

A study of Self-beliefs of High and Low Academic Achievement of EFL Master Students at the University "Frères Mentouri", Constantine1

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Abstract

This article aims at investigating the relationship between the self- beliefs that Master EFL learners hold in the specific domain of Language Sciences and their first-semester academic achievement in discourse analysis. To this end, an initial version of the Language Sciences *Academic Self-Beliefs Survey* was developed in order to inquire about the type of beliefs adopted by low achieving and high achieving students in one of the modules taught for Master 1 learners in English language sciences namely, discourse analysis. Findings have revealed, in spite of the moderately 'reserved' statistical results, subtle associations and thought-provoking implications regarding students' self- beliefs in the module of discourse analysis in particular and in English language sciences in general.

Keywords: self-beliefs; English language sciences; academic achievement; discourse analysis; low-achieving; high-achieving; Academic Self-Beliefs Survey.

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Résumé

Cette étude vise à étudier la relation entre les croyances académiques développées par les étudiants de Master spécialisés dans les sciences du langage en Anglais et leur notes semestrielles obtenues dans le module d'analyse de discours. À cette fin, une première version du questionnaire *Sciences du Langage-Auto-croyance académique* a été mise au point dans le but de différencier les étudiants peu performants des étudiants très performants en analyse de discours. Les résultats ont montré, malgré les données statistiques modérément «réservées», des associations subtiles et pertinentes incitant à la réflexion et à l'analyse. L'exploitation profonde de ces pistes pourrait renseigner les spécialistes sur les solutions à adopter afin d'améliorer la qualité du rendement académique en Anglais Langue étrangère.

Mots clés: auto-croyance ; sciences du langage ; succès académique ; analyse du discours ; médiocre ; performant.

ملخص

تهدف هذه الدراسة أساساً إلى تسليط الضوء على العلاقة المفترضة بين المعتقدات الأكاديمية التي يتبناها طلبة السنة الأولى ماستر المسجلون بمعهد اللغة الإنجليزية (لكلية الآداب و اللغات لجامعة منتوري بقسنطينة) والنتائج الدراسية السداسية المتحصل عليها في مادة تحليل الخطاب. في هذا الإطار، تم تطوير النسخة الأولى من استبيان "المعتقدات الذاتية الأكاديمية في علوم اللغة" بغية الإلمام بأفكارهم وآراءهم بخصوص العديد من المواضيع المتعلقة بحياتهم الأكاديمية. إن تحليل النتائج عبر المناهج الإحصائية المتمثلة في (chi square/ correlation) كشف بكل وضوح بعض النقاط المثيرة للجدل حول طبيعة الآراء الذاتية و المفاهيم الشخصية المتبينة من طرف الطلبة التي من شأنها تشجيع المختصين التربويين على تبني رؤى تحليلية أخرى في هذا المجال. إن الاستغلال العميق لهذه المسارات يمكن أن يظهر للمختصين المناهج التي يجب اعتمادها من أجل تحسين جودة التحصيل الأكاديمي في اللغة الإنجليزية كلغة أجنبية. إن العمل على إرساء قواعد متينة لبنية نفسية ذاتية إيجابية و فكر طموح و متجدد عند الطالب الجزائري لمن شأنه أن يعزز من قدرته النفسية لتخطي الصعاب و استغلال معارفه و قدراته بشكل يمكنه من الاستفادة من تحصيله العلمي لتحقيق إنجازاته و تطلعاته الأكاديمية.

الكلمات المفتاحية: المعتقدات الذاتية، علوم اللغة، المناهج، النجاح الأكاديمي، تحليل الخطاب.

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I- Introduction :

In an endeavor to keep abreast of current worldwide educational changes resulting from globalization, the Algerian higher education sector has placed premium on education and academic achievement. Deemed as ‘a major determinant of the future of youths in particular, and in the nation, in general’ (Dev, 2016), academic attainment is often regarded, accordingly, as the ‘pointer’ of the functioning of the educational system. The attainment of excellence has become, in effect, a major topic of interest for the Algerian higher education specialists. In this framework, emphasis has been placed on understanding the factors that are likely to hinder sound academic functioning and untangling the reasons that lie behind unhealthy academic attainment, a phenomenon often referred to in the literature as ‘the underachievement syndrome’ (Abi-Ayad, 2013).

Through present study, we hope to get a better understanding of some the factors that militate against achieving success in the field of EFL in the context of higher education in Algeria. We contend that that one of the factors that could explain students’ academic low attainments is negative self-beliefs. Hence, we should raise our awareness, as teachers and educators, about the critical role that learners’ academic self-beliefs play in their ultimate level of academic achievement in EFL.

It is our belief, in fact, that the educational exigencies of the current globalized world requires from learners to develop strong egos, positive self-beliefs and pro-active attitudes to be able to manage their learning and achieve their desired goal. In tune with worldwide educational mutations, academic *success* or *attainment* (used sometimes interchangeably in the literature) requires thus in addition to the development of *competencies* i.e. solid knowledge base and appropriate skills, the cultivation of *capabilities* ie visions of self-efficiency, autonomy and self-determination (Kuh et al, 2006, p.5, as quoted in York et al, 2015).

