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The Relationship between Secondary School Students' Identity Construction and their Declared Achievements in Learning English as a Foreign Language:

A Preliminary Evaluation of the Relevance of Taylor's Quadripolar Identity Model in the Algerian Context.

The Case of Students in Terkhouche Ahmed Secondary School in Jijel. Option: Letters and Foreign Languages

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Dedications

In the Name of God, Most Gracious, Most Merciful

All the Praise is due to God alone, the Sustainer of all the worlds

I dedicate this humble piece of work to:

- ❖ *My parents whose prayers are always guiding me*
- ❖ *My uncles who were always most willing to help finance my studies*
- ❖ *My brothers and sisters*
- ❖ *My beloved friends*

Leyla

I dedicate this work:

- *To the only person with the exception of God nothing is more important: to you **Mom.***

- *To my father who has helped me to make my dream a reality, "**Thank you Dad**".*

- *To all my family who have encouraged me to follow my studies, I am forever grateful.*

- *To my beloved friends*

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Abstract

New developments in the field of second language acquisition emphasized the central importance of identity issue in foreign language learning. With Taylor's hypothesis in which she claimed that the components and type of learners' identities will correlate strongly with their declared achievements in the target language at any point in time and over the period of the students' secondary education, the present research study attempts to investigate the relationship between secondary school students' identity construction and their declared achievements in learning English as a foreign language. The study followed a cross-sectional methodology in the exploration of the progress in the adolescence learners' identity perceptions and achievement in English classes. To this end, the data are collected by dint of an English and Arabic version of the same questionnaire administered to sixty students, twenty from each class of first, second, and third year of Terkhouche Ahmed secondary school of Jijel. The findings of the research revealed that the students' identity perception is strongly related to their declared academic achievement in learning English. Moreover, the more students feel that their private selves are appreciated the more they will be successful in learning English. The analyses of the research findings consistently evidenced the above mentioned hypothesis. Based on the results obtained, pedagogical implications and recommendations for further research are suggested.

List of Abbreviations and Symbols

CBA: Competency Based Approach

FL: Foreign Language

FLL: Foreign Language Learning

GDP: Gross Domestic Product

ICT: Information and Communication Technology

L1: First Language

L2: Second Language

LMD: License Master Doctorate

SCT: Socio-cultural Theory

SLA: Second Language Acquisition

USA: United State of America

%: Percentage

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General Introduction

1. Background of the Study

The study of the relationship between foreign /second (FL/SL) language learning and identity has attracted increasing attention from large number of second language researchers in the last two decades. One of the major causes for this paradigmatic shift to focus on the effects of the notions of self and identity on FL/SL learning is the perceived failure of the existing theories of motivation, to serve as a valid explanatory models for individual differences in terms of SL/FL proficiency achievements (Norton and Toohey 2011,Ushioda and Dörney, 2009); some second language learners , at least, fail to attain high levels of proficiency in spite of their high level of motivation because of "the inequitable relations of power they negotiated in different sites' especially the classroom as far as our English as a foreign language context is concerned" (Norton and Toohey, 2011, P. 415).

Although most researchers involved in the study of the relationship of second language learning have demonstrated a marked predilection for a poststructuralist approach, that focuses on issues such as investment and imagined communities using narrative as a methodology, others like Taylor (2010), whose model serves as the theoretical framework for the present thesis, prefer to study this relationship from a psycho-social perspective using quantitative research instruments like the questionnaire.

Adolescence is a critical period in life marked by the highest levels of tension and anxiety within the human individual in his lifelong quest to negotiate an identity in the context where he lives. Different social factors such as peers, family, and teachers exercise different levels of pressure and influence so as to forge an individual's identity and to give a long lasting shape. This defining period in life usually begins before and spans the whole of high school years for most students. The high school years represent also a decisive period as far as foreign

language learning is concerned. Equating second language learning with the processes of identity formation, Taylor (2010) argues that learning a FL during adolescence is a double-edged sword: the scorn and rebuke that one can face in case of failure impacts negatively the negotiation of the learner's identity, but success can contribute markedly to make the natural processes of identity formation thrive. In this respect, Taylor (2010) proposes a model that attempts to account for the social factors that influence SL learners during adolescence, the important processes that construct learners' selves as well as the possible identity types that may result from the enacting of these processes.

Taylor's (2010) quadripolar model is based on the assumption that there are 'two self dimensions (internal/external and possible/actual)' which yield four self components/poles after which the model has been named:' the private (internal, actual), the public(external, actual), the ideal (internal, possible), and the imposed (external, possible) selves (Taylor, 2010, p. 17). These four identity components (or poles) will combine in different ways under the pressure of contextual factors such as family, peers, and teachers so as to produce four types of self system (submissive, duplicitous, rebellious and harmonious).This model has been put to test in the Romania, a context of English as a foreign language that bears great resemblance to the Algerian context so as to study the nature of the relationship between the different self components and the resulting personality types and students' declared level of achievement in English language proficiency.

3. Aims of the Study

The present investigation is a preliminary attempt to study diachronically the evolution nature of the relationship that might exist between the components and types of learners' identities and the progress of their declared achievements in the target language on the basis of Taylor's (2010) model.

2. Research Question

In the present study, we will put this model to preliminary test in the Algerian context of secondary school education using the roughly the same research so as to explore the nature of correlation that might exist between the different identity types and components proposed by Taylor (2010) and the nature of foreign language learning. Thus, the major research question that will guide this investigation is as follows:

-Is there a strong correlation between the evolution of the different identity components and types of Algerian secondary school learners of English and the development of their declared achievements in this language?

4. Research Hypothesis

It is hypothesized that the components and types of learners' identities will correlate strongly with their declared achievements in the target language at any point in time and over the period of their secondary education.

5/ Methodology of the Research

In order to achieve the above aim, Taylor's (2010) questionnaire was translated and adopted to our context before being administered to a cross-sectional sample of 60 students (20 students from each level) specializing in literature and foreign languages starting from the second year of their secondary school education. This cross-sectional selection of the sample aims to simulate a longitudinal study of the correlation between the two variables in question given the impossibility of carrying a real longitudinal research within the time-limits of this master dissertation. It is also worth noting to mention that Taylor's questionnaire was used to operationalize the variables under study so as to use a research instrument that has been developed primarily for this purpose and tested for its validity and reliability instead of improvising the design of a new instrument that run the risk of biasing the results.

6/ Structure of the Dissertation

The present study is divided into three chapters. The first chapter is devoted to reviewing the linguistic situation in Algeria; the evolution and the alternative changes that occur in the Algerian educational system. The second chapter discusses the psychological perspective on identity and second language acquisition (SLA). After reviewing the relationship between identity and SLA; motivation, language identities, and L2 self will be covered. Finally, the third chapter represents the field work. It touches the methodology deployed upon in the present research work, on one hand, and it sheds light on the analysis and discussion of the results, on the other hand.

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Chapter One: The Linguistic Situation in Algeria

Introduction

This chapter attempts to review the linguistic situation in Algeria. Firstly, it examines some of the contextual factors that have shaped the development of the Algerian community during the Islamic period, the colonial period, and the contemporary period. It subsequently discusses the Algerian educational reform policies. Then it highlights the importance of gender in the Algerian educational system. Finally, it provides a clear insight into the Algerian discourse of education by underlying the alternative changes that occurred in the Algerian pedagogical system.

1.1. Historical Overview of the Algerian Educational System

1.1.1. Discourse and the Formation of Algeria

Algeria (Arabic Al jazair; Berber: Dzayer; French: Algérie), officially the People's Democratic Republic of Algeria, is a sovereign state in North Africa on the Mediterranean coast. Its capital and most popular city is Algiers. Algeria is the tenth- largest country in the world and the largest in Africa with a total area of 2, 381, 741 square Kilometers. It is bordered to the northeast by Tunisia to the east by Libya, to the west by Morocco, to the south west by the western Saharan territory, Mauritania and Mali, to the south east by Niger, and to the north by the Mediterranean Sea (Keith Sutton Et al., 2017). The country is a semi-presidential republic consisting of forty eight provinces and 1, 541 communes (counties). Abdelaziz Boutaflika has been the president since 1999.

According to statistics based on the 2015 census, the population of Algeria is approximately 40, 450, 285 million inhabitants. Islam is the dominant religion with 99 percent of the population.The Algerian population is divided into two groups: Arabs and Berbers (Willis, 1996, P. 36). Concerning the language, modern Standard Arabic and Berber are the

official ones (Chapin Metz, 1994, p. 3). Although Algerian Arabic (Darja) is the language used by the majority of the population, this dialect is heavily infused with borrowings from French and Berber.

1.1.1.1. The Islamic Period

Before the Arab incursions most of the Berber inhabitants of the area's mountainous interior adopted traditional Berber mythology. Some had adopted Judaism, and in the coastal plains many had accepted Christianity under the Roman era. In the latter half of the Seventh century and the early Eighth century, a wave of Arab incursions into the Maghreb introduced Islam to parts of the area (Willis, 1996). During this period, Muslim conquerors reached North Africa, and the Berbers had been for the most part converted to Islam.

The Islamic Period (7th -17th century) was a period of Muslim dominance in Algeria (Willis, 1996, p. 1). Unlike the invasions of previous religions and cultures, the coming of Islam, which was spread by Arabs, was to have pervasive and long-lasting effects on North Africa. The new faith, in its various forms, would penetrate nearly all segments of society bringing with it armies, learned men, and fervent mystics. In large part, it would replace tribal practices and loyalties with new social norms and political idioms.

The primary sources of Islamic jurisprudence in Algeria, as in most Islamic countries, are the *Quran*, the *Sunna* and whatever the consensus of Islamic scholars (Ulama / *Djema'a*) decide (*Fetwas*) (Willis, 1996, p. 7). Islam provides the Algerian society with its central social and cultural identity and gives most individuals their basic ethical beliefs. Even though there were other religions in Algeria such as Christianity and Judaism, most of the Algerian people were Muslims. Accordingly, Islam did not prevent non-Muslims to continue their own communal and religious life as long as they recognised the temporal of Muslims authorities,

paid their taxes, and did not proselytize or otherwise interfere with the practice of Islam (Benrabeh, 2005).

The field of Algerian education during the Islamic period was totally related to religion. According to Heggo (1984), "the schooling system was completely autonomous from the central authorities and depended on mosques and headquarters of religious brotherhood – Zawya" (as cited in Benrabeh, 2005, p. 347).

Sooner after arriving in Algeria, the French colonial regime set about undermining traditional Muslim Algerian culture. The French ideas such as freedom of religion, however, vastly differed from the Islamic way of living. For this reason, Islam was a strong element of the resistance movement to the French colonization.

1.1.1.2. The Colonial Period

France invaded Algeria in 1830s under the pretense that the Algerian government had insulted the French consul in Algiers (Benrabeh, 2005). In fact, the invasion was planned before for particular political and economic purposes. At the time of colonization, the Algerian people were considered as second-class citizens and were, often, not allowed to participate in everyday practices. However, education was offered to them; the majority of Algerian people did not go to school because all the male members of the family had to work to provide food.

From 1848 until Independence, the whole Mediterranean region of Algeria was administered as an integral part of France. Therefore, the French colonial educational system imposed on Algeria was designed primarily to meet the needs of the European population and to introduce their culture among the Algerian society (Benrabeh, 2005). As a result, they imposed a harsh program of acculturation, which positioned French as the dominant language with total negligence of the native languages, Arabic and Berber. While the majority of the students were children of the colonists, the number of Algerian students was decreased to the

lowest levels. French was the language of instruction and Arabic, when taught, was offered as an optional foreign language because the French recognized that teaching their language to the Algerian children will enable them to communicate and control the Algerians 'thoughts. As Berger (2002) put it, "the language issue represents the most severe problem of Algeria in its present and troubled state" (p. 47).

In fact, the Europeans aimed to change the Algerian identity through a direct attachment with the French culture. Consequently, they opened a huge number of schools after closing the Algerian previous ones. The Duk Dunal claimed that "the opening of a school in the middle of people is better than military corps to calm down the country" (as cited in Benrabeh, 2005). However, the Algerians successfully responded to the intellectual challenges made by colonialism by maintaining their local identity and prevented it from change. Throughout the nineteenth century, Algerians continued their resistance to all what is French. However, after the First World War, Algerian people started to accept the French educational system (Benrabeh, 2005).

1.1.1.3. The Contemporary Period

Algerian political culture and government reflect the impact of the country's colonial history and its cultural identification. The legacy of the revolutionary War of Independence (1954-62) and its lingering implications are still evident in recent political events and in the evolution of political processes. After the achievement of independence, the political system of the country was reshaped and redefined in order to meet the changing needs of the society (Chapin Metz, 1994, p. 54).

The Algerian political system takes place in a framework of a constitutional presidential republic where the president is the head of state and the prime minister is the head of government (p. 64). Legislative power is vested in both the government and the two chambers

of parliament, the People's National Assembly and the Council of the Nation. Algeria's bloody War of Independence from France (where an estimated 1.5 million Martyrs) is a powerful military and security apparatus that put a high value on secrecy. Since1988, parties other than the FLN have been allowed and multiparty elections have been held, but freedom of political speech, protest and assembly is circumscribed, and the 2014 presidential election was boycotted by major opposition parties. However, it is important to note that Algeria has a multi-party functioning system, and the constitution of the country has made provisions for it. So no political party can be formed on the basis of religion, sex, or corporate beliefs (p. 58).

The Algerian civil war resulted in more than 100,000 deaths since 1991. Although the security situation in the country has greatly improved, addressing the underlying issues which brought about the political turmoil of the 1990s remains the trump government's major task. After the government officially lifted the state of emergency declared in 1999, Algeria began rebuilding itself under one political party, which followed socialist and secular policies. Today, Algeria is peaceful once more under President Abdelaziz Bouteflika, who has made great efforts to heal the recent scars, such as the famous program "Law on Civil Harmony" through which violence has fallen off (Benrabeh, 2005).

As far as the Algerian economy is concerned, it had been dominated by agriculture for a millennium and was known as 'the breadbasket of the Roman empire'. However, with rising oil revenues, the government embarked on a major program of industrialization, which has transformed the economy from an agriculture mono-exporting state into a petroleum mono-exporting one (Hidouci, 1995, p. 52).

Since the extensive industrialization took place, The Algerian economy flourished rapidly. However, the dropping of oil prices in the 1980s negatively impacted Algeria's economy, which had become almost completely dependent on it. In 2002, Algeria's main trading partners were France, Italy, and the United State of America (USA). For exports, the country traded with Italy (20.1%), the USA (14.2%) and France (13.6%), and it imported commodities

from France (22.7%), the USA (9.8%), and Italy (9.6%) (Boniface, 2005, p. 364). Today the hydrocarbons sector remains the principle industry of Algeria's economy. According to 2014s statistics, the Algerian economy, expanded by 4%, up from 2.8% in 2013, Growth was driven mainly by the recovering oil and gas sector and further economic expansion of 3.9% is forecast in 2015 and 4.0% in 2016. Algeria is currently the world's second biggest exporter of Gas, and it possesses the world's fifth largest natural Gas reserves. The hydrocarbons sector makes up approximately 52% of budget revenues, 25% of the country's export earnings and 25% of the Gross Domestic Product (GDP).

 Despite efforts to diversify the Algerian economy, the government has not been able to do much about unemployment or raise the population's living standards.

    Official education system in Algeria was begun by French colonists, who forced the Algerian children to learn the European languages that their own children where familiar with. The same system continued to work with for many years until the independence in 1962. At that time, the Algerian governors recognized the need for making a radical change in the Algerian educational system, where Arabic should be the language of instruction and Islam the first religion of all Algerians. In fact, the Algerian educational system can be divided into two major periods.

According to Benrabeh (2005):

> The first one, from 1962 to the 1970s, and the second from 1970s to the
>
> present. The former, "characterized by bilingualism in French and Standard/
>
> literary Arabic and the later, "characterized by monolingualism in Standard
>
> Arabic for the majority of the   population and French-Arabic bilingualism
>
> for a small minority. (p.381)

    Since independence in 1962, a process of Arabization has been acted out, aiming at promoting national values and language that have been attacked by French colonization, but this has happened very much at the cost of the large Berber minority. In 1991, Arabic was

mandated, being used at all levels of education as the basic mean of interaction. Since 2003, Berber has been permitted as a teaching language in schools in addition to Arabic language. In fact, the Algerian governors really made great efforts to improve the educational system after independence and decreasing the use of French language among Algerian people. For challenging the high levels of illiteracy, the government continues to promote adult literacy classes and inspired them to learn. As a result, illiteracy has been considerably reduced in recent decades, but every third Algerian still can not read or write properly.

1.1.2. Discourse of Contemporary Collective Identity in Algeria

During the postcolonial era, many countries were constructed in opposition to the former colonial presence. Algeria is no exception that started to construct the collective identities basing on social movements and power struggle in the network society. In addition, leadership showed ideological intransigence in recovering both language and identity with relation to religion that was the first basis for the construction of Algerian collective identity. According to Gorden (1978) "Algeria comes out as' the most vociferous in proclaiming its Arab Muslim identity" (p. 151). Indeed, a key feature of the economic is characterized by the continuity of oil and hydrocarbon as two main concerns of the industrial segment neglecting other sectors. Related to this issue, there was a desire for economic self-sufficiency as a reaction to the dependence on foreign importation.

Beyond national development, there is also a desire to be at the cutting edge of modernity in terms of technological sophistication and information-communication technology (ICT). In this context, Gordon (1966) stated that "Algeria's future will remain a fascinating case-study for orientalists and for those interested in development and modernization" (p.246) (as cited in Benrabeh, p.246). Concerning the language, a law came into force making Arabic the only language allowed in public life; this proclamation provokes the most extreme passions in Algeria.

As mentioned before, religion, culture, and language are the central components of Algerian collective identity.

1.1.3. Discourse of Algerian Educational System

1.1.3.1. Democratization

The Algerian struggle for democracy was important not only for the country itself but also for the whole region of the Arab Middle East and North Africa. After independence, Algeria adopted a new democratic system in which all the Algerian children have given the right to enter schools in order to learn. Making such decision was not easy as it seems; rather, it needs great efforts on the part of government. Benrabeh (2005) argued that The Algerian government needs to establish more schools, increase the number of classes, and set out the requirement for training new teachers. The purpose of the policy of democratization in the educational system was to make it more suited to the needs of a developing nation. In fact, the Algerian authorities faced the problem of shortage of teachers, as the numbers of school children have raised dramatically over recent years as well as insufficient government programmes to educate more teachers. The fact of very few trained Algerian teachers led the country to import foreigners from around the world in order to fill the huge gap.

1.1.3.2. Algerianization

Algerianization of the curriculum was characterized by replacing the foreign workers, managers, technicians, textbooks and teachers with the local ones. Additionally, certain disciplines like History and Geography were not algerianized but also arabized progressively. At the primary level, this proceeded quickly but not so at the middle and secondary level. The goal of Algerianization in the educational system was declared in the President Houari Boumedien's speech, October10[th], 1969:

> The goal of the Algerian school today is to create new man imbued with the
> higher of this country, convinced of the need for socialist policy of
> development in every field. Our country is in need of thousands of national
> cadres for the promotion of agriculture and the building of industry, and so
> as to obviate the need for foreign cadres. Algerians must be capable of
> replacing these guests, for however worthy these efforts, they cannot be
> compared to those of Algerian cadres. (as cited in Kouira, 2012).

The Algerian government aimed at improving its educational system within its Algerian character.

1.1.3.3. Arabization

In reaction to French cultural and linguistic imperialism, the Algerian leaders of Independence committed themselves to raise Arabic and Islamic cultural values and to introduce Arabic as the national language. The aim was to create a suitable national identity for the new state and population. This goal was translated into an official policy called "Arabization". It was consistently supported by Islamists, who were present in the Algerian government following independence. In this sense, Rouadja (1991) argued that "The Arabic language and Islam are inseparable" (p. 72). In other words, there is a strong link between the Algerians' language and their religion "Islam". For that, it is logical to replace French with Arabic in order to revive the Algerian identity as being Arabs and Muslims. The term Arabization has been defined by different authors among them Benrabeh (2005) who gave the following definition:

> The Arabic term ta'rib is sometimes translated interchangeably as
> 'Arabicisation' or ' Arabisation'… the first sense applies mostly in the Arab
> Middle East and to two countries of North Africa (Libya and Egypt)
> referring to both status /acquisition and corpus planning activities. Planners

replace some other (usually colonial) language by Arabic as the medium   of

instruction in all cycles of the educational system, and they enrich the

language by incorporating into it newly borrowed or derived I revived

words. In North African countri-es (Algeria, Morocco, Tunisia), which were

former French colonies, ta'rib means the repla-cement of French by Arabic

in all walks of life (education, administration, milieu, media, etc.) as well as

the use of the latter language as an instrument for national unity and the

affirmation of an identity that is exclusively Arab (P. 410).

Hence, while 'Arabicisation' is a linguistic process, 'Arabisation', is both cultural and

linguistic. In fact, the language policy introduced by Algerian planners has both linguistic and

cultural dimensions (Benrabeh, 2005). "Arabisation" among beginning in the late 1960s, the

government was under the authority of Houari Boumediene who decided to complete

Arabisation as a national goal and starting from applying Arabic in the bureaucracy and in the

schools. By the mid-1980s, Arabisation plan had begun to produce some measurable results.

Recently, in the primary schools Arabic is the language of instruction, while French is taught

as a second language, beginning from the second year. In the Middle school, Arabisation is

implemented step by step. However, at the university level French remained the main

language of instruction despite the complaint of many Algerian planners.

Indeed, the process of Arabisation had a crucial role in enabling the Algerian government

to revive the official Algerian identity and implement a more authentic educational system,

where Arabic is the language of instruction and Islam is the religion of people.

1.1.4. Discourse and Teacher Education

Understanding teacher education and the construction discourse requires what is meant by

discourse beforehand. According to Clarke (2008), discourse is "a set of social practices that

'make meaning' " (p. 53).This context entails the role of contextual, social, as well as cultural

cues in determining the function of any piece of discourse. In addition to discourse, learning to teach is the process by which one constructs a new identity, mainly in the professional context. A number of scholars like Duff & Uchida, 1997; Johnaton, 1999; Simon-Maeky, 2004; Varghese, 2001have concluded that both professional identity and personal identity co-developed as instantiations of discourse that regulate ascribed social values to all forms of human activity (as cited in Le Van Canh, 2013, p. 4)

In the teaching environment, both teachers and students try to form a new identity that goes hand in hand with the changes and improvements that link their knowledge, skills and values. That is, they should employ a metaphor of knowledge as a woven fabric. Buchman and Folden (1993) stated that "educational coherence is found where students can discover *and* establish relations among various areas of sensibility, knowledge and skill, yet where loose ends remain anticipating a reweaving of beliefs and ties to the unknown" (as cited in Clarke, p.234).

The discursive resource of Algerian student teachers is based on the relationship between the traditional model of teaching and the progressive one. The former refers to the experiences acquired by the students during their own schooling, while the latter refers to what students see in college. What the students are accomplishing in weaving these discursive threads into a coherent and meaningful pattern is a work of imagination leading towards the creation of new teaching selves as part of an evolving community of practice of new English language teachers in Algeria.

1.1.4.1. Student teachers as Agents of Change

1.1.4.1.1. A Change in Pedagogy

The rapid changes and increased complexity of today's world present new challenges and put new demands on our educational system (Bar-Yam et al., 2002). In fact, many

governments over the world are taking steps to enhance teaching profession and improve the preparation of students for productive functioning in the continually changing and highly demanding environment. To pass these challenges, it is necessary to look for new ways in which both teachers and learners can present their outcomes successfully (Bar-Yam et al., 2002). The Algerian educational system responded to these new world demands through making changes in the existing educational system (Benrabeh, 2005). In the primary phase, pupils are instructed by using the Arabic language. They learn Math, Physical, Environmental studies, Islamic studies, Civics, History, Geography, Science technology. In the third grade, they receive French as a foreign language. In middle school, students continue to learn by using Arabic different modules in addition to the introduction of both French and English as foreign languages. At the end of this phase the Algerian students have to pass BEM test in order to enter the secondary school. At the beginning of this phase, the students have to choose which branch they want to study either letters or science and technology. By the end of this phase, students prepare themselves to pass the baccalaureate examinations for entering the university.

