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Ministry of Higher Education and Scientific Research
University "Frères Mentouri", Constantine1
Faculty of Letters and Languages
Department of Letters and English



**A Domain Specific Approach to Personal Epistemology:
A Study of Students' Beliefs and Academic Achievement of
High and Low Achieving English as a Foreign Language
Master Students at the University "Frères Mentouri",
Constantine1**

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in Candidacy for the Degree of Doctorate Es-Sciences in Linguistics
and English Language Teaching

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Dedication

I dedicate my work to my dear mother who has been my role model for personal sacrifice, who has always so lovingly and unselfishly cared for me and who has instilled in me the inspiration to set high goals and to struggle for achieving them.

The past does not place an indelible stamp on our personality but it does become an important part of who we are. I dedicate my work to the memory of my beloved father whom I lost eight years ago (May his spirit be in peace). His sacrifices were the catalyst of my successes. My father was the one who accompanied me when I came to the University of Constantine for the first time. He was the first person who sustained me morally and financially to pursue my post-graduate studies. He was the first person who believed I could do it.

My father has been my emotional anchor through my entire life. His memory, that I will cherish forever, was an insatiable source of strength when my steps faltered. He wished so much to be alive the day of my viva voce!! For him, I have decided to defy all the uncertainties and challenges to complete this thesis.

I dedicate this piece of research to my husband Djamel for his care, sustained support and understanding during the long gestation of this thesis. I also dedicate it to my cherished children Aya and Mohamed and to the memory of my dearest angelic baby Amina.

Whatever broadens our horizon, deepens our insight, refines our reactions, and stimulates our thoughts and feelings educates us. — Lodge

It is really life that educates us — Thomas Raymont (1906)

I would like to thank God (the All-Mighty) for giving me the strength to work for long tough days and nights, the wisdom to accept adversity in my life, the determination to carry on my dream and the courage to pursue such a huge endeavor. I know that this accomplishment was achieved because of the prayers of myself, along with God's grace and mercy on my life.

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Abstract

As an extension to previous research in the area of self-referent phenomena in the field of teaching English as a foreign language, the present investigation aims at exploring the academic self-perceptions of Algerian students in the specific situation of teaching English as a foreign language at the university level. To this end, a survey was developed to gauge learners' self-beliefs and perceptions in the specific context of English language sciences. The «**Academic Self-Beliefs Survey in English Language Sciences**» was administered to a sample of 73 Master I students enrolled in English language sciences at the University of Constantine1 during the academic year 2014-2015. It is hypothesized that Master1 students might attain successful outcomes in the subject of discourse analysis if they nurture positive and healthy self- beliefs in the area of English language sciences. The other related hypothesis is that Master1 students might obtain unsuccessful results in the subject of discourse analysis if they nurture negative, unhealthy self-beliefs in English language sciences. In the analysis of data, descriptive and inferential statistics were implemented. The Pearson product moment correlation, the chi-square test and cross tabulation statistics were computed to determine the degree of association between learner's self-related perceptions and their first-semester exam outcomes in Discourse Analysis. The emerging results reflect the valence, the complexity and the specificity of the teaching learning situation: Both Pearson correlations and chi-square testing show inconsistencies and disconnections between learner's self-judgments and their actual first-semester scores in discourse analysis. Recommendations and implications of the study are discussed and directions for future research agendas in harmony with the objectives of the current educational reforms are suggested.

List of Abbreviations

%: percentage

∑: Total

A: Adaptability

Ach M: Achievement Motivation

DA: Discourse Analysis

EA: Emotional Awareness

EFL: English as a Foreign Language

ELS: English Language Sciences

ELS-ASBS: Academic Self-Beliefs Survey for English Language Sciences

ESL: English as a Second Language

FF: Family Feedback

FRF: Family Relative Feedback

P: Planning

PES: Perceived Environmental support (or Stimulation)

Pro: Proactivity

PTF: Perceived Teacher Feedback

SA: Self-Assessment

SD: Self-Directedness

SR: Self-Regard

Sts: Students

TASts: Teacher's Attitudes towards Students

T1: Trustworthiness

T2: Tenacity

TF: Teacher's Feedback

RF: Relative Feedback

Q: Question

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Appendix A: «**ELS-Academic Self-Beliefs Inventory** » (ELS-ASBI)

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Résumé

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- 2. Aims of the Study**
- 3. Research Questions and Hypotheses**
- 4. Methodology and Means of Research**
- 5. Definition of the Variables of the Study**
- 6. Structure of the Thesis**

General Introduction

1. Statement of the Problem

The Algerian university plays a pivotal role in the process of knowledge ‘construction’ and ‘consumption’ and is beyond doubt an important partner in the social and economic evolution that the Algerian society is undergoing at a tremendously rapid rhythm (Sakor, 2002). This makes, like other global instructional institutions that have to unceasingly to adapt itself to the multiple pressures of the industrial digital revolution, its educational mission a delicate issue.

One of the most significant goals that Algerian higher education targets currently is to achieve academic excellence. Yet, the sector of higher education, nowadays, is plagued by many obstacles that hinder the attainment of this goal. As a matter of fact, many outcries have been recorded by many university academics as regards ‘the under-achievement syndrome’ that seems to prevail in the national higher educational landscape (Abi-Ayad, 2013). Many researchers and academics have complained about the low standards displayed by university students, manifesting most of the time, to cite only few, very narrowed analytical abilities, lack of mastery of self-regulatory strategies, a reduced engagement in self-reflective processes- all resulting in a powerless tendency to live up to the national academic aspirations namely, having ‘robust’ learners, *self-steering*, *self-referential*, and *self-organizational*, ready to keep abreast with change and equipped to face current challenges (Sakor, 2002).

The present study thrives, hence, to bring a solution to the regrettable situation of «underachievement» that looms in the field of EFL in the context of higher education in Algeria. The declining quality of learners’ performance in EFL has stirred our interest to

tackle the kind of perceptions and beliefs held by Master1 learners in the specific area of English language sciences and to propose, on the basis of literature review on the issue, the integration of 'entrepreneurial education' in Algerian higher education institutions in order to ensure a quality education in EFL via the cultivation of two seemingly close (though different) concepts believed to serve as a primary fulcrum for learners' academic success, namely, '*competencies*' and '*capabilities*'.

It is our belief that introducing the so-called 'entrepreneurial education' into Algerian higher education sector would enable learners to pro-actively exercise their autonomy and self-reflection and provide them with ample opportunities for knowledge construction and self-development. This stems from our contention, that the exigencies of the globalized world requires from higher education, a field that is- in Brandt's term (2014)- in «constant flux » to adapt itself to worldwide educational mutations through developing in learners critical skills and sophisticated competencies that enable them to deal efficiently with the intricacies of the current era.

It is worth telling the philosophy of entrepreneurship is profoundly immersed in humanistic and constructivist views of human functioning and emphasizes the role of 'agency' that is, doing action intentionally so as to achieve the desired goal (Bandura,2006). It encapsulates visions of self-efficacy, autonomy and self-determination that are supportive of educational acts that foster learner's *skills (competencies)* in concert with *faith (capabilities)* to strongly face the uncertainties of the present world. Besides, '***entrepreneurial education***' stands in harmony with the basic aims of the LMD reforms namely, building a 'self-referential' type of learning in Algerian universities that responds to international academic standards.

2. Aims of the Study

In recent years, a substantial number of research inquiries in educational psychology have centered on the impact of self –related perceptions on the process of knowledge construction. Researchers, across various academic fields, have become aware of the potent influence that metacognitive experiences and subjective interpretations bear on learners’ ultimate academic achievement.

In this framework, this study explores- through a psychological constructivist lens- the «self» system of Master1 learners in English language sciences with the aim of unraveling the nature of relationships between learners’ self perceptions (in relation to a set of psychological, instructional and environmental variables) on the one hand, and their actual achievement exam scores in discourse analysis, on the other hand. Moreover, the investigation targets the evaluation of ‘the predictiveness’ of the survey in one specialized area in EFL which is English language sciences (ELS) before testing its validity across other areas and disciplines. The impetus to implementing a self – constructed questionnaire to testing learners’ self-related perceptions in ELS rather than using ‘ready-made’ foreign instruments is driven by our concern to design an instrument that is *sensitive* to the social and cultural properties of the target population.

3. Research Questions and Hypotheses

In accordance with the previous research aims, the following major research question has been addressed:

1-To what extent can the type of **self-beliefs** that Master 1 learners adopt in the specific situation of English language sciences have an effect on their first semester **exam outcomes** in the subject of **discourse analysis**?

To answer the following research question, the following hypothesis has been formulated: Master1 students might attain successful outcomes in the subject of discourse analysis if they nurture positive and healthy self- beliefs in the area of English language sciences. The other related hypothesis is that Master1 students might obtain unsuccessful results in the subject of discourse analysis if they nurture negative and unhealthy self- beliefs in English language sciences.

H01 -There is no difference in academic self-beliefs (self-perceptions) between Master1 students (of English language sciences) who obtained marks above 10.00/20 and those who scored marks below 10.00 in the first semester exam in discourse analysis. (**Null hypothesis**)

Ha1 -There is a difference in academic self-beliefs (self-perceptions) between Master1 students (of English language sciences) who obtained marks above 10.00/20 and those who scored marks below 10.00/20 in the first semester exam in discourse analysis. (**Alternative hypothesis**)

4. Methodology and Means of Research

In the course of our research, a survey questionnaire is developed in order to assess the nature of self-beliefs that the high and the low performers in discourse analysis examination hold in the specific context of English language sciences. The elaborated questionnaire that we labeled « **ELS-Academic Self-Beliefs Survey**» explores a net of psychological, emotional, instructional and social perceptions that are assumed to either bolster or undermine learners' ultimate achievement behavior in discourse analysis in particular and in English language sciences in general. These perceptions could be arranged, in fact, into two broad categories:

A-The first category entails *psychological* perceptions associated with students' personality specificities, attributes and approaches to learning.

2- The second category includes *contextual* perceptions that are inclusive of factors related to the formal instructional context and others related to their environmental setting.

In the process of data analysis, the self-appraisals reported on the survey questionnaire by the two (2) categories of students that is, the successful and the unsuccessful performers in discourse analysis have been subjected to statistical testing using the chi square test of probability. Besides, a matrix of Pearson's correlations was conducted to test the type and strength of relationships existing between the nature learners' self-perceptions in ELS and the quality of their academic outcomes in discourse analysis.

5-Definition of the variables of the Study

The observable and measurable variables that provide the frame of reference for the hypothesis of the current study are: *self-beliefs* in the domain of English language sciences (constituting the independent variable) and *successful/unsuccessful performance* in discourse analysis representing (the dependent variable). Defined by Wilkinson (2004, n.p) as «*a person's own beliefs and predictions concerning their abilities and performance*», self-beliefs (self-perceptions) are inclusive of the entire spectrum of self-related phenomena and could be subdivided into academic, social, emotional and behavioral (self) perceptions. Interest is focused in this study on *academic self-perceptions* in English language sciences which pertain to 'theories' and 'beliefs' students develop about themselves in the particular ELS situation. In effect, this type of self-beliefs are assumed to be closely directed to students' functioning in ELS in the sense that they might impinge on *how* they think, feel and act, on multi levels, across the various learning contexts they come across in ELS.

Thus, the independent variable of the present research inquiry namely, learner's self- beliefs in English language sciences is measured through:

- Learner's self-regard in English language sciences
- Learner's achievement motivation in English language sciences (desire for achievement and attributional style)
- Learner's self- directedness in English language sciences
- Learner's proactivity in English language sciences (trustworthiness, adaptability, planning and tenacity)
- Learner's self-assessments in relation to subjects taught in English language sciences namely, competence, linguistics, didactics, methodology and statistics.
- Learner's perceptions of their teacher's feedback in English language sciences
- Learner's perceptions of the attitudes that their teachers adopt towards them in English language sciences
- Learner's perceptions of feedback emanating from their family and relatives
- Learner's perceived environmental support

Academic success could be defined as *«academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational outcomes, and post-college performance»* (Kuh et al., 2006, p.5, as quoted in York et al, 2015). In line with this definition, the scope of the term 'student success' - used interchangeably with academic success- is narrowed down, in the current study, to include acquisition of specific skills and competencies and satisfaction of certain standards deemed as a requirement for success in discourse.

Students' success in discourse analysis is measured by Master1 learners' academic outcomes in discourse analysis that is, the first semester scores they obtained in discourse analysis examination. In effect, it is operationalized as students' achievement index scores obtained from the first-semester written- based assessment (exam) in discourse analysis.

6- Structure of the Thesis

The present thesis is composed of six (6) basic chapters in addition to the general introduction and the general conclusion: Chapter one and two are concerned with the theoretical background of the study .Chapter three, four and five constitute the practical part (the survey).The last chapter (six) is concerned with implementations and recommendations. Chapter one (1) explores issues relevant to LMD reforms and the current challenges for the Algerian university and clarifies the concept of 'entrepreunial education'. Chapter two (2) presents a brief historical account on social constructivism as a basic inspiring trend for 'entrepreneurship'; defines concepts used in the study and highlights the conjunction between positive self- beliefs, 'entrepreunial competencies' and academic success. Chapter three (3) describes the research context, participants and research procedures. It provides an explanation of the research design, outlines the research steps for the investigation undertaken and the data analysis techniques utilized in the study. Chapter four (4) reports the results of the chi square analysis with presentation and statistical interpretation of the research findings. It also contains a reiteration of the research hypothesis along with the corresponding findings. Chapter five (5) describes the results emanating from the correlational analysis and provides a discussion on the results of the study. It summarizes conclusions and highlights comments on research findings with respect to our research questions and hypotheses. Chapter six (6) discusses the research implications for theory and practice and presents suggestions for further research.

Chapter One
The Algerian University, the LMD Reforms and
Entrepreneurial Education

Introduction

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1.1.2. Definition of Education

1.1.2.1. Significance of Education

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1.1.4 Definition of Instruction

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Chapter Two
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in English as a Foreign Language

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2.2.1. Definition of Self-Beliefs

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Conclusion

Chapter One

The Algerian University: The LMD Reforms and Entrepreneurial Education

Introduction

The international educational landscape is witnessing a significant movement of change characterized by a genuine shift from traditional, teacher-focused pedagogies to more innovative and learner-centered practices. This new educational revolution provides, in effect, ample opportunities for organizing new educational avenues that target the cultivation of new ‘entrepreneurial’ skills and mindsets. In this framework, we will introduce the concept of *entrepreneurial education*, as a philosophy that is gaining popularity in the literature. Besides, we will tackle the current state of the Algerian university thirteen years after the introduction of the LMD reforms into the Algerian higher education sector.

1.1. Higher Education

The higher education institutions act as a pro-active agent in the process of economic and social development of a given community. Though there is no general consensus amongst scholars about a common definition for this term, it can be regarded as a type of education that is “*given at colleges of education, polytechnics, monotronics, and universities*” (Udosen, 2014, p.42). Referred to also “postsecondary” education or “tertiary” education, it fulfills multi roles as a sphere of ‘academic leadership’; ‘professional development’ and ‘technological training and evolution’ (De Moura Castro & Levy, 2015, p.5). This view is shared by Udosen (2014, p.42-43) who believes that the major mission of higher education can be summarized in the following goals:

- A- Develop and inculcate proper values for survival of the individual and society.
- B. Develop the intellectual capability of individuals to understand and appreciate their local and external environments.
- C- Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.
- D- Promote and encourage scholarship and community service.
- E- Forge and cement national unity.
- F- Promote national and international understanding and interaction.

Moreover, in agreement with the afore-mentioned goals, Keniston (1960, p.565) states that *“the university should be preparing youths to assume their future responsibilities in a an endlessly changing world: In the broadest sense, the goals of higher education are identical with those of all education: the development of an informed, responsible citizenry and the preparation of every boy and girl for a personally satisfying and useful socially career”*

Teachers in higher education, representing the academia or the elite of the community, play an important role in education. Considered as *“the most important and noble endeavors”*, education provides learners with the means towards achieving fulfillment in all its dimensions i.e., personal, mental, spiritual, social and physical (Pushkar, 2015, p.25).

It is worth mentioning that the current global academic context characterized by the pervasive use of digital tools increasingly embedded to reinforce learning has culminated in *‘a metamorphosis’* in educational approaches from *‘pedagogy’* to *‘andragogy’* (Abraham & Komattil, 2017) and in significant changes in the role of the teacher in the sphere of higher education. The teacher’s role has changed from that of

'dispenser of knowledge' to that of *'manager of learning'* (Badley & Habeshaw, 1991, p.214). This, in turn, calls for the need to understand how learners 'learn' and question whether *the way they teach* can 'really' generate learning and whether they possess the tools needed to both understand and articulate the change that is continuously taking place in the minds of their students (Fry et al, 2009), especially when dealing with non-traditional learners having varying needs, interests and expectations.

1.1.1. Definition of University

The term 'university' originates from the Greek medieval term *'universitas'* used by lawyers, refers to 'a whole' 'a corporation' or a 'community' of teachers (*universitas magistrorum*) or learners (*universitas scolarium*), signifying that "*the role of universities is to pursue balanced knowledge about virtually everything*" (Akbari, 2016, n.p). Hence, universities, corresponding to institutions of higher (or tertiary education) that grant academic credentials in a multitude of academic areas, play a pivotal role in social and economic advancement of a given nation. They constitute, in fact, a strong asset for the national welfare through the substantial utilitarian influence they exert upon the local community.

1.1.2. Definition of Education

Farenga (2008, p.5) views the term "education" as derived, etymologically speaking, from the Latin word "*educare*" which means "to nourish, to rear, to bring up". Accordingly, education is "*a product produced by schools for the sake of our national economy and international competitiveness*" and thus yields a very significant influence in the various aspects of development of a given community namely, political, social, economic, cultural, and ethical.

This agrees with Adamu's (2015, p.84) definition of education as being the accumulation of experiences and his description of education as *“the tool that facilitates economic, social, political and technological advancement and diversification in all human societies (...) the spring board for societal and global development”*.

Besides, Ebuta (2013, p.2) underscores the multidimensional aspects of education as entailing *“more than the development of intellectual and physical powers, which are the main ingredients of training. No one who in addition to receiving training of even the highest quality, has not been developed emotionally and spiritually can be described as being educated”*.

Additionally, the roots of the term education might be related, at the etymological level, to the term *‘educare’* which signifies breeding, bringing up or rearing ; to the term *‘educere’* which signifies ‘to lead forth’ or ‘to come out’ or the term *‘educatum’* meaning ‘the act of teaching or training-all of them supporting the fact that *“education seeks to nourish the good qualities and draw out the best in every individual... seeks to develop the innate or the inner potentialities of humans (...) lead us to believe that education aims to provide a nourishing environment that would facilitate or bring out and develop the potentialities in an individual”*(Srivastava, 2014 p.3-4).

1.1.2.1. Significance of Education

Education has a major decisive role both at the personal and collective levels because of its substantial ramifications on the welfare of the citizenry. It prepares people, through the body of knowledge and competencies it provides, to face and remedy the complex existential problems of the contemporary world and thus influences tremendously their social mobility and growth. In its broadest sense, the objectives of education are not confined to the restricted boundaries of classes but it can be regarded rather as an active,

evolving process that paves the path for a perennial, long-life type of learning (Srivastava, 2014, p.5):

Education is not limited to a classroom or a school only. It is considered to be a life long process, where all the experiences, Knowledge and wisdom that an individual acquires at different stages of one's life through different channels (i.e., formally, informally and incidentally) are termed as education. The broader view considers education as an act or experience that has formative or additive effect on the personality of an individual...Such a view of education encompasses all life experiences... The broader meaning of education implies the process of development, wherein the individual gradually adapts himself/herself to various ways to his/her physical, social and spiritual environments.

Besides, it instills also ideas related to democratization and sustainability and inculcates values of equity and social justice. Moreover, education mitigates the detrimental effects of unfavorable living conditions as it enables people to meet the labor demands and enjoy a certain financial assurance. Highlighting the paradoxical relationship between education and poverty, Ejaz and Asif (2014, n.p) conceive education as: *“the most powerful weapon in alleviating poverty, elevating economic growth, producing skilled human resource, creating a healthy and enlightened social environment and creating self-sufficient nations. Education and poverty are paradoxically related to each other. If the former increases, the latter decreases”*

It follows from the definition provided above that education, through providing valuable knowledge, stands as paramount to eradicating the adverse conditions of poverty and social exclusion. Therefore, it could be surely regarded as a powerful ‘guard’ against economic insecurity and deprivation.

1.1.3. Definition of Teaching

Teaching is certainly a complex activity. It aims at building in learners a solid knowledge basis, equip them with appropriate skills and develop their potentials paving the path, thereby, for their future ‘communal life’ (Karsli, 2007, p. 9, as cited in Mucella et al, 2011). It has been defined by Adamu (2015, p.86) as: *“the process of imparting knowledge to an individual with a view of creating permanent useful changes in the individual. This involves prudence, skill; organizational acumen, effectiveness and proficiency in language”*.

Besides, Mucella et al et al (2011, p.738) consider the teacher as most significant ‘factor in teaching activities and education’ and define it as *“a person working in educational institutes who enables students to reach cognitive, sensory and behavioral aim and gains within the range determined by the educational system”*. They contend that the mission of the teacher has been rendered more intricate given the changing nature of the society where we evolve-becoming ‘a digital society’. Accordingly, the role of the teacher has witnessed a remarkable shift in their roles from the circumscribed area of classes and courses to the broader ‘societal transformer’:

In our day a modern teacher surpasses this definition as well. The teacher has gone beyond just teaching class, giving lectures, making exams and giving grades; the teacher also takes on the roles of organizing, managing, counseling, observing and evaluating. The teacher also has an important role in influencing the society, creating a sound foundation towards the future of society and ensuring the continuation of such actions

1.1.4. Definition of Instruction

Karsli (2007, p.17 as cited in Mucella et al, 2011, p.738) considers ‘teaching’ and ‘instruction’ as synonymous terms and define teaching as “*the process in which the individual develops talents (obtained during the education phase) in proportion to their capacity*”. Yet, other definitions provided in the METU OCW (Middle East Technical University Open Course Ware, p.2), consider teaching as a broad term that is inclusive of “context-based activities’ such as training and instruction and define it as “*a process of utilizing several sources including content, environment, and material to facilitate learning. In other words, all types of manipulation aimed to have individuals learn new capacities are called as teaching activities*”.

Moreover, Ceylan and Turhan (2010, p.2287) establish a close connection between ‘teaching’ and ‘education’ and highlight the multifaceted roles that the teacher plays in the process of education in the current era of digital revolution:

Education is a process in which a teacher can make willing changes in an individual’s life through his/her own experiences. Behavior in this description is conscious activities which can be observed and calculated. However, along with computing age the description of education has changed like this : Education is a process of revealing individual’s hidden capabilities and turning them into abilities. Other than ‘willing’ in the first description, ‘their own needs’ term has been selected. Because every person has a unique side (...) Education is also a social association...Education is an activity which helps students in attaining needed information, ability, attitude, perception and also developing their identities while they are preparing for public life.

1.1.5. Definition of Training

Wheeler (2015) views education as the knowledge and skills that culminate from ‘instruction’ and ‘training’. Surbhi (2015, n.p) sets a clear difference between ‘*education*’ as being geared towards fulfilling learner’s needs and ‘*training*’ related to meeting commercial business needs. In his conception, the term ‘training’ pertains to:

The act of imparting a special skill or behavior to a person, which is commonly offered to employees of operational level. It is not exactly same as education, which is a process of systematic learning something in an institution that develops a sense of judgment and reasoning in employees. It is offered to all employees equally, irrespective of their grades or level in the corporate ladder.

According to METU OCW (p.3), any training program comprises four (4) basic elements namely, “*an intent; a design; the means and media and a more formalized assessment or certification capability*”. **Intent** refers, accordingly, to learner’s readiness to take part in the training program. **Design** pertains to the structural steps of the training program; the **means and media** is related to the modality and environment of instruction and **formalized assessment** or **certification capability** is associated with ensuring ‘accountability’ for the training.

1.2. University and Pathways of Influence

1.2.1. The University as a System of knowledge Construction

The university acts as a crucial agent in the process of knowledge construction through its immense efforts in prioritizing research and creativity. Through devoting considerable funding to research centers and laboratories, it aims at promoting in learners critical thinking and instilling in them competencies that enable them to function more

proactively in a world that leans rigorously, at a steady pace, towards ‘interdisciplinarity’ of education (Castells, 2009, p.5).The latter, accordingly, aims at transcending the boundaries of disciplinarity in quest of ‘intellectual fusion’. In this respect, Akbari (2016, n.p) clearly highlights the core mission of modern universities as a significant system of knowledge construction:

Firstly, as a repository of the Knowledge, universities must act as ‘knowledge vaults’, maintaining and securing crucial knowledge for present and future generations. Secondly, as a producer of new Knowledge, undertake the activity that we call research. Thirdly, as transferor of Knowledge to the Next Generation, i.e. what we call education. Fourthly, as transferor of Knowledge to society, i.e. what we call dissemination. Fifthly, as generator economic development, play an integral role in furthering economic growth and thereby pursuing socio economic goals.

1.2.2. The university as Partner of Economic Evolution

In the 21th century, the university is aligned with a myriad of tasks and interests in the local setting. Its mission has transcended its traditional frames of being confined to teaching and research to that of “*struggling to become entrepreneurial and market-relevant*” (Altbach, 2008). In the current global knowledge economy, the university attempts to become an effective driver of the economic growth of its country through opening its doors to the broader spectrum of industry, business investment and labor market and setting objectives that are tailored to the needs of management and economy.

Higher Education plays, undoubtedly, a major role in the economic vitality of the entire country as it enhances productivity and competitiveness in the industrial and

commercial networks, through providing a workforce with specific technical skills and sophisticated knowledge which are become a condition sine qua to be functional in a highly technological world.

1.2 3. The University as a Carrier of Socio-Cultural Change

The university is a significant carrier of social change and a genuine generator of ‘cultural renewal’ within their local communities. Many European universities have been firmly engaged to envisioning ‘university’ as “an essential underpinning of the intellectual life of a given society” (Altbach, 2008, p.13). In accordance to this view, the university acts as ‘a transformative leader’ that vehicles values of social mobility and democratization to citizenry.

In this vein, O'Malley (2016, n.p) reaffirms the essential contribution of the university to society as a mechanism of transformational leadership: “*It is in (...) universities, that we can enact such transformative thinking as is necessary to create the foundations of a society that is more inclusive, participatory and equal*”. Accordingly, the university ought to be itself a place for embodying ‘innovative thinking’ and ‘conscious mindsets’ in order to effectively realize social change. The latter would be attained, he adds, via promoting « *a generation of learners who will have the confidence and the wisdom to engage in alternative visions of what a society can be, and bring it into being*». Following this line of thought, this generation of learners needs to be, accordingly, «*more resilient, (...) curious about why things cannot be changed, having empathy for people who live with a problem, and having the courage and perseverance to keep going and learn from mistakes*».

1.3. Knowledge and Education

1.3.1. Definition of epistemology

Epistemology (called also theory of knowledge) is defined as “a *branch of philosophy concerned with the nature and justification of knowledge*” (Hofer & Pintrich, 1997, as quoted in Bates, 2015, p.44). From an etymological point of view, the term could be traced back to the Greek words ‘*epistēmē*’ (knowledge) and ‘*logos*’ (reason). It is one of the four main branches of philosophy in addition to- axiology (studying values), metaphysics and logic - and is concerned with issues related to the origin and sources of knowledge (Steup, 2017).

Literature review shows that knowledge it is ‘an elastic’ word which can yield several meanings depending on contexts and settings (Ebuta, 2013). Hence, our focus in the present investigation would be laid on one specific type of knowledge that is, ‘*academic knowledge*’ representing the body of information, skills and understanding which is gained through learning or experience in higher education in the field of English language learning. In his book entitled *Teaching in a Digital Age*, Bates (2015, p.61), Bates (2015, p.61) defines academic knowledge as “*a specific form of knowledge that has characteristics that differentiate it from other kinds of knowledge, and particularly from knowledge or beliefs based solely on direct personal experience. In summary, academic knowledge is a second-order form of knowledge that seeks abstractions and generalizations based on reasoning and evidence*”. In his view, academic knowledge consists of four (4) basic components: **Transparency** relates to the verification of the source of knowledge; **codification** refers to representation of knowledge by codes such as symbols and words; **reproduction** entails multiplication and **communicability** pertains to transmission of knowledge.

In effect, knowledge could be described as the culmination of human experiences through the information derived from the interrelated domains which are part of the world in which humans exist. In an attempt to capture the complexity of this concept, knowledge has –being basically ‘in quest of understanding’ –been conceptualized in Srivastava (2014, p.93) as:

The sum of human understanding of the world, be it physical, biological, social, mental and spiritual. In simple but generalized way, knowledge is sum of human understanding of material and mental reality – given and constructed. The acquisition of knowledge, or the build-up of knowledge, is by its very nature always refers to a process or the road from ignorance to knowledge, from not knowing things to knowing them. The transition from lack of knowledge to acquisition of the same is shaped by the human activity, which involves seeing the lack of relation with a phenomenon.

Besides, Knowledge is “both the process and product of creative action” (Petrina, in press, p.57) and “a process of continual construction and reorganization” (Piaget, 1950, p.4). This means that knowledge is characterized by its dynamic and generative texture; it is not in a static state but rather represents an evolving cycle that is amenable to change. In this vein, Siemens (2006 p.7-8) states that:

We do not consume knowledge as a passive entity that remains unchanged as it moves through our world and our work. We dance and court the knowledge of others—in ways the original creators did not intend. We make it ours, and in so doing, diminish the prominence of the originator. Rather, knowledge comes to us through a network of prejudices, opinions, innervations, self-corrections, presuppositions and

exaggerations, in short through the dense, firmly-founded but by no means uniformly transparent medium of experience.

In this respect, Bates (2015, p.59) underlines the necessity of addressing the issue of the adaptation of learner's needs and teaching pedagogies to the changing nature of knowledge: *“the question of whether the development of digital technologies has actually changed the nature of knowledge, because if that is the case, then this will influence strongly what needs to be taught as well as how it will be taught”*.

Moreover, he contends that *“since knowledge is dynamic, expanding and constantly changing, learners need to develop the skills and learn to use the tools that will enable them to continue to learn”*. This means, following this line of thought, that the growing momentum for new representations of knowledge in our technologically-based society warrants the need for learners to develop new skills and competencies so as to be able to manage the colossal amount of information provided by various sources (other than the teacher) and succeed thereby in its practical application and use.

1.3.2. Essence of Personal Epistemology

Personal epistemology is a ‘territory’ that is complex to study and to understand at the same time. Its complexity stems from its very intrinsic nature being a system of beliefs that is inclusive, in turn, of a multitude of beliefs that differ from one individual to another. In this context, it is worth telling that Shommer- Aikins, (1990 as cited in Labbas, 2013, p.6), concludes, as a result of her investigating framework on ‘epistemic beliefs’, that: *“each individual has their own epistemological beliefs, wrestle with these beliefs, and realize that present-day thinking is a one step ahead to a more understanding of knowledge”*.

Labbas (2013, p.6) opines that epistemology aims basically at understanding how people approach themselves and their learning namely, as ‘passive recipients’ or ‘active constructors’. Besides, Hoffer (2001, p.377) defines personal epistemology as “*an identifiable set of dimensions of beliefs, organized as theories, progressing in reasonable predictable, activated in context, operating as epistemic cognition*”. In his conceptualization of personal epistemology, attempts to clarify the vagueness and the discrepancies that surrounds the term ‘epistemology’ resulting from various approaches and models in the literature and points out that personal epistemology “*addresses students’ thinking and beliefs about knowledge and knowing, and typically includes some or all of the following elements: beliefs about the definition of knowledge, how knowledge is constructed, how knowledge is evaluated, where knowledge resides, and how knowing occurs*” (Hoffer, 2001, p.355).

Many research investigations focused on the implications of epistemological beliefs that is, the theories that student hold about knowledge and their learning on their ultimate academic attainment. In this vein, Schommer- Aikins (1989, p.2) noted that: “*educational researchers have entertained the idea that epistemological beliefs may provide a partial explanation for such phenomenon as why some students integrate information and others do not, why some students have flexible criteria for comprehension monitoring and others do not, and why some students oversimplify information and others do not*”.

This stands in agreement with Hoffer’s belief (2001, p.353) that: “*epistemological perspectives are salient in numerous academic experiences, have been shown to be related to learning in various ways, influence reasoning and judgment throughout our lives, and have implications for teaching*”. This leads us to say, that epistemological beliefs, known also in the literature as ‘reflective judgments’ or ‘epistemological reflections’, as a subtle and intricate system in itself, comprises several

facets or dimensions that operate in an interconnected manner and ultimately influence both learning outcomes and the knowledge-construction process .

1.3.3. Modes of Expression of Knowledge

Bonanno (2000, p.2), in an attempt to capture the intricate properties of these terms, investigated the relationship between knowledge, belief and information. He highlighted the ‘veridicality property’ of knowledge and emphasized the fact that only “rational justified beliefs” could become knowledge on the basis of available information, received through sensorial processes from the external environment.

Besides, many philosophers think that knowledge is shared through three major channels of expression namely, information, belief and truth: While information represents the initial raw stage of knowledge, belief is the subjective representation of information and truth represents the justified knowledge (See table 1.1 below). In this vein, Russel (1912, p.3) advanced, underlining the relative character of the epistemic notion of truths in his ‘correspondence theory of truth’, that the truth or falsehood of our beliefs is dependent on the extent to which they agree or not with reality:

OUR knowledge of truths, unlike our knowledge of things, has an opposite, namely error. So far as things are concerned, we may know them or not know them, but there is no positive state of mind which can be described as erroneous knowledge of things, so long, at any rate, as we confine ourselves to knowledge by acquaintance.

Information	Belief	Truth
<p>It is raw data; It is discrete; Pre-meaning stage of knowledge; Prerequisite to knowledge; Preliminary level of knowledge; It is about facts of known; Publicly available.</p>	<p>Belief is personal and primarily subjective feeling and expectation, though shared by others; Could be verified or beyond verification; Pre-linguistic experience may be called 'belief' Preparedness for delayed reaction to a situation is belief – be it true or false; preparedness for delayed reaction that is only true is knowledge. Pre-intellectual response to a situation; Unverified knowledge; pre-verified stage of knowledge; Unquestionable knowledge.</p>	<p>Verified knowledge; Truth is a property of beliefs, and derivatively of sentences which express beliefs.</p>

Table 1.1: Knowledge in Relation to Information, Belief, and Truth (Srivastava2014, p.109)

1.3.4. Types of knowledge

Knowledge –given its philosophical texture-constitutes a topic of big controversy amongst specialists who nurture divergent views in relation to the essence of and structure knowledge. Gemma (2014, n.p) proposed six (6) major classifications of knowledge on the basis of the existing trends and theories in the literature:

- **A priori and a posteriori knowledge** : ‘*A priori*’ knowledge (called also reasoning) is based on what an individual learns from his/her environment independently of experiences (as it is the case in mathematics) whereas a posteriori knowledge results from personal experiences and empirical justifications.

- **Explicit knowledge**: It is the type of knowledge that could be easily articulated, evaluated and transmitted to others such as the knowledge provided in libraries, database, books and textbooks.

- **Tacit knowledge**: It is the type of knowledge that is difficult to transmit or transfer to other users or recipients such learning a foreign language unless the person engages in extensive systematic learning such as taking a foreign language course from a professional in the field, for instance.

- **Propositional knowledge (called also descriptive or declarative)**: It is the type of knowledge that refers to knowledge ‘*of something*’ to be contrasted with procedural knowledge that is, knowledge of ‘*how to do something*’. It is also referred to as “*knowledge of conditions and implications-Know that*” (Petrina, in press, p.57).

- **Non-Propositional (Procedural knowledge)**: It is the type of knowledge that is, acquired through personal exposure and experience. It is also labeled ‘technical knowledge’, in technological settings and refers to” knowledge of applications and procedures-know how” (Petrina, *ibid*).

1.3.5. Knowledge and Educational Objectives

1.3.5.1. Bloom's Taxonomy of Learning

In 1956, Dr Benjamin Bloom, the educational psychologist and his associates Englehart, Furst, Hill and Krathwohl, proposed the original taxonomy that entails classification of educational objectives. 'Taxonomy', considered as a synonymous term for 'classification', is *«an orderly classification of a field of study (e.g., botany, animal kingdom, anthropology) according to the natural relationships within the field. Taxonomies allow different researchers to study and discuss the same field of study using shared terminology»* (Ken, 2004, p.1). Besides, Forehand (2011, p.2) conceives taxonomy as: *«a multi-tiered model of classifying thinking according to six cognitive levels of complexity. Throughout the years the level have often been depicted as a stairway, leading many teachers to encourage their students to “climb into a higher (level of) thought»*

In his explanation of the rationale behind the application of Bloom's taxonomy in educational settings, Huitt (2011, p.1) clarified that: *“the major idea of the taxonomy is that what educators want students to know (encompassed in statements of educational objectives) can be arranged in a hierarchy from less to more complex. The levels are understood to be successive, so that one level must be mastered before the next level can be reached”*.

Besides, Krathwohl (2002, p.212) in her explanation of the ambitious orientation of Bloom's framework, she contends that Bloom conceived the original version of the cognitive domain as more than a mere assessment tool for learning outcomes but rather as:

Common language about learning goals to facilitate communication across persons, subject matter, and grade levels; basis for determining for a particular course or

curriculum the specific meaning of broad educational goals, such as those found in the currently prevalent national, state, and local standards; means for determining the congruence of educational objectives, activities, and assessments in a unit, course, or curriculum; and panorama of the range of educational possibilities against which the limited breadth and depth of any particular educational course or curriculum could be contrasted.

There is ample evidence in the literature to think that Bloom's model of instructional objectives could stand as a guiding framework that offers affordances for teachers to improve their students' cognitive performance (Carson, 2004). In effect, this framework, aiming basically at promoting levels of expertise or levels of higher order thinking, as useful for teachers especially in curriculum design and classroom assessment techniques. It had, in Wilson's belief (2016, n.p), "*permeated teaching and instructional planning for almost 50 years before it was revised in 2001*"

Bloom et al (1956) identified hierarchical models that cover three major areas (or domains) of learning namely, the cognitive; the affective and the psychomotor: The cognitive area is knowledge- based and is related to 'mental skills'; the affective area pertains to awareness about emotional development including 'self' and 'attitudes' and the psychomotor field is related to manual or 'physical skills'.

Category	Sample Verbs and Examples
<p>Knowledge: Recall data or information.</p>	<p>Examples: Recite a policy. Quote prices from memory to a customer. Know the safety rules. Define a term. Key Words: arranges, defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.</p>
<p>Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems.</p>	<p>Examples: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet. Key Words: comprehends, converts, diagrams, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</p>
<p>Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations.</p>	<p>Examples: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test. Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</p>
<p>Analysis: Separates material or concepts into component parts so that its organizational structure may be understood.</p>	<p>Examples: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training. Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.</p>
<p>Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p>	<p>Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome. Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes</p>
<p>Evaluation: Make judgments about the value of ideas or materials.</p>	<p>Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget. Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports</p>

Table 1.2: Original Taxonomy of the Cognitive Domain (Clark, 2010, n.p)

As it is shown in table 1.2, the cognitive domain (called also thinking domain entails six major levels or cognitive processes that are arranged following an ascending order of difficulty (from simple to complex, from concrete to abstract), namely, knowledge, comprehension, application, analysis, synthesis and evaluation).

1.3.5.1.1. The Cognitive Domain (or Thinking Domain)

As a matter of fact, Bloom has granted a particular attention to the cognitive domain. His greater involvement in the cognitive domain than his partners made him often appear as first author for the cognitive taxonomy, often known under the appellation of ‘Bloom’s taxonomy’. In this context, Oppong (2014, p.2) states that: “*the cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. In a sense, cognitive characteristics are features that exhibit the working of a human mind*”.

In his classification of educational objectives, Bloom et al (1956) focused on the need to promote the six levels of thinking processes or skills in students that is (*knowledge; comprehension; application; analysis; synthesis and evaluation*) as they are cardinal elements in enhancing their intellectual development.

Knowledge refers to recall, organization and retrieval of information; *comprehension* consists of student’s understanding, translation and interpretation of information on the basis of previous learning; *application* refers to selection and transfer of previous learned information to novel situations; *analysis* refers to classifying data and distinguishing between facts and making inferences; *synthesis* refers to integration

combination of ideas and creation of novel, organized and meaningful structures and *evaluation* entails making a critical assessment or a judgment relying on set criteria (Isaacs 1996; Huitt, 2011).

1.3.5.1.1.1. Revised Bloom Taxonomy

In 2001, Bloom's former students Lorin Anderson and David Krathwohl made an adaptation of the original version with the expectation, in Forehand's words (2011, p.3) of adding '*relevance for 21st students and teachers*'. Being the product of six years of investigation, the new version is characterized by substantial changes and incorporated features that render it, in Wilson's view (2016, n.p), "*very useful to educators as they try to construct optimal learning experiences*".

One of the most overtly apparent changes between the old and recent version lies in the shift from noun forms to verb forms in the six cognitive levels and the inversion of the higher level of thinking. In other words, in the original version the thinking skills ordered from simple and basic to complex and sophisticated were arranged as follows: ***Knowledge, comprehension, application, analysis, synthesis*** and ***evaluation***. Conversely, the updated version- named after Anderson and Krathwohl (2001)- encompasses a different ordering of cognitive functions, has in Wilson's contention (2016, n.p), "*a number of strong advantages that make it a better choice for planning instruction today*" that make it more responsive to current educational orientations (cf. Figure 1.1 below)

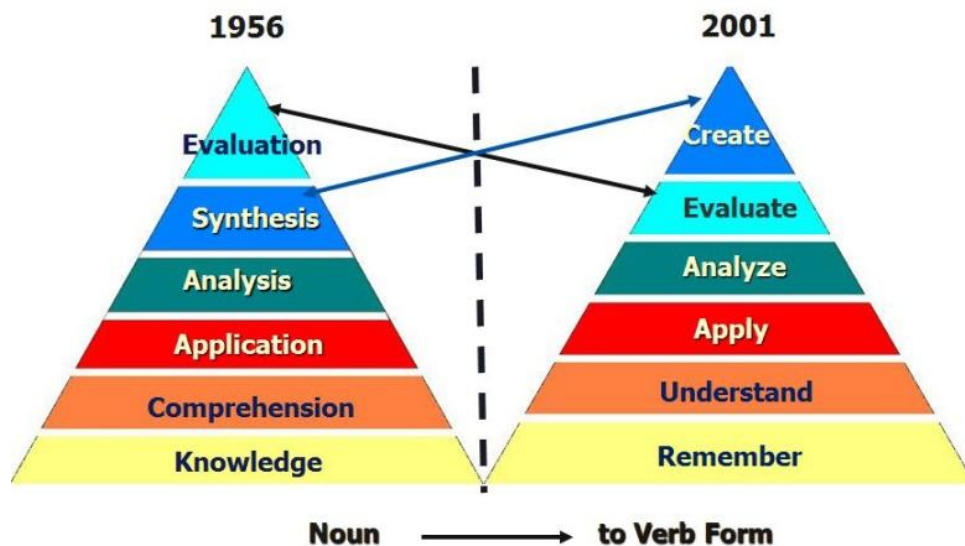


Figure 1.1: Bloom's Taxonomy Revised (Wilson, 2001, n.p)

Along the same line of thought, Huitt (2011, p.2) states that the new modified version represents an endeavor to meet the more 'outcome-focused educational objectives and explains the modifications implemented at the level of cognitive skills:

The lowest- order level (knowledge) became remembering, in which the student is asked to recall or remember information. Comprehension became understanding, in which the student would explain or describe concepts. Application became applying, or using the information in some new way, such as choosing, writing, or interpreting. Analysis was revised to become Analyzing, requiring the student to differentiate between different components or relationships, demonstrating the ability to compare and contrast. These four levels remain the same as Bloom's et al (1956) original hierarchy (emphasis added).

Besides, one major structural changes of the revised taxonomy is its combination of four levels of knowledge with the cognitive processes creating thus 'a matrix' that entails two-dimensions: the 'cognitive-knowledge dimension and the cognitive processes. These

levels of knowledge, as it is illustrated in table 1.3 consist of *factual* knowledge; *conceptual* knowledge; *procedural* knowledge and *metacognition* (Forehand, 2011).

The knowledge dimension - major types and subtypes			
concrete knowledge		abstract knowledge	
factual	conceptual	procedural	metacognitive
knowledge of terminology	Knowledge of classifications and categories.	knowledge of subject-specific skills and algorithms	strategic knowledge
knowledge of specific details and elements	knowledge of principles and generalizations	Knowledge of subject-specific techniques and methods.	Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge.
	knowledge of theories, models, and structures	knowledge of criteria for determining when to use appropriate procedures	self-knowledge

Table 1.3: The knowledge Dimension-Major Types and Subtypes (Anderson & Krathwohl, 2001, p.46)

In this context, Milgram (2017) explains the combination and the fusion between on the one hand, **the knowledge dimension** consisting of major categories and sub-categories of knowledge spread over a continuum that ranges from concrete to abstract and on the other hand, **the cognitive processes dimension** representing cognitive skills characterized by various degrees of complexity ranging from *lower order thinking* skills such as remembering, understanding and applying to higher order thinking skills like *analyzing, evaluating* and *creating*.

As it is highlighted in table 1.3 the first level of knowledge is *factual* Knowledge. It refers to the rudiments that should be known and mastered by students in a given domain such as technical appellations; terminology, specific details. The second level pertains to the *conceptual* knowledge. The latter refers to student's ability to establish relationships

and interconnections between various elements so that to create meaningful and coherent structures such as making generalizations and classifications. The third level of knowledge consists of *procedural* knowledge. It refers to student's understanding of the steps and techniques of investigation and the criteria required for accomplishing a given task or attaining a given goal. The fourth level of knowledge consists of *metacognitive* knowledge. Metacognition could be described as student's awareness about their own cognitive processes and learning. A metacognitive experience refers to *the feelings that emerge while thinking and one's interpretation of these feelings*" (Oyserman et al, 2012, p.86). Metacognition has been defined, in fact as "*knowledge of [one's own] cognition and about oneself in relation to various subject matters*" (Anderson & Krathwohl, 2001, p. 44) and entails, accordingly, *strategic* knowledge; understanding of cognitive tasks (including *conditional* and *contextual* knowledge and *self-knowledge*. *Strategic* knowledge refers to the application of strategies for learning such as mnemonic strategies); understanding of cognitive tasks (including *conditional* and *contextual* knowledge entails use of organizing tactics and *self-knowledge* is related to one's awareness of one's state of motivation and to 'one's own strengths and limitations' Milgram (2017).

Level	Description	Verbs				Examples
		Knowledge dimension				
		Factual	Conceptual	Procedural	Metacognitive	
Creating	Using diverse elements to build a completely new structure. It also involves putting various parts together to form a whole.	Generate (a daily activity log).	Gather (an experts team).	Design (a workflow project).	Produce (a theory of learning style).	Turn a "regular" recipe for lasagna into a "healthy" recipe by finding replacements for certain ingredients. Explain why the chosen substitutes are better than the original ingredients.
		Write (a short story).	Devise (a classification system).	Develop (an approach to solve the problem).	Create (a portfolio).	
		Combine (the components).	Plan (the activities).	Compose (poetry).	Actualize (the plan).	Write a working manual for a company's employees.
Evaluating	Defending your own opinion, or presenting a new one. Judging the value and quality of work, information and ideas. The judgment is based on certain criteria and standards.	Check (the consistency of sources).	Define (the relevance of an outcome).	Judge (the efficiency of a process).	Reflect (on the progress).	Choose the best blogging platform for beginners. Explain the reasons for such a choice. Judge the effectiveness of a learning style and select an option that is more efficient.
		Criticize (an article).	Review (the objectives).	Evaluate (the rightness of a technique).	Rate (the effectiveness of a strategy).	
		Rank (the current issues).	Assess (the likeliness of a result).	Conclude (the system's working mechanism).	Prioritize (the use of programs).	
		Appraise, compare, conclude, defend, describe, discriminate, explain, justify, relate, summarize, support, award, decide, determine, dispute, measure, mark, recommend, select, agree, prove, perceive, value, estimate, influence, deduct.				
Analyzing	Examining the information and separating it into component parts. Determining and understanding the organizational structure and relation between those parts. Distinguishing facts and hypothesis.	Choose (the fullest activity list).	Distinguish (the attitudes).	Integrate (the approved framework).	Match (the learning styles).	List 4 apps for keeping notes and talk about the advantages of each one. Add references. Gather the information about the new students and select the best studying program for them.
		Classify (the words).	Identify (the levels of awareness).	Compare (the opposing approaches).	Analyze (one's prejudice).	
		Order (the importance of the events).	Explain (the importance of understanding the rule).	Differentiate (the related terms).	Achieve (a level of understanding).	
		Break down, contrast, deconstruct, illustrate, infer, outline, select, separate, categorize, discover, dissect, divide, examine, inspect, simplify, survey, list, assume, conclude.				
Applying	Solving problems and dealing with issues by using acquired knowledge. Applying the rules, facts and techniques to new situations and scenarios.	Use (a certain algorithm).	Give (the advice).	Carry out (the laboratory trials).	Select (the matching solution).	Deciding whether or not increased the consumption of carrots improves eyesight. Measure the reliability of a test using statistics laws.
		Answer (the common question).	Set (the objectives).	Employ (the method).	Enhance (the professional skills).	
		Classify (the principles of fundraising).	Experiment (with the reactions between components).	Calculate (the amount of possible damage).	Construct (the section of a site).	
		Apply, change, compute, construct, demonstrate, manipulate, modify, operate, predict, prepare, produce, show, solve, build, choose, develop, interview, make use, organize, experiment, plan, utilize, model, identify.				
Understanding	Delivering the main ideas, as well as translating, comparing, interpreting, organizing, and describing information. Stating a problem, idea, or a fact in your own words to demonstrate your comprehension.	Interpret (a paragraph).	Categorize (the species).	Paraphrase (the definition for better understanding).	Foresee (the experiment's outcome).	Compare the main characteristics of two devices with different types of processors. Make a step-by-step explanation of how to use a tool for gathering statistics.
		Categorize (a product's features).	Describe (the rule in your own words).	Clarify (the given instructions).	Explain (the working principles).	
		Summarize (an article in your own words).	Consider (the connection between structure and its function).	Predict (the future of an industry).	Execute (a particular technique).	
		Comprehend, convert, distinguish, estimate, extend, generalize, translate, compare, contrast, demonstrate, illustrate, outline, rephrase, show, classify, infer, exemplify, tag, comment, annotate.				
Remembering	Answering the questions, as well as describing terms, facts and basic concepts through retrieving or recalling previously learned information. This doesn't necessarily involve a complete understanding of the meaning.	Label (routes on the map).	Recognize (the author of a composition).	Recall (how to research keywords).	Outline (the process of finding an inspiration).	Recite a poem or a passage from a novel. Name the prices for the products and services of a company from memory.
		Spell (a difficult word).	Name (the levels of Bloom's taxonomy).	Recap (the steps in reaching the agreement).	Identify (the downsides of a learning method).	
		List (the European capitals).	Describe (the history of a nation).	Tabulate (the elaborate process).	Omit (the irrelevant terminology).	
		Retrieve, state, define, know, match, reproduce, select, omit, choose, find, show, relate, tell, locate, point out, highlight, bookmark, search.				

Table 1.4: Dimensions of Bloom's Taxonomy (Milgram, 2017, n.p)

1.3.5.1.2. The Affective Domain (or Feeling Domain)

The affective domain, constituting the second area in Bloom's taxonomy, is regarded by many higher educators, as the most complicated area as «*it is rooted in the emotional life of the student and reflects the students' beliefs, attitudes, impressions, desires, feelings,*

values, preferences, and interests» (Neuman & Friefman, 2010, n.p). Yet, this domain has been dominated by the cognitive domain and little attention has been granted to educational affective objectives. In this context, Sniderman (n.d, p.1) rightly notes that:

«educational practice has tended to focus on the cognitive domain... cognitive learning goals seem to have taken precedence over the other domains».

Moreover, Olatunji (2013, p 97) has pointed out to the existence of three major perspectives or orientations namely, *teacher's philosophy*; *student's attributes* and *learner's self-knowledge* in relation to the shadowy meaning of the concept 'affective domain' and has provided illuminating clarifications on these three aspects of teaching and learning:

The affective domain firstly could be about the teacher's approach to teaching in terms of philosophy and what this communicates to the student. In this case, the affective domain relates to the way in which the teacher interacts with students to establish a relationship. Secondly, the affective domain could be about stirring up the affective attributes of students as a deliberate form of engagement. With the first and second perspective of affective domain, the onus is on the teacher to establish the learning environment. It is expected that students will respond positively or otherwise. However, they do not initiate. Thirdly, the affective domain could be about learners being engaged with the development and understanding of their own motivations, attitudes, values and feelings with respect to behavior as a citizen and a professional.

Besides, Olatunji (2013, p 97) underlines the fact that in spite of the 'interwoven' character of the cognitive and the affective domains, affective factors are overlooked especially, in the higher education arena. In his belief, higher educators and instructors

display a tendency towards placing much emphasis in developing the intellectual abilities of students with an overt ‘exclusion’ of their affective and psychomotor attributes.

He stressed the need to renew focus on the affective domain and realign the role of affective education as an imperative to ensuring successful learning. This agrees with argument that “*learning is never only cognitive - feelings or attitudes go hand in hand with intellect. One's emotions or feelings also affect the quality of one's learning*” (Van der Horst & Mc Donald 2001, p. 39 as quoted in Rauscher & Cronje, 2005, p.107) and with the assertion that “*affective characteristics such as motivation, initiative, compassion, service, accountability, empathy, honesty, advocacy, commitment, optimism, respect and self-confidence lead to behaviors that typically produce professional excellence*”(Brown et al, 2001, p.241, as quoted in Neuman & Friedman, 2010, n.p)

Moreover, Opong (2014, p.1), depicting the cognitive and affective learning dimensions as ‘key’ factors in educational enterprise, highlights the lamentable lacuna characterizing the affective domain and the corresponding aversion to respond to the tripartite ‘holistic evolution’ of learners (cognitive, affective and behavioral):

This lack of attention on the affective characteristics of students represents a serious weakness in the whole enterprise of helping to develop students holistically. However, studies have shown that cognitive preferences, learning achievements, and students' affective characteristics are interrelated. This blend is critical in the face of the fact that it helps direct teachers and curriculum developers in general to focus on all factors that encourage students to develop as holistic beings.

