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The Relationship between Self –esteem and learning styles towards learning English in Secondary School

The case of Second Year of High School Students at Arab Masoud chachar and Muhammad Al-Taher Maamari Khenchela High School

Dissertation Submitted to the Department of English Language and Literature in Partial Fulfillment of The Requirements for the Degree of Master in Language and Culture

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DEDICATION

To my divinely parents:

I didicate this thesis to my loved parents who have always taught me to trust in Allah, believe in hard work and taught me that so much could be done with little.

To my dear sisters and brothers:

To my sisters who always support me in my academic journey Chiama, Douaa, to my brothers Aissa and walid.

To my sweet friends:

My friends mean the world to me Wahida, Ranya, Khawla, Souad. I'm more thankfull to all for their supports and encourgment during the time, I needed the most .

To all those who support me and never stopped believing in us.

Belhouchet Aya

DEDICATION

To my parents :

Oh God, fill my father's grave with contentment light, spaciousness, and pleasure and bursh his grave from the bed of paradise.

Mom, you have wished for this day to come for many years, and you have been praying to God for the fulfilment of this wish and here I am, standing in your hands after the long years of the toil, to dedicate to you my success and my graduation certificate, which you deserve, because if it weren't for you I would'nt be where I an now.

To my sisters:

Lila, Nadjet, Hakima,Djahida,Moufida.

To my brothers :

Mourad, Massouad, Soufiane.

To my best friends:

Aya, Manel, Souad, Radhya, Ranya.

Special gratitude is due to all those extraordinary people who have stood by me in every hard moment and how were there for me whenever i needed.

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ABSTRACT

The present study aims at investigating the relationship between self-esteem and learning styles towards English language for Second year at High school of Arab Messoud Chechar and Muhammed Al-Taher MaammeriKhenchela High Schools . The relationship between self-esteem and learning styles is one topic that is regarded by educators as an established fact. The researchers put forwards the following question to investigate the research : what is the relationship between self-esteem and learning styles towards English language ? In order to answer this question, the researchers proposed sub- questions so as to examine the relationship between the two variables. We have hypothesised that students with high level of self-esteem learn well. To verify this hypothesis, we have conducted a descriptive study through which we tested the students understanding of questions and relevance of their answers to our study.

Key words: Self-esteem, Learning style, English language learning .

TABLE OF CONTENTS

Dedications	i
Acknowledgment	ii
Abstract	iii
Dissertation content	iv
List of table.....	v
List of figure	vi
General Introduction	
Statement of the Problem.....	1
Aim of the study.....	1
Research questions.....	1
Hypothesis.....	2
Significance of the study.....	2
Methodological procedure	2
Population	2
Sampling.....	2
Data gathering tools.....	2
Limitations of study.....	3
Structure of dissertation	3
Chapter One: Literature Review	
1. Self concept & Self-esteem	5
1.1. Self concept.....	5
1.2. Self- esteem.....	5
1.2.1.Models of self-esteem.....	6
1.2.1.1. Acognitive ‘’ Botton-up’’Model of self-esteem.....	7
1.2.1.2. An affective’’ Top-Down’’Model of self-esteem.....	8
1.2.1.3. Self-worth theory	8
1.2.1.4. Factors influencing self-esteem.....	9

2. Learning style.....	9
2.1. What is learning style.....	9
2.2. Development of learning style.....	12
2.3.Types of learning style.....	12
3. Learning style Models.....	13
3.1. Jungian Psychological type and Myers-Briggs Type Indicator (MPTI).....	13
3.2.Kolb’s Learning style Model.....	14
3.3. Dunn and Dunn Learning style model.....	15
3.4. Hermann Brain Dominance Model (Whole Brain Model).....	15
3.5. Felder silverman learning style model.....	16
4. The relationship between self-esteem and learning style towards English language.....	18
Conclusion.....	19

Chapter Two: Methodological framework, data analysis and Results

Introduction.....	21
1.Sample Description.....	21
1.2. Students’ sample.....	21
1.3. Teachers’ sample.....	21
2. Data collection tools.....	21
2.1. Students’ Questionnaire	22
2.2. Teachers’ Questionnaire.....	22
3. Analysis and interpretation of the Teachers’ Questionnaire.....	23
4. Analysis and interpretation of Students’ Questionnaire.....	36
5. Discussion of the results and Findings	51
Conclusion	52
General conclusion	53
Recommendations	54
References.....	55
Appendixes	57
Abstract in Arabic.....	77

LIST OF TABLES

Table 01: Teachers' Gender.....	23
Table02: Teachers' Age	23
Table03: Teachers' Qualification	24
Table04: Teachers' competence using network.....	24
Table 05: Teachers' experiences using online resources	24
Table06: Do you think that students feel comfortable when working	25
Table07: How do you see the performance of the students in classroom.....	25
Table08: Does the students refrain from sharing their opinion	25
Table09: Do you think that learning style help them to achieve their goals.....	26
Table 11: Do your students like learning by.....	28
Table 10: When they speak do they want to be corrected.....	29
Table 12: Do they like learn by.....	30
Table13: Do you think students can use different learning style.....	30
Table14: Do they use different styles.....	31
Table 15: Do you think learning style is the only way to improve students achievemant..	32
Table 16: Students gender.....	33
Table 17: Students Age	36
Table 18: Do you feel comfortable when working	36
Table 19: How do you see your performance in the classroom.....	38
Table 20: Can you express yourself openly.....	39
Table 22: Do you feel your teacher supports, encourage and motivates you	40
Table 22: What is your opinion if someone criticizes you in public	41
Table 23: How do you describe your relation with your teachers'	42
Table 24: Do you get angry whenever your teacher or friend criticize you	43
Table 25: Do you face difficulties when speaking English in the classroom.....	45
Table 26: Learning styles.....	46

Table 27: Which one of learning style do you prefer.....	47
Table 28: Do you believe that chosen style depends on students achievements	47
Table 29: You do not worry about making mistakes when presenting	48
Table 30: I see that self-esteem have relationship with learning style.....	49
Table 31: Do you think that self-confidence plays vital role in achieving specific goals...	50

LIST OF FIGUERS

Figure 01: Self-esteem as un umbrella term.....	6
Figure 02: Acognitive(Bottom- up) of self-esteem formation and functioning	8
Figure 03: An affective(Top- down) model of self-esteem formation and functioning	9
Figure 04: Factors influencing self-esteem.....	10
Figure 05: Teachers’ opinion about the performance of the students in classroom.....	26
Figure 06: Teachers’ opinion about students refrain from sharing their opinion	27
Figure 07: Teachers’ opinion about if learning help students achieve their goals.....	29
Figure 08: Teachers’ opinion about students like learning by using different style.....	30
Figure 09: Teacher’s opinion about students want to be corrected when they speak.....	31
Figure 10: Teachers’ opinion about how they learn	32
Figure 11: Teachers’ opinion students can use different style	33
Figure 12: Teachers’ opinion about which kind of styles do in their class.....	34
Figure 13: Teachers’ opinion deos learning style improve students achievement.....	35
Figure 14: Students’ genre	37
Figure 15: Students’ Age	37
Figure 16: Students’ feelings of comfortability when working	38
Figure 17: Students’ performance in the classroom.....	39
Figure 18: The opinions of students about their teachers.....	40
Figure 19: Students’ reaction if someone criticize them in public.....	41
Figure 20: Students and teachers’ relationship.....	42
Figure 21: Students’ feelings whenever teacher or friend criticize them.....	43
Figure 22: Students’ difficulties when speaking English language.....	44
Figure 23: Students opinions about chosen style depends on their achievement	47
Figure 24: Students’ feelings about making mistakes when presenting	48
Figure 25: Students’ opinions about their relationship with teachers’	49
Figure 26: students’ opinions about self-confidence plays vital role in achieving goals	50

General Introduction

INTRODUCTION

Self-esteem has been attracted psychologists for over one hundred years and is one of the most widely studied concept in social and human sciences. However, individuals have various images about themselves. Moreover, this fact has an impact on their behaviours, attitudes, and reactions. One of the main factors that influence this image is self-esteem. This factor is probably one of the most beneficial and important emotions of confidence and satisfaction in one self. Self-esteem has been defined by Coopersmith (1967) cited by Brown (2000 :145) “self –esteem refers to the evaluation which individuals make and customarily with regard to themselves, it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves”. In short, self-esteem is a personal judgment of self worth that is expressed in the attitudes that individuals hold towards themselves.

Learning styles, as individual characteristics, form and evolve as we grow older, which in turn may improve the students’ educational outcomes, identifying factors that contribute to learning styles and help us further to better achieve our goal.

In this study, the research aims to identify the relationship between self-esteem and learning style towards English language learning.

Statement of the problem

Many researchers and scholars indicate that students differ in their intelligence and personalities in their way of thinking and their learning styles. Through our experience, as students, we noticed that a lot of students have different attitudes towards learning and different ways to retain information; these different types change the students’ achievement and goals.

Aim of the study

The present study aims to firstly determine learning styles and secondly, investigating their relationship with self-esteem among students of High School .

Research Question

This research addresses the following questions :

1. What is the level of self-esteem among High School students?

2. What are the most suitable learning styles for High School students from their points of view?

The Hypotheses

In the light of the above questions, the following hypotheses can be formulated :

- ❖ Students use different learning styles in the classroom
- ❖ There is a relationship between self-esteem and learning style

Significance of the study

The research is significant in the way that it clarifies the relationship between self-esteem and learning styles among students. In addition, this study allows to determine the suitable learning styles that may help them to achieve better learning and how teachers deal with this kind of difference in learning styles.

Methodological Procedure

In this research, we adopt one research tool, which is a questionnaire. The first questionnaire is addressed to the students and the second to their teachers.

Population

The population in our study involves pupils in second year High school of Arab Messoud and Muhammed Al-Taher Maammeri during the academic year 2022-2023. The number of pupils is 200.

Sampling

The sample study consists of 60 pupils who were randomly chosen. The selected groups from the two schools include boys and girls. The two groups from the two high schools will be considered as one sample.

Data gathering tools

A questionnaire is the research instrument used to gather data needed for this study.

Limitations of study

This study is limited to second year high school students at Arab Messoud High School of chechar and Muhammed Al-Taher Maammeri of kenchla High School. Another factor for the limitation of the study is that there was an issue with students who didn't answer the questionnaire, and because of the teachers time limits, we did not put them in an embarrassing position for approval.

Structure of Dissertation

The whole work is basically divided into a general introduction and two main chapters. The general introduction mentions the main ideas about the research. The first chapter represents the literature review which consists of three sections, the first is about self-esteem, the second is about learning styles, and the last is about the relationship between self-esteem and learning styles towards English language learning. After that chapter two, entitled research methodology in which students and teachers' questionnaires are described to discover their opinions. It also describes methodology from different perspective such as tools, population, samples and the method used in this research. In addition to description of results, discussion, and general conclusion.

Chapter One :
Literature Review

Section One

Self concept and self-esteem :

The phrase "self concept" is used generally to describe how someone views, assesses or sees himself. According to Woolfolk(2005) cited by WilimVialk, Patrick.C.L& Joseph (1997-1998 :40) defined self-concept as "the image individuals have of their attitudes, abilities, feeling and so on ". It is the way in which people see themselves. Lawrence (2006 :02) defined self- concept as the individual' s awareness of his/her own self; it means the awareness of one's own identity.

A key idea in both social and humanistic psychology is that self concept is composed of two components. According to Lewis (1990),the development of the self involves two factors :

The existential self (ego) :

This is the most fundamental aspect of the self scheme or self concept, the awareness of the constancy of the self and feeling of being separate and distinct from the other .

The infant understands that they are an independent being who has survived through time and space. Lewis asserts that consciousness of the existential self can emerge as early as two or three months old and is partially influenced by the child's relationship with the outside world. A kid may smile and receive a smile in return, or they may touch a mobile and watch in it.

The categorical self (personality) :

The child first realizes that they are separate experiencing being, before realizing that they are also objects in the universe.Similar to how other things like individuals have qualities that can be felt (big, small, red, smooth, so for).

The self can be classified according to factors like age, gender, size,or ability. In early years,children categorize themselves in very specific ways like : hair color, height and favorite things. Later references to internal psychological characteristics, comparative assessments, and how others perceive them start to appear as self description.

Carl Rogers(1959) believes that the self concept has three developed areas : "self image » (how you see your self) this does not have to correspond to truth, in fact, the individual may have a false perception of themselves as being for example fat, tall, or small. « Ideal self » (what you would like to be) the amount you value yourself may have an impact on your development. There is a discrepancy between how you see your self and what you

would like to be. Self-esteem or self worth are terms used to describe how much we respect ourselves or how much we like accept or approve of ourselves. Lawrence considered self concept as an umbrella term under which two other areas developed: self image and self ideal, self esteem.

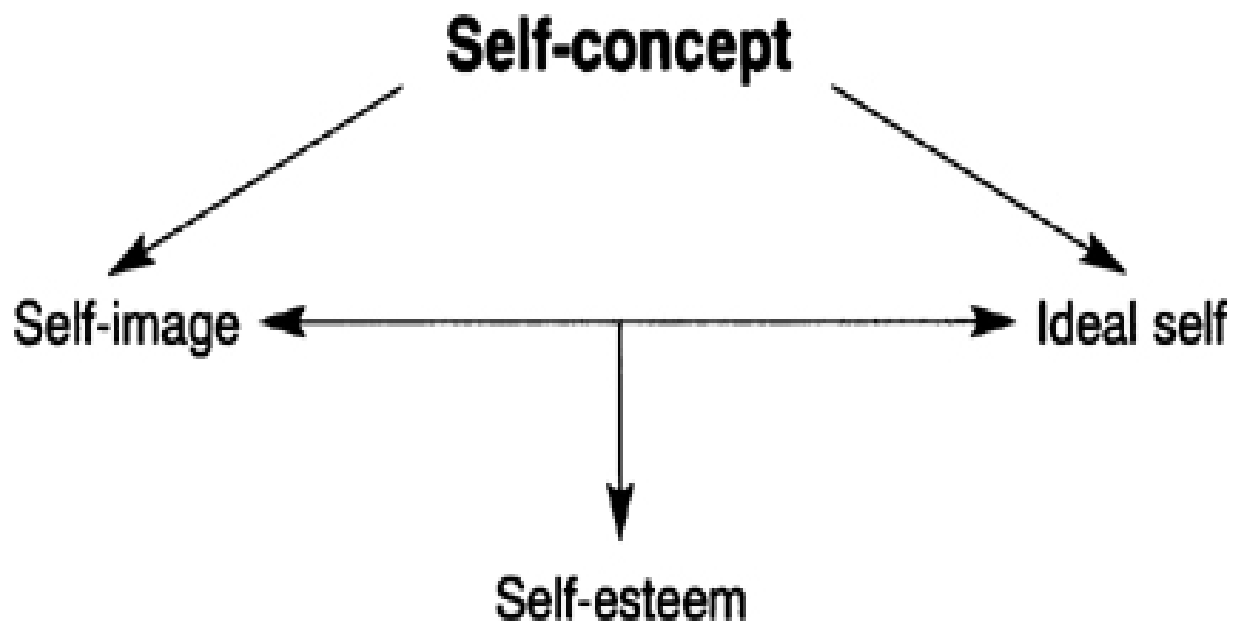


Figure 1 :self-concept as un umbrella term. (Lawrence, 2006, p 03)

1-1 - Self-esteem :

Self- esteem it is an effective field on the human behaviour and it may refer to the way of thinking, feeling, acting that implies you accept respect, and believe in your self .

Self –esteem is mindest that reflects a person’s assessment of their own deservingness. Morris Rosenberg (1960) and social learning therorists defined self-esteem as a sense of one’s own value or deservingness.

According to Nathaniel Brandan (1995 :26-28) self-esteem is the result of adding self-confidence (sense of efficacy) means confidence in the function of the mind in the ability to think, to understand, learn and chose, and make decisions ; self trust, self reliance. The self respect or “the sense of worthiness”, it arises as a result of everyone’s implicit assesement of their capacity to hundle life’s obstacles, comprehend and resolve issues, and have access to happiness and respect.

In his book “The psychology of self-esteem ” Brandan (2001 :114) points out that the two aspects of self-esteem (self-confident and self-respect) are interrelated components , they can not be separated ; Brandan said “ man makes himself worthy of

living by making himself competent to live “Both components of self-esteem are the defining characteristics of the term because of their fundamentality .