1.1. Academic Achievement

According to Kpolovie et al. (2014, p.76), academic achievement can be defined as “excellence in all academic disciplines, in class as well as extracurricular activities...[It] indicates the extent to which the student, teacher, curricular and indeed the educational institution has achieved the predetermined educational goals...[It] is commonly measured with examinations that assess important procedural knowledge such as skills, and declarative knowledge such as facts which student have learnt”. Used interchangeably with academic performance, the authors go on to say that academic achievement is ‘a measurable index’ that reflects the cognitive, the emotional and the psychomotor functioning of students in scholastic and educational spheres.

Besides, Kuh et al (2006, p.5, as quoted in York et al, 2015) use instead the term ‘academic success’ and regard it as ‘the attainment of educational objectives and the realization of educational outcomes via the acquisition and mastery of desired skills and knowledge. It is worth adding that, in the present study, academic achievement or success was related to mastery of specific skills, abilities and knowledge in one specific module related to the specific area of language sciences namely, discourse analysis.

It should be stated that success in English as a foreign language is the ultimate product of a net of complex and dynamic factors namely: Precursor factors that are relevant to the learner himself like aptitude, age, motivation and history of learning; environmental factors pertaining to social, economic and cultural setting and instructional factors including quality of instruction and institutional resources (1994, as quoted in Brewer, 2006).

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

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

Following this line of thought, self-beliefs beliefs correlate with achievement outcomes through their multidimensional impacts on motivation, self-control, anxiety and achievement goals. Thus, students with positive self-beliefs display higher motivation in their learning, a better regulation of stress and a more effective use of learning strategies as compared with those with negative self- beliefs who are likely to be more vulnerable to discouragement when they fail in their performance.

I. 2. Academic Self-Beliefs

The word *self*, regardless of its popular usage in various settings, is one of the most intricate concepts to define in the literature. Most definitions tend to provide diverging or, as stated by Baumeister (1998, p.681), at times confusing definitions in the sense that most of them associate ‘self’ with ‘self concept’ as if they were interchangeable constructs. The difficulty to provide a definition stems partially, accordingly, from the intrinsic, multifaceted complexity and nature ‘selfhood’ per se as not being “*really a single topic, but rather an aggregate of loosely related subtopics.*”

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

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

Secondly, *interpersonal Relationships* as a core aspect of selfhood refer to the multitude of social roles within both family and community that the self fulfills and which are paramount to achieving a self- complacent development of selfhood and constructing social identity.

Thirdly, underlying the mutation processes of the self structure as both a cognitive ‘individual’ self and ‘a socially constructed’ collective self, *executive agency* refers to the ability of the self to transcend the self-interpretive and interpersonal functions to that of making decisions, exerting control and regulating one’s thoughts, emotions and actions. It should be stated that this ‘agentic aspect’ of self has been highlighted in many motivational theories in psychology such as, illustratively, the *self-determination* theory (or SDT), for short, and the *self-efficacy* theory. The former, developed by Deci and Ryan (1995), portrays human being as an active decision-maker and controller of actions rather than a passive recipient of events and the latter, proposed by Bandura (1994), emphasizes the potential of human being to exert control over his environment and change his life conditions.

Substantial body of research in the educational field has consistently underlined the significant role that ‘beliefs about the self’ play in academic strivings at all levels and across many fields (Folk, 2015). Defined as the set of evaluations that the person makes about his capabilities and the outcomes emanating from his actions (Hoffman, 2015), self-beliefs constitute an integral part of a thorough and sophisticated system known as self.

Considered as crucial boosters for taking action and enacting change, Hoffman describes them as powerful igniting mechanisms that influence people’s aims, strategies and accomplishments. They could be divided, accordingly, into several categories: *control self- beliefs* pertaining to the appraisals of one’s capacity to exert

control over the diverse situations one faces in life; *competency self-beliefs* referring to one's conviction in one's capacity to attain a desired target; *value self-beliefs* entailing contentions regarding the significance one places in certain life events; *goal-orientation self-beliefs* referring to the hidden often unseen stimulating causes laying behind one's actions and *epistemological self-beliefs* referring to the orientations one develops about the nature of knowing and intelligence.

In line with Hoffman's categorization of self-beliefs, students' academic self-beliefs have been assessed on the basis of a multitude of both personal variables (self-regard; achievement motivation; self-directedness; proactivity; emotional awareness; self-assessment) and contextual variables (perceived teacher's feedback; perceived teacher's attitudes; perceived family /relatives' feedback and perceived environmental stimulation) that are deemed to be influential in the context of academic attainment in English language sciences.

1.3. Self-Beliefs and Personal Variables

Self-regard is part and parcel of a broader concept known as "emotional intelligence". The latter has been defined by Romanelli et al (2006, p.69) as a set of skills such as, to cite only few, empathy, self-awareness and optimism that enable people to understand emotional stimuli that they receive from internal or external environments. Accordingly, self-regard and self-competency represent two different conceptions about the self and fulfil different functions: While self-competency beliefs pertain to judgments of one's own personal capabilities, self-regard reflects a more global conception about the self that is closely linked to self-concept (representing person's general views about his ideas, characteristics and attributes).

'Achievement motivation' refers to the human desire to attain success or reach excellence in a given domain. In the area of achievement motivation, theorists attempt to provide explanations in relation to students' achievement-related behaviors (Neuville et al, 2007). In this perspective, goals are divided basically into two types of goals: 'mastery goals' and 'performance goals'. While mastery goals (called also learning goals) are directed towards developing competencies and acquiring skills in a given task, performance goals (known also as ego-involvement goals) are concerned with displaying competence relative to others (Pintrich, 2000).

