with a fellow passenger.
92. In a situation which may become dangerous, I believe in making a fuss and speaking up even if calmness and politeness are lost.
   a. yes  b. in between  c. no
93. If acquaintances treat me badly and show they dislike me:
   a. it doesn't upset me a bit.  b. in between  c. I tend to get downhearted.
94. I find it embarrassed to have praise or compliments bestowed on me.
   a. yes  b. in between  c. no.
When people are unreasonable, I just:

a. Keep quiet
b. uncertain
c. daupise them.

If people talk loudly while I am listening to music, I:

a. can keep my mind or the music and not be bothered.
b. in between
c. find it spoils my enjoyment and annoys me.

To keep informed, I like:

a. to discuss issues with people.
b. in between
c. to rely on the actual news reports.

I like to take an active part in social affairs committee work, etc.

a. yes  b. in between  c. no

In carrying out a task, I am not satisfied unless even the minor details are given close attention.

a. true  b. in between  c. false

Quite small setbacks occasionally irritate me too much.

a. yes  b. in between  c. no

I am always a sound sleeper, never walking or talking in my sleep.

a. yes  b. in between  c. no

It would be more interesting to work in a business.

a. talking to customers
b. in between
c. keeping of the accounts and records.

"Size" is to "length" as "dishonest" is to

a. prison  b. sin  c. stealing

AB is to do as SR is to

a. qp  b. pq  c. fu

When people are unreasonable, I just:

a. Keep quiet
b. uncertain
c. daupise them.

If people talk loudly while I am listening to music, I:

a. can keep my mind or the music and not be bothered.
b. in between
c. find it spoils my enjoyment and annoys me.

I think I am better described as:

a. polite and quiet  b. in between  c. forceful.

I attend social functions only when I have to and stay away any other time.

a. yes  b. uncertain  c. no

To be cautious and expect little is better than to be happy at heart, always expecting success.

a. true  b. uncertain  c. no

In thinking of difficulties in my work, I:

a. try to plan ahead, before I meet them,
b. in between
c. assume I can handle them when they come.

I find it easy to mingle among people at a social gathering.

a. true  b. uncertain  c. false

When a bit of diplomacy and persuasion are needed to get people moving, I am generally the one asked to do it.

a. yes  b. in between  c. no

It would be more interesting to be:

a. a guidance worker helping young people find jobs.
b. uncertain
c. a manager in efficiency engineering.

If I am quite sure that a person is unjust or behaving selfishly, I show him up, even if it takes some trouble.

a. yes  b. in between  c. no

I sometimes make foolish remarks in fun, just to surprise people and see what they will say

a. yes  b. uncertain  c. no

I would enjoy being a newspaper writer on drama, concerts, opera, etc.

I never feel the urge to double and fidget when kept sitting still at a meeting.

a. true  b. uncertain  c. false

If someone tells me something which I know is wrong, I am more likely to say to myself:

a. "He is a fair",  b. in between  c. "Apparently he is misinformed."
118. I feel some punishment is coming to me even when I have done nothing wrong.
   a. often  b. occasionally  c. never

119. The idea that sickness comes as much from mental as physical causes is much exaggerated.
   a. yes  b. in between  c. no.

120. The pomp and splendor of any big state ceremony are things which should be preserved.
   a. yes  b. in between  c. no

121. It bothers me if people think I am being too unconventional or odd.
   a. a lot  b. somewhat  c. not at all

122. In constructing something I would rather work:
   a. with a committee  b. uncertain  c. on my own

123. I have periods when it’s hard to stop a moon of self-pity.
   a. often  b. occasionally  c. never

124. Often I get angry with people too quickly
   a. yes  b. in between  c. no

125. I can always change old habits without difficulty and without slipping back.
   a. yes  b. in between  c. no

126. If the earnings were the same, I would rather be:
   a. a lawyer  b. uncertain  c. a navigator or pilot.

127. "Better" is to "worst" as "slower" is to:
   a. fast  b. best  c. quickest

128. Which of the following should come next at the end of this row of letters: x0000x000xxx?
   a. oxxx  b. ox0x  c. xxx0

129. When the time comes for something I have planned and looked forward to, I occasionally do not feel up to going.
   a. true  b. in between  c. false

130. I can work carefully on most things without being bothered by people making a lot of noise around me.
   a. yes  b. in between  c. no

131. I occasionally tell strangers things that seem to me important, regardless of whether they ask about them.
   a. yes  b. in between  c. no

132. I spend much of my spare time talking with friends about social events enjoyed in the past.
   a. yes  b. in between  c. no

