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**THE CORRELATION BETWEEN ENGLISH ACADEMIC SELF-  
CONCEPT AND LANGUAGE LEARNING STRATEGIES OF  
THE ENGLISH EDUCATION DEPARTMENT LEARNERS AT  
MULAWARMAN UNIVERSITY**

**PROCEEDING**

**REINFORCING EDUCATION,  
LANGUAGE, AND SOCIO-  
CULTURE**

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**ABSTRACT**

*This research aims to found out the correlation between learners' English academic self-concept and language learning strategies. The method used in this study was correlation research under quantitative approach. There were 67 learners of the fourth semester learners of English Education Department of Mulawarman University as sample of this study. The instrument of this study used questionnaires: Academic Self- Concept (ASC) was adopted from (Liu and Wang, 2005) in Liu (2009), which was used to find learners' English self-concept. Strategy Inventory of Language Learning (SILL) was adopted from Oxford (1990) in Yang (2007) which was used to assess learners' language learning strategies. The first findings showed that English academic self- concept of learners was in a moderate level. Second, language learning strategies of the fourth learners was a medium level which metacognitive strategy and affective strategy were most frequently use and compensation strategy was the least strategies use by the learners. Eventually, regarding to the correlation between English academic self- concept and language learning strategies, through Pearson correlation coefficients, it was conclude that English academic self-concept correlated with affective strategy. While, there were no correlation between English academic self-concept to memory strategy, cognitive strategy, compensation strategy, metacognitive strategy and social strategy. It can be note that moderate level of English academic self-concept only influenced learners in managing and centering their emotions in learning. However, it would be better to go further to investigate learners' English academic self-concept towards affective strategies and give the deeper impact of affective strategies to learners' English academic self-concept.*

**Keywords:** *English academic self-concept, language learning strategies*

**INTRODUCTION**

English is an important language, particularly in the language learning and teaching sector. Besides, Indonesia—National Education Curriculum—places English as one of the primary focuses that needs to be learned by the students. Furthermore, the importance of English can be seen from the fact that English is taught starting from kindergarten to university. In reality, not all learners can effectively accomplish their learning in English classes because they try to avoid making mistakes during the learning process. Therefore, the teachers need to consider other aspects of the learners' self-concept of language learning so that the learning process can be established effectively.

Self-concept is defined as the self-perception of one's own competencies (Marsh, 2003). Besides, the perceptions of the students affect the behavior that related to language (Bong & Skaalvik, 2003). Additionally, there are several elements of self-concept: academic, social, physical, and transpersonal (Huiitt, 2004). English self-concept is a part of the academic

category. The academic self-concept deals with the learners' academic ability (Bong and Skaalvik, 2003).

English self-concept also influences learning strategies in their implementation. Learning strategies are concrete steps that learners do to develop their learning. If the learners are aware of the correct strategies to find out the answers themselves, they are supported in controlling their learning (Griffiths, 2015).

Xu and Zhao (2006) studied the self-concept questionnaire and language learning strategies; the subject of this survey is 598 medical students at a medical university. Based on this study, self-concept had a relationship with language learning strategies. Likewise, the result of Du (2012) study on students' self-concept and language learning strategies of 157 university students in China showed that general English self-concept, English speaking self-concept, and self-concept of English pronunciation had the highest level of correlation with the cognitive strategy.

Nevertheless, there seems to be little study conducted on the correlation between self-concept and language learning strategies within the COVID-19 condition. Further, most research studies have been conducted in the normal situation context and it is believed that this pandemic will have an impact on learner's academic effectiveness.

This aspect then becomes a concern for the researcher because self-concept is the key factor influencing foreign language learners to engage themselves in language learning. All these consideration address to the following research questions:

- 1) How is the English academic self-concept of the fourth semester English Education Department learners of Mulawarman University?
- 2) How is the language learning strategies of the fourth semester English Education Department learners of Mulawarman University?
- 3) Is there any significant correlation between English academic self-concept and language learning strategies?

There are two hypotheses in this current study; they are the Null hypothesis (H<sub>0</sub>) and the Alternative hypothesis (H<sub>A</sub>) as follow:

- 1) Null hypothesis (H<sub>0</sub>): There is no significant correlation between English
- 2) Academic Self-Concept and Language Learning Strategies.
- 3) Alternative hypothesis (H<sub>A</sub>): There is a significant correlation between
- 4) English Academic Self-Concept and Language Learning Strategies.

