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**SELF-CONCEPT INFLUENCES
ON LEARNERS' LEVEL OF
ACHIEVEMENT.**

*The case of 1st year learners of
English at Ain Smara.*

*A Dissertation Submitted in Partial Fulfillment of the Requirements for the
MASTER Degree in Language Sciences (PSYCHOPEDAGOGY and T.E.F.L.)*

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Dedication.

To my beloved parts of me, to the moon and sun ever shiny,

To the best dad and mom, the world ever knows surely.

To my dear brothers, Naim, Housseem Eddine, and Chouaib.

***To my adorable cousins, my lovely friends, and to all
the extended family.***

To whom I loved and I will love forever.

I dedicate this modest work.

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Abstract.

The present research attempts to investigate the relationship between learners' self-concept and their level of achievement.

In other words, the research work is concerned with finding whether the self-concept has anything to do with learner's level of achievement.

So, the hypothesis that we set forth at the very beginning of this study is that self-concept belief influences learner's level of achievement. I, e whether self-worth and the high image learners hold about themselves would raise their self-confidence positively and successfully in their learning of English.

The research methodology adopted in this study is a descriptive one, which means that it intends to describe two variables: self-concept as the independent variable, and its role in promoting learners' level of achievement as the dependent variable, and to identify the relationship between them.

Data were gathered through a series of questionnaires administered to representative samples, of learners and teachers at the middle school of Boukerzaza Ali in Ain Smara. The results obtained allowed us to evaluate the importance of self-concept as having a great impact on learners' level of achievement.

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Introduction.

During childhood, aspects of development, other than the physical and the cognitive, take place as part of personality development. These have to do with the awareness a person has (and a progressive awareness in the child) about his/her qualities, as part of himself / herself or the self-concept. Bandura (1989) was becoming aware as early 1977 that a key element was missing, not only from the prevalent learning theories of the day, but from his own social learning theory. By 1986, however, he identified the important piece of that missing element. It is what he called “self-beliefs”. Bandura proposed that self-belief concept enables people to exercise a measure of control over their thoughts, feelings and actions that “what people think, believe and feel affects how they behave”. (1986:25).

Unless people believe that their actions can produce the outcomes they desire, they have little incentive to act or to persevere in the face of difficulties. However if a question was asked within a learning setting, whether active language learners are faster at learning a foreign language, able at handling and taking risks to solve different learning problems, the response we would most provide to such inquiry, is the approach of self-concept. Therefore, self-concept belief has powerful influence on learner’s attainments in diverse, fields of language learning.

The idea that the way in which a child describes his / her self, will affect his/her school development, this seems to have apply particularly to learners

assessments of self-concept, which means that while they accept their own self-concept they will have a high level of self-esteem and confidence that will influence their academic achievement. Given the importance that is granted to self-concept, it will serve as a good predictor, and possibly act as a cause, of the learner's school success and failure.

In considering the relative significance of learners' beliefs about themselves and their capabilities to achieve desirable outcomes, this piece of research intends to explore the powerful effect of self-concept on academic achievement.

1-Statement Of The Problem.

The majority of researchers argue that beginning learners exert insufficient effort to learn and result in low achievement. This may be due to having no belief or confidence in their abilities, they may not feel enough prepared to accept the apparent capability of learning. This lack of self-concept can be due to negative self-talk, low self-esteem, low self-confidence or self-worth.

The one thing that is clear here, is that the development of our understanding of the role played by self-concept and motivational variables is crucial for the advancement of our understanding of the ability to increase the benefits of schooling every child.

Because of its great importance in language learning, research into the field of psycho pedagogy has largely covered the relationship that exists between self-concept and academic achievement. Hence, the problems and the questions at issue in the present research are whether learners (in our case secondary school learners) can learn effectively, if they believe in their abilities. In other words are learners with high level of self-concept able to take risks and provide different language responses for better and effective achievement? Are they, indeed, self-confident if they take risks and challenge, to learn effectively a foreign language, and English for that matter?

2-Aims of the Study.

Considering the powerful effect of learners' self-concept (believing in themselves and in their abilities) on their level of achievement and success, we set out primary research aims and purposes as follows:

- 1- To consider the importance of the affective factors and attitudes of the learners in the process of learning.
- 2- To raise teachers' awareness towards the role of concept in association with learners' level of achievement.

3-Hypothesis.

The research general hypothesis turns around the idea that the more learners have a high level of self-concept, the better is their achievement.

It posits that high self-concept would correlate significantly with capability to take risks, and solve different language problems.

In other words,

If learners have a high level of self-concept, they would be able to take risks to solve different language problems which in turn would increase their level of achievement.

4-The Choice of the Method.

In choosing a research method we need to take into account the topic, the aim of the study, the sample under investigation, and the nature of the data.

The most suitable method in our research is a “Description one” because we are not setting up an experimental design or a training program, to measure learners’ capabilities, but questionnaires as research tools to probe learners and teachers’ opinions and attitudes, about the effect of self-concept on learning English language.

5- Means of Research

Population and Sampling.

The population under study consists of First 1st English language beginners in the middle school of Boukarzaza Ali at Ain Smara.

Since second year concerns the first year beginners who are going to engage in the process of learning English as a foreign language after learning their second one (French), They need (learners) to believe in their abilities and try different ways to learn.

And since we can't take the whole population, we need to take a representative sample composed of 40 learners selected randomly to answer the questionnaire. The present research is then, about 14 year- old pupils studying English at Ain Smara.

We have already a limited population of teachers; we will give accordingly to all of them the questionnaire to answer (8 teachers of English language).

Tools of Research.

In order to evaluate the hypothesis, obtain the information required from the subjects, and to fit the objectives of the study in the present research, we will use two tools.

First: a formal questionnaire for teachers in order to determine the importance of self-concept, the different attitudes towards learners who take risks and solve language problems, and their association with academic achievement.

Second: formal, but simple questionnaire for pupils to know their opinions about the self-concept belief and its effect on their achievements.

The pupils' answers to the questionnaire shall be analyzed, then categorized in order to be compared with the teachers evaluation of the pupils achievements as indentified by the scores given to the pupils.

6-Structure of the Study.

The present research is divided into two main chapters.

A literature review about the subject, in addition to the field work that aims at checking the significance of the research hypothesis about the self-concept.

The first chapter is divided into three sections:

*Section one is mainly concerned with a review of the process of learning, and provides some detailed information from the theories of learning.

*Section two provides an overview about the concept of motivation, and its different types, that has a significant effect on building learners' self-concept on one hand and on his/her learning of English language on the other hand.

*Section three discusses and synthesizes the term self-concept and its major role in maximizing learners' level of achievement.

The second chapter is devoted to research methodology and its implementation. In this chapter we will deal with the research tools (the questionnaires) and we will describe the procedure of their construction.

Then, the chapter explains how the results are gained, and provides a presentation of the full results by means of tables and figures followed by necessary comments and interpretations. So, in this chapter we will be able to answer the research questions and compare our results to the theoretical concept discussed in the earlier chapter.

Chapter one.

Learning and self-concept.

Section one.

‘learning’.

Introduction.

Learning is a process which can be acquired or developed. It can be considered as an accumulation of certain amount of knowledge or skills.

Others like, Stoll, et al, (2003) rather consider it as being the core of our being, as individuals and collectively.

Since learning is a highly complex activity where learners are expected to cover a wide range of academic subjects, it is worthy, then for teachers to provide them with appropriate knowledge and skills that need to be consistent with the learning contexts.

For this purpose, teachers should know and understand the various theories and approaches to cognitive and behavioral developments, and try to apply their principles in selecting the most appropriate and effective approach and method, which create a desired atmosphere for effective learning

01- Definition of learning.

Throughout the history of teaching and learning various perspectives on learning have been adopted in different fields of interest, especially that of psychology.

Learning as expressed by Desforges (1998) is defined both as a “noun” and a “verb” . As a noun, “learning comprises organized previous experience” as a verb, learning refers to “the processes of schema modification”

In other words, learning as a noun is explained in terms of conceiving a new experience. As a verb, however, it is explained in terms of changing a behavior whether to a positive or negative, inhibiting or enabling one.

Learning can be seen as an “active process of transforming knowledge insights and skills into a learning behavior. It may be incidental, by chance, or intentional” (Hamada, 2007:14).

Most psychologists would agree that learning is a highly complex activity that comes about as a result of experience and which in turn results in changing the individual, potential behavior. In this respect, Fontana (1995 :142) defined learning as “a relatively persistent change in individual’s potential behavior due to e experience”.

Similarly, Hill (2002, in Woolfolk , 2004 : 198) stated that “learning occurs when experience causes a relatively permanent change in an individual’s knowledge or behavior. The change may be deliberate or unintentional, for better or for worse, correct or incorrect and conscious or unconscious”

Chaplin’s (1975) dictionary of psychology defines learning as an acquisition of any relatively permanent change in behavior as a result of practice or experience ; a process of acquiring responses as a result of special practice.

Most definitions focus more on acquisition of any experience (whether social, and academic ... etc.) as in human beings, relatively permanent change and process which means that learning is based on different processes that will lead to a consistent change in the behavior .

In much the same way , Woolfolk (2004) agreed that learning occurs when experience causes a change in person's knowledge or behavior.

2- Theories of learning.

In general , a theory is considered as set of assumptions, beliefs or hypotheses that have been observed, tested and evaluated in the academic world.

Many psychologists have been tempted to advise teachers about how to teach on the basis of theories of learning .

Ausubel and Robinson (1969 in Desforge ,1998) noted that *“ despite favorable responses from teachers on psychology courses , the behavior of these same teachers observed later in the classroom, has typically shown distressingly little influence of the principles and theories which they had presumably learned”* .

So , once the role of learning is understood , the role of the teacher would become transparent.

Learning has variously been explained and categorized into two schools of thought .The Behaviorist and the Cognitive essentially.

In our current research, we shall be mainly concerned to identify the thoughts and ideas proposed in the Behavior and Cognitive approaches.

2-1 **The Behaviorist Theory.**

Behaviorism is an approach that has its root within Positivism which has had a profound influence on language teaching throughout the world. (Williams and Burden: 1997).

It is an approach to psychology that arose out the ideas of early learning theory which explained learning in terms of forms of conditioning.

The behaviorist theory emphasizes the role of environmental stimuli in learning and focus on behavior observable responses.

It has been followed to determine the connection between stimulus and response as a learning process .This is what is commonly known by the name of “Connectionist view of learning”.

From its origins back in the 1930s the behaviorist approach at its most extreme maintains that “ if psychology is to be an exact science , it must focus up on the study of observable behavior”. (Fontana , 1995 :142). That is up on the responses made by the individual and up on the conditions under which they occur

2-1-1 Contiguity learning.

According to Aristotle (384 -322 B c, in Woolfolk ,2004) We remember things together (1) when they are similar, (2) when they contrast and (3) when they are contiguous . This latter is considered as the most important because it is included in all explanations of learning by association.

More precisely , the principle of contiguity explains that whenever two or more sensations occur together often enough they will become associated I.e.,

If one of these sensations occur (stimulus), the other will be remembered too (response).

2-1-2 Classical Conditioning.

According to Woolfolk (2004:229) “In classical conditioning a previously mental stimulus is repeatedly paired with a stimulus that evokes an emotional or physical response” .

So , if we try to close our eyes and think of a taste of chocolate fudge, for example we would surely salivate.

From this example , we can say that classical conditioning “focuses on the learning of involuntary , emotional or physiological responses”(Woolfolk, 2004: 201).

The most well known example is that of Pavlov (1920, in Woolfolk , 2004) Who discovered this principle, in the late 1920s. He suggested that by applying this principle, learning would take place because of the “conditioned stimulus (C S) and the conditioned response (C R).

Pavlov's findings and those of other researchers have implications for teachers because emotional learning can interfere with academic learning .

2-1- 3 Operant Conditioning.

Since not all humans learn automatically, and unintentionally, most behaviorists proposed that people "operate" on their environment to produce different kinds of consequences and so , they learn through the effects of their deliberate response.

Woolfolk (2004) stated that these deliberate actions are called "operants" as Skinner (1953) introduced them.

According to Skinner (1953) "*behavior like response or action, is simply a word for what a person does in particular situation. Conceptually , we may think of behavior as sandwiched between two sets of environmental influences. Those that precede it (its antecedents) and those follow it (its consequences)* ". (in Woolfolk, 2004:203).

So , Skinner began with the premise that learning is the result of environmental rather than genetic factors. (In Williams and Burden, 1997).

It is agreed by behaviorists that consequences determine whether a person will repeat the behavior that led to consequences or not. These consequences can both strengthen and weaken behaviors.

Reinforcement , for example, is considered by psychologists as one type of consequences that strengthen the behavior it follows, I ;e individuals will respond to a stimulus by behaving in a particular way.