Affective learning has been defined by Gano-Phillips (2009, p.3) as «*the emotional area of learning reflected by the beliefs, values, interests, and behaviors of learners (...) and is concerned with how learners feel while they are learning, as well as with how*

learning experiences are internalized so they can guide the learner's attitudes, opinions, and behavior in the future».

In effect, in their consideration of the affective domain, most researchers deal with various psychological traits and characteristics often referred to as 'affective learning outcomes' involving, according to Smith and Regan (1999, as quoted in Miller, 2005, n.p): *“attitudes, motivation, and values. The expression of these often involves statements of opinions, beliefs, or an assessment of worth”*.

Considering motivation as very significant for academic success, it has been defined as the impetus or inspiration to act in given direction (Ryan & Deci , 2000, p.54, as quoted in Saeed & Zyngier, 2012, p.253) whereas a value is *«a concept or an ideal that we feel strongly about, so much so that it influences the way in which we understand other ideas and interpret events. Values are preferences, and when the word is used as a verb, it means to prize or hold in high esteem»* (Neuman & Friedman, 2010, n.p). Besides, values are conceived as *“the important and lasting beliefs or ideals shared by the members of a culture about what is good or bad”* (Oppong, 2014, p.3). Moreover, attitude refers, according to Oppong (2014, p.2), to *“the lasting pattern of beliefs and opinions which predispose reaction to objects, events, and people. Attitude serves as brief composites of one's beliefs”*. It has also been defined by Zimbardo and Leippe (1991, as cited in Miller, 2005, n.p) as *“learned or established predispositions to respond”* and represent, in Miller's view (2005, n.p), broad *“systems or constructs that are composed of four interrelated qualities: affective responses, cognitions, behavioral intentions, and behaviors. They vary in direction (positive or negative), degree (amount of positive or negative feeling), and intensity (the level of commitment the individual has to the position)”*.

It is interesting to note that Clark (2010) observes that the common criterion connecting definitions on attitudes lies on the assessment of people and objects around the notion of direction (a continuum ranging from negative to positive). Accordingly, assessments comprise two major facets: the cognitive side and the affective side represented by *beliefs* and *values*. In a metaphorical tone, attempting to highlight the ‘romantic symbiosis’ between the cognitive and the affective aspects, Clark (2010, n.p) quotes Pinker (1997, p.374):

Each human emotion mobilizes the mind and body to meet one of the challenges of living and reproducing in the cognitive niche. Some challenges are posed by physical things, and the emotions that deal with them, like disgust, fear, and appreciation of natural beauty work in straightforward ways. Others are posed by people. The problem in dealing with people is that people can deal back. The emotions that evolved in response to other people's emotions, like anger, gratitude, shame, and romantic love, are played on a complicated chessboard, and they spawn the passion and intrigue that misleads the Romantic.

1.3.5.1.2.1. Affective Taxonomy

The affective taxonomy is often called after David Krathwohl as a first author because of his greater implication in the development of the affective domain as compared with Benjamin Bloom and Bertram B. Masia (Wilson, 2016). In his explanation of the three learning domains, Clark (2012, n.p) states that the affective category « *includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes* » and consists of five (5) major affective behaviors arranged following an ascending order of complexity. It entails: *receiving; responding; valuing; organization* and *characterization* (cf. Table 1.5)

The first level of the affective taxonomy is **receiving**. It refers to students' awareness of the events and external stimuli; their readiness to be receptive to information and their physical and mental attendance in class. The second level is **responding**. It refers to students' active cooperation and responsiveness to external instruction or a given event or phenomenon. The third level is **valuing**. It consists of the articulation and the voluntary manifestation of behavior that is in tune with their personal convictions and views. The fourth level consists of **organization**. It refers to the synchronization of values defined by Oppong (2014, p.3) as, "*the ideals that learners view as important to learning and will have a bearing on their lives after studying that particular subject of study*" to construct one's own self-referenced value system. The last fifth level is related to **characterization** or **internalizing values**. The latter refers to student's consistent generalizations and adoption of values that become their guiding philosophical approach, a hallmark characteristic representing their 'life style' and 'world view' (Oppong, 2014; Olatunji, 2013).

Category	Sample Verbs and Examples
<p>Receiving Phenomena: Awareness, willingness to hear, selected attention.</p>	<p>Examples: Listen to others with respect. Listen for and remember the name of newly introduced people. Key Words: acknowledge, asks, attentive, courteous, dutiful, follows, gives, listens, understands</p>
<p>Responds to Phenomena: Active participation on the part of the learners. Attend and react to a particular phenomenon.</p>	<p>Examples: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practice them. Key Words: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, presents, tells</p>
<p>Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment.</p>	<p>Examples: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about. Key Words: appreciates, cherish, treasure, demonstrates, initiates, invites, joins, justifies, proposes, respect, shares</p>
<p>Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system</p>	<p>Examples: Recognizes the need for balance between freedom and responsible behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self. Key Words: compares, relates, synthesizes</p>
<p>Internalizes Values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most important characteristic of the learner.</p>	<p>Examples: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look. Key Words: acts, discriminates, displays, influences, modifies, performs, qualifies, questions, revises, serves, solves, verifies</p>

Table 1.5: Taxonomy of the Affective Domain (Clark, 2010, n.p)

1.3.5.1.3. The Psychomotor Domain (or Kinesthetic Domain)

The psychomotor domain is based on ‘actions and motor skills’ (Ken, 2004) and entails “*physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution*”(Clark,2010,n.p)

Wilson (2016, n.p) notes that the psychomotor domain, in opposition with the both the cognitive and the affective domains, has been thoroughly explored only lately (in 1970) and describes the psychomotor objectives as those related to «*discreet physical functions, reflex actions and interpretive movements. Traditionally, these types of objectives are concerned with the physically encoding of information, with movement and/or with activities where the gross and fine muscles are used for expressing or interpreting information or concepts. This area also refers to natural, autonomic responses or reflexes*»

The psychomotor domain includes a multitude of divergent taxonomies such as Simpson’s Taxonomy; Thomas’ Taxonomy Harrow’s Taxonomy and Dave’s Taxonomy. Yet, focus will be laid in the present description in Simpson’s taxonomy. In this respect, Ken (2004, p.10) points out to the fact that Elizabeth Simpson’s (1966) taxonomy is «*focused on the progression of a skill from guided response (i.e., doing what you are told to do) to reflex or habitual response (i.e., not having to think about what you’re doing), then includes origination as the highest level (i.e., invention of a new way to perform a task)*». It encompasses, accordingly, seven (7) major levels that are classified according to their complexity namely, ***perception (awareness); set; guided response; mechanism; complex; adaptation*** and ***origination*** (cf. table 1.6)

Level	Description	Foundational Verbs
Perception (Level 1)	The process of becoming aware of objects, qualities, etc. by way of senses. Basic in situation-interpretation-action chain leading to motor activity.	Associate, Compare, Feel, Hear, Identify, Inspect, Listen, Notice, Recognize, Scan, Select, Smell, Taste
Set (Level 2)	Readiness for a particular kind of action or experience. This readiness or preparatory adjustment may be mental, physical or emotional.	Adjust, Arrange, Comprehend, Identify, Locate, Organize, Recognize, Respond, Select
Guided Response (Level 3)	Overt behavioral act of an individual under guidance of an instructor, or following model or set criteria. May include imitation of another person, or trial and error until appropriate response obtained	Adapt, Correct, Imitate, Match, Practice, Repeat, Reproduce, Simulate
Mechanism (Level 4)	Occurs when a learned response has become habitual. At this level the learner has achieved certain confidence and proficiency or performance. The act becomes part of his/her repertoire of possible responses to stimulus and demands of situations.	Assemble, Fasten, Manipulate, Mix, Mold, Set-up, Shape
Complex (Level 5)	Overt Response Performance of a motor act that is considered complex because of movement pattern required. May include resolution of uncertainty, i.e., done without hesitation; and automatic performance.	Adjust, Combine, Coordinate, Integrate, Manipulate, Regulate
Adaptation (Level 6)	Altering motor activities to meet demands of problematic situations.	Adapt, Adjust, Alter, Convert, Correct, Integrate, Order, Standardize
Origination (Level 7)	Creating new motor acts or ways of manipulating materials out of skills, abilities and understandings developed in the psychomotor area.	Construct, Create, Design, Develop, Formulate, Invent

Table 1.6: Simpson's Taxonomy of the Psychomotor Domain (Ken, 2004, p.10-11)

Following this line of thought, the first level consists of *perception (or awareness)* and refers to student's ability to utilize sensory signals coming from the external environment to direct and guide physical activity. The second level is *set or mindsets* (Clark, 2010) and consists of student's physical, intellectual and affective dispositions to engage in an experience or a given course of action. The third level is *guided response* and is related to student's engagement in trial and error and enactive behavior in order to achieve adequate learning behavior. The fourth level is *mechanism* and consists of student's development of certain amount of confidence and mastery as a result of habitual modes of learning. The fifth level is *complex* and refers to student's proficient performance and adequate coordination and control of a complex motor act. The sixth level is *adaptation* consists of the alteration of motor activities to respond to emerging situational data. The seventh level is *origination* and entails student's creative manipulation of novel motor acts (Ken, 2004).

1.4. The Algerian University in the Era of Globalization

1.4.1. The New Roles and Challenges for the Algerian University

From independence, the national higher education policy has rated highly the pivotal role of university as a crucial organizational pole for connecting knowledge to the Algerian community. In this respect, Bouzid et al (2013, p.104) believe that the Algerian university has struggled to respond to the pressing national demands for education and has been firmly engaged in a process of 'enrollement massification'. They consider education to be at the center of concerns for Algerian government since 'automatic access', in their opinion, is facilitated to university students who succeed at the baccalaureat exam and many human and material resources are deployed to manage the increasing flows of students enrolled in the Algerian university every year.

In this vein, Bouzid et al (2013, p103) provide a statistical estimation about the substantial number of students in 2012: *“the higher education sector-consisting of 91 institutions (47 universities, 10 university centers, 19 high national colleges, 10 preparatory colleges, 5 high teacher training colleges) spread over 48 cities was required to guarantee places for more than 1,200,000 students”*.

Accordingly, responding to this quantitative increase in the number of students has created a deep gap between ‘quantity’ satisfaction and ‘quality’ assurance in the higher educational system and made it extremely difficult for the Algerian university to succeed in fulfilling its basic mission as a platform for academic development.

Failure to reconcile ‘quantity’ and ‘quality’ has led Algerian decision-makers to look for channels of ‘way out’ from this impasse through reviewing existing educational practices and opting for a thorough ‘reconfiguration’ of the educational policy especially after the alarming ranking of the Algerian university as amongst the less effective universities worldwide, following the European Union report (as cited in Bouzid et al, 2013, p.105).

Following the same thread, Sarnou et al (2012, p.180) related the reasons behind the decision of implementing the European system in the Algerian educational landscape to what they labelled ‘the malfunctioning of the classical (old) system and its non corresponding texture with global socio economic and political mutations:

The classical (old) system, i.e., four years bachelor, two years magister - four years doctorate system, did not respond to main challenges imposed by the changing situation of economy, of politics and of the society in Algeria, an important shareholder of many European countries. The changing situation led the government and education policy makers to re-think the educational system in Algeria and to integrate

a new system that can correspond and respond to socioeconomic mutations contributing to a significant evolution of this country. As a matter of fact, a decision was made to implement the European educational system known as LMD – Licence - Master – Doctorate in 2004.

Consequently, the Algerian university, like other global academic institutions, undertook a fundamental restructuring of its higher education system to keep up with current « *educational Zeitgeist* » culminating in profound changes in course content design, educational objectives, teaching methods and assessments procedures (Djamaa, 2013).

In effect, the sector of higher education finds itself ‘urged’ in a way to keep up with the unprecedented rapid flow of changing societal needs, technological innovations and economic demands by responding strategically to establishing ‘a new culture of learning’ within Algerian universities that is in harmony with the contemporary international educational expectations (Abdellatif Mami, 2013).

1.4.2. Implementation of the LMD Reforms

1.4.2.1. Defining the LMD System

In an endeavor to be more attuned to the disseminative needs and exigencies of globalization era, the Algerian educational system has undergone deep structural reforms with the implementation of the European Educational so-called LMD system. The latter was launched in Algeria by August 2003, as a result of the Bologna process in June 1999, following hence the steps of many European countries such as France, Germany, England and Italy. The LMD system, inspired from the Anglo Saxon model (Bachelor-Master-PhD) is the acronym for Licence-Master-Doctorat (Djamaa, 2013).

1.4.2.2. Texture of the LMD System

The LMD system consists of a study framework that comprises a continuum of three cycles of qualifications: The first constituent of the cycle is the **Licence** and it entails three years of study beyond the baccalauréat (BAC+3); the second constituent of the cycle is the **Master** and it comprises two years of study beyond the Licence (BAC+5) ; the third constituent of the cycle is the **Doctorat** and corresponds to three years of research and investigation beyond the master (BAC+8) (Idri, 2005).

One of the most salient characteristics of this system lies in its two- level qualifications that is, academic and professional. In this respect, students starting from the third year of the first cycle that is, the (Licence) have the freedom to chose, on the basis of their goals and aspirations, an **academic Licence** that enables them to pursue their studies in the second cycle or phase (Master) or a **professional Licence** that opens to them the doors for a potential integration in the labor market. Figure 1.2 provides, illustratively, a schematization of the structural foundations of the LMD system.

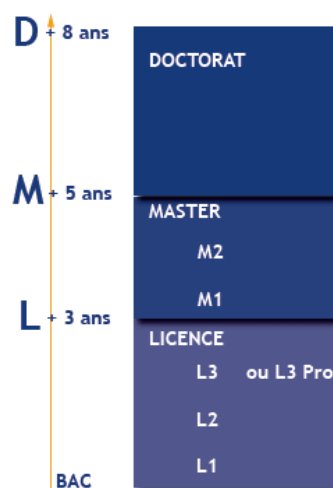


Figure 1.2: The Three Cycles of the LMD System (Source: <http://ufe.obspm.fr/Master/LMD-schema-des-etudes.html>)

According to Idri (2005, p.3), the LMD training entails several courses (modules), which are classified in terms of teaching units into three broad categories arranged in a pedagogically coherent manner:

- **Fundamental Unit:** Core courses related to the general domain under study
- **Discovery Unit:** courses designed for particular subjects of study targeting interdisciplinarity and professionalism in learning
- **Methodological Unit:** courses designed to enhance learner's autonomy and self-reliance through training them on methodology and study skills.

It should be noted that the LMD system comprises also '**Transversal Units**' which refer to optional courses aiming at equipping learners with certain tools to be utilized in the course of their learning such as languages, communication and computer science. In this vein, Djamâa (2013, p.1509) describes the texture of the LMD system as opposed to the classical old system in her article entitled « System Jurisprudence in the Algerian EFL Classroom»:

Studies with in this system are organized in terms of semesters instead of trimesters and course fall under four main teaching units: Fundamental methodology, discovery and transversal. Continuous evaluation superseded the practice of assessing students' performance on the mere basis of the final exams, European credits have been introduced to measure student's academic achievement, and descriptive statement of courses accompany the diplomas. Other formal components of the LMD system entail the tutorial sessions and interdisciplinary bridges etc.

As far as assessments are concerned, they are based on "semestrialisation" that is to say, they are planned on a six-month period or semester. Succeeding in one semester

entails necessarily scoring an average of 10 out of 20 or more in the fundamental teaching unit and succeeding to the subsequent year requires achievement in a minimum one semester. (Mehiri, 2016)

The semester is inclusive of sixty credits (60). Getting a Licence diploma requires necessarily ‘the capitalization’ of 180 credits; a Master’s diploma 120 additional credits and a Doctorate diploma is obtained after six semesters of study and research. It is worth mentioning that credits are thoroughly different from marks (or grades). In effect, credits refer to the total work load fulfilled by students i.e., assignments, traineeship and memoires are a requirement to meeting the objective set in a specific teaching unit whereas grades refer to teacher’s appraisal of the quality of outcomes produced by learners in a given teaching unity (MHESR, 2011).

1.4.2.3. Objectives of the LMD System

As a matter of fact, the introduction of the LMD system heralded tremendous pedagogical innovations based on the philosophy of ‘mobility and personal formation’ (Abdellatif Mami, 2012). A set of revolutionary strategies were elaborated namely, those liaised to curriculum design, pedagogical orientations and educational management targeting enhancement of student’s academic efficiency and production of a quality learning and instruction.

Aiming basically at amending the previous weaknesses of the classical (traditional) system, the objectives behind the application of the LMD system in the Algerian university are geared, towards the betterment of training programs levels; facilitation of student’s integration into the labor market, instillation of a life-long type of learning; protection of the autonomy of the higher education sector; increasing the adaptability and responsiveness of the university to the external trends and the harmonization of the higher

education sector with the political and socioeconomic needs of the country (Bouزيد et al, 2013).

1.4.2.4. Hindrances to the Success of the LMD System

Nevertheless, a decade after the adoption of the LMD system in Algerian Higher education, many specialists have underlined many obstacles that hindered the success of the LMD program in Algerian universities such as, to cite only few, lack of adequate material resources, the large number of students in classes and inhibiting teacher's perceptions and resistance to change (Azzi, 2012; Abdellatif Mami, 2012). In this context, Idri (2012, p. 2176 as quoted in 2011) highlights the factors that impede the success of the LMD system:

Yet, one cannot deny that employing what the LMD system suggests remains impossible. Our experience has shown that these theoretical bases the LMD system presents and which seem to be perfect cannot be present in our universities because of a wide number of reasons. These grounds are related to the unawareness of the system itself by its users, to the limited tools and means together with their employment, to the specialized teachers, to the number of full-time teachers, etc. For a better success, time and effort are needed to make of it a success in our country.

Besides, many outcries emanating from university teachers converge on the significant rate of decadence in the quality of education that seems to pervade the national higher educational arena (Sarnou et al, 2012). This has resulted, to the deep dismay of Algerian academics and educationists, in the production of *university graduates* that display a low academic creativity, an impoverished verbal repertoire, a restrictive use of

cognitive and metacognitive strategies and a lack of autonomous and self-directed learning style.

Once they graduate from university, they find themselves facing a serious difficulty that is, finding appropriate channels to get integrated in the economic and professional life. This certainly places a further challenge for them as graduates, most of the time, lack adequate technical training aggravated by the limited assistance and coaching provided by university structures. Bouzid et al (2013, p.106) explains the dilemma of Algerian graduates:

The student is confronted with an abrupt break of any relation with the university after obtaining the degree and finds no structure of support for entering into professional life. Often, the relation and link between the university and the social economic sector is reduced to its simplest expression and both universes mutually ignore each other.

1.5. Repositioning Algerian Higher Education through Entrepreneurial Education

As a result of the declining standards noticed in the sector of higher education university academics asked for developing new contents for the pedagogical programs and underlined the need to reflect on present pedagogies in order to amend for the existing weaknesses and better student's quality education. In this context, Henard and Ringuet (2015, p.2) argue that "*quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes: increased international competition, increasing social and geographical diversity of the student body, increasing demands of value for money, introduction of information technologies, etc. But quality teaching lacks a clear definition, because quality can be regarded as an outcome or a property, or even a process, and because conceptions of teaching quality happen to be stakeholder relative*".

Besides, the current global context characterized by rapid economic, social and cultural growth places undoubtedly further demands on Algerian university and impels it, to follow the European educational model and ‘expand’ its education to keep abreast with the present global requirements. The influence of what is known as ‘knowledge economy’ based on “*the production, distribution and use of knowledge and information*” pervades the whole world and requires from developing countries to adapt their education to ‘new forms of knowledge’ where “*the belief that there is a limited pool of talent is no longer acceptable*” (Clarke, 2001, as cited in Bathmaker, 2003, p.5), so as to ensure the production of ‘high-value and functional commodities’ –regarded as fundamental to achieving competitiveness in a technologically-based society.

This situation has stimulated our interest to craft, on the basis of a reflection made in current literature, *an expansive vision* of Higher education, with the aim of ‘**repositioning**’ *higher education for the various challenges of the 21st century*” (Ebuta, 2013, p.1). It is our belief that higher education sector in Algeria needs to ‘*reposition*’ itself in order to comply with both local and global educational expectations.

In the same perspective, Ebuta (2013, p.1) asserts that : “*Education (...) is expected to inculcate in the individual the right types of values and attitudes for survival, as well as to enable him acquire appropriate skills, abilities and competencies, both mental and physical and equip him to live in and contribute to the development of his society*”. To fulfill this mission, in his view, education should be ‘**functional**’ that is adopting practical and useful orientations in order to positively respond to the needs of society and becoming thus an effective partner in the socio economic development of the country. This stands in agreement with Bathmaker’s (2003, pp.5-6) view concerning the changing character of knowledge in today’s world and its impact on the expansion of higher education:

There is extensive debate about the changing nature of knowledge. Specific disciplinary knowledge, technical skills and qualifications are not enough; employers want generic personal and interpersonal skills, such as communication, negotiation and teamwork as well, so that employees can work with others and engage in project work. They seek people who can cope with flexibility and change and who are capable of applying knowledge to unfamiliar contexts.

Expansive education is closely intertwined with the concept of *entrepreneurial education*. As a matter of fact, this concept-gaining a quintessential popularity in current educational literature- has been integrated into several American and Western educational institutions at the three levels: primary, secondary and higher education such as in Belgium, Poland and United Kingdom (Lackéus, 2015). Accordingly, many European countries have embraced the rationale of entrepreneurial education and adhered to the converging view that ‘entrepreneurship’ should be ‘fused’ into education as a first step for the promotion of an ‘entrepreneurial spirit’ as an essential social and cultural value.

1.5.1. Defining Entrepreneurial Education

The term “*entrepreneurial education*” is an emerging concept that culminates from the ‘unification’ of two concepts namely, ‘*enterprise*’ and ‘*entrepreneurship*’ education (Erkkilä, 2000, as cited in Lackéus, 2015, p.7). In his report on *Entrepreneurship in Education*, Lackéus (2015, p.7) set a clear distinction between the terminological differences between the two seemingly similar terms i.e., ‘enterprise education’ and ‘entrepreneurship’. Accordingly, the term “*enterprise education* - used for the first time in United Kingdom-refers to “*personal development, mindset, skills and abilities*”

whereas *entrepreneurship* pertains to “*the specific context of setting up a venture and becoming self-employed*”.

Review of the literature shows other definitions that use the two terms interchangeably as the one provided, illustratively, by Osomony (1981, as quoted in Adamu, 2015, p.84) who defines *entrepreneurship education*, as “*the effective manipulation of human intelligence as demonstrated in a creative performance*”. Another definition of the concept is proposed by the *European Commission Thematic Working Group* regarding entrepreneurship education as being “*the development of skills and mind-set to be able to turn creative ideas into entrepreneurial action.....with or without a commercial objective*” (2012, p.21).

1.5.2. Objectives of Entrepreneurial Education

The overriding objective of entrepreneurship education is to develop in learners entrepreneurial skills and competencies. The rationale behind adopting this orientation in education, lies, in Bathmaker’s view (2003, p.7), on the hallmarks of the current era characterized by the emergence of new forms and structures of knowledge. This requires, in line with his contention, the cultivation of certain attributes, qualities and attitudes such as, “*breadth of mind, self-reliance, flexibility and adaptability*” to ensure a perennial and deep type of learning.

Entrepreneurial competencies encompass a myriad of ‘*generic abilities*’ and ‘*transversal*’ skills that aim at empowering learners and make them exploit their potentials with determination and charisma as full creative visionary, zealous agents believing in a better world, capable of enacting change, facing hurdles and dealing with the unexpected (Smith & Peterson, 2006).

Furthermore, Izedonmi and Okafor (2010, p.50) contend that the majority of successful entrepreneurs “*whether students, non students, graduates, young or old*” share the following peculiar qualities: desire for achievement; locus of control ; risk taking propensity; proactiveness; tolerance for ambiguity; creativity; competitiveness; drive; organization; flexibility; impulsiveness; self-interestedness; leadership; skepticism; endurance and high tolerance for ambiguity. Mahieu (2006, as cited in Lackéus et al, 2015, p.3) provides a broader definition of entrepreneurial competencies as being related to “*personal development, creativity, self-efficacy, initiative-taking, proactiveness and perseverance*”, highlighting, hence, its relevance to educational performance.

The development of these competencies can be achieved, following this thread, through embedding entrepreneurial education into scholastic curricula, developing innovative methods for students and providing training programs for teachers. The *Eurydice Report of the European Commission* (2016) provides examples of learning and instructional methods that could be implemented, not exclusively, when designing an entrepreneurial course namely, ‘*Active Learning*’; ‘*Project-based Learning*’ and ‘*Experiential Learning*’ with the aim of knitting associating bonds between the student and his society.

Besides, Adamu (2015, pp.84-85) differentiates entrepreneurial education from other confusing concepts like ‘business education and economic studies’ and underlines the necessity of integrating it into higher education curricula and generalizing it to all disciplines regardless of students’ vocational careers:

Entrepreneurship education should be available to all university students regardless of their courses. In order to enhance competitive advantage it is important to introduce entrepreneurial education into existing education since education is

is internationally accepted as an index of development. The relationships between education and development have since been established and are mutual.

1.5.3. Rationale and Effects of Entrepreneurial Education

There are several reasons that might explain academics' conviction regarding the relevance and the significance of entrepreneurship in the educational sphere. These reasons might be better understood in the light of the multifaceted roles that entrepreneurial education plays in today's world.

1.5.3.1. Entrepreneurial Education as a Motor for Economic Development

The gigantic wave of transformations taking place in the social and economic arenas worldwide, place further demands, following Bathmaker (2003, p.7), on the higher education sector to adopt other 'survival mechanisms' in order to resist to challenges and uncertainties characterizing the current era and deal more effectively "*with multiple frames of reference over and beyond their immediate situation*".

In this respect, Smith and Peterson (2006, p.30) highlight the substantial role of this concept in the economic mutations taking place in the contemporary 'digital society' as compared with the industrial era. In this way, entrepreneurship education has turned into key '*coping mechanism*' or strategy that is more congruent with the intricacy of the present compelling contextual circumstances. Accordingly, "*the industrial age was slow-moving and focused on manipulating natural resources, its institutions intended to operate steadily for long periods of time (...). However, in our current knowledge age, change is the new constant*".

1.5.3.2. Entrepreneurial Education as a Tool for Commitment Instillation

There is a growing tendency amongst scholars and academic to establish an association between educational entrepreneurship and learners' ultimate educational outcomes. Lackéus (2015) evidences the relevance of this concept to the educational systems through the values it creates and depicts it as paramount to encouraging student's involvement in the teaching learning enterprise. In this vein, he describes entrepreneurial education as one possible 'alleviating' solution that teachers can use to deal with issues related to learners' demotivation and lack of engagement.

In effect, a vast array of research investigations have documented the critical role of non –cognitive factors-being, closely related to entrepreneurial skills, on learners' ultimate academic attainment across various academic settings and have found, intriguingly enough, the high predictive power of non-cognitive constructs as compared to cognitive factors (Farrington, 2013; Khine & Areepattamannil, 2016).

Farrington et al. (2012, p.2) distinguishes between cognitive and non-cognitive factors: *“cognitive factors refer generally to the “substance” of what is learned in school, namely a student’s grasp of content knowledge and academic skills such as writing and problem-solving”* whereas the non-cognitive factors encapsulate, as an expansive framework, a body of attitudes, strategies and behaviors pertaining to *“persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies, and study skills, among others”*.

Believing in the need to focus on developing non-cognitive skills in educational contexts as an important lever for enhancing academic attainment, Farrington et al (2013, pp 47-48) divided non-cognitive factors into five (5) broad categories:

- **Academic behaviors** include behaviors such as regular class attendance, participation in class discussions and activities and time devotion to extra-class assignments and homeworks.
- **Academic perseverance** refers to students’ capacity to remain focused in their studies with determination and grit in spite of internal or external impediments to learning.
- **Academic mindsets** refer to a set of ‘psycho social’ perceptions and beliefs that learners adopt with respect to their learning educational context.
- **Learning strategies** are a set of ‘processes or tactics’ used by students in the course of their learning and entail both cognitive and metacognitive strategies.
- **Social skills** include several qualities such as collaboration, social intelligence and empathy-all deemed essential for maintaining healthy and enriching social relationships.

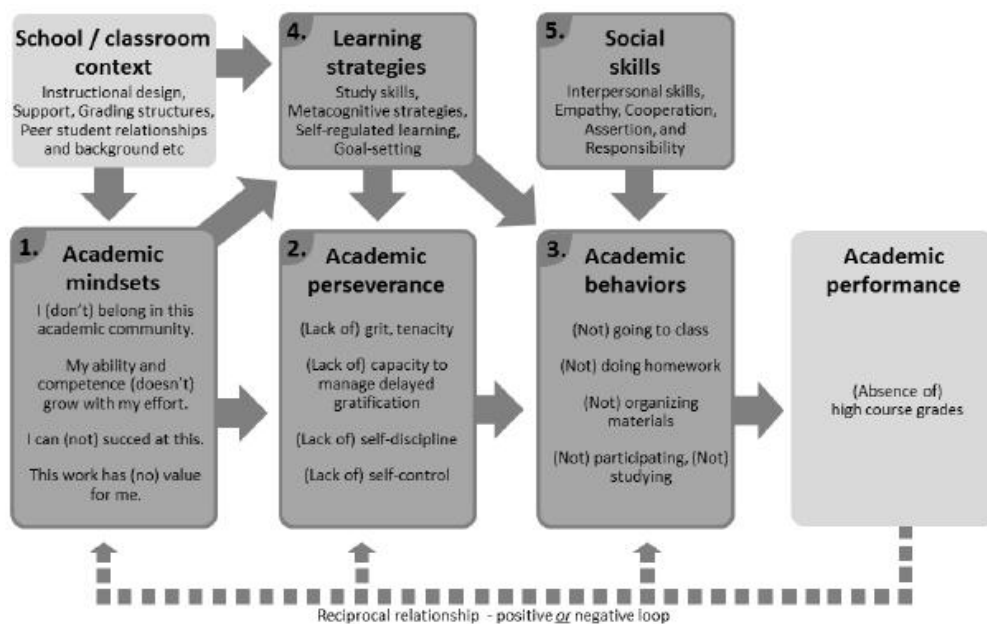


Figure 1.3: The Non-Cognitive Factors (Farrington et al., 2012, p.14)

1.5.3.3. Entrepreneurial Education as an Engine for Social Entrepreneurship

Entrepreneurial education plays currently a tremendous role in the process of social entrepreneurship. In this context, Spinosa et al. (1999, as cited in Lackéus, 2015, p.33) portrays the universal growth of awareness regarding the societal benefits of this concept:

The booming student interest in social entrepreneurship is another unusual but promising starting point for entrepreneurial education. Interest among young people to engage in solving societal challenges is high around the world. Here entrepreneurship can be positioned as a tool for young people to attempt to act as societal history-makers

Accordingly, social entrepreneurship, offering an engaged; altruistic and ‘non-profit’ form of entrepreneurs, relates to organizations and companies that aim at enacting genuine social transformations and maximizing social satisfaction through innovating strategies, sustainable approaches and resourceful mobility that bring concrete and practical solutions to socially, culturally and environmentally-relevant issues.

Targeting specifically the fragile and marginalized layers of the community, the philosophy of social entrepreneurship is based utterly on personal dedication for collective welfare and is characterized by four salient features namely: *creativity* that is originality and innovation; *entrepreneurial quality* meaning possessing competencies; exerting *social impact*, being influential and far-reaching and having an *ethical fiber*, that is, being reliable and trustworthy (Kadir & Sarif, 2016).

Conclusion

The different layers of skills in Bloom's Cognitive Taxonomy discussed in the first chapter represent a kind of bridge that aid learners in gradual shifting from an *andragogical*, self-directed learning to a more *heutagogical*, self-determined type of learning. More details will be provided in chapter two (2) about 'andragogy' and 'heutagogy' and their differences from pedagogy. Besides, we trust that introduction of the philosophy of entrepreneurial education to the Algerian academic scene requires substantial efforts by practitioners to define the concept with respect to our local educational needs and goals, find appropriate ways to handle confusion often resulting from the concept and most importantly find the appropriate tools to foster an 'entrepreneurial' kind of mindset in Algerian university learners, as a first step towards a quality attainment in higher education.

Chapter Two

Self-Beliefs, Learning and Academic Success

in English as a Foreign Language

Introduction

This chapter has begun with a clarification of the concept of ‘self’. Then it has provided a historical account about the most influential schools and streams that influenced psychological thought on self-beliefs with a special focus on social constructivism, serving as the theoretical foundation of this study. Secondly, a more extensive scrutiny of self-competency beliefs- the centerpiece of social constructivism and entrepreneurial education- has been provided along with its effects on academic achievement. Last but not least, other psychological and environmental variables tackled in the study have been explored.

2.1. Introducing Self-Beliefs

2.1.1. Definition of the Self

Defined by Huitt (2011) as “*the conscious reflection of one's own being or identity, as an object separate from other or from the environment*” (n.p), the word *self*, regardless of its popular usage in various settings, is one of the most intricate concepts to define in the literature. Most definitions tend to provide diverging or, as stated by Baumeister (1998, p.681), at times confusing definitions in the sense that most of them associate ‘self’ with ‘self concept’ as if they were interchangeable constructs. In effect, the difficulty to provide a definition stems partially, accordingly, from the intrinsic, multifaceted complexity and nature ‘selfhood’ per se as not being “*really a single topic, but rather an aggregate of*

loosely related subtopics. Indeed, if one were to list all the terms used by social psychologists that start with the prefix self, one would have a long list that would begin to show the diversity and heterogeneity of self as a topic of study”.

Research on self-related phenomena in American Psychological field is not a recent issue. Early works on the self can be traced back to the seminal work of William James, often depicted as ‘magnum opus’ in the literature (McGraw, 1997) namely *Principles of Psychology* (James, 1890/1963). In his chapter «The Consciousness of Self», he explores the three complex and interrelated ‘dimensions’ of the selfhood namely, ‘I’ self (or the self-as-knower or the ‘thought’ self) constitutes “the active thinking process) and the phenomenal or the experiential ‘Me’ self (or the self-as-known, representing the object of reflection”. According to Hughes (2011), the ‘Me self’ can be further subdivided into other ‘Me’s’ which consist, in an ascending order of importance, of the physical (material) self, the social self, the spiritual self, and the pure ego (or personal identity) (Hughes 2011; Pajares & Schunk, 2002).

2.1.2. Universal Facets of Selfhood

Danesh (2006, p.45), underlining both the universality and uniqueness of human behavior, explains the multiple constituents of selfhood:

Experience of selfhood is uniquely human. When we speak of self, we are talking about our awareness that we exist now, have existed in the past, and will continue to exist in the future and that this experience has been, is, and will remain constant and whole. This definition includes components of our self such as the conscious and the unconscious parts of our psyche, the physical, mental, and emotional dimensions of our personality; and both the egoistical and the universal aspects of our behavior.

The multiplicity of selfhood has led some researchers in the literature to conceive selfhood as a product of fragmented ‘possible selves’ to describe the varying cognitive representations that the ‘the same self’ can have depending on contingent situations (Markus and Nurins, 1986 as cited in Baumeister, 1998). This view differs categorically from other conceptions of self that highlight the unity of self as a core dimension of selfhood and portrays the self, following this thread, as the ‘*totality of thoughts, feelings and perceptions*’ (p.682).

The self comprises three basic aspects: ‘*self-knowledge*’, ‘*interpersonal self*’ and ‘*the agent self*’. Baumeister (1998) depicts these aspects as categories of ‘self-experience’ that are central to selfhood namely, reflexive consciousness; interpersonal relationships and executive agency:

Firstly, *reflexive consciousness* refers to the capacity of human being to be ‘aware’ about one self. It is closely intertwined with both *self-knowledge* (known also as self concept) , which refers to the gradual construction of a set of beliefs about oneself on the basis of external environmental cues and with *self-esteem*, which maintains an evaluative function on the basis of the data it derives from self-knowledge. Self-knowledge plays, in fact, a significant informative role as it tells people about schemata or ‘mental representations’ they have about themselves and entail theories and attributes that they uniquely relate to themselves. In this vein, Walsh and Banaji (1997, p.203) defines motivation for self-knowledge and relates it to other self-motives:

The desire to define and comprehend one's attributes, abilities, opinions, and accomplishments as well one's social role and social status. In other words, individuals strive to construct a coherent self- definition among the otherwise "booming, buzzing confusion. several related motives have come to be

associated with the desire for self-knowledge, including the desire for balance or consistency, for uncertainty reduction, for competence, for the ability know the environment, and even for self-actualization or self-enlightenment. Common among all of these motives is a fundamental desire to construct a meaningful subjective reality

Secondly, *interpersonal Relationships* as a core aspect of selfhood refer to the multitude of social roles within both family and community that the self fulfills and which are paramount to achieving a self-complacent development of selfhood and constructing social identity. Underlying the mutation processes of the self structure, as both a cognitive ‘individual’ self and ‘a socially constructed’ collective self, Turner (1994, p.460) et al proposes that “*the self functions as the conduit by which the cognitive processes and social relationships mediate the cognitive functioning of the individual*”. Accordingly, the self, undergoes a ‘depersonalization process’ that converts it into a social self. The latter, in the process of social identity construction, adopts a set of norms, values and expectations that resonate with the collective social reality leading to ‘self-categorization’ that is, the adoption of psychological characteristics of the collective life where goals and categories are defined in terms of ‘collective needs and aspirations rather than ‘individualistic competitive self-interests. This stands in tune with Siemens’ (2006, p.11) belief as regards the multifaceted variability of the self:

The quad-space of self occurs in the larger space of organizations and society; just as we exist in different domains: physical, cognitive, social, and spiritual, we exist in different spaces: self, collective, organizational, and societal. Each space of existence holds its own culture. Knowledge experienced in the space of self holds a different context (and thereby, meaning) than knowledge experienced in our collective spaces (hobbies,

volunteer groups, social spaces). Each sphere of existence has an accompanying culture and feel (an evolving zeitgeist)... which, themselves, become perspective- points for perceiving (and filtering) knowledge.

Thirdly, *executive agency* refers to the ability of the self to transcend the self-interpretive and interpersonal functions to that of making decisions, exerting control and regulating one's thoughts, emotions and actions. It should be stated that this 'agentic aspect' of self has been highlighted in many motivational theories in psychology such as, illustratively, the *self-determination* theory (or SDT), for short, and the *self-efficacy* theory. The former, developed by Deci and Ryan (1995), portrays human being as an active decision-maker and controller of actions rather than a passive recipient of events and the latter, proposed by Bandura (1977), emphasizes the potential of human being to exert control over his environment and change his life conditions.

It is worth noting that Bandura (1991, p.53) has provided, in his social cognitive theory of personality, three classifications to agency namely, *direct personal* agency; *proxy* agency and *collective* agency. Following this line of thought, the onus of enacting change and producing outcomes in *personal agency* lies in individual responsibility and engagement; development and well-being whereas in *proxy agency* personal well-being and development is assured by external influential and powerful channels through providing intermediate and meditational assistance. In addition to that, *collective agency* based on "people's shared beliefs in their collective power to produce desired outcomes" refers to a group and collective functioning as one inseparable and uniform unity; an embodied "group mind that is doing the cognizing, aspiring, motivating, and regulating" working in harmony and complying with the 'community spirit'.

2.2. Essence of Self-Beliefs

2.2.1. Definition of Self-Beliefs

Self beliefs are postulated to be part of mechanisms that people use to control their actions and environment and play a central role in academic/ non-academic achievement strivings. In this respect, Hoffman (1995, n.p) contend that self-beliefs are “*the guiding principles and assessments we make about our personal capabilities and what outcomes we expect as a result of our efforts. By bringing these beliefs to the forefront of consciousness, people can take steps to harness the power and influence of their beliefs*”.

Academic self-beliefs, in our domain of investigation, concern university learners and are thus strongly intertwined with learner’s ‘strength of beliefs’, ‘firmness of trust’ and ‘sureness of expectations’ with respect to the ‘demands of studying in the university’. This system of self-beliefs encompasses in itself diverse related self-perceptions and self-constructs such as, to cite only few, self-esteem, self-efficacy and self-confidence (Folk, 2015, p. 698).

2.2.2. Types of Self-Beliefs

Hoffman (1995, n.p) has underlined the unparalleled popularity of self-beliefs as mechanisms that yield a crucial impact on igniting behavioral change through their multidimensional effects and divides them into five broad categories namely, ***control self-beliefs***; ***competency self-beliefs***; ***value self-beliefs***; ***goal-orientation self-beliefs*** and ***epistemology self-beliefs***:

- **Control self-beliefs** refer to person’s evaluations of the control (or effect) he/she exerts over life events. A thorough attribution of all life conditions to external factors like fate and luck diminishes from one’s ability to set goals and strive for achieving them.

- **Competency self-beliefs:** entail person's beliefs concerning his/her capabilities to achieve a given personal outcome or desired objective.
- **Value self-beliefs:** encompasses person's beliefs regarding the importance they grant to different outcomes, life events and behaviors. The value one places in a specific outcome or his reactions to a given event would vary from one person to another. This could be explained by the fact that subjective interpretations are related to the individual moral, intellectual, psychic and socio cultural development.
- **Goal orientation self-beliefs:** entail person's beliefs about the causes or reasons that stimulate his/her performance. In his view, people might chose to engage in a given learning activity urged by either a normative (appearance) motive or a mastery-relevant (internal) drive.
- **Epistemology self-beliefs:** include person's conceptions and beliefs about the intrinsic nature of knowledge and intelligence. Some people might adopt a rigid 'absolutist' orientation about knowledge whereas others may opt for a more flexible style when approaching knowledge. Besides, some people might perceive intelligence as a stable trait that is unchanging and fixed while others might see intelligence as an acquired ability (skill) that is amenable to change and development.

2.3. Major Influential theories on the Self

The field of psychology has been dominated along the different phases of its historical development by various psychological ideologies that come to yield contradicting (and often competing) postulates about the texture of the human psyche and the significance of peoples' phenomenological reality (i.e. their consciousness and self-

awareness) in all its dimension namely, self-beliefs and inner processes. In their historical account, Pajares and Schunk (2002) described the most significant theories that influenced research on the self during the first half of the twentieth century:

2.3.1. Behaviorism

The first force is *behaviorism*, described as a rigorous empiricist method of inquiry. The proponents of this theoretical paradigm were numerous like the Russian physiologist Ivan Pavlov who investigated classical conditioning in the 1900s; the American logical positivist John B. Watson (1913) who rejected introspection and espoused the utter exclusion of consciousness from scientific investigation and later B.F. Skinner (1957) who conducted experiments on 'operant conditioning' and behavior modification.

Bates (2015, n.p) contends that the behavioristic approach is strongly immersed in the objectivist 'epistemology' relying solely on objective and empirical facts. The latter, refers, accordingly, to the belief that: *“there exists an objective and reliable set of facts, principles and theories that either have been discovered or delineated or will be over the course of time. This position is linked to the belief that truth exists outside the human mind, or independently of what an individual may or may not believe. Thus the laws of physics are constant, although our knowledge of them may evolve as we discover the ‘truth’ out there”*.

2.3.2. Psychoanalysis

The second force in psychology emerged out of Freudian *psychoanalysis* (1899), together with the psychologies proposed by the founding figures of 'depth psychology' namely, Alfred Adler and Carl Jung whose theories expanded psychoanalysis and

introduced new ideas into personality development and psychodynamics. They stressed the impact of the 'biological determinant' in the various manifestations of behavior and depicted the 'unconscious' as the major motivating force behind human action. Besides, Erik Erikson, who was a forerunner of psychoanalytical development from the 1940s till the 1990s, enriched the biologically-oriented Freudian theory, by incorporating social and cultural dimensions into Freudian theory.

2.3.3. Cognitivism

The third force in psychology is *cognitivism* that came essentially as a fervent reaction against behaviorism and psychoanalysis. According to humanists such as Carl Rogers (1951) and Abraham Maslow (1968), the paradigmatic assumptions underlying behaviorism and psychoanalysis devaluated the human being and undermined his ability of self-determination. They focused, conversely, on the importance of granting attention to building in people positive self-beliefs in order to maximize their chance to realize their full potential. Besides, Fontana (1981, p.148, as quoted in Bates 2015) states that a full and thorough understanding of 'learning' requires, first and foremost, moving beyond the boundaries of observable behavior to investigating in a deep manner the psychological, hidden, inner world of the learner in all its complexity- that is, their conceptions, self-beliefs and memories. Moreover, criticizing the behavioristic tradition and its related mechanistic ideas, Bates (2015, n.p) highlights the divergent conceptions in relation to the way the learner is conceived by both behaviorists and cognitivists:

An obvious criticism of behaviorism is that it treats humans as a black box, where inputs into the black box, and outputs from the black box, are known and measurable, but what goes on inside the black box is ignored or not considered of interest. However, humans have the ability

for conscious thought, decision-making, emotions, and the ability to express ideas through social discourse, all of which are highly significant for learning. Thus we will likely get a better understanding of learning if we try to find out what goes on inside the black box cognitivists therefore have focused on identifying mental processes – internal and conscious representations of the world – that they consider are essential for human learning.

2.3.4. Constructivism

In addition to the valuable insights brought by the cognitivist approach to understanding 'human condition', *constructivism* has provided illuminating views on the 'social self' by exploring the complexities of the subtle patterns of relationships that link people together. Following Bates (2015, n.p), constructivists “*emphasize the importance of consciousness, free will and social influences on learning. The external world is interpreted within the context of that private world*” and the philosophy of constructivism stems from “*the belief that humans are essentially active, free and strive for meaning in personal terms*”

With the publication of *Social Learning and Personality Development* in 1963, Bandura and Walters broadened, as a matter of fact, the theoretical framework of the social learning theory by bringing new interpretations of human learning and introducing the principles of observational learning and vicarious reinforcement.

Bandura (1986, as cited in Henson, 2001), the Canadian born psychologist, rejected the behavioristic tenets that portray environment as the cause of behavior for drawing, accordingly, an inconsistent image about human functioning. As an alternative, he proposed 'reciprocal determinism' where behavior, cognitive factors and environment are assumed to exert a reciprocal influence on each other. With the dissemination of *Social Foundations of Thought and Action: A Social Cognitive Theory*, he advanced an 'agentic'

constructivist, socio-cognitive conception about human functioning that depicts human beings as capable of 'agency', or intentional pursuit of courses of action, and of participating actively in their self-development and in the construction of reality.

In line with Bandura's social cognitive theory (1999), people possess capacity for symbolization that enable them, *inter alia*, to establish social networks of communication, to transcend the limits of the experiential world and to give substance and meaning to their existence. Besides, through exercising forethought that is, drawing a mental representation of their plans and envisioning the prospective consequence of their future action, people motivate, regulate and guide their future behavior. Moreover, people have the ability to vicariously develop new competencies through observing social models and could thus expand the scope of their experiences without being compelled to go through the strenuous and time-consuming process of trial and error. Furthermore, they are endowed with the ability to set self-standards and self-evaluate their attainments. Through assessing their performance, people are likely to create incentives for their actions and adjust the efforts invested to achieve their desired goals. In addition to that, people possess a great capability for 'metacognition' that enables them to reflect on themselves and examine their own thoughts, feelings and deeds.

According to social cognitive theory, behavior is the outcome of mutual interactions and effects between three (3) major sources of influence namely, the person (including self-beliefs, emotions and biological properties), the environment (social and/or physical) and behavior. Persons are perceived, in this perspective, as active contributing partners who 'cause' their own motivation. Henson (2001, p.3), in his article entitled "Teacher Self-Efficacy: Substantive Implications and Measurement Dilemma" comments on the notion of reciprocal causation:

This trinity mutually impacts its members, determines what we come to believe about ourselves and affects the choices we make and actions we take. We are not products of our environment. We are not products of our biology. Instead we are products of the dynamic interplay between the external, the internal, and our current and past behavior.

In effect, Bandura's social cognitive theory could be considered as a shift from the radical version of the behavioristic view or what is often labeled as 'neo behaviorism' to another theoretical stance that is more representative of "social constructivism" (Scott, 2001). Constructivism is a theory of knowledge that argues that individuals 'construct' or build their own understanding of the world from the events they experience and more precisely from the reflections they make about these experiences.

The constructivist theory, which has been formulated by researchers like Jean Piaget and Lev S. Vygotsky, underlines the 'active' role of the learner in the learning process. In this context, learning is viewed as the outcome of the interplay between people's idiosyncratic inborn features and external environmental factors (including the effect of the other). Piaget (1926) contributed to the 'constructivist' thought through his description of the internal processes or structures that he referred to as 'schemata' which constitute, accordingly, significant cognitive tools for individuals to organize and adapt to their environments.

Besides, Vygotsky (1978), in his theory of 'the zone of proximal development' (ZPD), emphasizes the significance of the close collaboration between learners and adults as paramount to the process of cognitive development and knowledge construction. In concert with the principles of 'the constructivist epistemology', Bandura (1989; 1999)

places a primary focus on the importance of exercising '*personal agency*' that is, the ability of people to be influential in their environments by taking decisions for themselves, choosing their own trajectories and exploring avenues that are compatible with their own aspirations.

In this paradigm, the active construction of meaning is viewed as a constant process that requires an endless reconciliation between past events and ideas generated from new experiences. Following this thread of thought, the learner is perceived as a complex and unique partner in the learning- teaching enterprise who is inevitably 'entangled' in his own cultural 'world view'. Being in a permanent quest for his/her *own version of truth*, the learner, according to the constructivist philosophy, is constantly engaged in a process of 'construction' and 'reconstruction' of reality (Bandura,1997 as cited in Wertsch 1997).

2.5. Learning and major influential views on Higher Education

2.5.1. Definition of Learning

It is widely acknowledged that learning is a complex phenomenon that could not be easily defined. Kiss (2012, p.19) contends, in this vein, that the complexity of systems lies in the difficulty of reducing the whole compilation of entities that stand as a complete entity into sub entities or subcomponents as it "*reflect a nested structure; they are systems within systems with each level exhibiting the same complexity than that of preceding levels. This structure is often illustrated by fractal geometry where parts are self-similar and each level of magnification will reveal complexities and patterns that are present in its point of origin*".

Marton and Booth (1997, as cited in Fry et al, 2009, p.8) defines learning in terms of perception and meaning-creation as it is "*about how we perceive and understand the world, about making meaning*". Besides, Fry et al. (2009, p.8) view learning as "*not a single thing; it may involve mastering abstract principles, understanding proofs,*

remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behavior appropriate to specific situations; it is about change". This stands in agreement with Siemens' (2006, p.25) conception of learning as an intricate system that consists of systematic and interrelated 'networks'-based upon what he labels 'nods' that is, sources of information that could stand, illustratively, for people, organization, books and database:

Learning is more than knowledge acquisition. Often, it is a process of several stages with several distinct components. Exploration, inquiry, decision making, selection and deselecting are all preparatory activities before we even enter the learning experience (the learning experience being defined as the moment when we actively acquire the knowledge that is missing in order for us to complete the needed tasks or solve a problem

2.5.2. Aspects of learning

In agreement with Siemens' conception of learning aspects (2006, p.34-35) that underline the context-centrality (or dependence) of learning, Wilson (1997) classifies learning or, using his own terms, 'coming to know' into four (four) major dimensions or domains of learning namely, **transmission; acquisition; accretion** and **emergence** (cf. Figure 2.1)

Transmission learning is based on traditional views which consist of establishing knowledge, conveying views and building skills through providing adequate guidance and supervision. Relying on self-directed learning, *acquisition learning* is intimately related to learner's motivation and inquisitiveness. It is closely tied to learner's deliberate choice to control his learning and to explore diverse paths of knowledge. *Accretion learning* is a type of learning that is gained , in a subconscious way, from everyday continuous experiences,

successes, failures, victories and losses; it is the culmination of all the memories-good and bad that one gets from the ‘school of life’. Being the outcome of an endless socialization process, this type of subliminal learning leads to the molding of one’s cultural ethics and values and to the construction of one’s personal and social identity. Involving originality and creativity, *emergence learning* is a category of learning that relies on the construction of new knowledge and the generation of novel, unprecedented ideas through engaging in reflective and critical modes of expressions.

Besides, Siemens (2006, p.34-35) notes that all learning is not automatic but it rather ‘filters’ via a specific highly individualized model that he labels ‘framework’. The latter encompasses, accordingly, “*an aggregation of personal beliefs, networks, experiences, existing knowledge, and emotional intelligence* that might explain to some extent the reason behind our differences in ‘the way we learn’ and ‘what and how we learn’. Functioning as a filtering mechanism that selects, decodes, makes sense, interprets and evaluates information coming from the external world, this framework is the hub of the ‘transformational learning’ theory.