Many researchers such as Michael H. Kernies(2006 ; 4-5) classify self-esteem into three general levels :*global or general self-esteem* ; it refers or describes personality traits that mirrors how people typically feel about themselves ; this type of self-esteem is known by researchers as a trait or global self-esteem since it tends to hold up well throughout time and in a variety of circumstances. Some of researchers take a cognitive approach such as (Coopersmith 1965) who assumed that global self –esteem is a decision people make about their worth as a person.

Others place more emphasis on emotional process, and their characteristics feeling of affection for oneself as not coming from logical and judgemental process.(Brown, 1993, 1998 ; Brown Marshaal,2001 ,2002) .

In similar Vien, Kernirs describes the second aspect of self-esteem the feeling of self-worth or state self-esteem as self-evaluative emotional response to valenced events that are also referred to as having high self-esteem. In addition, Jonathon D.Brown & Margaret A.Marchall (2002 ;02) pointed that “ self-esteem is also used to refer to momentary self-evaluative reaction to valence events. This is what people mean when talk about events that “threaten self-esteem” or “boost self-estem”.

The last level of self-esteem is *the self-evaluation , or domain specific self-esteem* ;itis the way people evaluate their various abilities and attributes for instance : a student who question his capacity for learning. A person who believes she is good at athletics may be said to have high athletics self-esteem and vice versa.

1-2-1- Models of self esteem :

1-2-1-1- A cognitive “Botton-up” Model of self-esteem :

Michael , H, Kernis (2006 ;06) states that according to the bottom-up approach self-evaluation is influenced by evaluative input (such as sucess or failure interpersonal approval or rejection, as seen in figure 2 :

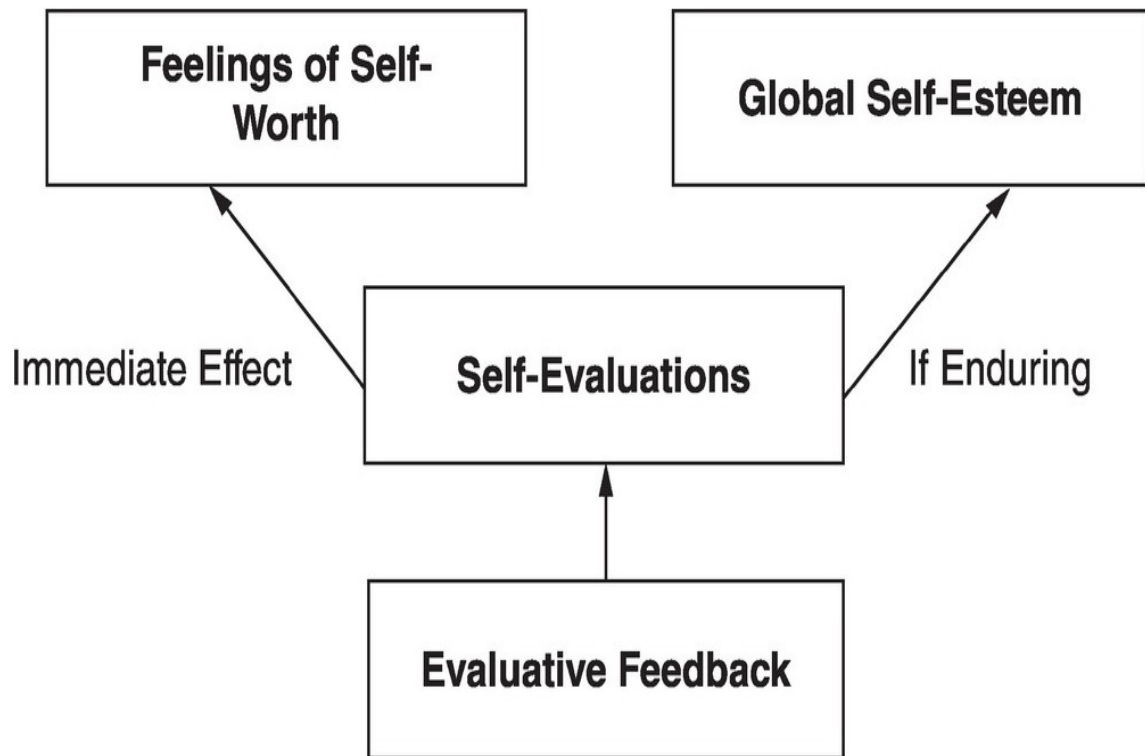


Figure 02 : A cognitive (Bottom-up) of self-esteem formation and functioning.(Kernis,2006 ;06)

Identify your sense of self-worth and your overall self-esteem. We refer to this as bottom-up paradigm because it holds that one’s overall sense of worth is derived from more fundamental ideas about their unique personal attributes, you will have a strong sense of self worth .

1-2-1-2- An affective ‘top-Down ‘model of self-esteem :

According to Brown(1995) cited by Kernis(2006 ;07), affective models offer an alternative way to think about the origins and function of self-esteem. This more top-down approach claims that self-esteem is founded in early life in response to temperamental and relational factors and that one has been established ; it affects self evaluation and feeling of self worth.

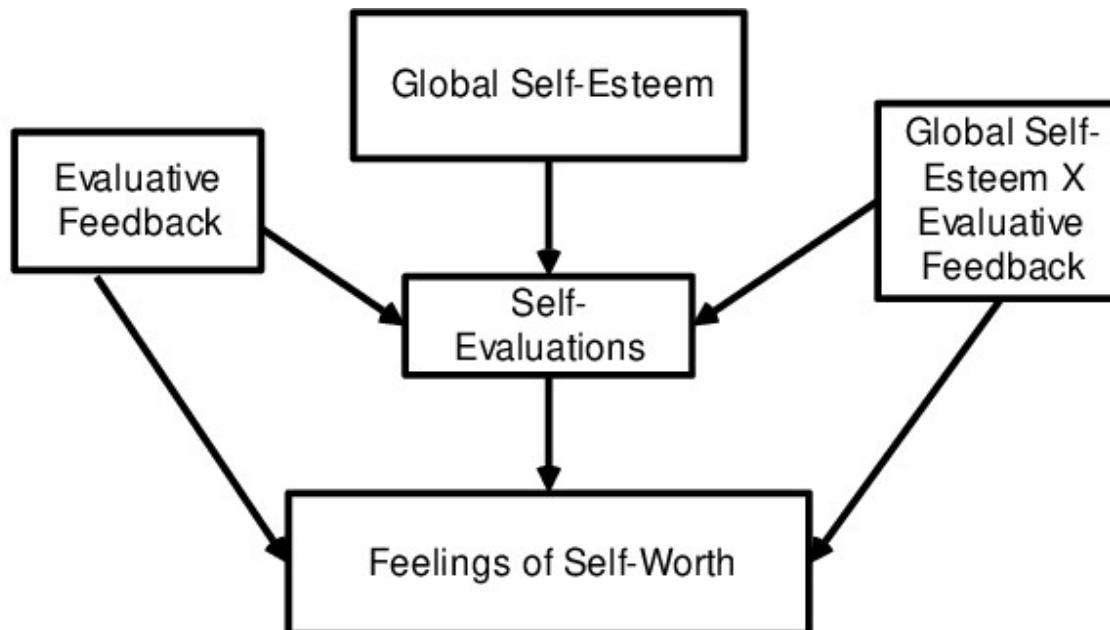


Figure03 :An affective (top-down) model of self-esteem formation and functioning.(Kernis,2006 ;07)

1-2-1-3- Self-worth theory :

According to Covington's (1992) cited by Donyei (2001 :08), self-worth is a basic human need to maintain a sense of personal value and worth, especially in the face of competition, failure, and negative feedback. This basic need generates many situations to face-saving behaviors especially in school, fo instance learners when preparing themselves for a test , in case of failure they can use lack of sufficient as an excuse for poor performance, rather than having to admit a lack of competence.

1-2-1-4- Factors influencing self-esteem :

Self-esteem or self-image of adolescents is based on six domains as shown in figure 04.

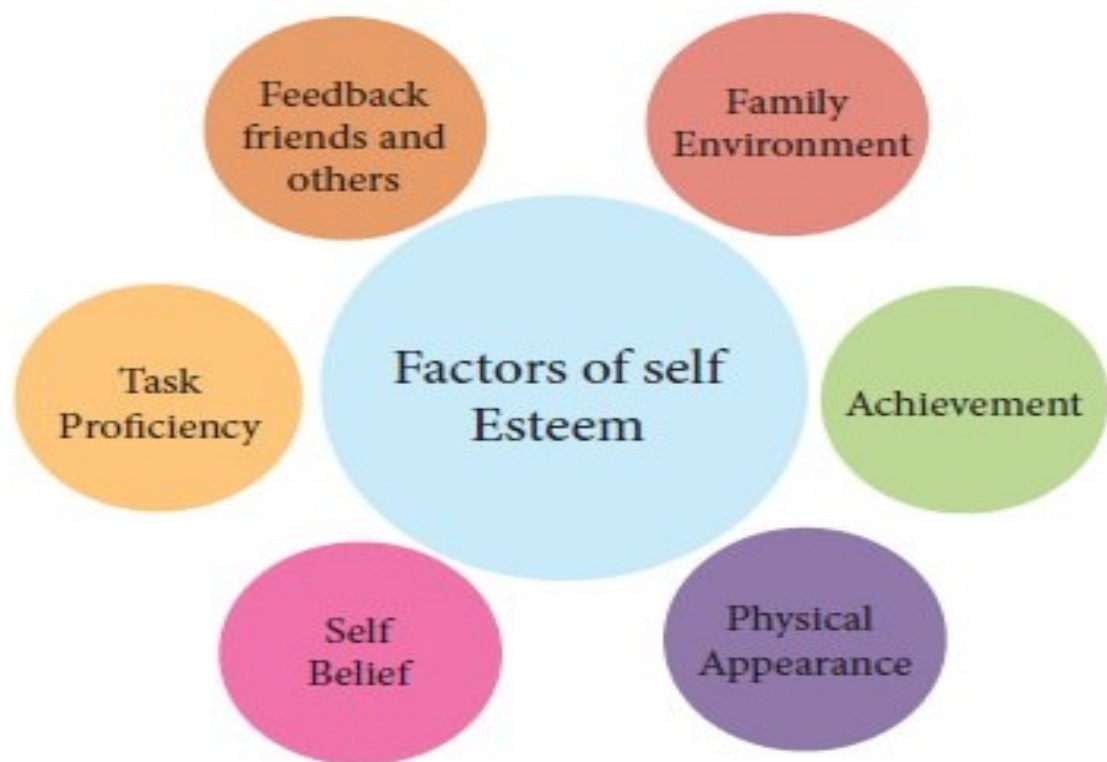


Figure 4: Factors influencing self-esteem.(Home science: chapter 09: Personality and life coping skills).

Family enviroment :

For each individuals family serves as their first classroom, their family enviroment is the key driver of social developement in children and has a significant impact on their lives considering that each family is made up of various individuals and each family is unique. Everybody has a different background with varying social and economic conditions. (Home science: chapter 09: Personality and life coping skills).

Achievement :

In order to develop a positive healthy perspective of oneself, academic suceses and achieving goals connected to one's passions are essential.

Physical appearance :

Physical characteristics including(hair, figure, height, weight, and skin tone) may also have an impact on person's sense of self worth.

Self belief :

A person with great self-confidence may pick up a new skill or fact and believe they can finish activities as well , which could raise their self-esteem.

Task proficiency :

This covers both the aptitude for performing the work and the necessary abilities. The personality of a person is influenced by take performance.

Feedback from friends and others :

A person's self-esteem can be boosted or destroyed depending on the positive or negative comments and feedback they receive from friends and others.

Section two : Learning style

2-1 what is a learning style :

Learning is the process whereby knowledge is created through the transformation of experience and understanding. The learning behavior of students is considered to be a part of this procedure. Therefore, the concept of " learning style " originated in 1970s and has become a popular topic in recent literature, with many theories about learning styles put forward to better understand and dynamic process of learning .

Learning style has been defined and explained by several authors. (Sternberg 1994) stated : a learning style is not in itself an ability but rather a preferred way of using one's abilities. Reid (1995) stated that : individuals have different learning styles, that is they differ in their natural habitual and preferred ways(s) of absorbing, processing, and retaining new information and skills. According to Cornett, learning style is "a consistent pattern of behavior but with a certain range of individual variability"(p.9). Hunt (1979) thought that "learning style " describes a student in terms of those educational conditions under which he is most likely to learn. Learning style describes how a student learns, not what he has learned"(p. 27) .

In general psychology interest in learning style goes back to at least the 1920s when Carl Jung proposed the theory of psychological type (Sternberg and Grigorenko 1997).

In the field of education , the learning style concept has been recognized since at least in the mid-1970s (Griffiths 2012).

Stewart and Felicetti (1992) define learning styles as those educational conditions under which a student is most likely to learn. Efficient transfer of information from the teacher to the student can be complicated by mismatches between teaching strategy and student's learning style. Further, Kaplan and Kies pointed out that learning style is one of the source of differences in the performance .

2-2- Development of learning style :

Sinatara (1982), traced back the origin of learning style as far back as 450 B.C in the middle of 5th century, when the physician Hippocrates just added to the ancient Greek insight and divided the personality into four : Melancholic, Sanguine, Phlegmatic and Choleric. This personality type indicator worked for over thousand years.

The term " learning style "is generally assumed to refer to belief, preferences, and behaviors used by individuals to aid their learning under classroom or environmental conditions (Borich & Tombari, 1997 ; Hohn, 1995, p,11) .

Dunn and Dunn (2003) include five stimuli categories : environmental, emotional, sociological, physiological, and psychological in their model. Environmental elements of learning style such as sound, light, temperature. Emotional elements include motivation, persistence, responsibility, and structure. Sociological elements like self, pair, other and team. Physiological elements are perceptual elements ; food and drink intake. Psychological elements are related with cognitive processing and include global-analytic and impulsive reflective elements and hemisphericity.

2-3- Type of learning styles :

Researchers on education such as R. Band and J. Grinde (1970) suggest that there are three primary styles of learners :

1- Visual learners :

Students with visual learning style prefer to express their knowledge in picture format, such as diagrams, labelled pictures, flow charts, graphs and also it is characterized by the following :

- Learn best from information they see or record
- Prefer written instructions as they remember information they read
- Learn how something is done through the observation of others
- Enjoy information that is presented visually.

2- Auditory learners :

Auditory learners learn best from verbal instruction, such as debates small group discussion, seminars, and other technique. They also use rhythm and sound memory aids. This learning style is characterized by the following :

- Need to hear information to retain it
- Prefer verbal instruction rather than verbal repetition
- Enjoy group discussions and activities

3- Kinesthetic learners :

Students with this type of preference learn best through hands-on or practical activities such as plays, skits, making out models, crafts, and using 2D or 3D models.

- Prefer to learn through experience
- Obtain the greatest benefits by participation in an activity
- Enjoy acting out or recreating situation , such as role playing

3 Learning Style Models :

As Felder and Henriques (1995) pointed out, over 30 learning style models have been developed in the past three decades. A few of these models will be reviewed.

3-1 Jungian Psychological Type and Myers-Briggs Type Indicator (MBTI)

“Jung, in his theory of psychological types, developed a holistic framework for describing differences in human adaptive processes. He began by distinguishing between people who are oriented towards the external world and those oriented towards the internal world “(Kolb, 1984). According to Jung, “ human difference is based on preception and judgement. His theory is that we are constantly choosing between the open act of preceiving (through sensing and intuition) and the closed actjudging (through thinking and feeling) (Mamcher,1996 ;Silver et all, 2000). In his, human individuality develops through transactions with the social environment that reward and develop one function over another.

The Mayers-Biggs theory of personality type grew out of the work of Carl Jung and two American women, Katherine Briggs and her daughter Isable Briggs Mayers. The Mayers-Brigg Type Indicator (MBTI) is a widely used psychological self-report instrument used to assess people's orientation toward the Jungian type. Being interested in the differences and similarities between human personalities, they developed a model of personality type based on Jung's theories. After years of research they determined that there are four personality dimensions and 16 distinct personality types.