The Algerian's higher educational system also received some pedagogical changes as a response to the new challenges. Since 2002, Algeria adopted the LMD system (License, Master, and Doctorate) as an attempt to reposition the Higher Education in terms of globalization and competitiveness. The first phase License is composed of three years, the Master degree requires only two years, while the last phase doctorate is composed of three years. These changes are crucial since they aim to add something new to the teaching process and consequently learning as well as the teaching profession. Clarke (2008) argued that " a repeated criticism of teacher education in the past has been that student teachers learn 'about teaching' rather than 'learning to teach' " (p.54). By the adaptation of this reform, Algeria's higher education sector positioned itself beside the European developed ones where there has

been generally a growing awareness of the necessity to change and improve the understanding

of the basic underlying principles of teaching, learning, and schooling.

Table 01 Degrees' names and years in the License and old classical system

Name	LMD	Former System
Doctorate	≥ 3	≥ 5
Master	2	**Magister**
Bachelor	3	4

1.1.4.1.2. A Change in the Nature of the Content and Focus on English Lessons

The question of educational contents corresponding to tomorrow's demands has become a

fundamental issue in educational reforms all over the world (Challi, 2010, p. 1). This reform

involved a change in most of the educational system in the world in terms of the

implementations of new curricula and new approach based on competencies. This is also the

case of the Algerian educational system, which adopted the Competency- Based Approach

(CBA) as part of the reform.

Competency-Based Approach was introduced in Algeria in 2002 as a result of the

educational reform in the primary, middle, and secondary school; new books were published,

for this aim for all levels (p. 1). CBA has been adopted in teaching English as a foreign

language in order to develop the learners' competence in specific classroom language

practices, such as explaining, monitoring, prompting, eliciting, encouraging, correcting, as

well as for preparing learners to be competent in their real life tasks. Moreover, students

develop their knowledge of the nature of language and its uses, including formal language

systems (phonology, semantics, grammar, genre and discourse). Therefore, instructions of the

CBA aim at mobilizing the learners' values, knowledge, attitudes, and behaviours in a

personal way to address the challenges successfully. In other words, this alternative approach

was applied in Algerian educational system in order to allow learners to attain a level that

enables them to rely on themselves and to compete with other people around the world either in the field work or in other situation.

Due to its status as a global lingua franca, English is taught in Algeria starting from the middle school years. It covers four years at middle school and three years at secondary school. Although this language has no official status in Algeria, it is highly respected because it is the language of commerce and technology.

1.1.4.1.3. A Change in Mode of Learning

"As technologies embed themselves in every day discourse and activity, a curious thing happens. The more we look, the more they slip into the background" (as cited in Reinking et al., 1998, p. 297). Nowadays technology creeps into the professional lives of all teachers, especially English language ones. In the light of the globally emerging knowledge and information, Algeria recently started to adopt technology in educational setting. Therefore, it is encouraging and fostering the use of International and Communication Technology (ICT) to enhance the development process in general and the improvement of educational system in particular.

ICT has been introduced in language teaching and learning with the intention of improving efficiency in the educational process. Certainly, ICT in modern Algerian EFL classroom could help learners. For many students, learning English via e-mail or working on the internet may appear to be motivating and interesting. Moreover, the use of a world wide web as a tool may change not only the content but also the teaching procedure.

E-mail and Internet in general can be attractive; they offer students the opportunity to use writing and speaking skills out of the classroom. One example is provided in the textbook of 1AS in the secondary education, in which pupils learn how to open an e-mail account. E-mail is a useful teaching tool that helps students develop their language awareness and allows for learner autonomy since students participate in real communication. They also decide by

themselves what topics to discuss and so become more aware of their language needs as well as keep up with the rapid changes in modern communication and technology.

It is worth emphasizing that Algeria is still challenging problems that may hinder the application of modern technology in the educational system.

Conclusion

In summation, this chapter has been devoted to shedding light on the discursive construction of the Algerian community. Thereafter, it highlighted the significance of the student teachers who constitute the evolving community of practice by constructing the educational system. It, then, expounded three main changes whose main concern is how the Algerian educational system changed in three significant terms, namely the pedagogy, the nature of content, and the mode of learning.

Chapter Two: Identity, Motivation, and Second Language Acquisition

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Chapter Two: Identity, Motivation, and Second Language Acquisition

Section One: The Relationship between Identity and SLA

Introduction

The main purpose of this section is to investigate the relationship between identity and second language acquisition. It starts with a historical overview of Second Language Acquisition. Subsequently, it will review the emergence of identity approach to SLA. After that, the adolescents' identity formation will be discussed with reference to the main relational contexts shaping their identity development which are the family, the teacher, and the classmates.

2.1.1. Historical Overview of Second Language Acquisition

Before studying Second Language in more detailed way, it is important to take into account the related terms in the acronym (SLA) second, language, and acquisition. The term second refers to any language other than one's first language. In general, language can be considered as a means of conveying meaning used for communication. Finally, it is necessary to consider acquisition, which is a difficult and complex concept. In many cases, the terms acquisition and learning have been used synonymously, but some researchers, particularly Stephen Krashen (1982, 2003) in the acquisition-learning hypotheses of his monitor modal of SLA, has made significant distinction between the two terms. With learning referring to the accumulation of metalinguistic, declarative knowledge about the L2, and acquisition referring to gaining the implicit L2 knowledge that results in the learner's ability to use the L2 for communication.

According to Susan Gass and Larry Selinker (2008), SLA is "the study of the acquisition of a non-primary language; that is, the acquisition of a language beyond the native language"

(p. 1). Another definition provided by Troike (2006) who stated that "SLA refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language" (p. 2). Concisely, SLA is a rich and varied enterprise carried out by researchers, whose interest often lies in the study of how an addition language is learned.

When defining second language, the native one should be introduced clearly. Native language indicates the first language that is acquired during childhood. It is also known as the primary language, the mother tongue, or the first language (L1). In L1 acquisition Troike stated that "it is the language that is acquired during early childhood, normally beginning before the age of about three years" (p.4). On the other hand, non-native language refers to learning of a second language, even though it may actually be third, fourth, or even the tenth to be acquired as a foreign language. SL is generally differentiated from FL in that the former refers to the learning of non-native language, but which has a role to play in one's speech community such as the case of French in the Algerian context. The latter refers also to the learning of additional language but, it is not widely used in the learner's immediate social context like English in Algeria.

The field of SLA is closely related to several disciplines including linguistics, sociolinguistics, and psychology. Each of these disciplines can be thought of us shedding light on one part of the language learning process. According to Rod Ellis (1997), "SLA has been essentially a psycholinguistic enterprise dominated by the computational metaphor of acquisition" (p.87) (as cited in Atkinson, p. 2). In the psycholinguistic approach, interaction helps learners activate the individual internal cognitive processes that allow them to access the comprehensible input they need to further advance in the acquisition of the L2 (Long, 1996; Gass, 1997). For psycholinguistic tradition, "learning is viewed as a cognitive individual process happening in the individual and then, eventually, if at all, moves to the social

dimension". Long (1996) claimed that "exposure to comprehensible input and negative feedback leads to language learning" (as cited in Atkinson, 2011, p.1). Atkinson (2011) supported psycholinguists saying that "SLA was for a long period of time dominated by the cognitivism approach" (p. 1).

Since SLA began as an inter-disciplinary field, it is hard to pin down a precise starting date. However, there are two publications that are seen as instrumental to the development of the modern study of SLA, namely Pit Corder's 1967 essay "The significance of learners 'errors", and Larry Selinker's 1970 article "Interlanguage". Corder's essay rejected a behaviorist account of SLA, and suggested that learners made use of intrinsic linguistic process. Selinker, on the other hand, argued that second language learners possess their own individual linguistic system that is independent from both the first and the second languages. By the 1980s the theories of Stephen Krashen had become the prominent paradigm in SLA.

From 1990s onward SLA has witnessed noticeable change, a shift from cognitivism domination to socio-culturalism dimension (Block, 2007). Since SLA is concerned with the process of how a new language is acquired, and how much this is affected by other disciplines, socio-cultural approach was among them. SCT based on Vygotskian thought, who argued that the development of human cognition and higher mental function comes from social interaction and participation in social activities. Simultaneously with the social turn, many approaches have been emerged titled as "alternative approaches" to SLA, namely the socio-cultural approach, the complexity theory approach, the identity approach, socialization approach, conversation-analytic approach, and the socio-cognitive approach. The main concern of this work is the identity approach to SLA.

2.1.2. Identity Approach to Second Language Acquisition

2.1.2.1. The Concept of Identity

The concept of identity is considered as complicated and unclear issue, for that it is necessary to understand the meaning of the term from different points of view.

Norton (2000) used the term identity to "reference how a person understands his relationship to the world, how that relationship is constructed across time and space and how the person understands possibilities for the future" (p.5). Ashton, Deaux, and Volpe claimed that:

> Identity is the human capacity- rooted in language- to know who's who' (and hence what's what).This involves knowing who we are, knowing who others are, then knowing who we are, s knowing who they think we are, and so on: a multi- Dimensional classification or mapping of the human world and our places in it, as individuals and as members of collectivities. (as cited in Jenkins, 2008, p.5)

The most relevant identity definition can be found in the OED (2nd edition 1989) where it was referred to identity as "the sameness of a person or thing at all times or in all circumstances; the condition of fact that a person or thing is itself and not the same thing else; individuality, personality". This definition is representing an older concept of the word that still exists in the ordinary speech, but it is narrower than the present meaning of identity. Hogg and Abrams (1988) claimed that "identity is people's concepts of who they are, of what sort of people they are, and how they relate to others" (p.2). For Wendt (1992) identities are "relatively stable, role-specific understandings and expectations about self" (p. 397). The term also defined by Deng (1995) as " the way individuals and groups define themselves and are defined by others on the basis of race, ethnicity, religion, language, and culture" (p.1).

Jenkins (2008) claimed that identity "is a process –identification-not a 'thing'. It is not something that one can have, or not; it is something that one does" (p.5).

According to Bonny Norton, identity includes three main characteristics that are specifically intertwined with SLA which are the following: "the multiple, non-unitary nature of identity; identity as a set of struggle; and identity as changing over time (as cited in Atkinson, 2011, p. 74)

2.1.2.2. The Emergence of Identity Approach to Second Language Acquisition

The previous second language theories have struggled to recognize the relationship between the language learner and the social identity. At that time, SLA research has only been concerned with the cognitive factors underlying language learning and excluding the social ones. Norton was not very satisfied with these theories and for that, she claimed for "the development of a comprehensive theory of identity that integrates the language learner and the language learning context" (1995, p.12).This conception of identity has become a central construct in language learning research grounded later by many scholars such as David Block and Aneta Pavlenko.

According to Norton, the language learners should be defined with reference to the context, which plays a crucial role in the learners' identity construction. Norton (1995) started her work on social identity by giving more attention to the society and culture as crucial factors of the learning context. This conception also brought an insight about the different position from which individuals can speak when negotiating and renegotiating their position in the society. In here, the researchers use the term position, positioning, or subject position to refer to the nature of identity process (Block, 2007). Moreover, Identity theorists questioned the view that restricted the learners' definition in specific terms as motivated or unmotivated,

introverted or extroverted, inhibited or uninhibited, without considering that such factors are primarily socially constructed in inequitable relation of power.

2.1.3. Identity in Adolescence

According to Erikson (1972), "identity formation is the key developmental task of adolescence" (as cited in Kroger, 1996, p. 18). However, there is a lack of longitudinal studies investigating the dynamics of identity formation across the period of adolescence. Moreover, there has been a debate on whether adolescent identity formation is better characterized by change or stability. Toy and Reasons (1977) claimed that "[T]he process of identity formation depends on the interplay of what young persons at the end of childhood have come to mean to themselves and what they now appear to mean to those who become significant to them" (p, 106) (as cited in Kroger, 2001, p.17). Kroger (2001) asserted that " identity does not first emerge during adolescence, but rather evolves through earlier stages of development and continues to be reshaped throughout the life-cycle"(p.18).

2.1.3.1. Adolescent Identity Development

According to Block (2007), "The FL context is the context of millions of primary school, secondary school and university and further education students around the world" (p.112).The concept of identity becomes a popular topic among SL researchers for many decades. However, "few studies have explored the practical significance of encouraging identity development in the foreign language classroom" (Taylor, 2013, p.3). In fact, understanding adolescent foreign language learners' identity formation is a complex process where students negotiate and re-negotiate their sense of self inside their classes. At the beginning, they come to a teacher education program with particular background, expectations, and wishes about the learning and teaching process. During their courses,

students start to construct their own identities, which then change through time and space as a result of students' development.

Erikson's research on the adolescent identity formation "have presented a challenge to researchers attempting to examine and understand the phenomenon empirically" (Kroger, 2001, p.34). He introduces many different dimensions of identity structure and functions. Erikson (1959) asserted that "[Ego identity is] an evolving configuration of constitutional givens, idiosyncratic libidinal needs, favored capacities, significant identifications, effective defenses, successful sublimations, and consistent roles" (p.116) (as cited in Kroger, 2001, p.34).

2.1.3.2. The Relational Contexts in Adolescence

Generally, the adolescents' identities are shaped with the support of three main relational contexts which are family, teacher, and classmates.

2.1.3.21. Family

Parents have an enormous influence on their children's education for several reasons, but most importantly because they are their children's first teachers. Therefore, what they learn from their parents in the first couple years will impact children for the rest of their lives. That is, family considered as the main factor in students' identity development. Taylor (2013) asserted that "the essential role in a teenager' self explorations is played by parenting styles" (p.14). In the sense that, the students' identities remain highly restricted to their families' background even though they want to liberate themselves and make a change. Collins (1990) claimed that "although teenagers strive to liberate themselves from the parent's influence, they will always maintain a strong psychological bond to their families" (as cited in Taylor, 2013, p.14).

According to Browning (2008) "the relational context of development in adolescence, with a special focus on relationships with parents, serves largely as the backdrop against which separation takes place"(p.157).In the sense that, "connectedness to family members is mostly interpreted as a source of dependency and as an obstacle to autonomy, individuation, and personal identity development"(p.157).

2.1.3.2.2. Teacher

In the lives of students, the classroom teacher has a surprisingly high amount of influence on his/her student's identity development. Taylor (2013) claimed that "the classroom is a micro social setting that leaves its socio-ideological mark on student's identity through the mediation of teacher beliefs and practices" (p.15).The teacher decisions about instructional strategies and classroom management is crucial in determining the students' achievement. Miller (2003) asserted that "the teacher's role in the classroom is crucial in fostering an autonomous cooperative atmosphere in which students learn to develop in synergy, celebrating one's another successes and working together to consolidate one's another weaknesses"(as cited in Taylor, 2013, p. 15).

2.1.3.2.3. Classmates

Classmates also have a considerable influence on students' identity development. They become an increasingly important source of self evaluation and social support, where students try to develop their sense of self as well as their social identities. Taylor (2013) claimed that "for the developing teenager, classmates serve as potential companions and friends, being important socialization factors" (p. 15).

2.1.3.3. Adolescent Development and Language learning

The student educational development demands the continuous negotiation of their self perceptions. This concept has emerged as a separate research area in order to understand

better the students' needs and increase their educational achievement. In fact, there is an increased focus on this topic which revealed different meanings for student's identity development and the absence of a widely accepted definition. However, there is a general agreement upon the fact that teachers' perspectives about their role and the nature of teaching and learning influence their work behaviors in general and students' achievement in particular. In order to reconcile the variety of perspectives on teachers and students identity, Beijaard et al. (2004) argued that, "what these various meanings [of identity] have in common is the idea that identity is not a fixed attribute of a person, but a relational phenomenon" (p. 108).

In fact, teachers of adolescents need to be knowledgeable of the varied developmental characteristics of their middle grade students in order to be able to design instruction and classroom management strategies that meet these ongoing changes.

Conclusion

Through this section, we have attempted to shed some light on the strong link between SLA and the concept of identity which provided new insights into the process of learning and teaching second or foreign language. Moreover, it has dealt with the different relational contexts that support the adolescents' identity development in language learning.

Section Two: psychological Perspective on Identity and SLA

Introduction

This section deals with motivation, language identities, and the L2 self as an attempt to cover the psychological perspective on identity and SLA. It starts with motivation's definition, its types, and the crucial role it plays in the process of SLA. Then, the attention will be given to the theories underlying L2 motivation. Later, the new construct of L2 motivational self system will take place. Moreover, Taylor's quadrepolar model will be

discussed. Finally, it touches upon the issue of imagined identity and the L2 Self in general and identity and self in English language teaching in particular.

2.2.1. Motivation, Language Identities, and the L2 Self

2.2.1.1. The Concept of Motivation

Before moving to talk about the psychological perspective on identity and second language acquisition, the concept of motivation, which is considered as one of the main determinants of second/Foreign language (L2) learning achievement, should be defined first.

For Dörnyei (2001), "motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do" (p. 1). Also he added that "motivation is best seen as a broad umbrella term that covers a variety of meaning". To summarize `motivation' is related to one of the most basic aspects of the human mind, and most teachers and researchers would agree that it has a very important role in determining success or failure in any learning situation (p. 2). Thus, motivation is a term used to refer to success or failure in learning or doing something. Moreover, motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity (p. 7). According to Martin Covington (1998) "Motivation, like the concept of gravity, is easier to describe (in terms of its outward, observable effects) than it is to define, of course this has not stopped people from trying it" (p.1) (as cited in Dörnyei, p. 7). Latham and Pinder (2005) defined motivation as "[…] psychological process resulting from the interaction between the individual and the environment" (p. 486).

Many articles have been written about students' motivation and second language achievement where many models have been proposed to explain the phenomena. In each of these models motivation is claimed to be an important construct in the process of learning

new language. Gardener's (1972) construct of motivation theory can be understood in terms of two main components, integrative and instrumental motivations.

2.2.1.1.1. Integrative motivation

The concept of integrative motivation refers to general society-relevant attitudes associated with learning another language. It reflects a dimension of openness to other cultural communities which influences the ability or willingness to accept material from another cultural community as part of one's own behavior. Integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture. Dörnyei, on the other hand, claims that integrative motivation "is associated with a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community" (p.274).

2.2.1.1.2. Instrumental motivation

Dörnyei argued that instrumental motivation "is related to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary" (p.274). In other words, learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary, bonus or getting into colleague. Moreover, Gardner and Lambert (1992) considered instrumental motivation as a means to get social and economic reward through L2 Learning.

Although the majority of past research has tended to focus on the social and pragmatic dimensions of L2 motivation, some studies have attempted to extend the Gardnerian construct by adding new components, such as extrinsic and intrinsic motivation.

2.2.1.1.3. Extrinsic motivation:

Extrinsically motivated behaviors are the ones that the individual performs to receive some extrinsic reward or to avoid punishment. According to Santrock (2004), "extrinsic motivation involves doing something for obtaining something else" (p. 418).

2.2.1.1.4. Intrinsic motivation:

With intrinsically motivated behaviors, the rewards are internal (e.g., the joy of doing a particular activity). Intrinsic motivation is potentially a central motivator of the educational process. This means, when the educational environment provides optimal challenges students' natural curiosity and interest energize their learning.

2.2.2. The Role of Motivation in Second Language Acquisition

Motivation plays an important role in SLA as Masgoret and Gardner (2003) stated that motivation is the "responsible for achievement in the second language" (p. 170) (as cited in Fernandez, p. 27). According to them, the socio-educational model of SLA "integrativeness and attitudes toward the learning situation are related to achievements in the second language, but that their effect is indirect, acting through motivation". Thus each part of the socio-educational model of SLA is important and related to language achievement. However, motivation is considered as the most important one since its effect on language achievement is direct rather than indirect. Although Masgarot and Gardner (2003) were concerned with the socio-educational model of SLA, others argued that motivation is the key to learn a second language proficiently. As Dörnyei (2001) stated when talking about motivation:

> Most teachers and researchers would agree that it has a very import role in
>
> determining success or failure in any learning situation. My personal
>
> experience is that 99 per cent of language learners who really want to learn a

foreign language […] will be able to master a reasonable working

knowledge of it as a minimum, regardless of their language aptitude. (p. 2)

In this quotation, Dörnyei proposed another aspect related to the role of motivation in SLA. According to him, motivation is concerned with the level of success or failure a learner experiences when learning a language depending on his/her motivation. This aspect is also related to the level of achievement since the learner will succeed if he/she is motivated. Actually, Dörnyei, Masagort, and Gardner are supporting the same idea but with different words. Motivation is responsible for success and failure in second language learning; therefore, motivation is responsible for language achievement.

As mentioned above, the influence of motivation in language achievement is clear and proves that motivation is a determinant factor in achieving proficiency in a second or foreign language.

In conclusion, motivation is the key for achieving language proficiency while learning a second or foreign language. Moreover, its tremendous influence on language achievement is one of the reasons that led many researchers to pay attention to develop motivational tasks and strategies that can help learners feel more motivated and enthusiastic to learn a second/foreign language.

2.2.3. Theories Underlying L2 Motivation

Historically, the first L2 motivation studies were highly influenced by general psychological theories. Since the 1960s, L2 motivation had become an area of interest in the field of second language research. Dörnyei (2005) provides an overview of L2 motivation research by dividing the history of the field in three phases.

2.2.3. 1. The Social psychological period (1959- 1990)

This period is characterized by the socio psychologist Gardner's theory of motivation. The theory was adopted on the basis that "students' attitudes toward the specific language group are bound to influence how successful they will be in incorporating aspects of that language" (Gardner, 1985, p. 6) (as cited in Dörnyei, 2005, p. 67). What Gardner (1959) suggested in his concept of integrativeness was that learners were highly motivated to learn a languag because of a desire to feel as a part of a social community. Thus, integrative motivation is a detailed construct that encompasses three dimensions: integrativenss, attitudes towards the learning situation, and motivation.

The first dimension, integrativeness, subsumes an openness to another language community, interest in foreign languages, and attitudes toward the L2 community, reflecting the "individual's willingness and interest in social interaction with members of other groups" (Gardner & MacIntyre, 1993a, p. 159) (as cited in Dörnyei p. 68). The second one, attitudes towards the learning situation, refers to the individual's reaction to the actual context in which language is practiced. In this context Dörnyei (2005) stated that attitudes toward the learning situation "comprises attitudes toward the language teacher and the L2 course" (p.68). And finally, the third and most important dimension, motivation is related to efforts, goals, desires, aspirations, and attitudes toward the language teacher and the L2 learning. Moreover, motivation is the case of "experiencing reinforcement from success and disappointment from failure" (Masgoret and Gardner 2003, p. 173) (as cited in Fernandez 2013, p. 14). However, and as Dörnyei (2005) argued that:

> The interpretation of this model has been hindered by two sources of terminological difficulty: First, the term *integrative* appears in it three times at three different levels of abstraction (integrative orientation, integrativeness, and integrative motive/) motivation), which has led to

> misunderstandings. The second area which causes confusion in some researchers is that within the overall construct of integrative Motivation' there is a subcomponent labeled 'Motivation'. This makes it difficult to decide what is meant when Gardner talks about 'motivation' in his writings: L2 motivation in general, integrative motivation, or the specific 'Motivation 'subcomponent of the integrative motive? (pp. 68-69)

Recently, Gardner (2000, 2001) tried to include instrumental motivation within his theoretical framework. He stated that "there can be other supports for motivation not directly associated with integrative motivation. Thus, there may be instrumental factors contributing to motivation, and we could label this combination of instrumental factors and Motivation as Instrumental Motivation" (Gardner, 2001, p. 7) (as cited in Dörnyei, p. 70). In other words, Gardner proposes that the term 'motivation' can directly be linked to instrumentality rather than integrativeness to form what is called instrumental motivation.

Before concluding with Gardner's theory, it is important to notice that it received objection from the bilingual and monolingual context. In the former, the L2 learner seems to have a strong willing to be part of the second language community. However, in the monolingual context where L2 is not spoken outside the classroom, the learner is not integratively motivated since there is no second language community outside the classroom context.

2.2.3.2. The Cognitive- situated Period (during the nineties)

According to Dörnyei (2005), it is "Characterized by work drawing on cognitive theories of educational psychology" (p. 66). The main theories of this period are self determination theory, the attribution theory, and task-motivation. The self-determination theory was proposed by Deci and Ryan (1985), which concentrates on different types of motivation the ones proposed by Gardner which are *intrinsic* and *extrinsic* motivation (Dörnyei 2005, p. 76).