133. I enjoy doing "daring", foolhardy things "just for fun".
   a. yes  b. in between  c. no

134. I find the sight of an untidy room very annoying
   a. yes  b. in between  c. no

135. I consider myself a very sociable, outgoing person.
   a. yes  b. in between  c. no

136. In social contacts I:
   a. show my emotions I wish  b. in between  c. keep my emotions to myself.

137. I enjoy music that is:
   a. light, dry, and brisk  b. In between  c. emotional and sentimental

138. I admire the beauty of a poem more than that of a well-made gun.
   a. yes  b. uncertain  c. no

139. If a good remark of mind is passed by, I:
   a. let it go  b. in between  c. give people a chance to hear it again

140. I would like to work as a probation officer with criminals or parole.
   a. yes  b. in between  c. no

141. One should be careful about mixing with all kind of strangers, since there are dangers of infection and so on.
   a. yes  b. uncertain  c. no
142. In traveling abroad, I would rather go on an expertly conducted tour than plan by myself the places I wish to visit.
   a. yes  b. uncertain  c. no

143. I am properly regarded as only a plodding half-successful person.
   a. yes  b. uncertain  c. no

144. If people take advantage of my friendliness, I do not resent it and I soon forget.
   a. true  b. uncertain  c. false

145. If a heated argument developed between other members taking part in a group discussion, I would:
   a. like to see a "winner"  
   b. in between  
   c. wish that it would be smoothered over.

146. I like do my planning alone, without interruptions and suggestions from others.
   a. yes  b. in between  c. no

147. I sometimes let my actions get awayed by feelings of jealousy.
   a. yes  b. in between  c. no

148. I believe firmly "the boss may not always be right, but he always has the right to be boss."
   a. yes  b. sometimes  c. no

149. I get tense as I think of all the things lying ahead of me.
   a. yes  b. sometimes  c. no

150. If people shut suggestions when I'm playing a game, it doesn't upset me.
   a. true  b. uncertain  c. false

151. It would be more interesting to be:
   a. an artist  b. uncertain  
   c. a secretary running a club

152. Which of the following words does not properly belong with the others?
   a. any  b. some  c. most

153. "Flame" is to "neat" as "rose" is to:
   a. thorn  b. red prints  c. scent

154. I have vivid dreams disturbing my sleep.
   a. often  b. occasionally  c. practically never

155. If the odds are really against something's being a success, I still believe in taking the risk.
   a. yes  b. in between  c. no

156. I like it when I know so well what the group has to do that I naturally become the one it command.
   a. yes  b. in between  c. no

157. I would rather dress with quiet correctness than with eye-catching personal style.
   a. true  b. uncertain  c. false

158. Aan evening with a quiet hobby appeals to me more than a lively party.
   a. true  b. uncertain  c. false

159. I close my mind to well-meant suggestions of others, even though I know I shouldn't.
   a. occasionally  b. hardly ever  c. never

160. I always make it a point, in deciding anything, to refer to basic rules of right and wrong.
   a. yes  b. in between  c. no

161. I somewhat dislike having a group watch me at work.
   a. yes  b. in between  c. no

162. Because it is not always possible to get things done by gradual, reasonable methods, it is sometimes necessary to use force.
   a. true  b. in between  c. false

163. In school I preferred (or prefer):
   a. English  b. uncertain  
   c. mathematics or arithmetic

164. I have sometimes been troubled by people's saying bad things about me behind my back, with no grounds at all.
   a. yes  b. uncertain  c. no

165. Talk with ordinary, habit-bound, conventional people:
   a. is often quite interesting and has a lot to it.  
   b. in between  
   c. annoys me because it deals with trifles and lacks depth.
166. Sometimes make me so angry that I find it best not to speak.
   a. yes  b. in between  c. no

167. In education, it is more important to:
   a. give the child enough affection.
   b. in between
   c. have the child learn desirable habits and attitudes.

168. People regard me as a solid, undisturbed person unmoved by ups and downs in circumstances.
   a. yes  b. in between  c. no

169. I think society should let reason lead it to new customs and throw aside old habits or mere traditions.
   a. yes  b. in between  c. no

170. I think it is more important in the modern world to solve:
   a. the question of moral purpose
   b. uncertain
   c. the political difficulties

171. I learn better by:
   a. reading a well-written book
   b. in between
   c. joining a group discussion

172. I like to go my own way instead of acting on approved rules.
   a. true  b. uncertain  c. false

173. I like to wait till I am sure that what I am saying is correct, before I put forth an argument.
   a. always
   b. generally
   c. only if it's practicable.