3-2 Kolb's Learning Style Model :

“Learning cycle is useful for conceptualizing how people learn and for developing courses and training programs”. (Blackmore, 1996 ; Henk, 2001). Felder stated that “this model classifies students as having a preference for (1) concrete experience or abstract conceptualization (how they tack information), and (2) active experimentation or reflective observation (how they internalize information)” (1996,p .12) Kolb's Learning Style Inventory (LSI) includes four basic learning modes that are defined as follows (Kolb, 1984) :

- a)** An orientation toward concrete experience focusses on bieng involved in experiences dealing with immediate human situations in a personal way. People with concrete-experiences orientation learn from their feelings or reactions. They have good ralations with the others .
- b)** An orientation toward reflective observation focusses on understanding the meaning, ideas and situations by carefully observing and impartially describing them. Watching and listening influence people with reflective orientation. They enjoy intuiting the meaning of situations and ideas and are good at seeing their implications. They are good at looking at things from diffrent perspectives and appreciating different points of view.
- c)** An orientation toward abstract-conceptualization is based on logic, ideas, and concept. People with an abstract-conceptual orientation are good in systematic planning , manipulation of abstract symbol, and quantitative analysis. They value accuracy and the artistic quality of an efficient conceptual system.
- d)** An orientation toward active experimentation focusses on actively influencing people and changing situations. People with an active experimentation orientation learn by doing or practicing and they like to take risks to achieve their objective. They like to influence people around them and to see the results. (P, 18)

3-3- Dunn and Dunn Learning Style Model :

Rita Dunn (1984) defined learning styles as “ the ways in which each person absorbs and retains information and/or skills : regardless if how that process is described, it is dramatically different for each person”. Rita Dunn and Kenneth Dunn (hereafter referred to as Dunn) “ call students learning style preferences and conclude that since students achieve better when taught through their preferences, their preference must be their strength” (Dunn, 1984 ; Dunn, 1990). According to learning style theory, learners cognitive, affective, and physiological patterns determine their academic outcomes. These patterns are relatively stable indicators of how individuals perceive, interact with, and respond to their instructional environment. Understanding the multi-dimensional aspects of learning has been proven by research conducted over more than three decades to be one of the few known ways helping learners improve their capacity to concentrate, process information , remember new and difficult academic information. (Dunn & Griggs, 1998).

3-4- Herrmann Brain Dominance Model (Whole Brain Model) :

Herrmann Brain Dominance Model is based on the split-brain research (left /right brain theory) and triune model (rational brain, intermediate brain and primitive brain) differentiating thinking by the right and left brain hemispheres, as well as cerebral and limbic sections (Herrmann, 2004). Herrmann (2004) suggests three quadrants of distinct group of thinking activities as the following : Quadrant A : (left Cerebral) - problem solving, mathematical, technical, analytic, logic individuals with primary preferences. People here like lecture, fact, and details, critical thinking, textbooks and readings. They tend to avoid emotion, intuition and ambiguity. Quadrant B : (left limbic)- planning, controlling, conservative, administrative, organizational. Individuals with primary preferences in this quadrant are organizers. They prefer to learn by outlining, checklist, exercises and problem solving with steps, policies and procedures. They are very efficient and rely on the “tried and true”. Quadrant C : (right limbic) – conceptualizing, synthesizing, imaginative, holistic, artistic. Individuals with primary preferences in this quadrant are humanitarians who prefer cooperative learning and group discussion. They are empathetic, most receptive to moods and attitudes, and tend to rely on non- verbal communication. They may avoid facts and goals.

3-5- Felder- Silverman Learning Styles Model :

This model like the Jun-Myers-Briggs model classifies learning styles into four dimensions : process, perception, input, and understanding. Felder and Silverman developed a self-scoring web- based instrument called the Index of Learning Styles (ILS) that assesses preference on four scales of the learning styles model (Fleder,2002).

Process dimension is grouped into two categories : active experimentation and reflective observation. Active experimentation involves doing something in the external world with information. Active learners tend to be experimentalists who try things out and explain it to others. They work well in groups because they are able to become more active in group. Reflective experimentation involves examining and manipulating the information introspectively. Reflective learners prefer to work alone or in pairs. They also learn by thinking things through and tend to be theoreticians. There are indications that engineers are more likely to be active learners rather than reflective learners. In fact, everybody is sometimes active and sometimes reflective. Your preference for one category or the other may be strong, moderate, or mild (Fleder, 1988, 1993, 1996 ; Fleder & Soloman, 1998)

Sensing and Intuitive Perception is the second dimension of this model. According to Jung's theory sensing involves observing, gathering data through the senses and intuition, and involves indirect perception by way of the unconscious – speculation, imagination, hunches. Sensing learners(sensors) tend to be partial, careful, but slow ; intuitive learners (intuitors) tend to be imaginative, quick but careless. Sensors often like solving problems by well-established methods, don't mind detailed work and dislike complications and surprises. intuitors like variety in their work, don't mind complexity, and get bored with too much detail and repetition. Sensors don't like abstract concepts, theories, and formulas (particularly physics and chemistry) and learn best when given facts and procedures ; intuitors are often more comfortable with abstractions and mathematical formulations and become more successful in lecture courses. Intuitors may miss important details or make careless mistakes in calculations or hands-work ; sensors may rely too much on rote memorization and familiar methods and not concentrate enough understanding and innovative thinking (Fleder, 1988, 1993, 1996 ; Felder& Soloman, 1998) .

Input dimension (Visual and Verbal Input) is the third dimension in this model. The preliminary version of input included the visual / auditory dimension, but Felder in 2002 changed it into visual / verbal dimension because auditory dimension included only spoken words and other sounds, but it did not include written prose.

Therefore, Felder in 2002 decided to change this dimension as verbal dimension includes both written and spoken words. Visual learners learn more from visual images – pictures, diagrams, flow charts, graphs, and demonstrations- than verbal material- written and spoken explanations, mathematical formulas. Felder (1993, 1998) claims that ‘ ‘ most students are visual learners ; however, students mainly listen to lectures and read material written on boards and in textbooks rather than being presented visual material . Anyway, good learners are capable of processing information presented either visually or verbally .’ (Felder, 1988, 1993, 1996 ; Felder & Soloman, 1998).

Understanding dimension (Sequential / Global) is the fourth dimension in this model . Felder & Soloman, (1998) stated that: Sequential learners absorb information and acquire understanding of material in small connected chunks with each step following logically from previous one ; global learners absorb information in seemingly unconnected fragments, without seeing any connection, and achieve understanding in large holistic leaps. Sequential learners can work with material when they understand it partially or superficially, while global learners may have difficulty doing so. Sequential learners may be strong in convergent thinking and analysis ; global learners may be better at divergent thinking and synthesis. School is often difficult experience for global learners who are synthesizers, multidisciplinary researchers, and system thinkers. In the schooling system, most courses are taught in sequential manner, textbooks are sequential, and most teachers teach sequentially. It is difficult to understand global learners ; thus, the teachers should provide the big picture of the subject before presenting the steps and detail. The students should be given the freedom to plan their own methods of solving problems rather than being forced to adopt the teachers’ strategy. The teachers should provide students with creative activities and encourage students solving them.

Section three

The relationship between self –esteem and learning styles :

Self- esteem has been seen as an important factor for educational implications, as school achievement and development have vital roles to shaping individuals and determining their future careers , enhancing self-esteem in pupils during their growth stage from infancy till adulthood has a remarkable role.

In this section, the aim is to investigate the relationship between self-esteem and learning styles mainly by studying the domains of high self-esteem, which is believed that learners with high self-esteem feel more confident, get better grades, are less depressed, feel less stress, and may even live longer than those who view themselves negatively. The researchers also found that high self-esteem is correlated with greater initiative and activity; students with high self-esteem just do more things, while low learners with low self-esteem feel less confident and lead students doubting their ability to succeed. Many researchers have been putting their effort to investigate this relation. Some studies pointed positive effect of self-esteem on students learning styles: Harter (1990) cited by Wilma & Patrick (1997-1998;40) argues that "high self-esteem comes from our competence in the things we value, while low self-esteem is the outcome of negative judgement, when individuals focus on their weaknesses". To put in other words, the person who has faith in their abilities and values the effort that has been done will succeed. The person who places too much emphasis on their flaws and only consider the negative aspects will not be able to grow their skills or improve at a higher level of learning, and this may increase low self-esteem. Therefore, self-esteem has direct link with learning styles. Many researchers as Riffini (1991) cited by Dornyei Zoltan in his book "*The psychology of the language learners*" (2005 :211-212) pointed that learners with high self-esteem are more likely to be succeed because they have a clearer sense of direction regarding their priorities and goals, also Raffini claims that students with positive views of themselves may strive to "live up to" their self-image, thus more likely to achieve highly; learners who believe or see things positively and hoping for the best are considered as successful students and getting high scores in achievement. In the same sense of factor behind the high and low level self-esteem, James Raffini (1993) cited by Dornyei Zoltan (2001 :90) claims that "self-esteem grow from beliefs of others. When teachers believe in students, students believe in themselves. When those you respect think you can, you think you can." The teacher encourages his students by making them believe in their abilities and make his learners aware about their personal strength, also showing faith can have powerful effect on them. This method can reach the high self-esteem and at the same time can increase the production of their learning".

Conclusion

The importance of this study concerns students school development, success and achievement. The great majority of researchers found a clear positive relationship between self-esteem and learning styles, and the literature review turns out this results. This chapter starts with introduction and contains three sections. First we dealt with self as a concept than define self-esteem according to many researcher such as Woolfolk, also we dealt with the factor of self –esteem and models of self-esteem and factors influencing self esteem. Second, in section two we start by defining learning styles and its development and types of learning style (auditory, visual, kinaesthetic), besides learning style models. Third, last section is the relationship between self-esteem and learning style by studying the factors of self-esteem and learning styles. Many of the researchers have been putting their efforts to investigate this relation.

Chapter two :
Methodological Framework, Data Analysis & Results

Introduction :

In order to answer our research question, a questionnaire was submitted to the second high school students at Messaoud Arab in chechar and Muhammad Al-Taher Maammeri in Khenchela to investigate, analyze and examine their awareness about the relationship between self-esteem and learning style towards English language learning.

1. Sample Description :

The process of selecting an accurate representation of unit, group or sample from a population of interest is called sampling. Sampling can be done through various sample techniques in accordance with the nature of sample as well as the subject matter of the study. The sampling of this study includes two categories :

Students' sample :

A simple random selection sampling technique was used. The sample consists of 60 second year high school students from the whole population of about 200 pupils.

Teachers' sample :

In selecting the teachers' sample, it seems that simple random sampling is the appropriate choice. This method gives each element in the population an equal probability of getting into the sample and all choices are independent of one another. So the sample in our study comprises 10 teachers of English in both high schools.

2. Data collection tools :

A methodological process of gathering and analyzing specific information proffers solutions to relevant questions and evaluate the results obtained. Data is collected to be further subjected to hypothesis testing which seeks to explain a phenomenon. The nature of this study drives us to choose useful and helpful tools. Hence, we designed two questionnaires for both teachers and students.

2.1. Teachers' Questionnaire :

Since the main goal of this study is to know the relationship between self-esteem and learning style. It seems so appropriate to make a questionnaire for the teachers in order to investigate this issue.

The survey consists of three sections. The first section is made up of six items; it aims at shedding light on teachers' background information. As for the section two, it is concerned by self-esteem and included seven questions. For the last section, it is concerned about learning style and included nine questions .

Finally, the questionnaire ended with (23) questions which were designed to give more freedom and space for our respondents where they can add any information and comments that best fit our study .

Students' Questionnaire :

Students' questionnaire is almost the same as teachers' questionnaire with a slight difference in the number of questions, where it includes (17) questions divided into three sections : the first section is about the background information (age and genre). Section two is about self – esteem; it contains nine questions with the aim to check the students' views concerning self-esteem. Finally, section three is about learning styles which in turn includes a table of four questions.

Analysis and interpretation of the Teachers' Questionnaire

Introduction :

This questionnaire is designed to investigate the relationship between self-esteem and learning style towards English language learning. The overall aim of this section is the analysis and interpretation of the teachers' questionnaire by presenting in details the results and answering all the questions that are raised previously in this study; it includes three sections and each one aims to collect data on a particular aspect in related to learning styles.

Section one : background information

Question 01 : Gender

Table 01 : Teachers' gender.

Options	Subjects	%
Male	3	30%
Female	7	70%
Total	10	100%

As it appears in the above table, we found (3) male teachers with a percentage of (30%) , and (7) female teachers with a percentage of (70%).

Question 02 : Age

Tabel02 :Teachers' age .

Options	Number	%
25	1	10%
30	7	70%
40 \geq	2	20%
Total	10	100%

The age of teachers ranges between 30 and 40 and one is 25 .

Question 03 : Years of teaching experience.

The teachers' teaching experiences differ from one another; the teaching experience varies from 4 years to 20 years.

Question 04 : what degree you hold ?

Table 03 : Teachers' Qualification

Options	Subjects	%
Master	3	30%
M A in English	2	20%
Doctor	1	10%
Bachelor	5	50%

In this table, we find that the majority of teachers (50%) hold a bachelor qualification while (30%) of the teachers have master degree, and one of them has a doctorate degree (10%). However, just two of them have an MA degree (20%) .

Question 05 : how do you evaluate your competence in using the network?

Table 04 : competence in using network

Options	Subjects	%
Elementary level	1	10%
Intermediate level	4	40%
Advanced level	5	50%

The table above shows that the majority of teachers, (90%) have competence in using network, intermediate and advanced level. This indicates that teachers are acquainted with using network.

Question 06: how do you assess your experience in using online resources for teaching ?

Table 05 : experience in using online resources

Options	Subjects	%
Little	4	40%
Much	6	60%
Not at all	0	00%

The results in the table above showed 60% of teachers use much online resources for teaching and learning, while 40% of teachers sometimes use online resources.

Section two : Self-esteem

Question 01 : Do you think that students feel comfortable when working?

Table 06 : students' preferences to work

Options	Subjects	%
Individually	0	00%
In pairs	3	30%
In groups	7	70%
Total	10	100%

The majority of the teachers (70%) said that students feel comfortable when they work in groups while 30% said they feel comfortable when they work in pairs. However, no one prefers to work individually.

Question 02 :How do you evaluate the performance of the students in the classroom ?

Table 07 : students' performance in the classroom

Options	Subjects	%
Excellent	0	00%
Good	5	50%
Average	3	30%
Weak	2	20%

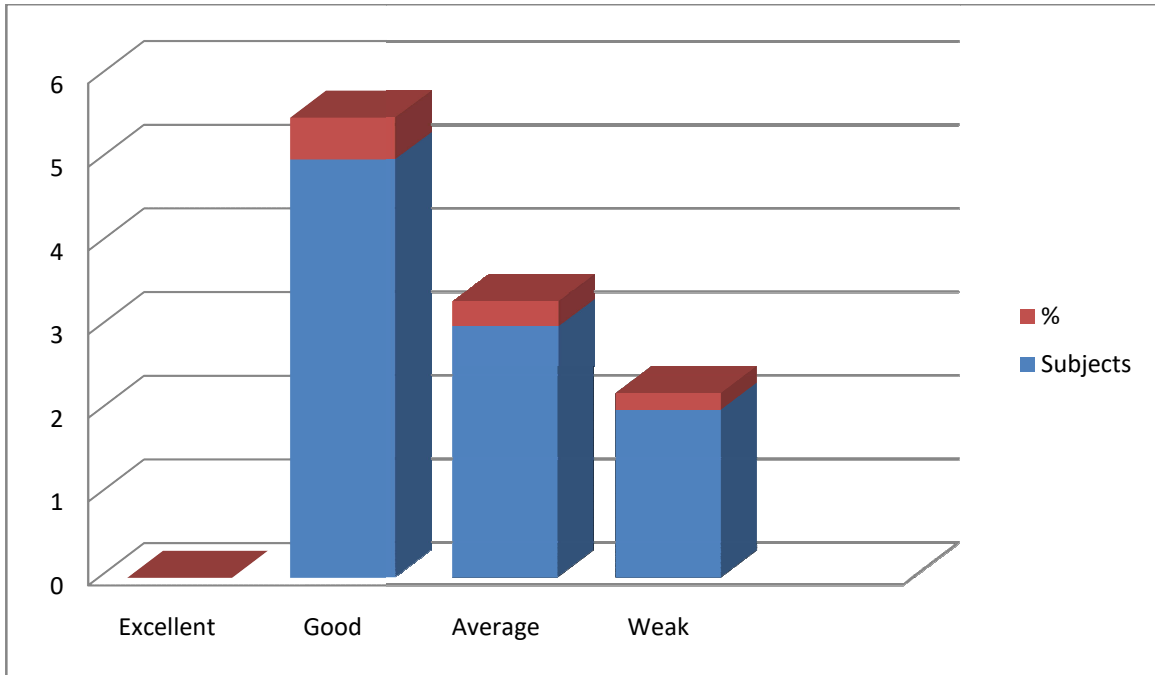


Figure 01 : Teachers' opinions about the performance of the students in the classroom

In this table, we want to know how teachers evaluate the performance of the students in classroom. So, different possibilities were given, 50% of the teachers said their performance is good, 30% is average, while 20% admit being weak.