Apart from Duci and Ryan, several findings have been found out by Noel, Vallerand, Clément, and Pelletier associating the importance of self-determination to motivation. As mentioned above, the two main concepts of the theory are the dichotomy intrinsic and extrinsic motivation. The former refers to the fun, engaging, challenging, or competence-enhancing, whereas the latter refers to the external pressure on the learner to achieve the goals. The two types of motivation (intrinsic and extrinsic) were developed to measure the components of self-determination in second language learning (Dörnyei 2005, p. 79).

The second theory belonging to the cognitive situated period is the attribution theory. It was proposed by Weiner (1992). Bernard Weiner argued that "the subjective reasons to which we attribute our past success and failures considerably shape our motivational disposition underlying future action" (p. 79) (as cited in Dornyei,2005).That is to say that, individual's motivation will be lower or higher depending on the acquired experiences during language learning. For example, if a learner has always experienced failure while learning a second language, he/she would be less motivated than a learner who has always experienced success in his/her activities. Moreover, Dörnyei (2005) stated that "if we ascribe past failure to a particular task to low ability on our part, the chances are that we will not try the activity ever again" (p. 79).

Finally, the third theory classified in the cognitive-situated period by Dörnyei is task motivation. According to him (2005), "tasks can be seen to constitute the basic building blocks of instructed second language acquisition" (p. 80). Dörnyei (2005) also argues that "engaging in a certain task activates a number of different levels of related motivational mindsets or contingencies associated with the various actional contexts, resulting in complex interference" (p. 81). In other words, doing particular task helps to activate different motivations that are related to various contexts of action. For instance, when someone is

imposed to do something is not the same as doing any activity she/he fond of. Thus, different contexts of action have different motivations for the learner.

2.2.3.3. The Process- oriented Period (2000- 2005)

Start with, this period focuses on the "ongoing changes of motivation over time" (Dörnyei, 2005, p. 83). Motivation is a dynamic concept and it changes through time, and as Dörnyei (2005) stated that "even during a single L2 class one can notice that language-learning motivation shows a certain amount of changeability, and in the context of learning a language for several months or years, or over a lifetime, motivation is expected to go through rather diverse phases" (p. 83). This means that motivation varies during years of second language learning classes. The most important theory developed in this period is Dörnyei and Otto's process modal of L2 motivation, which was proposed in order to specify and explain the process of L2 motivation. This model divided motivation into three distinct phases; the preactional stage, the actional stage, and the postactional stage (Dörnyei, p. 84). Firstly, the preactional stage is characterized by generated motivation that is related to the tasks and goals that individuals will pursue. Secondly, the actional stage, also called executive motivation, is related to the fact that "the generated motivation needs to be actively *maintained* and *protected* while the particular action lasts" (p. 84). Thirdly, the postactional stage, also termed as *motivational retrospection*, takes into account the retrospective evaluation made by learners to complete the action. In this context Dörnyei stated that "the way students process their past experiences in this retrospective phase will determine the kind of activities they will be motivated to pursue in the future".

L2 motivation theories stated different sources of motivational needs, which emphasized the importance of the "selves" in motivating students and contributed to successful second language learning.

2.2.4. L2 Motivational Self System

According to Pit Corder (1967) famously put it some 40 years ago, 'given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data' (P.164) (as cited in Dörnyei, 2009, p.1). Since then, a large number of researches examine the difficult nature of language learning motivation in general and its contribution to the process of SLA in particular. In fact, over the last decades there has been a paradigmatic shift in the concept of L2 learning and theorizing the motivation to learn another language as a second or foreign language. In the context of contemporary notions of self and identity, L2 motivation theory has been re-theorized in order to meet the new challenges of the developed world.

The process of re-theorizing L2 Motivation in relation to self and identity reflects a real paradigmatic shift in thinking. The work of Dörnyei considered as an important contributor to foreign language learner self understanding. By bringing the concepts of self-discrepancy and possible selves into language learning, Dörnyei gave more opportunities to researchers recognize student self. The L2 motivational self-system contains three main components: ideal L2 self, ought-to L2 self, and the learning experience.

In fact, the last three decades have seen a considerable amount of research in the field of second/foreign language learning. The theorists attempted to bring more understanding about the nature and role of motivation in the L2 learning process. Yet, these researches have been inspired by the work of two Canadian psychologists, Gardener and Lambert (1972) who grounded motivation research in a social psychological framework and bringing it to maturity. Within the field of L2 motivation, the major attention was given to the concept of 'integrative' motivation which is defined by Lambert and Gardner as 'reflecting a sincere and personal interest in the people and culture represented by the other group' (as cited in Dörnyei, 2009, p.2). In other words, the L2 learner attempts to imitate the verbal behavior of

members of another group aiming to be integrated and accepted as a member of the target language community. According to Gardner and Lambert, 'the integrative concept derived from a parallel they drew with processes of social identification underpinning first language acquisition' (as cited in Dörnyei, 2009, p.2). The main problem with Gardner's theory of motivation is the emphasis on general motivational components grounded in the social milieu rather than in the foreign language classroom (Dörnyei, 2004, p.273).

Dörnyei (2009) argued that "the debate about the integrative concept has intensified and taken on a new turn, prompted by the burgeoning discussions within applied linguistics and at large about the global spread of English" (p.2).

Dörnyei (2005) "borrowed two concepts from Higgins (Higgins, 1987; also, Higgins, Klein, & Strauman, 1985) – the ideal self and the ought self – which he adapted to L2 learning, adding a third element" (as cited in Taylor, 2010, p. 54). The motivational self system contains three main components: the ideal self, the ought-to L2 self system, and the L2 learning experience. The first one defined as "the L2-specific facet of one's 'ideal self'", the second referred to us "the attributes that one believes one ought to possess in order to meet expectations and avoid possible negative outcomes", the latter defined as "situated, 'executive' motives related to the immediate learning environment and experience" (as cited in Taylor, 2010, p. 54).

2.2.5. Taylor's Quadrepolar Model of Identity

2.2.5.1. Identity Components

2.2.5.1.1. Actual Selves

2.2.5.1.1.1. *Private Self*

The study of self development has received the major concern of researchers in the field of self perception. A large number of self-theories gave their attention to the private self of

individuals. The Greek word *IDIOS* is given to refer to private self which means "one's own" (Moore, 1984, p.82) (as cited in Roy, 1986, p. 2) .According to Taylor (2013) private self is "a person's intimate representation of his/her present attributes, which may or may not transpire socially" (p.5).In other words, the unobservable self of individuals that can be hided or appeared to public.

The common private self definition given by social psychologists refers to "the mental events in one person that are inherently unobserved by another person"(Roy,1986,p.2).In this case, "the individual is considered as having a chance of whether or not to reveal these private events to others to make them public" (Roy,1986, p.2).In fact, "there are significant differences between what we believe we are and what we show other people about ourselves"(Anderson, 1998, p.82). Taylor (2013) asserted that "Private self is an alternative designation for self-concept-one's knowledge and beliefs about oneself crystallized through social interaction and past experience" (p.82).

2.2.5.1.1.2. Public Selves

The Greek word *Demios* is used to refer to public self, which means "having to do with people" (Moore, 1984, p. 82) (as cited in Roy, 1986, p. 2). According to Taylor (2013) "The public self is the self that is manifested in the presence of others, that is formed when other people attributes traits and qualities to the individual, and that is communicated to other people in the process of self- presentation"(p.5). In fact, human need to belong and be accepted as a member of a particular society, as a result, they have to display some of the self images as a response to social conditioning. Moreover, the individuals' public selves vary from one context to another, where they try to meet the social expectations coming from different relational contexts. Taylor (2010) claimed that "in periods of identity conflicts such as adolescence, people may consciously adopt certain public selves in order to gain acceptance to particular groups […]" (p. 87).

2.2.5.1.2. Possible Selves

2.2.5.1.2.1. Ideal Self

The concept of ideal self was introduced by Higgins (1987) to refer to "the representation of the attributes that someone would ideally like to possess (i.e., representation of hopes, aspirations, or wishes)" (Dörnyei, 2005, p.100). Higgins (1998) emphasized that ideal self has more focus, since it is concerned with hopes, aspirations, advancements, growth, and accomplishments. According to Dörnyei (2005), the concept of ideal self is far from complete even though it is helpful in theorizing academic motivation. Many researchers share the same idea with him as Nasby (1997), who claimed for the ignorance of the actual structures that describe accurately the concept of ideal self and how one's ideal self is related to the aspirations that others hold about the particular individual (as cited in Dörnyei, 2005, p. 100). This lack of sufficient description inspired psychologists for making more research in the field. Higgins (1996) suggested that, "to begin with, ideal self representations typically involve the standpoint of others and the person's own distinct standpoint develops only gradually" (Dörnyei, 2005).

In the field of English education, wide efforts are being made to improve the level of English competence which has become the ultimate goal. It may be useful to focus on the concept of ideal self to find an answer to the challenge that learners face in EFL contexts. In this framework, 'learning' implies becoming someone different from the present self, moving toward the ideal self (Dörnyei, 2009). According to him, "the ideal L2 self is a powerful motivator to learn L2 because of the desire to reduce discrepancy between our actual ideal self" (p.29). In the sense that, if the person that we would like to become speaks a certain L2 we will be more motivated to learn it. In fact, the L2 ideal self is a powerful motivator the learner has to achieve his/her goal and be the ideal self he desires to be. Taylor (2013) referred to the concept of ideal self by saying that, it is "a personal representation of what

somebody would like to be in the future irrespective of other people's desires and expectations" (p. 5).

2.2.5.1.2.2. Imposed Selves

According to Taylor (2013) imposed selves refer to "representations of other people's hopes, desires and expectations of what an individual should achieve, the number of such representations depending on the number of social relational contexts in which the individual functions"(p.5). As the name indicates, imposed selves may restrict the individual to function in a particular way in order to meet the others expectations. The term imposed self seems to have the same meaning of Dornyei's ought-to l2 self who stated that, "the attributes that one believes one ought to possess (i.e., a representation of someone's sense of your duty, obligations, or responsibilities) and which therefore may bear little resemblance to desires or wishes" (Dörnyei, 2009, p. 100).

The following Quadrepolar modal is a table represents the self dimensions (possible/ actual and internal/ external) and the four components of self system.

Table 2: A Quadripolar Model of Identity (Taylor, 2013)

Self dimension	Internal	External
possible	ideal	imposed
actual	private	public

2.2.5.2. Self System Types

The individual's self change from an actual towards a possible identity, giving the ideal and imposed selves the opportunity to be considered as motivational power. Taylor (2013) claimed that "the ideal self may be a behavior activator through the desire to resolve self-discrepancy" (p.54). She added, "Whereas imposed selves will motivate people to act either in

the direction of somebody else's wishes for them or away from these wishes". According to these relationships, a person's identity can be understood in terms of four main self system types.

2.2.5.2.1. The submissive self system

According to Taylor (2013) "in conditions of private/public congruence and ideal/imposed self conflict, some people may relinquish their ideal self and adopt a certain imposed self as their future guide" (p.53). In the sense that, individual may be imposed by a particular self which is stronger than his or her ideal self, which results in the individual leaving his/her self as an attempt to pursue the imposed self.

2.2.5.2.2. The duplicitous self system

The duplicitous self system deals with the relationship between individual's ideal and imposed selves as well as his/her private and public selves. Taylor (2013) asserted that "the duplicitous self system results in two parallel types of behavior" (p.54).The first one occurs in the internal dimension, where the individuals work hard to decrease the discrepancy between their private and ideal self. While, the second deals with the external dimension, in which the person tries to reduce the discrepancy between the public and imposed self.

2.2.5.2.3. The rebellious self system

In this case, the individual have an ideal self which is considered stronger than the imposed selves whereas the private self is congruent with the public self. As a result, the individual refuses the external impositions to his/her ideal self and pursuing his own identity goals.

2.2.5.2.4. The harmonious self system

The individual's identity here characterized by an ideal self which is totally similar to the imposed selves. That is, what somebody would like to become is similar to what others would like him/her to become. In this case, the individual develops a desired identity which is socially encouraged.

2.2.6. Imagined Identity and the L2 Self

The concept of identity is closely related to SLA, especially after the emergence of post-structuralist approaches. But, Block (2007) has argued that "a concept potentially so fundamental to personal wellbeing and successful learning merits examination from a psychological point of view too" (as cited in Dornyei, 2009, p.229). L2 self system model has the potential to meet this need by proposing the theory of ideal and ought to self. In here, individuals who see themselves as L2 users will be strongly motivated to learn for reaching their goal of becoming L2 users. In this case, they attempt to reduce the discrepancy between their future and current selves. Others may have the same goal of becoming L2 user however, feel it as an obligation (have an ought- to L2 self), so their level of motivation will be less as a result of focusing more on preventing failure rather than striving towards achievement. The constructs of 'ideal' and 'ought-to L2' selves reflect the notion of identity proposed by poststructuralist theories.

At the same time it is important to shed light on the social dimension that is implied by the term 'identity'. In fact, the formation of self guides takes place in social areas where individuals move and practice their daily life activities. Boldero and Francis (1999) argue that ideal and ought- to selves system have actual impact on behavior which are guided by many factors such as "the relevance of a particular context to the ideals being aspired to" (as cited in Dörnyei, 2009). Concerning the learners' identity construction, several writers have recently

pointed out that many learners of English as a foreign language need to create an image about the global community of English users. In this case, the actual contact with these users might be limited. Dörnyei (2005) sees a connection between Lave and Wenger's notion of imagination, as an important way of belonging to a community, and his own notion of "ideal L2 self" (p. 230), in order to build a strong vision as a user of the new language.

2.2.7. Identity and Self in English Language Learning and Teaching

Language teachers are often called upon to adjust or restructure their pedagogical and professional practices in response to changes in curricula, materials, and in response to the new understandings of language learning and teaching (as cited in Dörnyei, 2009, p.333). Riley (2006) sees that much writings has been about teachers' aims, beliefs, and skills, however "little attention has been paid to the person who is the locus of such notions" (p. 295). A focus on teacher identity and teacher self is needed for better understanding of "who language teachers are" and "what language teaching is" (Cross, 2006). For many years, exploring the relationship between identity and language development has been largely limited to second language acquisition research. Identity in general is considered as a multiple, dynamic and conflictual concept. It is closely related to socio-cultural contexts where individual constructs and negotiates his/her existence largely through discourse and interaction. Research into teacher identity in the wider field of education has tended to concentrate on the development of personal beliefs and the effects of these beliefs on the way an individual understands him/herself (McCarthey, 2001). In fact, The formation of teacher identity is theorized as a learning process which changes through time and space.

Turning now to the notion of the self, researchers gave more emphasis to the interior functions of individuals. Dörnyei (2005) introduces the notion of 'possible selves' as an important construct for understanding motivation. He adds more details on "what individuals might become, what they would like to become, and what they are afraid of becoming" (p.29).

The popularity of Dörnyei's L2 Motivational Self System shows that there is much interest in the individual's perspective in foreign language learning. These explanations make it clear for individuals to know what they like, what they may turn out to be, as well as what they would like to be. The latter characterizes as 'a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves' (Dörnyei, 2009, p. 29). The notions of possible selves are a useful concept to examine how experienced language teachers see themselves in the professional setting. Dörnyei (2009) points out "While there have been few theoretical models or empirical studies of teacher motivation in applied linguistics, the notion of possible selves is a useful lens to bring to examining how experienced language teachers envision and re-envision themselves in the new domain of e-language"(p. 336).

Conclusion

As it has already been mentioned above in this section, motivation, language identity and the L2 self are intertwined. The concept of motivation introduced as an effective construct for better understanding the process of SL learning. Also, identity has received a main concern in this section through giving more details about its link with the L2 self system with reference to the concept of actual and possible selves.

Chapter Three: Field Work

Introduction

3.1. The Aim of the Questionnaire

3.2. Description of the Questionnaire

3.3. The Sample

3.4. The Results

3.5. Analysis and Discussion of the Results

Chapter Three: Students' Questionnaire

Introduction

The major concern of this chapter is the analysis of the results obtained through a written questionnaire distributed to secondary school students specializing in literature and foreign languages starting from the second year of their secondary school education at Terkhouche Ahmed School. We have chosen these levels because in this period learners begin to compare themselves to their significant others, which results in the construction of a new identity that can be different or similar to the self displayed to one's family, teachers, or classmates. First, it begins with the explanation of the questionnaire and how it was administered, and then it describes the questionnaire. After that, it talks about the participants who answered the questionnaire. Finally, it deals with the obtained results and the analyses of each single question using tables and diagrams, and then it moves to a final discussion of the results in order to get the general conclusion.

1. The Aim of the Questionnaire

This questionnaire is designed to understand students' perceptions better in order to help offer them a more rewarding time at school. It also aimed to further explore the role of identity in foreign language learning and teaching. It aims first at investigating the learners' perceptions of their private, public, ideal, and imposed selves in relation to learning English as a foreign language. Secondly, it seeks to gain insights concerning the students' identity perceptions related to their declared achievement in English. Thirdly, it looks for the differences between the participant learners' identity perceptions in three relational contexts (teachers, peers, family).

An existing English questionnaire from Florentina Taylor (2013) was adopted and translated into Arabic. Some questions were omitted since they are not relevant to our context such as the question "write the first letter of your favourite singer/group?" and the question

"please choose the school type you go to?" The questionnaire was distributed to Secondary School students at Terkhouche Ahmed School at the beginning of May. It is designed and administered to a sample of sixty students of first, second, and third year. The questionnaire was delivered by hand to the students where the researchers were present to provide more explanations. The participants were informed when receiving the questionnaire that there is no right or wrong answer, all that matters is their personal opinions. Concerning time, students were not restricted to while answering the questions.

2. Description of the Questionnaire

The questionnaire consists of four sections; each section revolves around one topic with some related questions. Throughout the questionnaire the phrase 'relational context' will be used to refer to a given social situation where the individual interacts with other persons on a particular social capacity responding to particular social expectations (English teacher, classmates, and family). The first section covers the students' background information. The second one tests the students' identity types in three relational contexts. The third section deals with the students' perceptions of their self-system components (private self, public selves, ideal self, and imposed selves) and their perceived appreciation in class. The fourth one is concerned with an open ended item about students' perceptions in learning other subjects and their comments on the questionnaire.

The paragraphs in the questionnaire (A, B, C, and D) refer to different identity types. The first paragraph corresponds to the duplicitous type, the second one is related to the rebellious students, the third one corresponds to the submissive type, and the last one refers to harmonious category.

This questionnaire consists of one open-ended question and one open question. In the first type, students are asked to pick up the suitable answers from the given choices, whereas the second type gives the participants the opportunity to provide their answers freely.

3. The Sample

We sought answers to these questions by targeting a sample of sixty learners of Terkhouche Ahmed secondary school chosen randomly from first, second, and third year letters and philosophy or FL. A cross-sectional methodology was followed as assimilation to a longitudinal study in order to show the students' identity achievement during the three years of secondary school study. The opportunity to answer the questions was given to both genders.

4. The Results

This part provides the analysis of data obtained through the students' questionnaire. The questions are analyzed using tables and diagrams. Results which are the answers of the research question will confirm or reject the hypothesis mentioned in the background of the study.

First Year Students

Section One: Students' background information (Q1 to Q10)

Ten questions are included in this section. They are about participants' gender, age, the number of sisters and brothers they have, years of English language study, usual and deserved marks.

Q 1: Are you a boy or a girl?

Table 03

Students' Gender

Gender	Number	%
Male	03	15
Female	17	85
Total	**20**	**100**

The table above shows that the majority of the participants are females 85%, while males represent only 15%.

Q 2: How old are you

Table 04

Students' Age

Age	Number	%
16	15	**75**
17	03	15
18	02	10
Total	**20**	**100**

The results from the above table show that the age of the majority of the participants is 16 that corresponds 75%.

Q 3 and 4: How many sisters and brothers do you have?

Table 05

Students' Sisters and Brothers

Option	Female	%	Male	%
0	03	15	02	10
1	0**6**	**30**	0**8**	**40**
2	04	20	05	25
3	04	20	01	05
4	02	10	03	15
5	01	05	01	05
Total	**20**	**100**	**20**	**100**

It seems from the results obtained in the table above that 30% of the students who participate in this questionnaire have only one sister and 5% of students have five sisters. On the other hand, 40% of them have only one brother and 5% of students have either three or five brothers.

Q 05: For how many years have you studied English at school?

Table 06

Students' Years of English Study

Years	Number of students	%
5	18	90
6	02	10
Total	**20**	**100**

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It seems from the results obtained in the table above that the majority of the participants 90% have studied English for five years, while the rest 10% have studied it for six years.

Q 06: For how many years have you studied English with a private tutor?

Table 07

Students' Years of English Studying With a Private Tutor

Years	Number of students	%
0	11	55
1	07	35
4	01	05
5	01	05
Total	**20**	**100**

The results in the table above reveal that 55% of the students do not pursue their study with a private tutor. Subsequently, 35% of them have studied with a private tutor for one year. on the other hand, 5% of the participants carry out their study with a private tutor for four years and 5% for five years.

Q 07: How many English classes a week do you have at school?

All the students have four English classes per week.

Q 08: How many private classes of English do you have every week?

Table 08

Private Classes that Students Have Per Week

Years	Number of students	%
0	18	90
1	01	05
3	01	05
Total	**20**	**100**

From the table above we can notice that almost all of the students 90% do not have any private class in English. While 5% have a private class for one year similarly 5% to those who have it for three years.

Q 09: What is your usual mark for English at school?

Table 09

Students' Usual Marks of English

Mark	Number of students	%
09	01	05
10	05	25
11	02	10
12	02	10
13	01	05
14	06	30
16	01	05
17	01	05
18	01	05
Total	**20**	**100**

The table above indicates that 30% of the participants' usual marks that they get in English is fourteen. While 25% get ten, other students' marks are between nine 5%, eleven and twelve 10%, sixteen, seventeen, and eighteen 5%.

Q 10: What mark do you think you actually deserve for English?

Table 10

Marks that Students Think they Deserve in English

Mark	Number of students	%
10	06	30
12	02	10
13	01	05
14	01	05
15	02	10
16	01	05
17	02	10
18	03	15
19	01	05
20	01	05
Total	**20**	**100**

The students here are required to give in numbers the mark that they think they deserve. While 30% of the participants think that they deserve ten, 15% of them suggest eighteen. The

marks of the rest of students are between twelve, fifteen, and seventeen 10%, and thirteen; fourteen; nineteen; and twenty 5%.

Section Two: Students' identity types in the three relational contexts (Q11)

Q 11: A, B, C, or D? Please refer specifically to your learning of English…?

Table 11

Students' Identity Types in Three Relational Contexts

Option	A	B	C	D	Total
My English teacher	10	02	03	05	20
%	**50**	**10**	**15**	**25**	**100**
My classmates	04	03	07	06	20
%	**20**	**15**	**35**	**30**	**100**
My family	05	03	00	12	20
%	**25**	**15**	**00**	**60**	**100**
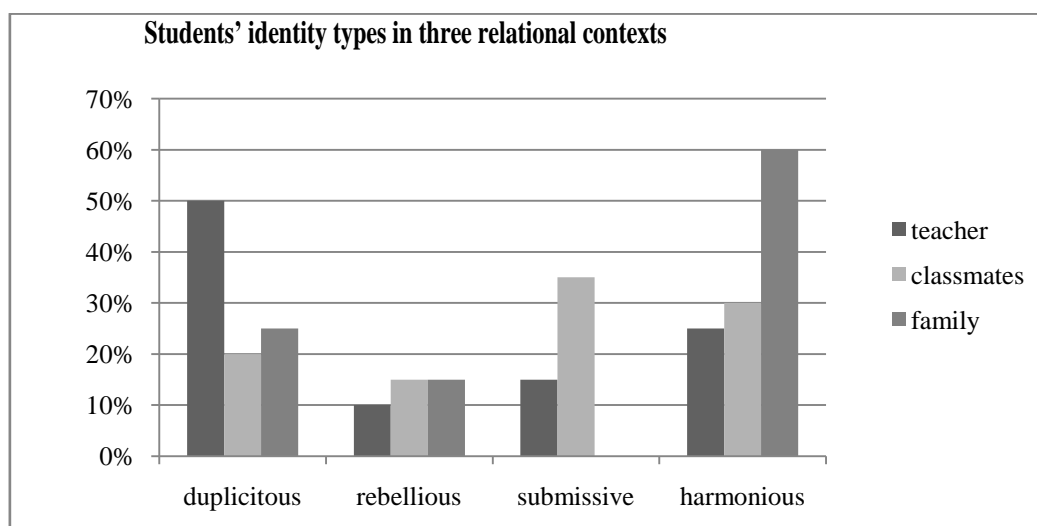
The results of the above question show that 60% of the students chose to pursue their dreams, because it is similar to what their families would like them to do in their lives. Subsequently, half 50% of them chose to pursue their own dreams without letting their English teachers know. At the same time, they will give them the impression that they do what they ask them to, even though they are actually seeing about their own business. While,

35% of the participants chose to give up their intentions to what their classmates think is better for them, because what the students' classmates want them to do in life is more important than what they would like.

