



***Developing Positive Self-Concepts in Foreign Language Settings***  
***The Case of English in Algeria***

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**Received:** 02 /02 / 2023

**Accepted:** 20 /03 / 2023

**Published:** 30 /04 / 2023

**Abstract:**

This study has been conducted to investigate the conceptions of culture and its implications on both language attitude and self-concepts. Cutting across the world of 'self-concepts' and peering at the fields of L2 learners- teachers' schemata in harmony, we have staked out a very large scope of research. Our discussion in general and so, has lead us inevitably to the dilemma of discrete elements in psycho-cultural streams. As a matter of fact, intercultural literacy helps students understand the "self" in regards to the "other". They ought to understand that their existence is predicated upon, interrelated to and constituted in fundamental ways by "others". Indeed, the process of "self" and "other" representation in communication occurs in both our communication with people from other countries (intercultural) and people within our country (intercultural)who differ in races, ethnic group and social class. In both cases stereotypes and prejudices lead to in effective communication.

**Keywords:***Autonomy ; Cultural competence; Self-instruction ; Self-direction ; Self-assessment*

## Introduction

The purpose of the present paper is to find issues of how to develop L2 learners' self-concepts and to seek their integrativeness in the world of foreign cultures. In so doing, this work provides some investigations in which half of it focuses on the main theories and the other half states some practical work.

In the first part, our focus is mainly spotlighted on the teacher as catalyst of students' motives, as well as, promoter of positive attitudes. Equally interesting, a clear idea of classroom management and interactional system are translated by the requirements of good language teaching and the teacher himself as a model in classroom situations.

The second part embarks on some further suggestions which focus mainly on effective communication across-cultures. Besides, teaching communicative strategies and encouraging modes of self-instruction and self-direction may increase learners' challenge to know about the foreign culture whose language is being learned.

Interestingly, it is worthy to note that these ways of management are partially a common device adapted by learner's willingness and prompted by teacher's ongoing professional career.

### 1. The teacher as promoter of positive attitudes

#### 1.1 Teacher's attitude and personality

In classroom contact, it is easy for the language teacher to attribute two categories of attitudes to various students, however, their varying behaviors and expressed opinions. These two attitudes are generally thought of in terms of an evaluative scale, whether mental or emotional: Positive attitudes set against counterbalancing negative ones; and to some degree an area of neutrality between the two extremes. Carol Morgan (1993:64)

Under such a tripartite divisioning of learners' attitudes integrated in different character-structures, the language teacher has to consider the affective channels which are of prime importance. In this sense, the role of the teacher can be considered as encouraging positive attitudes toward the T.L and its culture; as opposed as deteriorating values among learners' attitudes. Clearly, learners' attitudes towards the other language community are, to a large extent, built on the teacher's previous attitude towards the target culture. Therefore, to affect positive acceptance of the other cultures, the teacher's influential orientation upon learners need to be consciously positive in an effective way.

Among all the sensory factors considered above, the language teacher himself remains beforehand the best model of attitude. His attitude towards the language, his credible message, his open-mindedness, and his love and regard to his students constitute the psychological based-constructs of learners' lively attitudes. Morgan Carol's (1993:71) wordings seem needful to include here in this concern. She therefore confirms that the classroom in a context in which pupils should acquire through cognitive and affective means insights into their own culture and that of other countries, together with a sympathetic and positive attitude towards the new information. Three major issues are important here: The source of the pupil's belief and schemata, the source of the classroom 'insights' and the accessibility of the attitudes and beliefs that are voiced.

Likewise, the teacher's personality as a language pattern of "bodily" and "mental" relations in response to social implications and classroom situations, in particular, is above all a crucial talent of learner's attractiveness. On this account, further consideration may be given to the processes of interaction with groups and to the teacher's words and gestures as contributory to classroom moral.