174. Small things sometimes "get on my nerves" unbearably, though I realize they are trivial.
   a. yes  b. in between  c. no

175. I don't often say things on the spur of the moment that I greatly regret.
   a. true  b. uncertain  c. false

176. If asked to work with a charity drive, I would
   a. accept  b. uncertain  c. politely say I'm too busy

177. Which of the following words does not belong with the others?
   a. wide  b. zigzag  c. straight

178. "Soon" is to "never" as "near" is to:
   a. nowhere  b. far  c. away

179. If I make an awkward social mistake, I can soon forget it.
   a. yes  b. in between  c. no

180. I am known as an "idea man" who almost always puts forward some ideas on a problem.
   a. yes  b. in between  c. no

181. I think I am better at:
   a. nerve in meeting challenges.
   b. uncertain
   c. ignorance of other people's wishes.

182. I am considered a very enthusiastic person.
   a. yes  b. in between  c. no

183. I like a job that offers change, variety, and travel, even if it involves some danger.
   a. yes  b. in between  c. no

184. I am a fairly strict person, insisting on always doing things as correctly as possible.
   a. true  b. in between  c. false

185. I enjoy work that requires conscientious, exacting skills.
   a. yes  b. in between  c. no

186. I'm the energetic type who keeps busy.
   a. yes  b. uncertain  c. no

187. I am sure there are no questions that I have skipped or failed to answer properly.
   a. yes  b. uncertain  c. no.
CONSTRUCTION

The question in the 16 P.F. test are arranged in roughly cyclic order determined by a plan to give maximum convenience in scoring by stencil and to ensure variety and interest for the examinee.

Three alternative answers are provided for each of the questions. Forms A, B, C and D are designed for adults of average or higher intelligence. Distortion and deliberate taking are minimised.

CONSISTENCY

The first type of consistency considered is reliability. Reliability may be further subdivided into (a) dependability (short term test - retest correlations and (b) stability (retest after a long interval).

VALIDITY

The items in these final forms are the survivors from several thousands of items originally tried. Only those which continue to have significant validity against the factors after ten successive factor analysis (Cattall 1973) on different samples are included in the final tool. The test questions are chosen as being good measures of the personality factors.

ADMINISTRATION

Although the test can be virtually self administering, it is important to establish good 'rapport' with the examinee. Answers are always made on a separate answer sheet. The examinee has to enter his name, etc. at the top of the answer sheet. Ask him to read the instructions aloud. Five minutes must be allowed to read the instruction and work out the examples. Then they are asked to open the page and
answer. Make sure that they have written their name. Before collecting the answer sheets ensure that only one answer is given for each question.

PRINCIPLES AND MECHANICS OF SCORING

Each answer scores 0, 1 or 2 points, except the factor B (intelligence) answers. Tests can be either hand scored, with a stencil key or machine scored. Hand scoring is accomplished by key, easily, rapidly and in a standard manner. The answers appear as pencil marks in the boxes on the given answer sheet.

The answers appear as pencil marks in the boxes on the given answer sheet. Two cardboard scoring key are used. One covers Factors A, C, F, H, L, N, Q₁ and Q₂ and the other, factors B, E, G, I, M, O, Q₃ and Q₄. Simply fit stencil 1 over the answer sheet and count the marks visible though the hole for factor A, allowing either 2 or 1, as indicated by the number printed adjacent to the hole. Sum these scores and enter the total in the space indicated by the arrow on the stencil for factor A (raw score).

The standardization tables convert raw scores to what are called stens. The scores are divided into low (1 to 3) and high (8 to 110) scores. Description of the primary personality factors are based on these scores.
<table>
<thead>
<tr>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like to watch (a) games.</td>
</tr>
<tr>
<td>a. yes (true).</td>
</tr>
<tr>
<td>b. no (false).</td>
</tr>
<tr>
<td>2. I prefer people who:</td>
</tr>
<tr>
<td>a. are reserved.</td>
</tr>
<tr>
<td>b. are between.</td>
</tr>
<tr>
<td>c. make friends quickly.</td>
</tr>
<tr>
<td>3. Money cannot bring happiness</td>
</tr>
<tr>
<td>a. yes (true).</td>
</tr>
<tr>
<td>b. is between.</td>
</tr>
<tr>
<td>c. no (false).</td>
</tr>
<tr>
<td>4. Woman is to child as cat is to:</td>
</tr>
<tr>
<td>a. kitten.</td>
</tr>
<tr>
<td>b. dog.</td>
</tr>
<tr>
<td>c. boy.</td>
</tr>
</tbody>
</table>

