
Assessment of Self-Concept in English Learning

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ABSTRACT

This study sought to assess the self-concept in English learning. A student's self-concept determines academic performance because, on a qualitative and quantitative level, your perception of yourself will have repercussions on the effort it'll take you to learn something new and do difficult homework. The study discovered that it is a basic requirement for a successful student to learn cognitive and affective activities. A lot of students learn English at school, where English is a common subject. Some students also want to spend their own personal time learning English. Some of these students may not know any English, while others will have learned some English in school, and will want to advance their knowledge of it. The conclusion was made in the study that self-concept in English learning significantly correlates with effective English pronunciation and achievement. Also, self-concept in English learning is how you perceive your abilities, vocabulary, and unique characteristics. Self-concept in English learning can be understood as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes, and opinions that each student holds to be true about his or her personal existence. One of the recommendations made in the study was that students should inculcate the habit of self-conception in English, as it is one of the easy strategies for learning English and flowing eloquently in speaking.

KEYWORDS: Self-concept and English Learning

Introduction

The psychology of self is the study of either the cognitive, conative or affective representation of one's identity, or the subject of experience. The earliest formulation of the self in modern psychology derived from the distinction between the self as "I", the subjective knower, and the self as "Me", the object that is known James (2009). The self has many facets that help make up integral parts of it, such as self-awareness, self-esteem, self-knowledge, and self-perception. Active learning occurs when a person takes control of his/her learning experience. Since understanding information is the key aspect of learning, it is important for learners to recognize what they understand and what they do not. By doing so, they can monitor their own mastery of subjects. For a person to take control of his/her learning experience that person is said to be self-estimated which is a replicate of self-conception. Self-concept in English

learning is one of the ways for students to creatively learn English. As a foreign language, English is not easy to learning by the students at the beginning of the study. According to Marsh, (2003) self-concept is defined as one's self-perception and self-assessment of their own abilities. The basic skill in learning English is the ability that requires the process of communicative competence, pronunciation, intonation, grammar and vocabulary improving. In this case, self-concept in learning English is a very considerable phenomenon when it comes to English learning. Self-concept is made up of one's self-schemas, and interacts with self-esteem, self-knowledge, and the social self to form the self as a whole. It includes the past, present, and future selves, where future selves (or possible selves) represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. Possible selves may function as incentives for certain behavior (Myers, 2009; Markus, 2006).

Concept of Self-Concept in English Learning

Self-concept in English learning can be defined as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Pastorino & Doyle-Portillo, (2013) cited in Muhammad Abduh (2017) stated that self-concept is our perception or image of our abilities and our uniqueness. Self-concept is different from self-esteem (feelings of personal worth and level of satisfaction regarding one's self) or self-report (what a person is willing and able to disclose). Self-concept in English learning significantly correlates with effective English pronunciation and achievement. Self-concept in English learning is how you perceive your abilities, vocabulary, and unique characteristics. For example, beliefs such as "I am a good friend" or "I am a kind person" are part of an overall self-concept. According to Engler (2009), the self-concept is a portion of the phenomenal field that has gradually become differentiated. At its most basic, self-concept is a collection of beliefs one holds about oneself and the responses of others. Meanwhile, Weiten, Dunn, & Hammer (2012) stated that, a self-concept is a collection of beliefs about one's own nature, unique qualities, and typical behaviour.

Importance of Self-concept for Students in Learning English

Self-concept is important for students because it influences how they think, feel, and act in everyday life. According to Fitts in Agustiani, (2009) Self-concept is important aspect of someone. It is the frame of reference in interaction with other people and the environment. Understanding the self-concept is particularly important for students because self-knowledge helps them understand why they do the things they do and how their beliefs and behaviours affect their academic achievement. Shimazoe and Aldrich (2010) reports benefits of self-concept for students such as promoting deep learning of materials, achieving better grades, learning social skills and developing positive attitudes toward autonomous learning. Bracken (2009) defined academic self-concept as how a person feels about himself or herself within a school or academic setting, or in relation to a student's academic progress. Hence, self-concept is

considered very important in student learning. Academic self-concept can be a dynamic construct. Focused case studies can be enlightening as to how the interaction between achievement and academic self-concept is constructed. According to (Castor, 2007) academic self-concept proves itself favorably associated with academic performance.