Question 03 : How often do the students refrain from sharing their opinions in the classroom ?

Table 07 : students' sharing opinions

Options	Subjects	%
Always	0	00%
Often	0	00%
Usually	4	40%
Rarely	6	60%
Never	0	00%

The aim of this question is to shed light on students' interventions in classroom according to the teachers' observations, so (60%) of them rarely refrain, while (40%) usually refrain from sharing their opinions.

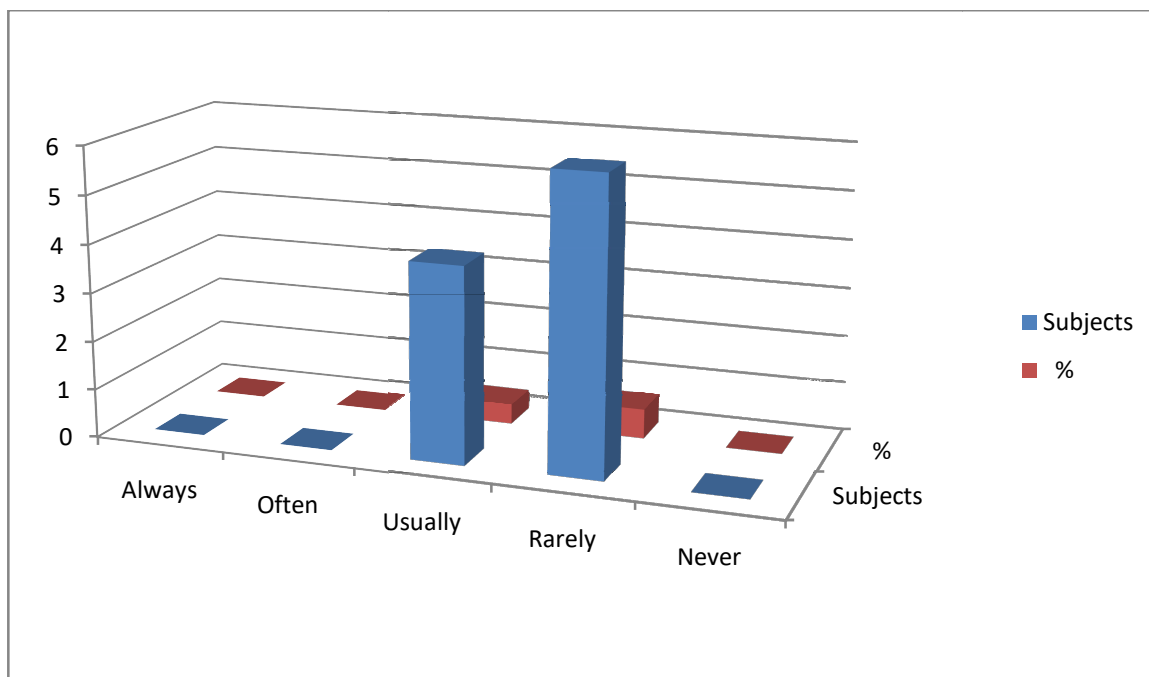


Figure 02 : Teachers' opinions about students' sharing opinions in classroom.

Question 04 : What causes lack of confidence in students ?

By asking this question, we aimed at gathering teachers' opinions about the causes of lack of confidence in students. Teachers' answers are varied as following :

- ❖ Their level.
- ❖ Stress, negative thinking, personality.
- ❖ Difficulties in speaking skills, lack of background knowledge.
- ❖ Fear of making mistakes in front of others, family and psychological influences.

Question 05 : How can learners improve self-esteem ?

Teachers answered like this :

- ❖ Peer work, pre feedback, assessment, positive feedback.
- ❖ More and more reading in both languages; in mother tongue and target language. Reading provides them with confidence to impose themselves and feel satisfied.
- ❖ They have to accept and trust themselves and have a sense of control in their life; they know their weakness well, they must have a positive view of themselves, can handle criticism.
- ❖ Through practice as the saying goes " practice makes perfect" to improve their level.

Question 06 : what are the main issues that students face in achieving their goals ?

Teachers have answered differently about the main issues that students face in achieving their goals. Their answers were as follows :

- Hesitation since they are afraid of making mistakes.

- Timemanagement, fear of failure, blame, their slow learning, a loaded programme; they care just about the mark rather than learning.
- Lack of confidence and lack of self-esteem.
- Students study to succeed and get good average, but not developing their capacities, they feel that the first is more important than the second.

Question 07 :Are you satisfied with your students’ overall achievement ?

From the teachers’ perspective and answers, if they are satisfied with students’ achievement, teachers’ answers were as follows :

Some of the teachers are satisfied and looking forward better achievement, and others see the students’ achievement during the last 07 years is not satisfactory and needs examination.

Section three : learning style

Question 01 : Do you think that learning style helps students to achieve their goals ?

Tabel 08 : learning style and students’ achievement

Options	Subjects	%
Yes	8	80%
No	2	20%

The question aimed to see if learning style helps students to achieve their goals; the majority of teachers, (80%),agree while a few of them (20%) disagree as shown in the following graph.

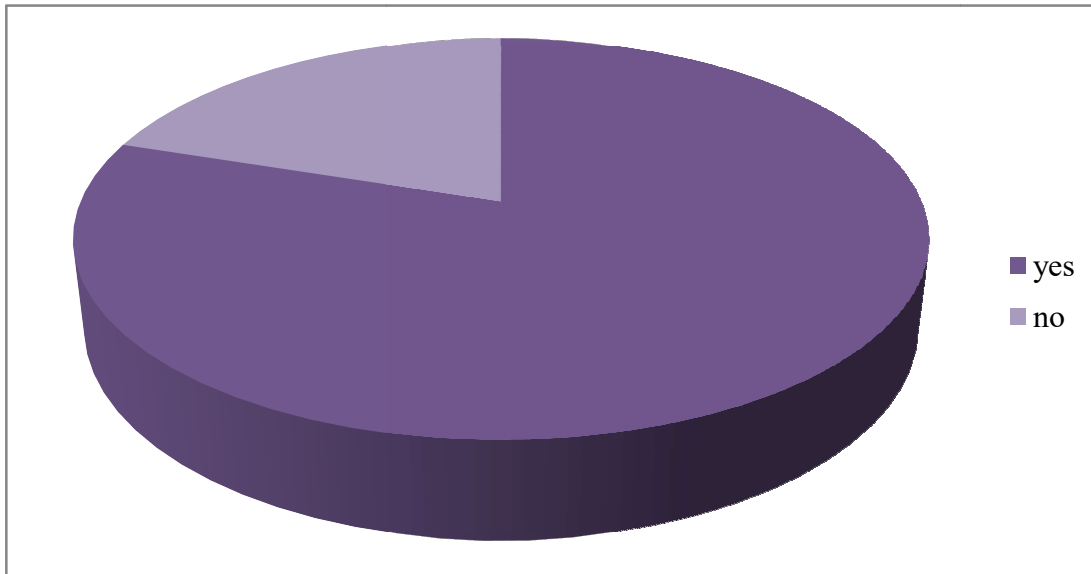


Figure 04 : Teachers' opinions about learning style and students' achievement.

Question 02 : Do your students like learning by using :

Table 08 : students' preferred learning styles

Options	Number of Repetition	%
New words	3	30%
Writing words many times	2	20%
Using dictionnaires	3	30%
Drilling	2	20%

From the above table, (30%) of teachers said that students prefer using new words, and 20% prefer writing the words many times, the same for drilling, while 30% like using dictionnaires.

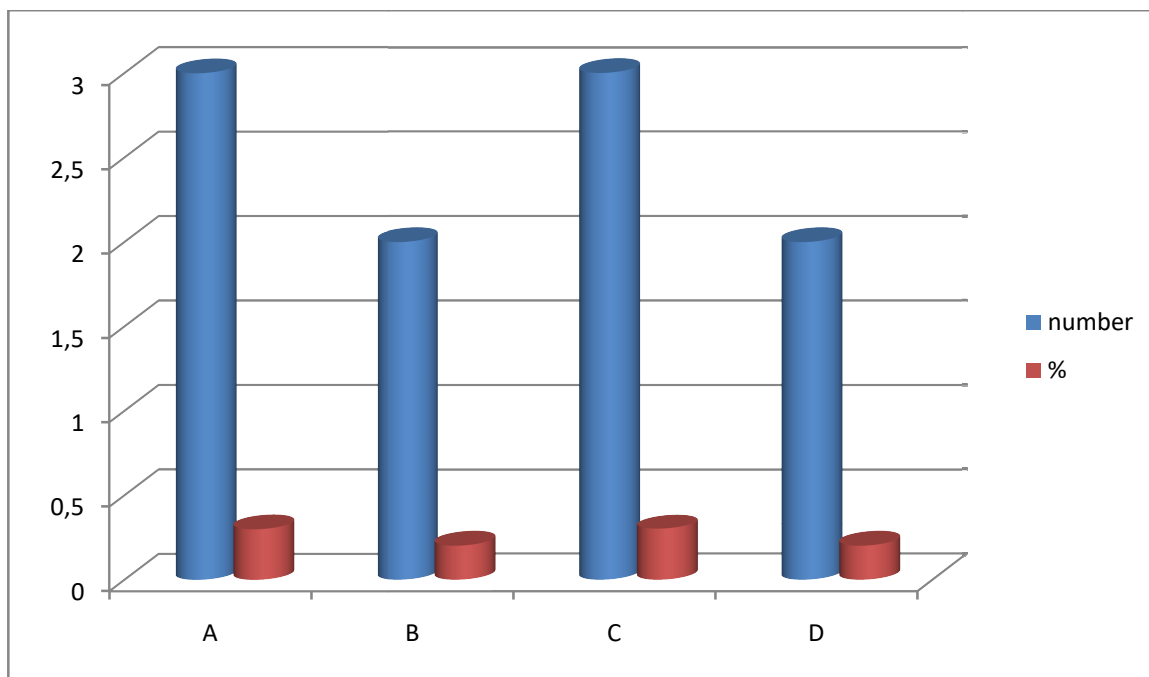


Figure 05 : Teachers' opinions about students' preferred learning styles.

Question 03 : When they speak, do they want to be corrected ?

Table 09 : students' need of immediate feedback

Options	Subjects	%
Yes	4	40%
No	6	60%
Totale	10	100%

Considering the data revealed in the table above, 60% of participants said that students do not prefer to be corrected when they speaking, while (40%) said that students want to be corrected when speaking.

“if yes when” here are the teachers' answers :

- They want to be corrected whenever they feel unsure about something, when they are in front of audience, individual assesement is needed.
- Concering their pronunciation, grammar, but not all time (when it is related to grammar lessons).

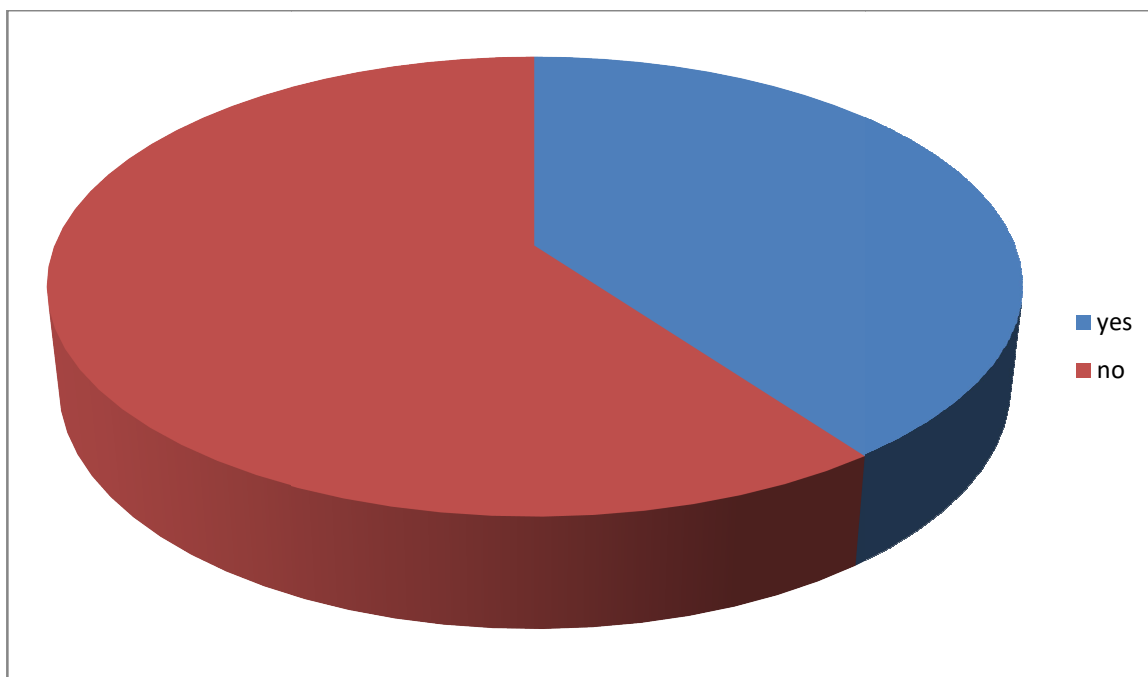


Figure 06 : Teachers' opinions about students' need of feedback when speaking.

Question 04 : Do they learn by ?

Table 09 : techniques used by students to learn

Options	Number of Reprtition	%
Listing	2	20%
Reading	4	40%
Copying	2	20%
Summarizing	1	10%
Repeating	1	10%

Most of pupils prefer learning through using the reading skill.

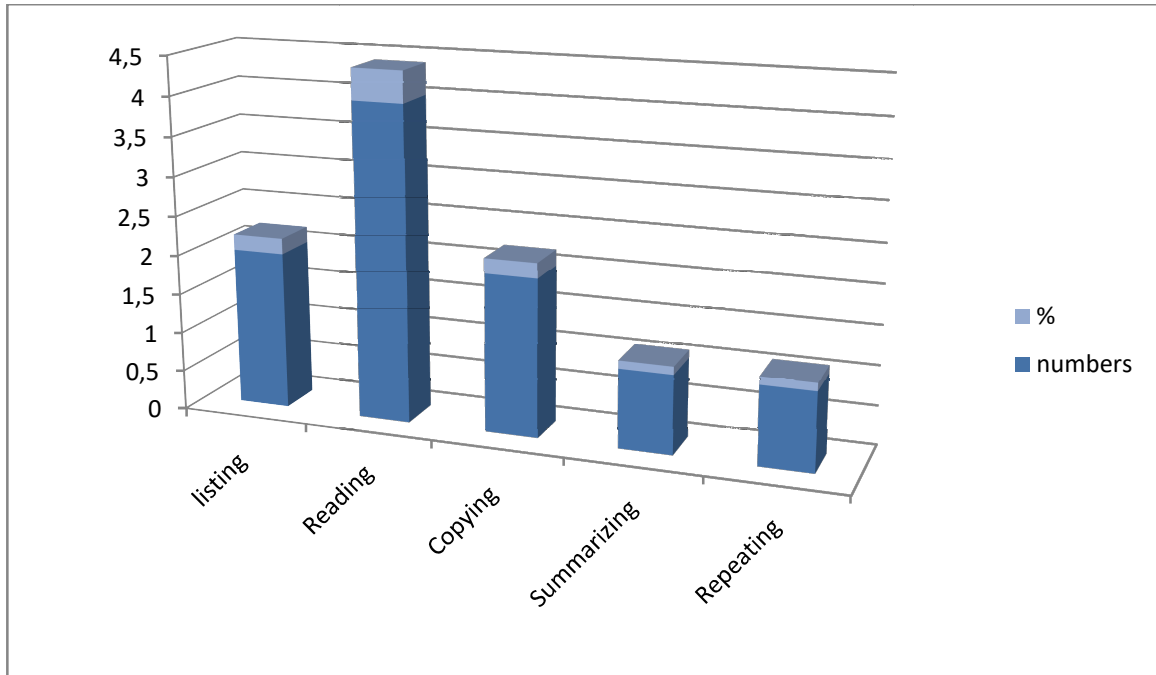


Figure 07 : Teachers' opinions about pupils' preferred skill to learn.