In addition to achievement goal orientation, researchers in educational psychology point out to the impact that attributions have on students' level of persistence, use of self-control strategies and ultimately achievement behavior (Weiner, 1986). The attribution theory, according to Schunk (1991, as cited in Jernigan, 2004), highlighting a cognitive approach to motivation, proposes that individuals formulate certain subjective theories 'attributions' about the general sources of their achievement behavior in an attempt to explain and make inferences about the causes underlying their success or failure.

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

There have been numerous studies in the literature on Self-directed learning (SDL) and its close association with successful academic attainment. Defined by Knowles (1975, p.18) as *a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning strategies, and evaluating learning outcomes*", self-directed learning implies a proactive type of learning that is based on students' own initiative. It consists of strategies used to self-direct language learning such as planning, monitoring, prioritizing and self-management.

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

Amongst a myriad of affective, cognitive and contextual factors that influence academic achievement in English as a foreign language, *academic proactivity* is often cited as a major idiosyncratic factor that explains individual differences in E.F.L learning. In line with Tornau and Frese’s definition (2013, as cited in Tymon, 2015, p.5049), “proactivity is an umbrella term that is associated with several positive academic qualities that denote ‘entrepreneurship’ namely, showing responsibility; taking actions; solving problems; making decisions and facing challenges.

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

Defined by Knoetze (2013, p.88) as “*an internal process orientating a person regarding events or people in his or her life; this orientation implies a positive or negative experience and is accompanied by an indication of a reaction to the event or person involved*”, *emotional awareness* is an affective variable that is likely to affect (though with varying degrees) students’ level of academic performance.

Currently, there is a growing interest in the literature to associate academic success to an important emotional competency, namely, “emotional awareness”. The latter pertaining to management and regulation of one’s emotional states is regarded as critical to successful academic attainment (Rieffe et al, 2008).

Following this line of thought, there exists a close correspondence between emotional awareness and one’s ultimate achievement outcome since a low understanding of one’s negative emotions can obstruct cognitive functioning and ultimately impair effective performance and the reverse situation is also true.

Additionally, a number of researcher investigations have asserted that the relationship between negative emotions such as anxiety and achievement is made possible only through the mediating role of self-beliefs beliefs. Accordingly, the observable linkage between anxiety and diminished performance may be co-effects of negative self- beliefs (Brewer, 2006).

McMillan and Hearn (2008, p.42) contend that self-assessment is a construct that is closely related to three basic ‘areas of study’ namely, cognitive and constructivist theories of learning and motivation; metacognition theory and self-efficacy theory and define it as: “*a process by which students monitor and evaluate the quality of their thinking and behavior when learning and identify strategies that improve their understanding and skills*”.

Besides, in addition to emotional awareness, many researchers in the literature have underscored the importance of ‘*accurate self-evaluations*’ and ‘*self-confidence*’ as assets for successful academic behaviours. In this context, Goleman (1998, as cited in Arabsarhangi & Noroozi, 2014, p.677) distinguishes these two components of emotional awareness and relates self-assessment to “*knowing one’s strengths and*

limits” while describes self-confidence as “*sureness about one’s self-worth and capabilities*”. Self-confidence, which relates to students’ faith in their ability to achieve a certain goal, has been envisioned as a potential predictor of their ultimate level of attainment in a given academic domain (Ferla et al, 2009; Honicke & Broadbent, 2016).

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

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

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

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

The findings of diverse lines of research show that there exists a net of psychosocial factors that account for a sizable share of the variance in success in academic accomplishments. Students build their primary self-perceptions and beliefs from the family dynamics-with all its educational, cultural and socio-economic parameters- through the type of involvement displayed by parents in relation to their children (Mahmoudi, 2012). It is usually the case that *parents* who hold high educational expectations about their children’s competencies use strategies that are likely to enhance their sense of self-esteem and self-competency beliefs and thereby positively influence their academic trajectories (Rivera, 2012). In some situations, the power of messages children get from their parents can be extremely influential: They can make them feel thoroughly able to strive for positive achievements in spite of hindrances.

In fact, the nature of self-beliefs that students have come to develop about themselves are hypothesized to affect their course of intellectual development and impinge on their academic achievement in English: Students whose parents develop in them a global sense of self-esteem, emphasize their competence and nurture their autonomy are likely to prepare them to be more confident of themselves and more ready to cope with unsatisfactory academic performances (Johnson, 2016).

Recent research has shown that students’ level of academic achievement might be closely related to the type of conceptions they hold about their environmental and cultural *milieu*. It is worth mentioning that many studies have indicated that personal competency beliefs are sensitive to the specificities inherent to the culture to which the person belongs. Culture has been defined by Hofstede et al (2010 as quoted in Evans, 2014, p.35) as: “*mental programming that is acquired early and expressed throughout life. It is also known as shared thinking, feeling and includes actions, all of which are learned from home, school and communities*”.

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

II- Methods and Materials

In spite of the large spectrum of the construct of self-beliefs in current educational research, there has been no research to date, to the best of our knowledge, which addresses such topic in the Algerian academic strivings. Hence, driven by our interest to get a better understanding of the factors that can yield an influence on the EFL students' achievement behavior, focus was laid on the self-beliefs of Master EFL students in an attempt to shed light on the beliefs that lie dormant inside students but that can be critical in their current and future educational outcomes and prospects.