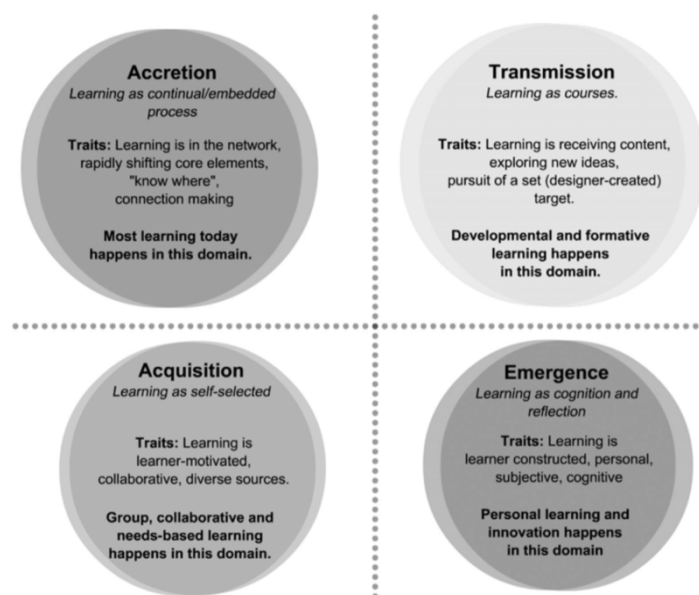


Figure 17. Learning and Knowledge Domains⁴³

Figure 2.1: Learning and Knowledge Domains (Siemens, 2006, p.34)

2.5.3. Theories of Adult Learning

2.5.3.1. Transformative Learning

Designed uniquely for adult ‘post-secondary’ learners (Craig et al., 2001), the concept of transformative learning developed by Jack Mezirow (1997) proposes a new vision about learning and education. Based on a ‘constructivist’ philosophical orientation (Khabanyane, 2014), the transformative learning describes the learning process in which people engage when constructing their conceptions of the universe—that is, by creating meaning and interpreting phenomena via what is referred to as ‘frames of reference’. The latter represent “*structures of assumptions and expectations that frame an individual’s tacit points of view and influence their thinking, beliefs, and actions*” (Taylor, 2008, p.8) and therefore “*selectively shapes and delimits perception, cognition, feelings and disposition, by predisposing our intentions, expectations, and purposes*” (Mezirow, 2000, p.16).

In line with this theory, Gunnlaugson (2007, p.136) asserts that Mezirow’s concept of ‘frames of reference’ could be depicted as “a universal construct that entails “*a broader array of ways of knowing, multiple intelligences, in addition to an eclectic assortment of mixed categories*” ranging from political ideologies, religious convictions, cultural stereotypes to aesthetic preferences and tendencies. In this vein, Mezirow (1997) explains that frames of reference are not static but they are rather liable to change and modification and classifies them into two broad categories: ‘*habits of mind*’ (related to mindsets and habits of thinking, feeling and acting) and ‘*points of view*’ (concerned with the outward, concrete expression or realization of these habits of mind. Through ‘*perspective transformation*’ which entails a paradigmatic mutation occurring in one’s life as a result of ‘a disorienting dilemma’ that is, some anxiety-generating circumstances or painful events such as illness or loss of a significant other, the individual is likely to rethink his whole

life and re-interpret the very core of his own 'being' (Mezirow, 1997). In this respect, Clark (1991) contends that the process of perspective transformation entails three (3) major aspects namely, psychological (related to transformations occurring in self-understanding); convictional (related to transformation in beliefs and convictions) and behavioral (entailing changes in personal and social modes of living).

The transformational learning theory includes two (2) types of learning: *Instrumental learning* related to the understanding of how phenomena and events occur and finding solutions to problems through adopting a task-oriented and deductive-based reasoning and *communicative learning* linked to engagement in interpersonal communication and understanding of others' feelings, aspirations and shortcomings (Howie and Bagnall, 2013).

A key condition for the learning process to take place, according to the 'strands' of this theory, lies in the cultivation of learner's capacity for '*critical reflection*'. The latter is likely to raise learner's consciousness as it stands as the channel through which learners explore their assumptions and beliefs and adapt them to new emerging facts. Besides, 'reflective or critical discourse' that relates to 'relationships context' and group work collaboration is thought to be central in the process of transformational learning. In addition to that, self-direction is regarded as 'a critical' ingredient in the learning process and thus educators, accordingly, are entrusted with the role of '*a facilitator*' or '*a provocateur*' to help learner's develop their agency, autonomy and responsibility (Baumgartner, 2001, p.17, as quoted in Schroeder, 2005, n.p).

2.5.3.2. Experiential Learning

It is a vision of learning that promotes learning through ‘discovery’ that is to say, a type of learning that is gained through experiences. In this trend, the learner is an active participant in the learning process. In ‘ownership’ of his learning Tran (2016), the learner dares to learn through mistakes and pitfalls; reflects on his/her weaknesses and limitations; is ready to experience success and failure and is open to live a multitude of emotions in the process of knowledge construction that can diversely vary from disillusionment to ecstasy. In this context, Fry et al (2009, p.15) considers David Kolb’s proposed model for experiential learning as ‘the most known’ model in the educational area and explains the underlying principles of the constructivist framework of experiential learning:

Experiential learning is based on the notion that understanding is not a fixed or unchangeable element of thought and that experiences can contribute to its forming and re-forming. Experiential learning is a continuous process and implies that we all bring to learning situations our own knowledge, ideas, beliefs and practices at different levels of elaboration that should in turn be amended or shaped by the experience – if we learn from it.

Often considered as a model that provides a ‘holistic’ perspective about human learning (Mobbs, n.d), the experiential learning theory explores the cognitive, perceptual and behavioral aspects related to learning. Besides, it conceives learning as a ‘discovery journey’ where learning consists of the incorporation of new experiences into prior built knowledge. In addition to that, knowledge is conceived, accordingly, as a process of knowledge creation not merely knowledge consumption (Tran, 2016).

Kolb's experiential learning style theory entails four cycles representing different kinds of 'abilities or undertakings' that are logically sequenced and are all, hence, deemed paramount to successful and effective learning experience (Fry et al, 2009) namely, *concrete experience* (CE) or ("DO"), entailing utter involvement in novel experiences; *reflective observation* (RO) or ("OBSERVE"), related to reflecting on the experiences from various angles; *abstract conceptualization* (AC) or ("THINK"), tied to analyzing views and fusing them within a theoretical pattern and *active experimentation* (AE) or ("PLAN"), linked to transferring acquired knowledge to new future experiences.

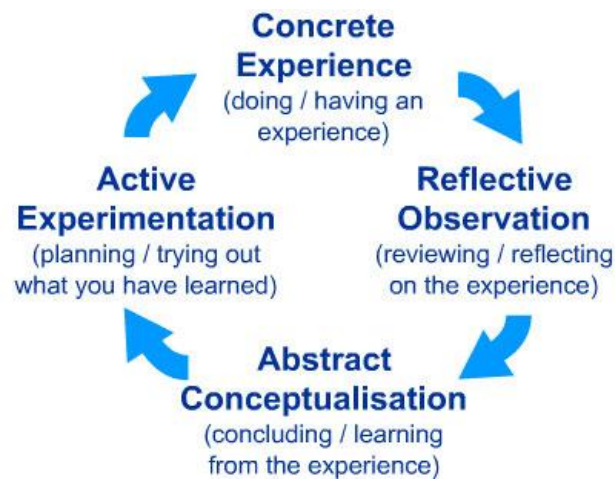


Figure 2.2: Kolb's Experiential Learning Cycle (McLeod, 2013, n.p)

Besides, Kolb sets out four learning styles (approaches that learners prefer) that correspond to the afore-mentioned four stages that is, *assimilating* style (watching and thinking - AC/RO) (characterizing learners that lean towards abstract notions, concepts and theories); *converging* style (doing and thinking - AC/AE) (of learners that prefer concrete learning -activities and excel at finding practical solutions to problems); *accommodating* style (doing and feeling - CE/AE) (of learners that adopt an intuitive and experiential approach and rely, when seeking data, on external rather than internal sources of

information and *diverging* (feeling and watching - CE/RO) (of learners with an artistic, empathic, emotional and imaginative profile).

In this framework, McLeod (2013, n.p) states that ‘effective learning’ takes place when a learner shifts in a progressive manner “*through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences*” (cf. figure 2.3)

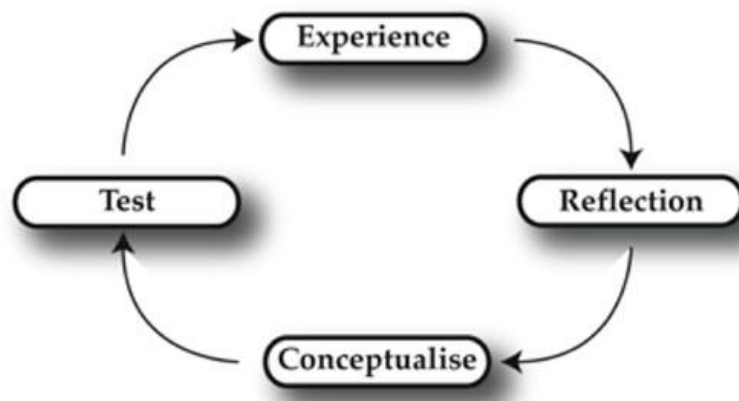


Figure 2.3: Four stages of experiential learning (McLeod, 2013, n.p)

Eyler (2009, n.p) underlines the ‘power of experiential education’ as a requirement for “Effective citizenship” as it would equip learners with the appropriate tools to transfer what they have learned outside the boundaries of the classroom to bring pragmatic and practical solutions to real-life problems:

Effective citizenship requires students to be knowledgeable, to be able to use what they know, to have the capacity for critical analysis, and to be equipped for lifelong learning; personal, social and intellectual goals are intertwined. Yet programs

designed to develop students' personal, social, and economic capacities are often separated from the core academic experience.

This agrees with Cantor's belief (1997, n.p) that experiential learning should stand as a fundamental ingredient in higher education instructions because it opens the gateway to students, after graduation, for easy access and integration to the labor market needs and demands. The latter often calls for a combination of both a strong 'skill set' with a positive 'mindset' to succeed in meeting the innumerable challenges of 'a new world economy and order':

Through development of cooperative education programs, colleges and their faculty and students are brought closer to their communities. Through these newly formed linkages proactive economic development outcomes emerge. These include better educated and trained students as potential employees, technology transfer from faculty to entrepreneurs via business development consultation, and the like.

2.5.3.3. Autonomous Learning

Literature review describes Henry Holec (1981) as the researcher who is credited with developing the concept of 'learner autonomy' that he defines as "*the ability to take charge of one's own learning*". Udosen (2014, p.43) provides a compilation of other definitions found in the literature: Autonomy perceived as "*a matter of learners' psychological relation to the process and content of learning*" (Little, 1991). Autonomy defined as "*a situation in which the learner is totally responsible for all the decisions concerned with his/her learning and implementation of those decisions*" (Dickinson, 1987) and autonomy conceptualized as "*recognition of the rights of learners within educational systems*" (Benson, 1997).

Xhaferri et al (2015) clarifies the misconceptions underlying the concept of learner autonomy, often construed as a type of instruction that involves totally and solely the learner outside the frontiers of the classroom with the thorough exclusion of the instructor (or the teacher). In their view, autonomy is rather a concept that entails self-control and self-organization capabilities. This supports, Esch's (1998, p. 37) contention that autonomy is a complex concept that does not imply "*self-instruction/learning without a teacher; (...) it does not mean that intervention or initiative on the part of a teacher is banned; (...) it is not something teachers do to learners; i.e. a new methodology;... it is not a single easily identifiable behavior; (...) it is not a steady state achieved by learners once and for all*".

Besides, Udosen (2014, p.44) contends that autonomy, equated with more levels of 'independence' displayed on the part of the learner in the course of knowledge acquisition in language learning, places even further responsibility on the teacher to find the adequate 'formula' to establish an autonomous mind in their learners:

Learner autonomy does not push the teacher out of his business as the controller of what happens in the classroom, rather it even makes more demands on him to help the learners acquire the skills of independence in learning. (...) rather than being a static product, a state, which is reached once and for all, learner autonomy, is a perennial dynamic process amenable to educational interventions. One of the ways to help learners assume greater control of their learning is by helping them to become aware of and identify the strategies that they already use or could potentially use.

Sinclair (2000) has proposed, on the basis of a review of the literature, the most common 'aspects' that characterize autonomous learning and that seem to be shared by

most language teaching professionals and divides them into thirteen dimensions (cf. Table 2.1)

1	Autonomy is a construct of capacity
2	Autonomy involves a willingness on the part of the learner to take responsibility for their own learning
3	The capacity and willingness of learners to take such responsibility is not necessarily innate
4	Complete autonomy is an idealistic goal
5	There are degrees of autonomy
6	The degrees of autonomy are unstable and variable
7	Autonomy is not simply a matter of placing learners in situations where they have to be independent
8	Developing autonomy requires conscious awareness of the learning process – i.e. conscious reflection and decision-making
9	Promoting autonomy is not simply a matter of teaching strategies
10	Autonomy can take place both inside and outside the classroom
11	Autonomy has a social as well as an individual dimension
12	The promotion of autonomy has a political as well as psychological dimension
13	Autonomy is interpreted differently by different cultures

Table 2.1: Defining learning autonomy (Sinclair, 2000, cited in Borg & Al-Busaidi, 2012, p.5)

Sinclair's (2000) definition demonstrates the multifaceted dimensions or 'perspectives' such as, illustratively, *psychological perspective* (related to mental and psychological capabilities that enable the learner to exert his autonomy such as critical thinking, metacognition and self-dependence ; *social perspective* (tied to the impact of

interpersonal and social collaboration on autonomy enhancement) and *political perspective* (related to learner's position and power status within the confined sphere of the classroom or in larger contexts such as institutions. This attests to the intricacy of the concept of autonomy in itself and its close interrelatedness also with other highly complex concepts such as critical self-reflection and self-direction because it is, as Xhaferi and Xhaferi (2011, p.151) notes, "*a long process which cannot be done immediately. It is the teachers' responsibility to provide students with best practices and to take into consideration all the above mentioned aspects in order to help them become autonomous learners*".

2.5.3.4. Self-Directed Learning (Andragogy)

Like autonomous learning, self-directed learning has currently become a very popular concept in educational and academic circles (Gremmo & Riley, 1995). Regarded as a type of learning that is often associated with adult learning in higher education, it has been defined by Azer (2008, as cited in Ikwumelu & Oyibe, 2014, p.12) as:

An adult learning process that makes use of feedback to fulfill the detected learning needs. This brings about learner's intended use of a fond of learning resources to overwhelm the inadequately of knowledge, skills, or professional improvements. Efficacious time management, self-evaluation skills, and critical appraisal skills are requisites of operative self- directed learning. Self-directed learning inspires learners to frame their attitudes by scructinizing feedback, getting results, comparing viewpoints, and posing questions.

Knowles (1970, p.7, as quoted in Hase & Kenyon, 2001), viewing self-directed learning as: "*the process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human*

and material resources for learning, choosing and implementing learning strategies, and evaluating learning outcomes”, underlines the pertinence of the application of self-directed learning orientations in adult educational experiences.

Merriam (2001, p.9) promotes the adoption of self-directed learning as method of instruction for adult learning and underscores three major goals for self –directed learning: ‘the enhancement of learner’s capacity to be self-directed’; ‘the development of transformational learning’ and ‘the promotion of emancipatory learning and social action’.

This agrees with Borich (2011, p.328, as cited in Ikwumelu & Oyibe, 2014, p.12) who states that self-directed learning as an instructional method is an adequate framework for teaching and learning contexts since it enables learners to apply their imaginative and intuitive mind; to be self- responsible in their learning; to be critical evaluators and strategic users of project-based and problem-solving learning strategies.

The concept of self-directed learning is regarded as ‘a key attribute of andragogy’ (Blaschke, 2012, p.58). The latter being a concept that is introduced by Malcolm Knowles and specifically targeted to adult education. Described as ‘a landmark for education’ (Hase & Kenyon, 2001), andragogy, according to Merriam (2001, p.5), is based on five major assumptions that depict the adult learner:

As someone who has an independent self-concept; who can direct his or her own learning; who has accumulated a reservoir of life experiences that is a rich resource for learning; who has learning needs closely related to changing social roles; who is problem-centered and interested in immediate application of knowledge and who is motivated to learn by internal rather than external factors.

It is worth noting that, from an etymological level, the word ‘andragogy- defined by Knowles and his associates (1984, as quoted in Fry et al, 2009, p.14) as: “*art and science of helping adults learn*”- has Greek origins i.e, ‘*ra*’ meaning ‘man’ or ‘adult’ and ‘*agogus*’ meaning ‘leader of’, and could be literally translated into “‘leader of the adult’” as opposed to the concept of pedagogy ‘*pèd-e-go’jê*’ that literally signifies “*the art and science of educating children*”(Usman, 2015, p.59).

2.5.3.5. Self-Determined Learning (Heutagogy)

Yet, in spite of the considerable contribution of andragogical methods to educational adult experiences, many researchers in the field of education call for the need to move ‘beyond pedagogy and andragogy’ to ‘heutagogy’. The latter, defined as “*a form of self-determined learning, as a holistic, learner-centered approach to learning and teaching in formal and informal situations, is deemed as the most adequate teaching framework that responds to current educational twenty-first century learning needs* (Blaschke & Hase, 2016).

This is based on their belief that the unprecedented changes characterizing the current world in terms of information technologies and digital media, carries enormous implications to the whole learning process and hence requires a shift from andragogical (self-directed) methods to more ‘up-to-date’ ‘heutagogical’ (that is, self-determined) educational approaches, with a special focus on the enhancement of learner’s ‘*individual capabilities*’ (Hase & Kenyon, 2001).

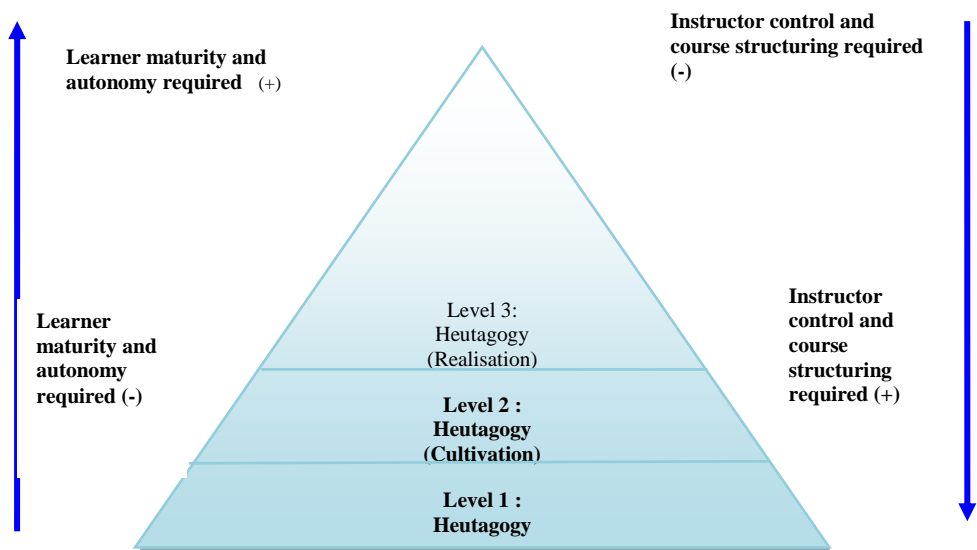


Figure 2.4: Progression from Pedagogy to Andragogy then to Heutagogy (Canning, 2010, p.63)

Halsall et al (2016) contend that self-determined learning, being at the core of heutagogy, has been recently the center of interest in higher educational institutions in United Kingdom. Accordingly, it “*has resurfaced as a popular approach in the higher education sector*” and as an educational framework that is congruent with highly complex and diverse forms of learning characterizing the current era because it enables “*the students to apply what they have learned in an education setting and relate it to the workplace*”.

According to Parslow (2010, p.121), ‘Heutagogy’ is, from an etymological standpoint, related to the Greek verb ‘*Heureskein*’ (meaning discover) and to the term ‘heuristic’ that refers to a method of teaching that enables learners to learn by “discovering for themselves”. The term ‘heutagogy’ has been defined by Hase and Kenyon (2000, as cited in Blaschke, 2012) as the study (or strategy) of *self-determined learning* and refers, in Parslow’s terms (ibid) to “*self- learning independent of formal teaching*”. Emphasizing the

critical role that learner's 'agency' plays in the learning experience, Hase and Kenyon (2007, p.112-113) defines heutagogy as:

Learner-centred learning that sees the learner as the major agent in their own learning, which occurs as a result of personal experiences. The teacher might think that he or she can control the learning experience but we think the teacher's role is limited to the transfer of knowledge and skills.

The rationale of heutagogy- based on the involvement of the learner in course content, curriculum development and assessment (negotiated evaluation) - agrees with Rogers' (1969) 'student-centered' approach. The latter, accordingly, founded on five basic hypotheses could be summarized as follows (as cited in Hase & Kenyon, 2001, n.p):

1-Teachers can act only as facilitators to learning

2-Individuals have a tendency to learn things that they believe maintain or 'enhance their 'structure of the self'.

3-In normal situations, the structure of the self is amenable to change and open to experiences but when threatened, it resorts to denial and distortion as an attempt to secure the structure of the self.

4-Relaxation is paramount for the assimilation of new experiences that do not correspond to the organization of the self.

5-Effective Learning is ensured in educational systems that do not put learner's 'self' into jeopardy.

According to Balschke (2012, p.59), heutagogy is characterized by two fundamental concepts: *double-loop learning* and *self-reflection* or (*metacognition*). In this vein, Smith (2001, n.p) clarifies the distinction between 'single-loop learning' and 'double loop-learning', proposed by Argyris and Schön (1996, as cited in Hase & Kenyon, 2001):

Single loop learning seems to be present when goals, values, frameworks and, to a significant extent, strategies are taken for granted. The emphasis is on techniques and making techniques more efficient. Any reflection is directed toward making the strategy more effective. Double-loop learning, in contrast, involves questioning the role of the framing and learning systems which underlie actual goals and strategies. Reflection here is more fundamental: the basic assumptions behind ideas or policies are confronted(...) hypotheses are publicly tested(...) processes are disconfirmable not self-seeking.

This agrees with Hase and Kenyon's (2001) assertion that, unlike single loop learning that is concerned with finding suitable solutions to problems, double loop learning implies the learner's active questioning and testing of his/her mental maps or our 'theories in use' that consist of beliefs, values, assumptions and hypotheses.

In addition to that, one other feature that highlights the differences between andragogy and heutagogy, in Blaschke's view (2012, p.59) is that heutagogy aims basically at developing learner's *competencies* and *capabilities*. It is worth noting that the concept of capability has emerged, following Hase and Kenyon (2001A), in the 1980's in United Kingdom as a result of the embarrassment undergone by the British institutions to manage instable economic conditions resulting from the process of globalization. A great need was felt, at that time, then to find other alternative tools of survival rather than competencies. In this vein, Hase and Kenyon (2001B, n.p) assert:

The world is no place for the inflexible, the unprepared, and the ostrich with head in sand, and this applies to organisations as well as individuals. Capable people are more likely to be able to deal effectively with the turbulent environment in which they

live by possessing an 'all round' capacity centred on self-efficacy, knowing how to learn, creativity, the ability to use competencies in novel as well as familiar situations and working with others. Capabilities

Blaschke and Hase (2016, p.28) clarified the conceptual differences between 'competencies' and 'capabilities'. In their view, competencies and capabilities are interrelated concepts both required in self-determined learning. Competency' refers to «*proven ability in acquiring knowledge and skills*» whereas 'capability' relates to "*being able to use one's competencies in unfamiliar as well as familiar circumstances, learner self-efficacy, communication, creativity, collaboration (teamwork), and positive values*». This is congruent with Cairns' conception of 'capability (2000, p.1, as cited in Gardner et al, 2008, pp.7-8) as: "*having justified confidence in your ability to take appropriate and effective action to formulate and solve problems in both familiar and unfamiliar and changing settings*" and considers the acquisition of competence as "*an important attribute of capability but is not sufficient to enable people to take effective and appropriate action. Capable people are more likely to be able to manage complex and non-linear challenges*". Moreover, Vincent (2008) views the three terms capacities, capabilities and competencies as totally different concepts with overlapping connotations, in spite of the fact that there is a noticeable tendency in the literature to consider them as synonymous.

Hence, these definitions demonstrate, accordingly, that capabilities cannot exist independently of competencies, they are rather the extension of capabilities: while competency refers to the replication of an acquired behavior, capability is concerned with the transfer, the adjustment and the alteration of this past behavior in novel unexpected situations.

This requires the cultivation of certain attributes that are paramount to capability such as (Gardner et al, 2008; Blaschke, 2012): *knowing how to learn* (that is to learn through reflecting and assessing past experiences and making deductions from previous knowledge); *working well with others* (being open to communication and recognizing of the value of team work collaboration); *being creative* (cognitive and affective immersion in imagination and generation of new ideas); *self-efficacy* (considered as a personality attribute that is a key element in capability and refers to belief in one's personal effectiveness (Cairns, 2000)); *application of competencies to familiar and novel* situations (adoption of a flexible approach in order to deal with unexpected changes taking place in one's environment) and *having positive values* (such as respect for others and tolerance for differences).

2.6. Personality Differences, Learning Styles and Approaches to Learning

Zafar and Meenakshi (2012, p.643) contend that “*human personality in all its shapes and colors brings variety to this world*”. In their belief, humans differ from each other considerably at all levels as a result of diverse ‘biological’ tendencies (nature) and ‘unconscious’ forces (past experiences). In effect, every learner is a unique, complex and endlessly changing entity, having a distinct personality make-up, psychological attributes, aptitudes and approaches to learning (Zhang, 2008). In this respect, Dörnyei and Skehan (2003) argues that language aptitude, learning style, motivation, learning strategies and personality are considered the most cited fields where learners differ in both second and foreign language learning.

2.6.1. Definition of Personality

On his “Reflections of An Agentic Theory of Human Behavior”, Bandura (2006, p.57) underlines the elusive and intricate nature of the concept of *‘personality’* being composed of net of multidimensional and interrelated attributes: *“personality is multifaceted, richly contextualized, and conditionally expressed in the diverse transactions of everyday life. The totality of an individual’s cognitive, behavioral, and affective proclivities are not shrinkable to a few static descriptive categories”*. The *‘self’*, accordingly is the embodiment of “all of the endowments, belief systems and distributed structures and functions through which personal agency is exercised rather than residing as a discrete entity in a particular place”. Following this line of thought, *‘belief systems’*, *‘self structures’* and *‘self referent processes’* stand as channels of expression and modes of manifestation for personality. The latter represents *“the integrated self system within which the previously identified constituents operate in complex mutual interaction in the management of diverse and changing environmental circumstances* (Bandura, 2006, p.58).

2.6.2. Learning Styles

2.6.2.1. Definition of Learning Styles

Moreover, Sharp (2008) opines that personality is composed of diverse specific, unique, unchanging traits, dispositions and temperaments and mentions *“anxiety, locus of control, achievement orientation, intrinsic motivation, self esteem, social competence”* as illustrations of these traits that could not be confined, in his opinion, into one singular personality profile.

Furthermore, he argues that personality has been studied from various perspectives related specifically to differing cognitive and learning styles. In this respect, in an attempt

to clarify the confusion surrounding these two seemingly closer concepts, Dörnyei and Skehan (2003, p.602) set clear distinctions between '*cognitive*' and '*learning*' styles and regard them as different concepts. In their conception, *a cognitive style* is limited to 'information-processing preferences' and represents "*a predisposition to process information in a characteristic manner*" whereas *a learning style* 'embraces all aspects of learning' and consists of "*typical preference for approaching learning in general*".

In addition to that, Riding (1993, as cited in Smith, 1996, p.31) highlights the conceptual difference between the term '*style*' that refers to "*a habitual manner (i.e. an in-built and automatic way of learning)*" and '*strategy*' that represents "*a conscious attempt to deal with a particular situation and may be derived in part from the drawbacks of the style*". He also contrasted between a '*learning style*' that he defines as "*distinctive and habitual manner of acquiring knowledge, skills or attitudes through study or experience*" and '*learning strategy*' that he views as "*a plan of action adopted in the acquisition of knowledge, skills or attitudes through study or experience*".

2.6.2.2. Types of Learning Styles

Many research investigations in the current literature tend to converge on the fact that learners differ in their learning styles. The latter deemed by Mariani (n.d) as a mere subset amongst a taxonomy of other factors such as motivation, intelligence, sensory preferences, social and economic conditions that all influence in a subtle way learning behavior. In effect, the concept itself of learning styles, being the end product of a net of genetic, social, cultural and experiential influences, entails many nuances and hold different 'meanings' to researchers. Pontecorvo (1994, as cited in Myftiu, 2015, p.215) considers learning style as "*a consistent approach of responding to stimuli and using them*

within the learning context. It is an approach, through which a person perceives, conceptualizes, organizes and remembers information”.

Besides, Mariani (n.d, p.147) defines it as “*the learner’s general approach to learning, her or his typical and consistent way of reacting to learning tasks*”. This has led researchers to have recourse, following Smith (1996, p.30) to a more general ‘all-inclusive’ term namely ‘*personal*’ style-encompassing learning styles; cognitive styles and learning preferences. The latter refers, in his view, to adopting and ‘favoring one mode of learning over another’ namely, dependence (relying on lectures and tutorials provided from the instructor); collaboration (social interaction and engagement in team work) and independence (reliance on distance learning and computer-based learning), for example.

Furthermore, the concept of learning styles is often viewed as ‘problematic’ since it entails various taxonomies or categorizations of learning styles in the literature. Honey and Mumford (1982, as cited in Fry et al, 2009, p. 18; Smith, 1996, p.31) could be regarded, accordingly, as one of the ‘best known’ categorization for learning styles’ that entails four types of learning styles namely, activists; reflectors; theorists and pragmatists: **Activists**, stimulated by challenging and exciting conditions, opt for a positive responsive style in relation to learning experiences. **Reflectors** are ‘thoughtful’ learners who cautiously ponder, analyze and assess activities prior to making decisions or deriving conclusions. **Theorists** are keen at ‘playing’ with ‘their intellect’ and seek occasions where they can adopt their observations and hypotheses into a logically sound and objective framework. **Pragmatists** are those learners who become enthusiastic when they see their ideas turn into ‘actions’. They display little interest to reflection and are more motivated when tackling practice-relevant activities.

2.6.3. Approaches to Learning

2.6.3.1. Definition of Learning Approaches

Fry et al (2009, p.20) contend that learning styles and approaches represent different perspectives to learning and differ on the basis of the *degree* of their 'immutability'. Accordingly, unlike learning styles are more related to fixed, stable and unchanging personality features and traits, approaches to study are characterized by their flexibility and adaptability to contextual requirements and are consequently more amenable to change and modifications. Gargallo et al (2012), investigating the learning styles and approaches of Spanish first-year university students, defines approaches to learning as:

Learning processes which learners establish in order to deal with an academic task, and they originate from the learners' perceptions of the task and from their attributes. This concept offers elements that are both situational and personal . When a student is faced with a task, two basic questions are raised: What do I want to accomplish with this? What can I do to accomplish it? The former refers to challenges and motives, while The latter corresponds to the strategies and resources to achieve them. Thus, learning approaches are based on motives and adopt certain strategies.

2.6.3.2. Types of Learning Approaches

Marton (1975, as cited in Fry et al, 2009, p.10-11) argues, on the basis of his research results, that the type of approach adopted by the learner has a critical effect on his level of involvement and ultimately on the quality of his outcomes and proposes two major types of approaches to learning namely, '*a deep*' and '*a surface*' approach to learning. The

former is related to learner's tendency to creating his own meaning and understanding of phenomena; bridging the gap between prior knowledge and actual experiences and delving deeper into exploring the surrounding world in a positive and constructive mind whereas the latter is concerned with learners who are complacent with learning the basics or the rudiments to comply with external assessments. Relying on rote learning, they refrain from the process of meaning-creation and experience often limiting thoughts and emotions.

Moreover, Biggs (1987, as cited in Fry et al, 2009, p.11) identifies a third approach to study – '*the strategic*' or '*achieving*' approach that he relates to evaluation and pertains to learner's strategic ability to synchronize their effort, to manage their time, to assess their resources and to deploy all the required elements to achieve their goals. These kinds of learners are generally endowed with a solid ego and a positive spirit.

2.7. Significance of Academic Self-competency Beliefs in the Educational arena

Many researchers contend that self-beliefs mediate the effect of other variables such as abilities and prior academic achievement on subsequent performance; that is, when students nurture healthy optimistic self-beliefs in a given academic field, they display a proclivity towards investing more efforts and then achieve greater success than those who nurture fragile and pessimistic self-beliefs (Spence, 2004).

In the educational field, wealth of former research findings has lent support to the claim that self-competency beliefs play a tremendous role in the level of students' academic attainment (Kiamanesh et al., 2004). It has been demonstrated that self-competency beliefs correlate with achievement outcomes through their multidimensional impacts on motivation, self-control, anxiety and achievement goals. Thus, students with high self-competency percepts display higher motivation in their learning, a better

regulation of stress and a more effective use of learning strategies as compared with those with low self-competency beliefs.

Along the same line, students with high self-competency beliefs tend to be more positive in dealing with their academic results, showing more persistence in case of low attainment as opposed to students with low self-competency beliefs as they are likely to be more vulnerable to discouragement when they fail in their performance.

Following Schunk (1985, as cited in Spence, 2004), self-competency beliefs exert its mediational role between a student's ability and his/her academic performance in a 'cyclical' way. Accordingly, students with high-self competency percepts expend greater efforts and persist longer in academic tasks leading to increased performance which has often a positive effect on their self-competency beliefs.

Conversely, those with low self-competency beliefs tend to give up in the face of hardships, increasing the probability of experiencing failure which will in turn narrow the scope of their potentialities and negatively affect their future performance. This idea has been aptly summarized by Bong and Skaalvik (2003, p.31):

After repeated exposures to achievement situations with the same or similar tasks, they develop an aggregated sense of their own academic capability on the basis of salient success or failure experiences. Depending on whether this cognitive generalization reflects favorably or unfavorably on oneself, it gives rise to positive or negative affective reactions.

2.7.1. Academic Self-Competency Beliefs and Success in EFL

Self-competency beliefs have received scant attention in the field of English as a foreign language (EFL) education (Rossiter, 2003). Unlike other self-phenomena such as motivation (Chen, 2007), self-concept (Pajares & Schunk, chap in press) or self-confidence

(Dörnyei, 1998), the relationship between self-competency beliefs and academic achievement is less documented in the area of foreign language learning.

As a matter of fact, only few studies have been conducted in this sphere, highlighting the contribution of self-competency beliefs to foreign language achievements (Mills, 2004; Coronado-Aliegro, 2006). Illustratively, Mills (2004) in her dissertation entitled "Self-efficacy of College Intermediate French Students: Relation to Motivation, Achievement, and Proficiency" has studied the contribution of French self-competency beliefs in the area of French listening and reading to the prediction of French proficiency. The results confirm that self-competency beliefs mediate between other motivational constructs such as self-concept, foreign language anxiety, value of French language and culture, self-regulation and performance.

In the Spanish language, Coronado Aliegro (2006), using an experimental approach as a research design, studied the effect of self-assessment on the self-competency beliefs of undergraduate students studying Spanish as a foreign language. The emerging findings come to consolidate the assumption that the increased ability of students to assess their strengths and limitations when performing a task correlates with their enhanced feelings of mastery over the task at hand.

Moreover, Chen and Hasson (2007) investigated the influence of three motivational variables namely, language self-competency beliefs, perceived language value, and language anxiety on EFL learners' listening performance. This study, which was conducted within college-level English listening comprehension classes at two universities in Taiwan, indicated that self-competency beliefs, unlike the two other variables, were the only significant predictors of EFL listening performance.

In addition to that, Abdel Latif (2007) attempted to identify the factors that account for the Egyptian EFL university students' negative writing 'affect', i.e., their English

writing apprehension and low English writing self-competency beliefs. The findings emanating from data analysis are congruent with previous L1 and L2 writing studies and emphasize the effect of ‘negative’ writing achievement history in shaping high writing apprehension, low writing self-competency and fragile writing self-esteem.

Sarkhoush (2013) suggested, in a study on Iranian EFL learner’s self-competency beliefs in writing; attitude towards writing; writing apprehension and writing performance, that there was a positive correlation between self-competency and attitude towards writing on the one hand and between self-competency and writing performance on the other hand.

Besides, Doordinejad and Afshar (2014) investigated the relationship between self-competency beliefs and English achievement among Iranian third grade high school students and revealed subtle implications about the role of EFL teachers and parents in promoting productive self-competency beliefs.

Moreover, Karger and Zamanian (2014) explored the connection between self-competency beliefs and reading comprehension strategies used by Iranian male and female EFL learners. Results of this study have shown that an increase in learners’ self-competency in EFL correlated with higher scores in reading comprehension.

In addition to that, Azizifar et al. (2015) studied the relationship between Iranian EFL teachers’ empowerment and teachers’ self-competency beliefs. The findings of this investigation indicated significant positive correlation between teacher empowerment and teacher self-competency.

The literature review opines that in spite of the worldwide popularity of self-competency beliefs, research on this issue in EFL is still underrepresented within Algerian academic literature. In the Algerian context, Abdellatif Mami (2012) underscored the importance of promoting « the can do culture » in a communication entitled “Supporting the LMD system through tutoring: the can do culture in the Algerian context».

Besides, she also presented (2012) in a critical sightseeing about the LMD system in the Algerian university, a communication entitled “increasing self-efficacy towards ICT in the Algerian higher education” where she stressed the importance of instilling high efficiency perceptions in university learners with respect to using technologies in Algerian universities.

2.7.2. Association between Self-Competency Beliefs and Key Determinants of Academic Success

Success in English as a foreign language is the ultimate product of a net of complex and dynamic factors namely: Precursor factors that are relevant to the learner himself like aptitude, age, motivation and history of learning; environmental factors pertaining to social, economic and cultural setting and instructional factors including quality of instruction and institutional resources. This idea has been cogently expressed by Bialystok and Hakuta (1994, as quoted in Brewer, 2006):

Proficiency or success in learning a new language has many facets. Language is far too complex a system to reveal itself through a single skill, experience, or test. People, too, are complex; and it is reasonable to conclude that just as an individual's make up reflects a large number of strengths and weaknesses, so are these different attributes reflected in the multiple dimensions encompassed by the language. (p.1)

When students come to the language classroom, they bring with them what Contazzi and Jin (1996 as cited in Bernat, & Gvozdenko, 2005) labeled their own ‘*culture of learning*’. The latter refers to a huge storage of personal and social epistemologies, perceptions and conceptualizations about language learning which can often have serious repercussions on their future achievement behavior in EFL.

2.7.2.1. Influence of Psychological Variables

2.7.2.1.1. Self-Regard

Self-regard is one of the most closely related belief systems to competency self-beliefs. Abundant body of research in the last few decades have been interested in illuminating the distinguishing specificities of both self-regard and self-competency beliefs and produced empirical evidence on the potency and practical usefulness of these self-related perceptions and their crucial role in cognitive and psychological well-being within academic settings (Bong & Skaalvik, 2003).

Self-regard and self-competency represent two different conceptions about the self and fulfil different functions. While self-competency beliefs pertain to judgments of one's own personal capabilities, self-regard reflects a more global image about the self. Self-regard has been defined by Stein (2011, n.p) as:

The ability to respect and accept yourself—essentially liking the way you are. To have healthy self-regard is to appreciate your perceived positive aspects and possibilities, as well as to accept your negative aspects and limitations and still feel good about yourself. It's knowing your strengths and weaknesses, and liking yourself. This conceptual component of emotional intelligence is associated with general feelings of security, inner strength, self-assuredness, self-confidence, and self-adequacy.

As highlighted in the afore-mentioned definition, self-regard is part and parcel of a broader concept known as “emotional intelligence”. Romanelli et al (2006, p.69) clarifies the conceptual differences existing between ‘general intelligence’ and ‘emotional intelligence’:

General intelligence has been defined as a person's overall capacity for adaptation through effective cognition and information processing. In simpler terms, emotional intelligence might be defined as the set of skills people use to read, understand, and react effectively to emotional signals sent by others and oneself. These are skills such as empathy, problem-solving, optimism, and self-awareness which allow people to reflect, react to, and understand various environmental situations.

Extensively popularized in 1995, the concept of Emotional Intelligence has gained a considerable attention in current research literature. Being emotionally intelligent entails, following Goleman (1995, p.34 as cited by Portillo, 2011):

being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope. Unlike IQ, with its nearly one-hundred year history of research with hundreds of thousands of people, emotional intelligence is a new concept. No one can say exactly how much of the variability from person to person in life's course it accounts for. But what data exist suggest it can be as powerful, and at times, more powerful, than IQ.

Besides, self-regard is closely associated with self-concept. The latter, considered as “a global description of one's personal essence” (Kear, 2000, p.3), has been defined by Coopersmith and Feldman (as quoted in Pajares & Schunk, 2001 a) as consisting of:

Beliefs, hypotheses, and assumptions that the individual has about himself. It is the person's view of himself as conceived and organized from his inner vantage [and] includes the person's ideas of the kind of person he is, the characteristics that he possesses, and his most important and striking traits. (p.27)

A substantial number of longitudinal studies offered convergent views on the positive relationship between self-concept, self-competency beliefs and academic achievement. Research across various academic domains has demonstrated that students who harbour confident views about their abilities in a given academic domain (often labelled as academic self-efficacy) are presumed to develop positive overall beliefs about themselves in that domain (referred in the literature as academic self-concept) and ultimately attain a high academic achievement (Bong, 1998).

2.7.2.1.2. Achievement Motivation

Motivation which underpins students' energy and drives them to learn is a central determinant in success in academic performance. The word 'motivation' has Latin origins i.e "*movere*", meaning 'to move' and has often been defined "*as an internal drive that activates behavior and gives it direction. The term motivation theory is concerned with the processes that describe why and how human behavior is activated and directed*" (Singh, 2011, p.161). Besides, it has been defined by Bandura (1977, as cited in Landry, 2003, p.133), as «*a system of self-regulatory mechanisms that includes selection, activation, and sustained direction of behaviour toward certain goal. It is primarily concerned with how behaviour is activated and maintained*»

Vallerand et al. (1995) points out that understanding the concept of '*amotivation*' is paramount to having a clearer picture of the phenomenon of human motivation. The former which stands in opposition with motivation occurs, accordingly, when learners feel

impotent and losing all sense of controllability over their academic life. Amotivation is, in fact, characterized by absence of interest in academic endeavours and is often associated with dropouts and low academic attainments. In this vein, Vanthournout et al., (2012) explains the corresponding characteristics of an ‘amotivated learner’:

Students who are amotivated lack motivation altogether. They are apathetic and have little concern for their studies. They will exhibit very few learning activities, and, when they do so, they seem to lack the ability to regulate their study behavior and predominantly make use of surface strategies. This lack of motivation...partially stems from low capacity beliefs, related to low feelings of self-efficacy. (p.5)

There has been an avalanche of theories that have been developed around the construct of motivation namely, behavioural, cognitive, psychoanalytic and humanistic with the aim to provide an explanation about what energizes human behaviour and achievement. Value-expectancy theories of achievement motivation, which are embedded in the socio cognitive approach to motivation, emphasize the effect of the expectations that students experience along the process of their learning on their cognitive processes. The expectancy-value model to motivation, developed by Eccles et al. (1983), stipulates that people develop ‘goal orientations’ about their choices and degree of effort investment, in accordance with the beliefs they hold and the valence (or value) they place on the goal they seek to achieve (Jernigan, 2004).

Achievement motivation is composed of “*a varied and complex set of assumptions, assessments, predictions, inferences, values, standards, and affective reactions that may be irrational, inaccurate, and contradictory*” (Dweck & Elliott, 1983, p. 644). In the area of achievement motivation, goals have been divided basically into two types of goals: ‘mastery goals’ and ‘performance goals’. While mastery goals (called also learning goals)

are directed towards developing competencies and acquiring skills in a given task, performance goals (known also as ego-involvement goals) are concerned with displaying competence relative to others. (Pintrich, 2000)

Research has demonstrated a strong positive association between achievement mastery goals, self-competency beliefs and academic performance. It has been found out that students who adopt mastery goals nurture high conceptions about their abilities, are more engaged in their learning and have a better academic achievement than those who hold performance goals.

Related to the self-competency beliefs is 'perceived usefulness'. Defined as *«beliefs about what will accrue to the individual as a result of a performance (whether psychological, physical, social, emotional, or intellectual)»* (Landry, 2003, p.134), perceived usefulness plays a significant role in the level of students' academic attainment in mathematics.

In academic domains, most of the time students who hold high self-competency beliefs are likely to have equally high perceived usefulness. Yet, students could be high in self-competency beliefs and low in outcome expectation (namely, grades). In such cases, students, in spite of their engagement, may not be satisfied with the grading system and thus could not perceive the contingency between their learning and their outcomes. (Pintrich & Schunk, 1996)

In addition to achievement goal orientation and perceived usefulness, researchers in educational psychology point out to the impact that attributions have on students' level of persistence, use of self-control strategies and ultimately achievement behavior (Weiner, 1986). The attribution theory, according to Schunk (1991, as cited in Jernigan, 2004), highlighting a cognitive approach to motivation, proposes that individuals formulate

certain subjective theories ‘attributions’ about the general sources of their achievement behavior in an attempt to explain and make inferences about the causes underlying their success or failure.

This concept is closely intertwined with the concept of ‘locus of control’ which relates to how individuals ‘perceive’ their success or failure. In this respect, students who have an *‘internal’* locus of control tend to perceive their academic outcomes as contingent on internal factors which are within their own control like efforts, motivation and ability whereas students with an *‘external’* locus of control tend to credit their outcomes to externally uncontrollable forces such as chance or fate, for instance. (Roddenberry, 2007)

The relationship between self-competency beliefs and attribution has received little attention in foreign language learning studies (Hsieh & Schallert, 2008). However, research in other academic domains such as mathematics and science has established strong connections between the attribution theory, self-competency beliefs and students’ level of academic performance across various levels (elementary, junior high school, high school).

It has been found out that students with low self-competency views attribute their negative achievement to their abilities and are likely to have a *‘fixed’ mindset* (where ability is viewed as something that could not be modified in spite of hard strivings) while those with high self-competency beliefs hold an incremental *‘growth’ mindset* since they perceive ability as developmental and expansive and could hence be acquired by genuine engagement in academic pursuits) (Lackey, 2014; Dweck, 2000).

2.7.2.1.3. Self-Directedness

There have been numerous studies in the literature on Self-directed learning (SDL) and its close association with successful academic performance. Defined by Knowles

(1975, p.18) as *a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning strategies, and evaluating learning outcomes*”, self-directed learning implies a proactive type of learning that is based on students’ own initiative. It consists of strategies used to self-direct language learning such as planning, monitoring, prioritizing and self-management.

Costa and Kallick (2004) identifies three major characteristics of self-directed learner that he considers as “intellectual dispositions that should be cultivated in learners namely, *self-managing; self-monitoring* and self-modifying capabilities: Self-managing are learners who are good controllers their own impulses, effective developers of alternative layouts, judicious learners from past experiences and eager seekers of success; self-monitoring are learners who have enough ‘self-knowledge’ or ‘self-recognition’ to identify their strengths and limitations and act accordingly. Being persistent and charismatic, they engage in metacognitive processes and strategic planning for the sake of achieving their goals. Self-modifying are learners who readily engage in self-reflection to evaluate, adapt and modify their behaviors and remain continuously open to learning and change. Accordingly, students who nurture positive self-competency beliefs are likely to better steer their self-control and self-management processes, thereby synchronizing their skills and will to achieve academic success.

2.7.2.1.4. Proactivity (Trustworthiness, Adaptability, Planning and Tenacity)

Amongst a myriad of affective, cognitive and contextual factors that influence academic achievement in English as a foreign language, academic ‘proactivity’ is often cited as a major idiosyncratic factor that explains individual differences in E.F.L learning.

In line with Tornau and Frese's definition (2013, as cited in Tymon, 2015, p.5049), "proactivity is an umbrella term for various constructs with some such as proactive personality being more stable over time and others such as personal initiative being more malleable and thus more trainable". Besides, Smirli (2013, n.p) contends that the concept of 'proactivity' is associated with several positive academic qualities:

All positive attributes in a student stem from being proactive. Proactive students show initiative and take action to achieve their goals. These students problem-solve and make decisions for their educational path. The proactive student is often drawn toward entrepreneurship. These students do well in online courses in which they must accept responsibility for their education. Proactive students are typically self-sufficient in meeting deadlines. They are not easily distracted and can function with limited direction. Proactive students rely on past experiences to solve new problems. They also demonstrate a higher perception of the quality of their learning.

Proactivity is intimately related, for example, to engagement (referred to also as involvement or commitment). Defined by Gunuc and Kuzu (2014 as quoted in Gunuc, 2014) as: "*the quality and quantity of students' psychological, cognitive, emotional and behavioral reactions to the learning process as well as to in-class/out-of-class academic and social activities to achieve successful learning outcomes*" (p.216), engagement describes, basically, energy in action, that is the connection between the person and the activity. In this vein, Casuso-Holgado et al (2013) states that engagement requires both students' compliance with instructional laws and values and at the same time a fervent emotional commitment to their learning.

Following this line of thought, engagement can take different forms namely, cognitive engagement (translated illustratively by commitment to learning goals and opting

for strategic learning); emotional engagement (displayed by showing interest and motivation in the classroom) and behavioural engagement (expressed by positive conduct and attentiveness).

Proactivity acts, in effect, as a common mechanism of personal agency that plays a significant role in the prediction of achievement behaviours. Educational Research has shown a positive correlation between self-competency beliefs, proactivity and academic outcomes. Students who hold an optimistic outlook about their competencies in the domain of mathematics, for instance, are found to be more engaged in their learning and ultimately more successful than those with low self-competency beliefs (Saeed and Zyngier, 2012).

In effect, Recent studies have uncovered the usefulness of a core set of attributes namely, trustworthiness; adaptability, planning and tenacity in achieving academic success in higher education. Tenacity, which entails the activation of the mechanism of '*positive adaptation and development*' when facing adverse circumstances (Hamill, 2003, p.115), is closely linked to another equally complex and multivariate construct namely, persistence which refers to a series of pathways chosen by the learner to achieve a given educational goal and represents the end product, or rather in Hilton's words (1982) "*the cumulative impact of a chain of career decisions taken by the individual student*"(p.2).

Research in educational psychology has underlined the association between self-competent qualities, effective coping mechanisms and academic performance. Students with high self-competency beliefs are likely to be more tenacious in dealing with adverse situations i.e. recover more easily from failures when their accomplishments fall out of their expectations, display higher levels of persistence and ultimately achieve better than those with negative self-competency beliefs (Raooifi et al., 2012).

2.7.2.1.5. Emotional Awareness

Arabsarhangi and Noroozi (2014, p.676) considers emotions as ‘central’ to human’s being and divides them into “*short-term emotions, long term moods and very long term emotional dispositions of personality*”. Defined by Knoetze (2013, p.88) as “*an internal process orientating a person regarding events or people in his or her life; this orientation implies a positive or negative experience and is accompanied by an indication of a reaction to the event or person involved*”, emotional awareness is an affective variable that is likely to affect (though with varying degrees) students’ level of academic performance.

According to Knoetze (2013), emotions- as a system in itself- is a complex concept that has, accordingly, three basic levels: *biochemical or biological* (involving bodily reactions to stimuli such as accelerated heart rate and sweating); *behavioral* (entailing emotion expression through actions such as crying, for instance) and *cognitive* (implying expression via language).

Currently, there is a growing interest by scholars and researchers in the literature to associate academic success to an important emotional competency, which is in turn an ingredient of emotional intelligence (as it is the case of self-regard) namely, “emotional awareness”. The latter pertaining to management and regulation of one’s emotional states is regarded as critical to successful academic functioning. It has been defined by Rieffe et al (2008, p.756) as:

An attentional process that is interconnected with some interpretative and evaluative functions. This attentional process not only enables us to monitor our emotions, but also to differentiate between various emotions in a qualitative sense; to locate their antecedents; and to

acknowledge the physiological correlates of the emotion experience for what they are.

Extensive research findings have displayed a correspondence between emotional awareness and one's ultimate achievement outcome. In effect, a low understanding of one's negative emotions can obstruct cognitive functioning and ultimately impair effective performance and the reverse situation is also true. Additionally, a number of researcher investigations have asserted that the relationship between negative emotions such as anxiety and achievement is made possible only through the mediating role of self-competency beliefs. Accordingly, the observable linkage between anxiety and diminished performance may be co-effects of low self-competency beliefs (Brewer, 2006). Hence, some students are susceptible to fail in navigating anxiety-generating situations because of their discouraging self-competency beliefs.

2.7.2.1.6. Self-Assessment

McMillan and Hearn (2008, p.42) contend that self-assessment is a construct that is closely related to three basic 'areas of study' namely, cognitive and constructivist theories of learning and motivation; metacognition theory and self-efficacy theory and define it as:

A process by which students monitor and evaluate the quality of their thinking and behavior when learning and identify strategies that improve their understanding and skills. That is, self-assessment occurs when students judge their own work to improve performance as they identify discrepancies between current and desired performance.

Besides, in addition to emotional awareness, many researchers in the literature have underscored the importance of 'accurate self-evaluations' and 'self-confidence' as assets

for successful academic behaviours. In this context, Goleman (1998, as cited in Arabsarhangi & Noroozi, 2014, p.677) distinguishes these two components of emotional awareness and relates self-assessment to “*knowing one’s strengths and limits*” while describes self-confidence as “*sureness about one’s self-worth and capabilities*”. Self-confidence, which relates to students’ faith in their ability to achieve a certain goal, has been envisioned as a potential predictor of their ultimate level of attainment in a given academic domain (Ferla et al, 2009; Honicke & Broadbent, 2016).

In the current study, focus is laid, at a more field-related level, on assessing students’ belief in their competency to succeed in the subject of discourse analysis taught in English language sciences. The underlying assumption is that students who are confident of their abilities to succeed in discourse analysis are likely to have a high level of performance in discourse analysis as compared with those who are less convinced about their academic potentials.

2.7.2.2. Influence of Instructional Variables

2.7.2.2.1. Feedback from Teachers

Educational research has underlined the ‘distinguished’ status that teachers hold in the learning-teaching paradigm. This is rooted in the contention that the belief alone that teachers hold about their students’ academic ability increases the probability that it would be fulfilled. This underlines what is termed in the educational literature as ‘the Pygmalion effect’. The latter is often cited as a factor that can have a positive or negative impact upon students’ records in a particular achievement domain. In this vein, Chang (2011, p.198) stated that students turn “*to live up to what’s expected of them and they tend to do better when treated as if they are capable of success*”.