Self-concept and Learning of English by Students

Self-concept, as one factor of individual differences, influences the choice of students learning strategies. According to Ellis (2004), Self-concept is learning strategies that help students to communicate irrespective of individual difference and environmental factors. Self-concept has to do with a person's perceptions and evaluations regarding him or herself. It is a basic requirement for a successful student learning cognitive and affective activity. According to Nunan (2011), one of the characteristics of the "good" student English learner is an ability to reflect on and articulate the processes underlying their own learning. According to Marsh and Shawelson (2005), self-concept is divided into two categories of academic and non-academic self-concept. English self-concept belongs to academic category which itself is further classified into other sub-categories such as English reading self-concept, English pronunciation self-concept. A lot of students learn English at school, where English is a common subject. Some students also, want to spend their own personal time to learn English. Some of these students may not know any English, where others will have learned some English in school, and will want to advance their knowledge of it. Self-concept plays a vital role in learning of English by the students. Although many researchers from home and abroad have made a lot of research to find out that there are significant differences of using Self-concept in English learning among students.

English as a Foreign Language

A foreign language is a language not commonly spoken in the country of the speaker. English as a Foreign Language is learning English in a non-English-speaking country. This is not to be confused with English as a Second Language also called English as an Additional Language which is the practice of learning English in a predominantly English-speaking country (Richard 2020). Some children learn more than one language from birth or from a very young age then they are bilingual or multilingual. These children can be said to have two, three or more mother tongues: neither language is foreign to that child, even if one language is a foreign language for the vast majority of people in the child's birth country. For example, a child learning English from his English father and Irish at school in Ireland can speak both English and Irish, but neither is a foreign language to them. This is common in countries such as India, South Africa, or Canada due to these countries having multiple official languages. English is also taught as a second language for recent immigrants to English-speaking countries, which faces separate challenges because the students in one class may speak many different native languages. English as a second or foreign language is the use of English by speakers with different native languages. Language education for people learning English may be known as English as a second language

(ESL), English as a foreign language (EFL), English as an additional language (EAL), or English for speakers of other languages (ESOL). According to Wright (2010) the term "ESL" has been seen by some to indicate that English would be of subordinate importance; for example, where English is used as a lingua franca in a multilingual country. The aspect in which ESL is taught is referred to as teaching English as a foreign language (TEFL), teaching English as a second language (TESL) or teaching English to speakers of other languages (TESOL). Technically, TEFL refers to English language teaching in a country where English is not the official language, TESL refers to teaching English to non-native English speakers in a native English speaking country and TESOL covers both. In practice, however, each of these terms tends to be used more generically across the full field. TEFL is more widely used in the UK and TESL or TESOL in the US. Kanno (2010) stated that ESL students face several barriers to higher education. Most colleges and universities require four years of English in high school. In addition, most colleges and universities only accept one year of ESL English.

Effect of Self-concept in Learning English

The self-concept is, of course, only one of many factors that affect critical thinking, feeling, and behavior, but it is undoubtedly one of the most powerful influences on many important behaviors. Self-concept is important in learning because it influences how students think, feel, and act in everyday academic activities. A student's self-concept determines academic performance because, on a qualitative and quantitative level, your perception of yourself will have repercussions on the effort it'll take you to learn something new and do difficult homework. Employment is an obvious advantage of Self-concept in English because opens learners up to a number of jobs where speaking English is a necessary skill. This means not only jobs in English-speaking countries but jobs in their own countries which require international communication. Recently, in self-concept, scholars have focused on the importance of self-concept as a result of Zoltán Dörnyei's Language Motivational Self System (e.g. Dörnyei, 2005; Dörnyei & Ushioda, 2011), which is based on Higgins's (2007) self-discrepancy theory, in which a learner compares their current self-concept to their self-guides, which are their ideal self and their ought self. Self-concept may be 'conceptualised in global terms or in respect to specific domains and includes both cognitive and affective dimensions' (Mercer, 2011). The paradigmatic shift of Self-concept motivation research brought about by not only the interest of learners, and self-related concepts in learning but as well as the apparent need of reconceptualising self-concept motivation and processes in light of the emergence of Global English resulted in a wealth of publications in recent years.

Conclusion

The study concluded that Self-concept in English learning significantly correlates with effective English pronunciation and achievement. Also Self-concept in English learning is how you perceive your abilities, vocabulary, and unique characteristics. Self-concept in English learning can be understood as the totality of a complex,

organized, and dynamic system of learned beliefs, attitudes and opinions that each student holds to be true about his or her personal existence. Moreover, a student's self-concept determines academic performance because, on a qualitative and quantitative level, your perception of yourself will have repercussions on the effort it'll take you to learn something new and do difficult homework.

Recommendations

1. Students should inculcate the habit of self-conception in English as it is one of the easy strategies of learning English and flowing eloquently in speaking.
2. Teachers and lecturers in various levels should encourage students to practice Self-concept because it determines student academic performance.

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