In fact, attesting to both the complexity and the multidimensionality of self-beliefs,

a close link is often drawn between the type of beliefs a student nurtures in a specific field of study and his/her level of academic attainment. As such, through the present study, emphasis is laid on examining the nature of self-beliefs held by Master 1 students and their associations and checking whether or not there exists a correspondence or association between EFL Master Students' self-beliefs and their achievement scores in the domain of language sciences in general and in the module of discourse analysis, in particular.

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

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

A sample (representing a relatively small group selected from the target population) includes 73 students i.e., (03) males and (70) females chosen from the mother population following 'simple random sampling'. The latter stands as a more convenient way of drawing a sample that is, a group of subjects from the 'frame population' and making sure that the sample is unbiasedly representative of the mother population (the population of interest) from which it is derived. It is worth noting that data obtained from participants' self-ratings was collected by December 2014 that is to say, prior to students' first semester examinations in language sciences as it was urged

by the need to obtain data regarding students' self-appraisals before they sit for examinations in English language sciences.

In accordance with the research aim, the following research question has been postulated:

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

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

Hence, the *dependent variable* in our present study, for which we seek an explanation is, student achievement behavior in discourse analysis and the *independent or explanatory variable* that might affect student's academic achievement is the student's self-beliefs and perceptions in English language sciences.

In line with the aim of our investigation, we investigated a battery of beliefs that Master1 learners hold in relation to a set of personal and contextual factors in the specific situation of English language sciences and more particularly in relation to one subject taught in this area namely discourse analysis. In doing so, we sought to confirm or infirm the relationship between the type of marks (high or low) scored by Master 1 students in discourse analysis and the nature of beliefs they nurture in the stream of English language sciences.

Therefore, attempts have been made to analyze the patterns and explicate trends that emerge from students' responses and to investigate the extent to which those patterns corroborate the findings of previous research in the literature. In this context, the following research sub questions have been formulated in accordance with the basic research question posited earlier (c.f section 3.2):

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

The data sources for study are the participant's self-evaluations provided on the «*ELS-Academic Self-Beliefs Survey*» and their marks achieved in a written- based exam in the first semester exams in discourse analysis (DA) taught to Master 1 learners specialized in English language sciences. Endeavor is made to 'tailor' the survey instrument while testing learner's academic self-beliefs to the specific area of English language sciences. Because of time wise considerations, emphasis is laid on analyzing students' achievement behavior in the subject of discourse analysis only before generalizing assessment, hopefully, in the future, on the basis of feedback generated from the present study, to other subjects in the field of English language sciences. It is worth adding that the choice to focus in the module of discourse analysis is related to sheer personal interest and motivation. The subject of discourse analysis- in addition to pragmatics- constitutes, in fact, a core subject in the unity of linguistics. Having one coefficient, it is taught once a week (for 1 hour and a half) for Master 1 learners in English language sciences.

The "*Academic Self-Beliefs Survey*" (ASBS) (c.f. Appendix) constitutes the measuring instrument in this study and aims specifically at highlighting the type of beliefs held by Master 1 EFL students across the various situations they are bound to

face in the context of language sciences. Consisting of 55 items scattered over 8 sections, this questionnaire tackles a multitude of intrinsic and extrinsic variables that are likely to impinge on learner's performance namely, self-regard; achievement motivation; self-directedness; proactivity; emotional awareness; self-assessment; perceived teacher's feedback and attitudes; perceived family/relative's feedback and perceived environmental support. It is worth noting that the distribution and the completion of the questionnaire took one hour and half approximately. Besides, it is our contention that the language sciences ASBS needs, because of its novelty, future refinement and validation before generalizing it to other domains of investigation.

Seeking to unveil reasons behind the achievement differences of Master 1 students in discourse analysis, a self-constructed academic self-beliefs survey in English language sciences has been conducted labeled the «*ELS-Academic Self-Beliefs Survey*». Through the questionnaire, attempt is made in understanding the different beliefs, attitudes opinions, impressions and expectations that learners nurture in the specific context of English language sciences. This is grounded on our belief that student's judgments- that could be compromised by their own motivations, emotions and experiences- are in the entrepreneurial constructivist, perspective, an important driving force for their learning and achievement behavior. This measuring instrument consists of sixty three 55 questions divided into 8 major sections (cf. appendix).

The index of achievement in this study, represented by teacher-assigned scores, was assessed in relation to students' self-beliefs in discourse analysis- as one of the modules taught for Master learners in the domain of English language sciences. Such index of achievement is reported in the literature to be more correlated with self-measuring instruments than other scores recorded in standardized tests (Valentine et al., 2004).

The results can be summarized as follows: [22 cases of success or high achievement] versus [51 cases of failure or low achievement]. The analysis of students' exam scores obtained in discourse analysis has been realized according to a scale ranging from [02.00 to 14.00]:

- Scores between [2.00–9.00] indicate a low performance or failure in DA
- scores between [10.00-14.00] denote a high performance or success in DA.

In this study, descriptive and inferential statistics were implemented in order to analyse data via interactive software calculation tools (Preacher, 2001; Turner, 2014): the chi square test was used and the correlation coefficient (r) was computed in order to check relationship between variables. Yet, no experimental manipulation of the variables has been accomplished in the current study.