### **The Concept of The English Academic Self-Concept**

Self-concept refers to the learner's perception, ideas, and attitudes created by their interactions with the environment. Likewise, Self-concept is a basic idea that consists of a variety of domains and perceptions related to a person's life experiences related to their environments (Eccles, 2005). After all, a learner's self-concept can be identified as an overview of their experiences and perceptions of those experience. Overall, academic self-concept has the potential to affect academic success. In general, academic self-concept (ASC) has been linked to grade point average among university students (Gerardi, 2005). This is because students can assess themselves in a variety of ways. Here, ASC stands for an individual's self-evaluation of particular academic domains or skills (Trautwein, et al. 2006). In other words, ASC refers to how students handle coursework and how they see themselves as learners (Guay et al., 2003). It refers to how students generally feel about their lessons and academic abilities.

This study focused on an English learner's self-concept, which can be defined as an individual's self-descriptions of competence and evaluative feelings about themselves as an English Education learner. Especially, the learners' evaluation was mainly in the English learning of the fourth semester English Education Department learners at Mulawarman University. It is indicated by their responses to the items in the learners' confidence and learners' effort subscales by Liu and Wang (2005). Learners' confidence will be related to learners' feelings and perception about how good or bad their capability, performance, and potentiality in English. While, learners' effort will be related to learners' concern in certain subjects, for example in this context is English skills subjects.

### **The Concept of Language Learning Strategies**

Language learning strategies are the activities that learners engage in to learn a language and link to learner attributes, learning styles, and performance (Suwarak, 2010). Based on Oxford in (Griffiths, 2015) the taxonomy of language learning strategies has two main categories; direct strategies and indirect strategies. Direct categories are those activities that specifically include the use of the target language—English, which makes it easier to learn a foreign language. Direct categories consist of three subcategories such as memory, cognitive, and compensation strategies. Memory Strategies facilitate the learner in acknowledging additional information and accessing it later. The next subcategories is Cognitive Strategies. They are skills that incorporate any direct manipulation and alteration of the language. The last one is Compensation Strategies. These strategies enable learners to understand and producing their English learning process, despite gaps in knowledge.

Another category is indirect strategies. The strategies that include in this categories are metacognitive, affective, and social strategies. The first one is Metacognitive strategies. These are the habits that learners use to center, arrange, schedule, and evaluate their learning. Second, Affective Strategies encourage learners to acquire greater control of their feelings, behaviors, and motivations as they contribute to language learning. The last is Social Strategies. These strategies encourage learners to empathize with others and work with one another. these six categories are called the Strategy Inventory for Language Learning (SILL). In brief, language learning strategies are the fundamental ways in which learners study English and allowing them to explore the approach that they prefer to use.

The study from Liu (2008) which the research design used descriptive research. This study examines domain specific self-concept and academic performance. The sample was 174 university students in central Taiwan. The instruments used Liu and Wang(2005) academic self-concept (ASC) scale and the intermediate level General English Proficiency Test (GEPT) reading and listening tests. Based on the study results, the academic self-concept correlated with students' listening and reading performances. Students' listening proficiency scores serve as a better predictor of academic self-concept than their reading scores. It shows that the general academic self-concept has a positive relationship with academic efficiency.

The study from Du (2012) which the research design used descriptive research. This study investigates the relationship between academic self-concept and language learning strategies among 157 Chinese students from University in Handong. The instruments used self-concept scale modified by Pan (2003) from Marsh's (1992) SDQIL and strategy inventory of language learning (SILL) by Oxford (1990) to examine learners' strategy. This study showed that English self-concept was in a medium level.

It said that general English self-concept, English speaking self-concept and English pronunciation self-concept had the high correlation with cognitive strategy, and English pronunciation had weak correlation with memory strategy and compensation strategy.

The study from Fourdini, Radjab, & Refnaldi, ( 2014) aimed to identify the use of startegy in reading and the correlation between the strategy and the reading comprehension by the second-year Engsih Department students at Padang University. The instruments used questinnnaire and reading comprehension test. The results showed that cognitive strategy and affective strategy were most stratgies used and memory strategy was the least strategy used by the students. Also, it showed a positive correlation between reading strategies and reading comprehension.

## METHOD

The present study aimed to examine the relationship between two variables of learner's English academic self-concept and Language Learning Strategies through the Correlational Research under quantitative approach. Also, the present study utilized correlation research to investigate the learners Engsih academic self-concept and LLS through questionnaires.

The population of the present study was the fourth semester learners of English Education Department of Mulawarman University in academic year 2020/2021.

Furthermore, the sample would be selected through simple random sampling. There were 67 students required for the present study.