## 1.2 Teacher's concepts to teaching behaviour

Language teachers often complain how hard it is to motivate their students to learn about the target language and its culture. They think, however, that changing classroom activities or using more 'gimmicks' and visual aids are going to solve the authentic problem. Neither is a reorganization or restricting the syllabus going to restore a real difference, nor other curricular patterns can assure motivation. Perhaps such alterations generate interest in learners, but this kind of stimuli is oftentimes short lived.

As a matter of fact, in our foreign language classes, most of the 'talk' is done by the teacher himself; even in a directed dialogue, the conversation is teacher controlled and has to react rapidly to students' questions, answers and comments. Seldom is there a real free exchange of expressions between teacher and students; and almost never between classmates. The reason behind this fact is that most students have learned that it is unnecessary to listen to each other. The teacher usually repeats a student's response, and after all, the teacher is the only person who says it adequately. So under these realities, how can a teacher motivate students who have their own ideas and opinions. In other terms. how can he develop successfully the interaction skill into students' conversation exchanges. In this provocative area, Rogova (1982:195) states that in teaching a foreign language, it is necessary to think over the motives which make the learner speak with a desire and necessity to say something in a foreign language, to express his feeling, and his thought.

According to the above claim, real communication on a simple level can occur in a language class. For instance, it is simply to foster true exchanges of information about student's daily life, social matters, vacation and career plans can be easily expressed in the foreign language. Therefore, motivated students are often dependent on the teacher's behavior as a reflecting of his system of values, and he can do a great deal to spark enthusiasm and maintain interests.

In fact, much attention is to be devoted to the affective domain. Although it is more difficult to measure, there are more or less some techniques for doing so. The language teacher can ascertain much about student's motivation implicitly. For instance, he can suspect that the student is sidelong motivated if he often checks out books and handouts from the library, collects records and magazines, and speaks the T.L whenever the opportunity is provided in a target setting. Here, a factor closely related to motivation is 'curiosity'. The latter feature is often viewed as to be the stepping stone to self-instruction.

Importantly, students want and need to know where they are going and what is expected of them. If goals of the course are unrealistic, the low motivated students find it painful to assimilate; as a result, they may give up learning the foreign language and fail in it. Thus, it is wise to start with objectives because they are very helpful in foreign language classes. In whatever course. the teacher has to state its objectives in order to make them clearer to the learner. In this context, Edward Allen (1978: 10) Suggests that if the teacher is to be a catalyst, he must first of all become interested in each student as an individual. This means that he must attempt to tailor-make a program that meets learners need and interests of each class. In so doing, he will, of necessity, select materials and topics that are meaningful to the 'now' generation. The goal of the foreign language class will be real communication for all

## 1.3 The teacher L.C. competence

One of the exigencies put on the F.L teacher is that he must be competent linguistically for both general and specific English language skills. He must have a perfect mastery of English language and of its use and usage. Then it is obvious that teachers of English should be accurate in form and appropriate in use because the ultimate objective of language learning is communicative competence i.e. Appropriate, meaningful, spontaneous, grammatically acceptable and reasonably fluent linguistic interchange, both orally and in writing.

The above criteria imply that teacher's competence about the TL is best viewed as a continuum: both linguistic and communicative requisites in order to handle English classroom. To check the veracity of the above objectives, a somewhat worrisome fact matters here if we adopt the ultimate requirements and that imperative set which reveals so: 'The teacher must be a linguistic model'. Undoubtedly, an ostensible discrepancy evokes an authentic problem since English is still a foreign language in Algeria. In fact, this is a major problem for non-native speaker teachers of English, especially those with no direct experience of English-medium teaching, can be the language itself. We ought to say that teachers are urged to make their students grasp the various and specific aspects of the TL. For instance, teachers have to expose students to different types of prose (narrative, expository, descriptive, argumentative, etc..) as well as other specific linguistic knowledge at the level of morphology, phonetics, syntax, semantics, stylistics and so forth.