III- Results and Discussion :

□ *Self Regard (Section 1, Q 1-Q 6)*: The chi square statistics show that self-regard cannot be a good predictor of academic achievement since X^2 values recorded for paired data in section 1 namely, ($X^2=3.98$) in Q 1; ($X^2=3.3$) in Q 5; ($X^2=5.17$) in Q 6; ($X^2=4.03$) in Q 2 . Q 3 ($X^2=0.357$) and Q 4 ($X^2=1.314$) are not statistically significant. Besides, a negative low correlation for both the high-achievers ($r= -0.1062$) and the low-achievers ($r= -0.1254$) was recorded, failing to reinforce findings in the literature that depict self-regard, as a strong correlate of academic achievement (Velar, 2003).

It is worth noting that the majority of the high-performing students in discourse analysis have opted for positive (though graded) categories in the self-regard questions, excepting in question 2 and 6 where half of the students reported negative self-regard ratings. The most noteworthy feature that characterizes their responses is the tendency of the high performing students in the sample (including those who obtained the highest achievement scores in discourse analysis) to avoid opting for the extreme positive option (f) which corresponds to 'very often' and chose rather middle categories in the instrument. This could raise further questions about whether this attenuation would reflect 'a self-effacing' pattern of response as a result maybe of a

natural byproduct of a cultural education that promotes modest self-evaluative expressions or is it that these students nurture some doubts about their competencies in English language sciences?

In this context, it should be noted that according to some researchers (Hui & Triandis, 1989, as cited in Brown, 2004) use of the 'midrange' categories could express humbleness in some Asian cultures whereas choice of extreme categories represents more 'sincere' responses in Mediterranean cultures. In this vein, Yoon and Eccles (1996) noted that several cross cultural studies demonstrated that unlike, in their own terms, "*the American society that seems to exalt the motivational effects of positive self-concepts...some societies tend to stress a more realistic view of self*".

□ *Achievement Motivation (Section 2, Q7-Q17)*: In opposition to our hypothesized relationship in this study, chi square results for achievement motivation questions are statistically insignificant namely, (Q7, $X^2=0.894$; Q 8, $X^2=0.849$; Q 9, $X^2=0.084$ and Q 10, $X^2=3.158$); Q 11, $X^2=1.64$ and Q 12, $X^2=2.018$); Q 13, $X^2=0.767$ and Q 14, $X^2=0.079$; Q 15, $X^2=0.165$; Q 16, $X^2=2.59$ and Q 17, $X^2=1.078$). Besides, low and insignificant correlational analysis was found for the high-performers and the low-performers in DA ($r=0.25$) and ($r=0.04$) respectively.

□ *Self-Directedness (Section 3, Q18 –Q 24)*: A weak relationship was found between students' achievement index (marks) in DA and self-directed competencies in ELS in Q18 ($X^2=3.23$); Q 19 ($X^2=1.96$); Q 20, ($X^2=3.08$); Q 21, ($X^2=2.40$); Q22, ($X^2=1.88$); Q 23, ($X^2=1.63$); (Q 24, $X^2=6.25$). Besides, low correlational coefficients of ($r=0.09$) were obtained for the high-achieving and (0.004) low-achieving students in DA.

It is worth adding that half of the low-achievers in DA reported negative appraisals about their ability to plan and organize their Master 1 research activities (Q21) and about their ability to self-control external and/ or internal tempting sources (Q24). This might lead us to raise many questions: Does it imply that these students 'cannot' or rather 'think' they cannot control sources of attractions and repulsions? Do these students know to make use of self-directed learning strategies to keep control over the innumerable dissuading factors they are bound to experience in the course of their learning in English language sciences?

□ *Proactivity (Section 4, Q25-Q32)*: Unlike what is reported in the literature (Zhu & Wang, 2017), a weak insignificant relationship was recorded between students' proactive behaviour and their achievement scores in relation to trustworthiness items (Q25 $X^2=1.41$ and Q 26 $X^2=0.78$); adaptability items (Q 27, $X^2=5.11$ and Q28, $X^2=1.74$); planning items (Q 29, $X^2=5.56$ and Q30, $X^2=0.18$) and tenacity items Q31 ($X^2=0.50$) and Q32 ($X^2=3.68$). In addition, a low correlational analysis was recorded reinforcing chi square outcomes: trustworthiness items, ($r=0.39$) for the high-achievers and ($r=0.15$) for the low-achievers; adaptability items ($r=0.31$) for the high-achievers and ($r=-0.25$) for the low-achievers; planning items, ($r=0.14$) for the high-achieving and ($r=0.004$) for the low-achieving and in tenacity items ($r=0.17$) for the high-performers and ($r=0.13$) for the low-performers in discourse analysis.

Unexpectedly, the low-achievers reported positive self-assessments about their proactive behavior in the ELS setting that do not match their low scores in DA. It could be that their self-evaluations are more representative of an expression of 'a wish' to succeed in the field of English language sciences than 'a real choice' to succeed. When being academically successful becomes 'a personal academic decision' framed by the learner's inner drives and motives for success, it is likely to generate in him a multitude of proactive cognitive, affective and emotional effects that will facilitate the implementation of his objectives (Seibert et al., 1999).