A growing body of research investigations have emphasized the crucial role that teachers play in fostering an appropriate affective classroom framework for their learners through instilling in them a positive mindset *vis à vis* the learning activity and high expectations for success. In this respect, “*a teacher with his teaching methods and furthermore with his attitudes and behaviors, provides his students to gain a mentally healthy personality and to have a new clear world view by leaving unforgettable traces on them*”(Mucella et al, 2011, p. 738).

Besides, Pajares (2000) has reported that students often act in a way that is compatible with their teachers’ perceptions. In effect, the type of expectation that teachers convey to their students can either support or detract educational accomplishments. It is interesting to note that the effect of negative messages of ability might be even more damaging especially for learners who harbor depleted self- image and have a low past academic attainment.

In this vein, it is worth mentioning that Požarnik and Lavrič (2015, p.78-79) have provided a description a group of German academic and researchers developed a list that entail the ‘key competencies’ that should characterize Higher education teachers. These competencies could be summarized as follows: ‘**Subject knowledge**’ that refers to “*historical knowledge, knowledge about borders and “neighbourhood” of one’s discipline. Also included are the abilities to connect research and teaching, to assess professionally, to organize links to practice and to master a wide repertoire of methods*”; ‘**Self-competence**’ that encompasses “*the ability to reflect and learn from experience; curiosity and doubt, ability for holistic thinking in contexts, for thinking positively, for keeping integrity, patience with oneself and others*” and ‘**social competence**’ that pertains to “*the ability to communicate, to stay behind (to observe and listen instead of speaking), to open space for students, to cooperate with ‘difficult’ people*”

Webler (2006, as cited in Požarnik & Lavrič, 2015, pp.78-79) opines that ‘good teachers’ in higher education are “*those who have the ability to apply a system of teaching and learning that supports students in becoming independent and responsible citizens*” and included other abilities skills that should be, accordingly, possessed by higher education teachers such as establishing connection networks between research and teaching; engaging in professional assessment, mastering a wide range of teaching methods ; fostering a bridge for learners between theory and practice; being careful about feedback; creating ‘intellectual doubt’ and provoking ‘spaces’ for autonomous problem-based learning.

2.7.2.2.2. Teacher’s Attitudes towards Students

Educational psychologists have provided invaluable information regarding the relationship between the methodological orientations that teachers adopt, in terms of teaching methods, techniques and strategies, and their students’ actual level of academic performance.

When teachers opt for ‘a communicative’, ‘open-minded’ teaching style that involves the learners as active and responsible partners in the construction of knowledge and takes the holistic nature of the learner into consideration-in all its dimensions: physical, cognitive and affective-they are likely to foster in students personal attributes that motivate them into taking advantage of learning opportunities in an emotion-based discipline such as English language learning. Moreover, this is likely to lower their anxiety, reduce ‘ego-barriers’ and ultimately enhance their chances to excel in their learning. In this context, Arnold (2011, p.11) points out to the importance of paying attention to students’ affect:

Positive affect can provide invaluable support for learning just as negative affect can close down the mind and prevent learning from occurring altogether....any classroom situation is influenced by the relationship between learning and affect but with language learning this is especially crucial since our

self image is more vulnerable when we do not have mastery of our vehicle for expression – language.

This tallies with Yunus et al (2001) assertion that student-teacher dynamics is paramount to academic success. When teachers adopt a positive teaching style in relation to their students that makes them feel respected and valued, they are likely to develop the mindset needed to strive for success and comply with their teacher's expectations.

2.7.2.3. Influence of Environmental Variables

2.7.2.3.1. Feedback from Family and Relatives

The findings of diverse lines of research show that there exists a net of psychosocial factors that account for a sizable share of the variance in success in academic accomplishments. Students build their primary self-perceptions and beliefs from the family dynamics-with all its educational, cultural and socio-economic parameters- through the type of involvement displayed by parents in relation to their children (Mahmoudi, 2012).

It is usually the case that parents who hold high educational expectations about their children's competencies use strategies that are likely to enhance their sense of self-esteem and self-competency beliefs and thereby positively influence their academic trajectories (Rivera, 2012). In some situations, the power of messages children get from their parents can be extremely influential: They can make them feel thoroughly able to strive for positive achievements in spite of hindrances. In this vein, Eccles and Ardel (2001) highlight the significance of supportive parenting and family strategies for children in disadvantaged environments:

Despite unpromising life prospects, many children manage to rise above the harsh limitations of their environment. Children's own personal efforts are likely to make a difference in such an achievement, particularly in

education, and family members or adult mentors play an important role as well.

In effect, the nature of self-beliefs that students have come to develop about themselves are hypothesized to affect their course of intellectual development and impinge on their academic achievement in English: Students whose parents develop in them a global sense of self-esteem, emphasize their competence and nurture their autonomy are likely to prepare them to be more confident of themselves and more ready to cope with unsatisfactory academic performances (Johnson, 2016). In this respect, Flahault (2006, p.297) cogently underlines the importance of creating a healthy affective framework for the children of today, the adults of the future:

L'éducation implique un rapport entre la génération des adultes et la génération des enfants. Le vivre-ensemble est d'abord le vivre-ensemble de l'enfant avec les adultes qui s'occupent de lui. Ce rapport ne se limite pas à une transmission de connaissances ; c'est un lien personnel par lequel un enfant se trouve encadré, reçoit la possibilité d'exister. La bienveillance que les adultes manifestent à son égard, associée à la solidité du cadre qu'ils lui fixent, constitue un facteur essentiel. Si la relation est vécue d'une manière satisfaisante par l'enfant, lui-même pourra d'autant mieux nouer des relations avec les membres de sa propre génération et devenir un homme ou une femme.

2.7.2.3.2. Environmental Support

Recent research has shown that students' level of academic achievement might be closely related to the type of conceptions they hold about their environmental and cultural milieu. It is worth mentioning that many studies have indicated that personal competency beliefs are sensitive to the specificities inherent to the culture to which the person belongs.

Culture has been defined by Hofstede et al (2010 as quoted in Evans, 2014, p.35) as: “*mental programming that is acquired early and expressed throughout life. It is also known as shared thinking, feeling and includes actions, all of which are learned from home, school and communities*”. The development of self-competency beliefs is, according to Evans (2014), deeply entrenched in the core societal systems namely, the family, the school and the community. In this respect, Oettingen (1995, p.151) highlights the subtle relationship between culture and self-efficacy

Forming beliefs of personal efficacy is a complex process of self-appraisal which entails selecting, weighting and integrating information from multiple sources. It is in this appraisal process that culture may play its influential role. Culture may affect not only the type of information provided by the various sources, but also which information is selected and how it is weighted and integrated in people’s self-efficacy judgments.

The cross-cultural differences of the self-competency belief system may attest, in effect, to the intricacy of personal efficacy beliefs which is, in effect, the end product of a self-persuasion process that culminates from a variety of personal and contextual factors that it would be not easy to disentangle their confounding influences.

As an illustration to the cultural differences on the basis of individualism/collectivism dimension, Evans (2014) holds the belief that in Western societies characterized by individualism, emphasis is laid when educating of child on making him acquire the know-how rules and expand the scope of his own knowledge so as to realize his full potential as opposed to more collectivist societies which rather strive to be ‘in tune’ with the community needs through adopting performance goals that display

their competencies in front of others. In case of success, unlike societies high on individualism that give more ‘valorization’ to individual capabilities and place premium on personal academic evolution, collective societies grant more importance to the satisfaction of the group expectations at the expense of individual aspirations.

Hence, it is speculated that learners, generally, may be more stimulated to succeed when they feel encouraged by their social institutional settings. Yet, this remains contingent on many factors that are related to the learner himself namely, his psychological profile and to the extent to which he is ‘endorsed’ in his decision to learn. In effect, students who are persuaded of their abilities often follow ‘a mastery’ orientation and nourish a strong desire towards ‘self-determination’ and thereby when they engage in an activity, they do it, regardless adverse environments, in Deci’s words, ‘*with a full sense of wanting, choosing, and personal endorsement*’ (1992 as quoted in Dörnyei, 1998, p.121).

Conclusion

Endeavor has been made, along this chapter, to capture the subtle complexity of self-related phenomena and to explore their interaction with the dynamics of achievement behavior. Review of the literature has demonstrated that self-competency beliefs, regarded as a key factor in entrepreneurial education, is intertwined with cognitive and non-cognitive factors. It has also underlined the significance of developing a set of competencies in university learners so as to enhance their overall level of academic achievement in EFL.

Chapter Three

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Chapter Three

Methodology

Introduction

In this chapter a detailed description of the research context of our investigation has been provided, including the population chosen for our study and the area of interest tackled. Besides, it includes the presentation of the measuring tool implemented for our study namely, the « **ELS-Academic Self-Beliefs Survey**»; an explanation of the choice underlying its use as the instrument for gathering data, followed by a clarification of the various steps of data collection. In addition to that, light has been shed on the methods used for the analysis and the interpretation of data that is, the chi-square test (the statistical probability test) and the Pearson correlation coefficient.

3.1. Research Design and Instruments

As mentioned in the general introduction, the current investigation was conducted to determine factors that might explain Master 1 learner's academic differences in academic achievement in English language sciences (ELS) in general and in the subject of discourse analysis in particular. Focus was put, specifically, in probing the type of beliefs and perceptions they hold in relation to a set of personal and contextual factors that are likely to impinge on their level of academic attainment in discourse analysis. We sought to check, in effect, whether or not the academic outcomes (marks) that Master 1 learners attain in discourse analysis are associated with the type and nature of academic beliefs and perceptions they nurture in the context of ELS learning.

With this purpose in mind, attempts have been made to analyze the patterns and explicate trends that emerge from students' responses and to investigate the extent to which those patterns corroborate the findings of previous research in the literature. In this context, the following research sub questions have been formulated in accordance with the basic research question posited in the introduction:

- What kind of beliefs do Master 1 successful students in discourse analysis hold in the specific context of ELS learning?
- What kind of perceptions do Master 1 unsuccessful students in discourse analysis hold in the specific context of ELS learning?
- To what extent, if any, might self-regard; achievement motivation; self-directedness; proactivity; emotional awareness; self-assessment; perceived teacher's feedback; perceived teacher's attitudes; perceived family and relatives' feedback and perceived environmental stimulation influence Master 1 students first-semester scores in discourse analysis?

Hypothesis formulation is an important step in the research process. The research hypothesis being *“a tentative answer to a research problem expressed in the form of a clearly stated relation between independent ('cause') and dependent ('effect') variables. Hypotheses are built around a more general research problem”* (Siniscalco & Auriat, 2005, p.5). Therefore, our hypothesis, in line with the research questions and aims, stands as the following: It is hypothesized that when Master1 learners develop positive beliefs and perceptions in the specific field of English language sciences, they are likely to record positive scores in discourse analysis and when they develop negative and limiting beliefs and perceptions in ELS, they are likely to have negative scores in discourse analysis.

Siniscalco and Auriat (2005, p.5) define a variable as “*a characteristic that can assume two or more properties. If a property can change either in quantity or quality, then it can be regarded as a variable*”. Following their definitions on (p.7), dependent variables are “variables the researcher is trying to explain (for example, student achievement)” and Independent or explanatory variables are “variables that cause, or explain, a change in the dependent variable”. Hence, the **dependent variable** in our present study, for which we seek an explanation is, student achievement behavior in discourse analysis) and the **independent or explanatory variable** that might affect student’s academic achievement is the student’s self-beliefs and perceptions in English language sciences.

To meet the intended objectives of this research, a survey was conducted via the mode of ‘a questionnaire’ as a data collection procedure administered to students in order to probe their ‘*minds*’ and unfold how they ‘think’, feel and behave in the specific ELS situation. Their attitudes, motivations and awareness will be ‘inferred’ from the type and nature of self-appraisals recorded in the different sections and items in the “*ELS- Academic Self-Beliefs Survey*”.

3.1.1. Participants and Setting

The population of this current investigation comprises EFL students inscribed in the second cycle of the LMD system. They were in their first year of Master degree in English language sciences (ELS) preparing ‘a Master’ degree in English language sciences enrolled at the Department of Letters and English Language, Faculty of Letters and Languages, Constantine1 University during the academic year 2014-2015. The total number of the population (section one) is one hundred twenty-eight students (128 Ss) subjects scattered over four (4) groups namely, G7, G9, G10 and G11.

A sample (representing a relatively small group selected from the target population) includes 92 students i.e., 23 students per group consisting of (04) males and (88) females chosen from the mother population following ‘simple random sampling’. The latter stands as a more convenient way of drawing a sample that is, a group of subjects from the ‘frame population’ and making sure that the sample is unbiasedly representative of the mother population (the population of interest) from which it is derived. In this respect, Easton and McColl (1997, para.2) notes that simple random sampling is:

The basic sampling technique where we select a group of subjects (a sample) for study from a larger group (a population). Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample. Every possible sample of a given size has the Same chance of selection.

We should pinpoint to the fact that our survey is, in fact, a ‘sample survey’ carried out on specific group derived from the larger population as it is deemed more speedy, effective and practical than surveys with larger spectrums, known as ‘the census’, involving the whole population (Surbhi, 2016). This type of research tool, in spite of its apparent easiness in use, it is, as Visser et al. (n.d) argue, practically, difficult in its application since its needs that every subject in the population to be faithfully represented in the sample to avoid bias or ‘sampling errors’. In addition to that, the ‘representativeness’ of the sample stands as a primary condition for the effectiveness of the survey. Thus, attempt was made when selecting the sample to take all these elements into consideration

Variable	Frequency	Percentage
Gender		
Male	<u>08</u>	<u>6.25</u>
Female	<u>120</u>	<u>93.75</u>

Table 3.1: Demographical Profile of the Population

Variable	Frequency	Percentage
Gender		
Male	<u>04</u>	<u>4.34</u>
Female	<u>88</u>	<u>95.65</u>

Table 3.2: Demographical Profile of the Sample

As it can be easily deduced from table 3.1 and table 3.2, females tend to be more dominant than males, in terms of numbers, both in the sample and target population (cf. appendix B). As a matter of fact, the sample is characterized, throughout the four groups in ELS, by a higher proportion recorded for female students namely, (95.65%) as contrasted with that of males (4.34%).

This numerical superiority that seems also to be a peculiar feature of the entire population of ELS- entailing 8 males solely (6.25) as opposed to a larger proportion of 120 female students (93.75)- stipulates many connotations. One of the possible explanations of these discrepancies might be related, as it is reported in the literature, to the fact that girls tend to lean more towards language arts and thus may be more interested than boys in carrying out

a career in English language sciences (Nikitina & Furuoka, 2007). However, it should be noted that it is not our intention, with respect to the present investigation, to study gender differences and their relationships with attainment in English language sciences.

3.1.2. Data collection procedures

3.1.2.1. Data Sources

The data sources for study are the participant’s self-evaluations provided on the «**ELS-Academic Self-Beliefs Survey**» and their marks achieved in a written- based exam in the first semester exams in discourse analysis (DA) taught to Master 1 learners specialized in ELS. It is worth adding that endeavor is made to ‘tailor’ the survey instrument while testing learner’s academic self-beliefs to the specific area of English language sciences. Because of time wise considerations, emphasis is laid on analyzing students’ achievement behavior in the subject of discourse analysis only before generalizing assessment, hopefully, in the future, on the basis of feedback generated from the present study, to other subjects in the field of English language sciences.

As it is shown in table 3.3, the subject of discourse analysis- in addition to pragmatics- constitutes a core subject in the unity of linguistics. Having one coefficient, it is taught once a week (for 1 hour and a half) for Master 1 learners in ELS.

Unité d’enseignement	Coefficient de l’Unité	Matière	Coefficient de la Matière
Compétence	4	Expression Ecrite	1
		Expression Orale	1
Linguistique	4	Analyse du Discours	1
		Pragmatique	1
Didactique	4	TEFL	2
		Psychopédagogie	1
		Processus d’acquisition	1
Méthodologie	1	Méthodologie	1
Statistique	2	Statistique	1
		Français	1

Table 3.3: Coefficients of Master 1 Units and Subjects in English language Sciences

3.1.2.1.1. Discourse Analysis

As far as the texture of discourse analysis (or analysis of discourse) is concerned, it has been defined as “language use above the level of the sentence” (Stubbs, 1983) and described as ‘language in context’ or (real life) ‘language in use’. In this framework, students are expected “*to explore how the meaning and interpretation of a text may be negotiated around the selection and use of particular syntactic and lexical forms or even aspects of pronunciation*”. In this vein, Woods (2006) defines discourse as ‘language in use’ or ‘language plus context’. By ‘context’ she means, ‘the personalized’ context that the user brings to the language that has both ‘a changing’ and ‘a changeable’ character and entails, accordingly, the sum of the user’s own beliefs, experiences, assumptions, expectations and worldviews. Besides, she explains the significance of discourse analysis in fostering learner’s awareness about the communicative functions of language. The latter regarded “*as integral to the fabric of our daily life*” (p.x) plays, in Wood’s belief (2006, p.viii), a crucial role in molding the social ‘self’ as an important dimension in the process of ‘self-construction’:

Our social relationships are wholly realized in language; language leads us to act and behave in a certain way, and it is a powerful shaping force in how we think about and construct the world we live in. (...) it is equally certain that the way we use language is an essential part of human experience. It may even be largely through the social practice of language that we actually ‘construct’ ourselves as we negotiate our way through life

3.1.2.2. Data Collection:

3.1.2.2.1. The Survey

In line with the research aims and in an endeavor to confirm the hypothesis, a survey was conducted, based on a questionnaire mode, for the sake of collecting data (Surbhi, 2016). Being more general, having larger prospects and tackling many elements in a specific area, the survey instrument relating following, Pinsonneault and Kraemer (1993, p.77, as cited in Glasow, 2005, p.1-1), to the “*means for gathering information about the characteristics, actions, or opinions of a large group of people*”, has been selected as the methodological approach of our study (Check & Schutt, 2012, p. 160). In this respect, Surbhi (2016, para. 4) contends that ‘survey’ is “*an umbrella term that includes a questionnaire, interview, observation method as a tool for collecting information*”. Moreover, he regards the questionnaire, in comparison to other modes such as face-to-face survey interviews; telephonic surveys; postal or mail out survey and internet-based survey, as the most practical mode of conducting a survey.

3.2. Description and Explanation of the Research Instrument

3.2.1. The Questionnaire description

Seeking to unveil reasons behind the achievement differences of Master1 students in discourse analysis, a self-constructed academic self-beliefs survey in English language sciences has been conducted labeled the «**ELS-Academic Self-Beliefs Survey**». Through the questionnaire, attempt is made in understanding the different beliefs, attitudes opinions, impressions and expectations that learners nurture in the specific context of English language sciences. This is grounded on our belief that student’s judgments- that could be compromised by their own motivations, emotions and experiences- are in the entrepreneurial constructivist, perspective, an important driving force for their learning and achievement behavior. This

measuring instrument consists of sixty three 55 questions divided into 8 major sections (see appendix1):

3.2.1.1. Description of Section One: Self-Regard (from Q1-Q6)

It aims primarily at gauging the conceptions that Master 1 learners hold in the specific context of English language sciences in relation to their reading; writing competencies and use of study skills. It is worth noting that some items in this section have been adapted from Gifford's (2005) *academic ability* items such as question 1 and 2, illustratively, that initially looked as: "*Do you often think of yourself as an outstanding student?*" and as "*Do you ever feel less capable academically than others at your grade level?*" and modified into: "*Do you often think of yourself as an outstanding Student in English language sciences?*" and "*Do you ever feel less capable academically than other Master 1 students in English language sciences?*", respectively to meet the objectives of our research.

3.2.1.2. Description of Section Two: Achievement Motivation (from Q7-Q17)

This part targets the exploration of Master 1 learner's *desire for achievement* as regards succeeding in discourse analysis. In addition to that, we were interested in studying the type of 'attributional' style adopted by the high-achievers and the low-achievers in discourse analysis that is, how they view 'the causes' underlying their academic results that is, their respective high and low marks and whether or not they ascribe their scores in discourse analysis to personal controllable variables such as revision planning; personal abilities and interest in ELS courses or to other external uncontrollable variables such as abstractness of subjects taught in ELS.

3.2.1.3. Description of Section Three: Self-Directedness (from Q18-Q24)

This section investigates the extent to which Master1 learners can direct their learning in English language sciences. Focus is laid on assessing their capacities to be assertive in their defense of their arguments; to be critical in evaluating new data; to be good users of study skills; know how to seek information and assistance, when needed, from external sources and know how to organize their learning and manage dissuading events. The items of this part have been adapted from Fisher et al. (2001) self-Directed Learning Readiness Scale (SDLRS) (2001) and have been subjected to changes in content and structure to suit the context of the study. It should be stated that items in the scale of Fisher et al. are deemed too general and cannot thus fit our specific research situation in ELS.

Attempt is made, thus, to make the instrument ‘responsive’ to the ELS learning situation that is, to truly reflect student’s beliefs in their efficiency to deal with various academic demands and learning challenges related to the field of ELS. A case in point is, “*I critically evaluate new ideas*” in Fisher et al scale modified into “*To what extent do you feel able to critically evaluate new ideas when you take your courses in English language sciences?*”.

3.2.1.4. Description of Section Four: Proactivity (from Q25-Q32)

In this section, learner’s proactivity is investigated in connection with their learning in ELS. The former is assessed on the basis of their level of trustworthiness, adaptability, planning and tenacity) in the various situations they are bound to face in the course of their learning in ELS such as, for example, adopting a trustworthy conduct in relation to preparation of exams; adaptability to complex learning situations; developing mental plans for self-improvement and remaining tenacious to achieving one’s personal academic objectives.

3.2.1.5. Description of Section Five: Emotional Awareness (from Q33-Q38)

This part is devoted to gauging the degree of learner's awareness about the feelings and emotions they experience during various learning situations in ELS such as, to cite only few, when having assessments in ELS; when expressing themselves orally; when writing research papers and during ELS classes.

3.2.1.6. Description of Section Six: Self-Assessment (from Q 39-Q44)

This section inquires about the way students evaluate their own capacities to succeed in the five (5) teaching units taught in ELS namely, 'competence'; 'linguistics'; 'didactics'; methodology and statistics.

3.2.1.7. Description of Section Seven: Perceived Teacher's Feedback/ Perceived Teacher's Attitudes (from Q45-Q49)

It aims at collecting data about student's opinions in relation to the type of feedback they think they receive from their teachers (optimistic or pessimistic) and their views as regards their teacher's use of motivational strategies that stimulate them, instill in them proactive thinking and 'ingrain' in them the desire to succeed in ELS.

3.2.1.8. Description of Section Eight: Perceived Family / Relatives' Feedback and Perceived Environmental Support (from Q50-Q55)

In this part, student's beliefs are gauged in order to obtain data about the type of judgments learners have concerning the feedback they get from their family and whether or not they develop in them a positive 'vision' about their achievements in ELS; the nature of

feedback they get from their relatives and the type of beliefs they hold with respect to environmental stimulation and support.

3.2.2. Pilot Administration

Pilot testing is undeniably a crucial step in the research process; it enables to gauge the main population's reaction and capture information about the specific context of English language learning. In addition to that, it provides the opportunity to check the clarity of questions and identify potential areas of difficulties in the research instrument (Monette et al., 2002). In this context, Blaxter, et al. (1996, p.122) emphasizes the sheer value of carrying out a pilot study as a first preliminary investigation before designing the final study:

You may think that you know well enough what you are doing, but the value of pilot research cannot be overestimated. Things never work quite the way you envisage, even if you have done them many times before, and they have a nasty habit of turning out very differently than you expected.

Before the administration of the questionnaire to the mother population, the instrument was tested on a convenience sample of twenty students from the target population (Master 1 learners specialized in ELS). The pilot study has highlighted the need for applying certain modifications in relation to issues related to administration procedures like time allowance and guidelines for the completion of the different sections of the questionnaire. In spite of the overall comprehensibility of questions to informants, some explanations has been made concerning certain questions as it is the case with question 47 in part seven where students inquired about the meaning of 'can do spirit'. Thus, we decided to drop this term and reformulated it into "*Do you think that your teachers stimulate you to strive for success in*

English language sciences". We felt, in fact, that the use of 'can do spirit' expression was too theoretical and confusing for students and that it would be more appropriate to use in a questionnaire survey that is addressed to teachers rather than students.

Moreover, changes concerning the structure and the content of some questions related to sections seven and eight in the questionnaire. For example, questions 45 and 46, associated with assessing the nature of teacher's feedback and attitudes manifested towards students have been deemed 'two-barrelled' as they entailed two underlying meanings (ideas) namely, the teachers being positive influential 'agents' and teachers as 'providers' of positive academic feedback. On the basis of the clarifications given to students when answering their questions, we came to realize that 'exerting a positive influence on one's career' is categorically different from 'giving positive feedback'. Besides, teachers can yield sometimes through negative feedback, a powerful positive effect on learner's 'holistic selves' which lead in turn to positive academic achievements.

Therefore, question 45 and 46 that initially looked as such: "*Do you think that your teachers exert a positive influence on both your personal and academic development through providing you with an optimistic feedback about your achievements in English language sciences?*" and question 46: "*Do you think that your teachers exert a negative influence on both your personal and academic development through providing you with a pessimistic feedback about your achievements in English language sciences?*" needed to be reformulated and became: "*Do you think that your teachers provide you with an optimistic feedback about your achievements in English language sciences?*" and "*Do you think that your teachers provide you with a pessimistic feedback about your achievements in English language sciences?*" respectively.

The same thing holds true for question 50: "*Do you think that your family exerts a positive influence on your psychological well-being through promoting in you an optimistic*

vision about your achievements in English language sciences?” that has been modified into: *“Do you think that your family promotes in you an optimistic vision about your achievements in English language sciences?”* and question 51: *“Do you think that your family exerts a negative influence on your psychological well-being through promoting in you a pessimistic vision about your achievements in English language sciences?”* has been turned into: *“Do you think that your family promotes in you a pessimistic vision about your achievements in English language sciences?”*.

3.2.3. Questionnaire Administration

After the refinement of the pilot version, to ensure student’s attendance and cooperation, we thought of motivating ELS Master 1 learners a week prior to the administration of the questionnaire to be present on Monday the 15th of December 2014 by explaining the objectives of our research meant to shed light on the factors that are likely to influence success in English language sciences. However, on the day of delivery and collection of the questionnaires, we recorded 19 absents throughout the four groups, with the highest rate being recorded in group 11 as only 11 students attended the class. We could not postpone the study after this date since students were going to be on winter vacation starting from 21st December, followed by the first-semester examinations immediately after the vacation.

We decided, therefore, to conduct the survey, in spite of these hindrances given the fact that we were compelled, because of theoretical and practical considerations, to have their self-evaluations before they take their examinations. Therefore, opting for a ‘hand-to-hand’ medium for the delivery and collection of the questionnaire, we devoted-on the basis of the lecturer’s consent, 45 minutes from the time devoted to the subject of psycho pedagogy to administer 73 questionnaires to Master 1 learners at the University of Constantine1, Department of Letters and English Language.

The questionnaire survey was given to a sample of seventy-three students (73) including four (3) males and seventy (70) females. The administration of the instrument for the four groups was conducted by the researcher. Attempt was made to target the ELS-ASBS to the field of interest i.e. English language sciences and to assess more specifically the multifaceted ways in which the beliefs of Master 1 learners operate within that specific context.

Besides, to avoid comprehension problems when answering the scale, the rating scale was explained to the four (4) groups and some clarifications were provided as regards the completion of the different questions. Students were allotted 1 hour to answer the scale items and were made aware about the need to answer in a frank and open way. In addition to that, a list of code numbers was created for the sake of identifying and debriefing data and each participating student was matched then to its corresponding code number mentioned at the top of the introductory page of the scale.

3.2.4. Limitations of the Study

Understanding the limitation of this investigation would enrich conceptions of academic self-perceptions for success in English language sciences to include other perspectives and methodologies when assessing the construct. One major limitation of this investigation is that the data collected in the sample is based on students' self-appraisals recorded in the questionnaire survey. This fact suggests that one should be conscious when interpreting data about certain inherent 'built-in' limitations that render data vulnerable to a set of distortions in students' responses. (Chacon, 2005)

Students may have found certain items in the ELS-ASBS inconsistent with their own unique convictions or they may have refrained from disclosing information about themselves

that they deem sensitive or breaching their own privacy. They may have been also constrained with the rules of politeness and responded in a way that they think would satisfy the reader or comply with the «salient» characteristics of those who administer the questionnaire. To minimize from the effects of this problem, students have been assured that their self-ratings would remain strictly confidential and only aggregate items would be reported when analyzing data.

Another limitation is that the measure of achievement in this investigation or what is termed in the literature «the achievement index» consists of first-semester scores that students have obtained in the subject of discourse analysis of English study. Yet, one has to be mindful that relying on marks scored in one subject taught in ELS may be, at times, ‘luring’ as it reflects only partially students' genuine competence in discourse analysis. Besides, students' achievement can immensely vary from one subject to another within the field of ELS itself as it is influenced by strikingly varying factors related to students' motivation, preferences, sensitivities, teacher-students relationship and so forth. Referring to discourse analysis scores solely to measure students' achievement in ELS would not draw, hence, a full, complete and accurate image about students' achievement in this area.

Another potential limitation arises from the type of instrumentation used in the measurement of academic self-beliefs in ELS in this current study. This suggests that the ELS-ASBS is still open to further modification and revision and caution should be urged thus about generalizing the findings of this study to other populations before subjecting the questionnaire survey to further investigations. The ELS-ASBS measurement has to undergo sufficient testing of its reliability and validity with the sample studied. The lack of expected relations among constructs may be due to excessive ‘noise’ in the instrument. This suggests

that individual items may need to be reworked since the factor validity would improve with better measures.

3.2.5. Data Analysis and Processing

After the administration of the ELS-ASBS, the total score for the items of each section in the questionnaire has been calculated. Before reverse coding, the answers in section seven for question 45 “Do you think that your teachers provide you with an optimistic feedback about your achievements in English language sciences?”, for instance, have been keyed as follows:

Don't believe at all =A; don't believe =B; uncertain =C; believe =D; completely believe =E.

Hence, the higher the scores students get in this item, the higher is their belief that their teachers provide them positive feedback in English language sciences. Negative items like question (46) “Do you think that your teachers provide you with a pessimistic feedback about your achievements in English language sciences?” has to be reverse coded as well as other negatively worded questions in the eight sections of the questionnaire.

Reverse coding is a technique, in effect, that is frequently used in questionnaires that use a Likert-type scales and consist of changing the scoring numerical values to the opposite direction so that ‘don’t believe at all’ would be attributed 5; ‘don’t believe’ would be 4; uncertain still equals 3, ‘believe’ becomes 2 and completely believe 1 (Ong &Van Dulmen, 2007; Little, 2013).

The data recorded in the ELS-ASBS is subjected to two modes of statistical analysis: Pearson correlation and chi square test. While the first approach is based on calculating the correlational coefficients for the variables of the study, the second approach consists of conducting comparisons between the low-performers and the high- performers in discourse analysis on two (2) categories of factors that is, (psychological) self-related factors and the (external) contextual factors.

In an endeavor to explore the association between these salient variables in language sciences and the first-semester achievement scores of Master1 learners, an exploratory analysis of student's responses reported on the questionnaire survey was undertaken. It is worth noting that the present study obtained *achievement information* on each student on the basis of the marks attributed by their teachers of the subject, as it is shown in the department records belonging to university of Constantine 1 (cf. Appendix B). It is worth noting that because of frames related to time constraints, we could not include in our investigation the analysis of Master 1 marks scored in discourse analysis in the second semester and we were complacent with analyzing only the association between their self-ratings in the ELS-ASBS and their first-semester marks obtained in discourse analysis.

3.2.5.1. Students' Exam Marks Distribution in Discourse Analysis

This study used, hence, the first-semester scores achieved by Master 1 learners in discourse analysis as measures of student's performance (*the dependent variable*). In fact, (22) cases of success have been recorded in the sample as compared with a majority of (51) cases of failure. Marks range between [02.00 and 14.00]: Higher scores meant higher performance in discourse analysis. Scores ranging from [2.00–8.00] in discourse analysis denotes low performance or failure and scores [10.00-14.00] indicates high performance or success. The marks were gauged, in fact, with respect to learner's academic beliefs held in the specific area of English language sciences that represent *the independent variable* of the study. The investigation was mainly descriptive in nature with no manipulation exerted over the independent variable that is, the type of judgments and beliefs held by Master 1 learners with relevance to English language sciences.

3.2.5.1.1. Exam Marks Distribution of Students from Group Seven

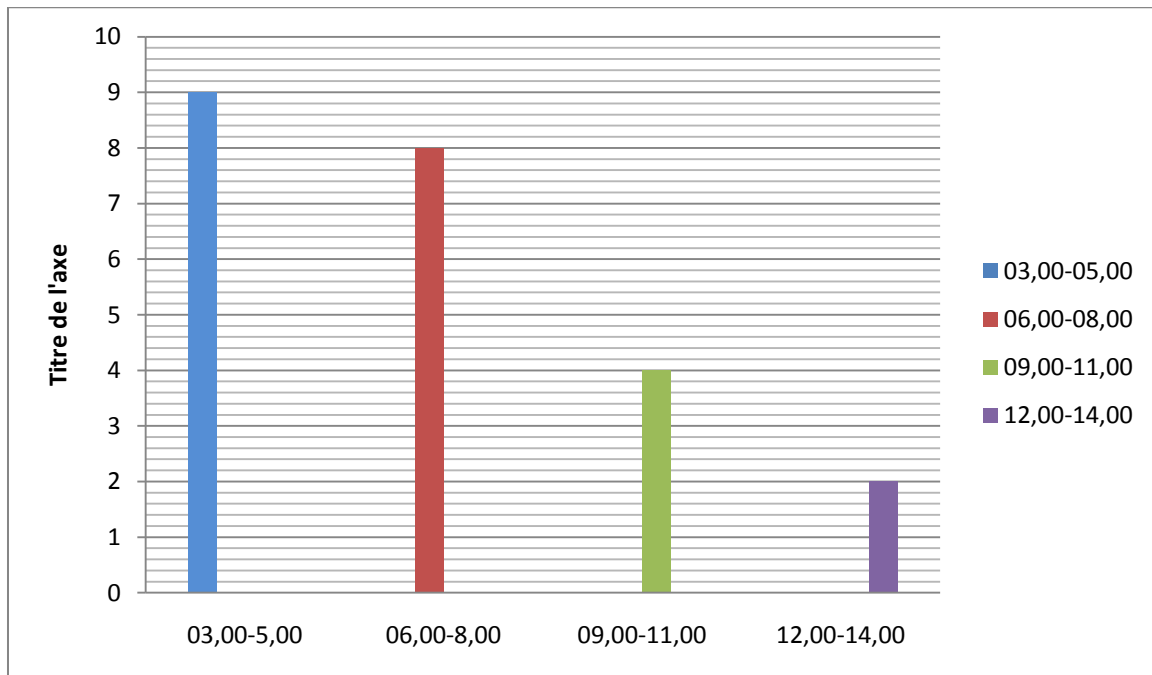


Figure 3.1: Students' Marks Distribution (Group 7)

Frequency Table	
Class	Count
3-5	9
6-8	8
9-11	4
12-14	2

Table 3.4: Frequency Distribution of Marks in Group 7

Histogram	
Mean	7.13043
Standard Deviation (s)	2.88104
Lowest Score	3
Highest Score	14
Distribution Range	11
Total Number of Scores	23
Number of Distinct Scores	9
Lowest Class Value	3
Highest Class Value	14
Number of Classes	4
Class Range	3

Table 3.5: Descriptive Statistics for Marks in Group 7

The histogram 3.1 and the tables 3.4 and 3.5 demonstrate that the marks of the successful students in discourse analysis in group 7 range between [10-14], the highest score (14) being achieved by only one student. For the unsuccessful students, marks in discourse analysis range between [3-8] and their frequency distribution is 17 Ss out of a total of 23 Ss in the sample which represents, in terms of percentage, 73.91% from the sample in this group. This high rate proportion of low marks recorded might raise many questions in relation to the reasons underlying Master 1 learner’s low academic scores in discourse analysis in this group. Explanations about the possible reasons that might explain their low achievement scores might be provided in the coming chapters.

3.2.5.1.2. Exam Marks Distribution of Students from Group Nine

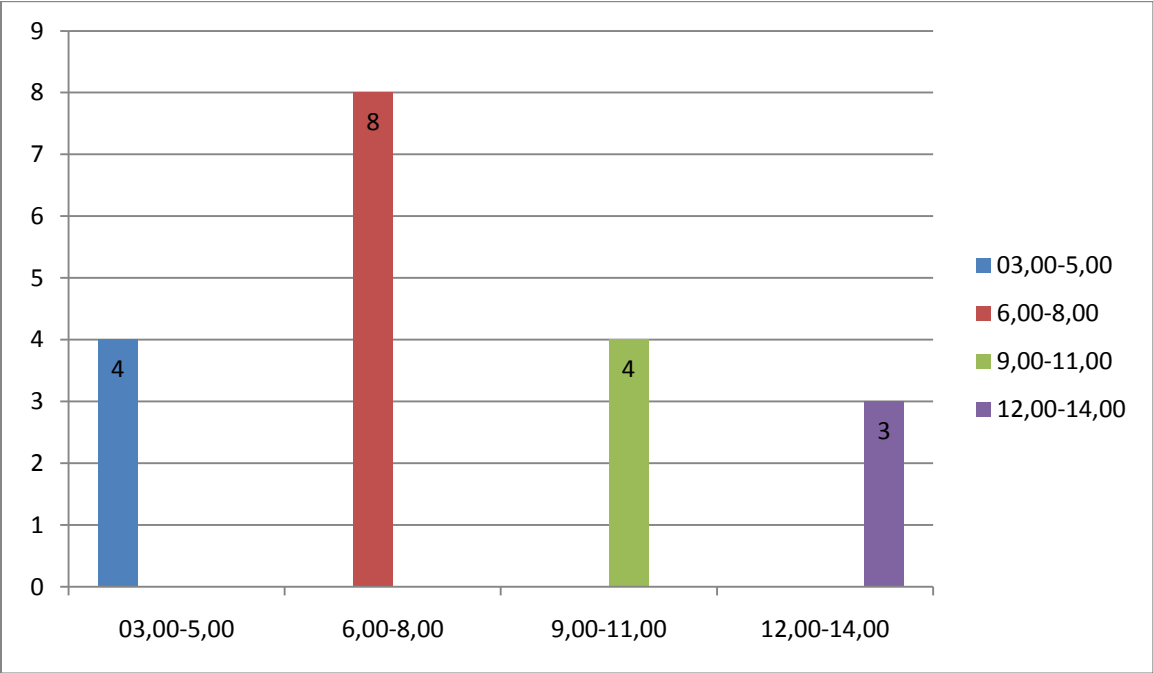


Figure 3.2: Students' Marks Distribution (Group 9)

Frequency Table	
<i>Class</i>	<i>Count</i>
3-5	4
6-8	8
9-11	4
12-14	3

Table 3.6: Frequency Distribution of Marks in Group 9

Histogram	
<i>Mean</i>	7.89474
<i>Standard Deviation (s)</i>	3.19539
<i>Lowest Score</i>	3
<i>Highest Score</i>	14
<i>Distribution Range</i>	11
<i>Total Number of Scores</i>	19
<i>Number of Distinct Scores</i>	10
<i>Lowest Class Value</i>	3
<i>Highest Class Value</i>	14
<i>Number of Classes</i>	4
<i>Class Range</i>	3

Table 3.7: Descriptive Statistics for Marks in Group 9

As it is shown in figure 3.2 and in tables 3.6 and 3.7, the number of the unsuccessful students in group 9 whose highest distribution frequency turns around the class value [6-8], is estimated at 12 Ss exceeds clearly the number of successful Ss who represent only 7 students from the sample group. This agrees with our observation recorded for group 7 characterized by the dominance of a high rate of low performance concerning the first –semester exam marks in discourse analysis.

3.2.5.1.3. Exam Marks Distribution of Students from Group Ten

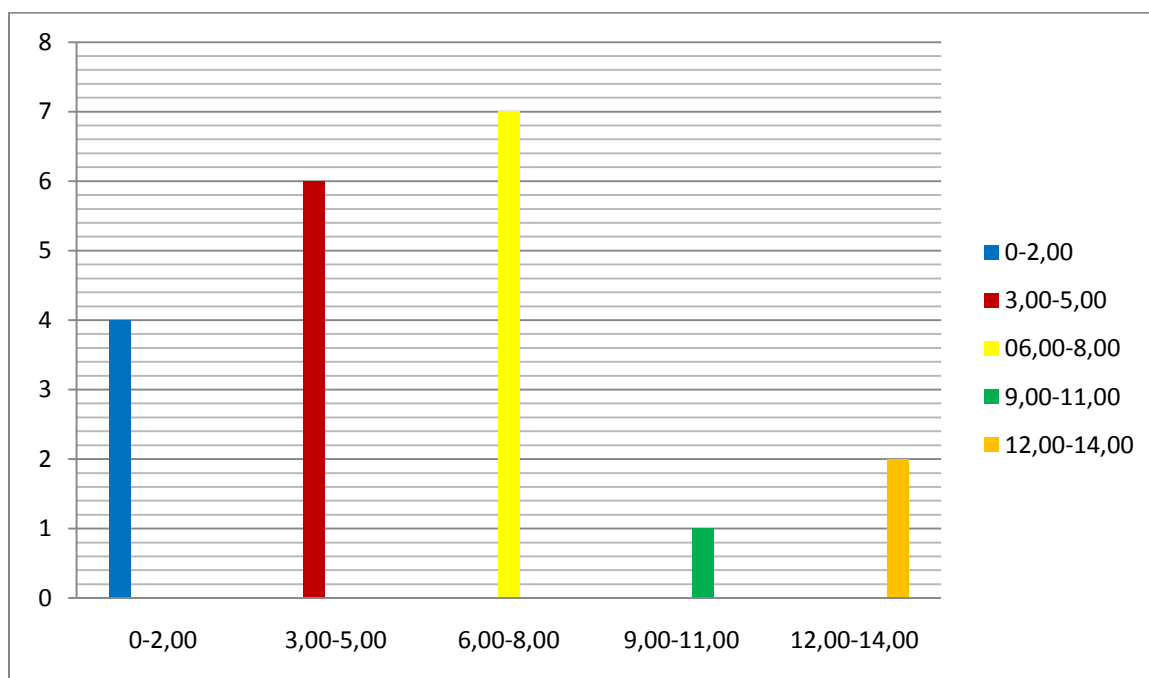


Figure 3.3: Students' Marks Distribution (Group 10)

Frequency Table	
Class	Count
0-2	4
3-5	6
6-8	7
9-11	1
12-14	2

Table 3.8: Frequency Distribution of Marks in Group 10

Histogram	
Mean	5.7
Standard Deviation (s)	3.18053
Lowest Score	2
Highest Score	12
Distribution Range	10
Total Number of Scores	20
Number of Distinct Scores	9
Lowest Class Value	0
Highest Class Value	11
Number of Classes	4
Class Range	3

Table 3.9: Descriptive Statistics for Marks in Group 10

It could be noticed from data recorded in figure 3.3 and table 3.8 and 3.9 that the majority of students in the sample group (10) that is, 17 students have attained a low exam scores in discourse analysis that range, according to its highest frequency distribution, between representing 85% of the sample group as contrasted with only 3 students who obtained positive scores that range between [6-8]. This significant rate of low marks tend to characterize also group 10 as it is the case with group 7 and 9.

3.2.5.1.4. Exam Marks Distribution of Students from Group Eleven

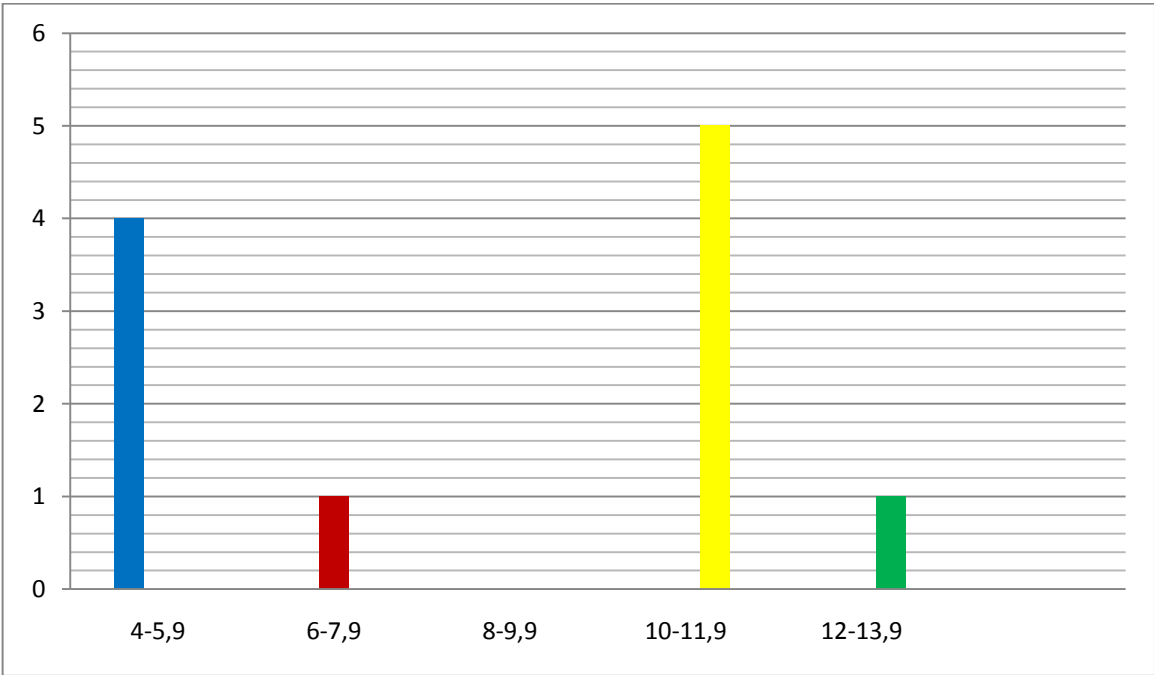


Figure 3.4: Students' Marks Distribution (Group 11)

Frequency Table	
Class	Class
4-5.9	4
6-7.9	1
8-9.9	0
10-11.9	5
12-13.9	2

Histogram	
Mean	8.04545
Standard Deviation (s)	2.91937
Lowest Score	4
Highest Score	12
Distribution Range	8
Total Number of Scores	11
Number of Distinct Scores	7
Lowest Class Value	4
Highest Class Value	11.9
Number of Classes	4
Class Range	2

**Table 3.10: Frequency Distribution of Marks
in Group 11**

**Table 3.11: Descriptive Statistics for Marks
in Group 11**

As it can be clearly seen in Figure 3.4 and in table 3.10 and 3.11, unlike what was observed in the previous groups the number of unsuccessful students in the sample group 11 whose marks range between [04.00 and 6.00] is 5 Ss and is closer to the number of successful students (6 Ss) who scored marks that range between [10.00 to 12.00], with the highest frequency recorded for the score 10 since four students obtained 10/20 in discourse analysis. This may be due to the reduced number of our sample group (containing only 11 Ss) as compared with the other preceding groups which might 'shadow' unfortunately the real success/failure rate in this group and impede us from making our evaluation in relation to the possible causes underlying such discrepancies.

3.2.5.2. Inferential Statistics: Quantitative Data Analysis

3.2.5.2.1. Pearson Chi Square Test of Statistical Significance

Pearson Chi square test of statistical significance (χ^2) investigates whether distributions of 'categorical' variables differ from one another. It is used in the current study with the aim of measuring the degree to which the two groups in the sample that is, the high-achievers and the low-achievers in discourse analysis, differ in their self-beliefs, cognitions and affect that we can generalize to the larger target population. Considered as one of the most used probability distributions in inferential (induction) statistics, the chi square test helps to find out whether or not there exists an association between two or more variables (Stockburger, 2016).

Results have been reported using 'bivariate tabular' (crossbreak) analysis since such type of analysis that consists of the 'simultaneous' analysis of the attributes of interest helps to summarize data and visualize thus more clearly the existing patterns of relationships between the attributes. The observed counts and percentages for the two categories of students have been computed, each in comparison with the corresponding mean chance expected values (Diener-West, 2008).

Then the bivariate tables have been interpreted as an integral component of the chi square test. For this purpose, a chi square probability of error threshold of 0.05 has been chosen before performing the test to avoid, as Salkind (2010) suggests, any '*temptation for post hoc compromise of scientific standards*'. The p-value $<.05$ warrants, according to most researchers in social sciences, the rejection of the null hypothesis, suggesting hence that there is 95% (1-.05) chance that the answers given by the two groups of students are different.

As with all tests of significance, the chi square value has been compared to a table of chi square distribution (labeled also criterion chi square or critical value) that is built into

statistical software packages in order to decide on the level of the significance of the result that is, the probability that the test statistic will reject the null hypothesis when the hypothesis is true. Prior to interpreting results, the degrees of freedom of the contingency tables, from which the chi square values are derived, have been computed (Turner, 2014).

Last, after the computation of the chi square statistic, it has been compared to the criterion chi- square statistic: when computed chi square value is less than the criterion chi square statistic, the null hypothesis (H_0) is accepted that is, there is no difference between the two groups of students that is, the low-achievers and the high-achievers in discourse analysis as regards their self-reported appraisals. Conversely, when the chi square value is larger than the critical value, the null hypothesis is rejected and hence the statistical significance of the relationship between the variables is confirmed that is, the claim that the two groups of students in the sample differ in their self-reported beliefs.

Yet, it is interesting to note that statistical significance does in no way mean causation. It rather only suggests that there exists an association (that may be a weak one) between the variables in the study and that the pattern of distribution already found in the sample could be generalized with much confidence to the larger population. Relating a given situation or behavior to only one cause is often, as Reiter (2000) points out, ‘an unattainable goal’ given the fact that it is often affected by other concomitant variables that are fixed and could not be altered during scientific investigations such as, for instance, age and gender.

3.2.5.2.2. Pearson Product Moment Correlation Coefficient (r)

It is an inferential statistical procedure used to measure the linear correlation (perfect correspondence) between two (2) variable (x) and (y). The Pearson product correlation coefficient (often symbolized by the latter (r) is used to estimate the degree to which the quantitative variables in the study are related to each other and can take a range of values

from +1 (indicating a perfect positive association between the variables) till (-1) (showing a negative association) (Khawaja et al, 2012).

The correlational analysis used in this study aims at gauging the strength and direction of relationship between learner's self-beliefs and the performance scores obtained in discourse analysis in English language sciences. Hence, being similar to the bi-variate regression analysis, the Pearson coefficient fits the continuous (discrete) nature of variables as they can be ranged between a minimum and maximum value (Mc Donald, 2014).

It should be noted that the Pearson coefficient, according to Griffin (2007), is by itself 'a descriptive statistic' and its significance should be tested to conclude that the r coefficient indicates a relationship in the population using the P- value. The latter is a number that ranges between [0 and 1] and represents the probability that these observations would have arisen if the null hypotheses were maintained. If the P-value is low (often less than .05), then the correlation is not statically significant and results should hence be interpreted with caution because of potential bias due to chance factor.

Conclusion

An attempt has been made in the previous chapter to present the general setting, the target population and the specific sample for the present study and explain the tool of measurement that has been used for recording data namely, the ELS- ASBS. In addition to that, the specifics of the research methodology together with the rationale behind the application of the chi square statistic and Pearson's correlation coefficient have been explained.

Chapter Four

Chi Square Results of the ELS-ASBI Questionnaire

Introduction

4.1. Computation and Interpretation of Chi Square Value Distribution for Psychological Variables in Section One

4.1.1. Summary of Results of Chi Square Test for Self-Regard Items

Question 1: Do you often think of yourself as an outstanding Student in English language sciences.?

- Hypothesis
- Calculating Chi square Statistics

Question 2: Do you ever feel less capable academically than other Master one students in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 3: Do you often feel that your abilities for expressing your ideas in writing exceed those of other Master 1 students in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 4: Have you ever thought that you have greater abilities to read and absorb articles and books than most Master 1 students in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 5: Do you feel that you hold various competencies to convincingly express your ideas in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 6: Do you ever think that you lack knowledge of basic study skills in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

4.2. Computation and Interpretation of Chi Square Value Distribution for Psychological Variables in Section Two

4.2.1. Summary of Results of Chi Square Test for Achievement Motivation Items

Question 7: Are you frequently motivated about your desire to achieve positive results in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 8: Do you like situations in which you can find out how capable you are in English language sciences?

- Hypothesis
- Calculating Chi square Statistics.

Question 9: Do you enjoy situations, in which you can make use of your abilities in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 10: Are you afraid of failing in ELS exams, when a lot depends on you?

- Hypothesis
- Calculating Chi square Statistics

Question 11: Do you have a strong inner drive to be successful in your studies in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 12: Do you have a weak desire towards achieving positive results in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 13: Do you relate positive results in first-semester assessments to your high analytical abilities in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 14: Do you relate positive results in first-semester assessments to your serious revision planning for examinations in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 15: Do you relate positive results in first-semester assessments to your own interest in the subjects taught in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 16: Do you relate negative results in first-semester assessments to lack of interest in the subjects taught in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 17: Do you relate negative results in first-semester assessments to your low memorization abilities in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

4.3. Computation and Interpretation of Chi Square Value Distribution for Psychological Variables in Section Three

4.3.1. Summary of the Results of Chi Square Test for Self-Directedness Items

Question18: To what extent do you feel able to assertively defend your beliefs and ideas in your courses in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question19: To what extent do you feel able to critically evaluate new ideas when you take your courses in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 20: To what extent do you feel able to use the library to get information for your Master 1 research activities in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 21: To what extent do you feel able to plan and organize your research activities in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 22: To what extent do you feel able to take notes in your courses in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 23: To what extent do you feel capable of keeping focused when preparing for exams in ELS in case you go through dissuading events in your life?