Question 05 : Do you think that students can use different learning styles creatively ?

Table 10 : students' learning styles

Options	Subjects	%
Yes	7	70%
No	3	30%

The majority of answers (70%) of the teachers said that students can use different learning style creatively, while (30%) said no .

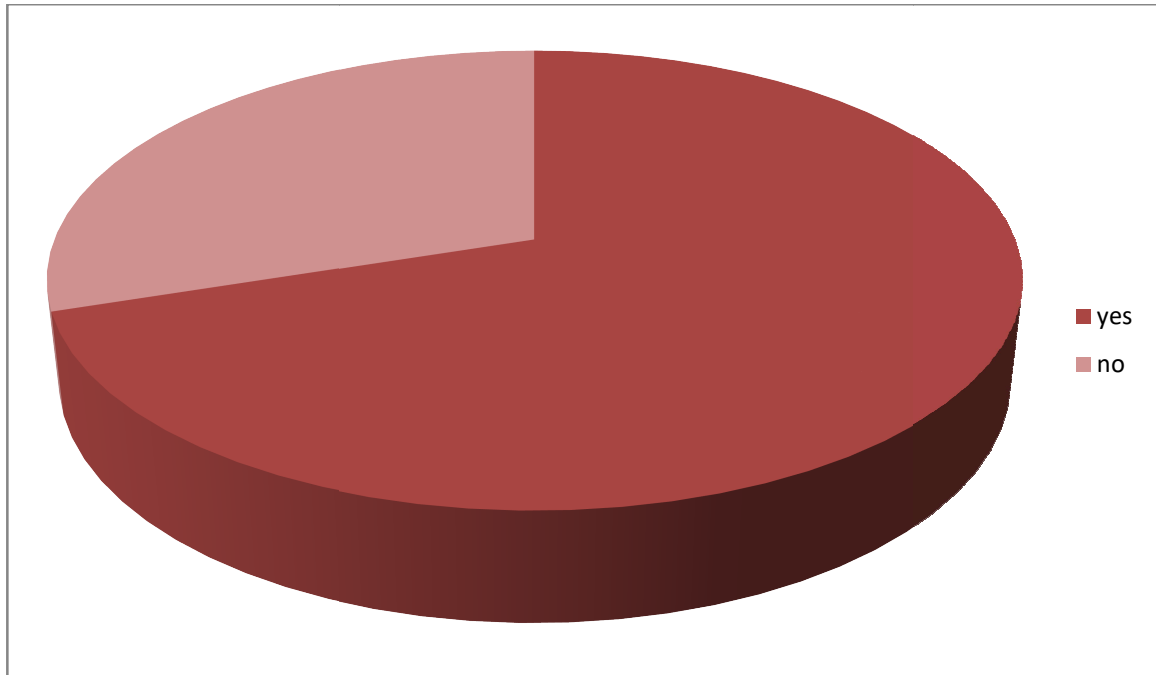


Figure 08 : Teachers' opinions about students use of different learning styles creatively.

Question 06 : Which of the following techniques you are using in your class ?

Table 11 : techniques used by teachers in the classroom

Options	Subjects	%
Roleplays	2	20%
Songs	1	10%
Memorizing	3	30%
Others	4	40%

In this question we found that the majority of participants chose more than one style, (20%) goes for role plays and (10%) is for using songs , while (30%) is for memorizing, whereas (40%) for other styles .

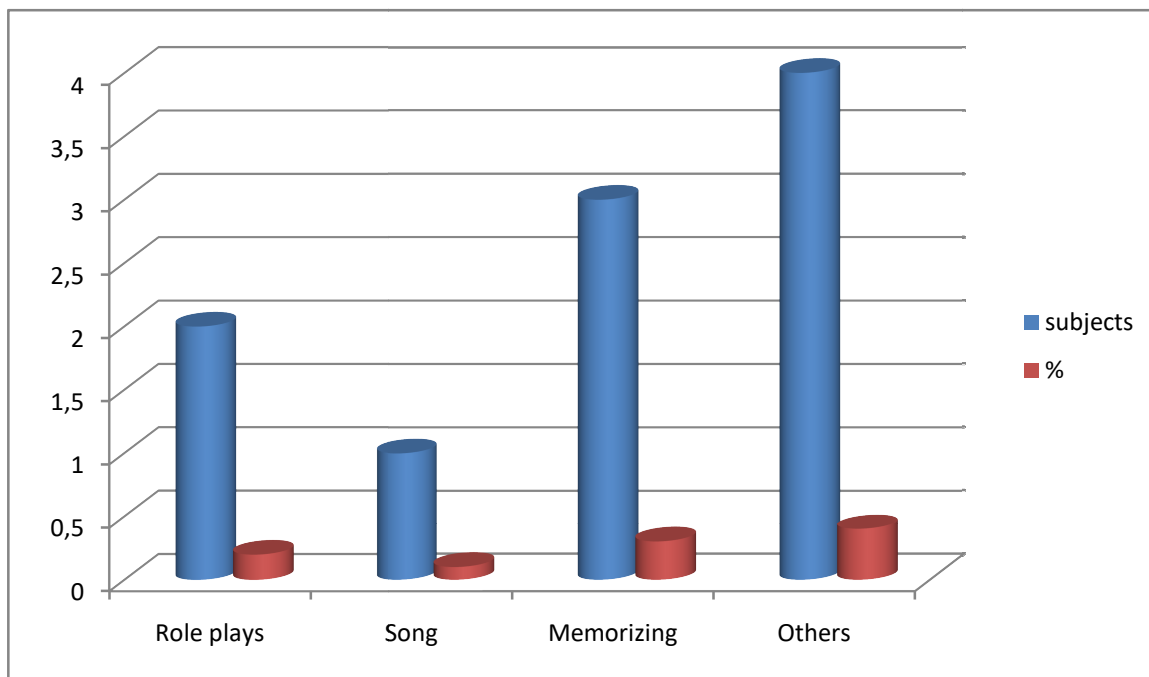


Figure 08 : Teachers' opinions about techniques in their classes.

Question 07 : As a teacher, what is the best learning style that you can recommend to follow or adopt ?

Different answers were given by the teachers :

- All, must use different styles, we have to regard all needs and interests.
- Since we have heterogeneous levels, we can not adopt just one learning style.
- Teachers and learners had better adopt a variety of styles while learning.
- Being eclectic and not sticking to one style, but pair work, projects and games may help students better in their learning.

Question 08 : Do you think that learning style is the only way to improve students' achievement ?

Table 12 : learning styles and other factors

Options	Subjects	%
Yes	4	40%
No	6	60%

In the table above, (40%) of teachers said that learning style is the only way to improve their pupils' achievement, while (60%) said no.

Explanations if yes or no :

- ❖ Somehow yes , we have to regard all types to discover which way learners prefer and we try to consider their needs and interests .
- ❖ Improving students' achievement does not rely on learning style only. In fact, it is a complex process .

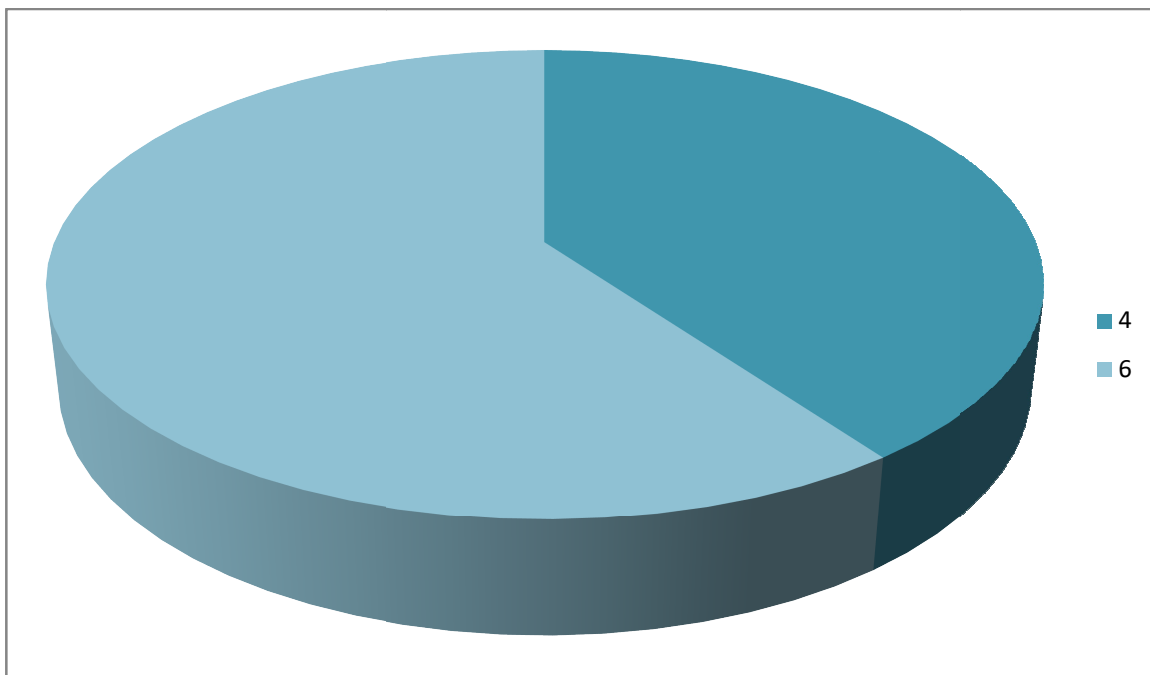


Figure 09 : Teachers' opinions about the relationship between the learning style and students' achievement .

Question 09 : what other suggestions do you want to add concerning this issue ?

We ended the questionnaire by asking teachers to give other suggestions concerning this issue. Teachers' point views and suggestions will be taken into consideration as future guidelines :

- ❖ There is not one ideal style or method or technique to be adopted in isolation of others. Good teachers are those who vary their methods and styles according to their pupils' needs.

- ❖ Using electronic learning style (E- learning), now we have digital literate learners, they can learn through the use of digital platforms .

Anlaysia and interpretation of students' questionnaire

Introduction :

This section deals with the analysis and interpretation of students questionnaire which is designed to investigate the relationship between self-esteem and learning styles towards English language learning in High School of Arab Messoud in chacher and Muhammed Al-Taher in Khenchela.

Section one : Background information

Question 01 : what is your gender?

Table 12: Gender

Options	Number	%
Male	20	33%
Female	40	67%
Total	60	100%

The sample of our study consists of 20 male participants with a percentage of 33% and 40 female participants with a percentage of 67%. This gives us the idea that most of the pupils are girls.

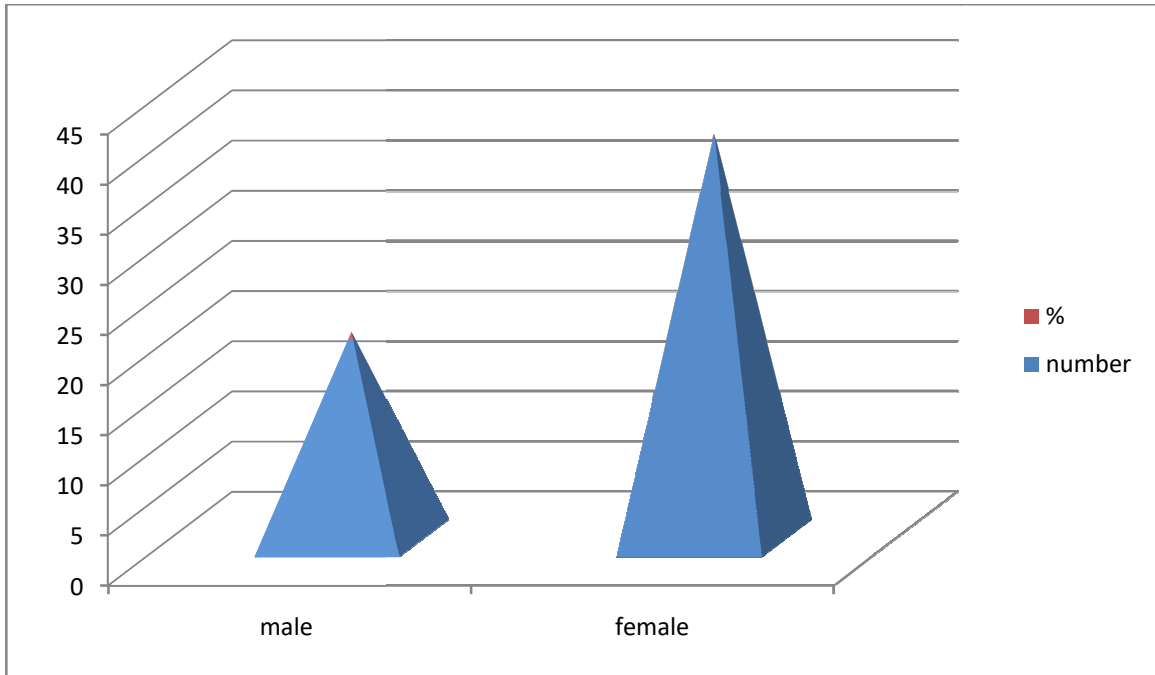


Figure 09 : Students'gender

Question 02 : what is your age range ?

Table 13 : Age

Options	Number	%
Teenagers	57	95%
20 \geq	3	5%

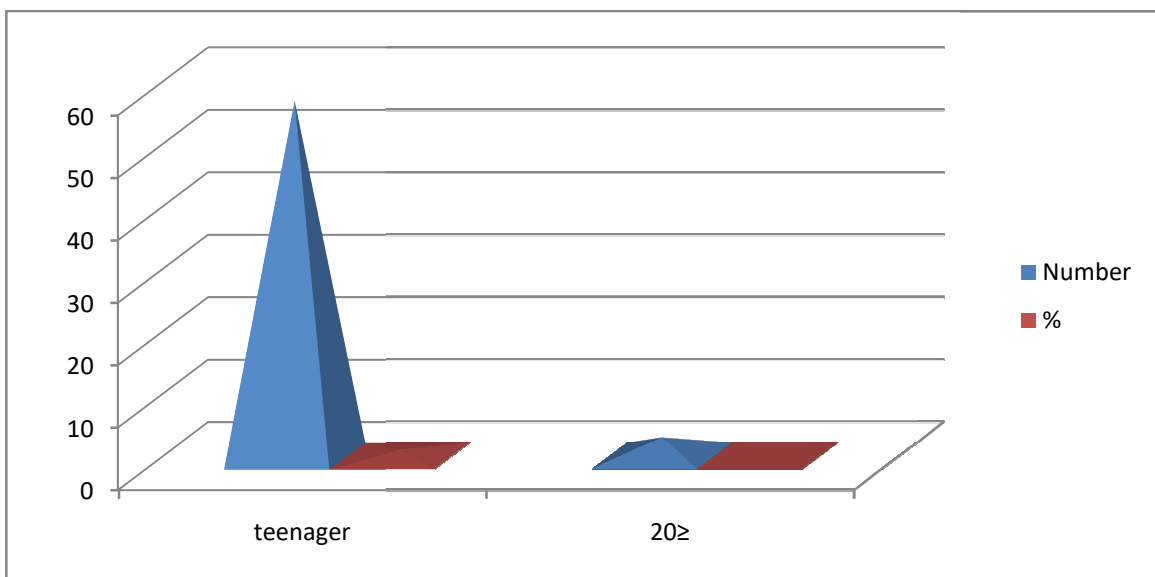


Figure 12 : Students' age

The majority of participants are teenagers with a percentage of (95%), unlike the adults, just few members with a percentage of (5%). This indicates that our sample consists of fresh students that can learn and acquire more.

Section two : Self-esteem

Question 01 :Do you feel comfortable when working ?

