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**The reasons of the weakness academic achievement
for French language according to learners and
teachers of the middle school
An exploratory study for seven middle schools in
Algeria**

أسباب ضعف التحصيل المدرسي في اللغة الفرنسية
من وجهة نظر المتعلمين والمعلمين في الطور المتوسط دراسة
استكشافية لسبع متوسطات في الجزائر

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Abstract:

Lerning foreign language is an objective that is taken by government to make a progress in all field and especially to have a openesstowrd the world and to reinvolve the human life. But there are some obstacles and barriers that stop or make a weakness to get a good acquisition of these language and especially the French language. Here we are going to show some of the major factoes that can affect the learning achievement from both view of teachers and learners.

Keywords: the weakness academic achievement. french language .learner . teacher. intermediate phase

المخلص:

يروم هذا المقال إلى تسليط الضوء على أحد أهم المشكلات التربوية التي تعترض المتمدرس خلال مسيرته، وهي ضعف التحصيل المدرسي لدى تلاميذ

مرحلة المتوسط في مادة اللغة الفرنسية من خلال وجهة نظر المتعلمين والمعلمين . هذا استنادا الى دراسة استكشافية لبعض المتوسطات في الجزائر ، لنصل الى شبكة من الصعوبات يتقاسم فيها كل من المعلم والمتعلم أسبابا تخل باتزان العملية التربوية ، تراوحت بين ماهو نفسي واجتماعي واقتصادي أثرت بالسلب على نضج العملية التربوية ، بحيث ظهور أي قصور على مستوى أي جانب يؤثر بالسلب عليها .

الكلمات المفتاحية:

ضعف التحصيل المدرسي ؛ اللغة الفرنسية المعلم ؛ المتعلم ؛ الطور المتوسط

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1.INTRODUCTION

Student is considered as the pillar of the learning process, he has all the items of this operation to reach and achieve the aim in both education and learning. Although these situations that are given to learners, there are some obstacles and barriers that stopped this process. That is to say ; there are some students have a problem to get the same way of understanding with their mates to achieve the curriculum and to acquire it . There fore this group change into a disturbing and annoying team. These samples affect the learning process. One of these problems given and reached through these deliemas is the lack of acquisition or what we called the lack of academic achievement in all the subjects and particullary in French .

The weakness of acquisition has a lot of reasons related to the learner himself and others related to the teacher and school with its direction, in other hand we have other causes related to the curriculum and the duration of the work. Moreover, there are other problems related to the social and economic and familial problems.

The emergency of these problems lead to a negative aspects toward the educational system in particullary and the society in a general way .because these later lead also to the repetition of the year or the failure and thus affect the stability of the family .

We must get solutions and provide changes with the level of the student , in which we take care of him psychologically , we have also to get changes in the curriculms given to the students , we have to take in consideration the individual varieties . In addition , we should make instructions to teachers ;to ameliorate their levels and their skills and to help them to adapt with the various changes .

2. The Problamatic;

- The social life has developpedrapidily in our comtemporary era, however, the human is going to learn and to discover the truths of science , he wants to teach his sons all what they need nevertheless their powers and talents . the entry to school is a priority and is so important as a fatality that attain the learning process and to develop the educational system .

- The Algerian ministry of education wants to ameliorate the educational level, it has shown its aims through some curriculms within teaching books and a severe direction with an instruction for teachers from a time to time. Among these changes stated by the ministry ; the care to the educational acquisition which is the most important issue that has a great deal with the specialized persons in education and for its high importance in our lives and in the lives of students .in this case, those sientists have given and shown some problems that are faced by students especially in the middle schools , they focused on the problem of the lack of acquisition in French language .it is considered as a major problem that can be found in all the Algerian terretories .