- Hypothesis
- To what extent do you feel capable of keeping concentrated when preparing for exams in ELS when you experience tempting events in your life?
- Hypothesis
- Calculating Chi square Statistics

4.4. Computation and Interpretation of Chi Square Value Distribution for Psychological Variables in Section Four

4.4.1. Summary of the Results of Chi Square Test for Proactivity (Trustworthiness Items)

Question 25: Do you think that you expend a lot of efforts in your revision for the exams in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 26: Do you think that you invest more efforts in your revision for first- semester Master 1 exams in ELS than you did in your Licence studies?

- Hypothesis
- Calculating Chi square Statistics

4.4.2. Summary of the Results of Chi Square Test for Proactivity (Adaptability Items)

Question 27: Would you take personal responsibility for completing Master 1 research activities that require an intensive effort for a long – term involvement in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 28: (Item 4.4): Would you feel unable to take personal responsibility for completing Master 1 research activities that require an intensive effort for a long-term

involvement in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

4.4.3. Results of Chi Square Test for Proactivity (Planning Items)

Question 29: Do you think that you make a plan (mentally or in writing) of all the resources available to you when you deal with research activities in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 30: Do you think that you set plans to improve personal weaknesses that may hinder your successful academic accomplishment in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

4.4.4 Results of Chi Square Test for Proactivity (Tenacity Items)

Question 31: Do you feel determined to achieve your own academic objectives in ELS when you face hindrances in your life?

- Hypothesis
- Calculating Chi square Statistics

Question 32: Do you think you cannot manage to achieve your own academic objectives in ELS when confronted with difficulties in your life?

- Hypothesis
- Calculating Chi square Statistics

4.5. Computation and Interpretation of Chi Square Value Distribution for Psychological Variables in Section Five

4.5.1. Summary of the Results of Chi Square Test for Emotional Awareness Items

Question 33: Do you feel unable to understand the motives behind some negative feelings (like the stress) you might experience when having assessments in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 34: Do you feel able to understand the motives behind some negative feelings (like the stress) you might experience when having assessments in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 35: Do you think that you cannot understand your own emotions when expressing yourself orally during ELS courses?

- Hypothesis
- Calculating Chi square Statistics

Question 36: Do you think that you cannot understand your emotions when writing research papers related to ELS courses?

- Hypothesis
- Calculating Chi square Statistics

Question 37: Do you think that you can understand your emotions and feelings during ELS courses?

- Hypothesis
- Calculating Chi square Statistics

Question 38: Do you think that you cannot understand your own emotions and feelings during ELS courses?

- Hypothesis
- Calculating Chi square Statistics

4.6. Computation and Interpretation of Chi Square Value Distribution for Psychological Variables in Section Six

4.6.1. Summary of the Results of Chi Square Test for Self-Assessment Items

Question 39: To what extent do you feel able to succeed in Master 1 exams in English language sciences?

- Hypothesis.
- Calculating Chi square Statistics

Question 40: To what extent do you feel able to succeed at ‘competence’ in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 41: To what extent do you feel able to succeed at ‘linguistics’ in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 42: To what extent do you feel able to succeed at ‘didactics’ in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 43: To what extent do you feel able to succeed at ‘methodology’ in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 44: To what extent do you feel able to succeed at ‘statistics’ in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

4.7. Computation and Interpretation of Chi Square Distribution for Instructional Variables in Section Seven

4.7.1. Summary of the Results of Chi Square Test for Teacher’s Attitudes towards Students

Question 45: Do you think that your teachers provide you with an optimistic feedback about your achievements in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 46: Do you think that your teachers provide you with a pessimistic feedback about your achievements in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 47: Do you think that your teachers stimulate you to strive for success in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 48: Do you think that your teachers do not put a lot of pressure on you during examinations in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 49: Do you think that your teachers make you feel able to succeed in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

4.8. Computation and Interpretation of Chi Square Value Distribution for Environmental Variables in Section Eight

4.8.1. Summary of the Results of Chi Square Test for Family/ Relatives' Feedback and Environmental Support Items

Question 50: Do you think that your family promotes in you an optimistic vision about your achievements in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 51: Do you think that your family promotes in you a pessimistic vision about your achievements in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 52: Do you think that your relatives encourage you to thrive for enhancing your capacities and achieving success in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 53: Do you think that your relatives do not boost you to strive for improving your capacities and achieving success in English language sciences?

- Hypothesis
- Calculating Chi square Statistics

Question 54: Do you think that the Algerian social environment promotes the development of personal potentials and praises successful academic achievements?

- Hypothesis
- Calculating Chi square Statistics

Question 55: Do you think that the Algerian social setting does not promote the development of personal potentials and undermines successful academic achievements?

- Hypothesis.
- Calculating Chi square Statistics

Conclusion

Chapter Four

ELS-ASBS Questionnaire Results: Chi Square Statistics

Introduction

This chapter entails a summary of the major findings and results of the investigation that has been carried out on Master 1 students specialized in English language sciences enrolled at the University of (Constantine 1) during the academic year 2014/2015. The responses self-reported by the two categories of students i.e. the low performers and the high performers in the self-beliefs questionnaire survey are subjected to chi square testing providing thus a basis for analyzing the potentially complex types of associations existing between variables in the data.

4.1. Computation and Interpretation of Chi Square Distribution for Psychological Variables in Section One

4.1.1. Summary of Results of Chi Square Test for Self-Regard Items

The Chi Square Test (X^2) is used in the study to assess ‘independence’ that is, whether pair observations on two variables, expressed in the contingency table, are independent (unrelated) of each other. In other words, it aims to determine whether the low-performing and the high-performing students in Discourse Analysis (DA) differ in their self-appraisals in relation to various variables in English language sciences (ELS).

Q1: Do you often think of yourself as an outstanding Student in English language sciences?

□ **Hypothesis:** In order to examine statistically whether the high-performers in discourse analysis (DA) hold a higher view about their competencies in ELS than the low-performers, a hypothesis has been established as a first step for computing the chi square. It should be noted that a probability of error threshold (p-value) of 1 in 20, or $p < .05$ has been set a priori for this study.

The null hypothesis (H_0) is that the two variables are independent that is, the likelihood of viewing themselves as ‘outstanding’ in English language sciences is the same for the low-achievers and the high-achievers. The *alternative hypothesis* to be tested is that the likelihood of perceiving themselves as ‘outstanding’ in the field of English language sciences is not the same for the low performers and the high performers in DA.

□ **Calculating Chi Square Statistic**

$$X^2 = \sum (O-E)^2/E$$

X^2 = the chi square statistic

O = the observed frequency

E = the expected theoretical frequency, asserted by the null hypothesis

Therefore, the total chi-square value for table (4.1) after the Yates’ correction is: $\chi^2 = 3.983$. It should be noted, in this vein, that Yates’ correction is usually recommended for Pearson’s chi square tests especially if the expected cell frequencies are below five (5) (Yates, 1934). In the chi square test of independence, the *degree of freedom* is equal to the number of columns in the table minus one multiplied by the number of rows in the table minus one. In effect, the degrees of freedom on which the critical values of the chi square

depend represent, according to Lowry (2007), the "index of the amount of random variability, mere chance coincidence that can be present in a particular situation"(n.p).Thus, the degrees of freedom (df) for item (1.1) are:

Df: (r-1) (c-1)

Df: (2-1) (6-1)

Df: (1) (5) = 5

Tabulated Results for SR Q1							
	A	B	C	D	E	F	
Unsuccessful Ss	3 2.79 (0.02)	3 2.79 (0.02)	12 9.78 (0.50)	20 18.16 (0.19)	10 12.58 (0.53)	3 4.89 (0.73)	51
Successful Ss	1 1.21 (0.04)	1 1.21 (0.04)	2 4.22 (1.17)	6 7.84 (0.43)	8 5.42 (1.22)	4 2.11 (1.69)	22
	4	4	14	26	18	7	73

Table 4.1: Cross Tabulation of Self Regard Item (Q1)

(Chi square) $\chi^2 = 6.561$, (degrees of freedom) $df = 5$, $\chi^2/df = 1.31$, $P(p\text{-value})(\chi^2 > 6.561) = 0.2554/$

Yates' chi-square: 3.983/ Yates' p-value: 0.55186613

The value calculated from the formula above has been then compared with values in the chi square distribution table, it has been found out that with five (5) degrees of freedom, the calculated Yates' chi χ^2 values in table (4.1) is lower than the critical value for the .05 level (**11.07**). Hence, the null hypothesis of independence for SR item (Q1) that is, that there is no difference between the two categories of students in relation to the way they regard themselves in English language sciences, must be retained.

Q 2: Do you ever feel less capable academically than other Master1 students in English language sciences?

□ **Hypothesis:** The null hypothesis is that the probability of feeling less able academically than other Master 1 students in English language sciences is the same for the low and high-achieving students. The alternative hypothesis to be tested is that the likelihood of having a negative belief about their capabilities in English language sciences is not the same for the low and high performers in DA.

□ **Calculating Chi Square Statistic**

Tabulated Results for SR Item (Q2)							
	A	B	C	D	E	F	
Unsuccessful Ss	3 4.89 (0.73)	6 5.59 (0.03)	10 9.78 (0.00)	10 11.88 (0.30)	10 9.78 (0.00)	12 9.08 (0.94)	51
Successful Ss	4 2.11 (1.69)	2 2.41 (0.07)	4 4.22 (0.01)	7 5.12 (0.69)	4 4.22 (0.01)	1 3.92 (2.17)	22
	7	8	14	17	14	13	73

Table 4.2: Cross Tabulation of Self Regard Item (Q2)

(Chi square) $\chi^2 = 6.652$, (degrees of freedom)df = 5, $\chi^2/df = 1.33$, P(p-value)($\chi^2 > 6.652$) = 0.2478. Yates' chi-square: 4.035/ Yates' p-value: 0.5443879

With five degrees of freedom (df= 5) the observed values of Yates' chi square in table (4.2) $\chi^2 = 4.035$ is lower than the critical value (**11.07**) for the .05 level. Therefore, the null hypothesis (Ho) of equal distributions could not therefore be rejected. This also means that the alternative hypothesis- the two groups of students differ in their self-regard in ELS- could not be accepted.

Q3: Do you often feel that your abilities for expressing your ideas in writing exceed those of other Master1 students in English language sciences?

□ **Hypothesis:** The null hypothesis is the probability that the low and high achievers develop similar perceptions with respect to their capacities to outperform other ELS Master 1 students when expressing themselves in writing. The alternative hypothesis to be tested is that the low and high achievers hold comparatively differing self-regard in relation to their writing skills in English language sciences.

□ **Calculating Chi Square Statistic**

Tabulated Results for SR Item (Q3)							
	A	B	C	D	E	F	
Unsuccessful Ss	1 1.40 (0.11)	3 2.79 (0.02)	5 4.89 (0.00)	17 17.47 (0.01)	17 17.47 (0.01)	8 6.99 (0.15)	51
Successful Ss	1 0.60 (0.26)	1 1.21 (0.04)	2 2.11 (0.01)	8 7.53 (0.03)	8 7.53 (0.03)	2 3.01 (0.34)	22
	2	4	7	25	25	10	73

Table 4.3: Cross Tabulation of Self Regard Item (Q3)

(Chi square) $\chi^2 = 1.004$, (degrees of freedom) $df = 5$, $\chi^2/df = 0.20$, $P(p\text{-value})(\chi^2 > 1.004) = 0.9623$ /Yates' chi-square: **0.357**/ Yates' p-value: **0.99643168**

With five degrees of freedom ($df=5$), the observed calculated Yates' chi χ^2 values of (**0.357**) in table (4.3) are lower than the critical value (**11.07**) for alpha level of significance .05. Hence, the null hypothesis of equal distributions for this item (Q3) should be maintained.

Q4: Have you ever thought that you have greater abilities to read and absorb articles and books than most Master 1 students in English language sciences?

□ **Hypothesis:** the null hypothesis is the likelihood that the low and high achievers in DA develop similar beliefs with respect to their ability to read and absorb articles and textbooks in English language sciences. The alternative hypothesis to be tested is that the low and high-achieving students in DA hold comparatively divergent beliefs in relation to their reading abilities in English language sciences.

□ **Calculating Chi Square Statistic**

Tabulated Results for SR Item (Q4)							
	A	B	C	D	E	F	
Unsuccessful Ss	1 1.40 (0.11)	1 1.40 (0.11)	7 5.59 (0.36)	14 12.58 (0.16)	16 18.16 (0.26)	12 11.88 (0.00)	51
Successful Ss	1 0.60 (0.26)	1 0.60 (0.26)	1 2.41 (0.83)	4 5.42 (0.37)	10 7.84 (0.60)	5 5.12 (0.00)	22
	2	2	8	18	26	17	73

Table 4.4: Cross Tabulation of Self Regard Item (Q4)

(chi square) $\chi^2 = 3.327$, (degrees of freedom) $df = 5$, $\chi^2/df = 0.67$, $P(p\text{-value}) (\chi^2 > 3.327) = 0.6497$ / Yates' chi-square: **1.314** /Yates' p-value: **0.93348452**.

With five degrees of freedom ($df=5$), the calculated Yates' chi square value (**1.314**) in table (4.4) is lower than the criterion value (**11.07**) for the significance level .05. Thus, the null hypothesis- that the low and high achievers hold differing self-regards in relation to their reading skills in ELS-could not be rejected.

Q5: Do you feel that you hold various competencies to convincingly express your ideas in English language sciences?

□ **Hypothesis:** The null hypothesis is the likelihood that the low and high-achieving students hold similar perceptions about their ‘persuasive’communicative abilities in English language sciences. The alternative hypothesis is that the low and high-performers hold different beliefs about their abilities to be convincing when expressing themselves in English language sciences.

□ **Calculating Chi Square Statistic**

Tabulated Results for SR Item (Q5)							
	A	B	C	D	E	F	
Unsuccessful Ss	7 6.99 (0.00)	2 2.10 (0.00)	6 4.89 (0.25)	13 15.37 (0.37)	12 13.27 (0.12)	11 8.38 (0.82)	51
Successful Ss	3 3.01 (0.00)	1 0.90 (0.01)	1 2.11 (0.58)	9 6.63 (0.85)	7 5.73 (0.28)	1 3.62 (1.89)	22
	10	3	7	22	19	12	73

Table 4.5: Cross Tabulation of Self Regard Item (Q5)

(Chi square) $\chi^2 = 5.178$, $df = 5$, $\chi^2/df = 1.04$, $P(\chi^2 > 5.178) = 0.3946$

Yates' chi-square: 3.3/Yates' p-value: 0.65384168

With five degrees of freedom (df=5), the calculated observed Yates’ chi square values in table (4.5) $\chi^2 = 3.3$ is lower than the critical value (**11.07**) for the .05 level of significance. Thus, the null hypothesis of equal distributions could not be safely rejected. Besides, the alternative hypothesis- that a direct relationship exists between students'

ratings in the self-regard item (Q7) and their first-semester scores achieved in DA is not maintained.

Q6: Do you ever think that you lack knowledge of basic study skills in English language sciences?

□ **Hypothesis:** the null hypothesis is the likelihood that the low and high- performers hold similar perceptions in relation to lacking mastery of fundamental study skills in English language sciences. The alternative hypothesis is the probability that the low and high- achievers in DA hold differing appraisals as regards mastering rudimentary study skills in English language sciences.

□ **Calculating Chi Square Statistic**

Tabulated Results for SR Item (Q6)							
	A	B	C	D	E	F	
Unsuccessful Ss	1 1.40 (0.11)	7 5.59 (0.36)	11 11.88 (0.06)	10 7.68 (0.70)	10 13.97 (1.13)	12 10.48 (0.22)	51
Successful Ss	1 0.60 (0.26)	1 2.41 (0.83)	6 5.12 (0.15)	1 3.32 (1.62)	10 6.03 (2.62)	3 4.52 (0.51)	22
	2	8	17	11	20	15	73

Table 4.6: Cross Tabulation of Self Regard Item (Q6)

(Chi square) $\chi^2 = 8.565$, $df = 5$, $\chi^2/df = 1.71$, $P(\chi^2 > 8.565) = 0.1277$

Yates' chi-square: 5.173/ Yates' p-value: 0.39513414

With five degrees of freedom (df=5), the calculated Yates' chi square value of (5.173) in table (4.6) is lower the critical value of (11.07) required for significance at the

.05 level. Hence the null hypothesis- that there is no difference between the low and high achievers in DA as regards their belief that they lack knowledge of study skills in English language sciences could not be rejected.

4.2. Computation and Interpretation of Chi Square Distribution for Psychological Variables in Section Two

4.2.1. Summary of Results of Chi Square Test for Achievement Motivation Items

Q7: Are you frequently motivated about your desire to achieve positive results in English language sciences?

□ **Hypothesis:** the null hypothesis (Ho) is that the two variables are independent that is, the likelihood of being motivated about their desire to achieve positive results in the first-semester exams in English language sciences is the same for the low and high achievers in DA. The *alternative hypothesis* to be tested is that the likelihood of being motivated about their desire to attain positive outcomes in ELS exams is not the same for the high and low-performers in DA.

□ Calculating Chi square Statistic

Tabulated Results for Ach M Item (Q7)							
	A	B	C	D	E	F	
Unsuccessful Ss	1 1.40 (0.11)	1 1.40 (0.11)	1 1.40 (0.11)	2 2.10 (0.00)	16 13.97 (0.29)	30 30.74 (0.02)	51
Successful Ss	1 0.60 (0.26)	1 0.60 (0.26)	1 0.60 (0.26)	1 0.90 (0.01)	4 6.03 (0.68)	14 13.26 (0.04)	22
	2	2	2	3	20	44	73

Table 4.7: Cross Tabulation of Achievement Motivation Item (Q7)

$\chi^2 = 2.174$, $df = 5$, $\chi^2/df = 0.43$, $P(\chi^2 > 2.174) = 0.8246$ / Yates' chi-square: **0.894** / Yates' chi-square p-value: **0.9706545**

After the comparison of the Yates' chi square value recorded in table (4.9) ($\chi^2 = 0.894$) with the values in the chi square distribution table, it has been found out that with five (5) degrees of freedom, the calculated value is lower than the critical value for the .05 level (**11.07**). Hence, the null hypothesis of independence for Ach M item (Q7) must be retained that is, that there is no difference between the low and high-achieving students as regards their desire to achieve positive outcomes in ELS.

Q8: Do you like situations in which you can find out how capable you are in English language sciences?

□ **Hypothesis:** The null hypothesis is that the likelihood of leaning towards situations that display their skills in ELS is the same to the low and high-achievers in DA. The alternative hypothesis is that the likelihood of being interested in academic contexts that prove their capacities in English language sciences is not the same for the two groups of students.

□ **Calculating Chi square Statistic**

Tabulated Results for Ach M Item (Q8)							
	1	2	3	4	5	6	
Unsuccessful Ss	1 1.40 (0.11)	1 1.40 (0.11)	2 2.10 (0.00)	10 8.38 (0.31)	17 16.77 (0.00)	20 20.96 (0.04)	51
Successful Ss	1 0.60 (0.26)	1 0.60 (0.26)	1 0.90 (0.01)	2 3.62 (0.72)	7 7.23 (0.01)	10 9.04 (0.10)	22
	2	2	3	12	24	30	73

Table 4.8: Cross Tabulation of Achievement Motivation Item (Q8)

$\chi^2 = 1.955$, $df = 5$, $\chi^2/df = 0.39$, $P(\chi^2 > 1.955) = 0.8554$ Yates' chi-square: **0.849/Yates' p-value: 0.9738032**

With five degrees of freedom (df= 5) the observed value of Yates' chi-square (**0.849**) in table (4.10) is lower than the critical value (**11.07**) for the .05 level. Therefore, the null hypothesis (Ho) -that there is no difference between the low and high achievers as regards their achievement motivation in ELS-could not be rejected and the alternative hypothesis could not hence be confirmed.

Q9: Do you enjoy research activities, in which you can make use of your abilities in English language sciences?

□**Hypothesis:** The null hypothesis is that the probability of enjoying research activities in which they can make use of their own abilities in ELS is the same for the unsuccessful and successful students in DA. The alternative hypothesis is that the likelihood of being interested in research activities that enable the application of their capacities in ELS is not the same for the low and high achievers in DA.

□**Calculating Chi square Statistic**

Tabulated Results for Ach M Item (Q9)							
	A	B	C	D	E	F	
Unsuccessful Ss	1 1.40 (0.11)	1 1.40 (0.11)	1 1.40 (0.11)	4 3.49 (0.07)	6 5.59 (0.03)	38 37.73 (0.00)	51
Successful Ss	1 0.60 (0.26)	1 0.60 (0.26)	1 0.60 (0.26)	1 1.51 (0.17)	2 2.41 (0.07)	16 16.27 (0.00)	22
	2	2	2	5	8	54	73

Table 4.9: Cross Tabulation of Achievement Motivation (Q9)

$\chi^2 = 1.475$, $df = 5$, $\chi^2/df = 0.30$, $P(\chi^2 > 1.475) = 0.9159$ /Yates' chi-square:
0.084/Yates' p-value: 0.99989443

With five degrees of freedom (df=5), the observed Yates' chi square value in table (4.11) (**0.084**) is lower than the criterion value (**11.07**) for the p-value .05. Therefore, the null hypothesis (Ho)-that there is no difference between the low and high achievers in the the achievement motivation item (Q9) –is maintained.

Q10: Are you afraid of failing in ELS exams, when a lot depends on you?

□ **Hypothesis:** The null hypothesis is that the likelihood of fearing failure in ELS exams is the same for the low and high-achievers in DA. The alternative hypothesis is that the likelihood of being afraid of failing in ELS exams is not the same for the unsuccessful and successful students in DA.

□ **Calculating Chi square Statistic**

Tabulated Results for Ach M Item (Q10)							
	A	B	C	D	E	F	
Unsuccessful Ss	40 36.33 (0.37)	5 7.68 (0.94)	3 2.79 (0.02)	1 1.40 (0.11)	1 1.40 (0.11)	1 1.40 (0.11)	51
Successful Ss	12 15.67 (0.86)	6 3.32 (2.17)	1 1.21 (0.04)	1 0.60 (0.26)	1 0.60 (0.26)	1 0.60 (0.26)	22
	52	11	4	2	2	2	73

Table 4.10: Cross Tabulation of Achievement Motivation (Q10)

$\chi^2 = 5.518$, $df = 5$, $\chi^2/df = 1.10$, $P(\chi^2 > 5.518) = 0.3560$ /Yates' chi-square:
3.158/Yates' p-value: 0.6756418

With five degrees of freedom (df=5), the calculated Yates' chi square value (**3.158**) in table (4.10) is lower than the critical value (**11.07**) for the .05 level. The null hypothesis (Ho) is not rejected; hence, the high-achievers in the sample are not significantly more likely to hold a stronger fear of failure than the low-achievers in ELS.

Q11: Do you have a strong inner drive to be successful in your studies in English language sciences?

□ **Hypothesis:** The null hypothesis is that the probability of striving for success in ELS studies is the same for the low and high performers in DA. The alternative hypothesis to be tested is that the likelihood of having a strong motive for success in ELS studies is not the same for the high and low-achievers in DA.

□ **Calculating Chi square Statistic**

Tabulated Results for Ach M Item (Q11)							
	A	B	C	D	E	F	
Unsuccessful Ss	1 1.40 (0.11)	8 6.29 (0.47)	9 8.38 (0.05)	15 16.07 (0.07)	12 13.97 (0.28)	6 4.89 (0.25)	51
Successful Ss	1 0.60 (0.26)	1 2.71 (1.08)	3 3.62 (0.11)	8 6.93 (0.16)	8 6.03 (0.65)	1 2.11 (0.58)	22
	2	9	12	23	20	7	73

Table 4.11: Cross Tabulation of Achievement Motivation Item (Q11)

$\chi^2 = 4.068$, $df = 5$, $\chi^2/df = 0.81$, $P(\chi^2 > 4.068) = 0.5397$ / Yates' chi-square: **1.64**/ Yates' p-value: **0.89637034**

With five degrees of freedom (df=5) the observed values of Yates' chi square of **(1.64)** in table (4.13) is lower than the critical value **(11.07)** for the .05 level. Therefore, the null hypothesis (Ho)-that there is no difference between the two groups of students as regards their achievement motivation in ELS- could not be rejected.

Q12: Do you have a weak desire towards achieving positive results in English language sciences?

□ **Hypothesis:** The null hypothesis is that the likelihood of having a weak desire towards achieving positive outcomes in ELS is the same for the low and high performers in DA. The alternative hypothesis to be tested is that the probability of having a low achievement motivation is not the same for the high and low-achieving students in DA.

□ **Calculating Chi square Statistic**

Tabulated Results for Ach M Item (Q12) in DA							
	A	B	C	D	E	F	
Unsuccessful Ss	7 9.08 (0.48)	11 11.18 (0.00)	11 9.78 (0.15)	12 10.48 (0.22)	9 8.38 (0.05)	1 2.10 (0.57)	51
Successful Ss	6 3.92 (1.11)	5 4.82 (0.01)	3 4.22 (0.35)	3 4.52 (0.51)	3 3.62 (0.11)	2 0.90 (1.33)	22
	13	16	14	15	12	3	73

Table 4.12: Cross Tabulation of Achievement Motivation (Ach M) Item (Q12)

$\chi^2 = 4.882$, $df = 5$, $\chi^2/df = 0.98$, $P(\chi^2 > 4.882) = 0.4305$ / Yates' chi-square: **2.018**/ Yates' p-value: **0.84664883**

With five degrees of freedom (df=5) the observed values of Yates'chi square of **(2.018)** in table (4.14) is lower than the critical value **(11.07)** for the .05 level. Therefore, the null hypothesis (Ho)-that there is no difference between the two groups of students as regards their achievement motivation- could not be rejected.

Q13: *Do you relate positive results in first-semester assessments to your high analytical abilities in English language sciences?*

□**Hypothesis:** The null hypothesis is that the likelihood of attributing positive outcomes to high analytical skills in ELS is the same for the high and low performers in DA. The alternative hypothesis to be tested is that the likelihood of ascribing positive results in first-semester discourse analysis assessments to personal analytical competencies is not the same for the unsuccessful and successful students in DA.

□**Calculating Chi square Statistic**

Tabulated Results for AS Item (Q13)							
	A	B	C	D	E	F	
Unsuccessful Ss	2 2.10 (0.00)	16 14.67 (0.12)	17 16.07 (0.05)	10 11.18 (0.12)	4 4.19 (0.01)	2 2.79 (0.23)	51
Successful Ss	1 0.90 (0.01)	5 6.33 (0.28)	6 6.93 (0.13)	6 4.82 (0.29)	2 1.81 (0.02)	2 1.21 (0.52)	22
	3	21	23	16	6	4	73

Table 4.13: Cross Tabulation of Attributional Style Item (Q13)

$\chi^2 = 1.784$, $df = 5$, $\chi^2/df = 0.36$, $P(\chi^2 > 1.784) = 0.8782$ / Yates' chi-square: **0.767**/ Yates' p-value: **0.97909027**

With five degrees of freedom (df=5), the calculated Yates' chi square value (**0.767**) in table (4.15) is lower than the criterion value (**11.07**). Thus, the null hypothesis (Ho)-that there is no difference between the low and high-achieving students in first-semester DA assessments as regards crediting positive first-semester exam outcomes to personal analytical capacities could not be rejected.

Q14: Do you relate positive results in first-semester assessments to your serious revision-planning for examinations in English language sciences?

□**Hypothesis:** The null hypothesis is that the likelihood of attributing positive outcomes in ELS to serious planning when revising for exams is the same for the low and high-achieving students in DA. The alternative hypothesis to be tested is that the likelihood of crediting positive results in exam outcomes to steady revision-planning for the exams in ELS is not the same for the high and low-achievers in DA.

□**Calculating Chi square Statistic**

Tabulated Results for AS Item (Q14)							
	A	B	C	D	E	F	
Unsuccessful Ss	1 1.40 (0.11)	1 1.40 (0.11)	4 3.49 (0.07)	8 8.38 (0.02)	18 17.47 (0.02)	19 18.86 (0.00)	51
Successful Ss	1 0.60 (0.26)	1 0.60 (0.26)	1 1.51 (0.17)	4 3.62 (0.04)	7 7.53 (0.04)	8 8.14 (0.00)	22
	2	2	5	12	25	27	73

Table 4.14: Cross Tabulation of Attributional Style Item (Q14)

$\chi^2 = 1.109$, $df = 5$, $\chi^2/df = 0.22$, $P(\chi^2 > 1.109) = 0.9533$ / Yates' chi-square: **0.079**/Yates' p-value: **0.99990929**

With five degrees of freedom (df=5), the observed calculated Yates' chi square value of **(0.079)** in table (4.16) is lower than the critical value **(11.07)** for alpha= 0.05. Since the differences are not statistically significant, the null hypothesis (Ho)-that there is no difference between the low and high achievers as regards their attributions of first-semester positive outcomes in ELS assessments to serious revision-planning-is maintained.

Q 15: Do you relate positive results in first-semester assessments to your own interest in the subjects taught in English language sciences?

□**Hypothesis:** The null hypothesis is that the likelihood of ascribing successful performance in first-semester assessments to their interest in the subjects taught in ELS is the same for the low and high-achieving students in DA.The alternative hypothesis to be tested is that the likelihood of crediting high achievement in first-semester assessments to their interest in the subjects taught in ELS is not the same for the low and high performers in DA.

□ **Calculating Chi square Statistic**

Tabulated Results for AS Item(Q15)							
	A	B	C	D	E	F	
Unsuccessful Ss	1 1.40 (0.11)	5 5.59 (0.06)	14 14.67 (0.03)	19 18.16 (0.04)	9 8.38 (0.05)	3 2.79 (0.02)	51
Successful Ss	1 0.60 (0.26)	3 2.41 (0.14)	7 6.33 (0.07)	7 7.84 (0.09)	3 3.62 (0.11)	1 1.21 (0.04)	22
	2	8	21	26	12	4	73

Table 4.15: Cross Tabulation of Attributional Style Item (Q15)

$\chi^2 = 1.011$, $df = 5$, $\chi^2/df = 0.20$, $P(\chi^2 > 1.011) = 0.9617$ / Yates' chi-square: 0.165/
Yates' p-value: 0.99944533

With five degrees of freedom (df=5), the observed Yates' chi square value of **(0.165)** in table (4.17) is lower than the critical value **(11.07)** for probability level .05. Hence, the null hypothesis (Ho)-that there is no difference between the unsuccessful and successful students as regards relating discourse analysis first-semester outcomes to their interest in the subjects taught in ELS -could not be rejected.

Q16: Do you relate negative results in first-semester assessments to your lack of interest in the subjects taught in English language sciences?

□**Hypothesis:** The null hypothesis is that the likelihood of attributing negative results in first-semester assessments to their lack of interest in subjects taught in English language sciences is the same for the high and low-achievers in DA. The alternative hypothesis to be tested is that the likelihood of crediting low attainment to lack of interest in subjects taught in ELS is not the same for the two groups of students.

□**Calculating Chi square Statistic**

Tabulated Results for AS Item (Q16)							
	A	B	C	D	E	F	
Unsuccessful Ss	10 9.78 (0.00)	20 22.36 (0.25)	7 6.99 (0.00)	10 7.68 (0.70)	2 2.10 (0.00)	2 2.10 (0.00)	51
Successful Ss	4 4.22 (0.01)	12 9.64 (0.58)	3 3.01 (0.00)	1 3.32 (1.62)	1 0.90 (0.01)	1 0.90 (0.01)	22
	14	32	10	11	3	3	73

Table 4.16: Cross Tabulation of Attributional Style Item (Q16)

$\chi^2 = 3.184$, $df = 5$, $\chi^2/df = 0.64$, $P(\chi^2 > 3.184) = 0.6717$ / Yates' chi-square: 2.59/
Yates' chi-square: 0.76288406

With five degrees of freedom (df=5), the calculated Yates' chi square values of (2.59) in table (4.18) is lower than the criterion value (11.07) for the alpha =0.05. Therefore, the null hypothesis (Ho) -that there is no difference between the low and high achievers in crediting low attainment in first-semester assessments to lack of interest in English language sciences- is maintained.

Q17: Do you relate negative results in first-semester assessments to your low memorization abilities in English language sciences?

□ **Hypothesis:** The null hypothesis is that the likelihood of crediting negative outcomes in first semester assessments to low memorization abilities is the same for the low and high-achieving students. The alternative hypothesis to be tested is that the likelihood of attributing negative first-semester outcomes to weak capacities of memorization is not the same for the high and the low-achievers in DA.

□ **Calculating Chi square Statistic**

Tabulated Results for AS Item (Q17)							
	A	B	C	D	E	F	
Unsuccessful Ss	1 1.40 (0.11)	2 3.49 (0.64)	6 6.29 (0.01)	8 7.68 (0.01)	22 20.96 (0.05)	12 11.18 (0.06)	51
Successful Ss	1 0.60 (0.26)	3 1.51 (1.48)	3 2.71 (0.03)	3 3.32 (0.03)	8 9.04 (0.12)	4 4.82 (0.14)	22
	2	5	9	11	30	16	73

Table 4.17: Cross Tabulation of Attributional Style Item (Q17)

$\chi^2 = 2.951$, $df = 5$, $\chi^2/df = 0.59$, $P(\chi^2 > 2.951) = 0.7075$ / Yates' chi-square: 1.078/
 Yates' p-value: 0.95603242

With five (5) degrees of freedom (df=5), the observed Yates' chi square values of (1.078) in table (4.19) is lower than the criterion value (11.07) for alpha .05. Thus, the null hypothesis (H0) could not be rejected.

4.3. Computation and Interpretation of Chi Square Distribution for Psychological Variables in Section Three

4.3.1. Summary of the Results of Chi Square Test for Self-Directedness Items

Q18: *To what extent do you feel able to assertively defend your beliefs and ideas in your courses in English language sciences?*

□ **Hypothesis:** The null hypothesis is that the likelihood of being able to strongly defend their views in ELS courses is the same for the low and high-achievers in DA. The alternative hypothesis is that the likelihood of feeling capable of firmly defending their opinions in ELS courses is not the same for the unsuccessful and successful students.

□ Calculating Chi square Statistic

	A	B	C	D	E	F	G	H	
1	3	3	8	9	10	5	4	9	51
2	1	1	3	3	8	1	4	1	22
	4	4	11	12	18	6	8	10	73
	A	B	C	D	E	F	G	H	
1	2.79	2.79	7.68	8.38	12.6	4.19	5.59	6.99	
2	1.21	1.21	3.32	3.62	5.42	1.81	2.41	3.01	

Table 4.18: Cross Tabulation of Self-Directedness Item (Q18)

Chi-square = 5.99
Degrees of freedom = 7
Probability = 0.541

Yates' chi square=3.23 /Yates' p-value=0.86294154

With seven degrees of freedom (df=7), the calculated Yates'chi square value (**3.23**) is lower than the criterion value (**14.07**) for the probability level .05. Hence, the null hypothesis- that there is no difference between the low and high achievers as regards their ability to defend their views in ELS classes - could not be rejected.

Q19: *To what extent do you feel able to critically evaluate new ideas when you take your courses in English language sciences?*

□ **Hypothesis:** The null hypothesis is that the likelihood of being 'critical' in their evaluation of new ideas when taking ELS courses is the same for the low and high-achievers. The alternative hypothesis to be tested is that the likelihood of critically evaluating new ideas when taking ELS courses is not the same for unsuccessful and successful students in DA.

□ **Calculating Chi square Statistic**

	A	B	C	D	E	F	G	H	
1	12	9	8	4	6	6	3	3	51
2	4	4	4	1	6	1	1	1	22
	16	13	12	5	12	7	4	4	73
	A	B	C	D	E	F	G	H	
1	11.2	9.08	8.38	3.49	8.38	4.89	2.79	2.79	
2	4.82	3.92	3.62	1.51	3.62	2.11	1.21	1.21	

Table 4.19: Cross Tabulation of Self-Directedness Item (Q19)

Chi-square = 3.69

Degrees of freedom = 7

Probability = 0.815

Yates' chi square=1.962/Yates' p-value=0.96191358

With seven degrees of freedom (df=7), the observed calculated Yates' chi square value (**1.96**) is lower than the critical value (**14.07**) for the predetermined level of significance .05. Therefore, the null hypothesis-that the two groups of students do not differ in their capacity of making a critical evaluation when taking ELS courses-could not be rejected.

Q20: To what extent do you feel able to use the library to get information for your Master1 research activities in English language sciences?

□ **Hypothesis:** The null hypothesis is that the likelihood of being able to use library resources to accomplish Master1 research activities is the same for the low and high-achievers in DA. The alternative hypothesis to be tested is that the likelihood of feeling able to use library to sustain their research activities is not the same for the unsuccessful and successful students in DA.

□ **Calculating Chi square Statistic**

	A	B	C	D	E	F	G	H	
1	1	1	8	5	15	12	7	2	51
2	1	1	1	1	6	3	6	3	22
	2	2	9	6	21	15	13	5	73
	A	B	C	D	E	F	G	H	
1	1.40	1.40	6.29	4.19	14.7	10.5	9.08	3.49	
2	0.603	0.603	2.71	1.81	6.33	4.52	3.92	1.51	

Table 4.20: Cross Tabulation of Self-Directedness Item (Q20)

Chi-square = 7.27
degrees of freedom = 7
probability = 0.401

Yates' chi square=3.089 /Yates' p-value=0.8766487

With seven degrees of freedom (df=7), the observed calculated chi square value (3.089) is lower than the criterion value (14.07) for the .05 level of significance. Thus, the null hypothesis- that there is no difference between the low and high achievers as regards their ability to take benefit from library resources when doing ELS research activities- could not be rejected.

Q21: To what extent do you feel able to plan and organize your research activities in English language sciences?

□ **Hypothesis:** The null hypothesis is that the probability of being able to plan and organize their research activities in English language sciences is the same for the low and high achievers in DA. The alternative hypothesis is that the likelihood of planning and organizing their research activities is not the same for the low and high-achieving students in DA.

□ **Calculating Chi square Statistic**

	A	B	C	D	E	F	G	H	
1	7	7	7	5	10	5	6	4	51
2	1	1	3	3	3	5	4	2	22
	8	8	10	8	13	10	10	6	73
	A	B	C	D	E	F	G	H	
1	5.59	5.59	6.99	5.59	9.08	6.99	6.99	4.19	
2	2.41	2.41	3.01	2.41	3.92	3.01	3.01	1.81	

Table 4.21: Cross Tabulation of Self-Directedness (Item 21)

Chi-square = 5.24
degrees of freedom = 7
probability = 0.630

Yates' chi square= 2.403 /Yates' p-value= 0.93422246

With seven degrees of freedom (df=7), the observed calculated chi square value (2.403) is lower than the critical value for the .05 level of significance (14.07). Thus, the null hypothesis- that there is no difference between the low and high achievers as regards their capacity to organize their ELS research activities could not be rejected.

Q22: To what extent do you feel able to take notes in your courses in English language sciences?

□ **Hypothesis:** The null hypothesis is that the probability of being able to take notes in their ELS courses is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the likelihood of being capable of making use of note-taking in their courses in English language sciences is the same for the low and high-achieving students in DA.

□ **Calculating Chi square Statistic**

	A	B	C	D	E	F	G	H	
1	3	1	2	10	9	9	10	7	51
2	2	2	2	2	2	4	3	5	22
	5	3	4	12	11	13	13	12	73
	A	B	C	D	E	F	G	H	
1	3.49	2.10	2.79	8.38	7.68	9.08	9.08	8.38	
2	1.51	0.904	1.21	3.62	3.32	3.92	3.92	3.62	

Table 4.22: Cross Tabulation of Self-Directedness Item (Q22)

Chi-square = 5.73
degrees of freedom = 7
probability = 0.572

Yates' chi square= 1.882/ Yates' p-value=0.96608161

With seven degrees of freedom (df=7), the observed calculated Yates' chi square value (**1.882**) is lower than the critical value (**14.07**) for the .05 level of significance. Therefore, the null hypothesis for item (3.5) could not be rejected.

Q23: To what extent do you feel capable of keeping focused when preparing for exams in ELS in case you go through dissuading events in your life?

□ **Hypothesis:** The null hypothesis is that the likelihood of keeping focused in their revision for exams in ELS despite dissuading personal conditions is the same for the low and high-achievers. The alternative hypothesis to be tested is that the likelihood of being capable of keeping focused on revising for exams regardless dissuading events is not the same for the unsuccessful and successful students in DA.

□ **Calculating Chi square Statistic**

	A	B	C	D	E	F	G	H	
1	5	7	3	7	5	8	8	8	51
2	2	2	2	2	2	2	7	3	22
	7	9	5	9	7	10	15	11	73
	A	B	C	D	E	F	G	H	
1	4.89	6.29	3.49	6.29	4.89	6.99	10.5	7.68	
2	2.11	2.71	1.51	2.71	2.11	3.01	4.52	3.32	

Table 4.23: Cross Tabulation of Self-Directedness Item (Q23)

Chi-square = 3.26
Degrees of freedom = 7
Probability = 0.860

Yates' chi square= 1.635 / Yates' p-value= 0.97726476

With seven degrees of freedom (df=7), the observed calculated Yates' chi square value (1.635) is lower than the critical value (14.07) for the .05 alpha level of significance. Thus, the null hypothesis- that there is no difference between the low and high achievers as regards their capacity to control their learning environment when revising for ELS exams - could not be rejected.

Q24: To what extent do you feel capable of keeping concentrated when preparing for exams in ELS when you experience tempting events in your life?

□ **Hypothesis:** The null hypothesis is that the probability of being able to protect their learning environment from tempting events when preparing for ELS exams is the same for the low and high-achievers in DA. The alternative hypothesis to be tested is that the likelihood of being capable of protecting their learning environment from appealing factors is not the same for the unsuccessful and successful students in DA.

□ **Calculating Chi square Statistic**

	A	B	C	D	E	F	G	H	
1	7	7	5	9	14	5	2	2	51
2	1	1	3	4	3	4	5	1	22
	8	8	8	13	17	9	7	3	73
	A	B	C	D	E	F	G	H	
1	5.59	5.59	5.59	9.08	11.9	6.29	4.89	2.10	
2	2.41	2.41	2.41	3.92	5.12	2.71	2.11	0.904	

Table 4.24: Cross Tabulation of Self-Directedness Item (Q24)

Chi-square = 10.4

Degrees of freedom = 7

Probability = 0.168

Yates' chi square= 6.253 / Yates' p-value= 0.51053808

With seven degrees of freedom (df=7), the calculated Yates' chi square value (6.253) is lower than the critical value (14.07) for the predetermined level of significance .05. Hence, the null hypothesis- that there is no difference between the low and high achievers in DA as regards their ability to control external attractions when revising for exams in ELS- is maintained.

4.4. Computation and Interpretation of Chi Square Distribution for Psychological Variables in Section Four

4.4.1. Summary of the Results of Chi Square Test for Proactivity (Trustworthiness Items)

Q25: *Do you think that you expend a lot of efforts in your revision for the exams in English language sciences?*

□ **Hypothesis:** The null hypothesis is that the likelihood of investing considerable amount of efforts while revising for exams in English language sciences is the same for the low and high-achievers in DA. The alternative hypothesis to be tested is that the probability of working hard for exam- preparation in English language sciences is not the same for the low and high-performers in DA.

□ **Calculating Chi square Statistic**

	A	B	C	D	E	F	
1	1	7	6	17	13	7	51
2	1	4	1	4	7	5	22
	2	11	7	21	20	12	73
	A	B	C	D	E	F	
1	1.40	7.68	4.89	14.7	14.0	8.38	
2	0.603	3.32	2.11	6.33	6.03	3.62	

Table 4.25: Cross Tabulation of Proactivity/Trustworthiness Item (Q25)

Chi-square = 3.62
Degrees of freedom = 5
Probability = 0.605

Yates' chi square= 1.41/ Yates' p-value= 0.92321626

With five degrees of freedom (df=5), the observed calculated Yates' chi square value (**1.41**) is lower than the critical value (**11.07**) for the .05 level of significance. Therefore, the null hypothesis of equal distribution- that there is no difference between the low and high achievers in DA as regards the amount of efforts they expend for the preparation of exams in English language sciences-could not be safely rejected.

Q26: *Do you think that you invest more efforts in your revision for first-semester Master1 exams than you did in your Licence studies?*

□**Hypothesis:** The null hypothesis is that the *likelihood* of investing higher efforts in the preparation for first-semester exams in English language sciences than they did in their licence studies is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability of expending higher efforts in the revision for ELS Master 1 exams as compared with their Licence studies is not the same for the low and high-achieving students in DA.

□ **Calculating chi square statistic**

A	B	C	D	E	F		
1	1	1	3	12	17	17	51
2	1	1	1	4	10	5	22
2	2	4	16	27	22	73	
A	B	C	D	E	F		
1	1.40	1.40	2.79	11.2	18.9	15.4	
2	0.603	0.603	1.21	4.82	8.14	6.63	

Table 4.26: Cross Tabulation of Proactivity/Trustworthiness Item (Q26)

Chi-square = 2.18
Degrees of freedom = 5
Probability = 0.823

Yates' chi square= 0.786 / Yates' p-value= 0.9779177

With five degrees of freedom (df=5), the observed calculated Yates' chi square value (**0.786**) is lower than the critical value (**11.07**) for the predetermined alpha level of significance .05. Thus, the null hypothesis of equal distribution- that there is no difference between the low and high achievers in DA as regards their ability to invest higher efforts when revising for their Master 1 exams than they did for their Licence studies - could not be rejected.

4.4.2. Summary of the Results of Chi Square Test for Proactivity (Adaptability Items)

Q27: Would you take personal responsibility for completing Master1 research activities that require an intensive effort for a long –term involvement in English language sciences?

□**Hypothesis:** The null hypothesis is that the likelihood of taking personal responsibility for completing research activities that require an intensive effort for a long-term involvement in English language sciences is the same for the low and high- achievers in DA. The alternative hypothesis to be tested is that the probability of being involved in time-consuming research activities in ELS is not the same for unsuccessful and successful students.

□**Calculating chi square statistic**

	A	B	C	D	E	F	
1	1	4	10	13	12	11	51
2	1	3	1	6	10	1	22
	2	7	11	19	22	12	73
	A	B	C	D	E	F	
1	1.40	4.89	7.68	13.3	15.4	8.38	
2	0.603	2.11	3.32	5.73	6.63	3.62	

Table 4.27: Cross Tabulation of Proactivity/Adaptability Item (Q27)

Chi-square =8.41

Degrees of freedom = 5

Probability = 0.135

Yates' chi square= 5.115 / Yates' p-value= 0.40200739

With five degrees of freedom (df=5), the observed calculated Yates' chi square value (**5.115**) is lower than the critical value (**11.07**) for the predetermined level of significance .05. Therefore, the null hypothesis-that there is no difference between the low and high achievers in DA as regards their ability to proactively handle Master 1 research activities in ELS- is maintained.

Q28: *Would you feel unable to take responsibility for completing Master1 research activities that require an intensive effort for a long-term involvement in English language sciences?*

□ **Hypothesis:** The null hypothesis is that the likelihood of giving up Master 1 complex research activities in their courses in English language sciences is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability of giving up difficult researchworks is not the same for the unsuccessful and successful students in DA.

□ **Calculating chi square statistic**

	A	B	C	D	E	F	
1	12	6	12	11	5	5	51
2	3	1	6	6	5	1	22
	15	7	18	17	10	6	73
	A	B	C	D	E	F	
1	10.5	4.89	12.6	11.9	6.99	4.19	
2	4.52	2.11	5.42	5.12	3.01	1.81	

Table 4.28: Cross Tabulation of Proactivity/Adaptability Item (4.28)

Chi-square = 4.26
Degrees of freedom = 5
Probability = 0.513

Yates' chi square= 1.747 / Yates' p-value= 0.88292617

With five degrees of freedom (df=5), the observed calculated Yates' chi square value (**1.747**) is lower than the critical value (**11.07**) for the .05 level of significance. Thus, the null hypothesis of equal distribution- that there is no difference between the low and

high achievers in DA as regards their capacity to keep engaged in front of complex Master's research activities- could not be rejected.

4.4.3. Results of Chi Square Test for Proactivity (Planning Items)

Q 29: *Do you think that you make a plan (mentally or in writing) of the all the resources available to you when you deal with research activities in English language sciences?*

□ **Hypothesis:** The null hypothesis is that the likelihood of being able to establish a plan when dealing with Master1 research activities in English language sciences is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the likelihood of planning Master1 research activities in English language sciences is not the same for the unsuccessful and successful students in DA.

□ Calculating Calculating chi square statistic

	A	B	C	D	E	F	
1	1	3	6	17	18	6	51
2	1	4	4	1	9	3	22
	2	7	10	18	27	9	73
	A	B	C	D	E	F	
1	1.40	4.89	6.99	12.6	18.9	6.29	
2	0.603	2.11	3.01	5.42	8.14	2.71	

Table 4.29: Cross Tabulation of Proactivity/Planning Item (Q29)

Chi-square = 8.60
Degrees of freedom = 5
Probability = 0.126

Yates' chi square= 5.56 / Yates' p-value= 0.35141151

With five degrees of freedom (df=5), the observed calculated Yates' chi square value (**5.56**) is lower than the critical value (**11.07**) for the .05 level of significance.

Therefore, the null hypothesis-that there is no difference between the low and high achievers in DA in relation to their proactive planning behavior for research activities in ELS (Q29) - is maintained.

Q30: *Do you think that you set plans to improve personal weaknesses that might hinder your successful academic accomplishment in English language sciences?*

□ **Hypothesis:** The null hypothesis is that the likelihood of setting plans to improve their personal weaknesses for a better achievement in English language sciences is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability of making remedial plans for low outcomes in English language sciences is not the same for the unsuccessful and successful students in DA.

□ **Calculating chi square statistic**

	A	B	C	D	E	F	
1	1	1	1	10	19	19	51
2	1	1	1	3	8	8	22
	2	2	2	13	27	27	73
	A	B	C	D	E	F	
1	1.40	1.40	1.40	9.08	18.9	18.9	
2	0.603	0.603	0.603	3.92	8.14	8.14	

Table 4.30: Cross Tabulation of Proactivity/Planning Item (Q30)

Chi-square = 1.44
Degrees of freedom = 5
Probability = 0.920

Yates' chi square= 0.185/ Yates' p-value= 0.99926689

With five degrees of freedom (df=5), the observed calculated Yates' chi square value (**0.185**) is lower than the critical value (**11.07**) for the .05 level of significance.

Hence, the null hypothesis- that the two groups of students do not differ in their ability to plan remedial strategies for low attainment in ELS -could not be rejected.

4.4.4 Results of Chi Square Test for Proactivity (Tenacity Items)

Q31: *Do you feel determined to achieve your own academic objectives in ELS when you face hindrances in your life?*

□ **Hypothesis:** The null hypothesis is that the likelihood of keeping their determination to achieve their academic objectives regardless obstacles they might face in their private life is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the likelihood of remaining tenacious in their studies in spite of impediments is not the same for the unsuccessful and successful students in DA.

□Calculating chi square statistic

	A	B	C	D	E	F	
1	1	2	1	11	18	18	51
2	1	1	1	3	9	7	22
	2	3	2	14	27	25	73
	A	B	C	D	E	F	
1	1.40	2.10	1.40	9.78	18.9	17.5	
2	0.603	0.904	0.603	4.22	8.14	7.53	

Table 4.31: Cross Tabulation of Proactivity/Tenacity Item (Q31)

Chi-square = 1.45
Degrees of freedom = 5
Probability = 0.918

Yates' chi square= 0.508/ Yates' p-value= 0.99182744

With five degrees of freedom (df=5), the observed calculated Yates' chi square value (0.508) is lower than the critical value (11.07) for the .05 level of significance. Thus, the null

hypothesis of equal distribution- that the two groups of students i.e., the low and high achievers in DA donot differ in their tenacity in ELS- could not be rejected.

Q32: *Do you think you cannot manage to achieve your own academic objectives in ELS when you face hindrances in your life?*

□**Hypothesis:** The null hypothesis is that the likelihood of not being able to attain their academic goals when confronted with strenuous episodes in their own private life is the same for the low and high-achievers in DA. The alternative hypothesis to be tested is that the probability of failing to achieve their objectives in case of difficult personal cicumstances is not the same for the unsuccessful and successful students in DA.

□**Calculating chi square statistic**

	A	B	C	D	E	F	
1	14	14	13	4	3	3	51
2	3	10	3	1	4	1	22
	17	24	16	5	7	4	73
	A	B	C	D	E	F	
1	11.9	16.8	11.2	3.49	4.89	2.79	
2	5.12	7.23	4.82	1.51	2.11	1.21	

Table 4.32: Cross Tabulation of Proactivity/Tenacity Item (Q32)

Chi-square = 6.48
Degrees of freedom = 5
Probability = 0.262

Yates' chi square= 3.687 / Yates' p-value= 0.59529974

With five degrees of freedom (df=5), the observed calculated Yates' chi square value (**3.687**) is lower than the criterion value (**11.07**) for the predetermined alpha level of significance .05. Hence, the null hypothesis- that there is no difference between the low

and high achievers in DA as regards their tenacious attitude to stick to their academic objectives regardless of personal difficulties -is maintained.

4.5. Computation and Interpretation of Chi Square Distribution for Psychological Variables in Section Five

4.5.1. Summary of the Results of Chi Square Test for Emotional Awareness Items

Q33: *Do you feel unable to understand the motives behind some negative feelings (like the stress) you might experience when having assessments in English language sciences?*

□ **Hypotheses:** The null hypothesis is that the likelihood of being unaware of their own stress during Master 1 evaluations in English language sciences is the same for the low and high-achievers in DA. The alternative hypothesis to be tested is that the likelihood of being unaware of their negative emotional states during Master1 assessments in English language sciences is not the same for the unsuccessful and successful students in DA.