At this stage of the art, Jacquelyn Shachter (1990:40) speaking about the model of communicative competence -as proposed by Hymes (1970) - suggests three major constitutive components of competence:

1. *Grammatical competence.*
2. *Discourse competence.*
3. *Socio-linguistic competence.*

In short, the first competence appears to be the most clearly delineated trait since it involves the computational aspect of language<sup>1</sup>. Whereas the second characteristic is viewed as knowledge of the structure of text. Otherwise said, research in this scope has shown that language is to be perceived not through the word, nor the sentence, but through discursive knowledge. This characterization concerns with the identification and description of what is beyond the linguistic structure of text both in oral and written. Thirdly, socio-linguistic competence ranges from linguistic and cultural knowledge. In other conception of the latter feature, Canal and Swain (1980) view it as being a continuum composed of two sets of rules: Socio cultural rules of use and rules of discourse.

Based on this bulk of knowledge of the various conceptual system which constitute faculties of mind acquiring a foreign language seems to rest on the teaching as 'art approach'. Under this conception of language teaching. Eskey (1982) affirms that language teaching requires a special combination of knowledge and skills that is always hard to find and finding teachers who have it should be the first concern of any good administration.

## **2. Culture Understanding and the Teacher's Self-concepts**

### **2.1 Teacher's Cultural Competence**

The foreign language teacher has a heavy pedagogical burden in teaching those learners of monolingual and mono-cultural environment. His role is to take into account both his learners' culture and the culture of the foreign language he is teaching. The understanding of both cultures may be essential to identify those areas of cultural background that may cause problems to the learners' comprehension if presented without explanation. This will also help them remove the misunderstanding resulting from the outward manifestation of cultural identity. Therefore, it may be necessary for the language teacher to introduce the cultural concomitants.

as an obligation to the process of language learning; otherwise, learners will fail to perform the basic task of language acquisition.

Of necessity therefore, background knowledge about the TL is of vital importance to language learners. Different cultures define social situations differently. Although there are many social situations that are common across cultures, there are other practices for which no equivalence exists.

## 2.2 Teaching cultural background of the T.L

In the acquisition of a second language the student is faced not simply with learning new information (vocabulary, grammar, pronunciation, etc.) which is part of his own culture, but rather acquiring symbolic elements of a different ethno-linguistic community (Gardner, 1979:193). Indeed, Gardner's assertion reveals some hindrances beyond the acquisition of the foreign language. If we accept this claim, the teachers duty lies in opening up new and interesting areas of knowledge through the teaching of cultural awareness and the possibility of teaching attitudes. In so doing, the students may appreciate the target language and thus, voice their thought and feelings about that foreign culture. Of course, this consent is not realised unless the teacher provides the learners with significant cultural values. The language teacher has to bear in mind that learners based-cultural values are of vital importance. Esteemed values are more or less agreed upon provided that learners' beliefs are laid in by virtue of that cultural schemata. In other terms, the teacher should consider the learners' valued-aspects such as the principles of 'identify' and 'religion': the former is the body of one's own culture; the latter is the soul of this body.

Notwithstanding hostility and suspicious ways of thought one notices among some learners' preconception about western languages and cultures are still of perplex area, the danger occurs when the conviction of being possessed by religion which is coupled intimately with faithful heritage of past cultural trends. This dialectic collocation, as Lewis Richards (2000) summarises it, as 'a mutual reinforcement of the anti-western feelings'.

In any event, teachers of English should benefit from the familiar topics which are so related in handiness with carriers' desire and ways of thought. For this reason, Lewis Richards advises curriculum designers to select materials that are culturally 'neutral' and 'nonelitist': i.e., materials that focus upon the student who is the center of the whole educational process. Then, according to the author the main elements on learners' self-direction is viewed as 'a positive response to stimuli based on existing cognitive structures in such a way that learners' curiosity is aroused and sustained'. So, if we accept the above principles and implement them with more care, language teacher's role becomes a relatively simple matter and therefore, the teacher will be able to arrange lively English lessons.

contextually, the author's suggest in convenience a number of ways wherein language teachers induce their learners' interest. For instance, when L2 Learning tasks are neither too difficult nor too easy, they arrange an authentic challenge to the students' attention. In this way, the language teacher should base her/his daily tasks with a variety of classroom activities that might go in fitness with learners' needs and wants in the target language.