- Wizer stone who is from the first whom take care about the lack od academic achievement , he said ((there are 20 students among 100 suffer from the problem of acquisition)). (ابن منظور، 2003، ص143) Moreover, the Maghrebian site announced that the percent of acquiring for the most of the students who have the branche of literature and human science or scientific orientation is about 33‰ in a global rate in the learning of the French language .(صلاح الدين محمود، 2001، ص305) -The study of El Hazimi in 1999 told that the most influnced problems that faced students in the third AS (secondry school) is the increased and reduced marks and the lack of acquisition of languages in Djedda of Arabic Saudite .. the purpose of this study is to know the various problems (familial studies). The healthy and the socio-economic factors , in addition , he talked about the emotional deliemas .all these studies show different results toward this problem leads a stuents to escape from that learning process and to learn well that foreign language .

- the study of Attama affirms the most obstacles that face the students of the university of el Najah in the French departement in the town of Nablouss, it leads to a list of results ; the most important of them is that learners faced a lot of barriers in learning French , this lead also to non- having any level . these problems are related to in a hand to the language and the teachers .and in other hand , they are related to the psychological and cultural or ethnic problems.

- According to the listed principales , we reach this questionnaire :

- What are the reasons of the lack of acquisition from the vïv of students (skills, capacities , psychological health) ?

- What are the reasons of the learning acquisition of French language from the view of teachers (personality

,capacity,classroom management) ?

- Are there any statically distinctions between males and females in the lack of acquisition of that foreign language ?

3. The objectives of the study:

it has a lot of abjectives :

- To identify the reasons of the lack of acquidition of French language from the view of teachers of the subject .
- To identify the reasons of the lack of acquidition of French language from the view of students .
- To discover the most important reasons that lead to this situation .
- To reach some solutions that benifit both teachers and learners
- To discover the affection and the factors that lead to this level of acquisition .
- To know the effects of teachers (ersonality- capacity – classroom management)in the level of student of French language .
- To know the effects from the side of learners (skills – willigness – psychological health).

4. The importance of the study :

With no doubt , there is no work or any human touch with its simplicity or importance has an aim and a meaning to obtain , for our study ; there are two sides (theoretical and practical sides).

4.1 The Theoretical side :

- We predict that the scientists who put the curriculms to teach this language are looking for the future plans.
- The study can give the student a way to tobenifit from the different tools that are semillar to this study .
- To know the ways and methodologies to teach French .

4.2 The practical side :

- Teachers of French can benefit from this study to know the various that students face in the middle schools , they will be able to reduce the obstacles .
- To help both teachers and learners of French to adapt this foreign language and to avoid the most effective barriers and to put some solutions.
- The study can be used as a programme in the future to limit or avoid the problems that can affect the learning acquisition.
- To give the learners a chance to identify their reasons of weakness and to participate in finding solutions.

5. The general study: Definition of the notion:

5.1 The weakness of the academic achievement:

- It is the increasing of the role of a student in a subject and especially the French module , this role can be knowobviously from the learner's degrees.
- It is a set of problems faced by a learner who takes a weak point in the first or the last term of the year afetr many exams in the French language .we can reached these degrees from the teachers' note book .

5.2 The French language :

it is the seondlanguage , it is a foreign tongue . it has been taught in the era of the colonialisation .it has 26 lettres.

5.3 Conventional definition :

It is the second language after the native one, students have learnt it from the primary school ; in the third year, then in the middle school for four years with its official exams.

5.4 The student of the middle step :

He is a student who goes a head from an elementary school to the middle school. They are students who have between (11-16). They are belong to a sensible step which is adolescence.

5.5 Practical definition :

They are students (boys and girls) who learnt in the middle school .we notice that they have a reduction in their marks.

6. The theoretical extensions of the study:

6.1 The lack of scholar achievement :

Introduction

The academic achievement is considered as one of the most known notions in the learning process, it is a principal element. it has a huge side with teachers, parents as a concept.

Any obstacles that can make a barrier to the stream of the student and his achievement can lead to the lack of acquisition. all these lead to failure and the repetition of the year. Thus we are going to speak about the learning achievement and its types with its importance and its objectives and how to evaluate. And we have to show its characteristics.