Section three: Students' Perceptions of their self-system components, their perceived appreciation, and achievement in English class (Q12 to Q15)

Q 12: How true for you personally?

Table 12

Students' Perceptions of their Self-System Components and Perceived Appreciation in Class*

Option	very untrue	untrue untrue	relatively true	relatively	true	very true
1. I find it very easy to learn English	00 (0%)	01 (05%)	04 (20%)	05 (25%)	06 (30%)	04 (20%)
2. My English teacher appreciates me as an individual person	08 (40%)	01 (05%)	02 (10%)	04 (20%)	04 (20%)	01 (05%)
3. I am better at English than most of my classmates	02 (10%)	03 (15%)	06 (30%)	05 (25%)	04 (20%)	00 (00%)
4. English will be a very important part of my future	01 (05%)	01 (05%)	04 (20%)	02 (10%)	08 (40%)	04 (20%)
5. English is the hardest class of all	11 (55%)	05 (25%)	02 (10%)	01 (05%)	00 (00%)	01 (05%)
6. My teacher discourages me from expressing my thought openly in my English class	05 (25%)	04 (20%)	05 (25%)	02 (10%)	03 (15%)	01 (05%)
7. I feel great when I'm working on my English	02 (10%)	00 (00%)	00 (00%)	06 (30%)	05 (25%)	07 (35%)
8. I am among the best students in my English class	01 (05%)	06 (30%)	01(05%)	06 (30%)	03 (15%)	03 (15%)
9. I can pick up English stuff faster than my classmates can	00 (00%)	01(05%)	01(05%)	07 (35%)	05 (25%)	06 (30%)
10. I really love learning English	00 (00%)	01(05%)	01 (05%)	04 (20%)	06 (30%)	08 (40%)
11. My personal problems Matter a lot to my English teacher	12 (60%)	4 (20%)	02 (10%)	01 (05%)	00 (00%)	01(05%)

12. I intend to get a degree in English	03 (15%)	06 (30%)	04 (20%)	02 (10%)	03 (15%)	02 (10%)
13. I am really good at English	00 (00%)	03 (15%)	04 (20%)	08 (40%)	04 (20%)	01 (05%)

* The numbers between brackets represent the percentage

Students' perception of their self-system components and perceived appreciation in class

The above results show different answers provided by students depending on the different choices that are given. Concerning the eleventh question, for example, the majority of the students said that it is very untrue that their personal problems matter a lot to their English teacher. Subsequently, 55% of the participants reported that English is not the hardest subject. While 40% of the participants, feel that their English teacher does not appreciate them as individuals.

Q 13: put (x) in the appropriate answer
Table 13

Students' Perceptions of their Self-System Components and Perceived Appreciation in Class[*]

Option	very untrue	untrue	relatively untrue	relatively true	true	very true
1. My English teacher is My friend	16 (80%)	00 (00%)	02 (10%)	00 (00%)	00 (00%)	02(10%)
2. I have been more successful with English than with other subjects	04 (20%)	02 (10%)	03 (15%)	04 (20%)	04 (20%)	03 (15%)
3. I would love to be an English expert in the future.	03 (15%)	04 (20%)	04 (20%)	03 (15%)	04 (20%)	02 (10%)
4. I have generally been successful in learning English so far.	00 (00%)	03 (15%)	03 (15%)	07 (35%)	03 (15%)	04 (20%)
5. My future job will have an English language component.	03 (15%)	01(05%)	04 (20%)	04 (20%)	04 (20%)	04 (20%)
6. Learning English is an important part of my life	01(05%)	00 (00%)	01 (05%)	06 (30%)	07 (35%)	05 (25%)
7. I can be myself in my English class	01 (05%)	05 (25%)	04 (25%)	04 (20%)	04 (20%)	02 (05%)
8. Learning English is easier for me than learning other subjects.	00 (00%)	04 (20%)	08 (40%)	03 (15%)	05 (25%)	00 (00%)
9. I have a lot of fun when I work on my English	00 (00%)	01 (05%)	01 (05%)	07 (35%)	06 (30%)	05 (25%)
10. I have more problems with my English than some of my classmates	04 (20%)	07 (35%)	01 (05%)	04 (20%)	02 (10%)	02 (10%)
11. I can't wait to learn more things about English.	01 (05%)	00 (00%)	00 (00%)	02 (10%)	07 (35%)	10 (50%)
12. The person I would like to be communicates in English very well.	02 (10%)	00 (00%)	03 (15%)	02 (10%)	04 (20%)	09 (45%)
13. Compared to other subjects, English poses very few problems for me.	07 (35%)	07 (35%)	02 (10%)	01 (05%)	01 (05%)	02 (10%)

*The number between brackets represents the percentage

Students' perception of their self-system components and perceived appreciation in class
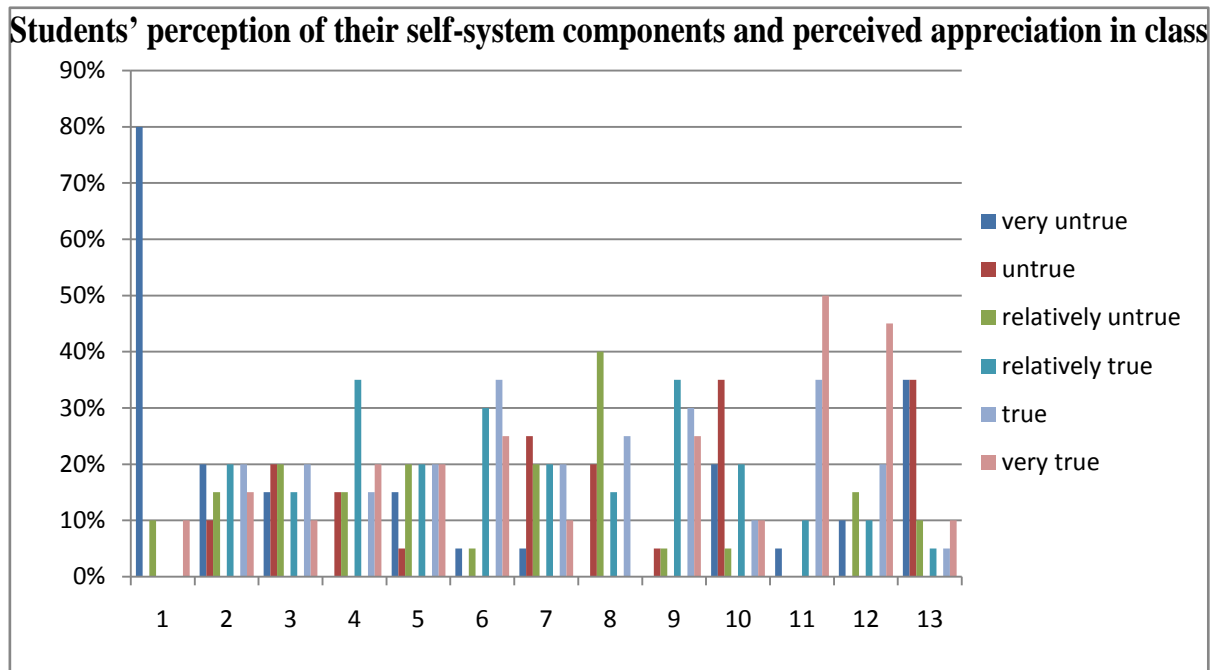
As it is shown in above, students' answers are varying from one choice to the other. What is noticed here is that, for the option one the majority of the participants said that it is very untrue that their English teacher is their friend 80%. Many choices have got 00%, because the participants prefer to not take them. For example the choice 'untrue' is the one that got the lower percentage.
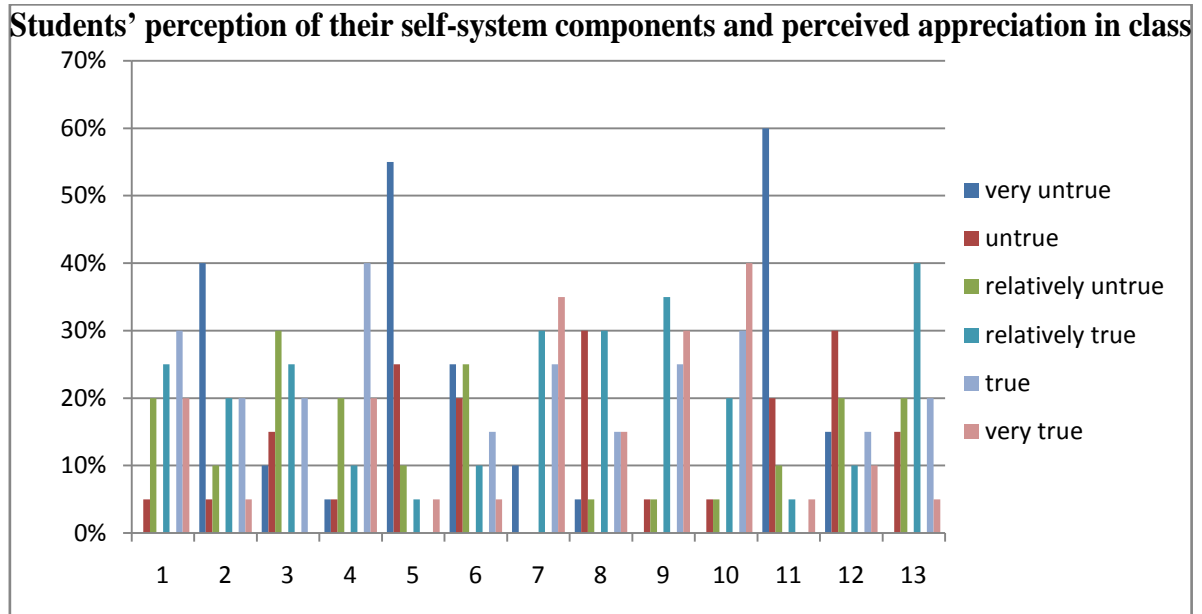
Q 14: Put (x) in the appropriate answer

Table 14

Students' Perceptions of their Self-System Components and Perceived Appreciation in Class[*]

Option	very untrue	untrue	relatively untrue	relatively true	true	very true
1. My English teacher is interested in my hobbies and passions.	14 (70%)	01 (05%)	03 (15%)	01 (05%)	01 (05%)	00 (00%)
2. I can easily find mistakes in my classmates' English.	00 (00%)	03 (15%)	05 (15%)	07 (35%)	04 (20%)	015%)
3. I am really happy with my performance in English.	00 (00%)	02 (10%)	02 (10%)	08 (40%)	06 (30%)	02 (10%)
4. English is one of my favourite subjects.	01 (05%)	04 (20%)	01 (05%)	01 (05%)	06 (30%)	07 (35%)
5. My English teacher helps me develop as a person.	05 (25%)	06 (30%)	03 (15%)	02 (10%)	02 (10%)	02 (10%)
6. I feel I am really talented at English.	00 (00%)	02 (10%)	02 (10%)	10 (50%)	05 (25%)	01 (05%)
7. I have more problems with my English than with other subjects.	05 (25%)	05 (25%)	07 (35%)	00 (00%)	01 (05%)	02 (10%)
8. The other students in class struggle with English more than I do	01 (05%)	04 (20%)	02 (10%)	08 (40%)	04 (20%)	01 (05%)
9. My personal qualities are very appreciated in my English class.	02 (10%)	03 (15%)	03 (15%)	08 (40%)	03 (15%)	01 (05%)
10. My English learning experience has been satisfactory to date.	00 (00%)	01 (05%)	01 (05%)	07 (35%)	10 (50%)	01 (05%)
11. My English teacher prefers me to hide my feelings in class.	05 (25%)	02 (10%)	00 (00%)	01 (05%)	06 (30%)	06 (30%)
12. I am better at English than at any other subject.	02 (10%)	04 (20%)	03 (15%)	04 (20%)	05 (25%)	02 (10%)

*The number between brackets represents the percentage

Students' perception of their self-system components and perceived appreciation in class
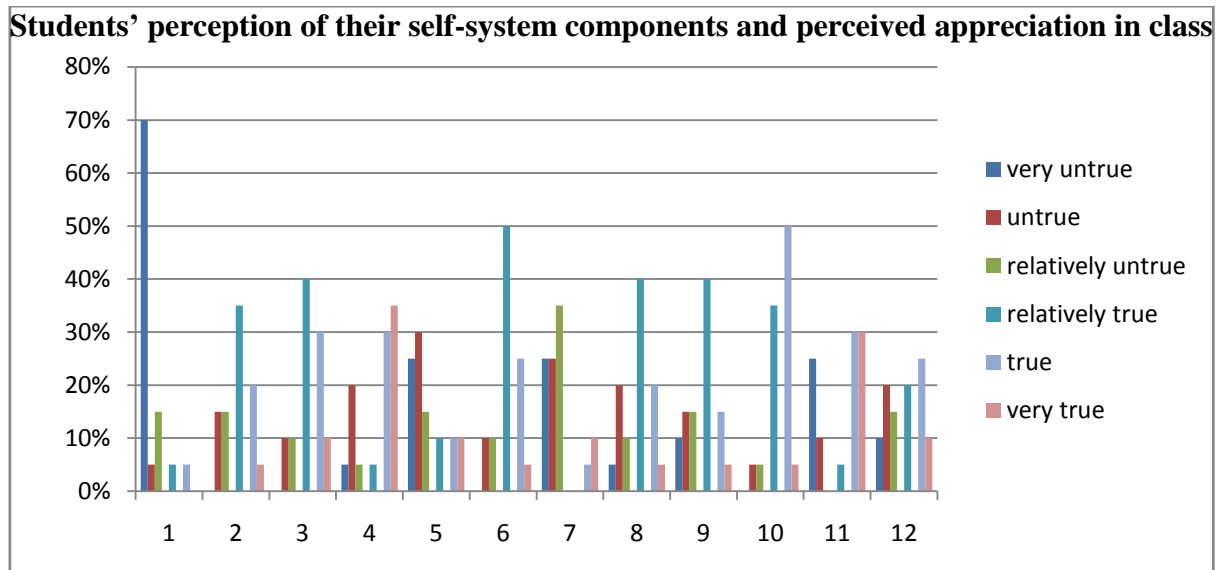
The results from the above table indicate that students' answers are different depending on the choices provided. The choice 'my English teacher is interested in my hobbies and passions' has got 70%. Additionally, 50% of the students opted to the choice that it is relatively true that they feel they are really talented at English, while many options do not get a percentage 00%, like the choice 'I am really happy with my performance in English', no one said that it is very untrue.

Q15: for the following statements, please think about your English teacher, your classmates and your family. How much would they all like you to do these things? Please put (x) in the appropriate answer (s).

These people would like me to…

Table 15

Public/Imposed Correlations in Three Relational Contexts[*]

Option	my English teacher	my classmates	my family
1…work hard to improve my English	10 (50%)	03 (15%)	17 (85%)
2…consider English very important for me	14 (70%)	06 (30%)	08 (40%)
3…really love English	09 (45%)	03 (15%)	14 (70%)
4…be really talented at English	10 (50%)	05 (25%)	15 (75%)
5…always do my English homework	16 (80%)	03 (15%)	12 (60%)
6…always do what the English teacher asks me.	15 (75%)	00 (00%)	15 (75%)
7…get a degree in English	08 (40%)	00 (00%)	17 (85%)
8…have a future job with an English language component.	09 (45%)	00 (00%)	16 (80%)
9…be a teacher of English, or something similar	09 (45%)	02 (10%)	13 (65%)
10…see English as a very important part of my future.	10 (50%)	05 (25%)	11(55%)
11…To communicate in English very well in the future	09 (45%)	08 (40%)	12 (60%)

*The number between brackets represents the percentage

Public/imposed correlations in three relational contexts
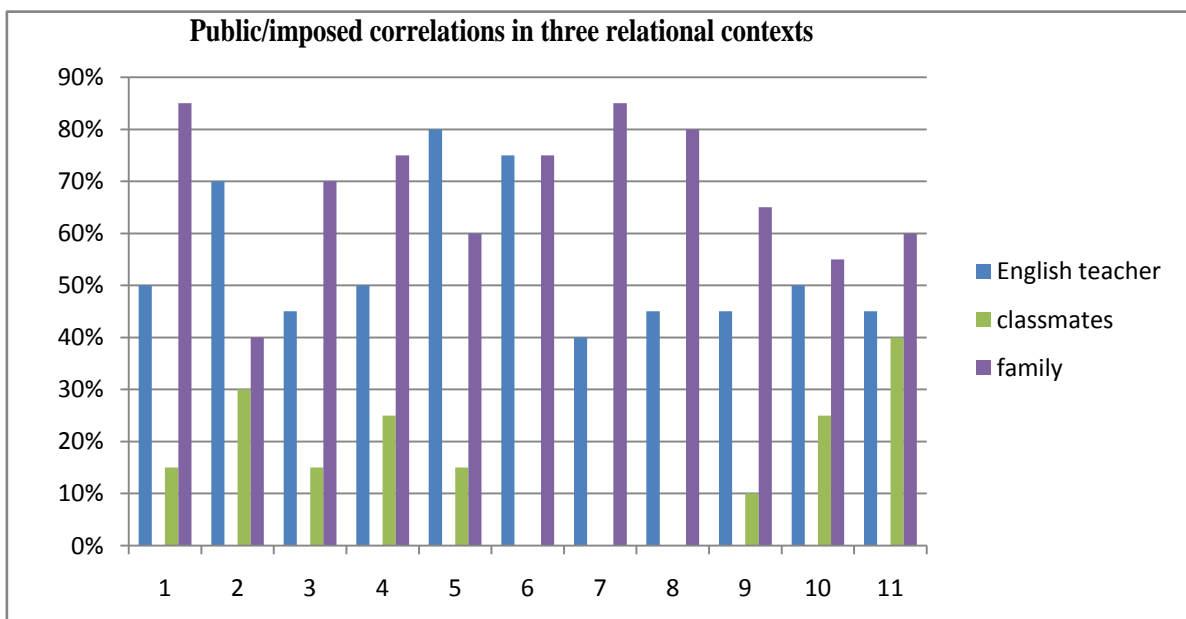
In the table above, the participants provide varied responses for the options that are given. These results show that students first think that their families would like them to work hard in order to improve their English 85%. Subsequently, 80% of the students see that their English teacher would like them to do their English homework. Concerning the classmates, many students think that their students do not influence much more their choices.

How important is it that you show the following to your English teacher, your classmates and your family?

It's very important for me to show to these people...

Table 16

Public/Private Correlation in Three Relational Contexts

Option	my teacher of English	%	my classmates	%	my family	%
1…that I work hard to improve my English	14	**70**	08	**40**	16	**80**
2…that English is very important for me	15	**75**	05	**25**	10	**50**
3…that I really love English	14	**70**	06	**30**	08	**40**
4…that I am really talented at English	13	**65**	05	**25**	08	**40**
5…that I always do my English homework	17	**85**	01	**05**	09	**45**
6…that I always do what the English teacher asks me.	12	**60**	03	**15**	10	**50**

Public/private correlations in three relational contexts

[Bar chart with y-axis from 0% to 90%, x-axis categories 1-6, legend: English teacher (blue), classmates (green), family (purple)]
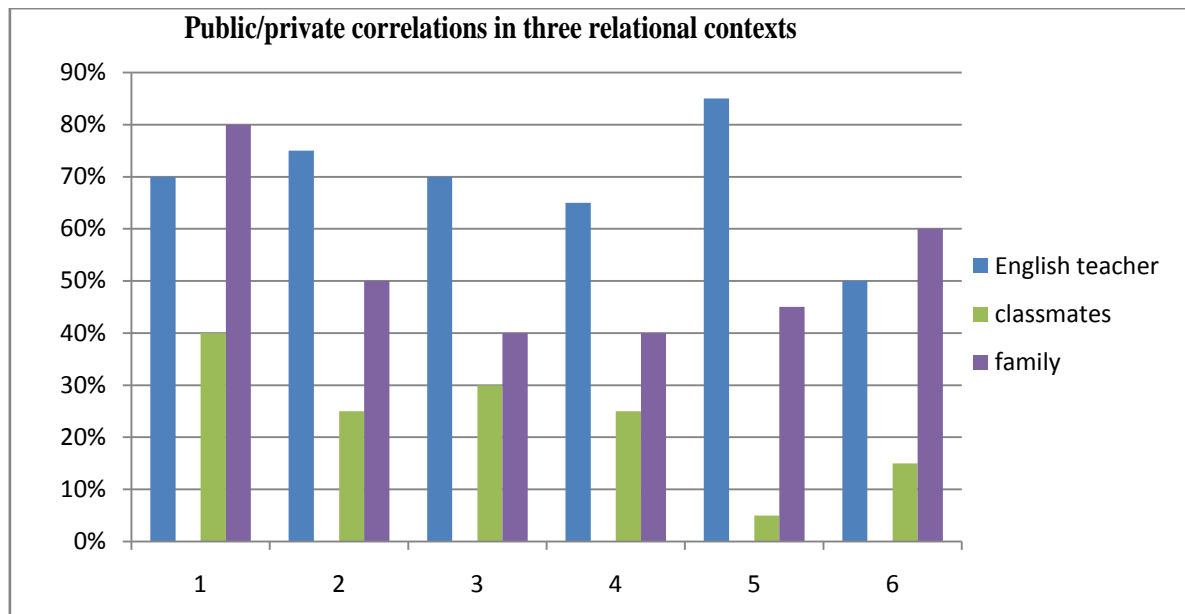
The answers tabulated above reveal that the majority of students 85% have chosen to show their English teacher that they always do their English homework. 40% of the participants selected their classmates to show them that they work hard to improve their English. Additionally, 80% prefer to show their families that they work hard to improve their English.
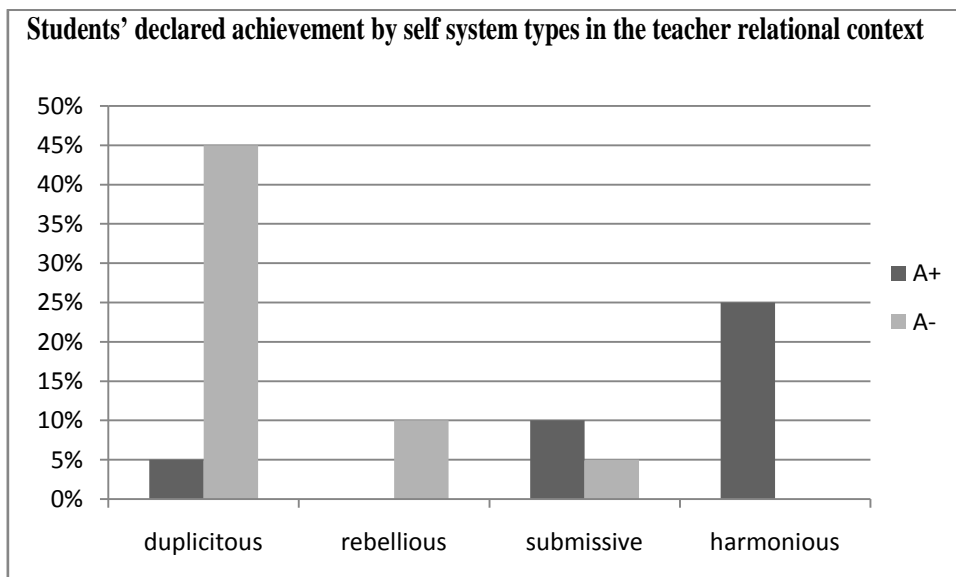
Students' declared achievement by self system types in the teacher relational context

[Bar chart with y-axis from 0% to 50%, x-axis categories: duplicitous, rebellious, submissive, harmonious, legend: A+ (dark gray), A- (light gray)]

A^{+}: there is achievement in learning English

A^{-}: there is no achievement in learning English

The results in the above diagram indicate that, the majority of students who chose the duplicitous self system with their English teacher declare low level of achievement; i.e. they

are not successful in English language learning. However, the harmonious self system is associated with a considerable achievement.