While applying this principle to academic learning, Skinner and other psychologists found that language development could be explained in this way , I ;e learners will learn if they are reinforced (whether rewarded or punished).

Similarly, it has been said by Skinner in his most recent investigations (1982 and 1986) that

learning act involves three identifiable stages: first, the stimulus or situation (S) with which the learner confronted; second, the behavior (B) which it elicits from the learner, and third, the reinforcement (R) which follows this behavior” (Fontana,1995:144).

To say it in a simple way, learners who try to learn a language are going to learn it faster, if they are reinforced for every correct response, which in turn will increase their self-confidence to bring other attempts to solve language problems. This deduction will strengthen the behaviorist evidence that consequences determine the repetition of the first behavior .

In short, as stated by Fontana (1995:142) “ *such an approach originally saw learning in terms of connections between a stimulus provided by the environment and a response or reward of some kind provided by the environment (...), and, thus, places great stress up on the role played by the environment ”.*

This theory had a powerful influence on the development of the “Audio-Lingual” approach to language teaching . And, when it is applied to language learning we can say that language is seen as a behavior to be taught ,I, e ,learners will learn a language through pattern drills and memorization of dialogues. Learners here, will repeat structures of language since learning a language is seen as acquiring a set of appropriate mechanical habits.

In turning his attention to education Skinner (1953) suggested that:

- 1- Teachers should make explicitly clear what is to be taught;
- 2- Tasks should be broken down into small, sequential steps;
- 3- Students should be encouraged to work at their own pace by means of individualized learning programmes;
- 4- Learning should be “ programmed” by incorporating the above procedures and providing immediate positive reinforcement based as nearly as possible on 100% percent success. (in Williams ...et al, 1997:9).

All in all, the behavior theory can have a certain degree of effectiveness, in the sense that teachers who follow and use the principles of this theory could somehow help learners learn academically and grow in self-sufficiency. But it comes under learning criticism by the proponents of the cognitive approach when it is question of dealing with the problem of facilitating pupils’ abstract learning, naturally associated with past experiences, through, aspiration personality, and emotional factors.

2-2 Cognitive Theory.

After the different explanations, provided by behaviorists that learning is viewed in terms of stimulus and response, Cognitivists, however, provided new explanation to the process of learning where they show great importance at the learner's emotional and intentional sides.

Evidence accumulated on cognitive studies have indicated that "people plan responses, use strategies to help themselves remember and organize the materials. They are learning in their own unique ways," (Milar, etal in Woolfolk, 2004:236).

This theory in contrast to the behaviorist theory is concerned with how humans think and learn, which means a shift from "viewing the learners and their behaviors as products of incoming environmental "stimuli " to seeing the learners as "sources of plans, intentions goals ideas, memories, emotion, activity used to attend to, select and construct meaning from stimuli and knowledge from "experience" (Wittrock, 1982:1-2,in Woolfolk, 2004:235).

Cognitivists hold that the intervention of human thinking has a substantial influence on their behaviors.

Child (1990) stated that a person's awareness of what is happening to he/she has

an important effect on future behavior in similar situations.

Thus, in seeking to understand the different mental processes involved in learning,

cognitive psychologists tried to shed some light on how people remember and understand the information they receive.

Because of that, interest in concept of learning , problem solving and remembering, soon ,became major topics for investigation in cognitive psychology.

In recent years, cognitive psychology has had a powerful influence on language teaching and learning where the learner is seen as an active participant in the learning process, using various mental strategies in order to sort out the system of the language to be learned and acquired. Since, learning and memory are two faces of the same coin (in other words, we learn something in order to retain it or remember it when needed),in what follows, we will briefly introduce memory within the widely used approach to this process, namely the “Information Processing Approach”.

Information Processing .

This approach as its name implies, is concerned with how people take in information, process it, and act upon it. In other words, information processing , involves gathering information and organizing it in relation to what we already know , or encoding, holding information, or storage; and getting at the information when needed .

Thus, it can be said that factors such as attention, perception and memory are the focus of the work of information processing theories as stated by all most all cognitivists. Among them, for example, Entwistle(1979:367) Who considers that learning

can be viewed in terms of three elements : “ intention, process , and outcome” (in Hamada’s thesis, 2007:15).

2-2-1 Attention.

Attention as defined by Best (1980, in Williams et al, 1997:15) is, “ a cognitive resource which can be drawn upon as a means of concentrating our mental efforts.” So, what we pay attention to is guided to a certain extent by what we already know and what we need to know.

In other words, whenever we receive stimuli from the environment (sights, sounds, smells, etc) our “sensory memory” (which is the initial processing) will be awakened up to transform these incoming stimuli into information that will be grouped and classed into different schemas which in turn will help us understand the environment.

2-2-2 Perception.

Perception is defined by Woolfolk (2004:240) as “ a process of detecting a stimulus and assigning meaning to it”. This meaning is constructed based on both physical representations from the world, and our existing knowledge.

It is then, the interpretation of sensory information I, e, the interpretation of what we have received from environmental stimuli will be understood and perceived through the help of perception processes.

According to the “Gestalt Theory” (a theory or a school of thought developed in Germany in the 1920s and 1939. Gestalt means pattern) Gestalt, refers to “people’s tendency to organize sensory information into personal relationships”. (in Woolfolk,

2004:240). Which means that this theory holds that people organize their perceptions into coherent wholes.

Child (1977), in much the same way, explains that the work of “Gestalt” was an attempt to avoid breaking down behavior into constituent parts that can be observed to give the full meaning of that behavior.

Founders of this theory provided reasonable explanations of the ways that we use to understand a stimulus. They provided two kinds of processing information that help us recognize patterns and send to the schemas they suit them. This can be represented into: the Bottom-Up and Top-Down processing.

- The Bottom-Up: or the so called “Feature-Analysis” because the stimulus must be broken down into its features or components to get a meaningful pattern of it. In this respect, Woolfolk (2004:240) stated that the bottom-up processing is “perceiving based on noticing separate defining features and assembling them into a recognizable pattern”.
- The Top-Down: since not all our perception rely only on feature-analysis (or bottom-up processing), the top-down processing, however, helps us to perceive stimuli in another way . In contrast to the bottom-up, the top-down is based on using what we already know about the situation, words, pictures or even how the world generally operates in order to comprehend the new information.

Woolfolk (2004) defined it as perceiving based on the context and the patterns we expect to occur in that situation.

In language learning situations, attention is considered as one major aspect that has an effect on learners' process of learning. Obviously, they would not be able to process new language patterns that they do not recognize or perceive.

This is why, it is clear to experienced teachers that some of their learners have considerable difficulty in paying attention to their work which in turn will have a negative effect on their learning and their achievements.

Respectively, klatzky (1980), suggested that attention should be seen as a process of filtering out a range of incoming stimuli and selecting out only those stimuli which are important for further processing(in Woolfolk,2004).

In the same line of thought, as stated before, Best (1986) defined attention as a cognitive resource which can be drawn upon as a means of concentrating our mental efforts to learn effectively”.

This resource will be needed most, especially, when a learning task is new or it is just beyond the learners' capabilities.

Henceforth, it is very necessary from the part of the teacher to know how to bring learners' interest and make them pay attention to their work for more effective learning.

3-Memory.

Memory as was said previously, is narrowly linked to learning.

The most know information- processing model of memory is that of Atkinson and Shiffrin (1968).

This model describes the memory process in terms of “sensory registers” where stimuli are recorded for a short time before being passed to the short-term (or working) memory.

In this respect, the term “working-memory” is referred by William et al (1997) to “whatever one has in mind any particular time, which tends to be of a short duration, lasting no longer than thirty seconds”.(16)

According to Baddely, (1986:43) working memory is defined as “the temporary storage of information that is being processed in any range of cognitive tasks”.

In other words, it is the “workbench” of the memory system, the interface where new information is held temporarily and combined with knowledge from long-term memory. (Woolfolk, 2004).

For Fontana, (1995) all information received by the senses and to which we pay attention seems to enter short term memory, but it can only be held there for a brief time and is ,then, either forgotten or transferred to long term memory where it can be stored for a permanent time.

To say in a simple way, working memory hold the information that we are focusing on at a given moment that doesn't last for a long time. Working-memory, then , is the first, station where we put the information that has been perceived for a brief time before it completes its way to another long time station which is called long-term memory.

Since we have a small capacity of working memory which is considered to be about 7 items (-2 or +2) at any time, it is necessary then to break down complex material into related “chunks” before sending the information to the long term memory.

The most common ways of doing this, is by rehearsal, which may take the form of simple repetition or more elaborate means which involve the association of meaning to what is to be remembered. (Williams et al, 1997).

Hence forth, perceiving, interpreting, selecting, storing, and using information from the environment are crucial processes which affects our present and future behavior (child ,1990).

Concerning language teaching , memory plays a major role in learning a language, especially, that of long-term memory which holds the information that is well learned.

Despite the fact, that learning by heart and repetition drills are boring, but they help learners memorize structures of language and appropriate mechanical language habits.

Deduction and direct methods, especially that of “Grammar Translation Method” (or traditional method) focuses and relies on such ways of learning, which have been proved especially with lessons of grammar and translation.

However, it won't be worthy, from over loading learners' short-term memory or expecting a great deal to be retained from any one session without some form of rehearsal. Even after an interesting lesson, and after the information is held consciously in mind, “children often remember little, probably because each piece of

information is so quickly followed by the next that there is no time for consolidation, (Fontana, 1995:153).

Hence, the teaching of ways of remembering , including mnemonic strategies and involving more than one of the senses is, therefore, likely to justify memorization which in turn will justify the language learning.

Oxford(1990) provides an analysis of different memory strategies used in language learning.

An interesting and highly successful applications of memory research to foreign language learning have been the use of “link word” method (Gruenberg ,1987 et al).

This technique involves linking words in both the first and second-language to construct a picture in the mind.

Another helpful technique for teachers is the employment of what Ausubel (1968) calls “advance organizers” which means a kind of topical introduction to a lesson that orientates learners to the subject matter and relates new learning to what the learners already know (in Williams et al, 1997:17)

In this context, Fontana (1995:153) suggested a number of strategies to help consolidate and increase the efficacy of long-term memory. They are stated as follows:

- 1- Pausing, repeating, and questioning.
- 2- Chunking.
- 3- Relevance and interest.

- 4- Appeal directly to their own experience and feelings.
- 5- Attention span.
- 6- Practical use.
- 7- Meaning .
- 8- Over learning.
- 9- Association.
- 10- Visual presentation.
- 11-Function and recall.

This means that it would be very important and helpful if the different strategies proposed by cognitive psychologists are applied to make the process of memorizing aspects of language easy and efficient.

So, we can say that learning is based on many different process.

Attention and perception are considered as the two first steps in any learning to take place. Short and long term memory are considered as the data bank of what we have about the second language. Memorization is the most helpful means ,ever, to remember what we learned in order to apply it in another situation where we are going to learn something else. And to make the process of memorization easy and efficient considerable ways and strategies are put to help us do so.

Conclusion.

When seeking for an overview within educational psychology, two major schools of thought present different discoveries and points of views about learning.

We first, considered the influence of behaviorism on education in general and language teaching in particular.

We saw how conditioning stimulus and reinforcement influence the learner's behavior in general and audio-lingual approaches to language teaching in particular.

Later on, a cognitive school of psychology came to shed some light on information processing approaches and their relation with areas of attention and memory.

Last but not least, it is preferable to take into consideration all the suggestions proposed by those psychologists whether behaviorists or cognitivists, and apply them in the process of teaching and learning for better achievement.

Section Two.

The concept of “Motivation”.

Introduction.

It has been agreed for a long time that motivation is a key factor in the process of learning. This fact brought about researchers to raise countless experiments and studies in order to show that motivation is a vital component in language learning. Which means that learning is unlikely to take place in the absence of adequate motivation, as Slavin (2003:292) states; “the best lesson in the world won’t work if students are not motivated”.

1-Definition of Motivation.

Throughout the history of the concept of motivation, a number of existing definitions have listed out the basic premise that learning a foreign language is based to a large extent on this significant concept.

For Gardner (1985), motivation, in general, refers to “a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language”. (In Williams and Burden, 1997:116).

Operationally, however, it consists of “a desire to learn the language, motivational intensity, and attitudes towards learning the language “(Gardner, 1985 in Williams et al, 1997:116).

And for Slavin (2003:328), motivation “is concerned with the factors (forces) that direct and energize the behavior (...)”.

In similar way, Woolfolk (2004:350) defined motivation as “an internal state that arouses, directs, and maintains behavior”.

Again, for Williams and Burden (1997:120), motivation is “a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which give rise to a period of sustained intellectual and/or physical effort, in order to attain a previously set goal”.

In Feldman’s view (1997:275) “motivation is one of most important ingredient of effective instruction.”