The questionnaire was adopted from (Liu and Wang, 2005) in Liu (2009). ASC was divided into two subscales that were academic confidence (AC) and academic effort (AE). Additionally, it had been tested and it showed that the questionnaire was valid and reliable instrument with the internal consistency estimates are .89, .87 and .83. Besides, it was also used in the same context of English learning which was EFL learning. The measurement scale used by Liu and Wang (2005) was divided into five Likert-scale points, which it was ranging from "Strongly Disagree" (1), "Disagree" (2), "Neutral" (3), "Agree" (4), and "Strongly Agree" (5). There would be 19 items ASC scale; 9 items related to Academic Confidence (AC) (items 1, 3, 5, 7, 9, 11, 14, 16, and 18) and 10 items related to Academic Effort (AE) (items 2, 4, 6, 8, 10, 12, 13, 15, 17, and 19).

The table of the learners' ASC classification was as follows:

<b>Table 1. ASC classification</b>	
ASC Classification	Range of Score
Very High	83 – 95 (maximum score)
High	67 – 82
Moderate	51 – 66
Low	35 – 50
Very Low	19 (minimum score) – 34

The questionnaire was adopted from Oxford (1990) in Yang (2007). Moreover, the present study used version 7.0—is a self-report instrument that assesses the frequency with which the subjects use a variety of techniques for foreign language learning—of the SILL. Additionally, it had been tested and it showed that the internal consistency reliability of the SILL is .94 based on a 505-person sample (Yang, 1992) and .92 based on a 315-person sample (Watanabe, 1990). Content validity is .99 based on independent raters (Oxford, 1986; Oxford and Burry-Stock, 1995). Besides, it was also used in the same context of English learning which was EFL learning. SILL consists of 50 items; 9 items related to Memory Strategies (items 23, 26, 27, 34, 42, 45, 47, 48, and 49), 14 items related to Cognitive Strategies (items 6, 9, 12, 14, 17, 22, 24, 28, 29, 30, 31, 40, 41, and 44), 6 items related to Compensation Strategies (items 1, 4, 7, 35, 36, and 43), 9 items related to Metacognitive Strategies (items 3, 5, 8, 11, 16, 18, 19, 32, and 39), 6 items related to Affective Strategies (items 2, 13, 33, 37, 46, and 50), and 6 items related to Social Strategies (items 0, 15, 20, 21, 25, and 38).

The table of the learners' SILL classification is as follows:

**Table 2. SILL Classification**

Classification	Details	Range of Score
High	Always	214 – 250 (maximum score)
	Usually true of me	173 – 213
Medium	Often	132 – 172
	Usually not true of me	91 – 131
Low	Never	50 (minimum score) – 90

### Data Analysis

The scores of the ASC scale were obtained by summing up the items of the learners' answer. Then, the results would be measured in a percentage description to facilitate the analysis. Then, the learners' SILL final score would classify whether the strategy was high, medium or low. The classification table for SILL is as follows:

**Table 3. The Classification of Learners' Language Learning Strategies Used**

Classification	Explanation	Score
High	Always or almost always used	4.5 – 5.0
	Usually used	3.5 – 4.4

Medium	Sometimes used	2.5 – 3.4
	Generally act used	1.5 – 2.4
Low	Never or almost never used	1.0 – 1.4

*Adopted from Strategy Inventory of Language Learning (Oxford: 1990)*

Overall, the data were described statistically by using SPP software. After getting the score of the ASC questionnaire and SILL questionnaire, the data were statistically compute in order to calculate the correlation between them. In order to found out the correlation between English academic self-concept and language learning strategies of the fourth semester learners of English Education Department of Mulawarman University in academic year 2020/2021, the data were correlated by using Pearson Product Moment Correlation. Moreover, every strategies of the LLS would be correlated with ASC.

The interpretation of product moment correlation index numbers with the following guidelines:

**Table 4. The Interpretation of Correlation Coefficient**

Interval Coefficient	Interpretation
.00 – .019	No or weak correlation
.20 – .34	Slight correlation
.35 – .64	Moderate correlation
.65 – .84	Strong correlation
.84 – 1.00	Very strong correlation

The results of product moment correlation coefficient can be calculated with 5% of significant level.

## FINDINGS AND DISCUSSION

### Learners' English Academic Self-Concept

The data were collected through Google Form. The questionnaire consists of 19 items that divided into two subscales that are academic confidence (AC) and academic effort (AE). Based on the calculation, the minimum score was 49, and the maximum score was 76. The average (mean) score was 65.36, and the median score was 65, the score of modus was 65, the group data variation (standard deviation) was 5.42.