6.1.1 The definition of the scholar achievement : Linguistic definition :

To get something from counting and work ...etc . to get .got ...gotten

The conventional definition : There are many definitions for the scholastic achievement :

It is a reachness of something and especially in the scholar field

It is the capacity to do a scholar work.

(جودت أحمد سعادة، 2014، ص 93)

The scholar achievement is defined as all what a learner can acquire from knowldge and skills or hobbies and styles to solvea situation as what is shown in the scholar books. it can be measured through exams given by teachers.

(حسن شحاته، 2003، ص 100)

Therefore , we can define the scholar achievement asa result of what a student can acquire from the learning process in different ways .it can be measured within degrees given by teachers .

The importance of the scholar achievement :

The objective is to discover the moral attitudes in the side of a learner , it can be as follow ; knowledge – understanding – the creative thinking- scientific skills – the moral and conceptualized axes).

The objectives of the academic achievement

This diagram shows the general objectives of the academic achievement

The kinds of the scholar achievements :

The best scholar achievement: it is attitude given by the learner with his mates in the same age and mental thinking and at the same time. The person who is good in his studies can achieve his learning with a good degree.

The average achievement: the mark taken by the learner is the half of the standart mark . here his capacities are average .

The weak achievement: the weakness has two sides ; a public and a private side ; the weakness can be shown in the learner with all his subjects , but the private one can be found in some subjects ; Maths , physicsetc . it is a lack of growing in mental and body and also social aspects. It is shown with the worst degrees.

(غرم الله بن عبد الرزاق، 2016، ص 120)

The conditions of the best scholar achievement :

- A law of frequency
- Motivation
- The distribution of tasks
- The hole method
- The auditive self
- The pricipal advices
- Knowing the results
- The subjective principales

The means of measurement of scholar achievement :

The parameters of the scholar achievement are used to measure the role of a learner and their skills in the scholar syllabus , it can make a taxonomy to the learners .it is called the scholar exams , it is divided into three kinds ; oral – written – practice (ملیكة بن شدة،ص 180)

6.1.2 The weakness of scholar achievement:

The definition of the scholar weakness:

Linguistic definition: it is the opposite of the strength, it is the weakness of taking an opinion in a mental behavior (مولاي محمد بدخيلي، 2004،ص 98)

Conventional definition: it is the limits of a function especially with the cases of weakness to get something (عبد الرحمان محمد العيسوي، 2000،ص 68)

It is a decrease or a reduction of the percent in schools. It is the bad achievement in some subjects due to many reasons ; some are related to the learner and others belong to the teacher and others with familial and socio-economic reasons (المصدر نفسه،ص 70)

The sorts of the weakness of the scholar achievement:

Lojal1978 classified the weakness of acquisition into two types; The truly weakness: it is a lateness that is linked to the level.

The emerged weakness: it is an unreal weakness that returns to many factors in the secondry schools. (إخلاص علي حسن، 2012،ص 130)

The axes of the scholar achievement:

It differs from a step to another in the amelioration of the level of the scholastic achievement with the variety of axes and theories. There three sides;

The genetic or biological element: the weakness is related to the mental as intellegency skills and other factors such as the limits of the mental brain and healthy factors.

The psycho-social element: it emerged in the 1960's and 1970's, it is opposite to the biological element that focuses on the genetic factors. according to this doctrine the success and intellegency are releyd on the socio- economic environment, the growth of a child is starting from 18 to 24 marks to analyse the distinction that can be remarked between children in the cognitive learning. researches show that religious children have the same capacities with other children.

The pedagogical element: they told that the weakness refers to many factors as the environment. it is a functional problem. It is the deprive of a child from his mental heritage and cultural ruins. it is semilar to the psychological element like the absence and the ignorance of ideas of a learner.