Section Four: an Open Ended Item about Students' Perceptions in Learning other Subjects (Q16 to Q17)

Q 16: If you were to complete this questionnaire referring to another foreign language that you are studying, would all these answers be different? In what way? WHY do you think this is so?

Table 17

Students' Suggestions about Learning other Languages

Language	The number	%
French	08	40
English	03	15
Spanish	04	20
Arabic	05	25
	20	**100**

As illustrated in the table above, response of 40% of the participants were of the opinion that the French language will be their choice because they like it, so they will answer differently. Subsequently, 15% of the students chose English, because they like it since it is the language of the world. 20% of the students prefer Spanish without giving any explanation. 25% of the students chose Arabic, because they love it so much and it is their mother tongue.

Q 17: If you have any comments on this survey, or anything you would like to add, please write it here:

Almost all first year students gave no comments.

Second Year Students

Section One: Students' background information (Q1 to Q10)

Ten questions are included in this section. They are about participants' gender, age, the number of sisters and brothers they have, years of English language study, usual and deserved marks.

Q 01: Are you a boy or a girl?

Table 18

Students' Gender

Gender	Number	%
Male	07	35
Female	13	65
Total	**20**	**100**

As it is shown in the above table, the majority of the participants are females (65%).

Q 02: How old are you

Table 19

Students' Age

Age	Number	%
16	06	**30**
17	04	20
18	05	25
19	05	25
Total	**20**	**100**

The results from the above table show that (30%) of the participants are sixteen years old. Subsequently, (20%) of them are either eighteen or nineteen years old, while the rest of them (20%) are seventeen years old.

Q 3 and 4: How many sisters and brothers do you have?

Table 20

Students' Sisters and Brothers

Option	Female	%	Male	%
0	02	10	06	30
1	02	10	03	15
2	01	05	09	45
3	10	50	00	00
4	01	05	01	05
5	02	10	01	05
6	02	10	00	00
Total	**20**	**100**	**20**	**100**

It seems from the results obtained in this table that 50% of the students have three sisters and no one of them have three brothers 00%. Additionally, 45% of the participants have two brothers and only one student 05% has two sisters. Concerning students who have six sisters, there are only two participants 10% and no one of them has six brothers.

Q 05: For how many years have you studied English at school?

Table 21

Students' Years of English Language Study

Years	Number of students	%
6	10	50
7	06	30
8	02	10
9	02	10
Total	**20**	**100**

.

The table above presents that half of the second year participants in this questionnaire (50%) have studied English for six years.

Q 06: For how many years have you studied English with a private tutor?

Table 22
Students' Years of English Study with a Private Tutor

Years	Number of students	%
0	14	70
1	02	10
2	02	10
3	01	05
4	01	05
Total	**20**	**100**

The results in the table show that 70% of the students have not studied English with a

private tutor. Subsequently, 10% of them have studied English for one or two years, while

05% have studied English either for three or four years.

Q 07: How many English classes a week do you have at school?

All the students have Six English classes per week.

Q 08: How many private classes of English do you have every week?

Table 23

Students' English Private Classes that they have Per Week

Years	Number of students	%
0	07	35
1	04	20
2	06	30
3	03	15
Total	**20**	**100**

This table indicates that 35% of the participants do not have any private class for English,

while 30% of them two private classes per week. Additionally, 20% have only one class and

15% have three classes.

Q 09: What is your usual mark for English at school?

Table 24
Students' Usual Marks of English

Mark	Number of students	%
06	01	05
08	01	05
10	03	15
11	01	05
12	02	10
13	02	10
14	02	10
15	04	20
16	04	20
Total	**20**	**100**

Based on the results from the table above, the students' usual marks that they get in English are between six and sixteen. As it is shown, 20% of the students have got sixteen and 20% have got fifteen. Subsequently, 15% of the students' usual mark is ten, others' marks are either fourteen 10%, thirteen 10%, or twelve 10%. Yet, only one student get six and one get eight.

Q 10: What mark do you think you actually deserve for English?

Table 25

Students' Deserved Mark for English

Mark	Number of students	%
10	01	05
12	02	10
13	01	05
14	03	15
16	05	25
17	04	20
18	04	20
Total	**20**	**100**

In the table above, we can notice that the students' deserved marks are between ten and eighteen. Some students (25%) think that they deserve sixteen, (20%) of them think that their

deserved mark is eighteen, and 20% is seventeen. Subsequently, 15% of the participants think that they merit fourteen.

Section Two: Students' identity types in three relational contexts (Q11)

Q 11: A, B, C, or D? Please refer specifically to your learning of English…?

Table 26

Students' Identity Types in Three Relational Contexts

Option	A	B	C	D	Total
My English teacher	05	04	02	09	20
%	**25**	**20**	**10**	**45**	**100**
My classmates	03	11	04	02	20
%	**15**	**55**	**20**	**10**	**100**
My family	06	01	04	09	20
%	**30**	**05**	**20**	**45**	**100**
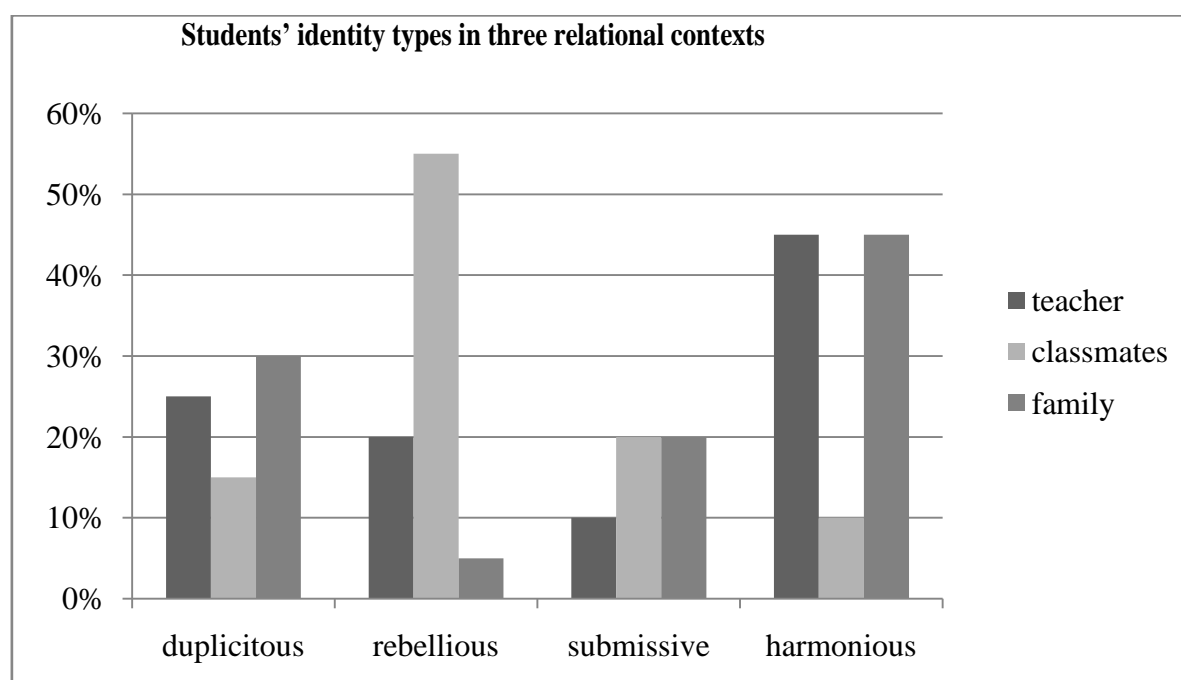
On the light of the question four, results indicate that 45% of participants prefer to carry on their own dream, because they are similar to what their English teacher would like them to do in life. Similarly, 45% of the participants chose also to continue their own dreams for the future that are similar to what their families would like them to do. Concerning the

classmates, 55% of the students prefer to pursue their own dreams that are different from those of their classmates, even if they have to rebel against them. Students decide to not hide anything, because what their classmates want them to do is less important than what they want.

Section Three: Students' Perceptions of their self-system components, their perceived appreciation, and achievement in English class (Q12 to Q15)

Q 12: How true for you personally?

Table 27

Students' Perception of their Self System Components and Perceived Appreciation in Class[*]

Option	very untrue	untrue	relatively untrue	relatively true	true	very true
1. I find it very easy to learn English	01 (05%)	00 (00%)	03 (15%)	02 (10%)	10 (50%)	04 (20%)
2. My English teacher appreciates me as an individual person	01 (05%)	02 (05%)	02 (05%)	07 (35%)	05 (25%)	03 (15%)
3. I am better at English than most of my classmates	00 (00%)	04 (20%)	05 (20%)	05 (20%)	06 (30%)	00 (00%)
4. English will be a very important part of my future	03 (15%)	01 (05%)	01 (05%)	00 (00%)	09 (45%)	06 (30%)
5. English is the hardest class of all	11 (55%)	04 (20%)	05 (25%)	00 (00%)	00 (00%)	00 (00%)
6. My teacher discourages me from expressing my thoughts openly in my English class	10 (50%)	04 (20%)	02 (20%)	01 (05%)	03 (15%)	00 (00%)
7. I feel great when I'm working on my English	01 (05%)	00 (00%)	03 (15%)	05 (15%)	04 (20%)	07 (35%)
8. I am among the best students in my English class	01 (05%)	02 (10%)	07 (35%)	06 (30%)	04 (20%)	00 (00%)
9. I can pick up English stuff faster than my classmates can	01 (05%)	02 (10%)	04 (20%)	02 (10%)	07 (35%)	04 (20%)
10. I really love learning	01 (05%)	00 (00%)	01 (05%)	00 (00%)	09 (45%)	09 (45%)

English						
11. My personal problems matter a lot to my English teacher	03 (15%)	04 (20%)	05 (25%)	03 (15%)	02 (10%)	03 (15%)
12. I intend to get a degree in English	01 (05%)	05 (25%)	04 (20%)	02 (10%)	03 (15%)	05 (25%)
13. I am really good at English	00 (00%)	02 (10%)	05 (25%)	05 (25%)	05 (25%)	03 (15%)

*The number between brackets represents the percentage

Students' perception of their self-system components and perceived appreciation in class

It seems from the results obtained that the choices provided have divided the participants into different categories. As it is distributed in the table 50% of participants see that it is true that they find it very easy to learn English. Another group of participants 45% reflect that it is true that English will be a very important part in their future. Similarly, almost all the students feel that they really love English, 45% said that it is true and 45% of them say that is very true.
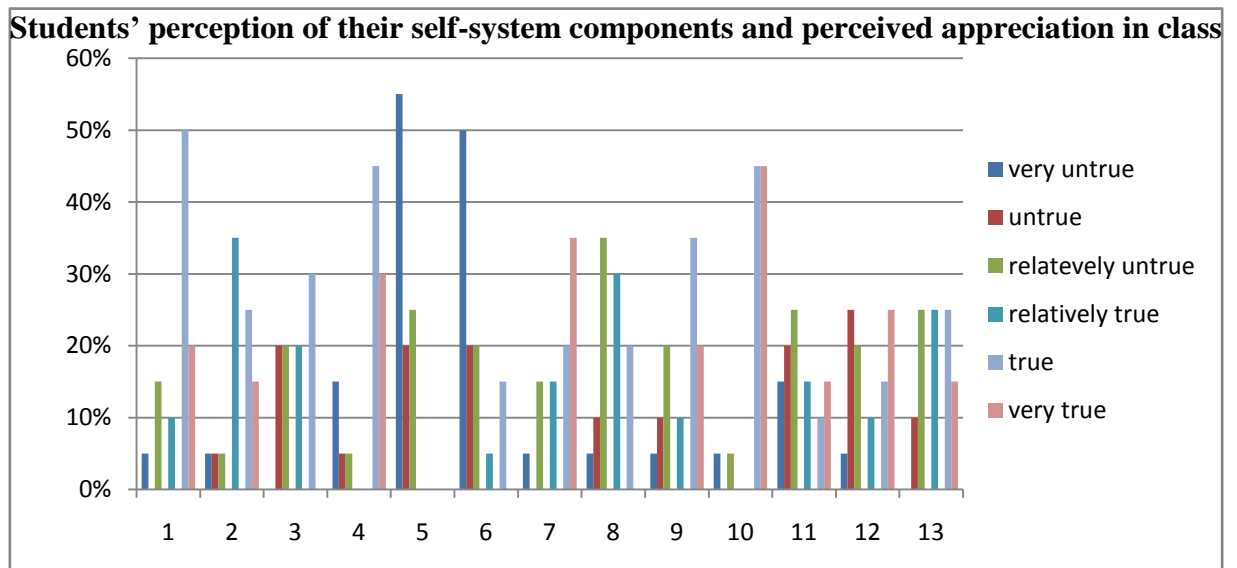
Q 13: put (x) in the appropriate answer

Table 28

Students' Perception of their Self System Components and Perceived Appreciation in Class[*]

Option	very untrue	untrue untrue	relatively true	relatively	true	very true
1. My English teacher is my friend	05 (25%)	05 (25%)	02 (10%)	02 (10%)	06 (30%)	00 (00%)
2. I have been more successful with English than with other subjects	01 (05%)	05 (25%)	01 (05%)	05 (25%)	05 (25%)	03 (15%)
3.I would love to be an English expert in the future.	02 (10%)	01 (05%)	04 (20%)	04 (20%)	06 (30%)	03 (15%)
4. I have generally been successful in learning English so far.	00 (00%)	03 (15%)	01 (05%)	05 (25%)	06 (30%)	05 (25%)
5. My future job will have an English language component.	02 (10%)	01 (05%)	02 (10%)	04 (20%)	06 (30%)	05 (25%)
6. Learning English is an important part of my life	00 (00%)	02 (10%)	02 (10%)	06 (30%)	03 (15%)	08 (40%)
7. I can be myself in my English class	01 (05%)	02 (10%)	02 (10%)	04 (20%)	07 (35%)	03 (15%)
8. Learning English is easier for me than learning other subjects.	01 (05%)	03 (15%)	01 (05%)	04 (20%)	06 (30%)	05 (25%)
9. I have a lot of fun when I work on my English	01 (05%)	01 (05%)	01 (05%)	03 (15%)	08 (40%)	06 (30%)
10. I have more problems with my English than some of my classmates	02 (10%)	07 (35%)	02 (10%)	03 (15%)	04 (20%)	02 (10%)
11. I can't wait to learn more things about English.	00 (00%)	03 (15%)	02 (10%)	04 (20%)	06 (30%)	05 (25%)
12. The person I would like to be communicates in English very well.	01 (05%)	02 (10%)	01 (05%)	01 (05%)	10 (50%)	05 (25%)
13. Compared to other subjects, English poses very few problems for me.	05 (25%)	06 (30%)	04 (20%)	01 (05%)	03 (15%)	01 (05%)

*The number between brackets represents the percentage

Students' perception of their self-system components and perceived appreciation in class

The above table illustrates that the participants in this questionnaire do not share the same views. Many students 40% see that it is true that learning English is an important part of their lives. Similarly, 40% of them say that they have a lot of fun when they work on their English. Yet, the first option 'my teacher of English is my friend' did not get the degree 'very true' 00%, while 25% of the participants say that it is 'very untrue'. Concerning the percentage of the other choices many of them are somehow close to each other.
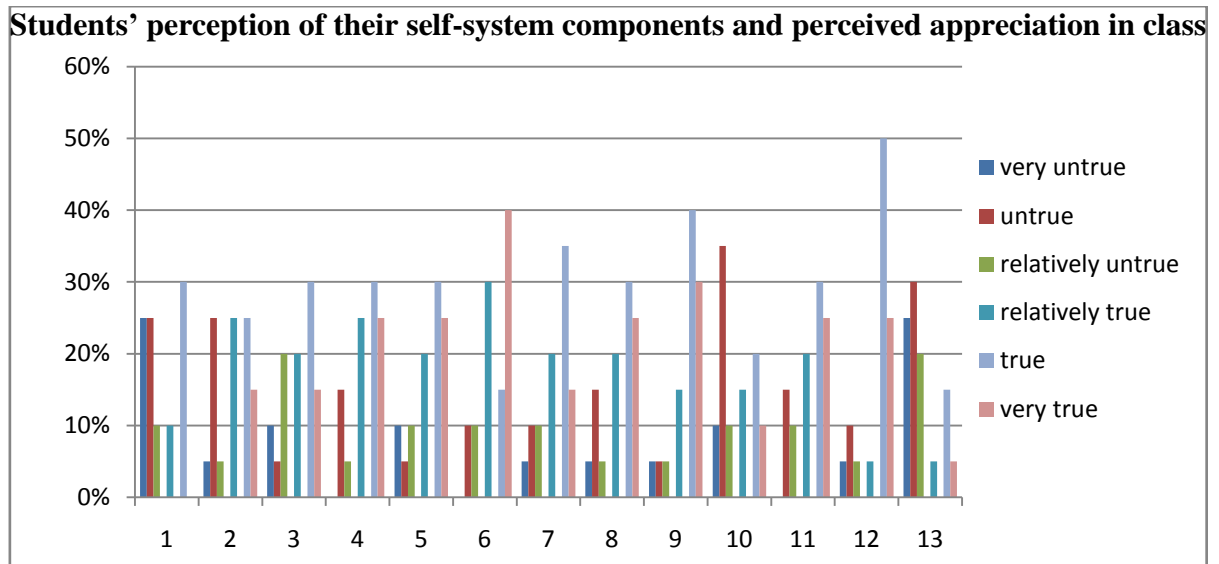
Q 14: Put (x) in the appropriate answer

Table 29

Students' perception of their self system components and perceived appreciation in class[*]

Option	very untrue	untrue	relatively untrue	relatively true	true	very true
1. My English teacher is interested in my hobbies and passions.	04 (20%)	03 (15%)	03 (15%)	03 (15%)	04 (20%)	00 (00%)
2. I can easily find mistakes in my classmates' English.	00 (00%)	03 (15%)	05 (25%)	03 (15%)	06 (30%)	03 (15%)
3. I am really happy with my performance in English.	01 (05%)	01 (05%)	02 (10%)	05 (25%)	08 (40%)	03 (15%)
4. English is one of my Favorite subjects.	01 (05%)	00 (00%)	01 (05%)	02 (10%)	07 (35%)	09 (45%)
5. My English teacher helps me develop as a person.	04 (20%)	02 (10%)	00 (00%)	08 (40%)	03 (15%)	03 (15%)
6. I feel I am really talented at English.	01 (05%)	04 (20%)	06 (30%)	01 (05%)	07 (35%)	01 (05%)
7. I have more problems with my English than with other subjects.	03 (15%)	04 (20%)	03 (15%)	06 (30%)	03 (15%)	01 (05%)
8.The other students in class struggle with English more than I do.	01 (05%)	04 (20%)	01 (05%)	05 (25%)	06 (30%)	04 (20%)
9. My personal qualities are very appreciated in my English class.	01 (05%)	03 (15%)	04 (20%)	05 (25%)	06 (30%)	01 (05%)
10. My English learning experience has been satisfactory to date.	03 (15%)	03 (15%)	01 (05%)	06 (30%)	05 (25%)	02 (10%)
11. My English teacher prefers Me to hide my feelings in class.	05 (25%)	03 (15%)	02 (10%)	02 (10%)	06 (30%)	02 (10%)
12. I am better at English than at any other subject.	01 (05%)	03 (15%)	02 (10%)	06 (30%)	04 (20%)	04 (20%)

*The number between brackets represents the percentage

Students' perception of their self-system components and perceived appreciation in class
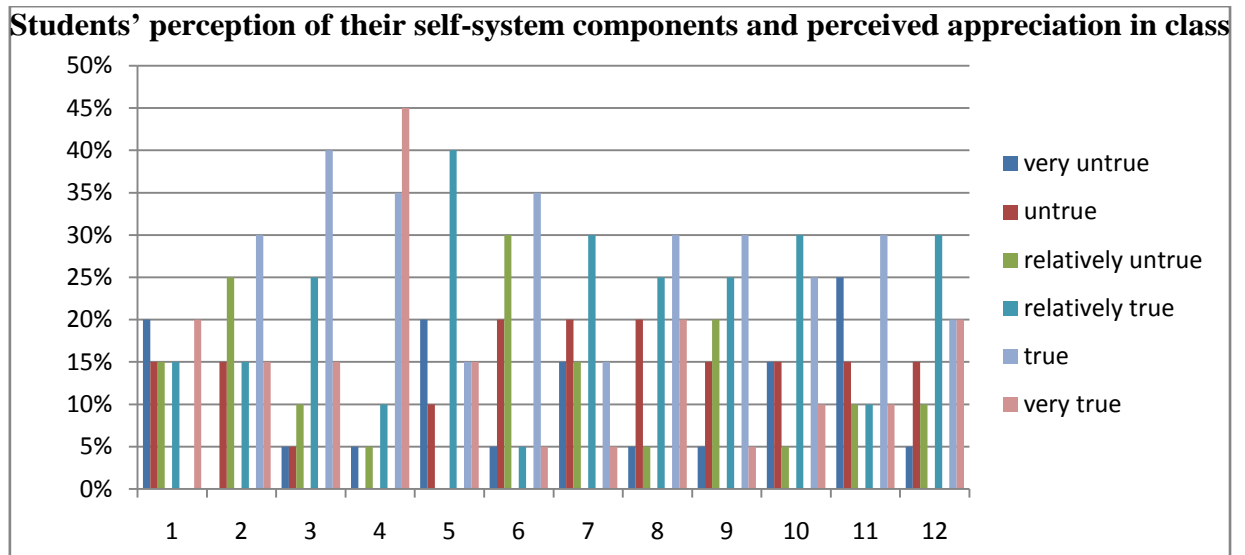
As it is clearly stated in the table above, the option 'English is one of my favorite subjects' with the degree 'very true' received the highest percentage of students' responses 45%. Subsequently, 40% of them say that it is true that they feel really happy with their performance with English. Similarly, 40% of them think that it is relatively true that their English teacher helps them to develop as persons. Yet, only one student (05% has taken the choice very untrue for the majority of the options.

Q 15: for the following statements, please think about your English teacher, your classmates and your family. How much would they all like you to do these things? Please put (x) in the appropriate answer (s).

These people would like me to…

Table 30

Public/Imposed Correlation in Three Relational Contexts[*]

Option	my English teacher	my classmates	my family
1…work hard to improve my English	09 (45%)	00 (00%)	16 (80%)
2…consider English very important for me	08 (40%)	05 (25%)	10 (50%)
3…really love English	12 (60%)	02 (10%)	12 (60%)
4…be really talented at English	10 (50%)	03 (15%)	11 (55%)
5…always do my English homework	12 (60%)	05 (25%)	13 (65%)
6…always do what the English teacher asks me.	13 (65%)	01 (05%)	08 (40%)
7…get a degree in English	06 (30%)	00 (00%)	16 (80%)
8…have a future job with an English language component.	09 (45%)	01 (05%)	15 (75%)
9…be a teacher of English, or something similar	08 (40%)	04 (20%)	14 (70%)
10…see English as a very important part of my future.	07 (35%)	04 (20%)	13 (65%)
11…To communicate in English very well in the future	09 (45%)	06 (30%)	11 (55%)

*The number between brackets represents the percentage
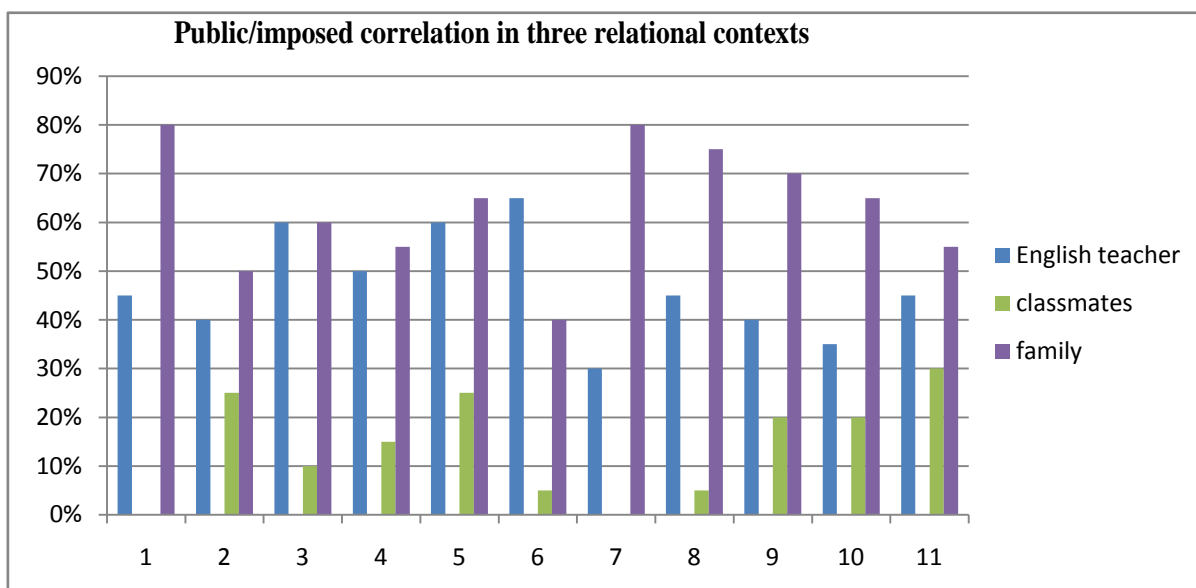
The results in the table above indicate that the participants' families have got the highest percentages. As it is shown 80% of students, think that their families would like them to work hard in order to improve their English. Similarly, 80% of them want to get a degree in English because it is their families' choice. Concerning the teacher, 65% of the participants' English teacher would like them to always do what he asks them. Yet, only few students care about their classmates' views.