**NAME**

**SEX**

**AGE**

**DATE**

**SCORE**

---

**END OF TEST**

---

**Do not write any norms used:**

- HS
- Coll
- Grad Pop
- A
- B
- A + B
- M
- F
## THE PRIMARY SOURCE TRAITS COVERED BY THE 16 PF TEST

<table>
<thead>
<tr>
<th>Factor</th>
<th>Low Sten Score Description (1-3)</th>
<th>High Sten Score Description (8-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Reserved, detached, critical, aloof, stiff</td>
<td>Low intelligence</td>
<td>Bright</td>
</tr>
<tr>
<td><strong>B</strong> Low intelligence</td>
<td><strong>C</strong> Affected by feelings, emotionally less stable, easily upset, changeable Lower ego strength</td>
<td><strong>D</strong> Bright</td>
</tr>
<tr>
<td><strong>D</strong> Bright</td>
<td><strong>E</strong> Humble, mild, easily led, docile, accommodating</td>
<td><strong>F</strong> Assertive, aggressive, competitive, stubborn Dominance</td>
</tr>
<tr>
<td><strong>E</strong> Assertive, aggressive, competitive, stubborn Dominance</td>
<td><strong>F</strong> Sober, taciturn, serious Desurgency</td>
<td><strong>G</strong> Happy-go-lucky, enthusiastic Surgency</td>
</tr>
<tr>
<td><strong>G</strong> Happy-go-lucky, enthusiastic Surgency</td>
<td><strong>H</strong> Shy, timid, threat-sensitive Threctia</td>
<td><strong>I</strong> Venturesome, uninhibited, socially bold Parmia</td>
</tr>
<tr>
<td><strong>I</strong> Venturesome, uninhibited, socially bold Parmia</td>
<td><strong>J</strong> Tough-minded, self-reliant, Harrison</td>
<td><strong>K</strong> Tender-minded, sensitive, clinging, overprotected Parmia</td>
</tr>
<tr>
<td><strong>K</strong> Tender-minded, sensitive, clinging, overprotected Parmia</td>
<td><strong>L</strong> Trusting, accepting conditions Alaxia</td>
<td><strong>M</strong> Imaginative, bohemian, absent-minded Autia</td>
</tr>
<tr>
<td><strong>M</strong> Imaginative, bohemian, absent-minded Autia</td>
<td><strong>N</strong> Forthright, unpretentious, genuine but socially clumsy Artlessness</td>
<td><strong>O</strong> Astute, polished, socially aware Shrewdness</td>
</tr>
<tr>
<td><strong>O</strong> Astute, polished, socially aware Shrewdness</td>
<td><strong>P</strong> Self-assured, placid, secure, complacent, serene Untroubled adequacy</td>
<td><strong>Q</strong> Experimenting, liberal, free-thinking Radialism</td>
</tr>
<tr>
<td><strong>Q</strong> Experimenting, liberal, free-thinking Radialism</td>
<td><strong>R</strong> Conservative, respecting traditional ideas Conservatism of temperament</td>
<td><strong>S</strong> Self-sufficient, resourceful, prefers own decisions Self-sufficiency</td>
</tr>
<tr>
<td><strong>S</strong> Self-sufficient, resourceful, prefers own decisions Self-sufficiency</td>
<td><strong>T</strong> Group dependent, a “joiner” and sound follower</td>
<td><strong>U</strong> Controlled, exacting will power, socially precise, compulsive, following self-image High strength of self-sentiment</td>
</tr>
<tr>
<td><strong>U</strong> Controlled, exacting will power, socially precise, compulsive, following self-image High strength of self-sentiment</td>
<td><strong>V</strong> Undisciplined self-conflict, lax, follows own urges, careless of social rules Low self-sentiment integration</td>
<td><strong>W</strong> Tense, frustrated, driven, overwrought High ergic tension</td>
</tr>
<tr>
<td><strong>W</strong> Tense, frustrated, driven, overwrought High ergic tension</td>
<td><strong>X</strong> Relaxed, tranquil, torpid, unfrustrated, composed Low ergic tension</td>
<td></td>
</tr>
</tbody>
</table>

*Titles in roman type are the technical names for the factors and are explained more fully in the Handbook.*
1. Check that each question has one, and only one, answer.
2. Place this key over the left-hand side of the answer sheet, leaving the Raw Score column exposed at the right of the answer sheet. Use the "check star" at the upper right to adjust the key to the proper position.
3. There are 8 "raw scores" to be obtained with each key, one given by each of the 8 horizontal "layers" across the key. The answers seen through the holes (circles) count either 2 or 1, as indicated by the number adjacent to the hole.
4. To obtain the Factor A score, add the weight for the answers visible in the "A" horizontal strip and record the sum on the answer sheet underneath the A.
5. Repeat this process for the other factor strips.