Interestingly, learning is not only the exclusive gain of the knowledge, but, it is also deeply emotional. Which means that learners feel ready to learn and to take risk when they feel motivated and encouraged.

In this context, Roberts(2002:97) stated that “encouraging and helping young children to learn must be one of the most fundamental of our tasks as “important adults”.

This is why satisfaction within school learning is unlikely to take place in the absence of sufficient motivation to learn and to achieve. (Fontana ,1995).

Slavin (ibid:329) agreed that motivation is “one of the most critical components of learning (...). In plain language, motivation is what gets you going, keeps you going, and determines where you are trying to go.”

A working definition which can be advantageously used is that of Child (2004:345) who said that “motivation consists of internal process and external incentives which spur us on to satisfy some need”.

It is worth repeating that, motivation is, indeed, a key factor in the process of learning. Teachers use motivation in order to meet the requirement of the learners. One potential explanation to this fact; is that language learners need to be motivated in order to feel interested and attached to the lesson which will lead them in turn to take risks and try out the foreign language.

2-Types of Motivation.

Before we shed some light on types of motivation, we need first to mention that cognitive psychologists have drawn a clear cut between both Intrinsic and Extrinsic Motivation. Csikszentmihalyi and Nakamura(1980 in Williams et al,1997:123) stated that if the only reason behind doing a work or a task is simply gaining a reward or avoiding punishment, then this would be called “Extrinsic Motivation”. Where as if the reason behind doing a task is simply enjoyment and interest from the part of the learner him/herself , then, this would be called “ Intrinsic Motivation”.

2-1 Intrinsic Motivation.

It is agreed and accepted by psychologists (e.g: Atkinson et al,1993) that there is a natural curiosity that comes from the inner of the person in general and the learner in particular.

We believe that it is related to learners in particular, because if learners have this curiosity which comes from their interest, they will feel motivated and be able to learn.

In this context, Fontana (1995:150) stated that “closely linked to children’s curiosity as a motivator is the degree of interest derived from a learning experience.”

Intrinsic motivation, then, comes from intrinsic motivators like those of challenge, curiosity, and control.

Moreover, Slavin (2003) claims that intrinsic motivation means the motivational value of the aspect of valuable activity which can be presented in terms of valuable content or task that bring people’s motivation because that activity is enjoyable and satisfying to do.

It is “the natural tendency to seek out and conquers challenges as we pursue personal interest and exercises capabilities.” (Deci and Ryan, 1985 in Woolfolk , 2004:351).

So when learners are intrinsically motivated, they won’t be in need for certain incentives or rewards to raise their level of motivation.

Henceforth, it is essential for teachers to stress the significance of relying on their(learners) intrinsic motives in order to face the learning process as possible as they could.(as Slavin,2003 emphasized).

2-2 Extrinsic Motivation.

It has been agreed by cognitive psychologists that extrinsic forms of motivation are those imposed upon the learner by the environment.

Extrinsic motivators play a great role in affecting learners' behaviors. Once learners are motivated from the teacher (whether through incentives or verbal praise), they will feel confident and able to take risks and solve language problems.

Fontana (1995:150) point out that "nevertheless, however stimulating the teacher, there will always be occasions, when the children's intrinsic motivation is insufficient and recourse has to be made to motivation of an extrinsic kind". Such motivation usually consists of marks, grades, school reports, test, examinations , and, of course teacher approval. Additionally , he claims that learners find success to be "rewarding".

For Woolfolk (2004) extrinsic motivation is created by external factors such as rewards and punishments.

It is indeed, evident to say that rewards can increase the level of academic engagement and performance of tasks, because extrinsic rewards "have the potential to undermine performance, especially with tasks that people are likely to do (...)". (Falmer, 2003:36).

According to Brown (2000) extrinsic motivation influences behaviors. For him, extrinsically motivated behaviors' are carried out in anticipation of reward from outside and beyond the self. He also considers prizes, grades and even certain types of positive feedback as typical extrinsic rewards from the part of the teacher.

Extrinsic motivation is for U R (1996:277) what is derived "from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks".

Henceforward, teachers should state clearly the significance of consistently using reinforcers and rewards in order to motivate students to engage in the process of learning a foreign language with love and interest which will, of course, result positively in their level of academic achievement.

Despite the fact that intrinsic and extrinsic motivation contrast between each other, it is evident however to stress their existence together. In other words, if the intrinsic motivators that the learner holds inside him are not quite enough to push him to do a task, then, the teacher needs to provide him with extrinsic motivators that might increase his level of motivation and interest which will later on result in positive achievement.

One might conclude from this that a child fortunate enough to have a certain level of motivation (especially the intrinsic one) that might be a good start for the process of learning, where he will be in need for a number of factors involving motivators and incentives that would be more likely to be the cause of his academic success.

Undeniably, motivation plays a major role in the process of learning. In the sense that it helps learners feel encouraged, interested and motivated to go through a process of trying out the language by taking risks and solving problems, which will affect their level of achievement -of course- positively. And it helps teachers in their process of teaching as well, to create an active and interested atmosphere that may help them, in turn, presenting the lesson in a clear and easy way.

3-Locus of Control.

Locus of control is at the heart of “Attribution Theory”. This latter has to do with how people seek “to construe explanations and excuses particularly when applied to success or failure”.

(Slavin , 2003:334).

Locus of control is divided into two types; internal and external.

On the one hand, internal locus of control is due to inner or internal belief about the person, in other words, a person with an internal locus of control, is that who believes that success or failure is due to his/her own efforts or capabilities. This person will be convinced that whatever result he/she arrived at in learning (I, e, failure or success) is going to be due to his/her self internal efforts.

External locus of control, on the other hand, is rather due to external factors. In other words, someone with external locus of control is more likely to believe that success or failure is due to other factors that have nothing to do with him/herself ,like :luck, or task difficulty...etc.

In this respect ,Slavin (2003) states that many studies have found that locus of control is going to be the second important predictor after learner’s ability of academic achievement.

Conclusion.

The locus of control plays an important role in addition to that of self-concept and motivation. In the sense that a learner with an internal locus of control is that who is going to hold a positive self-worth (self-concept and esteem) about him/herself and strengthens his/her intrinsic motivation which will raise in turn his/her self-confidence to learn effectively and achieve more. Hence, we can say that these three factors (self-concept, motivation, and locus of control) interrelate with each other to make learning effective.

This is why, it is important to remember that these three factors can be helpful to a certain extent in children's learning:

- 1- We need to think about how young children go about learning;
- 2- We need to identify the most effective things (I ,e , motives) that we can do to help them;
- 3- We need to understand ways in which realistic, high self-esteem can be achieved;

Setion Three.

“Self-concept”.

Introduction.

Learning a language is an important process in which ESL, EFL learners gain knowledge, or understanding, or skill, by study, instruction, or experience.

It is a process whereby learners show great importance for the goals they are expecting themselves to achieve, the interest of the subject matter, and the affects they have towards the target language.

But, there still is another factor that must be considered in explaining the process of learning a foreign language. It is what is called “Self-Concept”.

Several studies and researches’ attainments about learner’s self-concept are now, viewed as studies of a particular kind of reasoning or problem solving which might be given to learner’s level of achievement. We believe so, precisely, because achievements in language learning are due, to some extent, to real self-concepts learners have with regard to the target language.

So, it is worthy to consider the significance of the learner’s belief about his abilities, I.e. the self-concept or beliefs in general and the image about oneself in the process of learning a language .

1-Definition of Self-Concept.

The number and variety of approaches to the study of self-concept and its role in determining human behavior has been widely given particular prominence by several researchers, particularly, the symbolic interactionists in order to give rise to a diversity and richness of theoretical insights that are concerned with the issue of self-concept.

In general, self-concept is what a person understands about him/herself, I, e the mental image one has of one self, or the total picture a person has of his/herself.

Lecky (in *The Self-Concept – Revisited*, 1973:406), indentified the self-concept as “the nucleus of the personality”.

It (Self-Concept) refers to the “totality of a complex and dynamic system of learned beliefs which each individual holds to be true about his/her personal existence and which gives consistency to his/her personality” . (Purkey and Novak ,1984, in Williams et al,1997:97).

In a similar way to the definition provided by Lecky, Snug and Combs (1949) viewed self-concept as those part of the phenomenal field which the individual has differentiated as definite characteristic of oneself.(in *The Self-Concept Revisited*, 1973:406).

It is a “ multi-dimensional construct” that refers to an individual’s perception of “self” in relation to any number of characteristics, such as those related to academic contexts (or non academic contexts), gender roles, racial identity, and many others.

As stated by Child (1997) self-concept is the conception that we hold of ourselves as a result of interaction with others and which influences our present and future behavior.

The multifaceted nature of the self-concept brought about researchers to focus on such a term in relation to social relationship. It is agreed that people do compare themselves with others, and, consequently, develop their self-concept from the comparisons they do and from the information that they receive about themselves from others. This is, sometimes, referred to by Cooley in (Williams et al, 1997:97) as the “looking glass self”.

In this respect, Child (1977) stated that our life’s problems are going to be solved in relation to the image that we construct of ourselves and the self-value (or self-esteem) that we would gain, which in turn will affect our approaches and level of performance.

There is evidence to suggest that the more we see other people as being like ourselves, or the more significant part that people play in our lives, the more likely we are to compare ourselves with them. (Suls et al, in Williams et al, 1997:97).

In short self-concept is defined as “the description of self in terms of role and attributes” (Beane,1986:65).

Concerning learners, however, the most influential figures to them are likely to be their parents, their teachers, and their peers in that order.

Obviously, learners do really appreciate the positive feedback they receive from other persons which will lead them, of course to use great effort to do a task and to show themselves as capable learners within their classrooms. This feeling is a developmental one that would be developed each time learners will be praised or encouraged from the teacher.

One clear implication of such a view is that the type of language used by those who make up the child's social world will have an important influence upon the type of self-concept that the child acquires, and therefore also an influence upon his development of self-confidence, and, self-esteem.

This will be of a great importance too because "the amount and kind of positive or negative feedback that learners receive in class from both the teacher and their peers will affect their sense of achievement, their motivation to achieve more and the establishment of their self-efficacy in the area" (Williams et al, 1997:98).

This self-enhancement and affiliation will create what is called the learner's self-concept. That is "the prestige" that we gain by doing well in school or college.

Just as in all other areas of psycho-pedagogy, learner's view of him/her self has proved to have (as we will see in the flowing pages) a greater impact upon the process of learning a target language.

It is worth repeating, that an understanding of how the learner sees him/herself is connected with the development of his/herself-concept which in turn will affect his contribution to language learning.

This is why, our beliefs about the capability of doing a specific task will not only be interconnected, but will also, be related to other more central aspects of our personal belief systems, I.e., the image we have about ourselves will certainly affect our ability of doing a task, whether an easier or a difficult one.

Brookover, et al (in Child, 1977:71) made a distinction of academic self-concept from other concepts. As a consequence, they found with other studies a very positive relationship over time; I.e. the better self-concept of academic ability, the higher achievement. And any change in self-concept would certainly correspond with changes in achievement.

Similarly, Gurney (1986 in Williams et al 1997:100) Suggest that “what does seem highly likely, however, is that the self-concept may well perform an important inner mediating function in the learning process.”

A child gradually comes to see himself as being relatively good in school, and as having varying degrees of ability to do a task. This is why academic self-concept is the strongest affect measure in predicting school achievement.

So, learners beliefs that they are capable of doing a task and their valuing of academic success are more important than their actual ability in predicting their achievement. This is why the more the self-concept is at high position , the more likely the learner’s achievements would be at high position too.

We can say in general that the self-concept is of primary concern because it provides teachers with powerful psychological messages about the learner’s inner state in the process of learning.

Henceforth, taking into account the learner’s view of his/her self-worth is very significant to the process of teaching as well, in the sense that it is essential for the teacher to know how to develop the effective emotional system in order to establish a positive but realistic self-concept in his/her learners.

Most reviewers conclude by presenting their own composite views of the nature of the self-concept. These composites share some basic features; that the expression “self-concept”, while often used as a general umbrella term, is best understood as only one aspect of the self along with other factors such as self-confidence, self-esteem, self-efficacy, and, self-worth, etc as will be discussed in more detail below.

2-Definition of Self-Confidence.

Self -Confidence being more in everyday use, is nevertheless narrowly linked by psychologists to the more technical term of self-concept.

Once, the term self-confidence came to be linked in psychological studies to self-concept, after Bandura’s works in the area, it has due to its commonsensical use several definitions, each of them show the great influence of this belief on learner’s attainments in language learning.

In its more general definition, self-confidence has been used to mean the belief of believing in you; I.e. to believe that one is able to accomplish what one sets out to do, and to overcome obstacles and challenges.

Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attitudes, such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust , the ability to handle criticism, and emotional maturity .