□ Calculating chi square statistic

	A	B	C	D	E	
1	11	11	12	12	5	51
2	1	8	4	8	1	22
	12	19	16	20	6	73
	A	B	C	D	E	
1	8.38	13.3	11.2	14.0	4.19	
2	3.62	5.73	4.82	6.03	1.81	

Table 4.33: Cross Tabulation of Emotional Awareness Item (Q33)

Chi-square = 5.64
Degrees of freedom = 4
Probability = 0.227

Yates' chi square= 3.181 / Yates' p-value= 0.52800523

With four degrees of freedom (df=4), the calculated observed chi square value (**3.181**) is lower than the criterion value (**9.49**) for the alpha level of significance .05. Thus, the null hypothesis- that there is no difference between the unsuccessful and successful students as regards their unawareness of their negative feelings during Master1 examinations in English language sciences- could not be rejected.

Q34: *Do you feel able to understand the motives behind some negative feelings (like the stress) you might experience when having assessments in English language sciences?*

□**Hypotheses:** The null hypothesis is that the probability of being aware of their negative feelings when having assessments in English language sciences is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the likelihood of being aware of their stress when having assessments in English language sciences is not the same for the unsuccessful and successful students in DA.

□**Calculating chi square statistic**

	A	B	C	D	E	
1	10	15	12	9	5	51
2	4	8	2	4	4	22
	14	23	14	13	9	73
	A	B	C	D	E	
1	9.78	16.1	9.78	9.08	6.29	
2	4.22	6.93	4.22	3.92	2.71	

Table 4.34: Cross Tabulation of Emotional Awareness Item (Q34)

Chi-square = 2.80
Degrees of freedom = 4
Probability = 0.592

Yates' chi square= 1.487 / Yates' p-value= 0.82894173

With four degrees of freedom (df=4), the observed calculated Yates' chi square value (**1.487**) is lower than the criterion value (**9.49**) for the alpha level of significance .05. Therefore, the null hypothesis – that there is no difference between the two groups of students (i.e., the unsuccessful and successful students in DA as regards their awareness about their anxious emotional states during Master1 examinations-is maintained.

Q35: *Do you think that you cannot understand your emotions when expressing yourself orally during ELS classes?*

□**Hypotheses:** The null hypothesis is that the likelihood of being aware of their emotions when expressing themselves orally during ELS classes is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability of being aware about their own emotions when communicating orally during ELS classes is not the same for the low and high-achieving students in DA.

□**Calculating chi square statistic**

	A	B	C	D	E	
1	1	5	5	24	16	51
2	1	1	4	12	4	22
	2	6	9	36	20	73
	A	B	C	D	E	
1	1.40	4.19	6.29	25.2	14.0	
2	0.603	1.81	2.71	10.8	6.03	

Table 4.35: Cross Tabulation of Emotional Awareness Item (Q35)

Chi-square = 2.92
Degrees of freedom = 4
Probability = 0.572

Yates' chi square= 1.038 / Yates' p-value= 0.90398024

With four degrees of freedom (df=4), the observed calculated Yates'chi square value (**1.038**) is lower than the critical value (**9.49**) for the predetermined alpha level of significance .05. Therefore, the null hypothesis of equal distribution- that there is no difference between the low and high achievers in DA as regards their emotional awareness in English language sciences- could not be rejected.

Q36: *Do you think that you cannot understand your emotions when writing research papers related to ELS courses?*

□ **Hypotheses:** The null hypothesis is that the likelihood of feeling unable to understand their own emotions when writing research papers related to ELS courses is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability of being aware of their emotions when writing research papers in the field of ELS is not the same for the unsuccessful and successful students in DA.

□ **Calculating chi square statistic**

	A	B	C	D	E	
1	19	27	2	2	1	51
2	7	12	1	1	1	22
	26	39	3	3	2	73
	A	B	C	D	E	
1	18.2	27.2	2.10	2.10	1.40	
2	7.84	11.8	0.904	0.904	0.603	

Table 4.36: Cross Tabulation of Emotional Awareness Item (Q36)

Chi-square = 0.539
Degrees of freedom = 4
Probability = 0.970

Yates' chi square= 0.571/ Yates' p-value= 0.96623109

With four degrees of freedom (df=4), the observed calculated Yates' chi square value (**0.571**) is lower than the critical value (**9.49**) for the alpha level of significance .05. Hence, the null hypothesis- that the low and high achievers donot differ in their emotional awareness in English language sciences- could not be rejected.

Q 37: *Do you think that you can understand your own emotions and feelings during ELS courses?*

□**Hypotheses:** The null hypothesis is that the likelihood of being conscious of their emotional state during ELS courses is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability of being conscious of their emotions during ELS courses is not the same for the unsuccessful and successful students in DA.

□**Calculating chi square statistic**

	A	B	C	D	E	
1	9	8	15	8	11	51
2	6	1	4	8	3	22
	15	9	19	16	14	73
	A	B	C	D	E	
1	10.5	6.29	13.3	11.2	9.78	
2	4.52	2.71	5.73	4.82	4.22	

Table 4.37: Cross Tabulation of Emotional Awareness Item (Q37)

Chi-square = 6.49
Degrees of freedom = 4
Probability = 0.166

Yates' chi square= 3.76 / Yates' p-value= 0.4394595

With four degrees of freedom (df=4), the observed calculated Yates'chi square value (3.76) is lower than the criterion value (9.49) for the .05 level of significance. Thus, the null hypothesis of equal distribution- that there is no difference between the low and high achievers in DA as regards their emotional awareness in English language sciences - is maintained.

Q38: *Do you think that you cannot understand your own emotions and feelings during ELS courses?*

□ **Hypotheses:** The null hypothesis is that the likelihood of failing to understand their emotions and feelings during ELS courses is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability of being unaware of their emotions and feelings in ELS is not the same for the unsuccessful and successful students in DA.

□ **Calculating chi square statistic**

	A	B	C	D	E	
1	20	6	7	12	6	51
2	9	1	1	10	1	22
29	7	8	22	7	73	
	A	B	C	D	E	
1	20.3	4.89	5.59	15.4	4.89	
2	8.74	2.11	2.41	6.63	2.11	

Table 4.38: Cross Tabulation of Emotional Awareness Item (Q38)

Chi-square = 5.32
Degrees of freedom = 4
Probability = 0.256
Yates' chi square= 2.784/ Yates' p-value= 0.59459774

With four degrees of freedom (df=4), the observed calculated Yates' chi square value (2.784) is lower than the critical value (9.49) for the probability level of significance .05. Hence, the null hypothesis of equal distribution- that there is no difference between the low and high achievers in DA as regards their emotional awareness in English language sciences- is maintained.

4.6. Computation and Interpretation of Chi Square Distribution for Psychological Variables in Section Six

4.6.1. Summary of the Results of Chi Square Test for Self-Assessment Items

Q39: To what extent do you feel able to succeed in Master1 exams in English language sciences?

□ **Hypotheses:** The null hypothesis is that the likelihood of feeling able to succeed in their Master 1 exams in English language sciences is the same for the low and high-achieving students in DA. The alternative hypothesis to be tested is that the probability of perceiving themselves as able to succeed in their Master 1 exams in English language sciences is different for the unsuccessful and successful students in DA.

□ Calculating chi square statistic

	A	B	C	D	E	F	G	
1	1	1	11	12	16	7	3	51
2	1	1	3	5	10	1	1	22
	2	2	14	17	26	8	4	73
	A	B	C	D	E	F	G	
1	1.40	1.40	9.78	11.9	18.2	5.59	2.79	
2	0.603	0.603	4.22	5.12	7.84	2.41	1.21	

Table 4.39: Cross Tabulation of Self-Assessment Item (Q39)

Chi-square = 3.35
Degrees of freedom = 6
Probability = 0.764

Yates' chi square= 1.367 / Yates' p-value= 0.96783505

With six degrees of freedom (df=6), the observed Yates' calculated chi square value (1.367) is lower than the critical value (12.59) for the .05 level of significance. Thus, the null hypothesis- that the two groups of students do not differ in their self-assessment in English language sciences- could not be rejected.

Q 40: *To what extent do you feel able to succeed at 'competence' in English language sciences?*

□ **Hypothesis:** The null hypothesis is that the likelihood of feeling able to succeed at 'competence' is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability of perceiving themselves as capable of succeeding at the unit of 'competence' that they have in the context of Master 1 in English language sciences is not the same for the unsuccessful and successful students in DA.

□ **Calculating chi square statistic**

	A	B	C	D	E	F	G	
1	1	1	6	5	17	11	10	51
2	1	1	1	3	8	7	1	22
	2	2	7	8	25	18	11	73
	A	B	C	D	E	F	G	
1	1.40	1.40	4.89	5.59	17.5	12.6	7.68	
2	0.603	0.603	2.11	2.41	7.53	5.42	3.32	

Table 4.40: Cross Tabulation of Self-Assessment Item (Q40)

Chi-square = 4.80
Degrees of freedom = 6
Probability = 0.570

Yates' chi square= 2.035 / Yates' p-value= 0.91645166

With six degrees of freedom (df=6), the observed calculated Yates' chi square value (2.035) is lower than the critical value (12.59) for the alpha probability level (12.59). Hence, the null hypothesis- that there is no difference between the low and high achievers as regards their assessment of their capacities to succeed in the unit of 'competence' taught for Master 1 learners in English language sciences- is maintained.

Q41: *To what extent do you feel able to succeed at 'linguistics' in English language sciences?*

□ **Hypotheses:** The null hypothesis is that the likelihood of feeling capable of succeeding in linguistics is the same for the low and the high achievers in DA. The alternative hypothesis to be tested is that the probability of feeling able to achieve positive outcomes in linguistics is not the same for the unsuccessful and successful students in DA.

□ **Calculating chi square statistic**

	A	B	C	D	E	F	G	
1	6	3	13	9	11	6	3	51
2	1	1	3	6	7	1	3	22
	7	4	16	15	18	7	6	73
	A	B	C	D	E	F	G	
1	4.89	2.79	11.2	10.5	12.6	4.89	4.19	
2	2.11	1.21	4.82	4.52	5.42	2.11	1.81	

Table 4.41: Cross Tabulation of Self-Assessment Item (Q41)

Chi-square = 5.18
Degrees of freedom = 6
Probability = 0.521

Yates' chi square= 2.114 / Yates' p-value= 0.90892098

With six degrees of freedom (df=6), the observed calculated Yates' chi square value (2.114) is lower than the critical value (12.59) for the .05 level of significance. Therefore, the null hypothesis of equal distribution- that there is no difference between the low and high achiever in relation to their evaluation of their capacities to succeed in linguistics-is maintained.

Q42: *To what extent do you feel able to succeed at 'didactics' in English language sciences?*

□**Hypotheses:** The null hypothesis is that the likelihood of feeling capable of succeeding in didactics is the same for the low and high-achieving students in DA. The alternative hypothesis to be tested is that the probability of perceiving themselves as capable of succeeding in didactics in English language sciences is not the same for the unsuccessful and successful students in DA.

□**Calculating chi square statistic**

	A	B	C	D	E	F	G	
1	4	7	10	15	9	5	1	51
2	1	1	7	4	4	4	1	22
	5	8	17	19	13	9	2	73
	A	B	C	D	E	F	G	
1	3.49	5.59	11.9	13.3	9.08	6.29	1.40	
2	1.51	2.41	5.12	5.73	3.92	2.71	0.603	

Table 4.42: Cross Tabulation of Self-Assessment Item (Q42)

Chi-square = 4.41
Degrees of freedom = 6
Probability = 0.622

Yates' chi square= 1.814 / Yates' p-value= 0.93598552

With six degrees of freedom (df=6), the observed calculated Yates' chi square value (**1.814**) is lower than the critical value (**12.59**) for the .05 level of significance. Hence, the null hypothesis of equal distribution- that there is no difference between the low and high achievers as regards their evaluation of their capacity to achieve positive results in didactics -could not be rejected.

Q43: *To what extent do you feel able to succeed at 'methodology' in English Language sciences?*

□ **Hypotheses:** The null hypothesis is that the likelihood of feeling able to succeed in methodology is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability of perceiving themselves as capable of succeeding at methodology in English language sciences is not the same for the unsuccessful and successful students in DA.

□ **Calculating chi square statistic**

	A	B	C	D	E	F	G	
1	1	1	3	6	24	13	3	51
2	1	1	1	4	9	5	1	22
	2	2	4	10	33	18	4	73
	A	B	C	D	E	F	G	
1	1.40	1.40	2.79	6.99	23.1	12.6	2.79	
2	0.603	0.603	1.21	3.01	9.95	5.42	1.21	

Table 4.43: Cross Tabulation of Self-Assessment Item (Q43)

Chi-square = 1.49
Degrees of freedom = 6
Probability = 0.960

Yates' chi square= 0.398 / Yates' p-value= 0.99886782

With six degrees of freedom (df=6), the calculated Yates' chi square value (**0.398**) is lower than the criterion value (**12.59**) for the .05 level of significance. Thus, the null hypothesis- that the low and high achievers in DA do not differ in their assessment of their capabilities to succeed in methodology - could not be rejected.

Q44: *To what extent do you feel able to succeed at 'statistics' in English Language sciences ?*

□ **Hypotheses:** The null hypothesis is that the likelihood of feeling capable of succeeding in statistics is the same for the unsuccessful and successful students in DA. The alternative hypothesis to be tested is that the probability of perceiving themselves as able to succeed in statistics is not the same for the low and high-achieving students in DA.

□ **Calculating chi square statistic**

	A	B	C	D	E	F	G	
1	2	4	7	21	10	5	2	51
2	1	1	4	7	7	1	1	22
	3	5	11	28	17	6	3	73
	A	B	C	D	E	F	G	
1	2.10	3.49	7.68	19.6	11.9	4.19	2.10	
2	0.904	1.51	3.32	8.44	5.12	1.81	0.904	

Table 4.44: Cross Tabulation of Self-Assessment Item (Q44)

Chi-square = 2.33
Degrees of freedom = 6
Probability = 0.887

Yates' chi square= 1.286 / Yates' p-value= 0.97242406

With six degrees of freedom (df=6), the observed calculated chi square value (**1.286**) is lower than the critical value (**12.59**) for the .05 level of significance. Thus, the null hypothesis of equal distribution is maintained.

4.7. Computation and Interpretation of Chi Square Distribution for Instructional Variables in Section Seven

4.7.1. Summary of the Results of Chi Square Test for Teacher’s Feedback and Teacher’s Attitudes towards Students

Q45: *Do you think that your teachers provide you with an optimistic feedback about your achievements in English language sciences?*

□ **Hypotheses:** The null hypothesis is that the likelihood that students think that their teachers provide them with an optimistic feedback in ELS is the same for the low and high-achieving students. The alternative hypothesis to be tested is that the probability that students think that their teachers provide them with optimistic evaluations is not the same for the unsuccessful and successful students.

□ **Calculating chi square statistic**

	A	B	C	D	E	
1	1	1	21	23	5	51
2	1	1	8	10	2	22
	2	2	29	33	7	73
	A	B	C	D	E	
1	1.40	1.40	20.3	23.1	4.89	
2	0.603	0.603	8.74	9.95	2.11	

Table 4.45: Cross Tabulation of Teacher’s Feedback Item (Q45)

Chi-square = 0.848
Degrees of freedom = 4
Probability = 0.932

Yates’ chi square= 0.191 / Yates’ p-value= 0.99572007

With four degrees of freedom (df=4), the observed calculated Yates' chi square value (**0.191**) is lower than the critical value (**09.49**) for the alpha level of significance .05. Hence, the null hypothesis of equal distribution-could not be rejected.

Q46: *Do you think that your teachers provide you with a pessimistic feedback about your achievements in English language sciences?*

□ **Hypotheses:** The null hypothesis is that the likelihood that the two groups of students in the sample believe that their teachers provide them with pessimistic assessments about their achievements in the field of English language sciences is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability that the two groups of students believe that their teachers provide them with pessimistic feedback is not the same for the unsuccessful and successful students in DA.

□ **Calculating chi square statistic**

	A	B	C	D	E	
1	12	13	20	5	1	51
2	2	12	5	2	1	22
	14	25	25	7	2	73
	A	B	C	D	E	
1	9.78	17.5	17.5	4.89	1.40	
2	4.22	7.53	7.53	2.11	0.603	

Table 4.46: Cross Tabulation of Teacher's Feedback Item (Q46)

Chi-square = 7.06
Degrees of freedom = 4
Probability = 0.133

Yates' chi square= 4.905 / Yates' p-value= 0.29718472

With four degrees of freedom (df=4), the observed calculated Yates' chi square value (4.905) is lower than the critical value (09.49) for the predetermined alpha level of significance .05. Therefore, the null hypothesis of equal distribution is maintained.

Q 47: *Do you think that your teachers stimulate you to strive for success in English language sciences?*

□ **Hypotheses:** The null hypothesis is that the likelihood that students in the sample think that their teachers stimulate them to succeed in English language sciences is the same for the low and high achievers. The alternative hypothesis to be tested is that the probability of feeling stimulated to strive for success in ELS is not the same for the unsuccessful and successful students in DA.

□ **Calculating chi square statistic**

	A	B	C	D	E	
1	4	10	23	13	51	
2	1	1	6	12	2	22
	2	5	16	35	15	73
	A	B	C	D	E	
1	1.40	3.49	11.2	24.5	10.5	
2	0.603	1.51	4.82	10.5	4.52	

Table 4.47: Cross Tabulation of Teacher's Attitudes Item (Q47)

Chi-square = 3.33
Degrees of freedom = 4
Probability = 0.504

Yates' chi square= 1.577 / Yates' p-value= 0.81291988

With four degrees of freedom (df=4), the observed calculated Yates' chi square value (**1.577**) is lower than the critical value (**09.49**) for the alpha level of significance .05. Thus, the null hypothesis- that there is no difference between the two groups of students in DA as regards TAsTs item (Q47) could not be rejected.

Q48: *Do you think that your teachers do not put a lot of pressure on you during examinations in English language sciences?*

□ **Hypotheses:** The null hypothesis is that the likelihood of managing excessive pressure from teachers in ELS is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability of managing pressure is not the same for the unsuccessful and successful students in DA.

□ **Calculating chi square statistic**

	A	B	C	D	E	
1	15	16	11	7	2	51
2	3	9	6	3	1	22
	18	25	17	10	3	73
	A	B	C	D	E	
1	12.6	17.5	11.9	6.99	2.10	
2	5.42	7.53	5.12	3.01	0.904	

Table 4.48: Cross Tabulation of Teacher's Attitudes towards Item (Q48)

Chi-square = 2.19
Degrees of freedom = 4
Probability = 0.701

Yates' chi square= 1.565/ Yates' p-value= 0.81506849

With four degrees of freedom (df=4), the observed calculated chi square value (**1.565**) is lower than the critical value (**09.49**) for the alpha level of significance .05. Therefore, the null hypothesis of equal distribution could not be rejected.

Q49: *Do you think that your teachers make you feel able to succeed in English language Sciences?*

□ **Hypothesis:** The null hypothesis is that the likelihood that Master 1 learners think that their teachers make them feel able to succeed in English language sciences is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability that learners are encouraged by their teachers to succeed in the field of English language sciences is not the same for the unsuccessful and successful students in DA.

□ **Calculating chi square statistic**

	A	B	C	D	E	
1	3	6	4	17	21	51
2	1	5	1	14	1	22
	4	11	5	31	22	73
	A	B	C	D	E	
1	2.79	7.68	3.49	21.7	15.4	
2	1.21	3.32	1.51	9.34	6.63	

Table 4.49: Cross Tabulation of Teacher's Attitudes towards Item (Q49)

Chi-square = 11.7
Degrees of freedom = 4
Probability = 0.020

Yates' chi square= 9.039 / Yates' p-value= 0.06013202

With four degrees of freedom (df=4), the observed calculated Yates' chi square value (**9.039**) is lower than the criterion value (**09.49**) for the .05 level of significance. Hence, the null hypothesis of equal distribution is maintained.

4.8. Computation and Interpretation of Chi Square Distribution for Environmental Variables in Section Eight

4.8.1. Summary of the Results of Chi Square Test for Family / Relatives' Feedback and Environmental Support (Stimulation) Items

Q50: *Do you think that your family promotes in you an optimistic vision about your achievements in English language sciences?*

□ **Hypotheses:** The null hypothesis is that the likelihood that students think that their families provide them with an optimistic vision about their achievements in ELS is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability that the two groups of students think that their families foster in them an optimistic vision about their outcomes in ELS is not the same for the unsuccessful and successful students in DA.

□ Calculating chi square statistic

	A	B	C	D	E	
1	1	1	1	13	35	51
2	1	1	1	9	10	22
	2	2	2	22	45	73
	A	B	C	D	E	
1	1.40	1.40	1.40	15.4	31.4	
2	0.603	0.603	0.603	6.63	13.6	

Table 4.50: Cross Tabulation of Family Feedback Item (Q50)

Chi-square = 3.68
Degrees of freedom = 4
Probability = 0.452

Yates' chi square= 1.819 / Yates' p-value= 0.76900441

With four degrees of freedom (df=4), the observed calculated chi square value (1.819) is lower than the critical value (09.49) for the predetermined alpha level of significance. Hence, the null hypothesis of equal distribution could not be rejected.

Q51: *Do you think that your family promotes in you a pessimistic vision about your achievements in English language sciences?*

□ **Hypotheses:** The null hypothesis is that the likelihood that the two groups of students in the sample think that their families promote in them a pessimistic vision about their achievements in English language sciences is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability that the two groups of students think that their families send them a pessimistic feedback about their achievements in ELS is not the same for the unsuccessful and successful students in DA.

□ **Calculating chi square statistic**

	A	B	C	D	E	
1	37	10	2	1	1	51
2	11	8	1	1	1	22
	48	18	3	2	2	73
	A	B	C	D	E	
1	33.5	12.6	2.10	1.40	1.40	
2	14.5	5.42	0.904	0.603	0.603	

Table 4.51: Cross Tabulation of Family Feedback Item (Q51)

Chi-square = 3.70
Degrees of freedom = 4
Probability = 0.448

Yates' chi square= 2.315 / Yates' p-value= 0.67803942

With four degrees of freedom (df=4), the observed calculated chi square value (2.315) is lower than the critical value (09.49) for the .05 level of significance. Thus, the null hypothesis of equal distribution- could not be rejected.

Q 52: *Do you think that your relatives encourage you to thrive for enhancing your capacities and achieving success in English language sciences?*

□**Hypothesis:** The null hypothesis is that the likelihood that the two groups of students in the sample believe that their relatives encourage them to self-improve themselves and succeed in their studies is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability that the students think that their relatives boost them to be academically successful is not the same for the unsuccessful and successful students in DA.

□**Calculating chi square statistic**

	A	B	C	D	E	
1	1	4	22	21	3	51
2	1	3	7	10	1	22
	2	7	29	31	4	73
	A	B	C	D	E	
1	1.40	4.89	20.3	21.7	2.79	
2	0.603	2.11	8.74	9.34	1.21	

Table 4.52: Cross Tabulation of Relatives' Feedback Item (Q52)

Chi-square = 1.52
Degrees of freedom = 4
Probability = 0.822

Yates' chi square= 0.487 / Yates' p-value= 0.97475413

With four degrees of freedom (df=4), the observed calculated Yates' chi square value (**0.487**) is lower than the critical value (**09.49**) for the .05 level of significance. Therefore, the null hypothesis of equal distribution-is maintained.

Q53: *Do you think that your relatives do not boost you to strive for improving your capacities and achieving success in English language sciences?*

□**Hypotheses:** The null hypothesis is that the likelihood that the two groups of students contend that their relatives dot not stimulate them to succeed in ELS is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability that the two groups of students believe that their relatives do not boost them to be successful in ELS is not the same for the unsuccessful and successful students in DA.

□**Calculating chi square statistic**

	A	B	C	D	E	
1	17	18	6	9	1	51
2	7	9	3	2	1	22
	24	27	9	11	2	73
	A	B	C	D	E	
1	16.8	18.9	6.29	7.68	1.40	
2	7.23	8.14	2.71	3.32	0.603	

Table 4.53: Cross Tabulation of Relatives' Feedback Item (Q53)

Chi-square = 1.31

Degrees of freedom = 4

Probability = 0.860 Yates' chi square= 0.373/ Yates' p-value= 0.98462718

With four degrees of freedom (df=4), the observed calculated Yates' chi square value (**0.373**) is lower than the critical value (**09.49**) for the .05 level of significance. Therefore, the null hypothesis of equal distribution is maintained.

Q54: *Do you think that the Algerian social environment promotes the development of personal potentials and praises successful academic achievements?*

□ **Hypotheses:** The null hypothesis is that the likelihood that the two groups of students believe that the Algerian social setting promotes the development of personal potentials and praises academic success is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability that the two groups of students believe that the Algerian social setting encourages high academic achievement is not the same for the unsuccessful and successful students in DA.

□ **Calculating chi square statistic**

	A	B	C	D	E	
1	12	18	10	3	8	51
2	8	9	3	1	1	22
	20	27	13	4	9	73

	A	B	C	D	E
1	14.0	18.9	9.08	2.79	6.29
2	6.03	8.14	3.92	1.21	2.71

Table 4.54: Cross Tabulation of Perceived Environmental Stimulation Item (Q54)

Chi-square = 2.96
Degrees of freedom = 4
Probability = 0.564

Yates' chi square= 1.481 / Yates' p-value= 0.83000167

With four degrees of freedom (df=4), the observed calculated chi square value (1.481) is lower than the critical value (09.49) for the .05 level of significance. Thus, the null hypothesis of equal distribution could not be rejected.

Q55: Do you think that the Algerian social setting does not promote the development of personal potentials and undermines successful academic achievements?

□**Hypothesis:** The null hypothesis is that the likelihood that the two groups of students in the sample perceive their social environment as being unsupportive of academic achievement is the same for the low and high achievers in DA. The alternative hypothesis to be tested is that the probability that the two groups of students perceive their social setting as discouraging is not the same for the unsuccessful and successful students in DA.

□**Calculating Calculating chi square statistic**

	A	B	C	D	E	
1	1	3	14	13	20	51
2	2	2	11	5	2	22
	3	5	25	18	22	73
	A	B	C	D	E	
1	2.10	3.49	17.5	12.6	15.4	
2	0.904	1.51	7.53	5.42	6.63	

Table 4.55: Cross Tabulation of Perceived Environmental Stimulation Item (Q55)

Chi-square = 9.09
Degrees of freedom = 4
Probability = 0.059

Yates' chi square= 5.917/ Yates' p-value= 0.2054331

With four degrees of freedom, the observed calculated chi square value (**5.917**) is lower than the critical value (**09.49**) for the predetermined .05 level of significance. Hence, the null hypothesis of equal distribution could not be rejected.

Conclusion

Chapter four provides a description of the results of the data analyses recorded in the current study through computation and interpretations of the chi square value. The latter has been accomplished via interactive software calculation tools (Preacher, 2001; Turner, n.d). The results show 'conservative' low associations between variables in the study partially because of use of Yates' corrections. It is worth adding that the chi square test, in addition to the Pearson correlation, that would be explained in chapter five (5), constitute the statistical procedures used to analyzing data recorded in the ELS- ASBS questionnaire and addressing the research questions and hypothesis framing this current research investigation.

Chapter Five

Correlational Analysis of the ELS-ASBI Questionnaire Results

Introduction

5.1. Correlational Analysis of Self-Regard and Exam Marks in Discourse Analysis

5.1.1 Summary of the Results of the Correlational Analysis

5.1.1.1 Calculation of Pearson's Correlation Coefficient for the Successful Students in Discourse Analysis

5.1.1.2 Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students in Discourse Analysis

5.2. Correlational Analysis of Achievement Motivation and Exam Marks of Discourse Analysis

5.2.1. Summary of the Results of the Correlational Analysis

5.2.1.1. Calculation of Pearson's Correlation Coefficient for the Successful Students in Discourse Analysis

5.2.1.2. Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students in Discourse Analysis

5.3. Correlational Analysis of Self-Directedness and Exam Marks of Discourse Analysis

5.3.1. Summary of the Results of the Correlational Analysis

5.3.1.1. Calculation of Pearson's Correlation Coefficient for the Successful Students in Discourse Analysis

5.3.1.2. Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students in Discourse Analysis

5.4. Correlational Analysis of Proactivity and Exam Marks in Discourse Analysis

5.4.1. Summary of the Results of the Correlational Analysis

5.4.1.1. Calculation of Pearson's Correlation Coefficient for the Successful Students (Trustworthiness and Students' Marks in Discourse Analysis)

5.4.1.2. Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students (Trustworthiness and Students' Marks in Discourse Analysis)

5.4.1.3. Calculation of Pearson's Correlation Coefficient for the Successful

Students (Adaptability and Students' Marks in Discourse Analysis)

5.4.1.4. Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students (Adaptability and Students' Marks in Discourse Analysis)

5.4.1.5. Calculation of Pearson's Correlation Coefficient for the Successful Students (Planning and Students' Marks in Discourse Analysis)

5.4.1.6. Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students (Planning and Students' Marks in Discourse Analysis)

5.4.1.7. Calculation of Pearson's Correlation Coefficient for the Successful Students (Tenacity and Students' Marks in Discourse Analysis)

5.4.1.8. Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students (Tenacity and Students' Marks in Discourse Analysis)

5.5. Correlational Analysis of Emotional Awareness and Exam Marks in Discourse Analysis

5.5.1. Summary of the Results of the Correlational Analysis

5.5.1.1. Calculation of Pearson's Correlation Coefficient for the Successful Students in Discourse Analysis

5.5.1.2 Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students in Discourse Analysis

5.6. Correlational Analysis of Self-Assessment and Exam Marks in Discourse Analysis

5.6.1. Summary of the Results of the Correlational Analysis

5.6.1.1. Calculation of Pearson's Correlation Coefficient for the Successful Students in Discourse Analysis

5.6.1.2. Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students in Discourse Analysis

5.7. Correlational Analysis of Teachers' Feedback / Teacher's Attitudes towards Students and Exam Marks in Discourse Analysis

5.7.1. Summary of the Results

5.7.1.1. Calculation of Pearson's Correlation Coefficient for the Successful Students in Discourse Analysis

5.7.1.2. Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students in Discourse Analysis

5.7.2. Summary of the Results

5.7.2.1. Calculation of Pearson's Correlation Coefficient for the Successful

Students in Discourse Analysis

5.7.2.2. Calculation of Pearson's Correlation Coefficient for the Unsuccessful

Students in Discourse Analysis

5.8. Correlational Analysis of Family and Relatives' Feedback/Perceived Environmental Stimulation and Exam Marks in Discourse Analysis

5.8.1. Summary of the Results

5.8.1.1. Calculation of Pearson's Correlation Coefficient for the Successful Students in Discourse Analysis

5.8.1.2. Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students in Discourse Analysis

5.8.2. Summary of the Results

5.8.2.1. Calculation of Pearson's Correlation Coefficient for the Successful Students in Discourse Analysis

5.8.2.2. Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students in Discourse Analysis

5.9. Discussion of the Study Results and Answering the Research Questions

5.9.1. Self-Regard

5.9.2. Achievement Motivation

5.9.3. Self-Directedness

5.9.4. Proactivity

5.9.5. Emotional Awareness

5.9.6. Self-Assessment

5.9.7. Perceived Teacher's Feedback

5.9.8. Perceived Teacher's Attitudes

5.9.9. Perceived Family and Relatives' Feedback

5.9.10. Perceived Environmental Stimulation

Conclusion

Chapter Five

Correlational Analysis of the ELS-ASBS Questionnaire

Introduction

In this chapter, the data recorded in the questionnaire survey is analyzed through correlation. Moreover, a between-group analysis is carried out between the successful and the unsuccessful students in discourse analysis on the basis of their self-ratings recorded in the ELS-ASBS. Focus is laid on finding the commonalities and differences in the self-appraisals between the two groups of students and making associations with their actual exam scores in discourse analysis. Besides, we attempt to highlight the major findings and conclusions pertinent to each hypothesis of the study, stemming from data analysis. These conclusions have been discussed in the light of their relationship with theoretical views and research findings in the literature.

5.1. Correlational Analysis of Self-Regard and Exam Marks in Discourse Analysis

5.1.1 Summary of the Results

The Pearson's correlation coefficient (r) is calculated in order to measure whether there is a relationship between two variables. Regarded in itself as 'a descriptive statistic', in Geisler's terms (2004), it describes the degree of association between paired data in the sample.

The correlational analysis was run in section (1) to assess the relationship between first-semester exam grades in discourse analysis (DA) and self-regard (SA) in ELS in a sample of twenty-two (22) high-achieving and fifty-one (51) low-achieving Master 1

students. The statistical significance of the correlation coefficients will be estimated on the basis of the probability ‘p-Value’. The latter demonstrates, according to Moore et al, (2013), the probability that there exists no relationship (association) between the two variables (Null hypothesis).

5.1.1.1 Calculation of Pearson’s Correlation Coefficient for the Successful Students in DA

<p>Y Values $\Sigma = 245$ Mean = 11.136 $\Sigma(X - M_x)^2 = SS_x = 36.591$</p> <p>X Values $\Sigma = 94.2$ Mean = 4.282 $\Sigma(Y - M_y)^2 = SS_y = 12.213$</p> <p>X and Y Combined $N = 22$ $\Sigma(X - M_x)(Y - M_y) = -2.245$</p>	<p>R Calculation Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{((SS_x)(SS_y))}}$ $r = \frac{-2.245}{\sqrt{((36.591)(12.213))}} = -0.1062$ <p>r = -0.1062</p>
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Table 5.1: SR/Ex Scores Correlation for Successful Sts
Corr SR/Ex Scores r= -0.1062

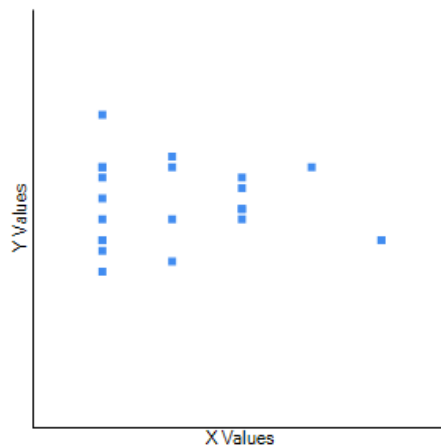


Figure 5.1: Scatterplot SR Ratings (X)/ Positive Scores in DA(Y)

- Table 5.1 shows a weak negative correlation between exam scores and SR for the successful students, $r(22) = -.1062, p < .05$. Figure 5.1 suggests a weak negative linear relationship between self-regard and success in discourse analysis. The correlation coefficient is not statistically significant at $p < .05$ (P-Value=0.63872).

5.1.1.2. Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students in DA

<p>Y Values $\Sigma = 270.5$ Mean = 5.304 $\Sigma(X - M_x)^2 = SS_x = 148.539$</p> <p>X Values $\Sigma = 202.6$ Mean = 3.973 $\Sigma(Y - M_y)^2 = SS_y = 47.842$</p> <p><i>X and Y Combined</i> $N = 51$ $\Sigma(X - M_x)(Y - M_y) = -10.575$</p>	<p>R Calculation Sig.(2-tailed)</p> $= \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{(SS_x)(SS_y)}}$ $r = -10.575 / \sqrt{(148.539)(47.842)}$ <p>r= -0.1254</p>
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Table 5.2: SR/Ex Scores Correlation for Unsuccessful Sts

Corr SR/ Ex Scores r= -0.1254

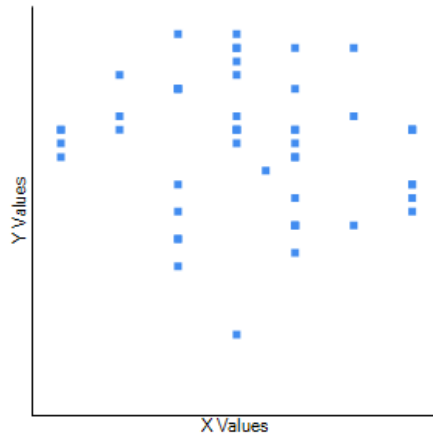


Figure 5.2: Scatterplot SR Ratings (X)/ Negative Scores in DA(Y)

➤ Results recorded in table 5.2 indicate a small negative correlation between exam scores and SR for the low-achieving students, $r(51)=r=-0.2154$, $p<.05$. Figure 5.2 shows a weak negative relationship between self-regard and failure in discourse analysis. The correlation coefficient is statistically insignificant at $p < .05$ as it is higher than the (P- Value=0.382128).

5.2. Correlational Analysis of Achievement Motivation and Exam Marks in Discourse Analysis

5.2.1. Summary of the Results

The Pearson's Product Moment correlation was run in section two (2) so as to measure the association between first-semester exam marks in discourse analysis (DA) and achievement motivation in English language sciences. The null hypothesis which states that there is no relationship between the two variables is tested with the aim of determining statistical significance.

5.2.1.1. Calculation of Pearson's Correlation Coefficient for the Successful Students in DA

<p>Y Values $\Sigma = 245$ Mean = 11.136 $\Sigma(X - M_x)^2 = SS_x = 36.591$</p> <p>X Values $\Sigma = 91.2$ Mean = 4.145 $\Sigma(Y - M_y)^2 = SS_y = 4.575$</p> <p>X and Y Combined $N = 22$ $(X - M_x)(Y - M_y) = 3.264$</p>	<p>R Calculation Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{((SS_x)(SS_y))}}$ $r = \frac{3.264}{\sqrt{((36.591)(4.575))}} = 0.2523$ <p>r = 0.2523</p>
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Table 5.3: Ach M/Ex Scores Correlation for Successful Sts

Corr Mot/Ex Scores r=0.2523

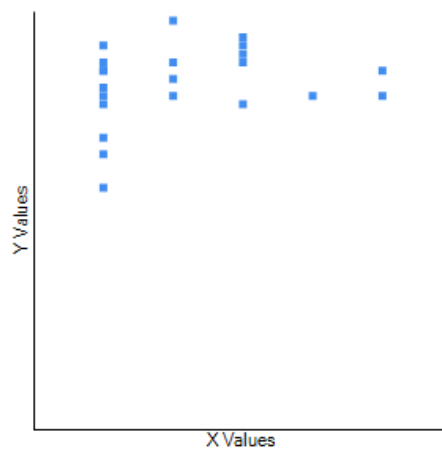


Figure 5.3: Scatterplot Ach M Ratings (X)/ Positive Scores in DA(Y)

- Table 5.3 shows a weak positive correlation (association) between exam scores and Ach M for the high-achieving students $r(22) = 0.2523, p < .05$. Figure 5.3 suggests a weak linear relationship between ELS achievement motivation and

success in discourse analysis. The correlation coefficient is not statistically significant at $p < .05$ since (P-Value=0.257315) exceeds the acceptable alpha level of .05.

5.2.1.2. Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students in DA

<p>Y Values $\Sigma = 270.5$ Mean = 5.304 $\Sigma(X - M_x)^2 = SS_x = 148.539$</p> <p>X Values $\Sigma = 203.3$ Mean = 3.986 $\Sigma(Y - M_y)^2 = SS_y = 7.52$</p> <p><i>X and Y Combined</i> $N = 51$ $\Sigma(X - M_x)(Y - M_y) = 1.363$</p>	<p>R Calculation Sig(2-tailed) $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{(SS_x)(SS_y)}}$</p> <p>$r = 1.363 / \sqrt{((148.539)(7.52))} = 0.0408$</p> <p>r = 0.0408</p>
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Table 5.4: Ach M/Ex Scores Correlation for Unsuccessful Sts
Corr Mot/Ex Scores r=0.0408

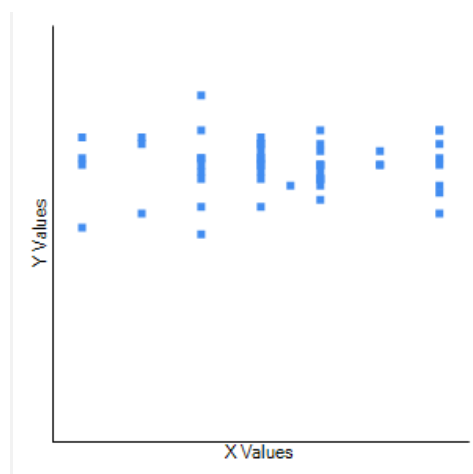


Figure 5.4: Scatterplot Ach M Ratings (X)/ Negative Scores in DA(Y)

- Table 5.4 shows a very small positive correlation between exam scores and Ach M for the low-achieving students, $r(51)=r=0.0408$, $p < .05$ (P-value=0.776207). Figure 5.4 shows a weak linear relationship between the two variables. The correlation coefficient is statistically insignificant at $p < .05$

5.3. Correlational Analysis of Self-Directedness and Exam Marks in Discourse

Analysis

5.3.1. Summary of the Results of the Correlational Analysis

The Pearson's Product Moment correlation was guided in section three (3) to assess the relation between first- semester exam marks in discourse analysis (DA) and self-directedness in ELS. Results were summarized in table (5.5) and (5.6) below.

5.3.1.1. Calculation of Pearson's Correlation Coefficient for the Successful Students in DA

<p>Y Values $\Sigma = 245$ Mean = 11.136 $\Sigma(X - M_x)^2 = SS_x = 36.591$</p> <p>X Values $\Sigma = 108.3$ Mean = 4.923 $\Sigma(Y - M_y)^2 = SS_y = 56.199$</p> <p>X and Y Combined $N = 22$ $\Sigma(X - M_x)(Y - M_y) = 4.132$</p>	<p>R Calculation Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{((SS_x)(SS_y))}}$ $r = \frac{4.132}{\sqrt{((36.591)(56.199))}} = 0.0911$ <p>r = 0.0911</p>
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Table 5.5: SD/Ex Scores Correlation for Successful Sts

Corr SD/ Ex Scores $r=0.0911$

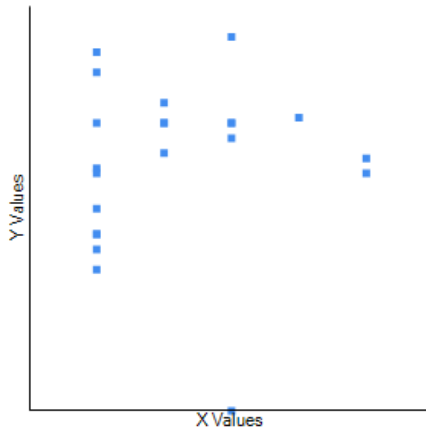


Figure 5.5: Scatterplot SD Ratings (X)/Positive Scores in DA (Y)

- Table 5.5 indicates a weak positive correlation between exam scores and self-direction in ELS for the successful students, $r(22) = r = 0.0911, p < .05$. Figure 5.5 shows a weak linear relationship between the two variables. The correlation coefficient is not statistically significant at the acceptable alpha level of $p < .05$ (P-Value=0.686805)

5.3.1.2. Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students in DA

<p>Y Values $\Sigma = 270.5$ Mean = 5.304 $\Sigma(X - M_x)^2 = SS_x = 148.539$</p> <p>X Values $\Sigma = 224.7$ Mean = 4.406 $\Sigma(Y - M_y)^2 = SS_y = 88.088$</p> <p>X and Y Combined $N = 51$ $\Sigma(X - M_x)(Y - M_y) = 0.459$</p>	<p>R Calculation Sig. (2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{((SS_x)(SS_y))}}$ $r = 0.459 / \sqrt{((148.539)(88.088))} = 0.004$ <p>r = 0.004</p>
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Table 5.6: SD/Ex Scores Correlation for Unsuccessful Sts

Corr SD/ Ex Scores $r=0.004$

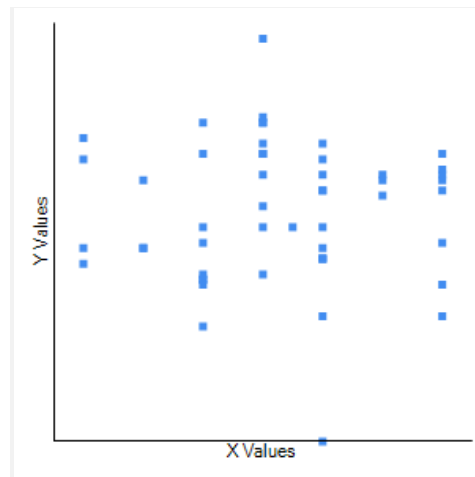


Figure 5.6: Scatter plot SD Ratings (X)/Negative Scores in DA(Y)

- Table 5.6 shows a very small positive correlation between exam scores in discourse analysis and SD of the low-achieving students in ELS $r(51)=r=0.004, p<.05$. Figure 5.6 suggests a weak linear relationship between the two variables. The correlation coefficient is statistically insignificant at $p<.05$ (P-Value=0.977776).

5.4. Correlational Analysis of Proactivity and Exam Marks in Discourse Analysis

5.4.1. Summary of the Results

The Pearson's Product Moment correlation was guided to measure the relation between first-semester exam grades in discourse analysis (DA) and students' proactive behavior in English language sciences. Students' proactivity in ELS has been assessed through using indexes or characteristics that denote proactive learning in ELS namely, trustworthiness, adaptability, planning and tenacity.

5.4.1.1. Calculation of Pearson's Correlation Coefficient for the Successful Students

in DA

<p>Y Values $\Sigma = 245$ Mean = 11.136 $\Sigma(X - M_x)^2 = SS_x = 36.591$</p> <p>X Values $\Sigma = 105.5$ Mean = 4.795 $\Sigma(Y - M_y)^2 = SS_y = 11.83$</p> <p>X and Y Combined $N = 22$ $\Sigma(X - M_x)(Y - M_y) = 8.114$</p>	<p>R Calculation Sig.(2-tailed) $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{(SS_x)(SS_y)}}$ $r = \frac{8.114}{\sqrt{(36.591)(11.83)}} = 0.39$ r = 0.39</p>
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Table 5.7: Pro (T1)/Ex Scores Correlation for Successful Sts
Corr P(T1)/Ex Scores r = 0.39

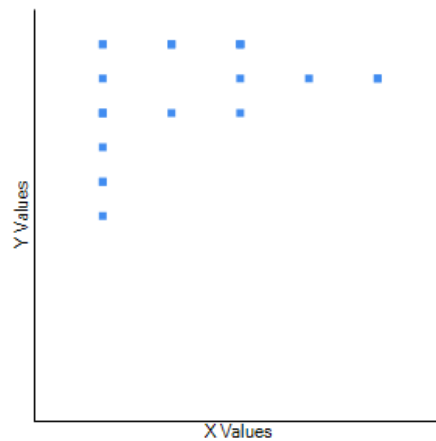


Figure 5.7: Scatterplot Pro (T1) Ratings (X)/Positive scores in DA (Y)

- Table 5.7 shows a medium positive correlation between exam scores in discourse analysis and trustworthiness for the successful students $r(22)=r=0.39$, $p<.05$. Figure 5.7 suggests a relationship of moderate

magnitude between trustworthiness and success. The correlation coefficient is not statistically significant at $p < .05$ (P-Value=0.072764).

5.4.1.2. Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students in DA

<p>Y Values $\Sigma = 270.5$ Mean = 5.304 $\Sigma(X - M_x)^2 = SS_x = 148.539$</p> <p>X Values $\Sigma = 235.5$ Mean = 4.618 $\Sigma(Y - M_y)^2 = SS_y = 41.294$</p> <p>X and Y Combined $N = 51$ $\Sigma(X - M_x)(Y - M_y) = 11.926$</p>	<p>R Calculation</p> <p>Sig. (2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{(SS_x)(SS_y)}}$ $r = \frac{11.926}{\sqrt{(148.539)(41.294)}} = 0.1523$ <p>r = 0.1523</p>
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Table 5.8: Pro (T1)/Ex Scores Correlation for Unsuccessful Sts

Corr Pro(T1)/Ex Scores $r = 0.1523$

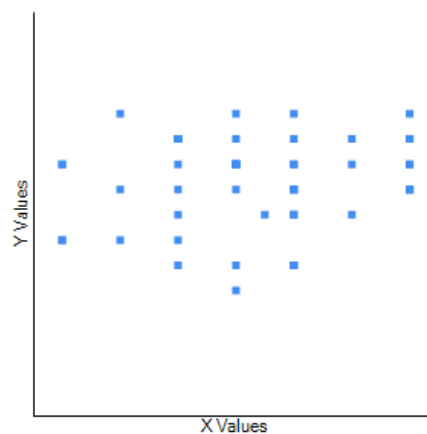


Figure 5.8: Scatterplot Pro (T1) Ratings (X)/Negative scores in DA (Y)

- Table 5.8 indicates a low positive correlation between exam scores and **trustworthiness** for the unsuccessful students, $r(51)=r=0.1523$, $p < .05$. Figure 5.8 shows a weak linear relationship between trustworthiness and

failure. The correlation coefficient is statistically insignificant at $p < .05$ (P-Value=0.28601).

5.4.1.3. Calculation of Pearson's Correlation Coefficient for the Successful Students in DA

<p>Y Values $\Sigma = 245$ Mean = 11.136 $\Sigma(X - M_x)^2 = SS_x = 36.591$</p> <p>X Values $\Sigma = 87.5$ Mean = 3.977 $\Sigma(Y - M_y)^2 = SS_y = 16.239$</p> <p>X and Y Combined $N = 22$ $\Sigma(X - M_x)(Y - M_y) = 7.568$</p>	<p>R Calculation Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{(SS_x)(SS_y)}}$ $r = \frac{7.568}{\sqrt{(36.591)(16.239)}} = 0.3105$ <p>r = 0.3105</p>
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Table 5.9: Pro(A) /Ex Scores Correlation for Successful Sts
Corr Pro (A)/Ex Scores r=0.3105

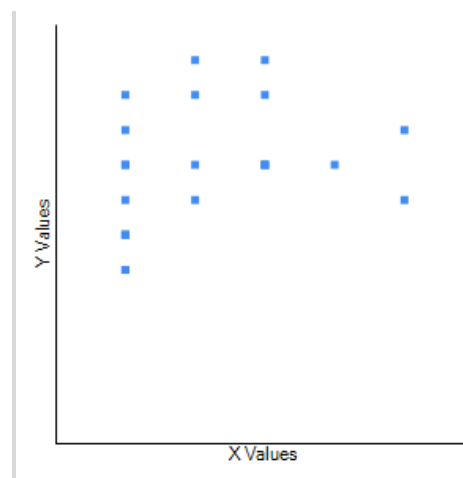


Figure 5.9: Scatterplot Pro (A) Ratings (X)/Positive Scores in DA (Y)

- Table 5.9 shows a medium positive correlation between exam scores and **adaptability** for the successful students, $r(22)=r=0.3105$, $p<.05$. Figure 5.9 suggests a linear relationship of moderate magnitude between adaptability and success. The correlation coefficient is not statistically significant at $p < .05$ (P-Value=0.159603).

5.4.1.4. Calculation of Pearson’s Correlation Coefficient for the Unsuccessful Students in DA

<p>Y Values $\Sigma = 270.5$ Mean = 5.304 $\Sigma(X - M_x)^2 = SS_x = 148.539$</p> <p>X Values $\Sigma = 213$ Mean = 4.176 $\Sigma(Y - M_y)^2 = SS_y = 96.412$</p> <p>X and Y Combined $N = 51$ $\Sigma(X - M_x)(Y - M_y) = -30.485$</p>	<p>R Calculation Sig. (2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{(SS_x)(SS_y)}}$ $r = \frac{-30.485}{\sqrt{(148.539)(96.412)}} = -0.2547$ <p>r = -0.2547</p>
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Table 5.10: Pro (A) /Ex Scores Correlation for Unsuccessful Sts
Corr Pro(A)/Ex Scores r = - 0.2547

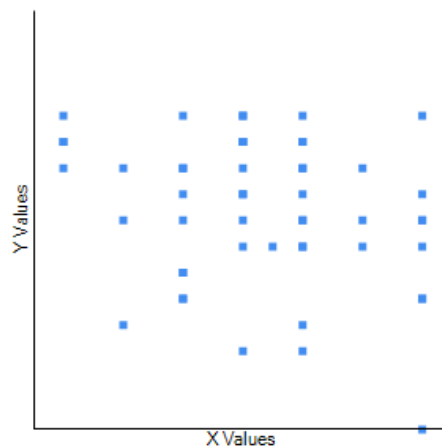


Figure 5.10: Scatterplot Pro (A) Ratings (X)/Negative Scores in DA (Y)

- Table 5.10 demonstrates a low negative correlation between exam scores and **adaptability** for the unsuccessful students, $r(51)=r=-0.2547$, $p<.05$. Figure 5.10 suggests a weak negative correlation between adaptability and exams scores in DA. The correlation coefficient is statistically insignificant at $p<.05$ (P-Value=0.072085).

5.4.1.5. Calculation of Pearson’s Correlation Coefficient for the Successful Students in DA

<p>Y Values $\Sigma = 245$ Mean = 11.136 $\Sigma(X - M_x)^2 = SS_x = 36.591$</p> <p>X Values $\Sigma = 109$ Mean = 4.955 $\Sigma(Y - M_y)^2 = SS_y = 13.455$</p> <p>X and Y Combined $N = 22$ $\Sigma(X - M_x)(Y - M_y) = 3.136$</p>	<p>R Calculation</p> <p>Sig. (2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{((SS_x)(SS_y))}}$ $r = \frac{3.136}{\sqrt{((36.591)(13.455))}} = 0.1414$ <p>r = 0.1414</p>
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Table 5.11: Pro (P)/Ex Scores Correlation for Successful Sts
Corr Pro(P)/Ex Scores r =0.1414

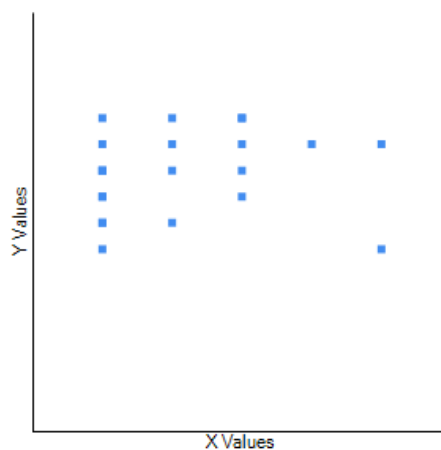


Figure 5.11: Scatterplot Pro (P) Ratings (X) / Positive Scores in DA(Y)

- Table 5.11 indicates a low positive correlation between exam scores and **planning** for the successful students, $r(22)=r=0.1414$, $p<.05$. Figure 5.11 suggests a weak linear relationship between planning and success. The correlation coefficient is not statistically significant at $p<.05$ (P-Value=0.530215).