Conclusion:

As we have shown in the last section that we have seen with weakness of learning acquisition and its reasons, we have reached an idea that learning is a pedagogical process that is linked with many factors, they are semilar and various. It is not due to one factor alone. it is come cause of many reasons. any mistake in the effective factors can not lead to reach the aims suggested to achieve.

7. Research methodology:

Introduction

The pillar of any scientific research without knwning its fiel dis that it needs a way to be learnt. in this section, we are going to have the outlines of the study and to identify the sample, in what extent it has a previlliged characteristics with the psychometers and the application of this study.

Show of the study: It has got many steps;

In the beginning of our show, dealt with some similar studies and other exams within a measurement to build a tool of the factors of the weakness of learning acquisition. a tool for the learner and another one for the French teachers in which we asked them about the previous reasons.

The objectives of the study : The aim is to get these objectives :

- to affirm the linguistic understanding of the tool.
- the psycho-meters study of characteristics.
- To know the sample.
- To know the affection of the elements of the sample.
- To get a chance to ameliorate the data we have reached.

The limits of the study:

The place of the study: the study took place in Saadoun Tayeb middle school in Tiaret in Algeria on April from the 3rd to the 6th 2017. We gave the questionnaire to the students of the second middle school.

The second study took place in Tiaret in some schools (Mothtari el Hadj – Tahari Abdelkader- Ouled Brahim Said – Mofdi Zakaria).

And other four schools (Abess Ali- Bouchikhi Madani – Chokhawi Omar – Kabouch Abed). Starting from April 09th to 16th 2017. we distribute a questionnaire to teachers of French.

Description of the statistic sample:

The student's sample: the sample has given to 133 learners, 69 males and 64 females for the 2nd year. we have given an exam for learners from the total number to get a remark from a notebook of a teacher and their rates in the French language. the sample was shown as follow:

Table 1. The distribution of the sample according to learners' sex.

Sex	Number OfStudentes	Percents
Males	25	62.5
Females	15	37.5
Sum	40	100

Table 2. The learning level

Learning Level	Number OfPersons	Percents
Second Year	40	100

Table 2. Age.

People	Frequencys	Percents
(12-14)	26	65
(15-17)	14	35
Sum	40	100

The sample of the teachers

It has been shwon with 40 teachers of French who taught in the middle school . they were 12 males and 28 females

Table 3. The distribution of teachers according to their sex

Sex	Number OfTeachers	Percents
Males	12	30
Females	28	70
Sum	40	100

The construction of the tools of this study Identifying the trends of the tool and its decisions :

The first tool was a questionnaire given toward the middle school learners with a theorital and an old study and some semilarstudies .the questionnaire has three elements ; motivation- capacities – psychological health. It has 59 statements with a simple way and without any ambiguity.

The method of correction :

It is used in a questionnaire with Yes – No – Sometimes answers. each one has its own rate given by the learner.

The psycho-metric characteristics:

8. Truth and preservance of the tool:

The truth:

We have dealt with the truth of the element to know the truth of the tool. we have shown it with 5 teachers specialized in psycho-peda from the university of IBN Khaldoun. State of Tiaret. Algeria. after the given of the questionnaire that contains 59 statements, they were asked to give their suggestions .

- The previlliged sentences.
- The clearness of the questionnaire.
- The content of the sentences in the questionnaire.

Table 4. the truth of the elements

Nature Of The Judgment	Number Of Judgment	Percents	Remarks
The Form	05	100	Clear and regulated
The Replacement	05	100	Privilliged
Number Of Statement	05	100	Enough
Clearness Of Sentences	05	100	Clear and regular

Thus , the questionnaire is formed with three dimensions that have 59 statements . the student has to answer the questions given in the questionnaire with Yes or Some times or No.