Moreover, it is a belief in our abilities, a mental attitude of trusting or relying on ourselves. In this respect, Pine and Boy (1997 in Williams et al, 1997:98) stated that “our best preparation for an evolving society is helping children face the future with confidence in their own abilities and with a faith that they are worthwhile and important members of whatever they might find themselves in .”

Hence, self-confidence is a belief that has to do with worth of the self and the abilities. In other words, self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities.

Concerning the process of learning, learners do not only set expectations and assumptions, but, they also bring many other personal characteristics to the class that might influence their way of learning. Perhaps, the most influential characteristic is confidence.

Self-confidence, then, has been termed as one of the primary affective elements that influence the learner’s worth or value. In other words, learning a language depends on the extent to which learners do believe about their abilities.

Indeed, it is not just a matter of having this ability, but what matters more is whether learners are capable of approaching with some assurance this ability in real classroom settings.

Surely, these learners can leap ahead of their classmates, and take the risks involved in using the new language to communicate wherever they encounter language situations.

It is therefore, very important for the teacher to make his learners feel, confident that they can and will learn the foreign language. To say it in other way, “the teacher can help to give children confidence in their own abilities by giving them opportunities for success, by encouraging rather than censuring them when they are confronted by failure, and by demonstrating personal belief in their competence”. (Fontana, 1995:148).

Hence, the more learners rely on themselves, the more likely, they will achieve desired goals which will be represented in terms of higher academic achievements.

3-Definition of Self-Esteem.

It has been agreed that in addition to the many other factors, self-concept is just one factor that has an impact on our self-esteem.

In contrast to Self-Efficacy which is defined as, “beliefs that contribute to effective performance by increasing motivation, task focus, and effort and decreasing anxiety and self-defeating negative thinking”. (Bandura, 1997:14).

Self-Esteem is a term used in psychology to reflect a person’s overall evaluation or “appraisal” of his/her own worth.

For Beane, (1986:6), self-esteem refers to “the evaluation one makes of the self-concept description, and more specifically, to the degree to which one is satisfied or dissatisfied with it, in whole or in part. (.....)”.

In other words, self-esteem involves the individual’s sense of self-worth or self-regard manifested in such feelings as “I am happy with myself” or “I don’t like myself”. It is based on “values or value indicators such as attitudes, beliefs, or interests”.

Interestingly, self-esteem is an “evaluative” term that represents our opinions about ourselves. It gives an idea about the worth we have in ourselves.

Self-esteem enables the child to construct a positive self-concept and reinforce his own behavior to be independent of the evaluations of others.

In this respect, Oxford (1990:141) suggests that “it is a self-judgment of worth or value, based on a feeling of efficacy, a sense of interacting effectively with one’s own environment”.

On the other hand, Roberts (2005:101) States that “recognizing and supporting the development of children’s patterns of learning, or schemas leads to high self-esteem”.

Because of that, a number of studies have sought to demonstrate the existence of positive relationship between the high self-esteem and the good opinion or worth of the self.

Accordingly, Fontana (1995:148) states that in a number of studies *“children with high self-esteem consistently perform better than children of similar ability with low self-esteem. Moreover, they set themselves higher goals, are less deterred by failure, and they have a more realistic view of their own abilities”*.

This is why, the higher self-esteem is, the better opinion of the self would be, which in turn would have also a positive effect on learning achievement.

In that, children learn well with a combination of appropriately high expectations and appropriately high self-esteem.

In this context, Roberts (2005) stated three facts concerning self-esteem.

- Firstly, high self-esteem- or positive self-concept- is reflected in the possession of a secure sense of identity, and ability to acknowledge and value our own efforts and achievement.
- Secondly, high self-esteem provides confidence, energy and optimism.
- Thirdly, high self-esteem is promoted by positive self-experiences. (105).

So , teaches need to enhance learner's self-esteem because it is a means of improving his/ her academic achievement.

The few studies with a developmental concern to the three previous self-beliefs seem to point to the following conclusions:

First, in the development of various self-attitudes, those that are concerned with self-esteem and attitudes towards oneself as a learner would seem to be developmentally prior to those concerned with a self-image. Feelings of a self-esteem or self-worth and self-confidence would come before a self-concept as such , especially, those related to academic achievement (but it should not be neglected because it plays a major role in the process of learning and level of achievement as well.).

Second, studies using measures that are more closely related to self-concept indicate that levels of academic success are more likely to be linked to the overall effect of those self-attitudes.

Given the importance that is granted to self-concept and other self-beliefs (self-confidence, and self-esteem) many researchers in looking for the determinants , and

consequences ,of academic success found a quite remarkable relationship that points the child's success in language learning.

All in all, **Self-Concept** is a key factor in effective learning that has considerable influence on the way in which the learner learns a new language. Once the learner feels **Confident** in his abilities, his **Self-Esteem** would be at high level, which will improve his attainments to take risks and solve different language problems and will improve his academic achievement in foreign language as well.

Conclusion.

We have mapped out throughout this chapter, the different beliefs learners have about themselves.

We have discussed the major concepts associated with learners' self-beliefs. (Self-concept, self-confidence, and self-esteem).

Self-concept is a key factor in affective learning which can be considered at first sight.

Self-confidence is an important element in boosting learners' level of risk taking and problem solving.

And Self-esteem is an evaluative factor that represents learner's opinions about the worth of themselves.

On the basis of the previous discussion of key terms in this chapter, we are tempted to suggest before the analysis of the collected data that teachers need to enhance learners' self-belief about themselves to make them confident and ready for taking risks and solving different language problems for effective and better achievement.

CHAPTER TWO.

The Field Work.

The Case Study.

Introduction.

This chapter is devoted to the analysis and interpretation of the data collected in the present research.

The analysis concerns two questionnaires: **teacher's questionnaire**, and **learners' questionnaire**.

The field work has been under taken through different steps which are listed as follows:

First: the choice of the population to whom the questionnaires will be given.

Second: the description, analysis, and interpretation of the questionnaires. I, e the analysis and interpretation of the research findings concerning the positive effect of self-concept on learners' level of achievement. The results will show whether the hypothesis that is stated at the beginning of the study can be confirmed or rejected.

At the end of the chapter two sections are provided two sections; the first one deals with teachers' questionnaire analysis, and the second is about learners' questionnaire analysis

2-1 Methodology.

2-1-1 Hypothesis.

Our hypothesis tackles the idea that the self-concept belief (or self-confidence) influences learners' level of achievement

2-1-2 Population and Sampling.

For the present study, we have chosen to work on 2nd year advanced learners learning English as a foreign language at Boukarzaza Ali middle school in Ain Smara.

Since, we cannot take the whole population of 160 learners; we have dealt, with a representative sample composed only of 40 learners (males and females) chosen at random, who study English language for the first time.

The participants in this study are selected from 4 classes whose age approximately, ranged from twelve to thirteen.

The reason behind choosing to work with second year learners is that, this is the first year they study English as a foreign language after passing through a process of learning a second language which is French. The purpose of selecting this population is to check whether learning a new language that learners ignore completely (or might know nothing before), would not take place if learners do not have a positive self-concept about themselves.

So, it is worth noticing that the positive self-concept learners have about themselves will affect their learning the English language, which in turn will affect positively their level of achievement.

2-1-3 Procedure (Description of the Questionnaires).

For the present piece of research, we have used two varied questionnaires, one for teachers, and one for learners.

- a- The teachers 'questionnaire was administrated to eight teachers who teach the English language for learners of different levels, (second, third, and fourth years) at Boukarzaza Ali middle school.

The questionnaire's main purpose is to have an idea about teachers' attitudes towards the role of self-concept in the process of learning and level of achievement.

The questionnaire was divided into two sections:

* The first one is about general background information on the teacher.

*The second is about teachers' concern with the significance of self-concept belief for better learning and academic achievement;

The seven items of the questionnaire were devoted to investigate whether the psychological and the affective sides of the learner are taken into account while teaching or not , and to scan teachers' attitudes towards self-concept and its effect on learners' level of achievement.

b- the learners' questionnaire was composed of fifteen items, all of them related to self-concept and self-confidence beliefs and their effects on learning process.

The main interest of the questionnaire is to gain the possible learners' attitudes and points of view about the effect of self-concept on their level of achievement. The steps followed in answering the questionnaire were as follows:

1. Reading the statements attentively,

2. Answering the statements by circling the appropriate number 1, 2,3,4,5,

(1 means strong agreement, 2, moderate agreement, 3, no opinion, 4, moderate disagreement, and 5, strong disagreement.)

The results conducted from the questionnaire would serve to make things clear and investigate what learner's want from their teachers.

In other words, the answers will help the instructors in using the necessary material and the appropriate teaching methodology, in addition to the focus on the psychological and the affective sides that learners approach in their learning process.

2-1-4 Administration of the Questionnaires.

The learners' questionnaire was given to each group of learners that make up the whole research sample (40 learners).learners were provided with appropriate instructions, before the ongoing work of answering the statements.

The instructions were about how to complete the questionnaire and for which purpose it was designed. The learners were informed that:

a-The answering of the questionnaire is an essential part of a scientific investigation;

b-Their participation is very needed in the scientific investigation and very appreciated too;

c-There are no right or wrong answers to the statement;

d-Their answers will be based upon their points of view;

e-The questionnaire is not a test, to make them feel relaxed and answer the statement freely;

f-The obtained responses would be handled to be analyzed and interpreted;

g-The interpretations and the results would be of a great importance to the researcher;

h- Note: The learners were asked to put their names because their answers will be compared with marks they got in the second exam, in order to investigate whether they correspond to each other or not (the answers and the marks) which in turn will help us to check the validity of our hypothesis.

Learners have taken about 60 minutes to answer the questionnaire's statements, which were, later on, collected to be analyzed.

The procedure with teachers was much easier than that with learners. We had only to explain for them the idea (hypothesis) that our piece of research turned around ,and

then, we asked them to give us their points of view, by answering the statements of the questionnaire.

So, eight English language teachers (as stated before) accepted to complete the questionnaire because they consider our hypothesis as an interesting idea to be discussed and get results to be focused on while teaching.

Section One

2-1 Global Analysis of Teachers' Questionnaire.

As a global understanding of teachers' answers to the questionnaire we can say that these were very positive. In that, their answers of section two were entirely supporting and strengthening our hypothesis concerning the signification of self-concept in effective learning.

All in all, approximately all the answers were positive responses; 14/15 questions (~ 90% of positive answers) indicate interestingly that teachers are supporting our assumptions and presuppositions concerning the self-concept and the learning process; this basically, means that we are in the right direction.

2-2 Teachers' Questionnaire Analysis.

Teachers' questionnaire is divided into two sections (as stated before); section one and section two, section one is concerned with general information about the teacher, and section two is concerned with the significance of self-concept in learning.

Section one:

First: it is concerned with how long teachers have been teaching the English language.

All of them have been teaching for a lot of years, this is why their answers varied between, 12.15.17.20.23.26 and 30 years. When asking this question (the previous question about period of teaching), we wanted to know whether they taught the English language for a long time or not , which will ensure the fact that, normally, now they know a lot about the teaching process, on one hand, and the learning process on the other. That is they know how to treat their learners, and the different psychological and affective aspects they approach (I, e they are experienced teachers).

Second: when asking about whether they have benefited from any training or specialized course before they start teaching, we found that all of them did have, (100%) which means that they learned how to teach and how to deal with learners.

No	Yes	Total
0	8	8
0%	100%	100%

Table1: Teachers' benefit of any particular training or specialized course before starting teaching.

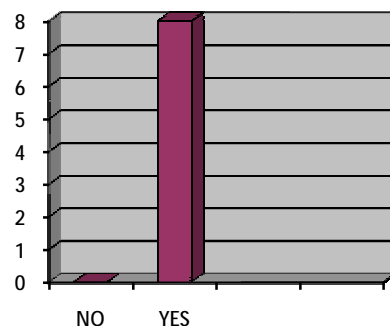


Figure1: Teachers’ benefit of any particular training or specialized course before starting teaching.

Third: the last question in section one was whether teachers use a particular method, that has a positive effect on their learners or not. So, we found that 85.5% of them answered positively (I.e yes), they use a particular method, whereas 12.5% of the remaining do not use. Those who agreed, use approximation, similar methods that focus on language competence, active pedagogy, and learner’s interest (I, e motivating and giving opportunities to talk even when learners are being mistaking as they agreed in the questionnaire when asking them to define the method.

No	Yes	Total
1	7	8
12.5%	87.5%	100%

Table2: Teachers’ use of any particular teaching method.

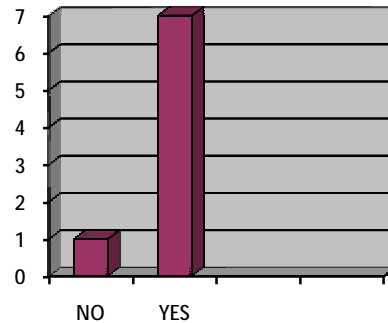


Figure2: Teachres’ use of any particular teaching method.