**Table 5. ASC Classification**

ASC Classification	Range of Score	Frequency	Percentage (%)
Very High	85 – 95	0	--

High	69 – 84	20	30%
Moderate	53 – 68	45	67%
Low	37 – 52	2	3%
Very Low	21 – 36	0	-

The majority of fourth semester learners got score 53 – 68 in academic self- concept questionnaire. There were 67% of 43 learners got 53 – 68 score which categorized as a “moderate level” of academic self-concept. However, the 30% of 20 learners got 69 – 84 score which categorized as “high level” of academic self-concept. In addition, the 3% of two learners got 37 – 52 score wich categorized as “low level” of academic self-concept. In the present study, learners agreed that they would not give up easily when encountering difficulty during the learning process. This might be the fact that they somewhat remember what they have learned in English class and performance good enough in English coursework than most of their friends. This finding results were similar with Du ( 2012) that showed that English self- concept was in a medium level or Chinese college non-English majors didn’t hold high English self- concept. Learners who received high scores on their global English level were interested in putting in extra practice effort in order to achieve their greater expectations.

### Learners’ Language Learning Strategies

The data were collected through Google Form. The questionnaire consisted of 50 items that divided into six strategies that were Memory Strategy, Cognitive Strategy, Compensation Strategy, Metacognitive Strategy, Affective Strategy, and Social Strategy. Each item contains of 5 Likert-scale options. Based on the calculation, the minimum score was 117, and the maximum score was 216. The average (mean) score was 170.40, and the median score was 171. The score which mostly mentioned as modus in the learners’ language learning strategies score was 168 which appeared four times. The group data variation (standard deviation) was 20.36.

**Table 6. Learners’ Overall Language Learning Strategies**

Classification	Details	Range of Score	Frequency	Percentage(%)
High	Always	214 – 250 (maximum score)	2	3%
	Usually true of me	173 – 213	21	

Medium	Often	132 – 172	40	91%
	Usually not true of me	91 – 131	4	
Low	Never	50 (minimum score) – 90	0	6%

According to the data analysis, the fourth semester learners had a “medium level” of language learning strategies. It meant that they were able to adjust their English progress by being involved in the learning activities such as retrieving information from others, cooperating with others and working with one another, and used background knowledge to manipulate the language mentally or physically. There were 61 learners which categorized as a “medium level” of language learning strategies. They were able to start conversation in English and asked questions in English, and asked English speakers to correct them when they talk. They also looked for opportunities to read as much as possible in English. There were four learners which categorized as “low level” of language learning strategies. They were able to use flashcards to remember new English words, they tried to make up new words if they didn’t know the right ones in English, they made guesses to understand unfamiliar English words, and they used gesture when they didn’t know an English word during a conversation. And there were two learners which categorized as “high level” of language learning strategies. They didn’t get much trouble to find how to be a better English learner because they noticed their mistakes and use that information to help them do better. The majority of the fourth semester learners appeared familiar with the strategies to advance their academic purpose yet they used it moderately. It might be the fact that they were able to make progress due to effective organizing and consciousness of their process of learning. This finding results were similar with the studies in EFL contexts of Azar & Saeidi, (2013), it was found that overall frequency of Iranian English language learners used learning strategies moderately. The research of Kafipour (2011) found the same result that the English foreign language students in Kerman Province use the strategies at a medium level.

The learners moderately used the different learning strategies in helping their learning. In addition, the results showed that metacognitive strategy and affective strategy were the major types of strategies used by the learners highly with an average of 3.71 and 3.53. The learners moderately utilized the cognitive strategy (M= 3.26), social strategy (M= 3.23), memory strategy (M= 3.21), and compensation strategy (M=2.34). Therefore, it could be inferred that most learners were able to implement strategies effectively in their learning situation.

### **Correlation between Learners’ English Academic Self-Concept and Language Learning Strategies**

The Pearson Product Moment test from SPSS software was used to calculate the correlation between learners’ English academic self-concept and language learning strategies. The results showed that learners’ English academic self-concept had a correlation with affective strategy with the r-value .241. The table 4.4 showed that p-value is less than 0.05, which indicated that H<sub>0</sub> was rejected and H<sub>A</sub> was accepted.