Table 4. the distribution of questionnaire in its last form

imensions	Number Of Sentences	Percents
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Capacities	19	32.20
Motivation	20	33.90
Psychu-Health	20	33.90
Sum	59	100

9. The view and discussion of the results of the study

Introducing :

After the collection of the data and informations, we are going to show the results and discuss them in the same time in some tables . we are going also to comment on it in a sequencially way of research * theoritical and old studies*

First , show and discussion of the first question results ;

What are the reasons of the weakness of academic achievement in the French language from the view of learners ?

To answer this question, we have to count the mean arithmetic and

the standard deviation and theoritic mean with all these dimensions.

Table 5. The answers of students with the capacities

Number Of Samples	Aretmetic Mean	Theoritical Mean	Standard Diviation
100	27.27	28	6.29

In order to know the reasons of this weakness in the French language from the view of students in the second year .we have done the arithmetic that is – 27-47- as an increased value to be compared with theoritical that is -28- . thus the reason is on the capacities from the view of the students and it is normaly negative.

comment :

as we have seen in that table that the answers and reactions given by learners in this questionnaire with the first dimension of capacities are providing in the groups of reasons that are shown by the percent of about

50% . it is as shown in the theoretical factors that related to the mental as lack of remember, difficulty of linguistic background, difficulty to percieve.Etc. there are other decreasepercent in this questionnaire that are varied with the study of El Howari group * and statement number 3 from the first dimension that there are 30 answers with Yes and 41 with No and 29 with Sometimes. That means learners have a lack with Yes and 8% with Sometimes and No 13% .with the Hawari team) this due to the non openness of copybooks and revising the language. As a remark for these percents we realized that the learners of the second year reacted with a totally percent of 52.07% in the dimension in the French language.

Table 6. The results of students with the second dimension
Motivation

Number Of Samples	Aretmetic Mean	Theoretical Mean	Standard Diviation
100	17.5	18	3.90

In order to discover the reasons of weakness of learning achievement from the view of learners in the middle schools. The arithmetic mean 17.5 is decreased to be compared with the theoretical mean 18 so the results are negative from the view of learners.

We realized that motivation with learners in the preparation of the home works in French language is a reason from various factors of weakness in this subject. We noticed that the statement number 7 has a percent of 81. Learners desired to have a chance to learn French. In the statement number 6 it has a percent of 72. The total sum is that the Yes has 54 .11 percent. This means that there is a reduce in the motivation aspect and thus it leads to weakness of learning French.

Table 7. The answers of learners with the third dimension

* healthy psychopeda*

Number Of Samples	Aretmetic Mean	Theoretical Mean	Standard diviation
100	23.17	24	4.59

In order to know the reasons of weakness of the frech acquisition in the middle school we use an arthematic mean of about 23.17 percent it is decreased to compare with the theoretical rate. We have got these results .

psycho- health* that there are a lot of reasons related to this element. The percent is more than 50% .the weakness according to the study of

Manssi. It is conveyed with the theoretical study (difficulty to pronounce – stress- boring- fear). All these factors lead to the weakness of learning achievement as it is shown with percents 22% with Yes and 28% with sometimes and 50% with No.

The study shows also a body troubles that affect the wekness of learning of French with different percent as it is shown in the questionnaire above.

The show and discussion of the results of the second question

What are the reasons that lead to the weakness of learning from the view of teachers ?

Table 8. The answers of teachers with the dimension of personality

Number Of Samples	Aretmetic Mean	Theoretical Mean	Standard diviation
40	19.28	18	2.21

In order to know the reasons of weakness of learning achievement of French from the view of teachers with an arithemic mean of about 19.28 , it is increased to compare with

the theoretical 18. The reasons of weakness is related to the personality of teachers.

We have counted the eprcent of each statement that can measure the personality of a teacher .we noticed that most of these statement didnt move up the 50% .this cant convey with the study of Barakat. the ording acquisition of students. We noticed also that teachers focussed on the best pupils frequently that lead to the boring sense. This study conveys with Kawa studies 2011. All these factors affect negatively the process of acquisition with different percents and various affections.