Section two:

In section two, the items deal with teachers’ concern with the significance of self-concept (and self- confidence) and it association with effective learning.

2-4-2 Self-Concept and Effective Learning.

The first question in section two we asked our sample of teachers to answer, (which represents the whole population), was about whether they believe that self-concept has a powerful affect for effective learning. 100% of the total respondents (8 teachers) said yes, which means that they do believe that self-concept is indeed a critical component of effective learning which results positively on leaner’s’ level of achievement

No	Yes	Total
0	8	5
0%	100%	100%

Table 3: Teachers' belief of the powerful effect of self-concept on academic achievement.

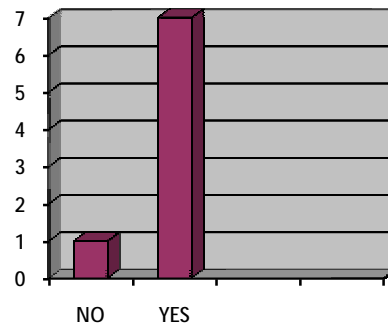


Figure 3: Teachers' belief of the powerful effect of self-concept on academic achievement.

2-4-3 Showing to Learners The Significance of Believing in Their Abilities for Successful Learning.

The next question of this section was about whether teachers have ever tried to show their learners the significance of believing in their abilities in order to learn successfully. Of the total respondents 37.5% said often, 25% said always or sometimes, against 12.5% who said rarely, which means that teachers do so in order to make their learners feel confident and have a high level of self-concept to participate in the class and try out the language, as all most all of them agreed when asking them to explain their choice.

Never	Rarely	sometimes	Often	Always	Total
0	1	2	3	2	8
0%	12.5%	25%	37.5%	25%	100%

Table4: Showing to learners the significance of believing in their abilities for successful learning.

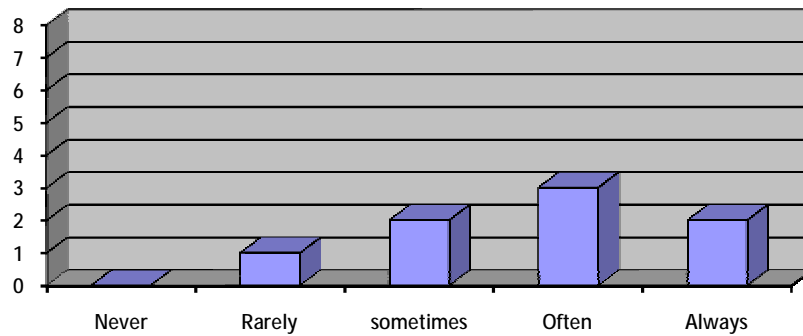


Figure 4: Showing to learners the significance of believing in their abilities for successful learning.

2-4-4 Teachers’ Beliefs About the Effect of Learners’ Self-Belief About Capability and Motivation in Learning.

This question was about whether teachers believe that learners’ self-beliefs about their capabilities and motivation would affect their learning. So, all of them said “yes”, I, e, they 100% agreed with the statement, and hence they consider motivation and self-capability as two responsible factors for any learning process to take place especially in this stage (I.e. learners in this years are considered as beginners that need to believe in themselves and their capabilities and have to be motivated to learn effectively this foreign language.

No	Yes	Total
0	8	5
0%	100%	100%

Table 5: Teachers’ beliefs about motivating learners and raising their beliefs about their capabilities for effective learning.

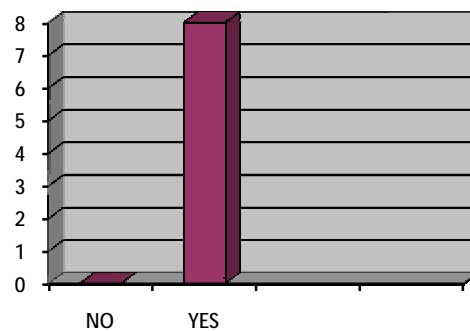


Figure 5: Teachers’ beliefs about motivating learners and raising their beliefs about their capabilities for effective learning.

2-4-5 Teachers’ Focus Point While Teaching.

The aim of this question was about to know the most focused points for teachers when they are teaching. 25% of the total respondents said they focus on all of them, 50% focus on the appropriate teaching methodology, 12.5% focus on both, the necessary material and learners’ affective and attitudinal

factors because they think that the appropriate teaching methodology need to insert all the linguistic, cognitive, existing material and affective principles.

Learners' affective and attitudinal factors	Necessary material	Appropriate teaching methodology	All of them	Total
1	1	4	2	8
12.5%	12.5%	50%	25%	100%

Table 6: Teachers' focus point while teaching.

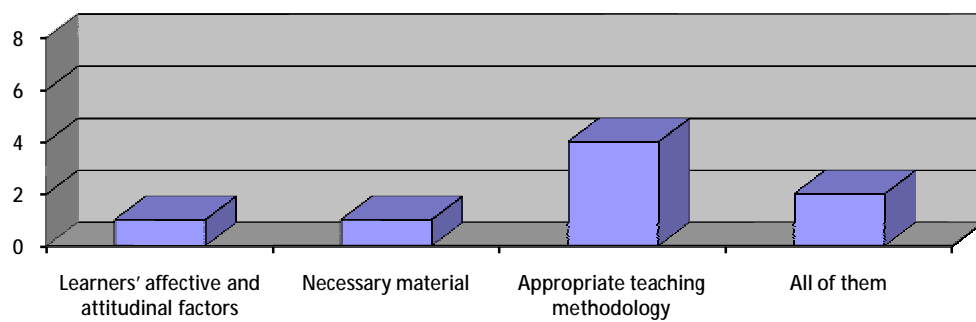


Figure 6: Teachers' focus point while teaching.

2-4-6 Teachers' Opinions About How Learners With High Level of Self-Concept Appear.

The last question that we asked our sample of teachers to answer to was about how learners with high level of self-concept appear clearly to their teachers.

In other words, how teachers could know that their learners have high level of self-concept. All of them (100%) said that the learner appears clearly through all the items that we stated in the following table. Which means that learners who have a certain degree of self-concept and confidence will participate in the class, take risks, and solve language problems, trying out the language and have good marks in examinations, in addition to other factors?

All of them	Having good marks in examinations	Trying out the language	Take risks and solve language problems	Raising hands to participate	Asking and answering questions	Participation in class conversation	Total
8	0	0	0	0	0	0	8
100%	0%	0%	0%	0%	0%	0%	100%

Table 7: The appearance of learners with high level of self-concept.

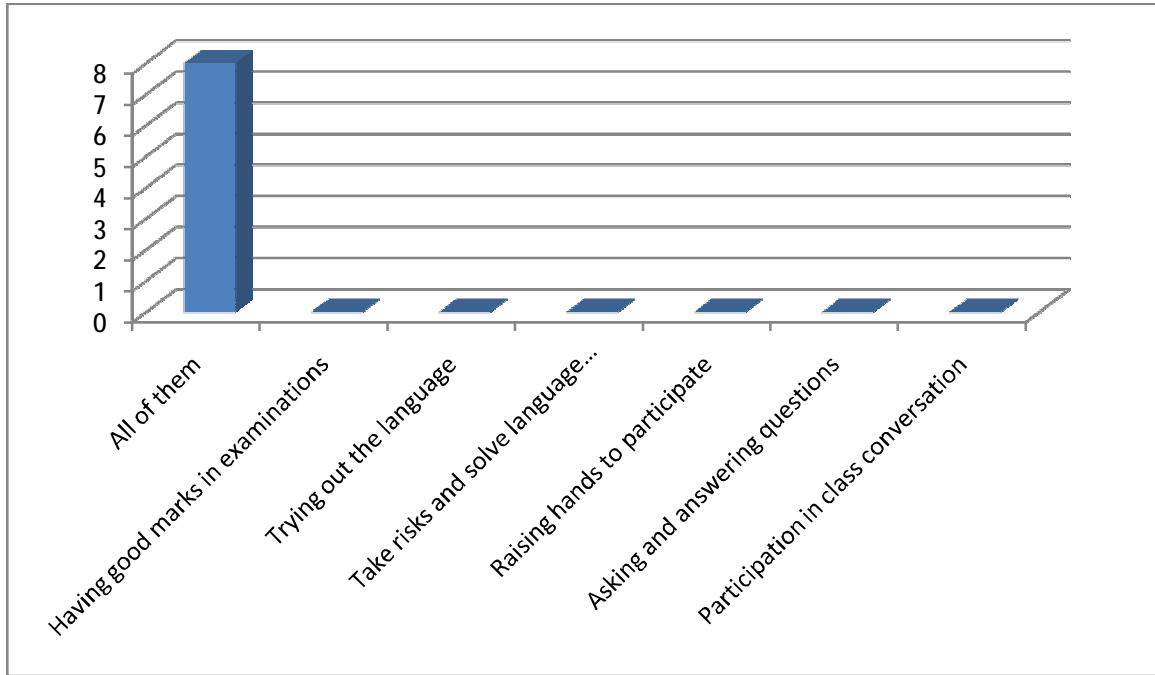


Figure 7: The appearance of learners with high level of self-concept.

Discussion.

From the data obtained in the teachers' questionnaire, a large number of responses were quite positive in the sense that their answers are in the direction of our hypothesis. In other words, teachers' answers strengthened more our assumptions and reveal much more important points about the teaching and learning processes.

Teachers express that most of the time; they try to show their learners the, significance of believing in themselves and their abilities because they are convinced (teachers) about the great importance of self-concept and self-confidence in the process of learning. (see tables 4 and 3 in page 62, 61).

It is note worthy, that teachers believe that learners with high level of self-confidence appear clearly through language participating in the class, answering questions even when being wrong, trying out the language and others that make them feel positively about their egos and build inside them the belief and the confidence that "yes, I can learn the language". Which in turn will surely, result in successful and effective learning. (see table 7 in page 66).

At last, but not least, we should mention also, that teachers' answers have shed more light on an important point of focus while teaching; they do not only focus on the appropriate attitudinal and existing material, but rather on the effective and attitudinal factors about the learners because they know that focusing on these two latter is very important, in the sense that any learner

when going through a process of learning, does not only use abilities but rather approach some personal and psychological aspect. (see table 6 in page 65).

As a conclusion, we can say, that teachers display considerable agreements with what we have assumed in our piece of research because they are convinced that indeed self-concept influence (positively) learners' level of achievement. With earlier discussions of the importance of self-concept on learners' achievements together with the claims made about its role by reaserchers such as Allport (1961) and Kash and Borich (1978), we can conclude that the young child's level of self-worth (or self-concept) will serve as a good predictor, and possibly act as a cause of, the child's earliest school successes and failures. (Rogers, 1982).

Section Two

2-5 Global Analysis of Learners' Questionnaire.

In considering the learners' questionnaire, we can say, globally that almost all statements have been agreed by learners. All of the statements, approximately, show implicitly different notions of self-concept and self-confidence and their roles in learning process.

The results will show that the amount of agreements is higher than that of disagreements; 85% of positive answers, against 15% of negative ones. These statements (of the questionnaire) also support our presuppositions and our point of view concerning the significance of self-concept and self-esteem in sustaining and building learners' self-confidence, which in turn will raise their level of academic achievements. Further details are provided in the sub-section below.

2-5-1 The Learners' Questionnaire Analysis.

Learners' questionnaire is concerned primarily with the learners' beliefs about their abilities to learn English language.

2-5-1-1 Learners' Opinion Towards Teacher's Questions.

The question here is to see whether learners are quick in answering the questions of the teacher or not. This means that if they are able of doing so, then, this will reveal the fact of being self-confident. So, 40% strongly agreed, 25.5% agreed, 2.5% had no opinion, no one disagreed against, 5% who strongly disagreed. The learner would like to make sure that he can cope with any difficulty. It is for this reason that he waits, thinks, and answers teacher's questions.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
2	0	1	21	16	40
5%	0%	2.5%	25.5%	40%	100%

Table 1: Learners' opinions towards teacher's question.