This suggest that the higher of individual learners of English academic self-concept, the affective strategy will get high as well. It can be note that when they believed that if they worked hard, they were able to achieve the academic goals they had set for themselves and as a result they would managing and centering their emotions in learning English. The study from Du ( 2012) also found that general English self- concept significantly correlated with affective strategies. This strategy was for monitoring and concerned with managing one's emotional experience, and included activities such as notetaking, expressing feelings with others, and being aware of these potential pressures. Thise strategy would be used by English learners for organization and control to reduce the impact of negative feelings.

		Englis h	Memo r	Cogni ti			Affect iv	Socia l
		Acade m ic	y Strate	ve Strate	Compens ati on Strategy	Metacog niti ve Strategy	e Strate	Strate g y
Englis h Acade mi c Self-	Pearso n	1	0,169	0,075	0,113	0,124	,241*	0,138
	Correla Sig. (2-		0,171	0,547	0,363	0,316	0,049	0,264
	tailed)							
	N	67	67	67	67	67	67	67

\*. Correlation is significant at the 0.05 level (2-tailed)

On the other hand, English academic self-concept had no correlation with memory strategy. It can be seen that the pearson correlation coefficient score was .169. The result showed a weak correlation between academic self-concept and memory strategy. Furthermore, the value of significant on correlation test was .171 and it was higher than 0.05. As for cognitive staretgy, it had no correlation to the English academic self-concept. The correlation coefficient or the r-value was .075 and it was lower than the r-table 0.240 and the value of significant on correlation test was .547 and it was higher than 0.05. The result showed a weak correlation between English academic self-concept and cognitive strategy. Further, English academic self-concept had no correlation with compensation strategy. The correlation coefficient or the r- value was .113 and it was lower than the r-table 0.240 and the value of significant on correlation test was .363 and it was higher than 0.05. The result showed a weak correlation between English academic self-concept and compensation strategy. Besides, the English academic self-concept had no correlation with metacognitive strategy. The correlation coefficient or the r-value was .124 and it was lower than the r-table 0.240 and the value of significant on correlation test was .316 and it was higher than 0.05. The result showed a weak correlation between English academic self-concept and metacognitive strategy. Last, English academic self-concept had no correlation with social stratagey. The correlation coefficient or the r-value was .138 and it was lower than the r-table 0.240 and the value of significant on correlation test was .264 and it was higher than 0.05. In sum, the result indicate there was no significant correlation between English academic self-concept and social strategy.

## CONCLUSION AND SUGGESTION

From the results of the learners' English academic self-concept questionnaire, it was found if the findings first and foremost reveal that the fourth semester learners of English Department had moderate level in English academic self-concept; the majority of fourth semester learners got score 53 – 68 in academic self-concept questionnaire. There were 43 learners which categorized as a moderate level of academic self-concept, the 20 learners which categorized as high level of academic self-concept, and two learners with low level of academic self-concept.

It was found the fourth semester learners had a “medium level” of language learning strategies; the majority of fourth semester learners got score 132 – 213 in language learning strategies questionnaire. There were 61 learners which categorized as a medium level of language learning strategies, the four learners with low level of language learning strategies, and the two learners with high level of language learning strategies. The results showed that metacognitive strategy and affective strategy were the major types of strategies used by the learners highly. Then, learners moderately utilized the cognitive strategy, social strategy, memory strategy, and compensation strategy. Based on the analysis results to the correlation between English academic self- concept and language learning strategies of the fourth semester learners, English academic self-concept had correlation with affective strategy. It can be note that English academic self-concept only affected learners in managing and centering their emotions in learning. While, there were no significant correlation between English academic self-concept and memory strategy, cognitive startegy, compensation strategy, metacognitive strategy, and social startegy.

Since the results showed a high level for metacognitive strategies that assisted them in directing, organizing, and planning their language learning. The lecturers can provide learners both material and process to learn more effectively. The lecturers should also explain to students how and why this can help them understand the material better. Since the present study found that learners had a moderate level not only in English academic self-concept but also in language learning strategies. Learners should to utilize the strategies more consistently and properly, and knowing which strategies are most beneficial for them. Since the present study found that learners had a moderate level not only in English academic self-concept but also in language learning strategies. Learners should to utilize the strategies more consistently and properly, and knowing which strategies are most beneficial for them. The present study conducted in a small scope with a sample of 67 learners. However, a large scope will be better for the future research in order to get better result. From the findings, the English academic self- concept only correlated with affective strategies while the other strategies—memory strategy, cognitive strategy, compensation strategy, metacognitive, and social strategy—didn't correlate with English academic self-concept. It would be better to go further to investigate learners' English academic self-concept towards affective strategies and give the deeper impact of affective strategies to learners' English academic self-concept.

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