5.4.1.6. Calculation of Pearson’s Correlation Coefficient for the Unsuccessful Students in DA

<p>Y Values $\Sigma = 270.5$ Mean = 5.304 $\Sigma(X - M_x)^2 = SS_x = 148.539$</p> <p>X Values $\Sigma = 233.5$ Mean = 4.578 $\Sigma(Y - M_y)^2 = SS_y = 49.686$</p> <p>X and Y Combined $N = 51$ $\Sigma(X - M_x)(Y - M_y) = 0.034$</p>	<p>R Calculation</p> <p>Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{((SS_x)(SS_y))}}$ $r = 0.034 / \sqrt{((148.539)(49.686))} = 0.0004$ <p>r = 0.0004</p>
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Table 5.12: Pro (P)/Ex Scores Correlation for Unsuccessful Sts
Corr Pro(P)/Ex Scores r =0.0004

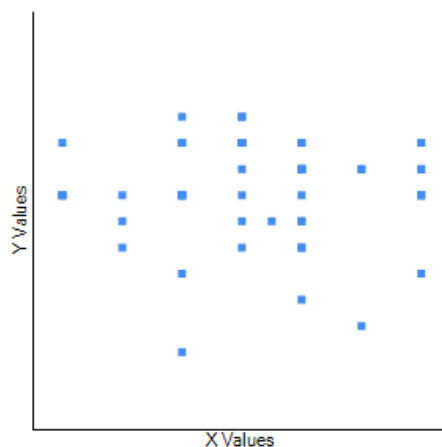


Figure 5.12: Scatterplot Pro (P) Ratings (X) /Negative scores in DA (Y)

➤ Table 5.12 shows a very low positive correlation between exam scores and **planning** for the low-achieving students, $r(51)=r=0.0004$, $p<.05$. Figure 5.12 suggests no linear relationship between planning and failure in discourse analysis. The correlation coefficient is statistically insignificant at $p<.05$ (P-Value=0.977776).

5.4.1.7. Calculation of Pearson’s Correlation Coefficient for the Successful Students in DA

<p>Y Values $\Sigma = 245$ Mean = 11.136 $\Sigma(X - M_x)^2 = SS_x = 36.591$</p> <p>X Values $\Sigma = 106$ Mean = 4.818 $\Sigma(Y - M_y)^2 = SS_y = 23.773$</p> <p>X and Y Combined $N = 22$ $\Sigma(X - M_x)(Y - M_y) = 5.045$</p>	<p>R Calculation</p> <p>Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{(SS_x)(SS_y)}}$ $r = \frac{5.045}{\sqrt{(36.591)(23.773)}} = 0.1711$ <p>r = 0.1711</p>
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Table 5.13 Pro (T2)/Ex Scores Correlation for Successful Sts
Corr Pro(T2)/Ex Scores r =0.1711

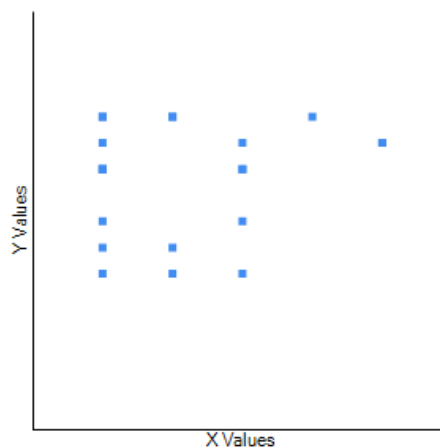


Figure 5.13: Scatterplot Pro (T2) Ratings (X) /Positive Scores in DA (Y)

- Table 5.13 indicates a low positive correlation between exam scores and **tenacity** for the successful students, $r(22)=r=0.1711$, $p<.05$. Figure 5.13 suggests a weak linear positive relationship between tenacity and success in discourse analysis. The correlation coefficient is not statistically significant at $p < .05$ (P-Value=0.449435).

5.4.1.8. Calculation of Pearson’s Correlation Coefficient for the Unsuccessful Students in DA

<p>X Values $\Sigma = 270.5$ Mean = 5.304 $\Sigma(X - M_x)^2 = SS_x = 148.539$</p> <p>Y Values $\Sigma = 244.5$ Mean = 4.794 $\Sigma(Y - M_y)^2 = SS_y = 73.088$</p> <p>X and Y Combined $N = 51$ $\Sigma(X - M_x)(Y - M_y) = 13.691$</p>	<p>R Calculation</p> <p>Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{(SS_x)(SS_y)}}$ $r = \frac{13.691}{\sqrt{(148.539)(73.088)}} = 0.1314$ <p>r = 0.1314</p>
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Table 5.14: Pro (T2)/Ex Scores Correlation for Unsuccessful Sts
Corr Pro (T2)/Ex Scores r =0.1314

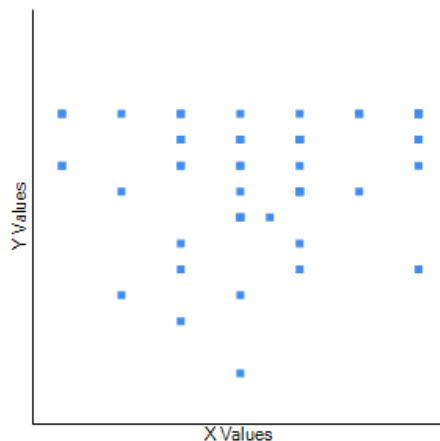


Figure 5.14: Scatterplot Pro (T2) Ratings (X) /Negative scores in DA (Y)

- Table 5.14 indicates a very low positive correlation between exam scores and **tenacity** for the low-achieving students, $r(51)=r=0.0004$, $p<.05$. Figure 5.14 suggests a positive linear relationship of weak magnitude between tenacity and failure in DA. The correlation coefficient is statistically insignificant at $p< .05$ (P-Value=0.363225).

5.5. Correlational Analysis of Emotional Awareness and Exam Marks in Discourse Analysis

5.5.1. Summary of the Results

The Pearson’s Product Moment correlation was guided in section five to measure the relation between learners’ first-semester exam outcomes in discourse analysis (DA) and their emotional awareness in English language sciences. Results of the correlational analysis have been summarized in table 5.15 below.

5.5.1.1. Calculation of Pearson’s Correlation Coefficient for the Successful Students in DA

<p>Y Values $\Sigma = 245$ Mean = 11.136 $\Sigma(X - M_x)^2 = SS_x = 36.591$</p> <p>X Values $\Sigma = 80.9$ Mean = 3.677 $\Sigma(Y - M_y)^2 = SS_y = 9.419$</p> <p>X and Y Combined $N = 22$ $\Sigma(X - M_x)(Y - M_y) = 3.368$</p>	<p>R Calculation</p> <p>Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{((SS_x)(SS_y))}}$ $r = 3.368 / \sqrt{((36.591)(9.419))} = 0.1814$ <p>r = 0.1814</p>
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Table 5.15: EA/Ex Scores Correlation for Successful Sts

Corr EA/Ex Scores r =0.1814

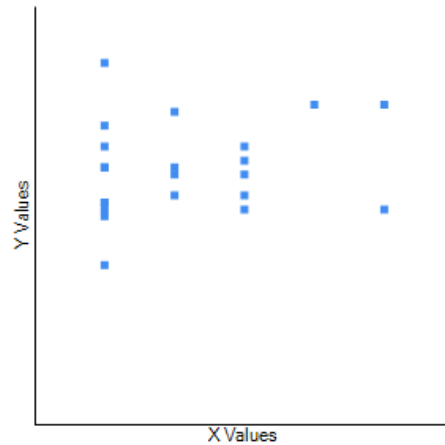


Figure 5.15: Scatterplot EA Ratings (X) /Positive Scores in DA (Y)

- Table 5.15 indicates a low positive correlation between exam scores and emotional awareness for the successful students, $r(22)=r=0.1814$, $p<.05$. Figure 5.15 suggests a weak positive linear relationship between EA and success. The correlation coefficient is not statistically significant at $p < .05$ (P-Value= 0.419141)

5.5.1.2 Calculation of Pearson’s Correlation Coefficient for the Unsuccessful Students in DA

<p>X Values <i>X Values</i> $\Sigma = 270.5$ Mean = 5.304 $\Sigma(X - M_x)^2 = SS_x = 148.539$</p> <p>Y Values $\Sigma = 194.9$ Mean = 3.822 $\Sigma(Y - M_y)^2 = SS_y = 23.806$</p> <p>X and Y Combined $N = 51$ $\Sigma(X - M_x)(Y - M_y) = 13.966$</p>	<p>R Calculation</p> <p>Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{((SS_x)(SS_y))}}$ $r = \frac{13.966}{\sqrt{((148.539)(23.806))}} = 0.2349$ <p>r = 0.2349</p>
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Table 5.16: EA/Ex Scores Correlation for Unsuccessful Sts
Corr EA/Ex Scores r =0.2349

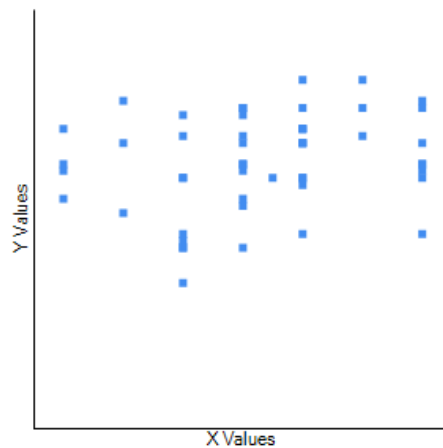


Figure 5.16: Scatterplot EA Ratings (X) /Negative scores in DA (Y)

- Table 5.16 shows a low positive correlation between exam scores and **emotional awareness** for the low-achieving students, $r(51)=r=0.2349$, $p<.05$. Figure 5.16 suggests a weak positive linear relationship between EA and failure. The coefficient correlation is statistically insignificant at $p<.05$ (P-Value= 0.104449).

5.6. Correlational Analysis of Self-Assessment and Exam Marks in Discourse Analysis

5.6.1. Summary of the Results

The Pearson's Product Moment correlation was guided in section six (6) to measure the relationship between first-semester exam scores in discourse analysis (DA) and students' self-assessments in English language sciences. The latter is gauged on the basis of students' self-appraisals in five units taught for Master 1 learners in English language sciences namely, competence, linguistics, didactics, methodology and statistics.

5.6.1.1. Calculation of Pearson’s Correlation Coefficient for the Successful Students in DA

<p>Y Values $\Sigma = 245$ Mean = 11.136 $\Sigma(X - M_x)^2 = SS_x = 36.591$</p> <p>X Values $\Sigma = 105.6$ Mean = 4.8 $\Sigma(Y - M_y)^2 = SS_y = 8.64$</p> <p>X and Y Combined $N = 22$ $\Sigma(X - M_x)(Y - M_y) = -1.8$</p>	<p>R Calculation</p> <p>Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{(SS_x)(SS_y)}}$ $r = -1.8 / \sqrt{((36.591)(8.64))} =$ -0.1012 <p>r = -0.1012</p>
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Table 5.17 SA/Ex Scores Correlation for Successful Sts
Corr SA/Ex Scores r = -0.1012

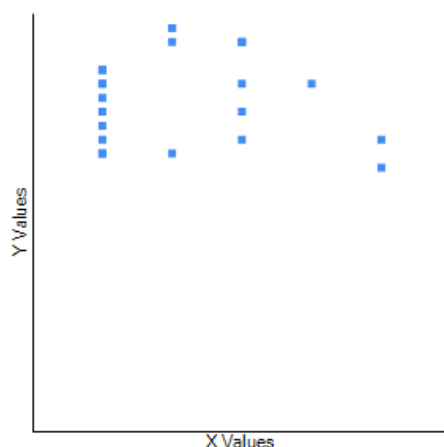


Figure 5.17: Scatterplot SA Ratings (X) /Positive Scores in DA (Y)

- Table 5.17 demonstrates a low negative correlation between exam scores and **self-assessment** for the high-achieving students, $r(22)=r=-0.1012$, $p<.05$. Figure 5.17 suggests a weak negative linear relationship between SA and success. The correlation coefficient is not statistically significant at $p < .05$ (P-Value=0.654712).

5.6.1.2. Calculation of Pearson’s Correlation Coefficient for the Unsuccessful Students in DA

<p>Y Values $\Sigma = 270.5$ Mean = 5.304 $\Sigma(X - M_x)^2 = SS_x = 148.539$</p> <p>X Values $\Sigma = 228.2$ Mean = 4.475 $\Sigma(Y - M_y)^2 = SS_y = 35.197$</p> <p>X and Y Combined $N = 51$ $\Sigma(X - M_x)(Y - M_y) = 16.145$</p>	<p>R Calculation</p> <p>Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{((SS_x)(SS_y))}}$ $r = \frac{16.145}{\sqrt{((148.539)(35.197))}} = 0.2233$ <p>r = 0.2233</p>
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Table 5.18 SA/Ex Scores Correlation for Unsuccessful Sts
Corr SA/Ex Scores r =0.2233

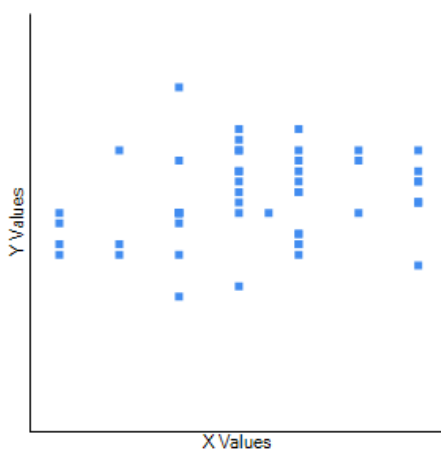


Figure 5.18: Scatterplot SA Ratings (X) /Negative Scores in DA (Y)

- Table 5.18 indicates a low positive correlation between first-semester exam marks in discourse analysis and **self-assessment** in English language sciences for the under-achieving students, $r(51)=r=0.2233, p<.05$. Figure 5.18 demonstrates a weak positive linear relationship between SA and

failure. The correlation coefficient is statistically insignificant at $p < .05$ (P-Value=0.115231).

5.7. Correlational Analysis of Teachers' Feedback / Teacher's Attitudes towards Students and Exam Marks in Discourse Analysis

5.7.1. Summary of the Results

The Pearson's Product Moment correlation was guided in section seven (7) to measure the association between Master1 learners' first-semester exam marks in discourse analysis and other instructional factors- as perceived from students' angle-namely, namely, the type of feedback teachers give to students and the kind of attitudes teachers adopt in relation to them in ELS classes.

5.7.1.1. Calculation of Pearson's Correlation Coefficient for the Successful Students in DA

<p>Y Values $\Sigma = 245$ Mean = 11.136 $\Sigma(X - M_x)^2 = SS_x = 36.591$</p> <p>X Values Y Values $\Sigma = 82.5$ Mean = 3.75 $\Sigma(Y - M_y)^2 = SS_y = 12.375$</p> <p>X and Y Combined $N = 22$ $\Sigma(X - M_x)(Y - M_y) = 8.25$</p>	<p>R Calculation</p> <p>Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{(SS_x)(SS_y)}}$ $r = 8.25 / \sqrt{(36.591)(12.375)}$ $= 0.3877$ <p>r = 0.3877</p>
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Table 5.19: TF/Ex Scores Correlation for Successful Sts

Corr TF/Ex Scores r =0.3877

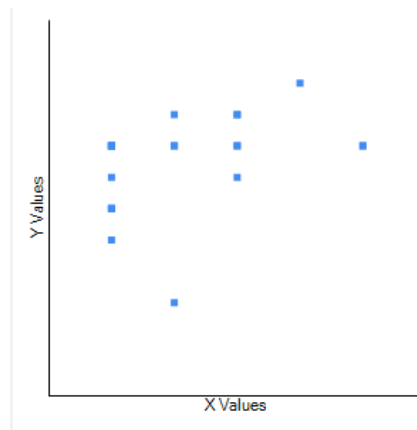


Figure 5.19: Scatterplot TF Ratings (X) /Positive Scores in DA(Y)

- Table 5.19 indicates a medium positive correlation between exam scores and the type of **feedback** successful students get from their **teachers** in ELS classes, $r(22)=r=0.3877, p<.05$. Figure 5.19 suggests a positive relationship of moderate magnitude between TF and success. The correlation coefficient is not statistically significant at $p < .05$ (P-Value=0.074617).

5.7.1.2. Calculation of Pearson’s Correlation Coefficient for the Unsuccessful Students in DA

<p>Y Values $\Sigma = 270.5$ Mean = 5.304 $\Sigma(X - M_x)^2 = SS_x = 148.539$</p> <p>X Values $\Sigma = 178.5$ Mean = 3.5 $\Sigma(Y - M_y)^2 = SS_y = 37$</p> <p>X and Y Combined $N = 51$ $\Sigma(X - M_x)(Y - M_y) = 15.25$</p>	<p>R Calculation</p> <p>Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{((SS_x)(SS_y))}}$ $r = \frac{15.25}{\sqrt{((148.539)(37))}} = 0.2057$ <p>r = 0.2057</p>
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**Table 5.20: TF/Ex Scores Correlation for Unsuccessful Sts
Corr TF/Ex Scores r =0.2057**

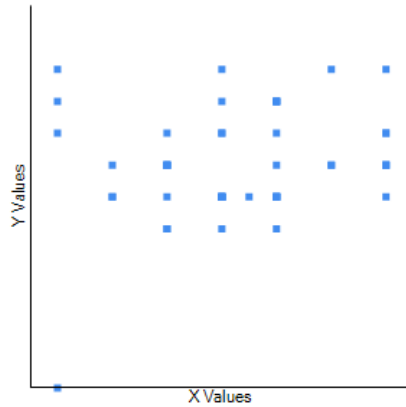


Figure 5.20: Scatterplot TF Ratings (X) /Negative Scores in DA(Y)

- Table 5.20 indicates a low positive correlation between exam scores and the type of **feedback** the under-achieving students receive from their **teachers**, $r(51)=r=0.2233$, $p<.05$. Figure 5.20 demonstrates a weak positive linear relationship between TF and failure. The correlation coefficient is statistically insignificant at $p<.05$ (P-Value=0.147586).

5.7.1.3. Calculation of Pearson’s Correlation Coefficient for the Successful Students in DA

<p>Y Values $\Sigma = 245$ Mean = 11.136 $\Sigma(X - M_x)^2 =$ $SS_x = 36.591$</p> <p>X Values $\Sigma = 75.4$ Mean = 3.427 $\Sigma(Y - M_y)^2 = SS_y =$ 14.504</p> <p>X and Y Combined $N = 22$ $\Sigma(X - M_x)(Y - M_y) =$ 7.918</p>	<p>R Calculation</p> <p>Sig. (2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{((SS_x)(SS_y))}}$ $r = 7.918 / \sqrt{((36.591)(14.504))}$ <p>r = 0.3437</p>
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Table 5.21: TAsTs/Ex Scores Correlation for Successful Sts
Corr TAsTs/Ex Scores r =0.3437

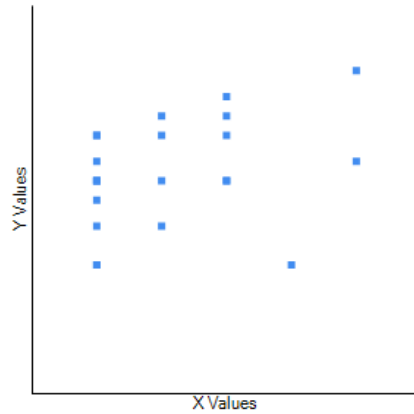


Figure 5.21: Scatterplot TASTs Ratings (X) /Positive scores in DA (Y)

- Table 5.21 shows a medium positive correlation between exam scores and the **attitudes**, according to the high-achievers, Master1 **teachers** adopt in ELS classes, $r(22)=r=0.3437$, $p<.05$. Figure 5.21 suggests a positive relationship of moderate magnitude between TASTs and success. The correlation coefficient is not statistically significant at $p < .05$ (P-Value=0.117315)

5.7.1.4. Calculation of Pearson’s Correlation Coefficient for the Unsuccessful Students in DA

<p>Y Values $\Sigma = 270.5$ Mean = 5.304 $\Sigma(X - M_x)^2 = SS_x = 148.539$</p> <p>X Values $\Sigma = 169.6$ Mean = 3.325 $\Sigma(Y - M_y)^2 = SS_y = 22.937$</p> <p>X and Y Combined $N = 51$ $\Sigma(X - M_x)(Y - M_y) = 2.555$</p>	<p>R Calculation Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{((SS_x)(SS_y))}}$ $r = \frac{2.555}{\sqrt{((148.539)(22.937))}} = 0.0438$ <p>r =0.0438</p>
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Table 5.22: TASTs/Ex Scores Correlation for Unsuccessful Sts

Corr TASTs/Ex Scores $r =0.0438$

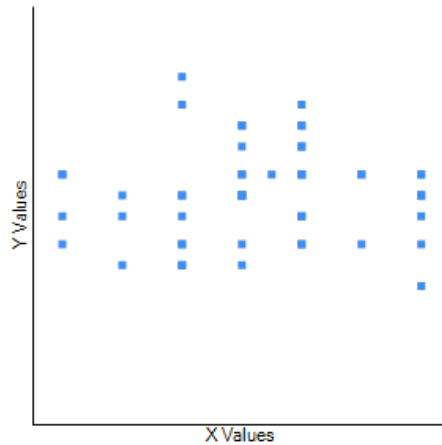


Figure 5.22: Scatterplot TASTs Ratings (X) /Negative Scores in DA (Y)

- Table 5.22 indicates a low positive correlation between exam scores and **teachers' attitudes** towards students, $r(51)=r=0.0438$, $p<.05$. Fig 5.22 displays a very weak positive linear relationship between TASTs and failure. The correlation coefficient is statistically insignificant at $p<.05$ (P-Value=0.760224).

5.8. Correlational Analysis of Family and Relatives' Feedback/Perceived Environmental Stimulation and Exam Marks in Discourse Analysis

5.8.1. Summary of the Results

The Pearson's Product Moment correlation was run for section eight (8) to assess the relationship between Master 1 students' first- semester exam marks in discourse analysis (DA) and some factors linked to their environmental setting such as: family and relatives' feedback and environmental stimulation.

5.8.1.1. Calculation of Pearson’s Correlation Coefficient for the Successful Students in DA

<p>Y Values $\Sigma = 245$ Mean = 11.136 $\Sigma(X - M_x)^2 = SS_x = 36.591$</p> <p>X Values $\Sigma = 100$ Mean = 4.545 $\Sigma(Y - M_y)^2 = SS_y = 25.455$</p> <p>X and Y Combined $N = 22$ $\Sigma(X - M_x)(Y - M_y) = -0.636$</p>	<p>R Calculation</p> <p>Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{(SS_x)(SS_y)}}$ $= \frac{-0.636}{\sqrt{(25.455)(36.591)}}$ $= -0.0209$ <p>r = -0.0209</p>
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Table 5.23: FRF /Ex Scores Correlation for Successful Sts
Corr FFRF/Ex Scores r =-0.0209

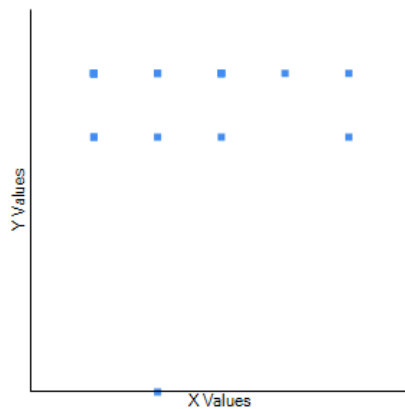


Figure 5.23: Scatterplot FRF Ratings (X) /Positive Scores in DA (Y)

- Table 5.23 demonstrates a low negative correlation between exam scores and successful students’ perceptions regarding **family and relatives’ feedback**, $r(22)=r=-0.0209$, $p<.05$. Figure 5.23 suggests a negative weak

(non-linear) relationship between **FRF** and success. The correlation coefficient is not statistically significant at $p < .05$ (P-Value=0.648297).

5.8.1.2. Calculation of Pearson's Correlation Coefficient for the Unsuccessful Students in DA

<p>Y Values $\Sigma = 270.5$ Mean = 5.304 $\Sigma(X - M_x)^2 = SS_x = 148.539$</p> <p>X Values $\Sigma = 234.5$ Mean = 4.598 $\Sigma(Y - M_y)^2 = SS_y = 15.51$</p> <p>X and Y Combined $N = 51$ $\Sigma(X - M_x)(Y - M_y) = -2.27$</p>	<p>R Calculation</p> <p>Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{(SS_x)(SS_y)}}$ $r = -2.27 / \sqrt{(148.539)(15.51)}$ $= -0.0473$ <p>r = -0.0473</p>
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Table 5.24: FF and RF/Ex Scores Correlation for Unsuccessful Sts
Corr FFRF/Ex Scores r =-0.0473

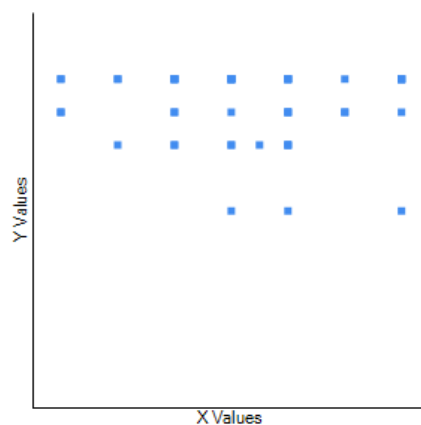


Figure 5.24: Scatterplot FRF Ratings (X) /Negative Scores in DA (Y)

➤ Table 5.24 shows a low negative correlation between exam scores and the beliefs of the unsuccessful students as regards their **family and relatives' feedback**, $r(51)=r=-0.0473$, $p<.05$. Figure 5.24 displays a very weak negative correlation between **FRF** and failure in DA. The correlation coefficient is statistically insignificant at $p<.05$ (P-Value=0.743284).

5.8.2. Correlational Findings

5.8.2.1. Calculation of Pearson's Correlation Coefficient for the Successful Students

<p>in DA</p> <p>Y Values $\Sigma = 245$ Mean = 11.136 $\Sigma(X - M_x)^2 = SS_x =$ 36.591</p> <p>X Values $\Sigma = 67$ Mean = 3.045 $\Sigma(Y - M_y)^2 = SS_y =$ 20.455</p> <p>X and Y Combined $N = 22$ $\Sigma(X - M_x)(Y - M_y) =$ 12.864</p>	<p>R Calculation</p> <p>Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{(SS_x)(SS_y)}}$ $r = 12.864 /$ $\sqrt{((36.591)(20.455))} = 0.4702$ <p>r = 0.4702</p>
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Table 5.25: PES/Ex Scores Correlation for Successful Sts

Corr PES/Ex Scores r =0.4702

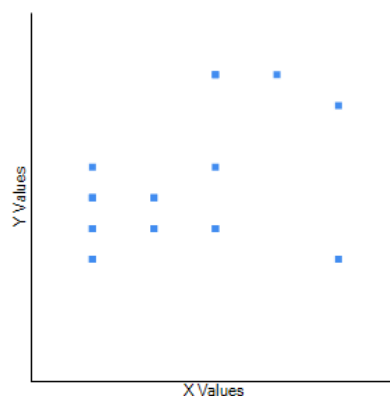


Figure 5.25: Scatterplot PES Ratings (X) /Positive scores in DA (Y)

- Table 5.25 show a medium positive correlation between *exam* scores and the perceptions of the successful students concerning **environmental stimulation**, $r(22)=r=0.4702$, $p<.05$. Figure 5.25 suggests a positive relationship of moderate magnitude between PES and success. The correlation coefficient is not statistically significant at $p < .05$ (P-Value=0.648297).

5.8.2.2. Calculation of Pearson’s Correlation Coefficient for the Unsuccessful Students in DA

<p>Y Values $\Sigma = 270.5$ Mean = 5.304 $\Sigma(X - M_x)^2 = SS_x = 148.539$</p> <p>X Values $\Sigma = 154$ Mean = 3.02 $\Sigma(Y - M_y)^2 = SS_y = 33.98$</p> <p>X and Y Combined $N = 51$ $\Sigma(X - M_x)(Y - M_y) = -3.304$</p>	<p>R Calculation Sig.(2-tailed)</p> $r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{(SS_x)(SS_y)}}$ $r = -3.304 / \sqrt{((148.539)(33.98))} = -0.0465$ <p>r = -0.0465</p>
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Table 5.26: PES/Ex Scores Correlation for Unsuccessful Sts
Corr PES/Ex Scores r=-0.0465

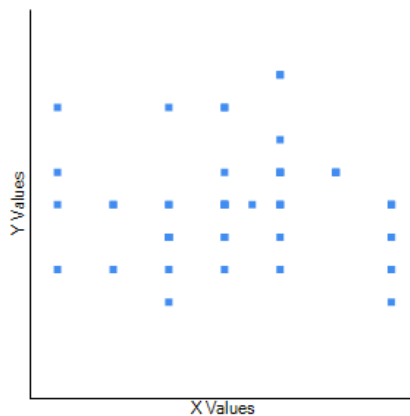


Figure 5.26: Scatterplot PES Ratings (X) /Negative Scores in DA (Y)

- Table 5.26 indicates a low negative correlation between exam scores and **perceived environmental stimulation** for the unsuccessful students, $r(51) = -0.0473, p < .05$. Figure 5.26 displays a very weak negative correlation between PES and failure in DA. The correlation coefficient is statistically insignificant at $p < .05$ (P-Value=0.743284).

5.9. Discussion of the Study Results and Answering the Research Questions

The present research sought to determine whether the vast array of beliefs, attitudes and perceptions that Master 1 nurture in the specific context of English language sciences have a bearing on their first-semester exam scores in one of the subjects they have in ELS namely, discourse analysis. The major research question that constitutes the motor of the current research investigation is the following:

- To what extent can the type of beliefs held by Master1 learners in English language sciences have an impact on their first semester exam results in the subject of discourse analysis?

To achieve this objective we developed other adjacent sub questions, as cited in chapter three:

- What kind of beliefs do Master 1 successful students in discourse analysis hold in the specific context of ELS learning?
- What kind of perceptions do Master 1 unsuccessful students in discourse analysis hold in the specific context of ELS learning?

- To what extent, if any, might self-regard; achievement motivation; self-directedness; proactivity; emotional awareness; self-assessment; perceived teacher's feedback; perceived teacher's attitudes; perceived family/relatives' feedback and perceived environmental stimulation (support) influence Master 1 students first-semester scores in discourse analysis?

Our study hypothesis is as follows: Master1 students might attain successful outcomes in the subject of discourse analysis if they nurture positive and healthy self-beliefs in the area of English language sciences. The other related hypothesis is that Master1 students might obtain unsuccessful results in the subject of discourse analysis if they nurture negative, unhealthy self-beliefs in English language sciences.

In our discussion of the findings emanating from the present study, a thorough and detailed explanation will be made of the research results with an eye to making a link with our proposed hypothesis for the sake of answering our research questions. The research instrument of the present study consists of a questionnaire survey developed to measure the beliefs, attitudes and perceptions of our surveyed informants namely, Master 1 learners specialized in English language sciences. Our findings have shed light on many points of commonalities and differences between the two groups of successful and unsuccessful students in discourse analysis that will be explained in our discussion of the study findings.

5.9.1. Self-Regard (Section 1, Q 1-Q 6):

The chi square results demonstrate that self-regard and academic achievement are unrelated to each other given the fact that the X^2 values recorded in section 1 are lower than the critical values: ($X^2=3.98$) in question 1 that aims at assessing student's self-picture in English language sciences ; ($X^2=3.3$) in question 5 that measure the persuasive abilities of Master 1 learners to express their ideas in ELS; ($X^2=5.17$) in question 6 related to

measuring learners' knowledge of study skills in ELS ; ($X^2=4.03$) in question 2 that tap the external comparative capabilities of Master 1 learners in ELS; question 3 ($X^2=0.357$) and question 4 ($X^2=1.314$), attempting to evaluate the external comparative capacities of Master 1 learners in ELS in terms of their writing and reading skills respectively. The self-regard items do not confirm, hence, the hypothesized relationships between Master1 learner's self-regard and their first-semester academic outcomes in discourse analysis.

These findings that tally in effect with the results of the correlation analysis demonstrating a negative low correlation for both the high-achievers ($r= -0.1062$) and the low-achievers ($r= -0.1254$) in discourse analysis, do not bolster hence the existing body of evidence that self-regard, being an important dimension of emotional intelligence, is strongly correlated to students' academic achievement (Velar, 2003).

It is worth noting that the majority of the high-performing students in discourse analysis have opted for positive (though graded) categories in the self-regard questions, excepting in question 2 and 6 where half of the students reported negative self-regard ratings. The most noteworthy feature that characterize their responses is the tendency of the high performing students in the sample (including those who obtained the highest achievement scores in discourse analysis) to avoid opting for the extreme positive option (f) which corresponds to 'very often' and chose rather middle categories in the instrument. This could raise further questions about whether this attenuation would reflect '*a self-effacing*' pattern of response as a result maybe of a natural byproduct of a cultural education that promotes modest self-evaluative expressions or is it that these students nurture some doubts about their competencies in English language sciences?

In this context, it should be noted that according to some researchers (Hui & Triandis, 1989, as cited in Brown, 2004) use of the 'midrange' categories could express humbleness in some Asian cultures whereas choice of extreme categories represents more

'sincere' responses in Mediterranean cultures. In this vein, Yoon and Eccles (1996) noted that several cross cultural studies demonstrated that unlike, in their own terms, "*the American society that seems to exalt the motivational effects of positive self-concepts...some societies tend to stress a more realistic view of self*".

Besides, the majority of the low-performing students in DA reported positive ratings in the self-regard questions (1, 3, 4 & 5) that were incongruent with their low academic scores in discourse analysis. This result could be explained by what is labelled in the literature 'tendency for social desirability' that is, respondents lean towards responding in such a way they think will comply with social expectations and standards and thus will not provide answers that are reflective of their actual state of being (De Jong & Baumgartner, 2009). This suggests that these low performers, driven by their desire to create 'an appealing' picture about themselves, might have opted for the 'true' categories even if they do not believe them to be applicable to their own situations.

Yet, the low achievers reported negative self-evaluations in question 2 when asked if they felt less capable academically than other Master 1 learners in ELS. The analysis of their responses recorded in the self-regard items shows that they tend to be more reassured of themselves when asked to provide judgments about their ability in English that do not involve any implicit or explicit evaluations with other Master 1 learners. This could be presumably due to the effect of the question in itself which might have been threatening to their self-image as it highlights in a more 'pronounced' way their dissimilarities with other Master 1 learners in terms of academic capabilities in ELS.

5.9.2. Achievement Motivation (Section 2, Q7-Q17):

In contrast to previous studies that suggested strong correlations between students' motivation and academic performance across various fields (Neuville et al, 2007;

Alqurashi, 2014), non-significant statistical differences are found between the two groups of students on the achievement motivation questions namely, (Q7, $X^2= 0.894$; question 8, $X^2=0.849$; question 9, $X^2=0.084$ and question 10, $X^2= 3.158$). Besides, a weak statistical significance is recorded on the desire for achievement items i.e., question 11, $X^2=1.64$ and question 12, $X^2=2.018$) and ‘the attributional style’ items that is, (Question 13, $X^2=0.767$; question 14, $X^2= 0.079$; question 15, $X^2=0.165$; question 16, $X^2=2.59$ and question 17, $X^2=1.078$). This agrees, in effect, with the statistically insignificant Pearson’s correlation coefficient recorded for the high-achievers ($r=0.25$) and the low-achievers in DA ($r=0.04$).

5.9.3. Self-Directedness (Section 3, Q18 –Q 24):

The analysis of the self-directedness items shows a weak association between students’ scores in DA and their self-directed abilities such as in being assertive in defending their beliefs in ELS classes (Q18, $X^2=3.23$); being critical in evaluating new ideas when taking ELS courses (Q 19, $X^2=1.96$); making use of the library to get data for their Master 1 research activities in ELS (Q 20, $X^2=3.08$); making plans and organizing their Master 1 research activities in ELS (Q 21, $X^2=2.40$); making use of note-taking techniques in their ELS courses (Q22, $X^2=1.88$); controlling their learning from dissuading factors (Q 23, $X^2=1.63$) and appealing factors (Q 24, $X^2=6.25$) when revising for their Master 1 exams in ELS. Besides, the correlational analysis conducted for the two categories of students gives further support for the chi square test with a coefficient of ($r=0.09$) for the high-achievers and (0.004) for the low-achievers in DA.

It is worth adding that half of the low-achievers in DA reported negative appraisals about their ability to plan and organize their Master 1 research activities (Q21) and about their ability to self-control external and/ or internal tempting sources (Q24). This might lead us to raise many questions: Does it imply that these students ‘cannot’ or rather

'think' they cannot control sources of attractions and repulsions? Do these students know to make use of self-directed learning strategies to keep control over the innumerable dissuading factors they are bound to experience in the course of their learning in ELS?

5.9.4. Proactivity (Section 4, item 25-32):

Different from the hypothesized relationship between proactivity and students' academic performance, as reported by a body of research investigations in current literature (Zhu, 2017), a weak connection between the variable of proactivity and students' exam marks in discourse analysis was found since all the items of section two namely, trustworthiness items (Q 25 $X^2=1.41$ & Q 26 $X^2=0.78$); adaptability items (Q 27, $X^2= 5.11$ & Q28, $X^2 =1.74$); planning items (Q 29, $X^2=5.56$ & Q30, $X^2=0.18$) and tenacity items (Q31, $X^2= 0.50$ & Q32, $X^2=3.68$) displayed statistically non-significant differences between the two categories of Master 1 learners in English language sciences.

The correlational analysis comes to corroborate the results of the chi square testing since statistically insignificant coefficients are recorded in the different proactivity items namely, trustworthiness items, ($r=0.39$) for the high-performers and ($r=0.15$) for the low-performers; adaptability items ($r=0.31$) for the high-performers and ($r=-0.25$) for the low-performers; planning items, ($r=0.14$) for the high-achievers and ($r=0.004$) for the low-achievers and in tenacity items ($r=0.17$) for the high-achievers and ($r=0.13$) for the low-achievers in DA.

Unexpectedly, the low-achievers reported positive self-assessments about their proactive behavior in the ELS setting that do not match their low scores in DA. It could be that their self-evaluations are more representative of an expression of 'a wish' to succeed in ELS than 'a real choice' to succeed. When being academically successful in ELS becomes 'a personal academic decision' framed by the learner's inner drives and motives for

success, it is likely to generate in him a multitude of proactive cognitive, affective and emotional effects that will facilitate the implementation of his objectives (Seibert et al., 1999)

5.9.5. Emotional Awareness (Section 5, Q 33-Q38):

Unlike what was expected, no correspondence is found between learner's emotional awareness and their academic performance in discourse analysis in section five. This applies to emotional awareness items (Q33, $X^2=3.181$ & Q34, $X^2= 1.487$), aiming at assessing student's awareness about the motives underlying their negative emotions during stressful situations such as assessments in ELS subjects; to question 35 ($X^2=1.038$) and question 36 ($X^2=0.571$), gauging student's understanding of their own emotions when expressing themselves orally in ELS and when writing research papers associated with their ELS courses, respectively. In addition to that, a weak congruency is noticed in question 37 ($X^2=3.76$) and question 38 ($X^2=2.784$) related to students' awareness about their own emotions during ELS courses.

The chi square results are in harmony with the low positive correlation recorded for the high-achievers ($r=0.18$) and the low-achievers ($r=0.23$). Yet, what is peculiarly thought-provoking is the fact that the large proportion of students (both in the success and failure condition) seem to opt for either a negative response (A/B) or an undetermined tone (C) when evaluating their ability to understand the motives underlying their tension during assessments in ELS (Q33 & Q34); their abilities to understand their emotions in oral communication in ELS courses (Q35 & Q36) and capacities to decode the type of emotions they experience in ELS classes (Q 37 & Q38). This leads us to ponder over the causes underlying Master 1 learner's lack of awareness about the emotions they experience in English language sciences. This is rooted in our conviction that being aware of one's

emotions and feelings is the first primary step of emotional self-control. It sounds commonsensical that if students are not ‘made aware’ about the ‘need to be aware’ about the type of their emotions (be it positive or negative), how can they come to know ‘how’ to manage stressful situations such as examination periods, for instance?

It should be stated that an exam situation is by essence tension-provoking. Thus, the feelings of tension that often characterize assessments situations is often a situational non-lasting state that could culminate from a multitude of paralinguistic and extraneous factors. However, a lack of awareness on behalf of students about this natural phenomenon and its effects combined with a lack of knowledge about the use of appropriate strategies to control it can result in low academic performance.

5.9.6. Self-Assessment (Section 6, Q 39-Q44):

The chi square test shows incongruence between Master 1 learners’ responses recorded in self-assessment items and their first-semester marks in discourse analysis. This is the case for question 39 ($X^2=1.36$), measuring learner’s beliefs in their capacities to succeed in their Master 1 exams in ELS; question 40 ($X^2=2.035$), tapping their beliefs in their capacities to succeed in the unit of ‘competence’ in ELS; question 41 ($X^2=2.11$), evaluating their beliefs in their abilities to succeed in the unit of ‘linguistics’; question 42 ($X^2=1.81$), measuring their beliefs in their capacities to succeed in the unit of ‘didactics’; question 43 ($X^2=0.39$), gauging their self-persuasion in their abilities to succeed in the unit of ‘methodology’ and question 44 ($X^2=1.28$), assessing their beliefs in their competencies to succeed in ‘statistics’. In addition to that, the correlational analysis also demonstrates a noticeably weak statistical significance for the high-achievers ($r= -0.10$) and the low-achievers ($r=0.22$) in discourse analysis.

The majority of the low-achievers reported, albeit a mitigated tone when appraising their capability to succeed at didactics (Q42) and statistics (Q44), positive estimations about their ability to succeed at competence (Q40); linguistics (Q41) and methodology (Q43). This could imply that some of these students might have adopted ‘an overrating pattern’ in their responses presumably as part of some common tendencies characterizing most self-report questionnaires and surveys (Heine et al, 2001).

5.9.7. Perceived Teacher’s Feedback (Section Seven, Q45-Q46)

Unexpectedly, a non-significant relationship is recorded between learner’s beliefs regarding the type of feedback they receive from their teachers and their actual first-semester achievement scores in discourse analysis. The majority of students in the two categories (successful and unsuccessful students) did not differ in their responses regarding the perceived teacher’s positive feedback item (Q45, $X^2=0.191$) and the perceived teachers’ negative feedback item (Q46, $X^2=4.905$).

The correlational analysis brings further consolidation to chi square results given the fact that a medium positive correlation ($r=0.3877$) was noticed between exam scores in discourse analysis and PTF for the high-achievers and a low positive correlation ($r=0.2057$) for the low-achievers in DA.

It is worth adding that significant proportions of the low-achievers and high-achievers seemed ‘uncertain’ as to whether their teachers provide them with positive feedback in the field of English language sciences (Q45). Does it imply that some of these students do not receive positive feedback from their teachers and thus opt for the uncertain category to avoid negative options? Could it be also that some of them do not receive sufficient (verbal or non-verbal) feedback about their achievements in ELS? Or might it be due to the impact of the wording of the question itself? We trust that the way the question

is asked could bear significant effects on students' self-descriptions as the wording used in the questionnaire might put, sometimes, the informant's self-picture 'at stake' and results hence on a reserved neutral 'response mode' at which they feel probably more at their ease than when deciding overtly for positive or negative alternatives.

5.9.8. Perceived Teacher's Attitudes (Section Seven, from Q47-Q49)

In contrast to the hypothesized relationship between learner's perceptions of the attitudes that their teachers hold in relation to them and their first-semester outcomes in discourse analysis, a weak association is found between Master 1 learners' scores in discourse analysis and their perceptions of their teacher's use of stimulating motivational strategies in ELS (Q47, $X^2=1.577$); their perceptions of their teacher's use of anxiety-reducing strategies in ELS (Q48, $X^2=1.565$) and their beliefs about their teacher's use of ego-enhancing tactics that are conducive to positive feelings in ELS (Q49, $X^2=9.039$). The correlational analysis comes to consolidate the chi square findings as a medium positive correlation between TA and exam scores in DA is recorded for the high-achievers ($r=0.34$) and a low positive correlation for the low-achievers ($r=0.0438$).

What deserves a close examination in students' responses is the fact that the majority of the low-achieving and high-achieving students in DA displayed a negative or unsure tone as regards teacher's use of anxiety-reducing strategies during examinations in English language sciences (Q48). This may raise in itself many questions: Don't they receive sufficient assistance from their teachers in the various subjects they take in ELS regarding their affective and emotional states? Do their teachers capitalize on creating proactive learners able to emotionally control their learning as paramount to attaining their teaching and instructional objectives in ELS?

5.9.9. Perceived Family and Relatives' Feedback (Section Eight, from Q 50-Q 53)

Contrary to what was expected, an insignificant relationship is recorded between learner's perceptions of the feedback they get from their family and their relatives and their performance scores in DA. The two groups of students did not differ in their self-ratings recorded in question 50 ($X^2=1.819$), gauging whether they believe that they receive optimistic feedback from their family members regarding their academic achievements; question 51 ($X^2=2.315$), assessing whether they believe that their families convey to them pessimistic views about their academic outcomes; question 52 ($X^2=0.487$), measuring whether their relatives encourage them to strive for academic success and question 53 ($X^2=0.373$), assessing whether their relatives do not encourage them for self-improvement and success strivings. Besides, the correlational analysis shows a low negative correlation for the high-achievers ($r= -0.103$) and a very low negative correlation for the low-achievers ($r= -0.0473$).

The majority of students in the two categories of students reported positive assessments about the feedback they receive from their family and relatives regarding their academic achievements. It should be stated that many educational researchers underline the major role of the 'dynamics' of family structure on the psychological functioning and the emotional regulation of their children. The nature and quality of relationship that the parents hold with their children and the feedback they communicate to them have an enormous effect on the way children perceive themselves in the future, on the type of decisions they take and the manner with which they cope with adversity in their life (Eccles and Ardel, 2001; Mahmoudi, 2012).

5.9.10. Perceived Environmental Stimulation (Section Eight, from Q54-Q55)

There is a weak relationship between Perceived socio-cultural support and students' first-semester scores in DA. The two groups of students do not differ in their self-appraisals as regards the two PES items namely, question 54 ($X^2=1.481$), assessing student's beliefs about the encouragements provided in their environmental setting and question 55 ($X^2=5.917$), measuring student's beliefs about the lack of support and reinforcement from their environment. Moreover, the correlational analysis demonstrates a medium positive correlation between exam scores and perceived environmental stimulation for the high-achievers ($r=0.47$) and a low negative correlation for the low achievers ($r= -0.0465$).

It is worth noting that the majority of students in both categories have not endorsed the positive PES item (Q54) relating to environmental encouragement for promising academic accomplishments. Does this suggest that some of the failing students have not achieved well in DA because they think that it is pointless to invest high efforts to be academically successful as their achievements will not be recognized in their own social setting?

Many researchers contend that the nature of cultural values embraced by members of a given community contributes profoundly either to the consolidation or the erosion of higher aspirations and the pursuit of better achievement. In effect, the existence of some negative 'popular' environmental beliefs that undermine the value of education create barriers to inspiring great efforts and achieving competence since they deliver ambivalent and confusing messages about the importance of seriousness in studying and the integrity of academic excellence.

It should be noted, however, that students are categorically different in their psychological makeup, in their worldviews and personal beliefs and thus opt for varying behaviors and actions when dealing with events they meet in their social environments. This

makes presumably, some students, with a solid 'can do' mindset, more engaged than other learners in their academic pursuits regardless lack of social support, since they hold a firm belief that they are fully able to attain academic success in spite of dissuading environmental hindrances.

Conclusion

In effect, this chapter has provided analysis of data recorded in the ELS-ASBS using the Pearson correlation coefficients (r). In addition to computation of Pearson correlation coefficients, a between-group analysis is carried out to get a better understanding of the type of self-beliefs and attitudes held by the low and high performers in the sample and their potential effects on Master 1 learners' academic achievement in discourse analysis in particular, and in English language sciences, in general.

Chapter Six

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Chapter Six

Pedagogical Implications and Recommendations

Introduction

This chapter is devoted to educational implications and recommendation made on the basis of both the theoretical discussions in chapter one and two and the practical investigation in chapter three, four and five. Light is shed on this chapter on some interesting and thought-provoking points related to EFL learning in Higher education. Besides, some suggestions are made, in relation to implementation, in order to make learners better equipped to deal with the demands of the current era and improve the quality of academic attainment in higher education through accounting for their cognitive, affective and moral maturation.

6.1. Implications of the Study

The findings of our inquiry about the type of beliefs held by Master 1 learners in the context of English language sciences could inform practitioners and teachers about the nature of beliefs students nurture about themselves and illuminate their contribution to the quality of their performance not only in ELS but also in the various streams related to EFL Master 1 learning namely, literature and civilization.

Depicted by Méndez López (2011) as a field that is so replete with beliefs and emotions, foreign language education in general and English language education in our Algerian academic setting needs, unquestionably, to open its doors to new forms of knowledge and embrace innovative pedagogies and modern approaches to develop in the Algerian university learners 'generic' abilities and 'transversal' skills that are likely to widen

their future prospects and make them able to take part in ‘constructing’ their own academic and professional success.

One of these approaches that encourages developing ‘the whole student’ through integrating both the ‘mind’ and the ‘heart’ is the Holistic Approach for Teaching and Learning Interaction or (HALTI), for short. The principles underpinning this approach stand in harmony with some claims made in UK that encourage the holistic development of university learners through “*going beyond knowledge and skills to include other aspects of being a person in society (such as emotion, spirituality, moral judgment, embodiment)*” and adopting an integrative orientation that “*emphasizes the connections and relationships between thinking, feeling and action, rather than separating cognitive dimensions of education from affective or moral dimensions*”(Quinlan, 2011, p. 2)

Moreover, compliance with the demands of the current era requires from teachers and practitioners to prepare students to go beyond the confined limits of the university and be ready to face challenges of life through developing in them entrepreneurial attitudes and proactive skills that are paramount to self-directedness. Students should be taught, for example, how to manage their time, how to plan their academic work when they get engaged in problems-solving or research activities such as making estimations in relation to time requirements; appraisals of the resources available to them and selection of the adequate procedures to be implemented for the task at hand.

In line with our research implications, pedagogical recommendations will be summarized as follows: Firstly, suggesting the adoption of the HALTI approach that takes the three holistic dimensions into consideration that is, the intellect, the affect and the action for post-graduate EFL education. Secondly, suggesting the integration of ‘entrepreneurship education’ in post-graduate Master 1 programmes in ELS. Lastly, proposing the examination

of Chickering's Psychosocial Model of students' development (1993) with respect to the ELS situation as it fits well entrepreneurial education and the HALTI approach.

To meet this objective, focus will be put, in the first place, in highlighting the effectiveness of the holistic approach in the ELS context and then in displaying the significance of entrepreneurship education, as a type of education that aims primarily at meeting learner's modern needs, constructing knowledge, enhancing motivation and creating success for post-graduate Master and doctoral programmes in EFL and finally a detailed explanation will be provided on Chickering's Psychosocial Model of students' development (1993) and its fruitful contribution to understanding the learner's holistic dimensions.

6.1.1. The Effectiveness of a Holistic Approach to Learning and Teaching Interaction (HALTI) for Master 1 Programmes in English Language Sciences:

Patel (2003) proposed, as the basis of a reflection made on teaching practices over three higher educational institutions, the generalization of the application of the holistic approach to learning and teaching Interaction that was initially developed for the sake of undergraduates, postgraduates and doctoral students in the field of computer science, to other disciplines and areas in higher education. He underlines the effectiveness of the HALTI as an approach that is likely to culminate in criticality, confidence, independence of learners and their capacity to engage in action in their related disciplines and explains its goals as being directed primarily towards the improvement of the quality of learning-teaching experience:

The holistic learner is assumed to want to achieve the highest aspect of awareness of knowledge, and appreciates the value that it adds to his or her life (...). The learning and teaching that takes place in the holistic approach is defined as the social process of allowing critical learners to claim ownership of the knowledge domain, its epistemology, and to make knowledge

refutations or claims based on that, such that it enables action in real situations. The interaction between the teacher and the student is a social act that needs to encompass the personal, professional, social, and human needs of the learner. These needs are not merely the need to learn knowledge, but also the need to be heard, the need to be praised, the need to be accepted into the community of learners, as well as other human needs (p.3).

Besides, Patel (2003, p.16) highlights the major aspects of the HALTI approach and its significant effects on the ‘self’ in terms of level of engagement of learners and their implication in the learning process:

The result of applying the holistic approach is to create genuine interest in the discipline and develop independent learners of the discipline. The prime contributing factor in generating interest and independence is providing learners with the ownership of knowledge. Teaching students how to organize taught knowledge is fundamental to creating ownership. Learning to organize knowledge itself leads to the development of the self, as it requires reflecting on principles of organizing such as what is important and valuable or what leads to enrichment of oneself.