□ *Emotional Awareness (Section 5, Q 33-Q38)*: A weak statistical association was found between students' emotional awareness and their academic performance in DA: (Q33, $X^2=3.181$ and Q34, $X^2=1.487$); Q35 ($X^2=1.038$); Q 36 ($X^2=0.571$); Q37 ($X^2=3.76$) and Q38 ($X^2=2.784$). This tallies with the low positive correlation recorded for the high-achieving ($r=0.18$) and low-achieving students ($r=0.23$). Yet, what is peculiarly thought-provoking is the fact that the large proportion of students (both in the success and failure condition) seem to opt for either a negative response (A/B) or an

undetermined tone (C) when evaluating their ability to understand the motives underlying their tension during assessments (Q33 & Q34); their abilities to understand their emotions in oral communication (Q35 & Q36) and capacities to decode the type of emotions they experience in classes (Q 37 & Q38).

This leads us to ponder over the causes underlying Master 1 learner's lack of awareness about the emotions they experience in English language sciences. This is rooted in our conviction that being aware of one's emotions and feelings is the first primary step of emotional self-control. It sounds commonsensical that if students are not 'made aware' about the 'need to be aware' about the type of their own emotions (be it positive or negative), how can they come to know 'how' to manage stressful situations such as examination periods, for instance?

It should be stated that an exam situation is by essence tension-provoking. Thus, the feelings of tension that often characterize assessments situations is often a situational non- lasting state that could culminate from a multitude of paralinguistic and extraneous factors. However, a lack of awareness on behalf of students about this natural phenomenon and its effects combined with a lack of knowledge about the use of appropriate strategies to control it can result in low academic performance.

□*Self-Assessment (Section 6, Q 39-Q44)*:A lack of statistical correspondence was noticed between students' self-assessment and their first-semester marks in DA. This is the case for Q39 ($X^2=1.36$); Q 40 ($X^2=2.035$); Q 41($X^2=2.11$); Q42 ($X^2=1.81$); Q43 ($X^2=0.39$) and Q44 ($X^2=1.28$). In addition, the correlational analysis consolidates chi square results and shows a weak statistical significance for the high-performers ($r= -0.10$) and the low-performers ($r=0.22$) in DA.

The majority of the low-achievers reported, albeit a mitigated tone when appraising their capability to succeed at didactics (Q42) and statistics (Q44), positive estimations about their ability to succeed at competence (Q40); linguistics (Q41) and methodology (Q43). This could imply that some of these students might have adopted 'an overrating pattern' in their responses presumably as part of some common tendencies characterizing most self-report questionnaires and surveys (Heine et al, 2001).

□*Perceived Teacher's Feedback/Attitudes (Section 7, Q45-Q49)*:In contrast with our hypothesized relationship in this study, a non-significant relationship is recorded between perceived teacher's feedback and their actual first-semester achievement scores in DA. Most successful and unsuccessful students showed comparatively similar self-ratings regarding the perceived teacher's positive feedback items (Q45, $X^2=0.191$) and (Q46, $X^2=4.905$). The correlational statistics further reinforces chi square outcomes given the fact that a medium positive correlation ($r=0.3877$) was recorded for the high-achievers and a low positive correlation ($r=0.2057$) for the low-achievers.

It is worth adding that significant proportions of the low-achievers and high-achievers seemed 'uncertain' as to whether their teachers provide them with positive feedback in the field of English language sciences (Q45). Does it imply that some of these students do not receive positive feedback from their teachers and thus opt for the uncertain category to avoid negative options? Could it be also that some of them do not receive sufficient (verbal or non-verbal) feedback about their achievements in English language sciences? Or might it be due to the impact of the wording of the question itself? We trust that the way the question is asked could bear significant effects on students' self-descriptions as the wording used in the questionnaire might put, sometimes, the informant's self-picture 'at stake' and results hence on a reserved neutral 'response mode' at which they feel probably more at their ease than when deciding overtly for positive or negative alternatives.

Moreover, the chi square testing reveals, unexpectedly, that student's perceived teacher's attitudes are incongruent with their first-semester scores in DA in Q47, $X^2=1.577$; Q48, $X^2=1.565$, and Q49, $X^2=9.039$. In addition to that, correlation analysis reveals a medium positive correlation between perceived teacher's attitudes and exam scores in DA for the high-achievers ($r=0.34$) and a low positive correlation for the low-achievers ($r=0.0438$).

What deserves a close examination in students' responses is the fact that the majority of the low-achieving and high-achieving students in discourse analysis displayed a negative or unsure tone as regards teacher's use of anxiety-reducing

strategies during examinations in English language sciences (Q48). This may raise in itself many questions: Don't they receive sufficient assistance from their teachers in the various subjects they take in English language sciences regarding their affective and emotional states? Do their teachers capitalize on creating proactive learners able to emotionally control their learning as paramount to attaining their teaching and instructional objectives in ELS?

□ *Perceived Family and Relatives' Feedback/ Perceived Environmental Stimulation (Section 8, Q50- Q 55)*: An insignificant association was recorded between perceived family and relatives' feedback and their performance scores in DA. The high and low-achieving students in DA reported similar ratings in Q50 ($X^2=1.819$); Q51 ($X^2=2.315$); Q52 ($X^2=0.487$) and Q53 ($X^2= 0.373$). Moreover, the correlational analysis denotes a low negative correlation for the high-achievers ($r= -0.103$) and a very low negative correlation for the low-achievers ($r= -0.0473$).