Table 14 : students’ preference way of learning

Options	Numbers	%
Individually	16	26%
In pairs	10	17%
In groups	34	57%
Total	60	100%

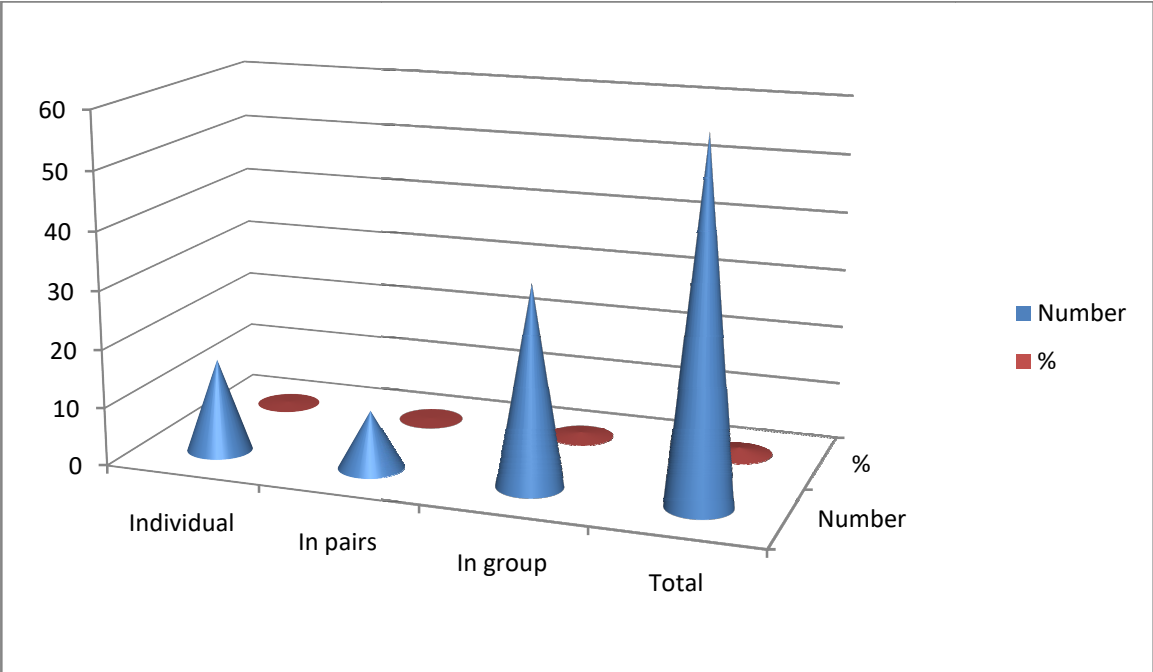


Figure 13 : Students’ feelings of comfort regarding the way of working .

In order to know the students’ feelings of comfort when working, we give the respondents several choices. In the table above, the results show that (57%) of pupils like working in groups, and (26%) often prefer working individually, while (17%) of the learners like working in pairs.

Question 02 : How do you see your performance in the classroom ?

Table 15 : Students’ self evaluation performance in the classroom

Options	Numbers	%
Excellent	13	22%
Good	26	43%
Average	11	19%
Weak	10	16%
Total	60	100%

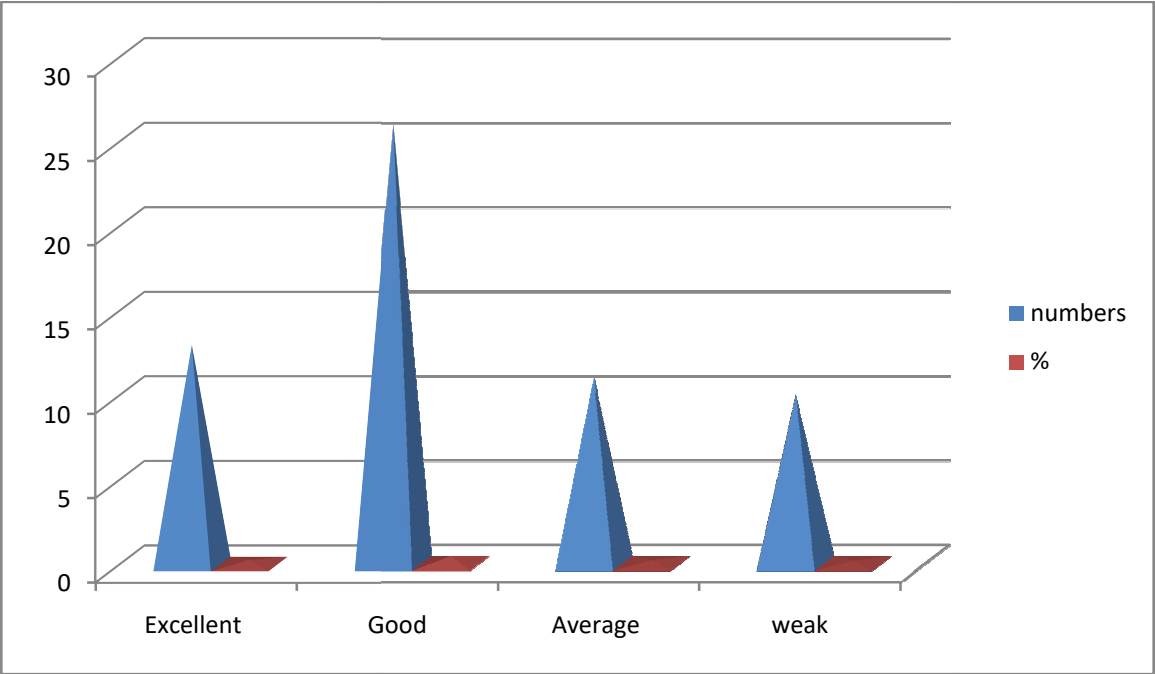


Figure 15 : Students’ self evaluation performance in the classroom.

In this table we want to know how students perform in the classroom, different possibilities were given (22%) of the learners say their performance is excellent, and (43%) good, while (19%) of the learners perform in average, and (16%) are weak.

Question 03 :Can you express yourself in the classroom openly ?

Table 16 : students’ expression of themselves in the classroom

Options	Numbers	%
Yes	44	74%
No	16	26%
Total	60	100%

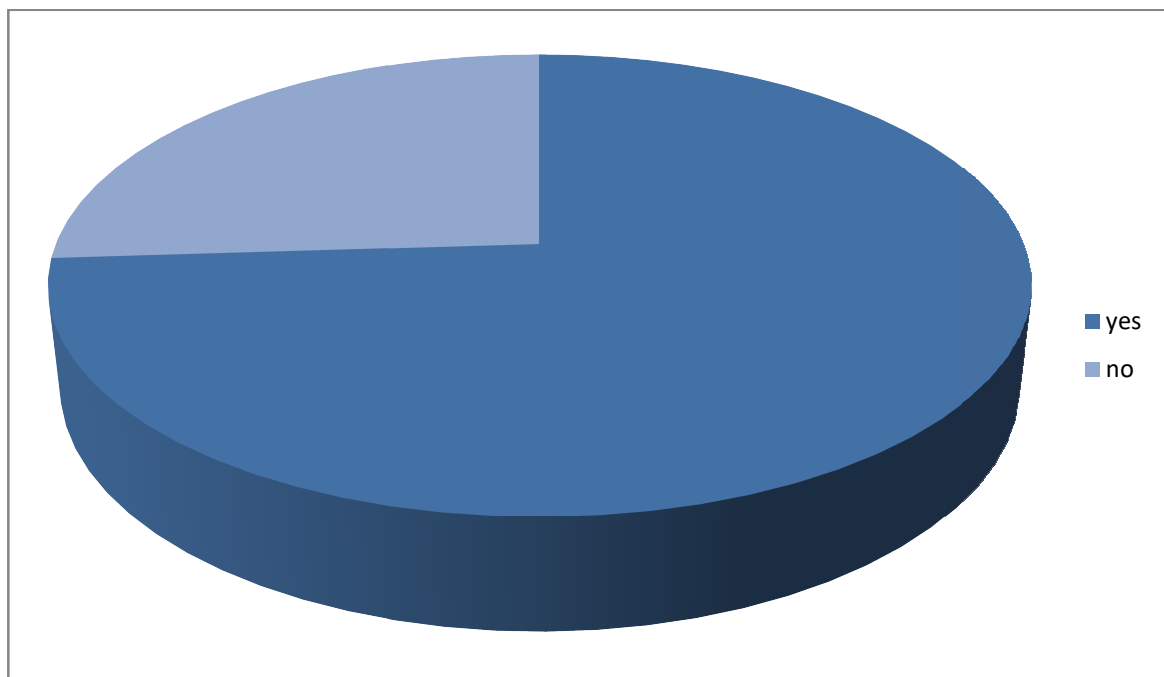


Figure 15 : Students' preformance in the classroom.

From the results of the table, students are asked to answer if they can express themselves in the classroom openly, the difference between the two answers is clear in the graph above (74%) of the respondents answered by 'yes', and the rest of them (26%) said 'no'.

Question 04 :Do you feel your teacher supports , encourages and motivates you in the classroom ?

Table 17 : students' feeling about the teacher's support in classroom

Options	Numbers	%
Yes	44	73%
No	16	27%
Total	60	100%

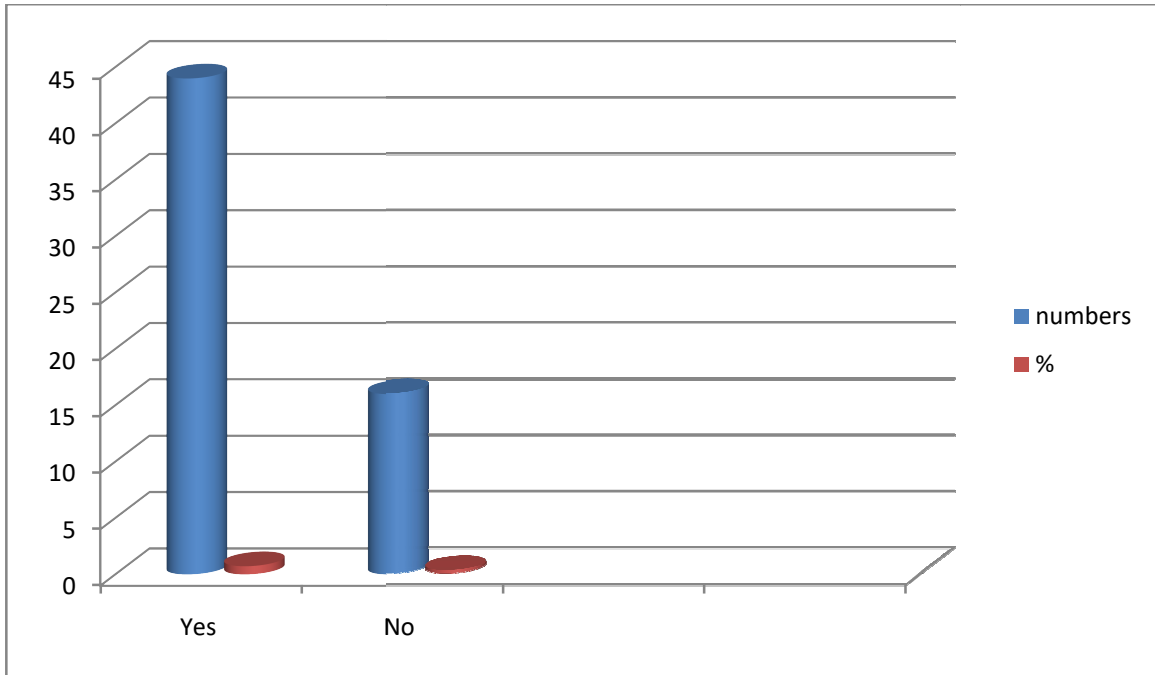


Figure 16 : The opinions of students about their teachers’support.

In this question student are required to answer if their teachers support, encourage and motivate them in the classroom, (73%) of them answerd with ‘yes’ and (27%) answerd with ‘no’.

Justify :

Since the question allows the students to express their personal opinions about their teachers’ support, we asked them to justify their views. So the majority of them justified their answers by saying that teachers work hard and do their best in order to help them and make them feel comfortable in the classroom, whereas the rest of them believe that not at all the teachers do their best for students.

Question 05 : how do you react if someone criticizes you in public ?

Table 17 : students’ reaction to criticism in the classroom

Options	Numbers	%
Respond aggressively	6	8%
Respond non aggressively	14	24%
Agree totally	4	6%
Agree partially	6	10%
Disagree	5	8%
It depends	25	44%

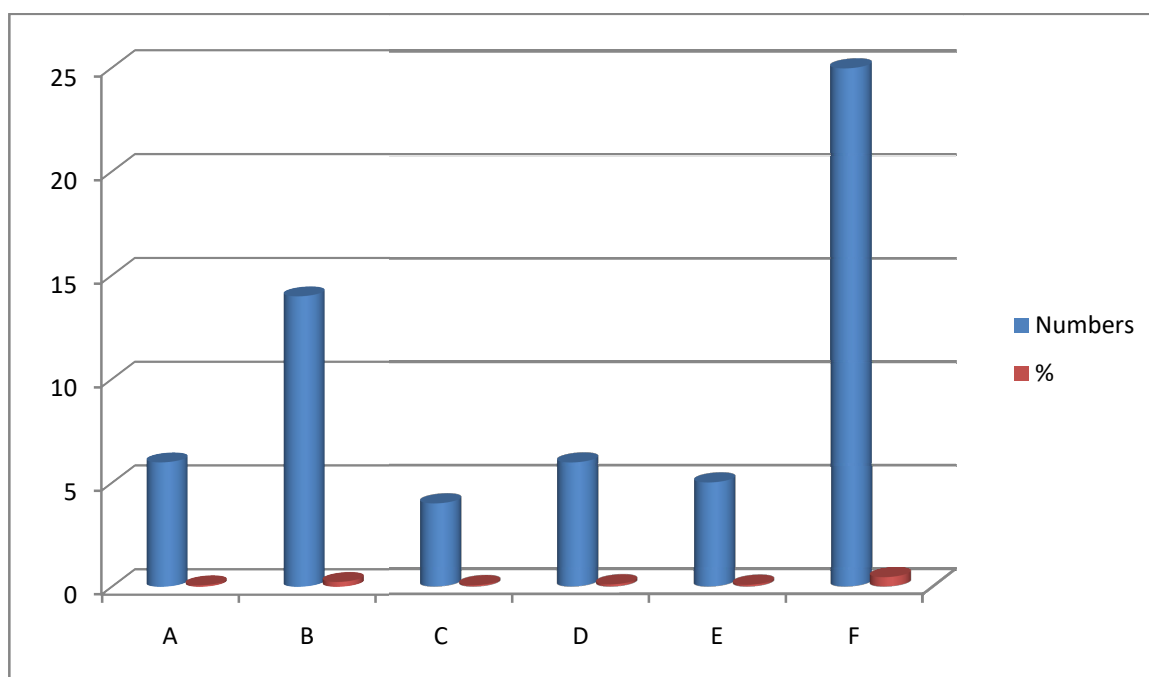


Figure 18 : Students' reactions if someone criticizes them in public.

This graph expresses the reactions of the students if someone criticizes them publicly. Several possibilities were given, (8%) of the participants say they respond aggressively, while (24%) of them respond non-aggressively, whereas (6%) agree totally with all what is said, and (10%) of the learners agree partially, and (8%) disagree totally, and (44%) said that it depends.

Question 06 : How do you describe your relation with your teacher ?