How important is it that you show the following to your English teacher, your classmates and your family?

It's very important for me to show to these people...

Table 31

Public/Private Correlation in Three Relational Contexts

Option	my teacher of English	%	My classmates	%	My family	%
1…that I work hard to improve my English	13	65	07	35	12	60
2…that English is very important for me	12	60	03	15	13	65
3…that I really love English	09	45	03	15	14	70

4…that I am really talented at English	08	40	03	15	14	70
5…that I always do my English homework	09	45	07	35	10	50
6…that I always do what the English teacher asks me.	11	55	06	30	07	35

*The number between brackets represents the percentage
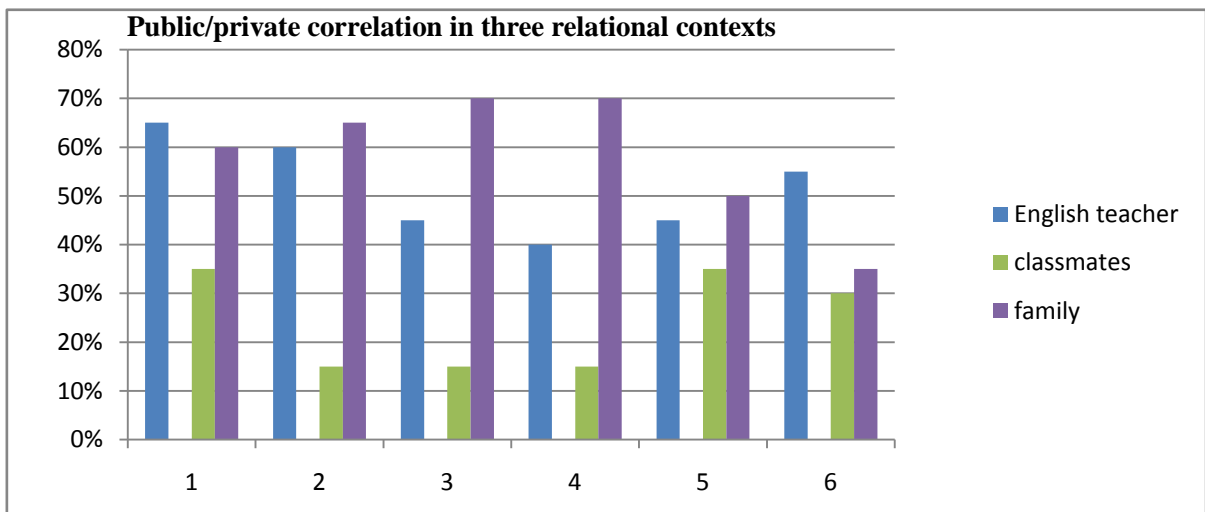
As it is clearly illustrated in the table, the option 'my family' has got the highest percentages. The majority of the students 70% see that it is very important for them to show to their families that they really love English. Also, 70% of them want to show to their families that they are really talented at English. Additionally, 65% of the participants feel that it is very important to show their English teacher that they work hard to improve their English. However, few students think about their classmates.
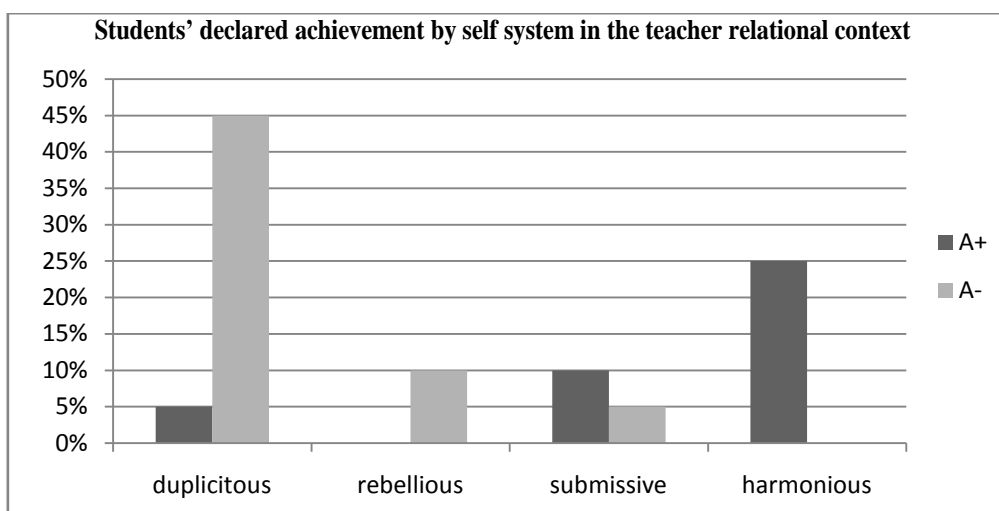
Students' declared achievement by self system in the teacher relational context

A^+: there is achievement in learning English

A^-: there is no achievement in learning English

The results above show that students who felt into the harmonious category with their English teacher declare high level of achievement than the other categories.

Section Four: an Open Ended Item about Students' Perceptions in Learning other Subjects (Q16 to Q17)

Q 16: If you were to complete this questionnaire referring to another foreign language that you are studying, would all these answers be different? In what way? WHY do you think this is so?

Table 32

Students' Suggestions about Learning other Languages

Language	The number	%
French	07	35
English	11	55
Spanish	02	10
	20	**100**

The table above indicates that 55% of the students refer to English as the only foreign language that they like to study, because they like it and it is the first language in the world. Thus it will occupy an important part of their future. Other students 35% show that their answers will be different if the questions will be concerned with French language by giving

the explanation that it is easy for pronunciation and their teachers of this language are highly competent. Concerning the rest of the students, 10% see that their answers will be different when talking about Spanish without giving any explanation.

Q 17: If you have any comments on this survey, or anything you would like to add,

 please write it here:

The majority of second year participants said that it is useful for them as foreign language learners without giving any explanation.

Third Year Students

Section one: Students' background information (Q1 to Q10)

Q 01: Are you a boy or a girl?

Table 33

Students' Gender

Gender	Number	%
Male	01	05
Female	19	95
Total	**20**	**100**

The results obtained in the table above show that almost all the third year students participated in this questionnaire are females 95%.

Q 02: How old are you

Table 34

Students' Age

Age	Number	%
17	01	05
18	08	40
19	05	25
20	03	15
22	01	05
23	02	10
Total	**20**	**100**

The table above shows that the age of 40% of the students is eighteen years old. Subsequently, 25% of them are nineteen years old and 15% are twenty years old. The rest of the students are either twenty two years that corresponds 05% or twenty three years old 10%.

Q 3 and 4: How many sisters and brothers do you have?

Table 35

Students' Sisters and Brothers

Option	Female	%	Male	%
0	03	15	05	25
1	04	20	05	25
2	05	25	05	25
3	02	10	05	25
4	01	05	00	00
5	01	05	00	00
6	02	10	00	00
7	02	10	00	00
Total	**20**	**100**	**20**	**100**

From the table above, we can notice that 25% of the participants have two sisters, 20% have only one sister, 15% do not have a sister, 10% have either three; six, or seven, and 5% have four or five. Concerning the students' brothers, 25% have no brother and the rest have either one 25%, two 25%, or three 25%.

Q 05: For how many years have you studied English at school?

Table 36

Third Year Students' Years of English Study

Years	Number of students	%
7	14	70
8	05	25
9	01	05
Total	**20**	**100**

.

The table shows that the majority of the students (70%) have studied English for seven years.

Q 06: For how many years have you studied English with a private tutor?

Table 37

Students' Years of English Studying with a Private Tutor

Years	Number of students	%
0	12	60
1	05	25
2	02	10
4	01	05
Total	**20**	**100**

The above table shows that the majority of the students 60% have not studied English with a private tutor.

Q 07: How many English classes a week do you have at school?

All the students have Six English classes a week.

Q 08: How many private classes of English do you have every week?

Table 38

Students English Private Classes per week.

Years	Number of students	%
0	12	60
1	05	25
2	01	05
3	00	00
4	01	05
5	01	05
Total	**20**	**100**

The results in the above table indicate that the majority of the participants in this questionnaire 60% do not have any private class of English.

Q 09: What is your usual mark for English at school?

Table 39

Students' Usual Marks for English

Mark	Number of students	%
12	01	05
13	01	05
14	03	15
15	04	20
16	06	30
17	05	25
Total	**20**	**100**

The above table shows that 30% of the participants' usual mark of English is sixteen. Subsequently, 25% of the students have got seventeen. 20% of the students have got fifteen. Yet, only one student has got twelve and one has got thirteen.

Q 10: What mark do you think you actually deserve for English?

Table 40

The Students' Deserved Marks of English

Mark	Number of students	%
12	01	05
13	01	05
14	02	20
15	05	25
16	05	25
17	06	30
Total	**20**	**100**

The results in the table above indicate that one student thinks that he deserves twelve and one student sees that he deserves thirteen. Whereas the rest of students claim that they merit out of thirteen, particularly the mark seventeen that received the highest percentage (30%).

Section Two: Students' identity types in three relational contexts (Q11)

Q 11: A, B, C, or D? Please refer specifically to your learning of English…?

Table 41

Students' Identity Types in Three Relational Contexts

Option	A	B	C	D	Total
My English teacher	02	02	04	12	20
%	**10**	**10**	**20**	**60**	**100**
My classmates	08	08	02	02	20
%	**40**	**40**	**10**	**10**	**100**
My family	09	01	06	04	20
%	**45**	**05**	**30**	**20**	**100**
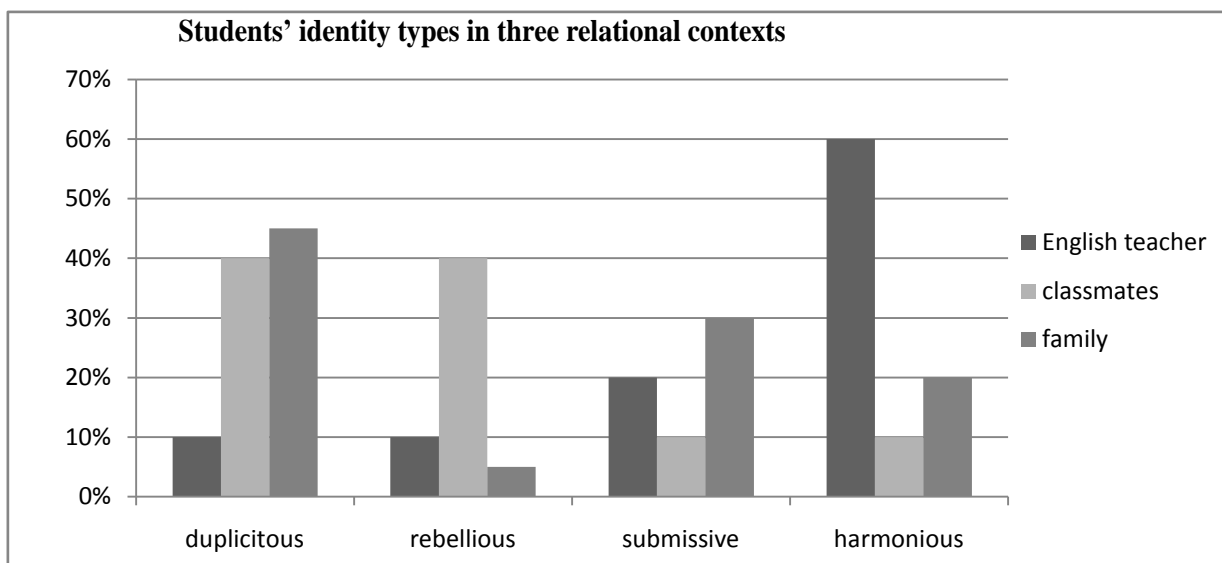
Results of the question four indicate that 60% of the students chose to pursue their own dreams, because it is very similar to what their English teacher would like them to do in their lives. While, 45% of the participants selected to pursue their own dreams without letting their families and classmates 40% know, at the same time they will give them the impression that they do what they ask them to, even though they are actually seeing about their own business. Similarly, 40% of the participants chose to pursue their own dreams even if they are different from those of their classmates. They have to rebel against their classmates, if they force them

into doing something, because what they want them to do is less important than what students want.

Section Three: Students' Perceptions of their self-system components, their perceived appreciation, and achievement in English class (Q12 to Q15)

Q 12: How true for you personally?

Table 42

Students' Perceptions of Their Self System Components and Perceived Appreciation in Class[*]

Option	very untrue	untrue	relatively untrue	relatively true	true	very true
1. I find it very easy to learn English	00 (00%)	01(05%)	03 (15%)	07 (35%)	05 (25%)	04 (20%)
2. My English teacher appreciates me as an individual person	04 (20%)	04 (20%)	00 (00%)	02 (10%)	07 (35%)	03 (15%)
3. I am better at English than most of my classmates	00 (00%)	05 (25%)	09 (45%)	05 (25%)	01 (05%)	00 (00%)
4. English will be a very important part of my future	01 (05%)	01 (05%)	02 (10%)	03 (15%)	05 (25%)	08 (40%)
5. English is the hardest class of all	08 (40%)	06 (30%)	03 (15%)	02 (10%)	00 (00%)	01 (05%)
6. My teacher discourages me me from expressing my thoughts openly in my English class	08 (40%)	05 (25%)	05 (25%)	00 (00%)	02 (10%)	00 (00%)
7. I feel great when I'm working on my English	00 (00%)	03 (15%)	00 (00%)	01 (05%)	05 (25%)	11 (55%)
8. I am among the best students in my English class	02 (10%)	03 (15%)	02 (10%)	06 (30%)	06 (30%)	01 (05%)
9. I can pick up English stuff faster than my classmates can	00 (00%)	00 (00%)	02 (10%)	07 (35%)	09 (45%)	02 (10%)
10. I really love learning English	01 (05%)	01 (05%)	00 (00%)	02 (10%)	07 (35%)	09 (45%)
11. My personal problems matter a lot to my	02 (10%)	03 (15%)	02 (10%)	04 (20%)	05 (25%)	04 (20%)

English teacher						
12. I intend to get a degree in	02 (10%)	01(05%)	07 (35%)	00 (00%)	01 (05%)	09 (45%)
English						
13. I am really good at English	02 (10%)	04 (20%)	04 (20%)	05 (25%)	04 (20%)	01 (05%)

*The number between brackets represents the percentage

Students' perception of their self-system components and perceived appreciation in class
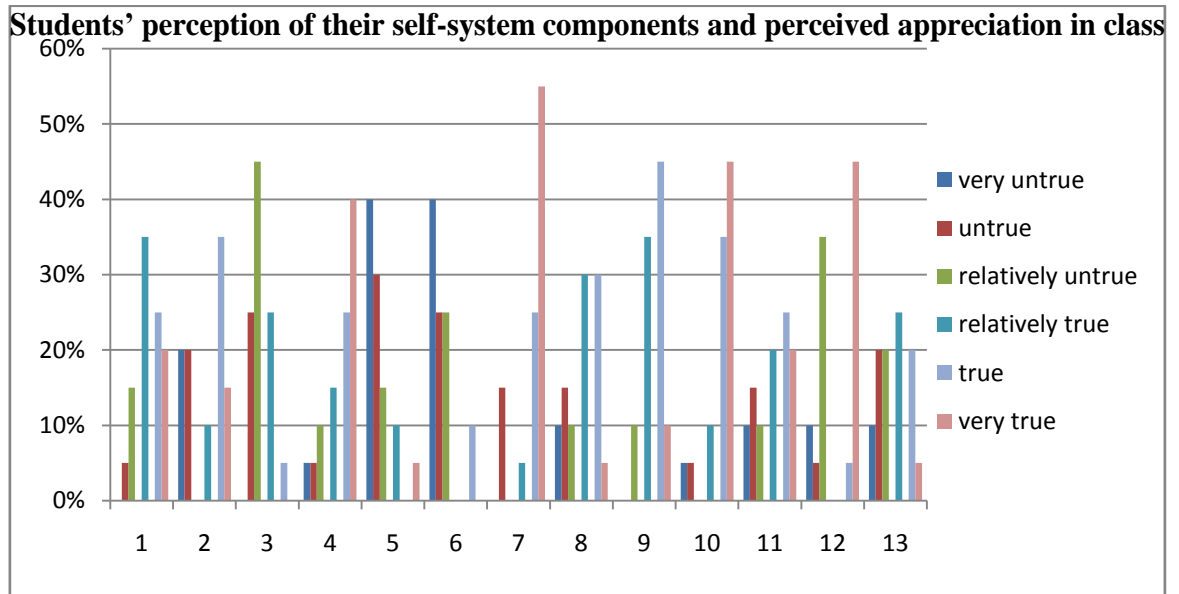
The results obtained indicate that the answer 'very true' represents the higher percentage 55% for the option 'I feel great when I am working on my English'. 45% of students participants, who reflect that they really love learning English and the same percentage of them have an intention to get a degree in English. While many options have received no answer such as the choice one 00% 'I find it very easy to learn English' that corresponds 'very untrue'.

Q 13: put (x) in the appropriate answer

Table 43

Students' Perception of Their Self System Components and Perceived Appreciation in Class[*]

| Option	very untrue	untrue	relatively untrue	relatively true	true	very true
1. My English teacher is My friend	07 (35%)	02 (10%)	05 (25%)	06 (30%)	00 (00%)	00 (00%)
2. I have been more successful with English than with other subjects	01(05%)	05 (25%)	01 (05%)	04 (20%)	04 (20%)	05 (25%)
3. I would love to be an English expert in the future.	02 (10%)	02 (10%)	02 (10%)	04 (20%)	02 (10%)	08 (40%)
4. I have generally been successful in learning English so far.	00 (00%)	01 (05%)	01(05%)	07(35%)	04 (20%)	07 (35%)
5. My future job will have an English language component.	01 (05%)	01 (05%)	03 (15%)	04 (20%)	01 (05%)	10 (50%)
6. Learning English is an important part of my life	00 (00%)	02 (10%)	01 (05%)	02 (10%)	06 (30%)	09 (45%)
7. I can be myself in my English class	00 (00%)	02 (10%)	02 (10%)	08 (40%)	08 (40%)	00 (00%)
8. Learning English is easier for me than learning other subjects.	00 (00%)	02 (10%)	03 (15%)	06 (30%)	02 (10%)	07 (35%)
9. I have a lot of fun when I work on my English	01 (05%)	00 (00%)	02 (10%)	02 (10%)	08 (40%)	07 (35%)
10. I have more problems with my English than some of my classmates	02 (10%)	03 (15%)	05 (25%)	02 (10%)	03 (15%)	05 (25%)
11. I can't wait to learn more things about English.	01 (05%)	01 (05%)	01 (05%)	01 (05%)	06 (30%)	10 (50%)
12. The person I would like to be communicates in English very well.	02 (10%)	00 (00%)	01 (05%)	02 (10%)	08 (40%)	07 (35%)
13. Compared to other subjects, English poses very few problems for me.	07 (35%)	03 (15%)	03 (15%)	05 (25%)	00 (00%)	02 (10%)

*The number between brackets represents the percentage

Students' perception of self-system and perceived appreciation in class
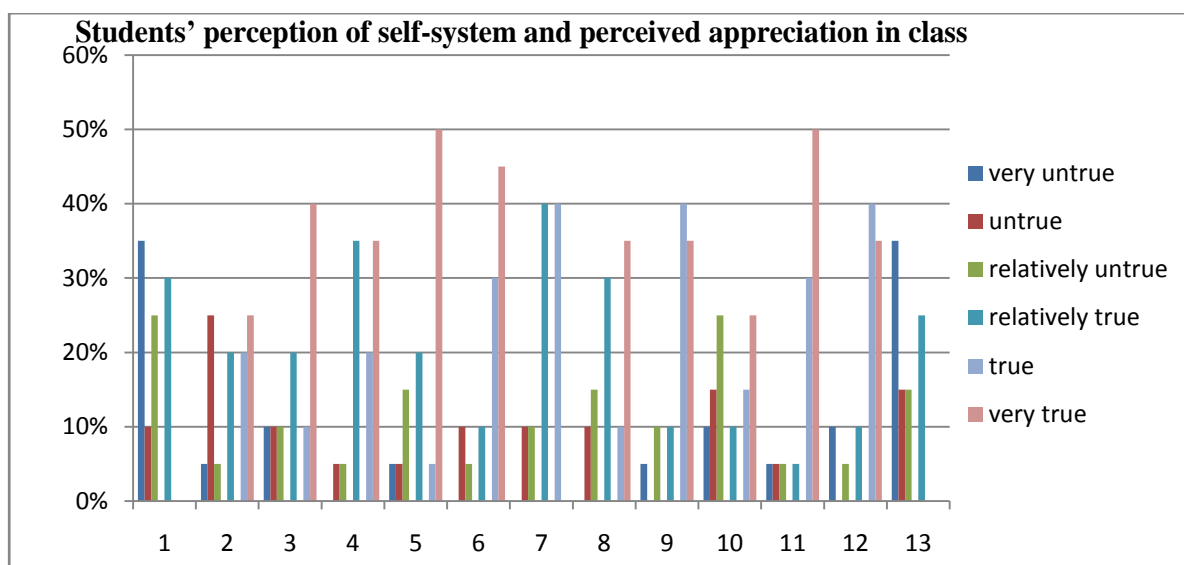
Based on the above results that show a variety of answers, many students 50% for example, feel that their future job will have an English component with a strong willing (very true), 50% of the participants show that they cannot wait to learn more things about English. However, many options have got 00%.