## 2.3 Teacher's vs Learner's schemata

From consideration of research into the nature of *schemata*, we now curtail our focus into classroom's most characteristic patterns with its assembling learners face-to face with the language teacher.

Beforehand, it may be worthy if we examine this collocation of teachers and learners through the nature of the situation as seen firstly from out of the pedagogical setting. The social situation helps us determine both what kind of orientation learners have and what is most important for L2 learning.

Focusing on the learners as adolescents, the situation out-of school is characterised with *much heterogeneity*. In this respect, Fleming (1968:140) picturises the other side of the schooling- situation and reveals that it is 'to be characterised by an almost infinite variety of attitudes, and frames of reference established by the total prior experience of each student, related their past and present, and changing from day to day with their interest, their beliefs as to their own competence, and the effect upon them of their relationship to parents, to siblings, to peers, and to acquaintances'.

On the other side of the coin, if we come back to classroom situation as skimmed over, a considerable measure of homogeneity may be ostensible. There may be ascertain sameness of age, sex, geographical background, religious affiliation, and to a lesser extent, a similarity of socioeconomic level shared by the majority of learners.

Cutting across both sides of the situation, one may observe that learners are indulged in relation to their teachers as *leaders* and their relation to their parents as *followers*, and with their knowledge of what adults outside think of schooling in general. Evidently, a language teacher can not predict the ultimate effect which a day's teaching will procreate in any one of the learners unless she/he becomes so nearer to them. If teachers change from day to day in fashion with their students, their daily tasks will be more challenging as more stimulating.

In fact, this complex issue of what is known as teacher-learners relationship is further complicated whether we devote more our discussion about learners differences and their differing types of social climates.

In short, the situation in its correlative area requires to take one's bearing that the teacher's personality rests the main attribute to the solving of classroom perplexities. Instead, learners' prescriptions and their gratification depend greatly on the teacher who should perceive the situation in transition according to learners' prior attitudes, to the practices to which learners have been subjected and in terms of their expectations of success or defeat (Claxton Guy 1988).

Bearing into consideration these measures into mind, the language teacher's task will be a quite simple arrangement into graded steps and thus; classroom activities become pleasantly attractive and contributory to the growth of self-confidence which relies strongly upon success in learning the foreign language. In the same line of search, Fleming (1968:145) puts again his focus on the learner himself and asserts that 'Such classroom experiences react in turn upon the learners' self-picture or concept of the self-motivational support is gained not merely through the avoidance of annoyance and the experiencing of satisfies..., but through the translation of these into more personal terms'.

Here, the author's claim would imply the knowledge the learner has accumulated in his long-term memory about the social, cultural and other aspects of the world around him. The fact that "Schematic knowledge does indeed enable the learner to work with the language of the text in order to interpret meaning".

On the other side, the teacher is expected to have thorough insight into the culture of the language he is teaching. Thus, bicultural understanding is essential to identify those areas of cultural background that will be unintelligible to his students if presented without explanation.

#### **2.4 Learners' need vs Teacher's role**

The goal of the competency-based approach chosen by the Algerian educators is to seek learners become communicatively competent. They consider the teacher as an important factor to reach this objective. Therefore, the teacher is expected to make his work successful in respect of the objectives he has already selected. His authority must be based on professional qualifications with which he shows that his specific role is purely educational and not authoritarian. His professional experience might help him to know the learners' need in order to look for a variety of materials and teaching aids and set the objectives clearly. This may lead him create an atmosphere of work in which learners feel relaxed, confident and not embarrassed and promote his learners' self-reliance by encouraging them to work alone away from the teacher's subordination and authority.