Table 20 : students and teachers' relationship

Options	Numbers	%
Negative relationship	8	13%
Positive relationship	25	42%
Normal relationship	27	45%

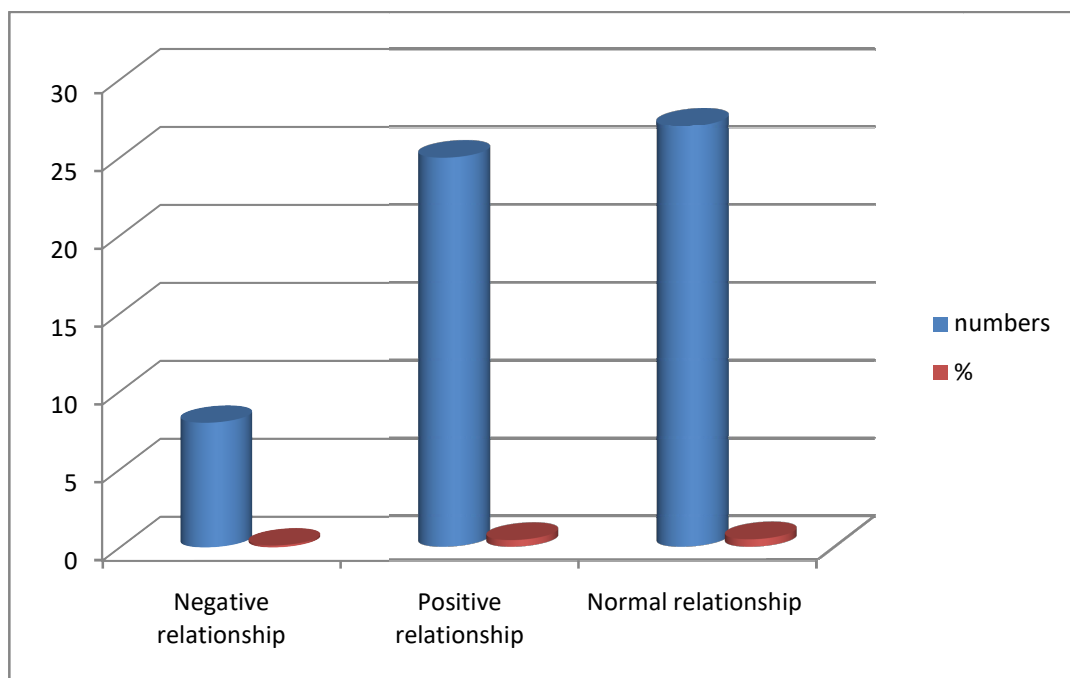


Figure 19 : Students and teacher's relationship .

The relationship between the teacher and his/her student is very important in the class, because from this relation we can define the students' level in classroom. In this table, we asked the students to describe their relation with the teacher , (13%) of the students said that they have negative relationship while (45%) said they have positive relation, and (47%) have a normal relationship with their teachers.

Question 07 : Do you get angry whenever your teacher or friend criticizes you ?

Table 21 : students' feelings about others' criticism

Options	Numbers	%
Yes	32	54%
No	28	46%

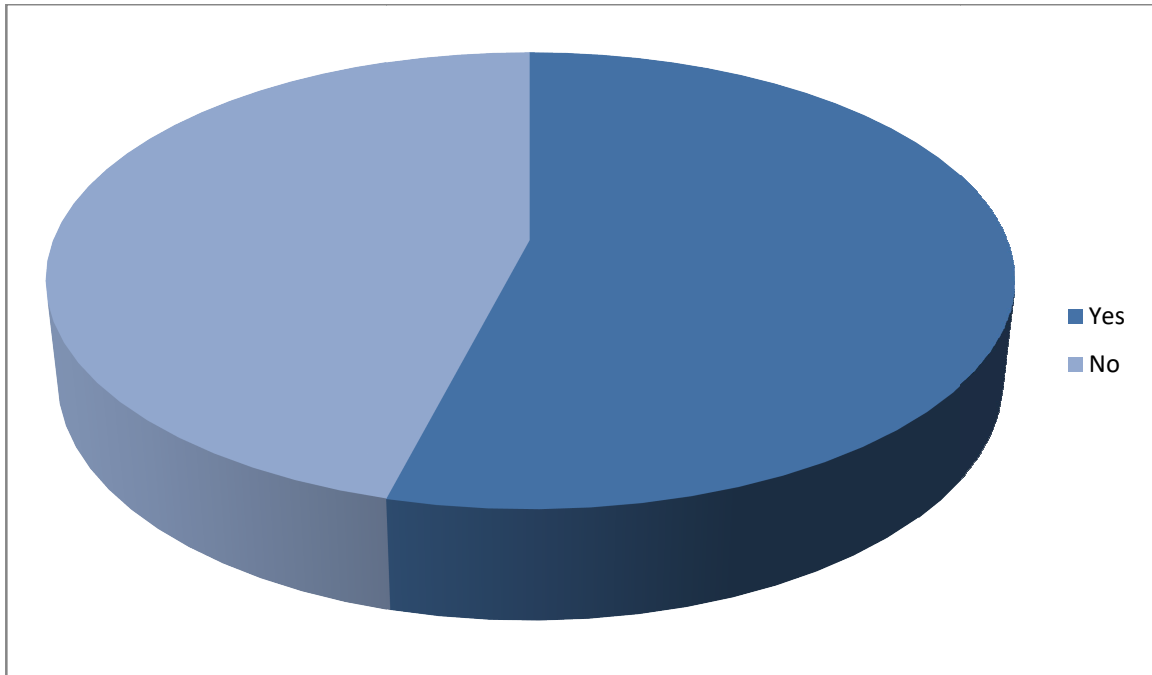


Figure 20 :Students’ feelings whenever teacher or friend criticizes them.

From the results in the graph above, we asked students to answer with yes or no if teacher or friend criticizes, (67%) of them said yes and the rest of them responded by no with a percentage of (33%).

Question 08 : Do you face difficulties when speaking English in the classroom ?

Table 21 : students’ difficulties when speaking in the classroom

Options	Numbers	%
Yes	40	67%
No	20	33%

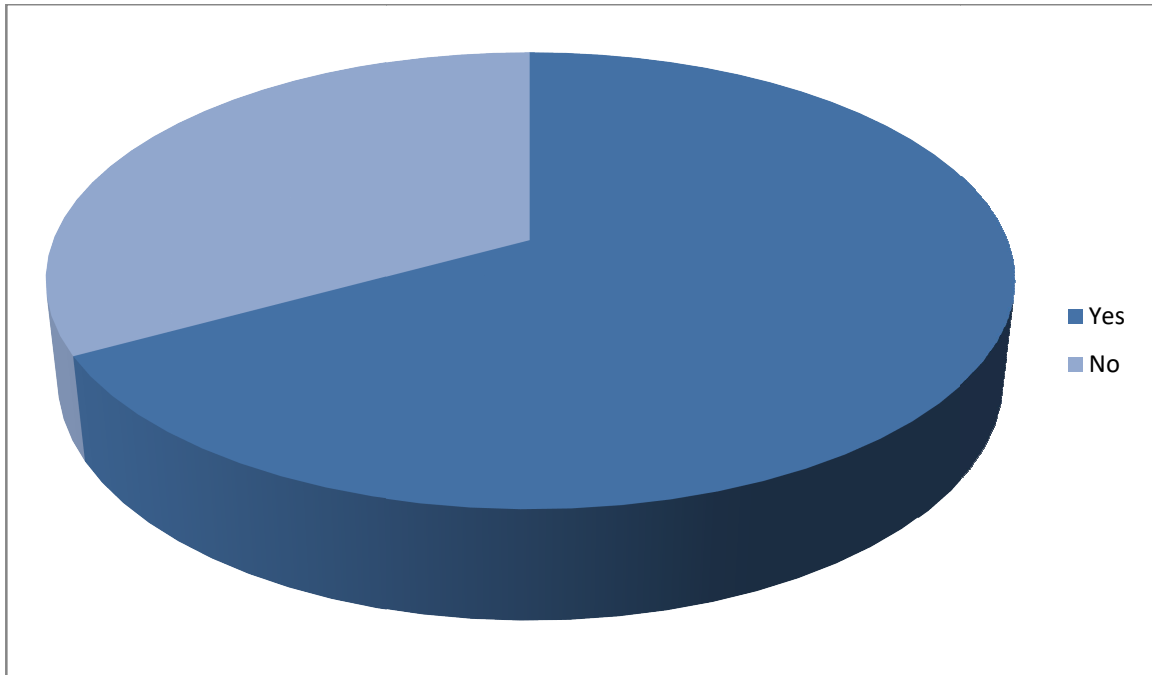


Figure 21 : Students' difficulties when speaking English in classroom.

In this table students were asked if they face difficulties when speaking English in the classroom, (67%) answered by 'yes', that means that they face difficulties in speaking English in the classroom, while the rest of them (33%) answered by 'no'; they did not face problems when speaking English in the classroom.

Question 09 : how often do you display the following ?

Table 22

Statement	Never	Rarely	Sometimes	Usually	Always
You express your opinions openly	0%	18%	13%	22%	30%
You have no fear of being rejected by other people	34%	11%	29%	11%	15%
You have to make a major decision that affects mostly you, you may consult with other people, but your final decision is yours	0%	23%	25%	11%	37%
You forgive your self for your mistakes	32%	0%	13%	22%	33%

You believe you deserve the best life to offer	0%	20%	23%	30%	27%
You accept yourself for being the way you are	15%	17%	27%	13%	28%
You are able to express your feelings ; both positive and negative	15%	18%	25%	15%	27%
You set aside same time just for you	13%	16%	20%	12%	39%
You ask help when you need it	0%	20%	38%	13%	19%
You will return on unsatisfactory item to a store	0%	30%	25%	15%	29%
You do not worry about what others think about you	35%	10%	13%	15%	27%
If you are dissatisfied with an important part of your life, you will take steps to make change	12%	7%	8%	10%	63%

Section three : Learning styles

Question 01 : how do you answer ?

Table 23 : students' answers

Statement	Yes	No
Do you like learning English ?	78%	22%
Do you think that learning needs a style ?	68%	32%
Are you able to differentiate between type of learning ?	53%	47%

Question 02 : Which learning style do you prefer ?

Table 24 : students' learning styles

Options	Numbers	%
Visual	11	18%
Auditory	12	20%
Verbal	7	12%
Logical	13	22%
Kinesthetic	17	28%

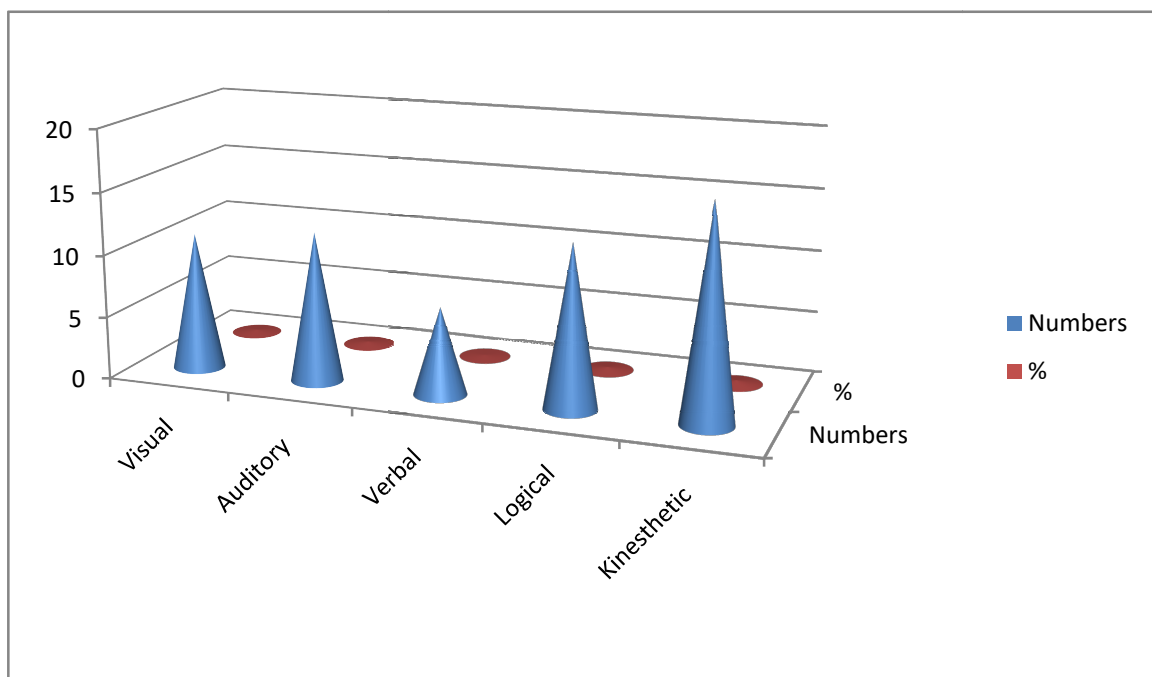


Figure 21 : pupils' learning style preferences

In this question, we found that the majority of participants chose more than one style, it depends on how students learn.

Question 03 : Do you believe that students' achievement depends on chosen style?

Table 14 : learning style and achievement

Options	Numbers	%
Yes	41	68%
No	19	32%

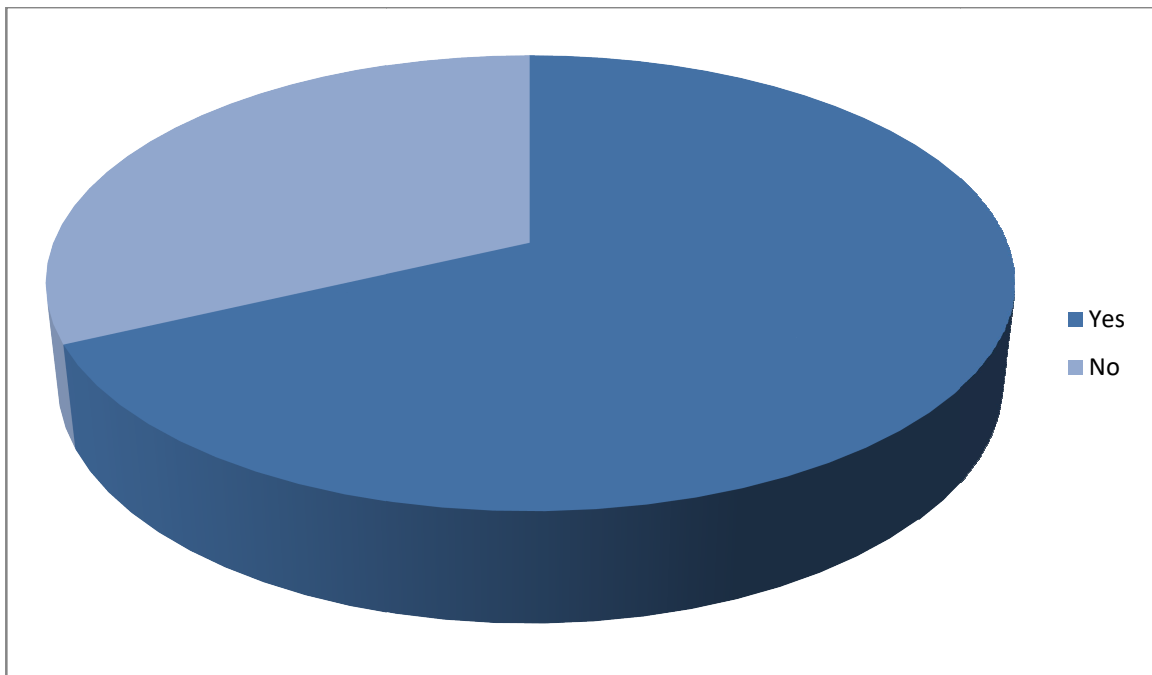


Figure 23 : Students’ opinions about the relationship between the learning style and their achievement

In the graph above, (68%) of participants believe that the achievement depends on the learning style, but (32%) of them have other points of view , to achieve your goal, it depends on other factors not just learning style.

Justification

Throughout the answers of the students, it depends on the level of the students.