The majority of students in the two categories of students reported positive assessments about the feedback they receive from their family and relatives regarding their academic achievements. It should be stated that many educational researchers underline the major role of the 'dynamics' of family structure on the psychological functioning and the emotional regulation of their children. The nature and quality of relationship that the parents hold with their children and the feedback they communicate to them have an enormous effect on the way children perceive themselves in the future, on the type of decisions they take and the manner with which they cope with adversity in their life (Eccles and Ardel, 2001; Mahmoudi, 2012).

Furthermore, chi square testing underscores a weak association between students' perceived environmental stimulation and their first-semester scores in DA. In fact, the two groups of display close self-appraisals in relation to Q54 ($X^2=1.481$) and Q55 ($X^2=5.917$). In addition to that, the correlational statistics, bringing additional support to chi square findings, underlines a medium positive correlation between the two variables regarding the high-achievers ($r=0.47$) and a low negative correlation for the low achievers ($r= -0.0465$).

It is worth noting that the majority of students in both categories have not endorsed the positive item (Q54) relating to environmental encouragement for promising academic accomplishments. Does this suggest that some of the failing students have not achieved well in discourse analysis because they think that it is pointless to invest high efforts to be academically successful as their achievements will not be recognized in their own social setting? Many researchers contend that the nature of cultural values embraced by members of a given community contributes profoundly either to the consolidation or the erosion of higher aspirations and the pursuit of better achievement. In fact, the existence of some negative 'popular' environmental beliefs that undermine the value of education create barriers to inspiring great efforts and achieving competence since they deliver ambivalent and confusing messages about the importance of seriousness in studying and the integrity of academic excellence.

It should be noted, however, that students are categorically different in their psychological makeup, in their worldviews and personal beliefs and thus opt for varying behaviors and actions when dealing with events they meet in their social environments. This makes presumably, some students, with a solid 'can do' mindset, more engaged than other learners in their academic pursuits regardless lack of social support, since they hold a firm belief that they are fully able to attain academic success in spite of dissuading environmental hindrances.

As far as the Implications of the findings, the processing of data has shed light on several aspects of commonalities and differences between the high- and low-achieving students in discourse analysis. While the findings do not seem to corroborate previous research findings in the literature about the 'overt' differences between the low-achievers and high-achievers in relation to their domain-specific academic beliefs, they have unveiled interesting information about what students believe about themselves and their learning context.

It is clear that understanding the complexities of academic self-beliefs, by teachers and educators, is the first step for enacting change in the learners' minds. When teachers become knowledgeable of the origins and the impact of domain-specific beliefs on students' academic achievement, they would be more equipped to handle difficulties they are bound to encounter in the classroom and find solutions for them (Barnett, 2004; Idri, 2012).

When teachers encourage students to accept analysis and revision in 'the self' they are likely to initiate positive constructive *change* within students. It is our belief that through making 'visible' what is often 'unseen' in the classroom such as, to cite only a few, students' negative self-regard, anxiety and uncertainty, teachers could be in a better stance to change fragile egos and help them develop a more optimistic and positive outlook on themselves.

It is our conviction, indeed, that 'pouring' purposefully into the minds of students shapes our understanding of teaching practices and stimulate us, as teachers, to opt for positive reflections in the classroom that are likely to improve students' academic self-beliefs and ultimately enhance their academic achievement in the specific domain of EFL (Brown, 2004; Guinot Varty, 2009).

The findings of our inquiry about the type of beliefs held by Master 1 learners in the context of English language sciences could inform practitioners and teachers about the nature of beliefs students nurture about themselves and illuminate their contribution to the quality of their performance not only in ELS but also in the various streams related to EFL Master 1 learning namely, literature and civilization.

Depicted by Méndez López (2011) as a field that is so replete with beliefs and emotions, foreign language education in general and English language education in our Algerian academic setting needs, unquestionably, to open its doors to new forms of knowledge and embrace innovative pedagogies and modern approaches to develop in the Algerian university learners' generic' abilities and 'transversal' skills that are likely to widen their future prospects and make them able to take part in 'constructing' their own academic and professional success.

One of these approaches that encourages developing 'the whole student' through integrating both the 'mind' and the 'heart' is the *Holistic Approach for Teaching and Learning Interaction* or (HALTI), for short. The principles underpinning this approach stand in harmony with some claims made in UK that encourage the holistic development of university learners through "going beyond knowledge and skills to include other aspects of being a person in society (such as emotion, spirituality, moral judgment, embodiment)" and adopting an integrative orientation that "emphasizes the connections and relationships between thinking, feeling and action, rather than separating cognitive dimensions of education from affective or moral dimensions"(Quinlan, 2011, p. 2).

Moreover, compliance with the demands of the current era requires from teachers and practitioners to prepare students to go beyond the confined limits of the university and be ready to face challenges of life through developing in them entrepreneurial attitudes and proactive skills that are paramount to self-directedness. Students should be taught, for example, how to manage their time, how to plan their academic work when they get engaged in problems-solving or research activities such as making estimations in relation to time requirements; appraisals of the resources available to them and selection of the adequate procedures to be implemented for the task at hand.

IV- Conclusion:

This study has examined the relationship between the academic self-beliefs held by EFL Master 1 learners and their academic achievement in the module of Discourse Analysis. Findings based on data collected via the Academic Self-Beliefs Survey in relation to exam scores recorded in one of the modules taught in English language sciences namely, discourse analysis could not confirm the hypothesized relationships between variables of the study and underline the need thus for a future refinement and validation of the instrument before making generalizations to other modules and subjects taught for Master 1 learners in the stream of English language sciences. It is our conviction, yet, that successful academic attainment is the ultimate outcome of a dynamic process of synchronization between ‘a good knowledge base in EFL and adequate skills on the one hand, and positive self-beliefs on the other hand. Indeed, success would depend, in this case, on finding the right equation between the two.