Being aware of the role they should play in their learning of English, learners are attached by a contract with their teacher being the closest responsible of their learning. They are not only expected to acquire the linguistic or cultural knowledge, but also to know how to learn.

At the same time, they acquire their learning strategies and develop them progressively with the help and the support of both the teacher and the classmates. Then, Learners are in need to:

- 1- Express themselves with some kind of fluency so as to be understood clearly (even with some mistakes in pronunciation and grammar), and without a risk of false interpretation.
- 2- Exploit various documents, technical and scientific literature (journals, brochures, touristic leaflets, adverts, revues and instructions for use...)
- 3- Use reference books efficiently (dictionaries, encyclopedia)
- 4- Master different writing skills, note-taking, organizing and summarizing so as to be autonomous in written expression when starting from models learnt in class.
- 5- Be aware of the major aspects in the culture, life and civilization of societies using that language.

### **3.Reflections for developing learners'self-concepts**

#### **3.1 developing students'strategies**

Much of the literature in the field of L2 acquisition has been focused on the natural use of strategies, either in learning or communication. The research to datedemonstrates that the strategies adopted by language users depend strongly upon their motivation which is, in turn, the best correlate of effective strategy use.

Interestingly, the talk about strategies often seem to face the problem of the principle confusion between what is called 'strategies of learning' and 'strategies of communication'. These expressions, however, are regarded as nearly synonymous since in both cases the data for investigating are frequently similar.

To identify the feature of each strategy in its particular repertoire, we are to provide, in short, a theoretical framework for analysis of strategies undertaken in the most recent studies.

Learning a strategy is then believed to be useful since it engages the learner with a second language at a deeper cognitive level. Gardner and MacIntyre (1992) in this scope view that learning strategy is often considered as a cognitive variable because it represents the structural-basis of one's cognitive plan with specific procedures to promote L2 acquisition. These procedures are to be taught by the language teacher who should make specific adjustments in language courses in order to facilitate learning. At this stage of the art, the pedagogical implications of strategies are then part of good language teaching to encourage resource expansion strategies.

It is fairly obvious that language learners adopt strategies to convey their messages in the course of ongoing interaction. Of course, attempts of how to carry on conversations are not only determined by knowledge of the foreign language, but also by current assessments which depend upon the interlocutors' perfect command of the language system and his linguistic competence about the topic of discourse.

According to S. Pit Corder(1983:16). the interreaction between strategies of communication and strategies of learning may arise two features as to be labeled 'Interference' and 'transfer'. The former refers to one's inter-language system when confronting some difficulty in communication, while the latter bestows on the development of I.L system. Otherwise said, the two areas of strategy constitute to the development of I.L systems, whereas communication strategies are used by a speaker when faced with some difficulties due to his communicative ends outrunning his communicative means. In such cases, the learner can either adjust his message to his communicative resources by adapting a risk-avoiding strategy or he can expand his communicative repertoire through a risk-taking strategy<sup>2</sup>.(Elaine Torone et al, 1983:2).

The link between strategies and other learners' psychological constructs-cognitive and affective have extensively been explored in recent literature. For instance, it has been found that language anxiety consumes cognitive resources that might be implicated to learners' use of strategy. A better understanding of this cognitive area is so relevant to Gardner's (1993) speculation; in that a good strategy reduces anxiety because it allows for the more efficient use of the students' existing cognitive resources. Therefore, if a given strategy involves drawings upon previous knowledge, then the advanced student will be better able to employ that strategy. This is only possible when a broad base of experience and knowledge already exists.