Question 04 : You do not worry about making mistakes when presenting

Table 25 : students’ agreement or disagreement

Options	Numbers	%
Strongly agree	20	33%
Agree	10	17%
Average	11	18%
Disagree	5	8%
Stronglydisagree	14	24%

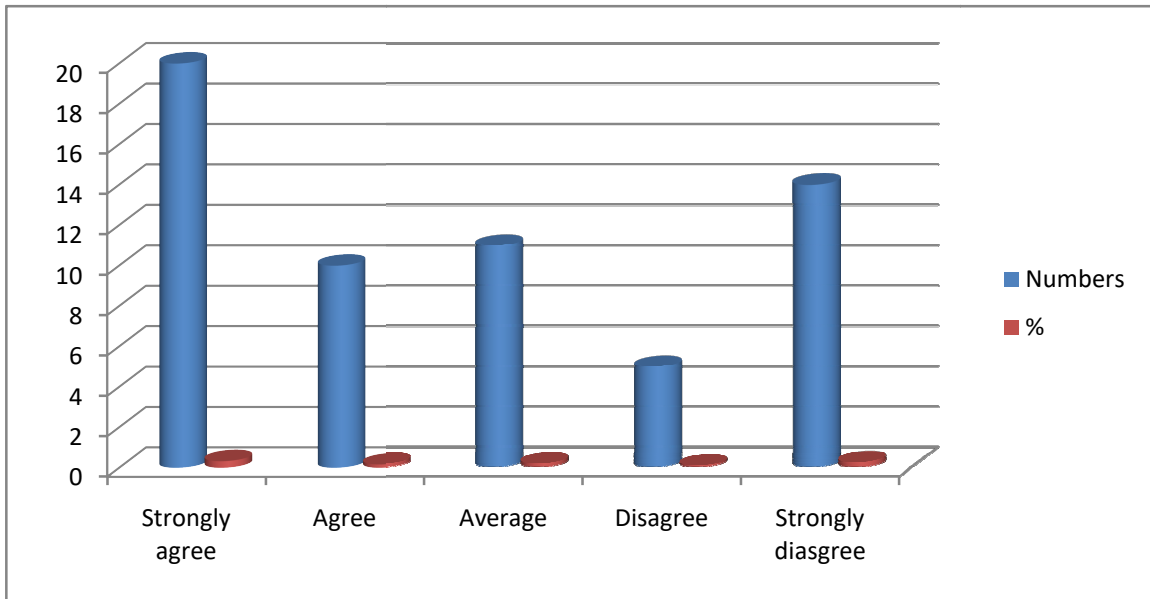


Figure 25 : Students' feelings about making mistakes when presenting

Question 05 : I believe that self-esteem has relationship with learning style

Table 25 : self esteem and learning style relationship

Options	Numbers	%
Strongly agree	24	40%
Agree	17	28%
Average	8	13%
Disagree	0	00%
Strongly disagree	11	19%

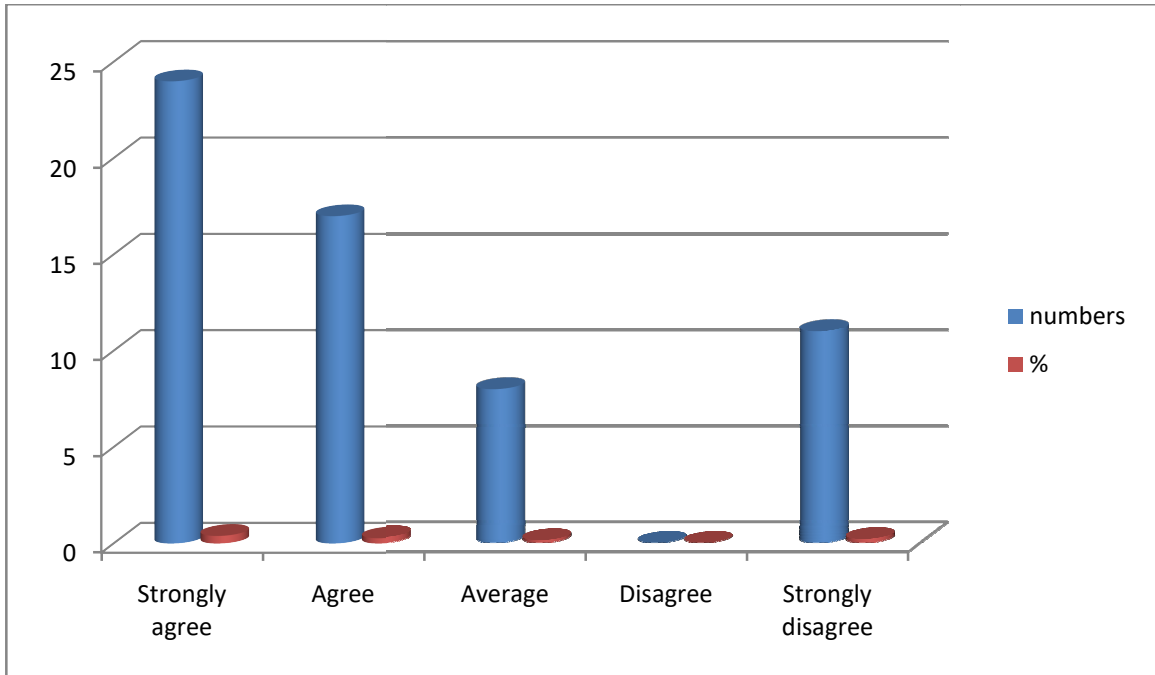


Figure 26 : Students' opinions about the relationship between self-esteem and learning style.

Question 06 : Do you think that self-confidence plays a vital role in achieving specific goals?

Table 28 : self confidence and achievement

Options	Numbers	%
Yes	43	72%
No	13	21%
It depends	4	7%

In this question, we found that the majority of the participants (72%) think that self-confidence plays a vital role in achieving specific goals, the rest of them (21%) said 'no', whereas (7%) answered with it depends .

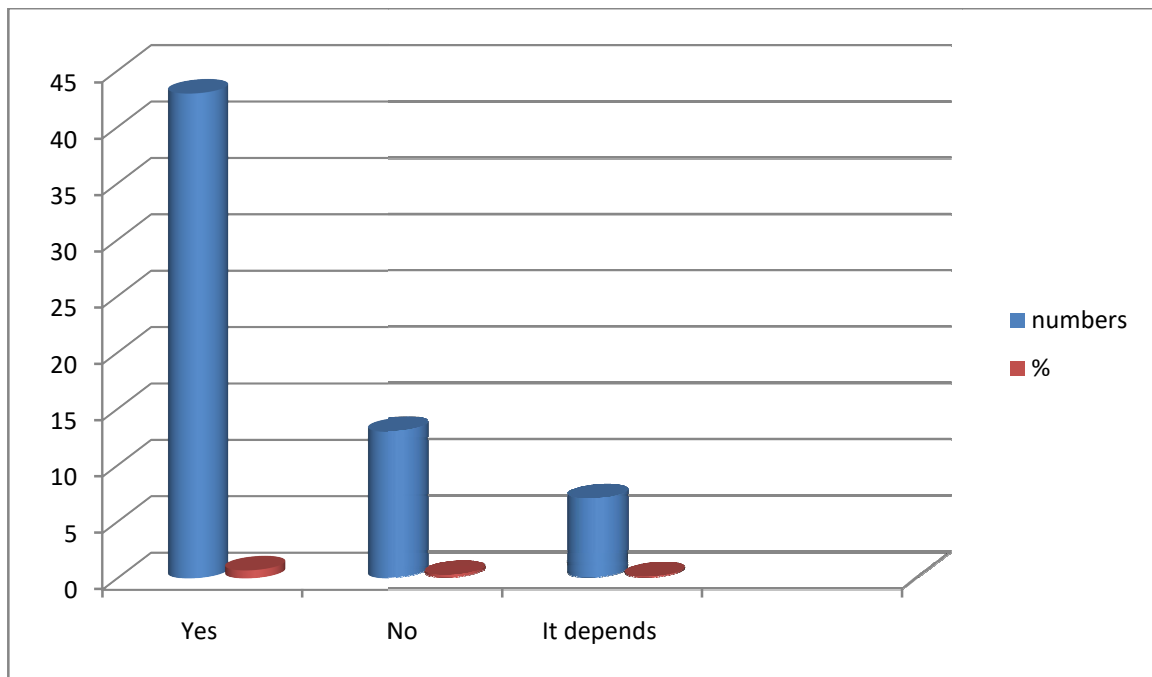


Figure 27 : Students’ opinions about self-confidence vital role in achieving spesfic goal

Discussion of the results and Findings :

The main objectives of this study was to investigate the relationship between self-esteem and learning style towards English language and notice if it affects positively the students’ performance in the classroom. In this case of second year high school students , to address the above major objectives, the following basic reserach questions were raised :

- 1- What is the level of self-esteem among High School Pupils ?
- 2- What are the most suitable learning styles for High School Learners from their points of view?

Because of the strong relationship between self-esteem and learning style, it has been hypothesized that the absence of self-esteem for the learners may effect negatively the way students learn and achieve their goal of learning.

To answer the first question, the study indicates multiple possibilities in order to know the students point views about the relationship between self-esteem and learning style, 40% of the learners strongly agree, while 28% of them agree, and the rest percentages between average and disagree(see table 25). To confirm the previous hypothesis, we found that the absence of self-esteem can affect negatively the way learners learn and achieve their goal of learning.

Moreover, low self-esteem not only influences the students personal life but may also affect their learning, exemplified in fear of making mistakes, lack of self confidence, and lack of motivation. All these inadequacies can affect students foreign language learning. The teachers should find out useful strategies, be patient and friendly with them , understand students,encourage them and make learners feel comfortable and relaxed.

Conclusion

To conclude, this questionnaire provided us with solid and insightful information that illuminate and open up a new dimension for the relationship between self-esteem and learning style towards English language learning. The majority of the participants concur that self esteem and learning style are integral parts of personality, and the absence of one of them can affect both students and learning. The current study investigates as much as facts that are related to previous research by using specific tools in order to attain the objective of the research. The collected data were analyzed through descriptive statistics. Results of the data were presented in tables and figures followed by discussion .

General Conclusion and Recommendations

General Conclusion :

Some people may face many difficulties when learning a foreign language. It is believed that there are some emotional factors which affect our learning abilities, among these, self – esteem and learning styles. The main concern of this study was to investigate the relationship between self-esteem and learning style towards English language learning. We targeted to verify and test our hypothesis already stated in the introduction. We aimed to show how self-esteem can effect learning style in order to teach English language and may also enhance students' goals and achieve their learning.

For this purpose we used a mixed method using the convergent strategy. This is what allowed us to use quantitative and qualitative data to develop more comprehensive and collect information for understanding the problem and relate, validate, and regulate the findings. The study was conducted with second year high school students. We administered a questionnaire for both teachers and students in two secondary schools to procure their points of view which helped us to understand more clearly the problem and especially from the experienced teachers that strengthened our research credibility.

In the light of the data analysis, one of the more significant findings to emerge from this study is that students consider that self-esteem and learning styles very related. These two variables play an important role in learning perfectly and lead the learners to feel comfortable in the classroom. Therefore, they can express their ideas successfully and achieve better results in terms of displaying different skills and performance both in oral and written activities.

Recommendation:

Based on the findings and conclusion of the research, some recommendations are highly suggested. In the light of the data collected the suggestions are proposed by us concerning the relationship between self-esteem and learning style towards English language learning for second year high school students :

- ❖ Students should believe in themselves before anything.
- ❖ Students should not be afraid or feel stressed when they are in the classroom; they must face their fears and express their opinions, ideas without any disquiet.
- ❖ Students should learn how to build high confidence; it is better for students to create good communication with others.
- ❖ The students should be more active and self-confident through the process of learning in the classroom.
- ❖ Students should not be afraid or feel shy when making mistakes in the classroom because everyone makes mistakes, even teachers make mistakes.
- ❖ Students should self-identify their learning style by presenting and asking themselves how you would best make a decision or integrate new information .
- ❖ Teachers further should vary their teaching techniques to fit their students different learning styles.
- ❖ Teachers can improve students' self-esteem by believing in students efforts and offering support throughout all the academic year. When the students are getting honest response and help to improve their weak areas, it is easier to maintain motivation.

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Appendix A

Teachers' questionnaire

This questionnaire is designed to investigate the relationship between self-esteem and learning styles towards English language learning. You are kindly invited to take part in this investigation by completing this questionnaire as accurately as possible. Please, answer each statement. Your responses will be treated as confidential and will be used for the purpose of this survey only. Your contribution is very much appreciated.

Section one : Background information

1. Gender : male female
2. Age : 25 30 40
3. Number of years of teaching experience :
4. Your current position : Master magister Doctorat others
5. Your competence in using network:
Elementary level intermediate advanced level
6. Your experience in using online resources for teaching and learning:
Little much not at all

Section two: Self- esteem

1. Do you think that students feel comfortable when working ?
Individually In pairs In groups

2. How do you see the performance of the students in the classroom?

Excellent Good Average Weak

3. How often do students refrain from sharing their opinions in the classroom ?

Always Often Usually Rarely Never

4. What causes lack of confidence in students ?

.....
.....
.....

5. How can learners improve their self-esteem ?

.....
.....
.....

6. What are the main issues that students face in achieving their goals ?

.....
.....
.....

7. Are you satisfied with your students' overall achievement ? Explain

.....
.....
.....

Section three : Learning Styles

1. Do you think that learning style helps students to achieve their goals?

Yes No

2. Do your students like learning by using :

- A. using new words
- B. writing the words many times
- C. using dictionaries
- D. Drilling

3. When they speak, do they want to be corrected ?

Yes No

If yes when?

.....
.....
.....

4. Do they learn by ?

Listing Reading Copying Summarizing Repeating

5. Do you think that students can use different learning styles creatively?

Yes No

6. Do you use the following in your class?

Role plays songs memorizing talking and listening to others students

7. As a teacher, what is the best learning style that you can recommend students to follow or adopt ?

.....
.....

8. Do you think that learning style is the only way to improve students' achievement?

Yes No

If yes explain; if no what are the other ways?

.....
.....
.....
.....

9. What other suggestions do you want to add concerning this issue ?

.....
.....
.....

Appendix B

Students' questionnaire

Dear students :

This questionnaire serves as a data collection tool that aims to investigate the relationship between self-esteem and learning styles towards English language learning, and how can self-esteem (confidence and self satisfaction) affects learning styles.

Your cooperation would be deeply appreciated and your view will be very helpful. Thanks in advance for your help to accomplish this work. Put a tick (√) in the appropriate box or give full answer(s) in the space provided.

Section one : Background information

Please provide information about yourself

1. Gender : Male Female

2. What is your current age? Teenager 20 or more=

Section two: Self- esteem

1. Do you feel comfortable when working ?

A. individually

B. In pairs

C. In a group

2. How do you see your performance in the classroom ?

Excellent Good Average Weak

3. Can you express yourself in the classroom openly ?

Yes No

4. Do you feel your teacher supports, encourages, and motivates you in the classroom?

Yes No

Justify your answer:

5. How do you respond when someone criticizes you publicly ?

A. Responding aggressively

B. Responding non- aggressively

C. Agree and keep silent

D. Agree with part

E. Disagree

F. It depends

6. How do you describe your relation with your teacher?

Negative relationship positive relationship normal relationship

7. Do you get angry whenever your teacher or friends criticize you ?

Yes No

8. Do you think that you face difficulties when speaking English in the classroom?

Yes No

9. Complete the table using one frequency:

Statement	Never	Rarely	Sometimes	Usually	Always
You express your opinions openly					
You have no fear of being rejected by other people					
You have to make a major decision that affects mostly you, you may consult with other people, but your final decision is yours					
You forgive your self for your mistakes					
You believe you deserve the best life to offer					
You accept yourself for being the way you are					
You are able to express your feelings ; both positive and negative					
You set aside sometime just for you					
You ask help when you need it					
You will return on unsatisfactory item to a store					
You do not worry about what others think about you					
If you are dissatisfied with an important part of you life, you will take steps to make change					

Section two : Learning styles

1. Learning style : how do you answer the following ?

Statement	Yes	No
Do you like learning ?		
Do you think that learning needs a style ?		
Are you able to differentiate between types of learning ?		

2. Which of these learning styles do you prefer ?

Visual auditory verbal logical kinesthetic

3. Do you believe that chosen style depends on students' achievement ?

Yes NO

Justify:

.....

.....

4. I do not worry about making mistakes when presenting ?

Strongly agree agree average disagree strongly disagree

5. I see that self-esteem has a relationship with learning styles ?

Strongly agree agree average disagree strongly disagree

Justify

6. Do you think that self-confidence plays a vital role in achieving specific goals ?

Yes No It depends

Abstract in Arabic:

ملخص الدراسة

العلاقة بين تقدير الذات وأساليب التعلم هي علاقة يعتبرها الكثير من المتعلمين دقيقة و راسخة هدفت هذه الدراسة إلي معرفة العلاقة بين تقدير الذات وأساليب التعلم لطلبة السنة الثانية من التعليم الثانوي في ثانوية عراب مسعود بششار ومعمري محمد الطاهر بخنشلة.

ساهمت الدراسة للإجابة على السؤال الرئيسي التالي: ماهي العلاقة بين تقدير الذات وأساليب التعلم في تعليم اللغة الإنجليزية؟

انبثق عن السؤال الرئيسي عدة أسئلة فرعية :

1. ماهو مستوى تقدير الذات لدى طلاب الثانوية العامة؟
2. ماهي أنسب أساليب التعلم للطلاب الثانوية من وجهة نظرهم؟

أشارت نتائج الدراسة إلى وجود علاقة إيجابية بين تقدير الذات وأساليب التعلم .