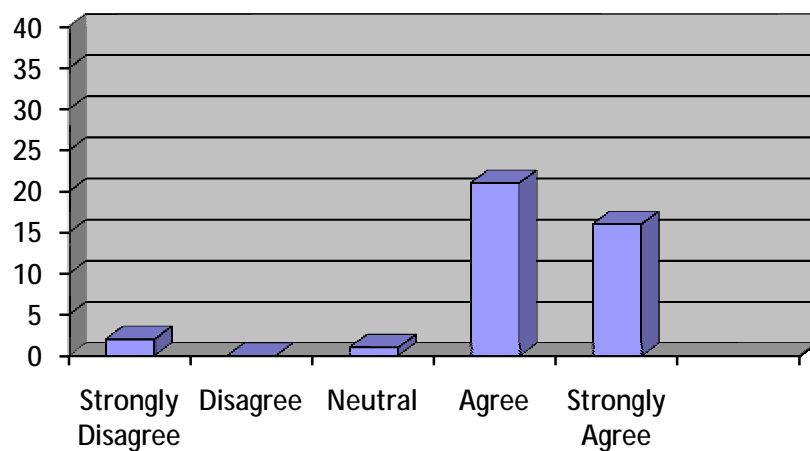


Figure1: Learners' opinions towards teacher's question.

2-5-1-2 Learners' Courage To Participate In Class.

By answering this statement, we wanted to know whether learners have the courage to participate actively in the class, or just the opposite. 27.5% said they strongly agree, 17% said they agree 2.5% had no opinion, 2.5% disagree, where as 27.5% strongly disagreed. Here again the learner would like to show that he is really mastering this new language and would like to show that he has already acquired a strong self-concept which is at the basis of his success.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
11	10	01	07	11	40
27.5%	25%	2.5%	17.5%	27.5%	100%

Table 2: Learners' courage to participate in class.

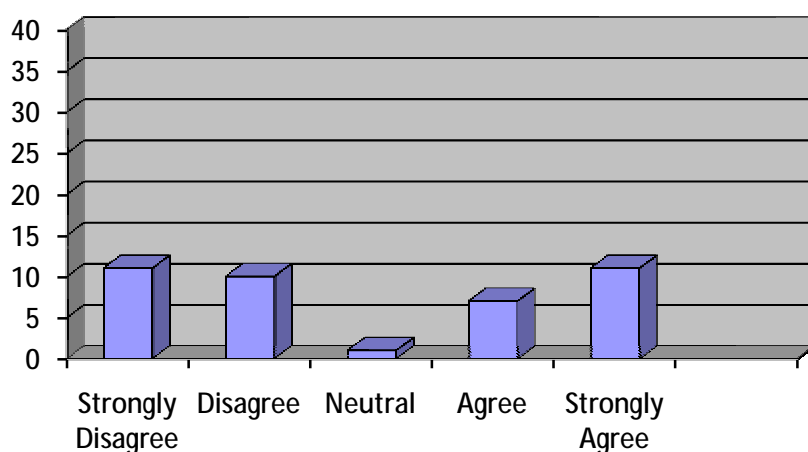


Figure2: Learners' courage to participate in class.

2-5-1-3 Learners' Reaction Towards What They Did Not Understand.

The other question was about whether learners keep silent when they did not understand the lesson, or they try to ask questions in order to make things clear (which means that they have a certain degree of self-confidence). So, 57% strongly agreed, 32.5% agreed, 5% no opinion, 2.5% disagreed where as 2.5% also strongly disagreed. This percentage (57%)

indicates that because the learner has acquired a strong self-confidence, he would like to beat his shyness and raises his finger to ask questions especially if he does not understand what the teacher is talking about, so even if this is occurring in front of his friends he will keep trying to ask for more questions to learn and understand the meaning of difficult words and concepts.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
1	1	2	12	23	40
2.5%	2.5%	5%	32.5%	57.5%	100%

Table 3: Learners' reactions towards what they did not understand.

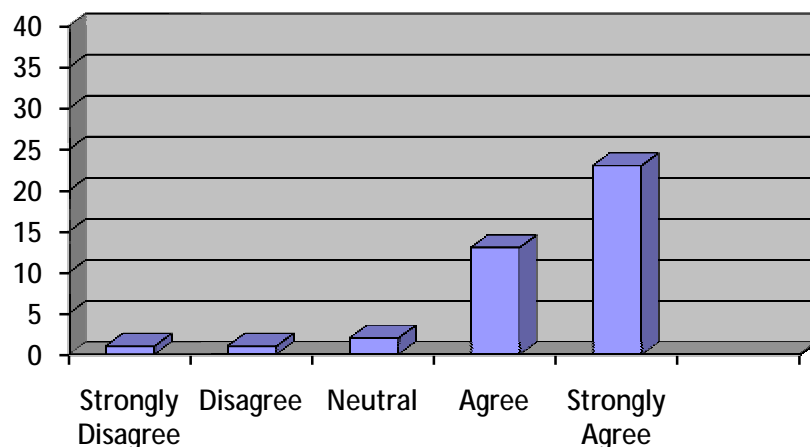


Figure3: Learners' reactions towards what they did not understand.

2-5-1-4 Learners' Certainty To Persist On Giving The Right Answer.

When asking about persistence of the work, the majority of the learners, involved in this research, strongly agreed with the statement “if my answer is wrong, I try again until I get the right answer” 50% strongly agreed , 25% agreed, 7.5 disagreed, against 17.5 who strongly disagreed, which means that the learner persists because he has created a self-esteem of himself which helped him to persist and learn English even if he fails (gives a wrong answer) for the first time.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
07	03	0	10	20	40
17.5%	7.5%	0%	25%	50%	100%

Table4: Learners' certainty to persist on giving the right answer.

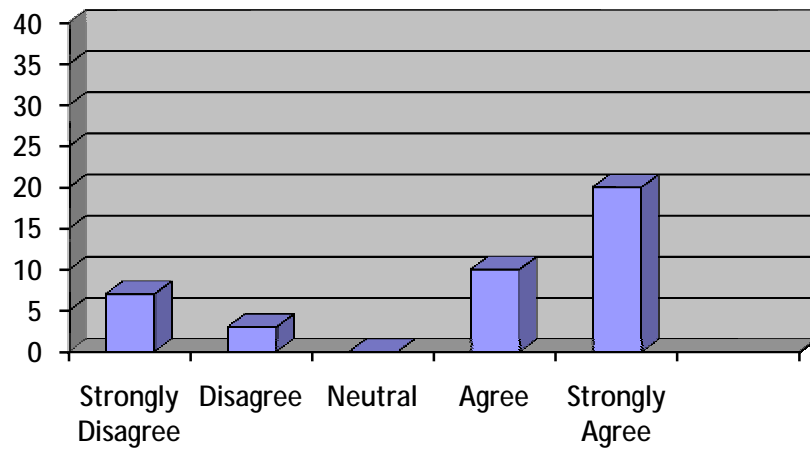


Figure4: Learners' certainty to persist on giving the right answer.

2-5-1-5 Learners' Efforts To Get Better Marks While Getting Bad Ones.

Concerning this question, all respondents agreed on the fact that once they got bad marks, they try harder to have better ones the next time. This is why we found, 87.5% of learners who strongly agreed and 12.5% agreed. This also indicates that the learners persevere because of the strong beliefs they are holding of themselves such as a strong self-worth which is a part of their self-concept.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
0	0	0	05	35	40
0%	0%	0%	12.5%	87.5%	100%

Table 5: Learners' Efforts To Get Better Marks While Getting Bad Ones.

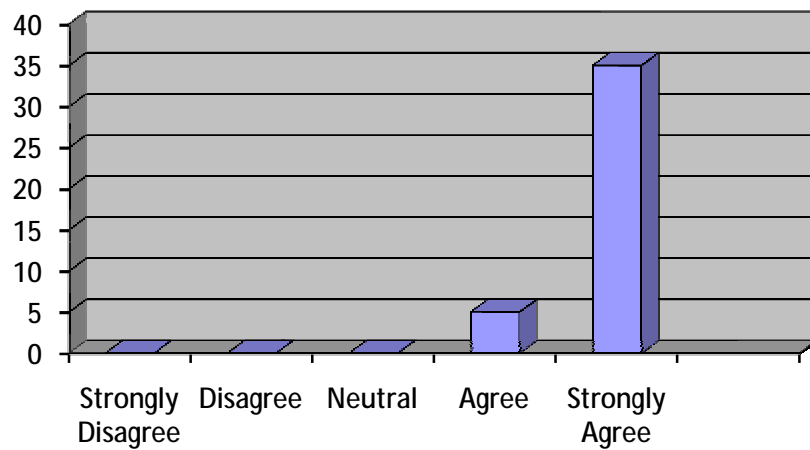


Figure5: Learners' Efforts To Get Better Marks While Getting Bad Ones.

2-5-1-6 How Learners' React When They Fail.

Later on, we wanted to have an idea about their reaction towards failure. In simpler words, whether failure pushes them to work harder to succeed or not.

Of the total respondents, 37.5% said they strongly agree, 30% said they agree which means that 67.5% agreed with the statements, 7.5% had no opinion, 10% said they disagree, against 15% who strongly disagreed.

It is worth noticing that failure does not necessarily imply a total lack of the necessary ability in the learner because, as it is found in this table, the more anxious about failure the learner is, the more his defensive attributions and strategies will be used, and the lower the learner's self-concept the more he will be anxious.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
06	04	03	12	15	40
15%	10%	7.5%	30%	37.5%	100%

Table 6: Learners' reactions towards failure.

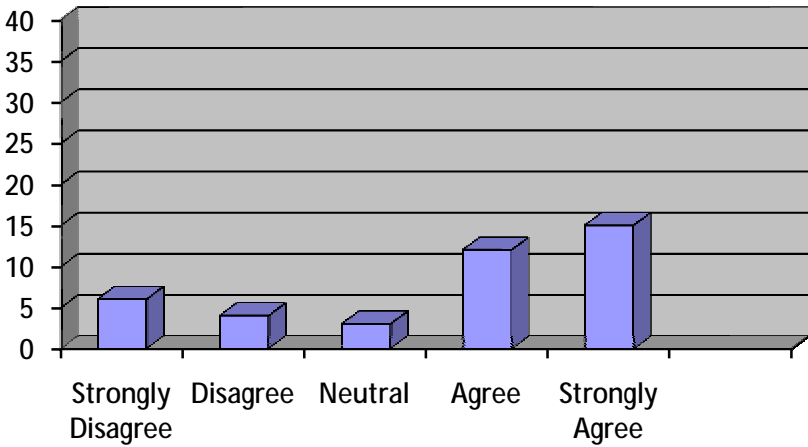


Figure6: Learners’ reactions towards failure.

2-5-1-7 Learners’ Self-Confidence to Learn English Language.

By asking this question, we wanted to know whether learners are self-confident enough or not. In other words, are they confident in their abilities to study English language successfully, which means whether they have high level of self-confidence and esteem or not. Of the total respondents, 72.5% said they strongly agree, 15% of them agreed; which means that indeed they are self-confident, 5% did not express any opinion, 5% disagreed, where as 2.5% strongly disagreed; which means that they don’t feel self-confident at all. This also means that the learner has created a positive self-image of himself which indicates that he has acquired the view that he already processes high level of ability to learn English.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
01	02	02	06	29	40
2.5%	5%	5%	15%	72.5%	100%

Table 7: Learners’ Self-Confidence to Learn English Language.

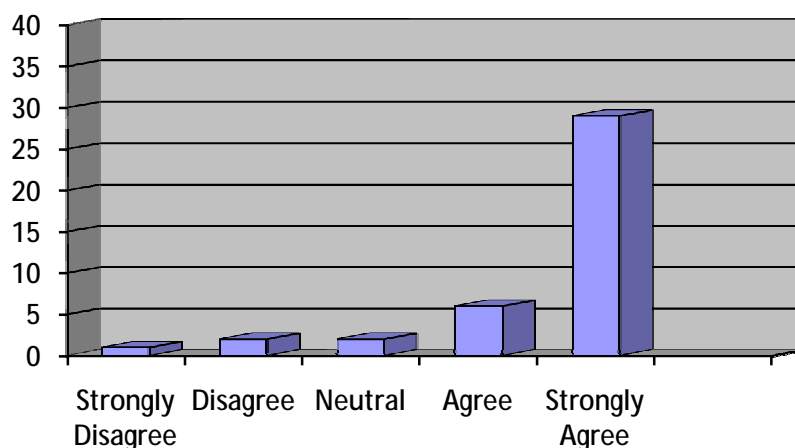


Figure7: Learners' Self-Confidence to Learn English Language.

2-5-1-8 Learners' Self-Confidence About Learning English Language Despite The Different Obstacles.

When asking again about the self-confidence learners have towards learning the English language despite the obstacles and the difficulties they might face when doing so; the answers, then, vary between agreements and disagreements too; 37.5% of them strongly agreed, 15% agreed, 7.5% expressed no opinion; 25% disagreed, and 15% strongly disagreed. This is also due to the fact that these learners have managed to learn, understand, and comprehend different concepts that are taught to them by their teacher which has enabled them to acquire strong abilities that can allow them to deal with any difficulty that might prevent them from learning English.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
6	10	3	6	15	40
15%	25%	7.5%	15%	37.5%	100%

Table 8: Learners’ opinions about themselves.