Bearing these ways of thought into one's mind, the question which now may obviously arise from the above speculations is that how are all these strategies manipulated in L2 learning? There is great evidence that there are other cognitive-affective variables involved. Bacon and Finneman (1990) find that many variables such as attitudes and motivation, anxiety, and personality traits interact to produce 'willingness' or 'unwillingness' to employ strategies. Such investigations reveal as well that strategy use is conditioned by social conformity in that it inevitably promotes the development of a successful L2 acquisition. Eventually the language teacher has to adjust ways by yielding opportunities for communication in class and getting meaning across by a pleasure to communicate whenever the opportunity is provided.

The following suggested points may ideally serve as recommendations strongly supported by pedagogic experience.

1. The language teacher should sensitize his students to speak about innovative topics already experienced in their daily-life (such as relationships, daily-problems, songs, love, schooling environment, and so forth).
2. The language teacher has to provide circumstances for communication and let the students express themselves and speak the T.L even they do mistakes.
3. Dealing with pair-work activities and giving chances to other less motivated students to take part in classroom conversation.

Much more attention should be taken into consideration whenever we peer at the centrality of learner's socio-psychological construct. Because learning effectively a foreign language is basically to be related to conjoint factors; some of them are relatively perpetual characteristics of the learner, and others, responsive to alterations in L2 acquisition such as *specific* attitude, achievement motivation and self-image.

As reported in Dickinson, Stern.H (1983:411) hypothesises that whether good language learners strive towards autonomous learning -however, autonomy does not imply in isolation- - they are likely to manifest four basic resources of learning strategies:

- 1. An active planning strategy:** Good language learners have the ability to select goals and recognise stages and developmental sequences.
- 2. An academic learning strategy:** Good language learners are able to view a language as formal system with rules relationship between language forms and meanings.
- 3. A social learning strategy:** Good language learners recognise that in early stages of learning they will have a dependent status of the TL, and accept the resultant role as a 'linguistic infant'. They seek communicative contact with the TL users and become actively involved as participant in authentic language use.
- 4. An effective strategy:** Good language learners cope gradually with the emotional and motivational problems of L2 learning. They cultivate positive attitudes towards the T.L, its society and culture.

Accordingly, self-direction and self-instruction help learners develop these strategies. Such unison support learners in their development of social learning strategies as well as institutional

ones. In this way, learners will be able to access their achievement in communication with favorable attitudes towards the T.L through various self-assessment techniques. This outgrowth may be conceptualised as 'Learning how to learn'.

### 3.2 Encouraging positive self- concepts

The label 'self-concept' in L2 learning relatively conjures up visions of the learner. It refers to situations wherein the learner, either partially or totally, undertakes his learning without the help and/or direct control of the language teacher. In other words, the learners to some degree requires no longer the teacher's help since he is quite able to determine his own learning objectives, adopt his own ways of achieving these and evaluate his own progress. To do this effectively, an L2 learner should gradually strive towards the most conveniently called 'autonomy' for learning the foreign language without being regularly dependable on the teacher's instruction.

So, the first stage in this process is the liberalization of the classroom to allow the development of learner independence and learner responsibility. Here, autonomy is then achieved strongly through struggling towards it. Through careful training and careful preparation on the teacher's part, as well as, on the learner's. (Leslie Dickinson, 1987:2).

According to Leslie Dickinson, one's responsibility for L2 learning may include the forthcoming decision-makings: Self-instruction, self-direction, self-access<sup>3</sup>, self -assessment, and autonomy.

Learners who are involved in self-instruction undertake the responsibility for their own learning. They can be compromised in self-instruction in various degrees. The most likely situation is that of partial self-instruction which is a very common shared device adopted by learners and suggested by teachers in foreign language classrooms.

It is worth noting here that the idea of self-instruction frequently strikes language teachers as impossibly and unrealistic task especially in such E.F.L settings. If so, the question which arises in this area of inquiry is how to involve L2 learners in such decision makings?