Q 14: Put (x) in the appropriate answer

Table 44

Students' Perception of Their Self System Components and Perceived Appreciation in Class[*]

Option	very untrue	untrue	relatively untrue	relatively true	true	very true
1. My English teacher is interested in my hobbies and passions.	05 (25%)	05 (25%)	01 (05%)	05 (25%)	03 (15%)	01 (05%)
2. I can easily find mistakes in my classmates' English.	02 (10%)	03(15%)	01 (05%)	11 (55%)	03 (15%)	00 (00%)
3. I am really happy with my performance in English.	02 (10%)	01 (05%)	01 (05%)	04 (20%)	08 (40%)	04 (20%)
4. English is one of my favourite subjects.	01 (05%)	01 (05%)	02 (10%)	00 (00%)	05 (25%)	11(55%)
5. My English teacher helps me develop as a person.	04 (20%)	01 (05%)	02 (10%)	04 (20%)	04 (20%)	05 (25%)
6. I feel I am really talented at English.	02 (10%)	02 (10%)	03 (15%)	07 (35%)	02 (10%)	04 (20%)
7. I have more problems with my English than with other subjects.	05 (25%)	02 (20%)	02 (20%)	03 (15%)	05 (15%)	03 (15%)
8. The other students in class struggle with English more	01 (05%)	03 (15%)	01 (05%)	06 (30%)	05 (25%)	04 (20%)

than I do.						
9. My personal qualities are very appreciated in my English class.	01 (05%)	05 (25%)	02 (10%)	04 (20%)	04 (20%)	04 (20%)
10. My English learning experience has been satisfactory to date.	01 (05%)	02 (10%)	02 (10%)	05 (20%)	05 (25%)	05 (25%)
11. My English teacher prefers me to hide my feelings in class.	09 (45%)	04 (20%)	00 (00%)	03 (15%)	04 (20%)	00 (00%)
12. I am better at English than at any other subject.	02 (10%)	03 (15%)	01 (05%)	02 (10%)	07 (35%)	05 (25%)

*The number between brackets represents the percentage

Students' perception of their self-system and perceived appreciation in class
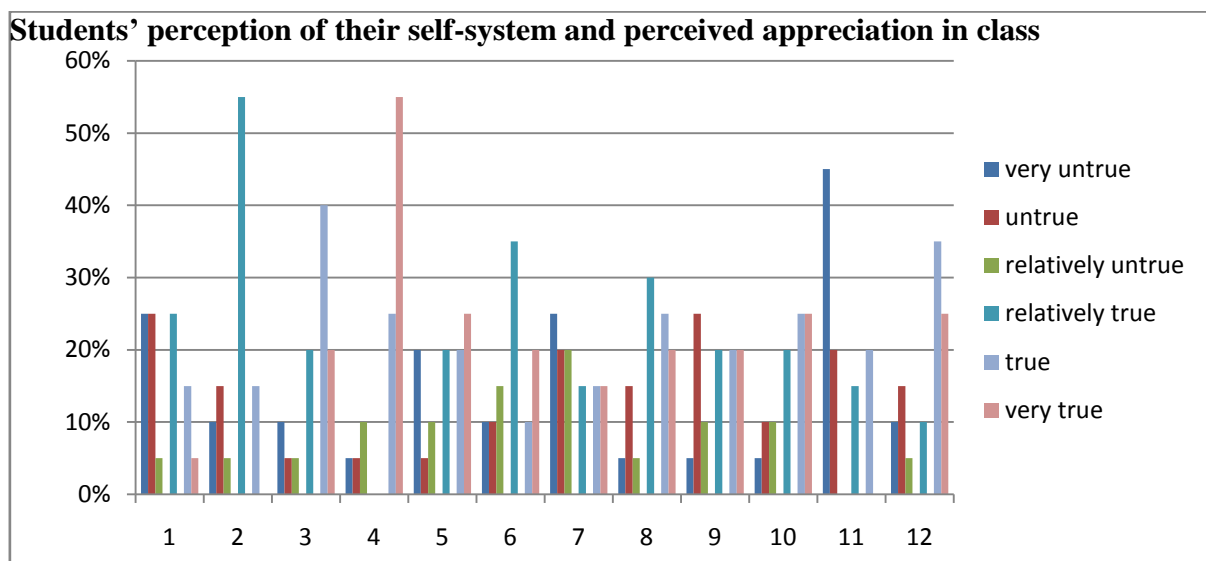
Based on the results above, we can notice that out of all the options provided, the second 55% and the fourth 55% options received the highest percentage of students' responses where the participants chose 'true' and 'very true' respectively. Subsequently, 45% of students reflect that it is 'very untrue' that their teacher of English prefers them to hide their feeling in class.

Q 15: for the following statements, please think about your English teacher, your classmates and your family. How much would they all like you to do these things? Please put (x) in the appropriate answer (s).

These people would like me to…

Table 45

Public/Imposed Correlations in Three Relational contexts[*]

Option	my English teacher	my classmates	my family
1…work hard to improve my English	09 (45%)	00 (00%)	16 (80%)
2…consider English very important for me	09 (45%)	01 (05%)	13 (65%)
3…really love English	11 (55%)	03 (15%)	08 (40%)
4…be really talented at English	06 (30%)	03 (15%)	13 (65%)
5…always do my English homework	09 (45%)	02 (10%)	13 (65%)
6…always do what the English teacher asks me.	13 (65%)	02 (10%)	08 (40%)
7…get a degree in English	06 (30%)	00 (00%)	16 (80%)
8…have a future job with an English language component.	06 (30%)	00 (00%)	17 (85%)
9…be a teacher of English, or something similar	08 (40%)	04 (20%)	15 (75%)
10…see English as a very important part of my future.	11 (55%)	03 (15%)	11 (55%)
11…To communicate in English very well in the future	09 (45%	04 (20%)	13 (65%)

*The number between brackets represents the percentage
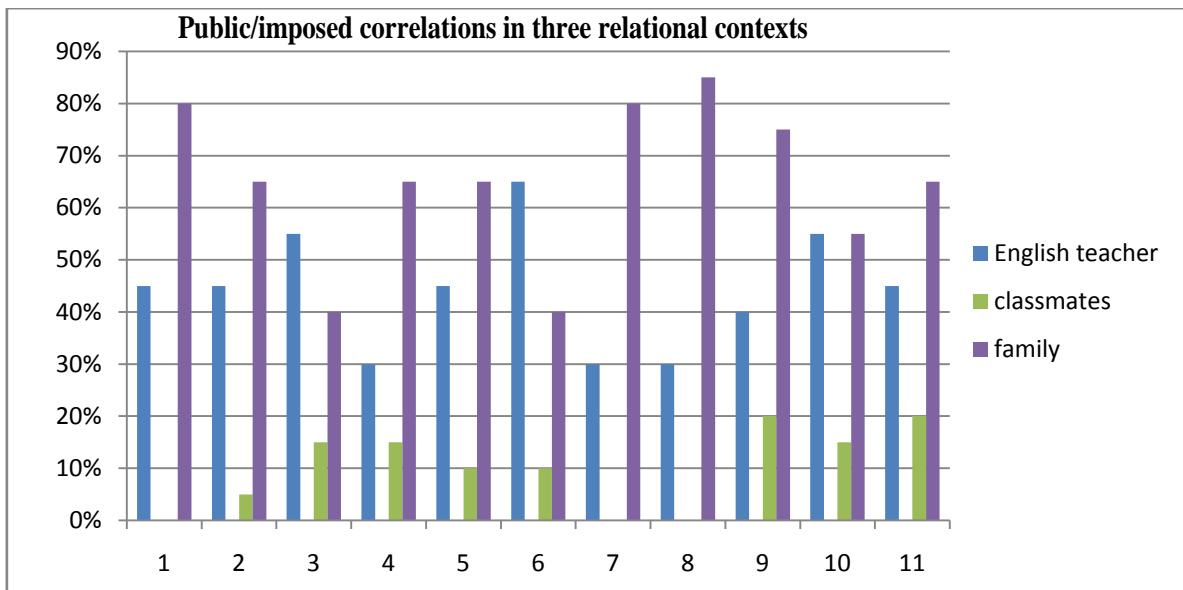
Based on the results presented in the above, students' families got the highest percentage 85%, in which students see that their families would like them to have a future job with an English language component and getting a higher degree in English 80%. Subsequently, 65% of students think that their English teacher would like them to do what he asks them to. Yet, the participants see that their classmates' opinions do not influence their choices very much.

How important is it that you show the following to your English teacher, your classmates and your family?

It's very important for me to show to these people...

Table 46

Public Private Correlations in Three Relational Contexts

Option	my teacher of English	%	Classmates	%	family	%
1…that I work hard to improve my English	10	50	03	15	15	75
2…that English is very important for me	12	60	01	05	11	55
3…that I really love English	10	05	05	25	09	45
4…that I am really talented at English	09	45	07	35	13	65
5…that I always do my English homework	11	55	02	10	04	20
6…that I always do what the English teacher asks me.	13	65	02	10	12	60
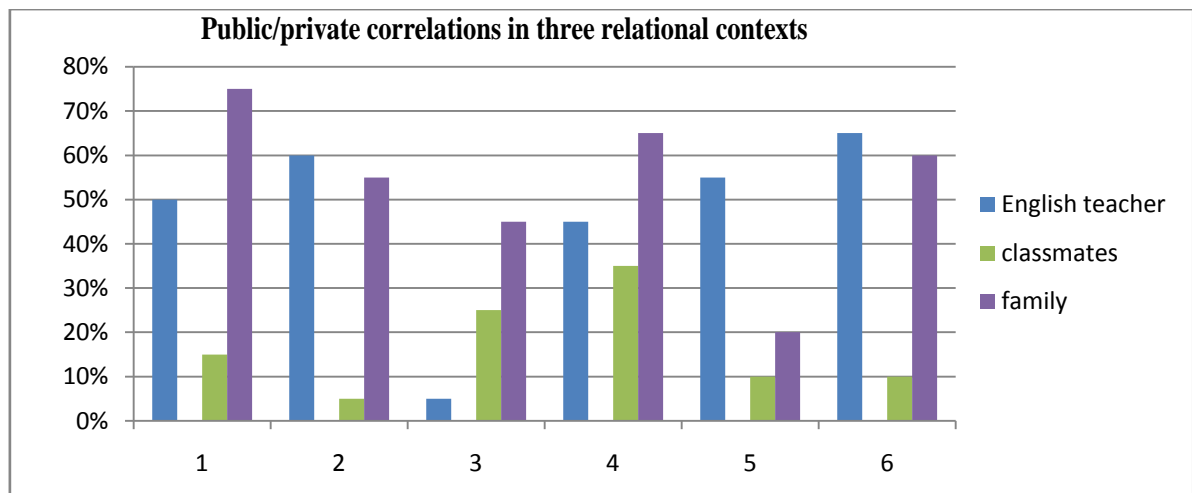
The table results obtained show that 75% of the students reveal to their family that they work hard to improve their English. Additionally, 65% of the participants tend to show their English teacher that they always do what their teacher asks them. While 35% of the participants give their classmates the impression that they are really talented at English.
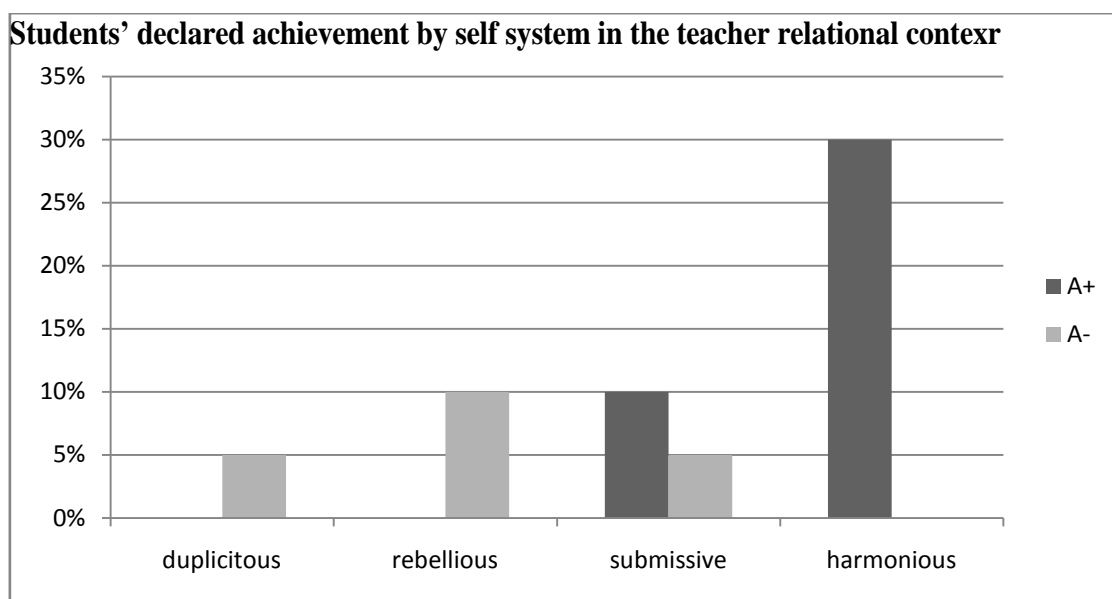
Students' declared achievement by self system in the teacher relational contexr

A^+: there is achievement in learning English

A^-: there is no achievement in learning English

The results above show that students who felt into the harmonious category with their English teacher declare high level of achievement than the other categories.

Section Four: an Open Ended Item about Students' Perceptions in Learning other Subjects (Q16 to Q17)

Q 16: If you were to complete this questionnaire referring to another foreign language that you are studying, would all these answers be different? In what way? WHY do you think this is so?

Table 47

Students' other Suggestions about other Languages

Language	The number	%
French	04	20
English	09	45
Spanish	04	20
Arabic	03	15
Total	**20**	**100**

From the results obtained in the table above, we can notice that 45% of the participants refer to English as a foreign language that they would like to study. Moreover, 20% of them

chose either French or Spanish because those languages are important as they said. Others prefer Arabic 15% because it is the language of religion and their mother tongue.

Q 17: If you have any comments on this survey, or anything you would like to add,

please write it here:

Concerning the students' comments, most of them gave the impression that the questionnaire enables them to know more about themselves in general and their opinion toward English in particular.

Discussion of the Results

Part One

As far as the first section of the questionnaire is concerned, it aims at gathering background information about the participants. The results show that the majority of the participants do not attend private classes. Moreover, the students' usual marks seem to be similar to their declared deserved marks.

The second section is concerned with identity types of student participants (duplicitous, rebellious, submissive, and harmonious) in three relational contexts (English teacher, classmates, and family). Concerning the family, the results obtained show that there is a homogeneity between the students' ideal and imposed selves; i.e. students develop an identity characterized by an ideal self that is similar to imposed self, which results in the individual developing harmoniously along a trajectory which is both personally desired and socially encouraged. In the teacher relational context, most of the students chose the duplicitous self system type. This means that individuals pretending to have the identity imposed on them, while privately pursuing their own desired identity. On the other hand, the classmates seem do not have much influence on the student's self.

The third section of the questionnaire explores students' perceptions of their identity components and their perceived appreciation in the class. Concerning the first year students' self components, particularly the private and the ideal self, the majority of the participants

believe that English is closely related to their sense of self on one hand, and it will be an important part for their future on the other hand. Moreover, few of the first year participants in this questionnaire felt appreciated personally by their English teacher in the class and they did not feel that they could express their real selves to their English teacher or classmates. This indicates that, the extent to which they felt appreciated was much lower than their declared interest in the class. The results also show that the family followed by the English teacher, play a significant perceived pressure on students (imposed selves), which is reflected by the perceived importance of showing the family and the teacher that English is important in one's life. However, in the classmates' relational context, the pressure (imposed self) is low and so is the public self. The results also indicate that, the majority of students who chose the duplicitous self system with their English teacher declare low level of achievement; i.e. they are not successful in English language learning. However, the harmonious self system is associated with a considerable level of achievement.

The fourth section is devoted to get some insight on the students' point of view about learning other foreign languages rather than English and their comments on the questionnaire. One of the most important findings of this section was that, the majority of the student participants prefer to learn French instead of other languages as a result of being highly appreciated by the French teacher. Concerning the students' comments, almost all of them gave no explanation

From all the above mentioned results, we can say that first year English teacher was not interested in students as individual persons; this is why students do not feel appreciated in the English class. Moreover, students who chose the duplicitous self system type for their English teacher (display a different self to what they considered to be their "true" identity) have low level of achievement in English, despite their homogeneity with their families.

Part Two

Concerning students' background information, the majority of the participants 70% have not studied English with a private tutor. Additionally, the results show that the students' usual marks are somehow different from the deserved marks in English; i.e. the participants feel that their English level is higher than what their teacher thinks of them.

The second section was designed in the hope of getting insights into the different identity types in relation to various contexts. In this section, most students selected the rebellious self system for their classmates, which indicates that there is a strong contradiction between the participants' public self and imposed selves (classmates). Similarly, second year students chose the harmonious self system type to refer to their families and the English teacher; i.e. the correlation between the students' public and imposed selves (English teacher and the family) is higher.

Regarding the third section, which is concerned with the students' perception of their self system component and perceived appreciation in class, the results obtained are similar to those of first year students in terms of ideal and private selves. For instance in the question **(12)** 75% of the students decide to include English as an import part in their future and 80% of them would like to communicate in English very well. While, the second year students' responses seem to be somehow different when regarding perceived appreciation, students reflect that they are appreciated as individuals by their English teacher as is shown in the question **5**, in which 35% of the participants answered that their English teacher appreciates them as individuals (relatively true), 25% true, and 15% very true. While 90% of the participants, said that their teacher does not discourage them from expressing their thought openly in the class. Concerning the (**Q 14**) the majority of the students 40% relatively true, 15% true, and 15% very true) responded that their English teacher helps them to develop as persons. All the above answers provided by students indicate that unlike first year students, second year participants felt appreciated by their English teacher. On the part of (**Q 15**), the correlation between the students' public and imposed selves represents the same results of

those in the first year students, in which family has an important influence on students' self. However the first year students tended to be duplicitous with their English teacher, second year students chose the harmonious self system. In terms of students' private/ public correlation, the participants tended to show their English teacher that they are working hard to improve their English level 65% and 55% of the students show that they follow their teacher's instructions. In relation to family, the majority of the participants tend to show their families that they are academically engaged and interested in learning English.

From the results obtained in this section, we can say that the students' private and imposed correlations are very strong in the teacher relational context. Thus, students who felt into the harmonious category with their English teacher declare high level of achievement than the other categories.

The fourth section, which covers the **(Q 16)** indicates that, 40% of the students refer to English as their preferred foreign language to be studied, because they would like it to be as part of their future. Regarding the participants' comments, the majority of them said that it is useful for them as foreign language learners without giving any explanation.

In conclusion, most of second year students declared that they are appreciated in the English class and their private selves are valued. For that, students do not feel the need to display a different self to what they considered to be their true identity.

Part three

 The results revealed in the first section demonstrate that, the majority of the participants 60% have not studied English with a private tutor. Additionally, the results show that the students' usual marks are approximately similar to declared deserved marks in English.

Results in the second section demonstrate that, in the family relational context, third year students selected the duplicitous self system type. This means that the individuals pretending to have the identity imposed on them, while privately pursuing their own desired identity. Concerning the teacher relational context, the data obtained demonstrate that there is a

homogeneity between the students' ideal self and imposed selves. In other word, the teacher is generating the highest frequency of harmonious self systems among the participants, which indicates that students reveal their true identity, since it is similar to the imposed one (teacher). This may be explained by a possible teacher agreement with the participants to learn English. For students' classmates relational context, third year participants are divided into two main parts; the first part chose the duplicitous self system and the second one selected the rebellious self system.

Concerning the third section of the questionnaire which is dealt with self system components and the perceived appreciation in the class, the results obtained indicate that third year students are very interested in learning English. Moreover, they see that this language will occupy a very important part in their future. Regarding the teacher appreciation, most of the participants felt appreciated in the English class. In this context, the students' private selves are taken into consideration by their English teacher, in which he treats them as individual persons and gives them the opportunity to express their thoughts openly in the class. Similarly to second year students, third year participants tend to be harmonious with their English teacher. In terms of students' private/ public and private/imposed correlations, the participants tend to show their English teacher and their families that they are working hard to improve their English level and they are academically engaged and interested in learning English. All the results indicated above demonstrate that students who felt appreciated as individuals and tend to be harmonious with their English teacher seem be highly successful in English language learning.

Concerning the last section of the questionnaire, the majority of third year student participants would like to study English as their preferred foreign language, because they are very successful in learning this language and they are highly appreciated from its teacher. In relation to other comments about the questionnaire, third year participants gave the

impression that the questionnaire enables them to know more about themselves in general and their opinion toward English in particular.

The overall findings that grew out of this research are discussed in relation to the research question suggested in the rationale. According to analysis and the discussion of the questionnaire, it has been proved that the students' identity perception is strongly related to their declared academic achievement in learning English, this corroborates previous findings reported by Taylor (2013), who claimed that identity perception appears to contribute to better learning achievement (and or vice versa). The more students feel that their private selves are appreciated the more they will be successful in learning English. In addition, the data obtained show that there is a difference between the participant learners' identity perception in the three relational contexts (teacher, classmates, and family). Moreover, the teacher appeared to be the decisive factor in determining students' classroom achievement, both through perceived interest appreciation that he/she showed to learners. Thus, students who felt they could be "themselves" in class appeared to be better language learners than those who felt they had to conceal their "true" identity and display various public selves.

Recommendations

After we have stated the interpretation of the findings of the research, we would like to propose a set of pedagogical suggestions for English language learning improvement.

-The foreign language classes are seemed to be the most suitable contexts where the students' identity is liable to be changed. If the students are given the opportunity to be themselves and express their own interests, they will be highly motivated to learn.

-Teachers are advised to pay more attention to the way they behave in English classes.

-The study indicates that, students who felt they could not be themselves in their English class appear to have lower results than those who felt valued as individual persons. Therefore, teachers should show their students that they value them as real people.

-Students who fell into the harmonious category with their English teacher declared the highest level of learning achievement. Thus, the more English teacher is harmonious with his students the more achievement will be increased.

-The more the classes are not very large, the more the teacher will control the students and know their identity very well.

-Responsibles may schedule more training programs for English language teachers in which students' identity should be taken into consideration.

-The teacher should be aware of the troubles encountered by students during the process of English language learning in order to provide solutions and increase the learners' achievement.

-The Ministry of education needs to make considerable changes in the curriculum in which the notions of self and identity and their relationship to English language learning should be included.

Conclusion

This chapter has been devoted to discussing and highlighting the main findings generated by means of students' questionnaire. In the light of the findings of the study, it revealed that the components and types of learners' identities correlate strongly with their declared achievement in learning English as a foreign language during the period of their secondary school education. That is to say, those students who shared the same interests with their English teacher revealed their true selves, in which they were harmonious with their teacher. This homogeneity resulted in high level of achievement. On the other hand, those who felt that their private selves were not valued and fell in other identity types (duplicitous, rebellious, submissive) with their English teacher, showed low level of achievement.

General Conclusion

After seeing in the theoretical part that the concept of identity has gained a great interest in the field of second language acquisition, many researchers have come to realize that learning a second or a foreign language is strongly linked to one's sense of self. Accordingly, Taylor (2013) asserted that the self, which may be private or public, is the key determinant of S/F language learning. Moreover, Dörnyei's L2 motivational construct, which focused on the self in foreign language context, plays an important role in the field of SL learning and achievement. In this context, Taylor stated that identity development occurs in adolescence period. By convention, she asserted that "the environment that reflects the personal growth and the desire for challenges (2013, p. 23). Thus the relationship between self, identity, and motivation contribute to successful FLL.

According to the findings of the questionnaire, the teacher relational context seems to have a great influence on students' achievement in learning English as a foreign language. Similarly to those who felt appreciated by their English teacher in the class, students who fell into the harmonious category with their English teacher declare that they are very successful in learning that language. In addition to teacher relational context, the family plays a significant perceived pressure on students, which is reflected by the perceived importance of showing the family and the teacher that English is important in one's life.

The data obtained confirmed the hypothesis which claims that the components and types of learners' identities will correlate strongly with their declared achievements in the target language at any point in time and over the period of their secondary education. This may be explained by the results of the data obtained, which entails that the more students fell into the harmonious identity type with their English teacher and their' selves are valued in the class, the more their declared achievement is high.

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Appendix

Dear students,

We are carrying out this research in partial fulfillment for the requirements of a Master's degree in English language sciences. This research aims at understanding students' perceptions better in order to help them to get better results in their study. We would really appreciate it if you could help us understand students' points of view better, by telling us a little about your attitude to learning English. Your identity will remain anonymous and your answers will be used in the strictest confidence, for research purposes only.

There is no right or wrong answer: all that matters is your personal opinion. Please read the instructions carefully and choose the answer which you find most suitable for yourself. Please, don't allow other people's answers to influence you. We would really appreciate your honest opinion, as only in this way can we hope to improve English language teaching.

ESSENTIAL: Please answer all the questions truthfully and do not skip any question.

Thank you very much for your time and willingness to help!