Table 9. the answers of teachers with Capacity

Number Of Samples	Aretmetic Mean	Theoritical Mean	Standard diviation
40	13.95	14	2.43

Acquisition from the side of capacity and according to teachers. The arithmetic mean is 13.95 to compare with the theoritical with 14 the reasons with dimension of capacity.

move up 50 % in the first and second statements . so the capacity does nt affect the leaning cause of the explication and evaluation .if the laters are great the process will be too great and if it takes a bad way , i twill be worse and affect the learning acquisition. We realized a lot of percents and parameters from the table shown above.

Table 10. the results of answers through the dimension of classroom management

Number Of Samples	Aretmetic Mean	Theoritical Mean	Standard Mean
40	18.58	20	2.58

In order to discover the reasons of weakness of learning achievement from the view of learners in the middle schools.

The arithmetic mean 17.5 is decreased to be compared with the theoretical mean 18 so the results are negative from the view of learners.

We noticed from this tables the answers related to the dimension of classroom management i the view of teachers and we realized that the statements are varied and different. They are equal to 50%. they are high with Yes. This means that it is a real factor of the weakness of learning achievement. This is conveyed with the theoretical items. We can notice also that the statements number 01 and 02 have little percents. This also means that teachers are able to answer and react with their learners. Those teacers are using a lot of styles as motivtion and thanking and giving opportunities. in general result the Yes answer are with 54.7 % and 17.75% with Some times and 25.55 % with No. There fore bad classroom management lead to a weakness of acquisition.

Show and discussion of the first hypothesis

Are there any indication of individual differences between males and females that lead to the weakness of achievement in the French language ?

To examine this hypothesis we have counted the value * T* with this table arithmetic mean and the theoretical mean an the standard deviation and the second value toward the elements of the sample of students .

Table 11. A table shows the results of the first hypothesis

Varri able	Sex sam ple	Aret metic M	Stan dard M	Ave rage M	Ex am	freed egree	emotionali ndicatin
	Mal e 44	0.10	2.46	1.87	0.6 2	98	Varriable

Fe	0.10	2.47	1.61	0	91.32	Of
mal						indication
e 56						

From these results shown in the table we noticed that the arithmetic mean of about 0.10 and the standard deviation is of about 2.46. With girls is 2.47 and the value of the *T* is less than 0.01. that means there is no varieties with an indication statistics between male and female in the weakness happened in the learning achievement from this principal hypothesis .

According to the results shown in the tables, we realize that students have many reasons in the weakness of learning acquisition :

The capacities of the reasons lead to the weakness of learning achievement

The lack of motivation lead to the weakness of learning achievement

Any trouble in the psycho- health lead to the weakness of the learning acquisition.

According to the teachers ;

The character of the teacher affect the learning of French.

The capacity of the teacher lead to the weakness of learning French language.

To add the hypothesis of the individual varieties. there is no varieties between males and females that lead to the weakness of learning acquisition of French language in the second year of a middle school .

10.Suggestions :

According to these remarkas and what we have realized from the last studies. We suggest to ;

To have a semilar study with other samples

To have another that is similar to know the factors that lead to the weakness

To know the reasons that lead to weakness of learning french

Focussing on the programmes and curriculms taking in consideration the individual varieties.

To take from the side of a teacher toward students that have bad marks

We must have an educational team work from specialized teachers of psychopeda and sociology and healthy prevention.

To know and to give solutions

To use the scientific media to motivate students' capacities.

To choose the best teachers and to train them with new training syllabus.

11. Conclusion

as we have shown in the last studies from different sides that ,benefit our subject in the theoretical and emperical studies from both view teachers and learners in the middle school and with a class of the second year . we have shown the reasons that affect the learning achievement. Although what we had to introduce from data and informations and results, it is still considered unadeqtae, then we ask researchers to do other researches especially with the French language and other subjects that have a link to the learning achievement.

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