Leslie Dickinson (1987) states two possibilities of self-instruction; however, they are opposite ends of a continuum. To categorise these two opposing views, a based distinction is made between a 'learner-centered' and 'material-centered' self-instruction. The former is featured by modes which place the responsibility on the learner, while the latter concerns the teacher's role into the teaching materials.

In fact, there is no need to invest a lot of effort in attempting to unfold all the terms bounded in this area of study. To curtail our concern, there are two important points which are to be worth examining here: Self-direction and self-instruction. The former refers to a particular attitude towards L2 learning rather than techniques or even modes of instruction; one in which the learner is prepared to take responsibility of his own learning. Whereas the latter is closely related to achievement in effective communication across cultures (Elaine Tarone, 1987).

A self-directed learner is then, the one who makes free choice, including the choice to ensure a direct course. He, in addition, retains responsibility for management of his own learning and embarks on some tasks for himself. This choice of learning tasks and the management of them is eventually covered with learner's attitude towards such learning. This is likely to be a positive motivating factor in general since it demonstrates concern on the part of the individual learner's problems, so increasing his sense of self-growth; and in particular it is likely to be motivating in that it helps remove barriers to the smooth progression of learning .

On the other hand, the relationship between self-instruction language attitude and interests are complex since other cognitive-affective factors are included. Self-instruction is, of course, concerned with helping, as well as, encouraging learners to foster their own intrinsic motivation. The fact that learner's involvement in such a decision making has a positive effect on her/his self-representation.

There is great evidence that compromise in such decision making tends to result in increased productivity through increased motivation to perform effectively. Therefore, if the learner takes his responsibility to achieve such goals in the target language, he may inevitably have the effects of building his cognitive-affective structure, or at least maintaining 'his self-esteem' (Gardner. 1993).

Finally, we may include learners' self-assessment as a vital part of both self-directed learning and self-instruction. Most commonly, there are times when any learner wishes to present himself to external assessment in order to see whether his self-directed learning is going in congruence with good instruction learning modes of the target language. A useful example adequately lies in the moments of exams or rather academic situation which requires a perfect command of the foreign language.

#### 4. Conclusion

In closing, it is worth saying that several esteemed issues have been recommended as essential, or at least, important in the implementation of how to develop positive self-concepts in E.F.L settings. Throughout this paper as well, an attempt has extensively been made to take seriously the matter of language attitude and how to change them positively for the sake of effective communication across cultures.

As a matter of fact, by the nature of a friendly and adjustable relationship, the language teacher and learners may well have easier contact with the foreign language. In this way, the teacher as a 'team-member' may go further towards accommodating individual differences among learners and adjusting their accustomed roles in E.F.L classes. Obviously, the teacher, in any event, dwells as 'example through deeds rather than words' and the real catalyst in learning about foreign language and its culture.

Basically, another major issue related to learner's strategies and his 'self-independence' in L2 learning stands for the means available to his needs for discovering whether the objectives he sets himself have intimately been achieved through arrangements of the curriculum. The latter fact has essentially to be considered as content as learners' motives and interests towards developing their inner self.

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### Notes

1 - one current approach to characterising grammatical competence which involves the rules, formulations or/and constraints that allow learners to pair sound with meaning. These rules and so from syntactic constructions or phonological or semantic patterns of varied sorts of meaning (Jacquelyn Schachter. 1990:40).

2 - Refers to the organisation of leaning materials to make them directly available to the learner. It raises a wide of questions relating to how this way of learning is related to the principle method; questions relating to the learner and his ability to take advantage of materials; to identify his learning needs with appropriate materials: techniques for enabling him to do so and his ability to use materials effectively (Leslie Dickinson, 1987).

3 - It is a vital part of self' instruction. It refers to learners who are most commonly seeking certification of their learning i.e any learner who wishes to gain a qualification offered by a college or an agency or any organism responsible of teaching such a process.

### Abbreviations:

L2 : second/foreing language

L.C : linguistic competence

I.L : interlanguage system

T.L : target language