- Appendices :

Appendix. “Academic Self-beliefs Survey” in English Language Sciences

Section 1: Self- Regard (A/ B/ C /D/ E/ F)

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

Q2: Do you ever feel less capable academically than other Master 1 in English language sciences?

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

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

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

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

A=Never

B= Rarely

C=Sometimes

D=Often

E=Frequently

F= Always

Section 2: Achievement Motivation (A/ B/ C /D/ E/ F)

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

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

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

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

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

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

- Q 13: Do you relate your positive results in first-semester assessments to your high analytical abilities in English language sciences?
Q 14: Do you relate positive results in first-semester assessments to your serious revision planning for examinations in English language sciences?
Q15: Do you relate positive results in first-semester assessments to your own interest in the subjects taught in English language sciences?
Q16: Do you relate negative results in first-semester assessments to your lack of interest in the subjects taught in English language sciences?
Q17: Do you relate negative results in first-semester assessments to your low memorization abilities in English language sciences?

A=Never
B= Rarely
C=Sometimes
D=Often
E=Frequently
F= Always

Section 3:Self-Directedness (A/B/C/D/E/F/G/H)

- Q18: To what extent do you feel able to assertively defend your beliefs and ideas in your courses in English language sciences?
Q19: To what extent do you feel able to critically evaluate new ideas when you take your courses in English language sciences?
Q20: To what extent do you feel able to use the library to get information for your Master 1 research activities in English language sciences?
Q 21: To what extent do you feel able to plan and organize your research activities in English language sciences?
Q 22: To what extent do you feel able to take notes in your courses in English language sciences?
Q23: To what extent do you feel capable of keeping focused when dissuading events in your life?
Q 24: To what extent do you feel capable of keeping concentrated when preparing for exams in English language sciences when you experience tempting events in your life?

A=Completely Unable
B=Quite Unable
C=Slightly Unable
D= Somewhat Unable
E= Somewhat Able
F=Slightly Able
G=Quite Able
H=Completely Able

Section 4: Proactivity (A/B/C/D/EF)

- Q 25: Do you think that you expend a lot of efforts in your revision for the exams in English language sciences?
Q 26: Do you think that you invest more efforts in your revision for first-semester Master 1 exams in English language sciences than you did in your Licence studies?
Q 27: Would you take personal responsibility for completing Master 1 research activities that require an intensive effort for a long –term involvement

in English language sciences?

Q 28: Would you feel unable to take responsibility for completing Master 1 research activities that require an intensive effort for a long- term involvement in English language sciences?

Q29: Do you think that you make a plan (mentally or in writing) of all the resources available to you when you deal with research activities in English language sciences?

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

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

Q 32: Do you think you cannot manage to achieve your own academic objectives when confronted with difficulties in English language sciences?

A=Never

B=Infrequently

C=Sometimes

D=Often

E= Frequently

F=Always

Section 5: Emotional Awareness (A/B/C/D/E)

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

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

Q 35: Do you think that you cannot understand your emotions when expressing yourself orally during classes in English language sciences ?

Q 36: Do you think that you cannot understand your emotions when writing research papers related to courses in English language sciences?

Q 37: Do you think that you can understand your own emotions and feelings during classes in English language sciences?

Q 38: Do you think that you cannot understand your own emotions and feelings during classes in English language sciences?

A=Completely Unable

B= Unable

C=Undecided

D= Able

E= Completely Able

Section 6: Self-Assessment (A/B/C/D/E/F/G)

Q 39: Do you feel able to succeed in Master 1 exams in English language sciences?

Q 40: Do you feel able to succeed at ‘competence’¹ in English language sciences?

Q 41: Do you feel able to succeed at ‘linguistics’ in English language

¹ ‘Competence’, ‘linguistics’, ‘didactics’, ‘methodology’ and ‘statistics’ are subjects taught for Master 1 students in English language sciences;

sciences?

Q 42: Do you feel able to succeed at 'didactics' in English language sciences?

Q 43: Do you feel able to succeed at 'methodology' in English language sciences?

Q 44: Do you feel able to succeed at 'statistics' in English language sciences?

A=Completely Unable

B= Unable

C=Almost Unable

D= Undecided

E=Almost Able

F= Able

G=Completely Able

Section 7: Perceived Teachers' Feedback/Attitudes (A/B/C/D/E)

Q45: Do you think that your teachers provide you with a positive feedback about your achievements in English language sciences?

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

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

Q48: Do you think that your teachers do not put a lot of pressure on you during examinations in English language sciences?

Q49: Do you think that your teachers make you feel able to succeed in English Language sciences?

A= Do not believe at all

B= Do not believe

C= Uncertain

D= Believe

E= Completely believe

Section 8: Perceived Family and Relatives Feedback(A/B/C/D/E)

Q 50: Do you think that your family promotes in you a positive vision about your achievements in English language sciences?

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

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

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

Q54: Do you think that the Algerian social environment promotes the development of personal potentials and praises successful academic achievements?

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

A= Do not believe at all

B=Do not believe

C= Uncertain

D=Believe
E=Completely believe

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