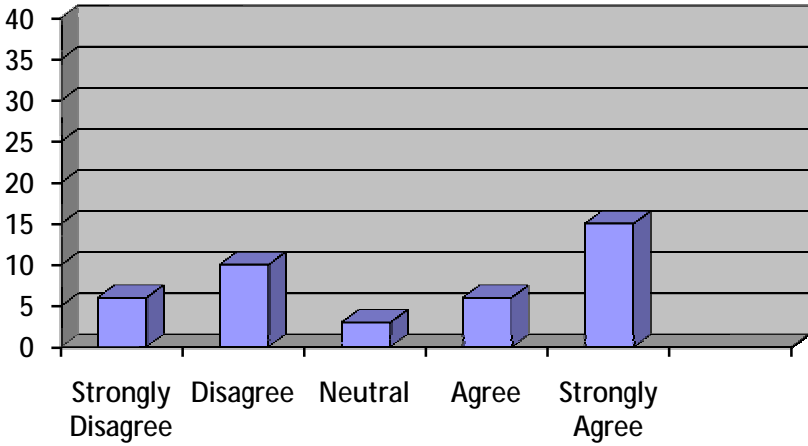


Figure8: Learners’ opinions about themselves.

2-5-1-9 Learners' Opinions When Facing Any pit Fall.

When trying to know about the opinion of learners, whether they are capable of learning the language even when facing any difficulty in learning, we found that 32.5% strongly agreed, 50% agreed 12.5% gave no opinion, 5% disagree and no one strongly disagreed. This percentage (32.5) indicates that even if the learner faces difficulties while he/she is trying to learn English language, he/she will jump over them, simply because he/she has already created a self-worth which enables him to make a good achievement related to the activity of learning English language.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
0	02	05	20	13	40
0%	05%	12.5%	50%	32.5%	100%

Table 9: Learners' Opinions When Facing Any pit FALL.

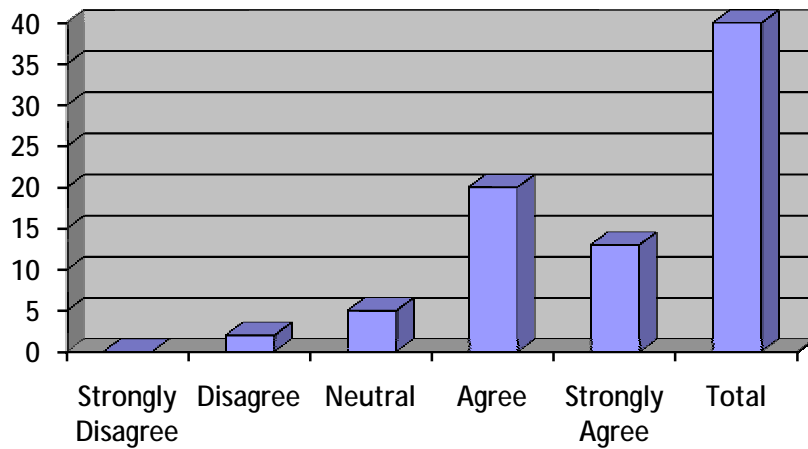


Figure9: Learners' Opinions When Facing Any pit FALL.

2-5-1-10 Learners' Persistence Of Doing a Job.

After that, we asked them, whether they persist to do something until they finish it or not. The answers were as follows: 42.5% strongly agreed, 37.5% agreed 7.5% were neutral, 7.5% disagreed, against 17.5% who strongly disagreed.

Here again because he (the learner) is holding strong beliefs about himself and each belief has a corresponding value such as is a dynamic system and reveals a certain degree of organization. It is for this reason that a learner feels strong enough to stand in front of those difficulties and learn English in an efficient way (I.e., his work).

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
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02	03	03	15	17	40
5%	7.5%	7.5%	37.5%	42.5%	100%

Table 10: Learners' persistence of doing a job.

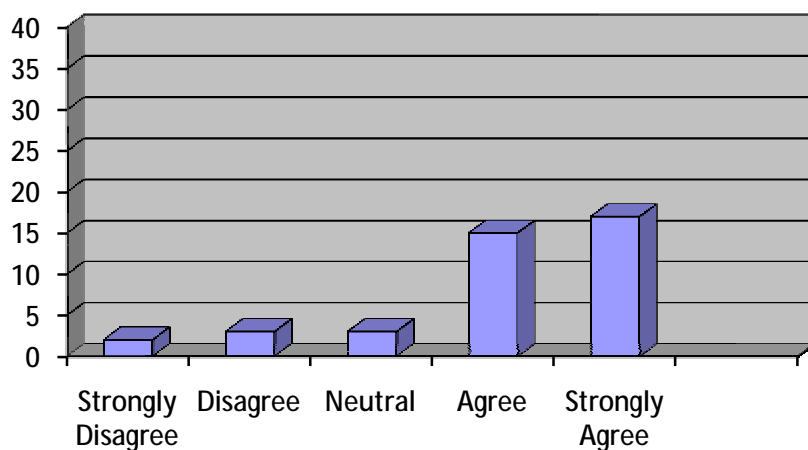


Figure 10: Learners' persistence of doing a job.

2-5-1-11 The Effect Of Praising Expression On Learners.

After that, we wanted to know whether praising expressions increase their efforts and boost their self-confidence. Of the total respondents, 72.5% strongly agreed, 17.5% agreed. 5% gave no opinion, where as the amount of disagreements was the same I,e, 2.5% for both

strongly disagreement and moderate disagreement. This percentage (72.5%) tells us that the more teachers praise pupils for doing well during the course; the more their self-concept increases and make them ready to cope with difficulties and, hence learn English in an efficient way.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
1	1	2	7	29	40
2.5%	2.5%	5%	17.5%	72.5%	100%

Table 11: The effect of praising expressions on learners.

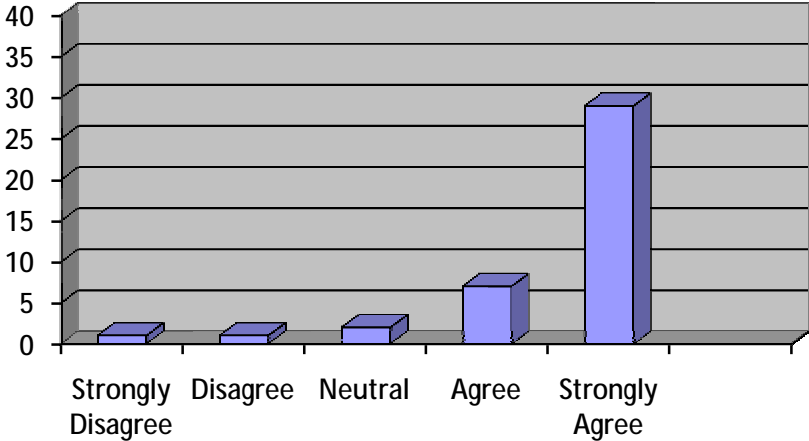


Figure 11: The effect of praising expressions on learners.

2-5-1-12 Teachers' Help In The Process Of Learning.

Since we know that teachers have a great impact on learners in their process of learning, we wanted, then, to ensure this fact through learners' opinions, 70% strongly agreed with the statement, 17.5% agreed, 2.5% did not express any opinion; while 5% disagreed and 5% strongly disagreed. This means that the teachers has to intercut in a more positive way with his pupils by showing them how to learn and grasp the meaning of the words they are learning for the first time further more, he (the teacher) has to encourage learners to interact with each other to increase the efficiency of the learning .

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
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2	2	1	7	28	40
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5%	5%	2.5%	17.5%	70%	100%
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Table 12: Teachers' personality helps in the process of learning.

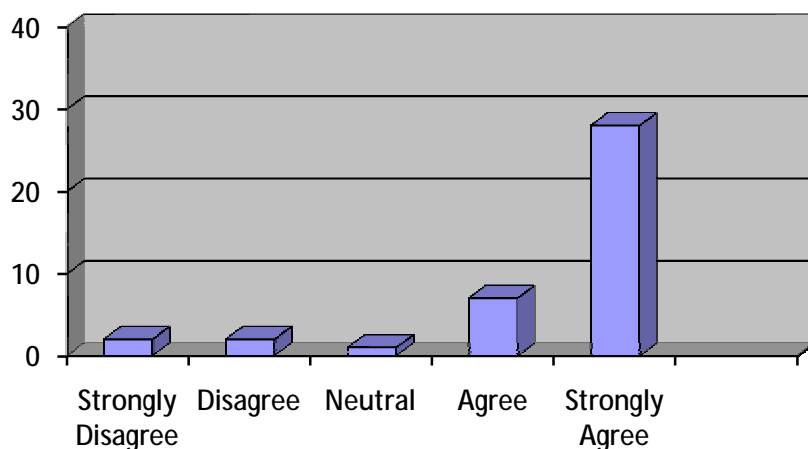


Figure12: Teachers' personality helps in the process of learning.

2-5-1-13 Learners' Self-Encouragement When Performing Well.

The aim of this question, was about to know whether learners encourage themselves whenever they do well in a task or not. 30% of them strongly agreed, 40% agreed, 12.5 gave no opinion, 10% disagreed, against 7.58% who strongly disagreed. This is also because of their strong abilities, learners feel that they have completely and entirely beaten most difficulties that usually stand in front of them and would like to move forward and learn more and more English.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
3	4	5	16	12	40
7.5%	10%	12.5%	40%	30%	100%

Table 13: Learners' opinions about themselves.

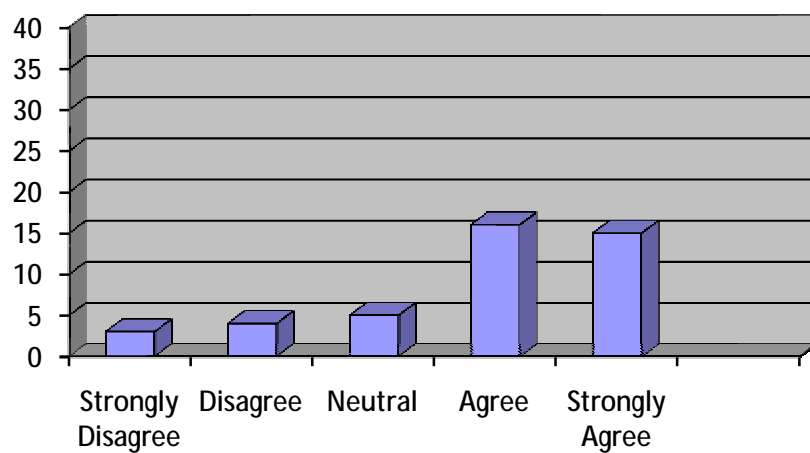


Figure13: Learners' opinions about themselves.

2-1-5-14 Learners' Positive Self-Talk.

Here, we wanted to know whether learners talk positively to themselves. In other words, whether they believe they are proud of themselves and abilities or not. 35% strongly agreed, 47.5% agreed, 2.5% expressed no opinion, 5% disagreed and 10% strongly disagreed with the statement, i, e they do not talk positively to themselves or probably they have a negative opinion about themselves. This table also indicates that the highest percentage of learners feel that they are very proud to use English words to communicate with their teacher. It also tells

us that they have indeed acquired strong abilities which enable them to increase their self-worth and self-confidence.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
2	4	1	19	14	40
5%	10%	2.5%	47.5	35%	100%

Table 14: Learners’ positive self-talk.

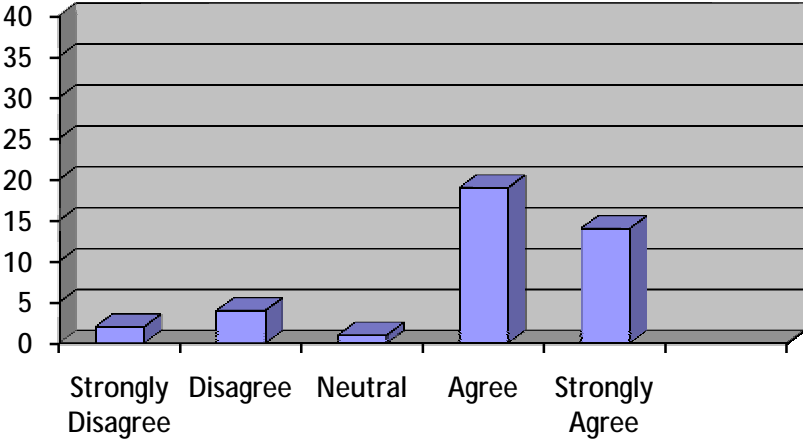


Figure14: Learners’ positive self-talk.

2-5-1-15 Learners’ Self-Belief Compared To Their Classmates.