Miss. Bougherza Ratiba

Miss. Tebboub Leyla

Department of Letters and the English Language

Faculty of Letters and Foreign Languages

Mohammed Seddik Ben Yahia University of Jijel

I. Background Information

1. Are you a boy or a girl?

- Boy ☐

- Girl ☐

2. How old are you?

3. How many sisters do you have?

4. How brothers do you have?

5. For how many years have you studied English at school? (Please enter one number, e.g. 4.) ☐

6. For how many years have you studied English with a private tutor? (Pleas enter one number, e.g. 00) ☐

7. How many English classes a week do you have at school? ☐

8. How many private classes of English do you have every week? ☐

9. What is your usual mark for English at school? (Please write one number only- e.g. 10) (not 10-11) ☐

10. What mark do you think you actually deserve for English? (Please write one number only – e.g. 10 (not 10-11) ☐

II. Students' Identity Types in Three Relational Contexts

Please read the following paragraphs very carefully and choose the one that best suits your English teacher, your classmates and your family. After you've read them, please select one answer on every line. Thank you.

A) They don't really know what sort of person I really am, and it's not important for me that they do. They would like me to do something else in life than I would, and that's why I'll pursue my own dreams without letting them know. At the same time, I'll give

them the impression that I do what they ask me to, even though I'm actually seeing about my own business. I know better.

B) What they would like me to do in life is different from what I would like to do, so that's why I'll pursue my own dreams even if I have to rebel against them. They know me well, I haven't got anything to hide, and if they want to force me into doing something, I am likely to refuse it openly. What they want me to do is less important than what I want.

C) They know very well what sort of person I am. What they would like me to do in life is different from what I would like to do, so that's why I prefer to give up my intentions and do what they think it's better for me. What they want me to do in life is more important than what I'd have liked, so I'll do what they say.

D) They know me very well and appreciate me for what I am. My dreams for the future are very similar to what they'd like me to do in life. They don't want to impose anything on me, but give me the total liberty to choose, and they always appreciate my decisions about my future. They help me feel really fulfilled.

5. A, B, C or D? Please refer specifically to your learning of English.

	A	B	C	D
My English teacher	◯	◯	◯	◯
My classmates	◯	◯	◯	◯
My family	◯	◯	◯	◯

Please read the following statements carefully and for each of them tick one answer that represents you best of all.

Remember: one answer on every line.

12. So... how true for you personally?

	Very untrue	untrue	relatively untrue	relatively true	true	very true
-I find it very easy to learn English.	○	○	○	○	○	○
-My English teacher appreciates me as an individual person.	○	○	○	○	○	○
-I am better at English than most of my classmates.	○	○	○	○	○	○
-English will be a very important part of my future.	○	○	○	○	○	○
-English is the hardest class of all.	○	○	○	○	○	○
-My teacher discourages me from expressing my thoughts openly in my English class.	○	○	○	○	○	○
-I feel great when I'm working on my English.	○	○	○	○	○	○
-I am among the best students in my English class.	○	○	○	○	○	○
-I can pick up English stuff faster than my classmates can	○	○	○	○	○	○
-I really love learning English.	○	○	○	○	○	○
-My personal problems matter a lot to my English teacher.	○	○	○	○	○	○
-I intend to get a degree in English.	○	○	○	○	○	○
-I am really good at English.	○	○	○	○	○	○
-I find it very easy to learn English.	○	○	○	○	○	○
-My English teacher appreciates me as an individual person.	○	○	○	○	○	○
-I am better at English than most of my classmate.	○	○	○	○	○	○
-English will be a very important part of my future.	○	○	○	○	○	○
-English is the hardest class of all.	○	○	○	○	○	○
-My teacher discourages me from expressing my thoughts openly in my English class.	○	○	○	○	○	○
-I feel great when I'm working on my English.	○	○	○	○	○	○
-I am among the best students in my English class.	○	○	○	○	○	○
-I can pick up English stuff faster than my classmates can	○	○	○	○	○	○

-I really love learning English. ◯ ◯ ◯ ◯ ◯ ◯

-My personal problems matter a lot to my ◯ ◯ ◯ ◯ ◯ ◯

English teacher.

-I intend to get a degree in English. ◯ ◯ ◯ ◯ ◯ ◯

-I am really good at English. ◯ ◯ ◯ ◯ ◯ ◯

13. Put (x) on the right answer

	Very Untrue	untrue	relatively untrue	relatively true	true	very true
-My English teacher is my friend.	◯	◯	◯	◯	◯	◯
-I have been more successful with English so other subjects.	◯	◯	◯	◯	◯	◯
-I would love to be an English expert in the future.	◯	◯	◯	◯	◯	◯
-I have generally been successful in learning English so far.	◯	◯	◯	◯	◯	◯
-My future job will have an English language component.	◯	◯	◯	◯	◯	◯
-Learning English is an important part of my life.	◯	◯	◯	◯	◯	◯
-I can be myself in my English class.	◯	◯	◯	◯	◯	◯
-Learning English is easier for me than learning other subjects	◯	◯	◯	◯	◯	◯
-I have a lot of fun when I work on my. English.	◯	◯	◯	◯	◯	◯
-I have more problems with my English than some of my classmates.	◯	◯	◯	◯	◯	◯
-I can't wait to learn more things about English	◯	◯	◯	◯	◯	◯
-The person I would like to be communicates in English very well.	◯	◯	◯	◯	◯	◯
-Compared to other subjects, English poses very few problems for me	◯	◯	◯	◯	◯	◯

14. Put (x) on the right answer

	very untrue	untrue	relatively untrue	relatively true	true	very true
-My English teacher interested in my hobbies and passions.	○	○	○	○	○	○
-I can easily find mistakes in my classmates' English.	○	○	○	○	○	○
-I am really happy with my performance in English.	○	○	○	○	○	○
-English is one of my favourite subjects.	○	○	○	○	○	○
-My English teacher helps me develop as a person.	○	○	○	○	○	○
-I feel I am really talented at English.	○	○	○	○	○	○
-I have more problems with my English than with other subjects.	○	○	○	○	○	○
-The other students in class struggle with in my English more than I do.	○	○	○	○	○	○
-My personal qualities are very appreciated in my English class.	○	○	○	○	○	○
-My English learning experience has been satisfactory to date.	○	○	○	○	○	○
-My English teacher prefers me to hide my feelings in class.	○	○	○	○	○	○
-I am better at English than at any other subject.	○	○	○	○	○	○

15. We are all surrounded by people who would like us to do particular things. For the following statements, please think about your English teacher, your classmates and your family. How much would they all like you to do these things? Please put (x) on the appropriate answer

These people would like me to...

	My English teacher	my classmates	my family
…work hard to improve my English.	☐	☐	☐
…consider English very important	☐	☐	☐

for me.

…really love English. ☐ ☐ ☐

…be really talented at English. ☐ ☐ ☐

…always do my English homework. ☐ ☐ ☐

…always do what the English teacher
asks me. ☐ ☐ ☐

…get a degree in English. ☐ ☐ ☐

…have a future job with an English
language component. ☐ ☐ ☐

…be a teacher of English, or something
similar. ☐ ☐ ☐

…see English as a very important part of
my future. ☐ ☐ ☐

…be an English expert in the future. ☐ ☐ ☐

…communicate in English very well in
the future. ☐ ☐ ☐

Sometimes, we all want to show other people particular things about ourselves. How important is it that you show the following to your English teacher, your classmates and your family.

It's very important for me to show to these people...

	My English teacher	my classmates	my family
…work hard to improve my English.	☐	☐	☐
…consider English very important for me.	☐	☐	☐
…really love English.	☐	☐	☐
…be really talented at English.	☐	☐	☐
…always do my English homework	☐	☐	☐
…always do what the English teacher	☐	☐	☐

asks me.

16. If you were to complete this questionnaire referring to another foreign language that you are studying (e.g. Spanish, French, or Germany), would all these answers be different? In what way? WHY do you think this is so? Please explain in the box below and tell us what language(s) you are referring to.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

17. If you have any comments on this questionnaire, or anything you would like to add, please write it here:

…………………………………………………………………………………………

…………………………………………………………………………………………

استبيان حول انطباعات الطلبة اتجاه تعلم اللغة الإنجليزية

عزيزاتي الطالبات، أعزائي الطلبة

هذا الاستبيان هو جزء من بحث بغرض التحضير لرسالة الماستير في تعليمية اللغة الإنجليزية. يهدف هذا البحث للحصول على فهم أفضل لآراء و انطباعات الطلبة، وهذا من أجل مساعدتهم للحصول على نتائج أفضل في دراستهم.سنكون ممتنين لكم إذا أمكنكم مساعدتنا على فهم أفضل لوجهة نظر الطلبة وهذا عن طريق إعلامنا قليلا حول شعوركم تجاه تعلم اللغة الإنجليزية. ولعلمكم فإن إجاباتكم ستستعمل لغرض البحث فقط وأن هوياتكم ستظل مجهولة لذلك يطلب منكم عدم كتابة الاسم واللقب.

ليس هناك إجابة صحيحة أو خاطئة: كل ما في الأمر هو مسألة وجهة نظر شخصية. من فضلك إقرأ التعليمات بعناية وقدم الإجابة التي تراها الأنسب لك. من فضلك لا تدع إجابات الآخرين تؤثر عليك. سنقدر عاليا الحصول على رأيك بكل صراحة لأنه وفقط بهذه الطريقة يمكننا المساعدة على تطوير الأداء فيما يخص تدريس اللغة الإنجليزية.

هام جدا: أجب عن كل الأسئلة بصدق و لا تغفل الإجابة عن أي سؤال.

شكرا كثيرا على الجهد المبذول وعلى رغبتكم في المساعدة.

إعداد الطالبتان:

- **بوغرزة رتيبة**
- **تبوب ليلى**

قسم اللغة الإنجليزية وآدابها

كلية الآداب واللغات

جامعة محمد الصديق بن يحي – جيجـل –

1-هل أنت ذكر أم أنثى

–

– ذكر ☐

– أنثى ☐

2-ما هو عمرك ؟ ☐

3-كم عدد أخواتك الإناث (من فضلك أكتب رقم محدد – مثلا، 1–)؟ ☐

4- كم عدد إخوتك الذكور (من فضلك أكتب رقم محدد – مثلا، 1–)؟ ☐

5- منذ كم سنة وأنت تدرس اللغة الإنجليزية (من فضلك أكتب رقم معين مثلا: 04) ☐

6- منذ كم سنة وأنت تتابع دروس الدعم في اللغة الإنجليزية

(من فضلك أكتب رقم معين مثلا: 00) ☐

7- كم حصة في اللغة الإنجليزية تدرس خلال الأسبوع ؟ ☐

8- كم عدد حصص دروس الدعم في الإنجليزية تدرس خلال الأسبوع ؟ ☐

9- ما هي العلامة التي تحصل عادة عليها في اللغة الإنجليزية (أكتب رقما واحدا مثلا : 10 (وليس من 10) ☐

10- ما هي العلامة التي تظن أنك تستحقها فعلا في مادة اللغة الإنجليزية ؟(أكتب رقما واحدا مثلا : 10) (وليس من 10– 11). ☐

- ما هو مستواك الدراسي الحالي؟

أولى ثانوي ☐

ثانية ثانوي ☐

ثالثة ثانوي ☐

من فضلك إقرأ الفقرات التالية بعناية شديدة واختر الفقرة التي تناسب أستاذك في اللغة الإنجليزية، زملاءك في الدراسة وكذا عائلتك. بعد قراءة الفقرات أشر على إجابة في كل سطر وشكرا.

أ – إنهم لا يعرفون أي شخص في الحقيقة أكون، ولا يهمني إن كانوا يفعلون. يريدونني أن أفعل شيئا آخر في الحياة غير الذي أرغب فيه، ولهذا سأسعى لتحقيق أحلامي دون أن أجعلهم يعرفونها. في نفس الوقت سأعطيهم الانطباع بأني أفعل ما يطلبونه مني، رغم أنني في الحقيقة مشغول بتحقيق رغباتي. أنا أعرف منهم بمصلحتي.

ب – ما يريدون أن أفعله في الحياة مختلف عما أرغب في القيام به، لهذا سأسعى لتحقيق أحلامي بالرغم من أنني يجب أن أثور ضدهم. إنهم يعرفونني جيدا، ليس لي أي شيء أخفيه، وإذا أرادوا إجباري على فعل شيء ما فمن المرجح بأنني سأرفضه بصراحة. ما يريدونني أن أقوم به أقل أهمية مما أريد.

ت – إنهم يعرفون جيدا أي شخص أكون. ما يريدونني أن أقوم به في الحياة مختلف مما أرغب في القيام به، لهذا أفضل التخلي عن نواياي من أجل القيام بما يعتقدونه الأفضل بالنسبة لي. ما يريدون أن أقوم به في الحياة هو أفضل مما أحببته، لهذا سأفعل ما يقولونه.

ث – إنهم يعرفونني جيدا ويقدرون ذاتي الحقيقية. أحلامي المستقبلية تشابه إلى حد بعيد ما يريدونني أن أفعله في هذه الحياة. إنهم لا يريدون فرض أي شيء عليَّ، ولكن يمنحونني الحرية التامة في الاختيار ويقدرون دائما قراراتي حول المستقبل. إنهم يساعدونني على الشعور حقيقة بتحقيق ذاتي.

11- من فضلك أشر بـ (x) على الفقرة أ، ب، ت أو ث فيما يتعلق بالخصوص بتجربتك في تعلم اللغة الإنجليزية.

	ث	ت	ب	أ
أستاذي في اللغة الإنجليزية	◯	◯	◯	◯
زملائي في القسم	◯	◯	◯	◯
عائلتي	◯	◯	◯	◯

من فضلك إقرأ العبارات التالية بتأني ثم أشر بـ (x) على الإجابة التي تعتبرها **الأفضل** بالنسبة إليك. تذكر إجابة واحدة في كل سطر.

صحيح جدا	صحيح	صحيح نسبيا	ليس صحيحا نسبيا	ليس صحيحا	ليس صحيحا على الإطلاق	12- ما مدى صحة كل عبارة بالنسبة لك شخصيا؟
◯	◯	◯	◯	◯	◯	– أجد تعلم اللغة سهل جدا
◯	◯	◯	◯	◯	◯	– أستاذي في اللغة الإنجليزية يقدرني من أجل ذاتي كشخص
◯	◯	◯	◯	◯	◯	– أدائي في اللغة الإنجليزية أفضل من أداء معظم زملائي
◯	◯	◯	◯	◯	◯	– الإنجليزية ستكون جزء مهم من مستقبلي
◯	◯	◯	◯	◯	◯	– الإنجليزية هي أصعب مادة
◯	◯	◯	◯	◯	◯	– أستاذي يمنعني من التعبير عن أفكاري بصراحة في حصة اللغة الإنجليزية
◯	◯	◯	◯	◯	◯	– أشعر بالسعادة الغامرة عندما أكون مستغرقا في العمل على تحسين مستواي في اللغة الإنجليزية
◯	◯	◯	◯	◯	◯	– أنا من ضمن أفضل الطلبة في حصة الإنجليزية
◯	◯	◯	◯	◯	◯	– يمكنني تعلم جوانب اللغة الإنجليزية بطريقة أسرع من زملائي في القسم
◯	◯	◯	◯	◯	◯	– أنا حقا أعشق تعلم اللغة الإنجليزية
◯	◯	◯	◯	◯	◯	– مشاكلي الشخصية تهم جدا أستاذي في اللغة الإنجليزية
◯	◯	◯	◯	◯	◯	– أنا أنوي التخصص في اللغة الإنجليزية في دراستي الجامعية
◯	◯	◯	◯	◯	◯	– أنا حقا ممتاز في الإنجليزية

13-أشر بـ (x) على الإجابة المناسبة

صحيح جدا	صحيح	صحيح نسبيا	ليس صحيحا نسبيا	ليس صحيحا	ليس صحيحا على الإطلاق	
○	○	○	○	○	○	-أستاذي في اللغة الإنجليزية هو صديقي
○	○	○	○	○	○	-حققت نجاحا في مادة الإنجليزية أفضل من مادة أخرى
○	○	○	○	○	○	-أرغب في أن أكون خبيرا في اللغة الإنجليزية في المستقبل
○	○	○	○	○	○	-على العموم كنت ناجحا في تعلم اللغة الإنجليزية حتى الآن
○	○	○	○	○	○	-استعمال اللغة الإنجليزية سيكون جزء مهم من مهنتي المستقبلية
○	○	○	○	○	○	-تعلم الإنجليزية هو جزء مهم من حياتي
○	○	○	○	○	○	-يمكنني أن أكون ذاتي الحقيقية في حصة اللغة الإنجليزية
○	○	○	○	○	○	-تعلم اللغة الإنجليزية هو أسهل بالنسبة إلي من أية مادة أخرى
○	○	○	○	○	○	-أشعر بالمتعة عندما أشتغل على تعلم

اللغة الإنجليزية

○ ○ ○ ○ ○ ○ -لدي مشاكل أكثر في تعلم اللغة
الإنجليزية مقارنة بزملائي

○ ○ ○ ○ ○ ○ -أنا متشوق لتعلم أشياء أكثر حول

اللغة الإنجليزية

○ ○ ○ ○ ○ ○ -الشخص الذي أريد أن أكونه يحسن
التواصل باللغة الإنجليزية

○ ○ ○ ○ ○ ○ – مقارنة بالمواد الأخرى، تعلم اللغة

الإنجليزية يطرح مشاكل بالنسبة إلي

14- أشر بـ (x) على الإجابة المناسبة

صحيح جدا	صحيح	صحيح نسبيا	ليس صحيحا نسبيا	ليس صحيحا	ليس صحيحا على الإطلاق	
○	○	○	○	○	○	-أستاذي في اللغة الإنجليزية يهتم جدا بهواياتي ومشاعري
○	○	○	○	○	○	-يمكنني أن أجد بسهولة أخطاء زملائي في استعمال اللغة الإنجليزية
○	○	○	○	○	○	-أنا حقا مسرور بأدائي في اللغة الإنجليزية
○	○	○	○	○	○	-اللغة الإنجليزية هي إحدى موادي المفضلة
○	○	○	○	○	○	-أستاذي في اللغة الإنجليزية يساعدني على التطور كشخص
○	○	○	○	○	○	-أشعر بأنني حقا موهوبا في اللغة الإنجليزية

○ ○ ○ ○ ○ ○ -لدي مشاكل أكثر في تعلم اللغة الإنجليزية مقارنة بالمواد الأخرى

○ ○ ○ ○ ○ ○ -زملائي الآخرين في القسم يعانون أكثر مني في تعلم اللغة الإنجليزية

○ ○ ○ ○ ○ ○ -مواصفاتي الشخصية تحضى بتقدير كبير في حصة اللغة الإنجليزية

○ ○ ○ ○ ○ ○ -تجربتي في تعلم اللغة الإنجليزية كانت مرضية حتى الآن

○ ○ ○ ○ ○ ○ -أستاذي في اللغة الإنجليزية يفضل أن أخفي مشاعري أثناء الحصة

○ ○ ○ ○ ○ ○ -أنا أفضل أداء في اللغة الإنجليزية مقارنة بالمواد الأخرى

15- نحن جميعا محاطون بأشخاص يرغبون في أن نقوم بأشياء معينة. بالنسبة للعبارات التالية من فضلك فكر في أستاذك في اللغة الإنجليزية، زملاءك في القسم، وعائلتك ما مدى رغبتهم جميعا في أن تقوم بالأشياء التالية: من فضلك أشر بـ (X) على الإجابة المناسبة.

عائلتي	زملائي في القسم	أستاذ الإنجليزية	هؤلاء الأشخاص يريدونني أن ...
☐	☐	☐	– ... أعمل بجد لتحسين مستواي في اللغة الإنجليزية
☐	☐	☐	– ... أعتبر اللغة الإنجليزية مهمة بالنسبة لي
☐	☐	☐	– ... أعشق اللغة الإنجليزية
☐	☐	☐	– ... أكون حقا موهوبا في اللغة الإنجليزية
☐	☐	☐	– ... أقوم بواجباتي المنزلية في اللغة الإنجليزية
☐	☐	☐	– ... أفعل دائما ما يطلبه مني أستاذ اللغة الإنجليزية

☐	☐	☐	– ... أحصل على شهادة جامعية في اللغة الإنجليزية
☐	☐	☐	– ... أحصل على وظيفة مستقبلية تتطلب استعمال
			اللغة الإنجليزية
☐	☐	☐	– ... أكون أستاذا في اللغة الإنجليزية أو شيئا من
☐	☐	☐	– ... أعتبر اللغة الإنجليزية جزء مهم من مستقبلي
☐	☐	☐	– ... أتواصل بطلاقة باستعمال اللغة الإنجليزية

أحيانا كلنا نرغب في إظهار لأشخاص آخرين أشياء معينة تتعلق بأنفسنا. ما مدى أهمية أن تظهر التالي لأستاذ اللغة الإنجليزية، زملائك في القسم وأفراد أسرتك.

من المهم بالنسبة إلي أن أظهر لهؤلاء الأشخاص ...

لعائلتي	لزملائي في القسم	لأستاذ الإنجليزية	
☐	☐	☐	– ... أنني أعمل بجد من أجل تحسين مستواي في اللغة الإنجليزية
☐	☐	☐	– ... أن الإنجليزية مهمة بالنسبة إلي
☐	☐	☐	– ... أنني أعشق حقا اللغة الإنجليزية
☐	☐	☐	– ... أنني حقا موهوب فيما يتعلق باللغة الإنجليزية
☐	☐	☐	– ... أنني أقوم دائما بواجباتي المنزلية في مادة الإنجليزية
☐	☐	☐	– ... أنني أقوم دائما بما يطلبه أستاذ اللغة الإنجليزية مني

16- لو طلب منك ملء هذه الاستمارة ولكن بالإشارة إلى لغة أجنبية أخرى أنت بصدد دراستها. (مثلا: الاسبانية، الفرنسية أو الألمانية)، هل كانت إجاباتك ستكون مختلفة ؟ بأي طريقة ؟ ولماذا تظن أن الحالة ستكون هكذا ؟ من فضلك اشرح إجابتك في الفضاء الموالي وأخبرنا بالتحديد بأي لغة أجنبية تتعلق هذه الإجابة.

....

....

....

17- إذا كان لديك أي تعليق على هذا الاستبيان أو أية إضافة أخرى تفضل بتحديده في الفضاء التالي.

....

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Résumé

Les nouveaux développements dans le domaine de l'acquisition des langues étrangères soulignent l'importance centrale d'identité dans l'apprentissage des langues étrangères. Avec les hypothèses de Taylor dans lesquelles elle prétend que la réussite déclarée et la compétence perçue dans l'apprentissage des langues semblaient dépendre à l'appréciation de l'enseignant par l'identité individuelle des étudiants en classe, l'étude de la recherche actuelle tente d'investiguer sur la relation entre la construction d'identité des étudiants des écoles secondaires et leurs réalisations déclarées dans l'apprentissage de l'anglais comme une langue étrangère. L'étude a suivi une méthodologie transversale dans l'exploration de la progression de la perception de l'identité de l'apprenant dans l'adolescence et ses acquis dans les cours d'anglais. Alors, les données recueillies à l'aide d'une version anglaise et arabe du même questionnaire administré à sois antes étudiants vingt de chaque niveaux ; première, deuxième et troisième année de l'école secondaire Terkhouche Ahmed de Jijel en Lettres et Langues étrangères. Les analyses des résultats de la recherche ont constamment mis en évidence l'hypothèse mentionnées ci-dessus. Sur la base des résultats obtenus, les implications pédagogiques et les recommandations pour de nouvelles recherches sont suggérées.

ملخص

أكدت التطورات الجديدة التي يعرفها مجال اكتساب اللغ ات الأجنبية الأهمية البالغة لهوية المتعلمين في تلقين هذه اللغات. لقد اجري هذا البحث بغرض استكشاف التقدم في تصورات هوية المتعلمين في مرحلة المراهقة (خلال الطور الثانوي)، وما مدى ارتباط هذا الأخير بانجازاتهم المحققة في تعلم اللغة الانجليزية باعتبارها لغة أجنبية. تماشيا مع افتراضات تايلور التي تقتضي الارتباط الوثيق بين عناصر ونوع هوية المتعلمين وانجازاتهم المعلنة في تعلم اللغة الانجليزية . بهدف التأكد من صحة هذه الفرضية، تم جمع للبيانات عن طريق نسختين باللغة الا نجليزية و العربية لنفس الاستبيان الذي وجه ل ستين طالب (سنة أولى، ثانية و ثالثة لغات أجنبية) بثانوية ثرخوش أحمد بجيجل . انطلاقا من النتائج المتحصل عليها تم إثبات صحة الفرضية السابقة. توصيات وتطبيقات تربوية تم اقتراحها لإجراء المزيد من البحوث.