In Patel’s (2003) framework, the teacher has to manifest a certain ‘dedication’ to his double-edged mission namely, knowledge transmission and criticality development. In other words, the teacher plays a paramount role in disseminating knowledge and fostering individuals who are engaged in developing themselves ‘as selves’ through critical thinking and self-exploration. The holistic approach that “*caters for the holism of the teacher, the learner, the teaching situation and the purpose of a university education*” (p.8) is inclusive of five (5) major aspects, as displayed in figure below: the knowledge aspect; the self aspect; the

personal aspect and professional development aspect; the discipline aspect and the learning and teaching aspect:

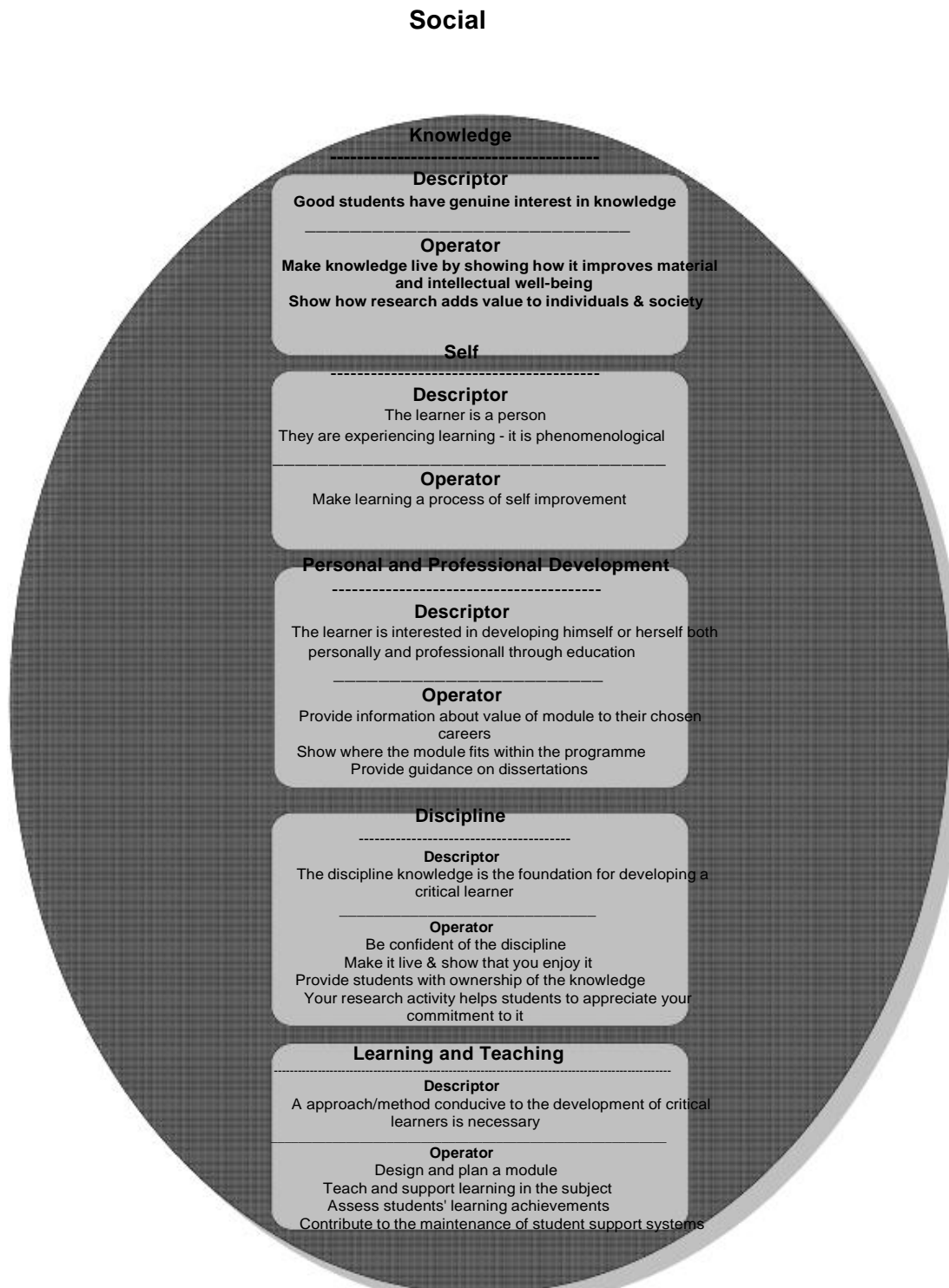


Figure 6.1: A Holistic Model of Learning and Teaching Interaction for the Development of Critical Learners (Patel, 2003,p.7)

6.1.1.1. The Knowledge Aspect

Developing learners' epistemic awareness as regards their learning, that is, reaching *“a more informed understanding of what we know and how we know it; and an exceedingly important part of this awareness is coming to understand more clearly what we do not know”* (James, 2009, p.161) is crucial in the HALTI approach. It is worth mentioning that students should set realistic expectations for their academic accomplishments, as a basic aspect of epistemic awareness, and be aware when evaluating and interpreting their academic results that success is not always systematically equated with innate ability but is rather within everybody's reach when 'effort' and 'self-discipline' are exerted (Bernat, 2006; Rahemi, n.d).

Besides, through making learners aware about the process of knowledge production; about the relevance and value that knowledge brings to their social surroundings and developing in them epistemological faculties of exploration, inquiry, questioning and analysis in their own discipline knowledge, the holistic teachers encourage via ‘a tutorial mode of teaching, learners to engage in self-reflection and make a connection between what they learn in a given module or subject and its relevance and value in their own lives through debates and peer work.

Aiming at making learners ‘owners’ of their knowledge, the HALTI approach stresses the importance of developing self-directed learning competencies in university learners such as metacognition and self-reflective capabilities. Enhancing students’ self-reflective competencies would, in line with the tenets of this approach, enable learners to be more effective in organizing, rehearsing and encoding information and more successful in controlling their motivation, setting up a productive work environment and using social resources.

6.1.1.2. The Self-Aspect

It is considered as one of the core aspects in the HALTI approach. The self -with all its needs and emotions- needs to be taken into consideration as it is a basis for critical thinking. Being aware of one's emotions and needs highlight also a very closer construct known as 'emotional intelligence'. The latter, regarded by Wiwik (2013, p.980) as "*a must-have ability owned by everybody, including university students and it can be practiced and improved while they are studying*" is the foundation of critical thinking. The teacher, in this approach, plays a paramount role in enhancing 'the self' dimension being the cornerstone of the 'personal construction' system. In this vein, Patel (2003, p.11) notes that "*the learner's self-discovery, or creation of personal constructs, is an undervalued aspect of undergraduate students' learning in higher education*" and thus its contribution to the development of the overall cognitive and non-cognitive potential should be re-examined. Emphasis on seminar activities on 'pragmatism' for instance and how could this issue relate to students provide learners with ample opportunities to question the extent to which they are pragmatic and whether or not they are pragmatic etc.

In addition to that, Patel (2003, p.11) proposes that students might be also given case studies for analysis and asked about the type of actions they are likely to choose if put in similar situations. when students engage in such self-reflective activities not only do they learn to discover themselves and unravel certain unknown, hidden aspects related to their very 'selves' but they can also be provided with valuable opportunities for enacting self-improvement and positive change.

6.1.1.3. The Personal and Professional Development Aspect

Any learner has a multitude of personal and professional needs that he aspires to meet depending on the type of the discipline being studied, computer sciences, arts disciplines and so forth. As far as this aspect is concerned, the teacher plays a paramount role in making what is being taught inside the classroom boundaries relevant to their own social realities and contribute thus a great deal to their personal and professional development. This is accomplished via the various university degrees that open wide gates for learners for personal and professional enhancement.

6.1.1.4. The Discipline Aspect

Following Patel's (2003) conception of holistic learning, having a solid knowledge base in the discipline is a key condition for developing learner's critical thinking. Accordingly, when learners merge, in the process of knowledge creation in the discipline, knowledge about the discipline and confidence in their potentials through regarding themselves as the 'owners' of their knowledge, they cultivate self –responsibility and criticality. In order to enable learners become critical learners that is, "*capable of assimilating transmitted knowledge and formulating a question that arises from doubt, implausibility, curiosity, or the desire to breakout of established ways of thinking*" (p.12), teachers should create for their students learning contexts, along the different courses they have, that match their expectations, challenge their analytical abilities and enable them to learn new skills, providing them hence with 'mastery experiences' that would enhance their self-schemata of personal efficiency.

Moreover, teachers are expected to provide learners with various, divergent theoretical models and explanations for the same issue. In doing so, learners will acquire the awareness

that knowledge is unstable and amenable to change and hence understand that the same ‘phenomenon’ can be seen from different angles and have various explanations and meanings depending on how it is approached.

6.1.1.5. The Learning and Teaching Aspect

Holism is taken into consideration in the process of lesson planning and course design and assessments. When selecting lesson and topics, attention should be made as to selecting topics and themes that are likely to develop critical faculties in the learners. Patel (2003) gives examples of methods used in his own courses on computing sciences derived from his experiences with post graduate students, such as generation of discussion cases based on ‘dialectic questioning’ and elaboration of exercises meant to evaluate acquired learners’ skills and capacities. One of the major features that characterize the learner-teacher interaction according to the HALTI approach is the care displayed by teachers concerning the reception of regular comments from learners to enrich the method or, in his terms, ‘the modus operandi’ used in a given module. This shows ‘the supporting’ empathetic attitude that the teacher adopts towards his students and his interest in generating in them optimal levels of thinking and involvement:

Such a teacher has a personal concern for the affect of the teaching on the learner's self, and on his or her intellectual development, and is aware of the extra support required. Such support is provided in seminars and tutorials. But the basis of the support is the relationship that the holistic teacher establishes with the learner. This relationship consists of empathy for learners' needs and a genuine interest in benefiting people by developing criticality as a constituent part of the self.

Moreover, in line with Patel's (2003) view, teachers make use of 'formative' type of assessments that aim, unlike high-stakes summative type of assessments (based on high point value), at monitoring learner's progress and evaluating his understanding of learned material acquired from varied sources namely, the teacher at the first place as 'a disseminator' of knowledge and other secondary sources such as 'e-libraries'.

Teacher's feedback constitutes, hence, a significant dimension in the holistic approach. Holistic teachers, who conceive teaching as a social activity, stress the importance of adopting a 'caring' style that caters for learners' beliefs and feelings so as to avoid causing them alienation. Thus, teachers are aware about the power of their 'verbal persuasions' that is, the cues they send, in class, deliberately or non-intentionally to their students about their academic competencies. This agrees with the "*the Pygmalion effect*" that results from the study of Rosenthal and Jacobsen (1968, as cited in Chang, 2011) that brings an affirmation to the belief that when teachers believe in the learner's capacities to produce successful achievements, it is generally the case that learners will live up to their teacher's expectations.

6.1.2. The Significance of Integrating 'Entrepreneurship Education' to Postgraduate Master 1 Programmes

The overriding objective of entrepreneurship education is to develop in learners entrepreneurial competencies (cf. table 6.1). The rationale behind adopting this orientation in education, lies, in Bathmaker's view (2003), on the hallmarks of the current era characterized by the emergence of new forms and structures of knowledge. This requires, accordingly, the cultivation of certain attributes, qualities and attitudes such as, in her terms, "breadth of mind, self-reliance, flexibility and adaptability" (p.7) to ensure a perennial and deep type of learning.

	Main theme	Sub themes	Primary source	Interpretation used in this report	
cognitive competencies		Mental models	(Kraiger et al., 1993)	Knowledge about how to get things done without resources, Risk and probability models	
		Declarative knowledge	(Kraiger et al., 1993)	Basics of entrepreneurship, value creation, idea generation, opportunities, accounting, finance, technology, marketing, risk, etc	
		Self-insight	(Kraiger et al., 1993)	Knowledge Of personal fit with being an entrepreneur / being entrepreneurial	
	Skills		Marketing skills	(Fisher et al., 2008)	Conducting market research, Assessing the marketplace, Marketing products and services, Persuasion, Getting people excited about your ideas, Dealing with customers a vision.
			Resource skills	(Fisher et al., 2008)	Creating a business plan, Creating a financial plan, Obtaining financing, Securing access to resources.
			Opportunity skills	(Fisher et al., 2008)	Recognizing and acting on business opportunities and other kinds of opportunities, Product / service / concept development skills
			Interpersonal skills	(Fisher et al., 2008)	Leadership, Motivating others, Managing people Listening, Resolving conflict, Socializing
			Learning skills	(Fisher et al., 2008)	Active learning, Adapting to new situations, coping with uncertainty
			Strategic skills	(Fisher et al., 2008)	Setting priorities (goal setting) and focusing on goals, Defining a vision, Developing a strategy, Identifying strategic partners
		Non-cognitive competencies	Attitudes	Entrepreneurial passion	(Fisher et al., 2008)
	Self-efficacy			(Fisher et al., 2008)	"I can". Belief in one's ability to perform certain tasks successfully
	Entrepreneurial identity			(Krueger, 2005, Krueger, 2007)	"I am/! value". Deep beliefs, Role identity, Values.
	Proactiveness			(Sánchez, 2011, Mumieks, 2007)	"I do". Action-oriented, Initiator, Proactive.
	Uncertainty / ambiguity tolerance			(Sánchez, 2011, Mumieks, 2007)	"I create". Novel thoughts / actions, Unpredictable, Radical change, Innovative, Visionary, Creative, Rul
Innovativeness	(Krueger, 2005, Mumieks, 2007)			"I dare". Comfortable with uncertainty and ambiguity. Adaptable, Open to surprises breaker	
Perseverance	(Markman et al., 2005, Cotton, 1991)			"I overcome". Ability to overcome adverse circumstances.	

Table 6.1: Entrepreneurial competencies (Lackeus, 2014,p.13)

Entrepreneurial competencies encompass a myriad of ‘generic abilities’ and ‘transversal’ skills that aim at empowering learners and making them exploit their potential with determination and charisma as full creative visionary, zealous agents believing in a better world, capable of enacting change, facing hurdles and dealing with the unexpected (Smith & Peterson, 2006).

Izedonmi and Okafor (2010, p.50) contend that most researchers view the majority of successful entrepreneurs “*whether students, non students, graduates, young or old*” as sharing the following peculiar qualities: desire for achievement; locus of control ; risk taking propensity; proactiveness, tolerance for ambiguity, creativity, competitiveness, drive, organization, flexibility, impulsiveness, self-interestedness, leadership, skepticism and endurance and high tolerance for ambiguity. Moreover, Mahieu (2006 as cited in Lackeus, 2015) provides a broader definition of entrepreneurial competencies that basically stresses “*personal development, creativity, self-efficacy, initiative-taking, proactiveness and perseverance*”. (p.3)

According to Olien (2013), successful individuals who have entrepreneurial mindsets are characterized by the following features: a high need for achievement that is, they fix usually high standards for themselves and strive hard to attain them regardless difficulties; an internal ‘locus of control’ that is, they think they can unleash their potential to influence results; a high motivation for goal-setting i.e. they set realistically challenging goals and invest themselves to attain them and a high sense of self-efficacy that is they are persuaded of their abilities and thus remain firmly committed to their goals in spite of potential difficulties

In addition to that, Olien (2013) underscores a number of characteristics (traits) as being intimately related to success. These characteristics consist of passion, proactivity, tenacity and new resource skills. In this vein, Cardon et al (2005, p.2) defines passion as “*some deeply felt or strongly held emotion, including specific emotions such as hope, pride,*

anger, frustration, regret and grief, or strong emotional responses based on liking or love"; proactivity –defined by Bindel and Parker (in press) as a sort of disposition or propensity towards *“self-directed and future-focused action (...) in which the individual aims to bring about change”*; tenacity (or perseverance), defined by as *“a trait that involves sustaining goal-directed action and energy even when faced with obstacles”* (Baum & Locke (2004, p.588) and new resource skills refers to *“the ability to acquire and systematize the operating resources needed to start and grow an organization”* (Baum & Locke, 2004, p. 589).

It is worth adding that these attributes that form the core of the entrepreneurial education, have also been also included in the framework developed by Lackéus (2015) as part of an important aspect in entrepreneurial competencies namely, the non-cognitive aspect. The latter is evidenced to play a critical role across many educational settings and thereby should be taken into account in any teaching and learning in general and in the context of EFL in Algerian higher education, in particular.

Enhancing these competencies in Higher education in EFL will pave, following this thread, the path for developing ‘an entrepreneurial culture’ and increasing the possibility for learners to be not only academically successful but also to become influential agents of change. By being engaged, sophisticated, strategic and purposeful, they can more confidently transcend the uncertainties of the current world to create a better tomorrow for themselves.

6.1.3. Chickering’s Psychosocial Model’s of students’ development (1993)

Besides, Idri’s reflection (2012) on the Reforms introduced to the Algerian educational scene provides truly enlightening views on the issue. She opines that the philosophy of the LMD system complies perfectly with the theoretical underpinnings of Chickering's Psychosocial Model of students’ development (1993). The latter tackles seven salient aspects

of students' development namely, *competence development; emotions management; autonomy development; identity establishment; freedom of interpersonal relationships; purpose development and integrity development*. In this context, Skipper (2005) provides a thorough explanation of the *seven vectors* underlying the psychosocial development of Chickering and Reisser's theory (1993) as regards College learners and invites educators to grant assistance to learners through providing "*essential resources, information, and experiences to help students navigate their individual pathways of development*"(p.14). Following Skipper (2005), vectors- defined as "*major highways for journeying toward individuation- the discovery and refinement of one's unique way of being- and also toward communion with other individuals and groups, including the larger national and global society*" (p.35)- represent guiding 'maps' for educators to situate the position of learners together with their goals.

6.1.3.1. Competence Development

The first vector is developing *students' competence* which entails in itself three types of competences: *Intellectual competence* relates to the cultivation of a number of cognitive skills like analysis and synthesis so as to enable learners interact more effectively with the situations they face in the college environment. *Physical competence* relates to athletic and sportive behaviors. This is a further testimony of the fact that 'body' can be hardly dissociated from 'the mind' and a promising intellectual functioning, in line with the theory, is made only possible with a concomitant healthy and strong body organism. *Interpersonal competence* entails communication strategies and adaptation mechanisms that enable learners to intelligently select the most appropriate mode of response depending on the recipient and type of circumstances faced.

6.1.3.2. Emotions Management

The second vector is **managing emotions** which consists of finding the most suitable ‘modality’ for establishing equilibrium between ‘academic engagements’ on the one hand and other personal, intimate and family commitments, on the other hand. Creating “*a balance between self-expression and self-control*” (p.46) is not always an easy task for college learners to achieve solely. Hence, educators have a prominent orienting role to play in this respect, in aiding learners develop strategies to deal with negative emotions such as anger, frustration and anxiety as they can be sometimes, when left without professional counseling, a real threat to students’ learning and accomplishments.

6.1.3.3. Autonomy Development

The third vector is moving through **autonomy toward interdependence** which entails three ‘tasks’ for students’ autonomous development: *emotional independence* meaning that learners can enjoy a certain level of emotional ‘self-sufficiency’ and are not hence totally bound by external approval but rather can rely successfully on their own psychic energy to pursue convincingly their goals and manage difficulties they may encounter in their life; *instrumental independence* refers to students’ development of responsible thinking and conscious adoption and pursuit of their own personal aspirations far from the influence of others; *Interdependence* implies being aware that adopting a self-reliant mode of functioning does not contradict the fact that gratifying and successful human relationships are based necessarily on mutual sharing and exchange.

6.1.3.4. Engagement in Interpersonal Relationships

The fourth vector is developing **mature interpersonal relationships** which involves college learners' involvement in nourishing close, enriching relationships like friendship, for instance. This exposure to the 'other' – seen as: *“anything, anyone, or any group we perceive as apart or separate from our individual natures”* (Dirks, 1996, n.p), with all what the term implies in terms of differing ideas, backgrounds, tastes, personality profiles, lifestyle and visions, is likely to widen the learners' scope of experiences and make them nourish other alternative 'more' mature and tolerant approaches to the world based on appreciation of 'commonalities' and respect for differences.

6.1.3.5. Identity Establishment

The fifth vector is **identity establishment** and refers to college learners' construction of identity which is contingent on the aforementioned four areas of development. Identity development, according to Chickering and Reisser (2005, p.49) is *“the process of discovering with what kinds of experience, at what levels of intensity and frequency, we resonate in satisfying, in safe, or in self-destructive fashion”* and it involves feelings of satisfaction and comfort with 'oneself' in all multidimensional facets namely, physical, biological, psychological, social and spiritual. Identity formation implies that learners would find modes and styles both in their family, academic and even professional life later that” that become *“genuine expressions of self and that sharpen self-definition”*(Chickering & Reisser, 1993, as cited in Bolen, 1998, n.p) and thus give meaning to their life lead to stability and feelings of self-esteem.

6.1.3.6. Purpose Development

The sixth vector is **purpose development** and refers to learners' ability to be 'agents' in their social surroundings that is, intentional actors reflective upon their lives, evaluating their interests and challenges, selective of their paths and 'defenders' for their rights of existence. In line with Chickering and Reisser's model, developing a purpose entails primarily elaborating a 'vocational' plan on the basis of one's interests and tendencies, fixing goals, highlighting priorities, making compromises between family life, lifestyle and professional commitments and struggling for the embodiments of one's objectives. In this context, Chickering (2007, p.4) notes that most learners display, yet, purposeless academic behaviors:

Many college students are all dressed up and do not know where they want to go. They have energy but no destination. While they may have clarified who they are and where they came from, they have only the vaguest notion of who they want to be. For large numbers of college students, the purpose of college is to qualify them for a good job, not to help them build skills applicable in the widest variety of life experiences; it is to ensure a comfortable life-style, not to broaden their knowledge base, find a philosophy of life, or become a lifelong learner.

6.1.3.7. Integrity Development

The seventh vector is **integrity development**. This aspect of development culminates from the establishment of identity and the definition of purpose. Learners when they enter to the college they bring with them a whole system of values, assumptions and beliefs resulting from the education inculcated at home. After exposure to the new environment, they come to

face a myriad of different theories, modes of thinking and perspectives that can be at times strikingly contradictory from those they cling to. Zeller and Mosier (1993) explain the task of integrity formation as: “*Reviewing personal values and experimentation. It may involve an affirmation of values that have ongoing relevance and searching for ways to reconcile contrasting perspectives. Throughout this examination, students explore the links between values and behavior*” (p.21)

Integrity development requires, in Chickering and Reisser’s model “three sequential, but overlapping, stages”: *Humanizing values*, which refers to moving from systematic application of dictated and imposed social rules to a more self-evaluative and compromising orientation between personal interests and collective expectations. This reformulation of one’s ‘inherited’ belief system to suit emerging conditions is labeled by Sanford (1962, as cited in Chickering and Reisser, p.51) as «enlightenment of the conscience or liberalization of the superego»; *Personalizing values* means developing an aware, self affirmative core values with a simultaneous respect for opposing and diverging belief system and *developing congruence* which is the end product from humanizing and personalizing values. It means that college learners engage in courses of action that are in congruence (in harmony) with their adopted principles and values.

6.2. Teaching Competence, Capacity or Capability?

As it is stated earlier, developing students’ competencies is the first vector that learners need when they enter into college, according to Chickering and Reisser’s model. This agrees with the overriding target of the Algerian educational policy in the sector of higher education namely, achieving academic excellence through backing educational initiatives that aim at increasing students’ effectiveness and achievement.

Yet, it is our belief that efforts to build graduates' and post-graduates' competencies in EFL should be joined simultaneously with endeavors to enhance their *capabilities*. We trust that our learners need, to be efficient and academically successful in higher education, “*more than skills and knowledge; they need dispositions and human qualities*”. It is worth noting that there are differences between the seemingly closer concepts of ‘competency’, ‘capacity’ and ‘capability’: **Competency** (or competence) encapsulates «*the ability or skill of a person which enables him or her to use a set of critical functions or skills for the completion of those tasks*» (Richard & Rodgers (2001, p.1); **capacity**, as an extension for competence, involves an ability and a willingness to apply understanding, knowledge and skills to unfamiliar contexts and unfamiliar problems (Sumsion & Goodfellow, 2004, p.332) and **capabilities** are usually related to affective dispositions and traits such as: “*carefulness, thoughtfulness, humility, criticality, receptiveness, resilience, courage and stillness*” (Barnett, 2004, p.258).

Indeed, fostering competencies, capacities and capabilities in EFL Algerian learners would equip learners with a set of cognitive, affective, ethical and spiritual tools that enable them to ‘survive’ in ever-increasingly complex environments. This vision is in perfect harmony with Idri’s (2012, p.2175) conception about how education in the Algerian reformed university should be:

To educate is meant to sort out the student’s hidden abilities. That is, the student should be seen as an individual with latent, implied, indirect, inferable, understood, unspoken, tacit, inherent, intrinsic, innate, natural, inferential capabilities... Our teaching should or must be based on this student as an individual, as a human who is believed to possess some prerequisites; he/she is able to do, able to achieve, able to think, able to change, and, hence, autonomous.

6.3. Nurturing Soul in EFL Learning

Advocating nurturing soul in adult learning, Dirkx (1996, para. 1) eloquently states that most constructive and transformative learning theories accounting for the holistic dimensions of learners, represent “*heroic struggle to wrest consciousness and knowledge from the forces of unconsciousness and ignorance. They are stories of the ego and its attempts guide the human spirit through the labyrinth of self, society, language, and culture*”.

In his view, constructivism and experiential learning share one common goal that is, making sense of ‘the empty spaces’ within us and giving meaning to the realm that resides inside ‘us’ to be able to understand the external world. According to Dirkx (1996), the appreciation of the multiple ‘selves’ that constitute humanbeing goes necessarily through a process of soul consciousness. Hence, teachers should not only address the ‘heads’ (the minds) of the learners but should also account for their hearts and souls. They should assist learners “to face the world with soul”, as Sordello (1992) sates, in order to appreciate relationships between the inner world (self) and the outer world. They should stir in learners ‘expressions of soul’ through language that becomes, then, the channel of communication of soul.

In effect, when learners become exposed in the course of their learning to some well known literary books, poems, great musical symphonies that offer symbolic expressions for various themes such as “*experiences of mystery, like birth and death, incomprehensible tragedies, love, and separation*” (Dirkx, 1996, para.8), they are likely to develop in them some ‘sensitivities’ towards “uncertainty, ambiguity, contradiction, and paradox” that turn learning into an immensely deep and interesting journey. In this vein, Dirkx (1996, para.21)

The use of stories, myths, images, dreams, and symbols in our teaching can help learners connect with the imaginal and intuitive dimensions through which soul communicates. Within the learning environment itself, we need to make room for grief work, passions of fear and sorrow as well as dreams and desires. In our approaches to the learning of our students, we need to cease exclusive reliance on images that come from without and encourage learners to attend to those images that arise within their own imaginations and fantasies as they pursue their learning tasks. In nurturing soul, we move learners toward more rational, enlightened ways of being. Rather, we seek to cultivate the presence of soul, watch it gain expression, participate in its unfolding.

Moreover, when learners are invited through class discussions, to debate ideas and concepts, it is often the case that they activate “a flood of memories, images, and fantasies” (Dirkx, 1996, para.9) such as when triggering emotionally ‘poignant’, in Dirkx’s words, and highly meaningful souvenirs related to personal learners’ childhood and early schooling experiences. Giving space and time for the expression of the learners’ souls via the language of emotions is likely to enlighten their learning; broaden the horizons of their self-knowledge and create value, authenticity and relevance in their learning.

6.4. Contribution of the Thesis to Teaching EFL in Algeria

The analysis of students’ self-appraisals recorded in the «ELS-ASBS» questionnaire has revealed noteworthy insights about the nature of beliefs, perceptions and feelings that students cultivate in the specific context of academic achievement in the field of English language sciences. In spite of the 'modest' statistical results of this investigation, it is believed that the findings may pave the path for myriad research agendas in the arena of English language

learning in Algeria and draw, thus, a more comprehensive picture about the intricate interplay between a net of psychological and contextual factors often associated in the literature with the quality of students' performance in E.F.L.

This study clearly leaves more questions open, which although beyond the scope of this study, deserves attention in prospective research avenues such as getting a better understanding of the type of ego-enhancing strategies that need to be implemented by teachers to foster positive self-beliefs in learners and those used to overcome self-limiting beliefs. Furthermore, the measurement of self-related perceptions should be extended in future research to other post graduate levels and areas in EFL in order to get a better understanding of the role that the cognitive and affective dimensions play in students' level of academic achievement. In addition to that, the generalization of the measurement of self-beliefs to other subjects in English language sciences within Master 1 programmes is strongly recommended to capture the elusive and multilayered construct of self-related phenomena more adequately.

Conclusion

The concepts of entrepreneurial and holistic education have gained undoubtedly an outstanding position in current international educational paradigms. Nevertheless, their application in the local Algerian academic scene needs substantial efforts by practitioners to define the concepts with respect to local needs and goals, find appropriate ways to handle confusion often resulting from the concepts and most importantly, design 'holistic strategies' to develop an 'entrepreneurial' kind of spirit in Algerian university learners. The implications that ensue from the findings of the current study may provide the platform for further investigations in the area of ELS in order to unfold the kind of ideas, biases, attitudes and perceptions developed by university learners and gain a better understanding of the factors that are evidenced to influence their ultimate academic outcomes in EFL (Brown, 2004).

General Conclusion

One of the most subtle issues that has provoked heated debates in the Algerian educational arena today is the way to enhance achievement outcomes in higher education. As a matter of fact, university EFL teachers often draw an association between learners' declining academic performance and learners' de-motivation -with all what the term implies in terms of self-depreciating thoughts, apathetic attitudes and self-limiting behaviors. Apathy and demotivation, manifested by learners could be the outcome, accordingly, of a net of internal and/or external factors such as, to cite only a few, inadequate teaching strategies, unhealthy classroom environment, unsupportive family climate and de-valorizing social orientations.

Hence, in an attempt to get a better understanding of the factors affecting university learners' low academic outcomes in the field of EFL, we have carried out a research investigation on Master 1 learners enrolled in English language sciences at the university of Constantine 1 bearing the assumption that learners' beliefs and perceptions in ELS play a central role in their level of achievement in the subject of discourse analysis. Our assumption is rooted in the state of the art in educational psychology that emphasizes the effects of self-referent phenomena on the dynamics of achievement behavior.

We tried, through this investigation, to shed light on the 'self-beliefs' system of Algerian Master1 learners and to explore how it could affect their achievement outcomes in discourse analysis. Regarded as paramount to positive feelings of accomplishment and well-being, self-beliefs are, indeed, according to educational psychologists, a stark 'catalyst' to students' academic accomplishments.

In this perspective, this study has attempted to add a piece to the literature on self-beliefs through designing the ELS- Academic Self-Beliefs Survey or (ELS-ASBS), for short. The latter includes the measurement of a number of psycho-social factors in an endeavor to unravel the nature of relationship between these factors and Master 1 learner's academic achievement in ELS.

The research results, despite the fact that they have demonstrated low statistical significance between learners' achievement in discourse analysis and other various psychological and contextual factors, have generated interesting insights recorded in students' responses and self-evaluations. They have underscored the need for educators and teachers in EFL to be thoroughly aware about the interplay between learners' self-related beliefs and the level of their academic performance and ponder over designing appropriate techniques to foster 'positive mentalities' and help learners embrace 'new values' in the EFL situation.

In effect, the ever-changing complex global mutations taking place in the educational arena place new demands for language teaching and learning. Learners are called upon to take responsibility for their own learning in technologically- driven societies. The enhancement of learners' academic performance quality requires, according to some researchers, articulating a broad educational philosophy that promotes the development of 'entrepreneurial' competencies in academic learning to meet both national expectations and international exigencies. The focus of instruction has changed, in an era characterized by tremendous development in telecommunication technologies, from curriculum delivery to fostering sophisticated, multidisciplinary and multi-level skills in learners, bringing about, thus, novel needs, roles and responsibilities for the teaching- learning enterprise.

Instilling healthy self-beliefs and adequate competencies in Algerian university is the overriding target of the LMD reforms and it is also the backbone of entrepreneurial education and the HALTI approach. Cultivating positive self-percepts in Algerian learners which

commensurate effectiveness, skills and competence development would assist them in becoming, ‘self-referential’ ‘strategic’ learners who purposefully engage in their learning experiences (Rahemi, 2007). As such, not only do they become ready, through their *capacities* and *capabilities*, to meet the constraints of their learning but they can also face with bravery and endurance the challenges of life. In this vein, Idri (2012, p.2175) has plainly emphasized the prominent role of education, as a central area for any human development, in the cultural and moral mission of building next generations:

We can assert that when we educate, we not only teach, train, instruct, inform, indoctrinate, but we also tutor, enlighten, coach, prepare. Yes, we prepare a whole generation for not only a profession, but for social life, for leadership, governance and autonomy. We educate to make people ready to take responsibility; it is undoubtedly any authority’s responsibility to educate the people who will take the lead later on. That is what reform should embed.

This underscores the need for a whole “transformation mentanoia” (Ruether, 1995) in the minds and hearts of students to enable the Algerian university transcends the state of liminality and move steadily towards progress. Achieving excellence and academic success requires from learners in the Algerian university to develop ‘*an intellectual*’ and ‘*aesthetic*’ sophistication (Chikering, 2007) and to be trained to use two different approaches when explaining the world when seeking the truth. Indeed, they should nurture various skills and qualities to act via both their *logos* and *mythos* to be fully capable of learning for ‘an unknown future’ (Barnett, 2004, p.247).

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Appendices

Appendix A: «Academic Self Beliefs Survey in English Language Sciences» (ELS- ASBS)

Appendix B: First-Semester Exam Marks Achieved in Discourse Analysis

Appendix B1: First-Semester Exam Marks Achieved in Discourse Analysis (Group 7)

Appendix B2: First-Semester Marks Achieved in Discourse Analysis (Group 9)

Appendix B3: First-Semester Marks Achieved in Discourse Analysis (Group 10)

Appendix B4: First-Semester Marks Achieved in Discourse Analysis (Group 11)

Appendix A: «Academic Self Beliefs Survey in English Language Sciences» (ELS-ASBS)

Code number.....

Gender

Group.....

*We are conducting a survey on **the factors that influence student's academic success in English language sciences**. To this end, we need to understand the different views and ideas that you hold about yourselves and about your environments.*

The survey questionnaire entails eight (8) sections and fifty-five (55) questions. Please read each question and decide which one of the response options that best describes the frequency of your thoughts, feelings, or actions. Indicate your response choice by circling the appropriate letter. If a question does not apply to you, respond in such a way that will give the best indication of how you would possibly feel, think, or act. Although some of the questions may seem unclear or vague to you, choose the response option that seems to describe you best.

There are no "right" or "wrong" answers and no "good" or "bad" choices. Answer openly and honestly by indicating how you actually are and not how you would like to be or how you would like to be seen. Make sure that you consider and try to respond to each question. This assessment must be completed in a single session.*

Thank you so much for your collaboration!

Mrs. Amel Haddoune Sakraoui

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Faculty of Letters and Languages
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*The introductory page was adapted from the EQ-i 2.0® (2011) measuring emotional intelligence.

Please circle the letter that best represents your opinion about each of the following questions. Please answer all questions. Thank you for taking the time to complete this survey.

Section 1

Practically Never					Very Often
A	B	C	D	E	F

Q 1: Do you often think of yourself as an outstanding Student in English language sciences? **A B C D E F**

Q2: Do you ever feel less capable academically than other Master 1 students in English language sciences? **A B C D E F**

Q 3: Do you often feel that your abilities for expressing your ideas in writing exceed those of other Master 1 students in English language sciences? **A B C D E F**

Q 4: Have you ever thought that you have greater abilities to read and absorb articles and books than most Master one students in English language sciences? **A B C D E F**

Q 5: Do you feel that you hold various competencies to convincingly express your ideas in English language sciences? **A B C D E F**

Q 6: Do you ever think that you lack knowledge of basic study skills in English language sciences? **A B C D E F**

Q15: Do you relate positive results in first-semester assessments to your own interest in the subjects taught in English language sciences? A B C D E F

Q16: Do you relate negative results in first-semester assessments to your lack of interest in the subjects taught in English language sciences? A B C D E F

Q17: Do you relate negative results in first-semester assessments to your low memorization abilities in English language sciences? A B C D E F

Section 3

Completely Unable		Probably Unable	Somewhat Unable	Somewhat Able	Probably Able		Completely Able
A	B	C	D	E	F	G	H

Q18: To what extent do you feel able to assertively defend your beliefs and ideas in your courses in English language sciences? A B C D E F G H

Q19: To what extent do you feel able to critically evaluate new ideas when you take your courses in English language sciences? A B C D E F G H

Q20: To what extent do you feel able to use the library to get information for your Master 1 research activities in English language sciences? A B C D E F G H

Q 21: To what extent do you feel able to plan and organize your research activities in English language sciences? A B C D E F G H

Q 22: To what extent do you feel able to take notes in your courses in English language sciences? **A B C D E F G H**

Q23: To what extent do you feel capable of keeping focused when preparing for exams in ELS in case you go through dissuading events in your life? **A B C D E F G H**

Q 24: To what extent do you feel capable of keeping concentrated when preparing for exams in ELS when you experience tempting events in your life? **A B C D E F G H**

Section 4

Never	Infrequently	Sometimes	Often	Frequently	Always
A	B	C	D	E	F

Q 25: Do you think that you expend a lot of efforts in your revision for the exams in English language sciences? **A B C D E F**

Q 26: Do you think that you invest more efforts in your revision for first-Semester Master 1 exams in ELS than you did in your Licence studies? **A B C D E F**

Q 27: Would you take personal responsibility for completing Master1 research activities that require an intensive effort for a long –term involvement in English language sciences? **A B C D E F**

Q 28: Would you feel unable to take responsibility for completing Master 1 research activities that require an intensive effort for a long- term involvement in English language sciences? **A B C D E F**

Q29: Do you think that you make a plan (mentally or in writing) of all the resources available to you when you deal with research activities in English language sciences? **A B C D E F**

Q 30: Do you think that you set plans to improve personal weaknesses that **A B C D E F**
might hinder successful academic accomplishment in English language sciences?

Q 31: Do you feel determined to achieve your own academic objectives **A B C D E F**
in ELS when you face hindrances in your life?

Q 32: Do you think you cannot manage to achieve your own academic **A B C D E F**
objectives in ELS when confronted with difficulties in English language sciences?

Section 5

Completely Unable	Unable	Undecided	Able	Completely Able
A	B	C	D	E

Q 33: Do you feel unable to understand the motives behind some negative **A B C D E**
feelings (like the stress) you might experience when having assessments in
English language sciences?

Q 34: Do you feel able to understand the motives behind some negative **A B C D E**
feelings (like the stress) you might experience when having assessments in
English language sciences?

Q 35: Do you think that you cannot understand your emotions when **A B C D E**
expressing yourself orally during ELS classes?

Q 36: Do you think that you cannot understand your emotions when **A B C D E**
writing research papers related to ELS courses?

Q 37: Do you think that you can understand your own emotions and feelings **A B C D E**
during ELS classes?

Q 38: Do you think that you cannot understand your own emotions and feelings during ELS classes? **A B C D E**

Section 6

Completely Unable	Unable		Undecided		Able	Completely Able
A	B	C	D	E	F	G

Q 39: To what extent do you feel able to succeed in Master 1 exams in English language sciences? **A B C D E F G**

Q 40: To what extent do you feel able to succeed at ‘competence’ in English language sciences? **A B C D E F G**

Q 41: To what extent do you feel able to succeed at ‘linguistics’ in English language sciences? **A B C D E F G**

Q 42: To what extent do you feel able to succeed at ‘didactics’ in English language sciences? **A B C D E F G**

Q 43: To what extent do you feel able to succeed at ‘methodology’ in English language sciences? **A B C D E F G**

Q 44: To what extent do you feel able to succeed at ‘statistics’ in English language sciences? **A B C D E F G**

Subscale 7

Do not believe at all	Do not believe	Uncertain	Believe	Completely believe
A	B	C	D	E

Q45: Do you think that your teachers provide you with an optimistic feedback A B C D E
about your achievements in English language sciences?

Q 46: Do you think that your teachers provide you with a pessimistic feedback A B C D E
about your achievements in English language sciences?

Q 47: Do you think that your teachers stimulate you to strive for success in English A B C D E
language sciences?

Q 48: Do you think that your teachers do not put a lot of pressure on you during A B C D E
examinations in English language sciences?

Q49: Do you think that your teachers make you feel able to succeed in English A B C D E
Language sciences.

Section 8

Do not believe at all	Do not believe	Uncertain	Believe	Completely believe
A	B	C	D	E

**Q 50: Do you think that your family promotes in you an optimistic vision about A B C D E
your achievements in English language sciences?**

**Q 51: Do you think that your family promotes in you a pessimistic vision about A B C D E
your achievements in English language sciences?**

**Q 52: Do you think that your relatives encourage you to thrive for enhancing your A B C D E F
capacities and achieving success in English language sciences?**

**Q 53: Do you think that your relatives do not boost you to strive for improving your A B C D E F
capacities and achieving success in English language sciences?**

**Q 54: Do you think that the Algerian social environment promotes the A B C D E F
development of personal potentials and praises successful academic achievements?**

**Q 55: Do you think that the Algerian social setting does not promote the A B C D E F
development of personal potentials and undermines successful academic achievements?**

Response options:

A: 1 E: 5

B: 2 F: 6

C: 3 G: 7

D: 4 H: 8

Appendix B: First-Semester Exam Marks Achieved in Discourse Analysis

Appendix B1: First-Semester Exam Marks Achieved in Discourse Analysis (Group 7)

Appendix B2: First-Semester Marks Achieved in Discourse Analysis (Group 9)

Appendix B3: First-Semester Marks Achieved in Discourse Analysis (Group 10)

Appendix B4: First-Semester Marks Achieved in Discourse Analysis (Group 11)

Université de Constantine 1

Faculté : des lettres et des langues

Département: des lettres et langue anglaise

Année Universitaire: 2014 / 2015

1ère année – Domaine: Langue Anglaise (Master) – Parcours/Filière: Sciences du langage. – 1 ier Semestre

Section N° 1 Groupe N° 7

Date :18/01/2015

Résultats de l'examen de la matière : AD1 / Analyse du Discours / Linguistique

Coef. examen: **100.0%** Coef. CC/ **0.00%** Coef.de la matière: **1** Crédit: **2.00** Code UE:

Matière requise

N°	Nom et Prénoms	Matricule	Etat	Exam	TD	TP	Conf	Sem	Proj	Stage	Autre
1.	ABDELHAFID Wahiba			03							
2.	ALIOUCHE Hanane			04							
3.	ALLIOUAT Salma			08							
4.	AMIRECHE Ibtissem			/							
5.	BEHNAS Latifa			04							
6.	BELABED Ines			/							
7.	BELHADJ Nourhane			06							
8.	BENHAMLAOUI Maroua			10							
9.	BERKANE Zineb			08							
10.	BENKHALEF Yasmine			/							
11.	BERNOU Bader eddine			05							
12.	BOUCHACHOUA Naima			14							
13.	BOULEMKAHEL Mounira			11							
14.	BRIHMAT Rania			05							
15.	CHEBIRA Khaoula			05							
16.	CHELLOUG Amel			08							
17.	DAAS Afef			05							
18.	DRISS Romeissa			06							
19.	GHEDBANE Djihed			10							
20.	GUECHI Ikram			10							
21.	HAMAIZIA Achwak			/							
22.	HAMMANA Esma			12							
23.	HANACHI Adel			/							
24.	HASSIN BOUKAL Kenza			/							
25.	KABOUCHE Amina			06							
26.	KERBOUCHE Fatima Zohra			/							
27.	KITOUNI Wided			05							
28.	MOSTEPHAOUI Safia			05							
29.	NOUIOUA Rania			/							
30.	SERIKET Chahrazed			06							
31.	SOUAMA Lydia			05							
32.	ZERIG Hayet			08							

Université de Constantine 1

Faculté : des lettres et des langues

Département: des lettres et langue anglaise

Année Universitaire: 2014 / 2015

1ère année – Domaine: Langue Anglaise (Master) – Parcours/Filière: Sciences du langage. – 1 ier Semestre

Section N° 1 Groupe N° 9

Date :18/01/2015

Résultats de l'examen de la matière : AD1 / Analyse du Discours / Linguistique

Coef. examen: 100.0% Coef. CC/ 0.00% Coef.de la matière: 1 Crédit: 2.00 Code UE:

Matière requise

N°	Nom et Prénoms	Matricule	Etat	Exam	TD	TP	Conf	Sem	Proj	Stage	Autre
1.	AISSANI Karima			14							
2.	ATROUS Khadidja			11							
3.	BELLAKA Fatima Zahra			/							
4.	BENACHA Khadidja			04							
5.	BINFOUGHAL Ilhem			/							
6.	BENHIRECHE Zineb			04							
7.	BESSIR Khaoula			10							
8.	BOUABDALLAH Ibtissem			10							
9.	BOUFELAAS Khadidja			06							
10.	BOUFKHED Kaouther			/							
11.	BOUGOUFFA Fatima Zohra			/							
12.	BOULAHIA Mouna			/							
13.	BOUSABOUN Imane			04							
14.	BOUZENZANE Fatima			/							
15.	DAOUDI Nesrine			/							
16.	HADJ AISSA Soumia			/							
17.	HADJI Boutheina			10							
18.	HAMLAOUI Afaf			06							
19.	KHELafa Amina			06							
20.	LAYEB Khaoula			/							
21.	MAALEM RomaiSSa			13							
22.	MEHDID Soumya			06							
23.	MIHOUB Lamia			06							
24.	MIHOUBI Naila			08							
25.	OUCHENANE Kanza			12							
26.	SEGHIRI Khaoula			08							
27.	SEGHIRI Zineb			05							
28.	SEGHIRI Ryane			03							
29.	SIGHA Sara			06							
30.	TLILANI Faiza			03							
31.	ZAGHMA Khadidja			06							
32.	ZOUAOUI Hadjer			08							

Université de Constantine 1

Faculté : des lettres et des langues

Département: des lettres et langue anglaise

Année Universitaire: 2014 / 2015

1ère année – Domaine: Langue Anglaise (Master) – Parcours/Filière: Sciences du langage. – 1 ier Semestre

Section N° 1 Groupe N° 10

Date :18/01/2015

Résultats de l'examen de la matière : AD1 / Analyse du Discours / Linguistique

Coef. examen: **100.0%** Coef. CC/ **0.00%** Coef.de la matière: **1** Crédit: **2.00** Code UE:

Matière requise

N°	Nom et Prénoms	Matricule	Etat	Exam	TD	TP	Conf	Sem	Proj	Stage	Autre
1.	AIEB Zineb			07							
2.	ATAMNA Rokia			/							
3.	ATTAL Aicha			06							
4.	BAALI Riyane			/							
5.	BARKAT Amina			04							
6.	BENCHIHEUB Meriem			12							
7.	BENKARA-MOSTAFA Lina			02							
8.	BOUBRIM Hadjer			02							
9.	BOUCHELOUCHE Hesna			/							
10.	BOUDJEMILI Sadiq			07							
11.	BOUGHEZAL Soumya			11							
12.	BOULFIZA Ouided			04							
13.	BOUSSALIA Imen			/							
14.	BOUSTEILA Imane			04							
15.	BOUZERZOUR NOUR El houda			04							
16.	CHELLALI Inssaf			06							
17.	CHETAH Mouna			07							
18.	FARHI Amira			/							
19.	GASMI Mohamed Mehdi			/							
20.	GHEDABNA Amira			12							
21.	HADJI Douniazed			/							
22.	HAMDI Meroua Rayene			05							
23.	KAHIOU Nassima			08							
24.	LARABA Yamina			/							
25.	MAKOUF Salma			/							
26.	MECHERI Rayene			03							
27.	MENASSEL Randa			/							
28.	ORTIAGHI Maroua			/							
29.	SERRADJ Yamina			02							
30.	ZEGHOUANI Zohra			/							
31.	ZEMOULI Afaf			02							
32.	ZINDA Naima			06							

Université de Constantine 1

Faculté : des lettres et des langues

Département: des lettres et langue anglaise

Année Universitaire: 2014 / 2015

1ère année – Domaine: Langue Anglaise (Master) – Parcours/Filière: Sciences du langage. – 1 ier Semestre

Section N° 1 Groupe N° 11

Date :18/01/2015

Résultats de l'examen de la matière : AD1 / Analyse du Discours / Linguistique

Coef. examen: **100.0%** Coef. CC/ **0.00%** Coef.de la matière: **1** Crédit: **2.00** Code UE:

Matière requise

N°	Nom et Prénoms	Matricule	Etat	Exam	TD	TP	Conf	Sem	Proj	Stage	Autre
1.	AMMARI Lidia Hanene			12							
2.	AOUATI Fatima Zohra			/							
3.	AZARA Boutheina			04							
4.	BENHLILOU Romaïssa			10							
5.	BENRAHAB Halima			07							
6.	BERRABAH Narimane			10							
7.	BOUCHELOUCHE Khawla			/							
8.	BOUDELIOU Imane			/							
9.	BOUGAOUZINE Asma			05							
10.	BOURMEL Fatima Zohra			05							
11.	BOUSSAHA Amina			03							
12.	BOUZELATA Soraya			/							
13.	CHEKIRED Amina			/							
14.	CHIKH Abdelaziz			/							
15.	CHIKH Salah Mohammed			05							
16.	DJERBOUA Ramzi			11							
17.	FERHI Imene			/							
18.	FESRAOUI Manal			10							
19.	GHERBAL Sabrina			06							
20.	GUERRACH Imene			/							
21.	HALMOUS Soumia			/							
22.	LAMRI Kelthoum			/							
23.	LEBKIES Amina			05							
24.	MEDJOUB Amira			/							
25.	MEKHENANE Fairouz			/							
26.	MEKKAOUI Randa			10							
27.	MERAHI Hadjer			05.5							
28.	MILOUDI Amina			/							
29.	NECIB Seif Eddine			/							
30.	RABHI Khadidja			/							
31.	SIMOUD Nour el Houda			/							
32.	TLEMCANI Ahlem			07							

Résumé

Les courants de pensée actuelle dans le domaine de la psychopédagogie démontrent une considération particulière pour des concepts autoréférentiels comme le control de soi, l'efficacité et la résilience. Stimulé indéniablement par le processus de globalisation, ce renouveau d'intérêt pour ces variables et leur émergence dans les préoccupations éducatives de l'université Algérienne est le fruit d'un ensemble de facteurs liées à des contingences sociales ;environnementales et mondiale, Une pléthore de tentatives d'explication du comportement de l'étudiant dans la littérature récente semble s'aligner sur la même orientation quand à l'influence potentiel des visions et croyances personnels des étudiants et la qualité de leur rendement académique.

Cette étude vise, donc, a étudier les effets des croyances et convictions développées par les étudiants de Master spécialisés dans les sciences du langage et leur niveau académique, traduit par les notes obtenus dans le module d'analyse de discours. Des études empiriques dans la littérature établissent des relations étroites entre les croyances que les étudiants nourrissent et leur réussite/ échec dans leur performance académique. Ces croyances sont considérées comme l'une des facteurs clé qui conditionnent le parcours académique de l'étudiant et éventuellement son devenir social aussi.

Nos hypothèses ont été vérifiées à travers les données recueillies par un questionnaire qu'on a développé « **ELS- ASBS** » et qui adresse, via une approche multidimensionnelle, plusieurs facteurs, qui sont susceptibles de nous renseigner de façon plus claire des facteurs favorables ou défavorables à la réussite académique. Les résultats ont permis de déceler des pistes intéressantes a exploiter en profondeur afin de parvenir à une assurance qualité et un meilleur rendement dans le domaine d'Anglais comme langue étrangère.

ملخص

إنه لمن الصعب على الكثير من أساتذة اللغة الإنجليزية بجامعةنا على تحديد الأسباب و الخلفيات وراء تدني نسبة النجاح و التفوق في مجال اللغات الأجنبية بصفة عامة، وفي اللغة الإنجليزية على وجه التحديد. إن هذه الحالة قد أسالت الكثير من الحبر في العديد من البحوث العلمية على المستوى الوطني لمحاولة إيجاد حلول لهاته الظاهرة خاصة في ظل المعطيات العالمية الجديدة المعروفة بالعولمة و التي تفرض على الطالب الجزائري تطوير و تنمية قدرات جديدة و إكساب مهارات فعالة حتى يتسنى لهم ركب التطور التكنولوجي و العلمية. تهدف هذه الدراسة إلى محاولة الإحاطة بالمؤثرات و تسليط الضوء على العوامل التي من شأنها التأثير على التحصيل المعرفي و النتائج الدراسية المتحصل عليها في مادة تحليل الخطاب لطلبة السنة الأولى ماستير المسجلون بمعهد اللغة الإنجليزية (لكلية الآداب و اللغات لجامعة منتوري قسنطينة). في هذا الإطار، تم تقديم استبيان لطلبة الماستير المختصون في علوم اللغة الإنجليزية، بغية الإلمام بأفكارهم و وجهات نظرهم و الحصول على رؤية أكثر وضوحا بخصوص المعتقدات التي يتبنونها فيما يتعلق بتجاربهم الدراسية و مختلف الظروف السيكولوجية و الانفعالية التي يمرون بها خلال دراستهم. إن تحليل النتائج عبر χ^2 و Correlation كشف بعض النقاط المثيرة للجدل حول طبيعة الآراء الذاتية و المفاهيم الشخصية التي يتبنونها الطلبة و يؤمنون بها إيمانا عميقا و التي تلعب دورا فعالا، كما أكدته العديد من الدراسات المنبثقة من علم النفس التربوي و التي أكدت وجود علاقة وطيدة بين الرؤية أو الفكرة التي يتبناها الطالب حيال ذاته و مدى فعالية تحصيله الدراسي، الإدراكي و المعرفي. إن النتائج المتحصل عليها تشير بشكل واضح على مدى أهمية مراعاة الجانب النفسي للطلاب و العمل على تقوية بنيته النفسية، زيادة على ضرورة تزويده باليات و ميكانيزمات جديدة تؤهله بأن يتعامل و يتأقلم مع الكثير من التجارب و المعارف الجديدة. إن صناعة النجاح فلسفة يجب تلقينها للطلاب الجزائري كي يتمكن من الحصول على نتائج أكاديمية تتماشى مع تطلعات مجتمعه و أن يكون فردا مميزا، قويا ذاتيا و ناجحا أكاديميا.