The last question is always about their self-concept. In other words, what they believe about themselves? Are they proud and consider themselves as good learners compared to their classmates or not? So, 15% strongly agreed, 30% agreed, 35% gave no opinion, 7.5% disagreed, against 12.5% who strongly disagreed. Here again the teacher has to play a major role in encouraging learners to compare it with each other and only the best are supported to be rewarded and praised for their huge effort exhibited during the process of learning English, and this of course will make learners even much more proud of themselves especially if they yield the right answers for the right questions.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
5	3	14	12	6	40
12.5%	7.5%	35%	30%	15%	100%

Table 15: Learners' self-belief compared to their classmates.

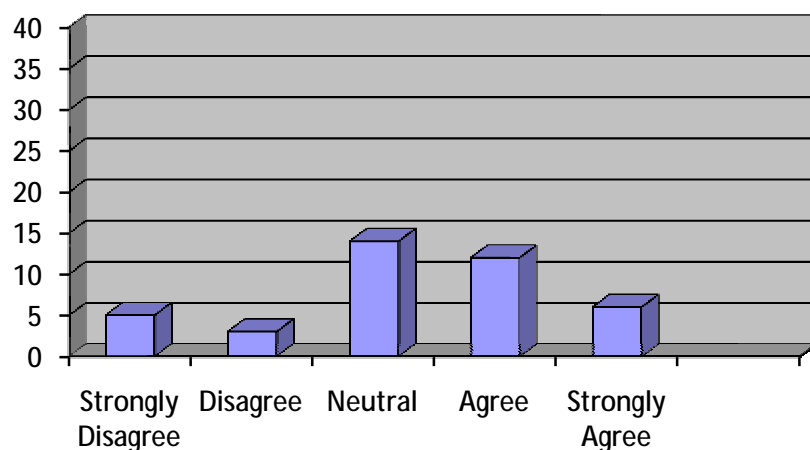


Figure15: Learners' self-belief compared to their classmates.

Note:

Despite the fact, that these percentages show the significance of positive relationship between learners' self-concept (and self-confidence) and level of achievement, it was still necessary to make a comparison between the answers of a small group that is conducted from our sample and the marks that they got in the second exam.

Because of the short time, we could not compare all the learners' answers with all of their marks; this is why we decided to take a small group to be compared.

According to the answers of the 8 learners we took at random (each fifth), we found that the percentage of agreements was higher than that of disagreements. The percentages were listed as follows:

For statement one: 50% of strong agreements, against 50% agreements.

For statement two: 37% of strong agreements, 12.5% agreements and 50% of disagreement.

For statement three: 50% of strong agreements, against 50% of agreements.

For statement four: 47.5% of strong agreements, against 50% agreements and 2.5% gave no opinion.

For statement five: 25% of strong agreements, 12.5% of moderate agreements.

For statement six: 75% of strong agreements, 12.5% agreements and 12.5% of strong disagreements.

For statement seven: 50% of strong agreements, against 50% agreements.

For statement eight: 75% of strong agreements, 25% agreements and 12.5% gave no opinion.

For statement nine: 62.5% of strong agreements, 30% agreements and 10.5% of disagreements.

For statement ten: 25% of strong agreements, 12.5% of agreements, 12.5 gave no opinion and 12.5% of disagreements.

For statement eleven: 87.5% of strong agreements, and 12.5% of agreements.

For statement twelve: 50% of strong agreements, against 25% of agreements, 12.5 gave no opinion and 12.5% of disagreements.

For statement thirteen: 12.5% of strong agreements, against 25% of agreements and 25% no opinion,

For statement fourteen: 25% of strong agreements, 62.5% of agreements and 12.5% of strong disagreements.

For statement fifteen: 12.5% of strong agreements, 37.5% of agreements, 37.5% no opinion and 12.5% of disagreements.

From the high percentages of agreements, (both strong agreements and moderate agreements), we can infer that learners have understood or, if we could say, have discovered at last the different notion of self-concept (and self-confidence).

Because of that, most of them have agreed with the fact that they have a certain degree of self-confidence except those who did not, may be because they consider themselves as less self-confident or maybe they have other personal factors.

At last, when comparing the marks of the learners' exam (second exam) with their answers of the questionnaire, we found that their marks vary between 19, 12, 16.5, 10, 19.5; 13.5; 17.5 and 16 which show a high correlation with the learners' answers.

Hence, we deduced that there is a very positive correlation between the two variables, which means that there is a relationship between learners' self-concept (and self-confidence) and their level of achievement.

As a consequence, we could say that these learners have indeed certain degree of self-confidence that influences positively their level of achievement.

Discussion

The different answers given by learners in the questionnaire make things clear and reveal some aspects of learners approach to their learning process.

Self-concept, self-esteem and self-confidence are three factors that have indeed an impact on the learning process. In other words, learners who have a positive view about their self-concept will raise their self-esteem to a high level, which in turn will give them confidence in themselves and their abilities to make learning successful.

In addition to what have been said, first, these answers have strengthened more the idea developed in the back ground of our piece of research, mainly the significance of both self-concept and self confidence in the process of learning.

Second, when considering, again, the answers of learners and their agreements with the significance of positive relation ship between self-concept and academic achievement for better learning, we found that tables 6.7.8.11.12.13 and 14 all indicate association between these two variables.

Then, after comparing the learners' answers with their exam marks, our inferences about the positive relationship between self-concept belief and level of achievement came to be true mainly in the good and the average marks they got.

At last, we could understand that our hypothesis, concerning the positive relationships between self-concept and effective level of academic achievement, is in the right direction.

As a consequence, we can say that these learners have indeed a high level of self-confidence that touches one aspect of their psychological makeup and which affects positively their level of academic achievement in English language.

As long as our sample of secondary school learners is representative of the population of secondary school learners of English as a foreign language, at least concerning the school (Boukarzaza Ali middle school in Ain Smara) we can say, with some caution, that our results show, on the whole, a positive correlation between self-concept and level of achievement.

Henceforth, it should be made quite explicit that language learner's beliefs and perceptions about the self appear to influence their level of achievement. So, it is advisable for both teachers and learners not to neglect this factor in their processes of teaching and learning.

General Conclusion.

The present study has tried to investigate the issue of the self-concept as a psychological factor that has an effect on learners' level of achievement.

The analysis of both questionnaires show similarities concerning teachers' and learners view about the impact of self-concept on level of achievement.

In addition, the obtained results also show considerable agreements with our review of literature and hypothesis.

It is worth repeating that throughout this piece of research we expected to shed a little more light on the effect of learners' beliefs and perceptions of their learning process of the English language that would result positively and successfully on their level of academic achievement.

In the present investigation we put more stress on the learners' own confidence and capabilities mainly in their persistent efforts to learn the English language and attain a better achievement. In this context, Dembo, (2000:112) pointed out the fact that:

“Positive emotions foster your control over your learning.

Whereas, negative emotions lead to more passive behavior.

Positive emotions predict high achievement and negative emotions predict low achievement.”

So, it is necessary for teachers to select appropriate methods that are consistent with the learners' affective and the emotional sides in the learning process, to help them get more

confidence and more positive self-image and positive self-talk, and apply more abilities in order to encounter this learning process successfully.

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Appendix I

Teachers' Questionnaire

Dear teachers. We would be so grateful if you could answer the following questions which will provide us with significant information concerning your attitudes towards the role of Self-Concept-the perception or mental image one has of oneself. – in the process of learning and academic achievements.

Section one: Background information on the teacher.

1- How long have you been teaching English?

.....
.....

2- Have you benefited from any training or specialized course before starting teaching?

Yes No

3- Are you using any particular teaching method which has a positive effect on your learners? Yes No

If yes, which one, can you describe how?

Section two: Teacher's concern with the significance of Self-Concept for effective learning.

4- Do you believe that learner's high level of Self-Concept would have a powerful effect on their academic achievement?

Please explain why?

.....
.....

5- Have you ever tried to show to your learners the significance of believing in their abilities to learn successfully?

Always often sometimes rarely never

Please explain why?

.....
.....

6- Do you believe that motivating learners and raising their beliefs about their capabilities would lead to effective learning?

Yes No

What ever your answer would be, please say why.

.....
.....

7- when you are teaching, do you focus more on :

a- the appropriate and effective teaching methodology;

- b- the necessary material;
- c- learners' affective and attitudinal factors ;
- d- all of them ;

If you focus on all of them, which one do you consider more important?

.....
.....

8- Learners with high level of Self-Concept appear clearly through:

- a- Participating in class conversations;
- b- Asking and answering question;
- c- Raising hands to participate;
- d- Take risks and solve language problems;
- e- Trying out the language;
- f- Having good marks in examination;
- g- Is there any other, please state it;

Thank you for your collaboration.

Appendix II

Learners' Questionnaire

Dear learners, we would be so thankful if you could answer the following questions. Please, read the statements attentively and simply answer them by circling the appropriate number (1, 2, 3, 4, 5.) that tells how much you agree or disagree with the statement.

تلاميذي الأعزاء، سنكون شاكرين لكم إذا أجبتم على الأسئلة التالية. من فضلكم أقرؤوا الجمل بتمعن ثم ببساطة أجبوا عليهم ، بوضع الجواب الصحيح الذي يعبر عن موافقتكم أو معارضتكم في دائرة.

1- When the teacher asks a question, I wait for a time to think and then answer it.

1- عندما يطرح الأستاذ سؤالاً ، أنتظر لوقت حتى أفكر ثم أجب عليه . 1 ، 2 ، 3 ، 4 ، 5

2- When the teacher asks a question, I raise my finger to answer before he chooses me.

2- عندما يطرح الأستاذ سؤالاً، أرفع إصبعي لأجيبه قبل أن يختارني . 1 ، 2 ، 3 ، 4 ، 5

3- If I did not understand what the teacher says, I try to ask him in order to make things clear even if all my classmates keep silent.

3- إذا لم أفهم ما قاله الأستاذ، أحاول أن أطرح الأسئلة عليه كي أستوضح الأمر حتى وإن ظل كل زملائي صامتين. 1 ، 2 ، 3 ، 4 ، 5

4- If my answer is wrong, I try again until I get the right answer.

4- إذا كان جوابي خاطئ، أحاول مرات أخرى حتى أجد الجواب الصحيح. 1 ، 2 ، 3 ، 4 ، 5

5- When I get a bad mark, I try all my best to get a good mark the next time.

5- إذا تحصلت على نقطة ضعيفة، فأنا سأبذل قصارى جهدي للتحصل على نقطة جيدة في المرة المقبلة.

6- I think that failure pushes me to work harder to succeed.

6- أنا أظن بأن الفشل يدفعني للعمل أكثر من أجل النجاح. 1 ، 2 ، 3 ، 4 ، 5

7- I like English language and I think that I have the abilities to learn it.

7- أنا أحب اللغة الإنجليزية و أظن بأن لدي القدرات الكافية لتعلمها. 1 ، 2 ، 3 ، 4 ، 5

8- I believe I can learn English language even if I will face difficulties.

8- أنا أؤمن بأنني أستطيع تعلم الإنجليزية رغم الصعوبات التي سأواجهها. 1 ، 2 ، 3 ، 4 ، 5

9- I think I am courageous and I can succeed.

9- أنا أظن بأنني شجاع و أنه بإمكانني النجاح. 1 ، 2 ، 3 ، 4 ، 5

10- I think that words of praise like "I think that words of praise like "good" and

"excellent" can raise myself-confidence and self-capability.

10- أنا أظن بأن عبارات الشكر مثل "جيد" و "ممتاز" تزيد من ثقتي في نفسي و في قدراتي. 1 ، 2 ، 3 ، 4

5 ،

11- I think that the teacher who cares about us, helps us and encourages us to learn, is a good teacher.

11- أنا أظن أن الأستاذ الذي يهتم لأمرنا ، يساعدنا و يشجعنا علي التعلم هو أستاذ جيد . 1 ، 2 ، 3 ، 4 ، 5

12- If I answer well, I think I will do so the next time.

5- إذا كانت إجابتي صحيحة ، أظن أنه بإمكانني أن أجيب إجابة صحيحة في المرة المقبلة أيضا . 1 ، 2 ، 3 ،

5 ، 4

13- When I decide to do something, I stick to it until I finish it.

10- إذا قررت عمل شيء ما، فأنا أتعلق به حتى أنهيه. 1 ، 2 ، 3 ، 4 ، 5

14- I am proud of my self and my abilities.

14- أنا فخور بنفسي و بقدراتي. 1 ، 2 ، 3 ، 4 ، 5

15- I believe I am a good student in comparison to my classmates.

15- أنا أؤمن بأنني تلميذ جيد مقارنة بزملائي . 1 ، 2 ، 3 ، 4 ، 5

Strongly agree1

أوافق بقوة1

Agree.....2

أوافق.....2

Neutral.....3

لا فرق.....3

Disagree.....4

أعارض.....4

Strongly disagree.....5

أعارض بقوة.....5

Thank you for your collaboration.

شكرا علي تعاونكم