

**The Effectiveness of Instrumental Help-seeking Strategy in
Developing Elementary School Pupils' Problem-solving
Skills in English Class**

فاعلية استراتيجية طلب المساعدة الوسيلى في تنمية مهارة حل الاسئلة في درس
اللغة الانكليزية لتلاميذ المرحلة الابتدائية

Instructor Nada M. Hindi

College of Law and Political Sciences, Diyala University

م. ندى محمد هندي

كلية القانون والعلوم السياسية، جامعة ديالى

E-mail: nada.hindi87@gmail.com

**Keywords: Instrumental help-seeking, problem-solving
skills, English class**

الكلمات المفتاحية: طلب المساعدة الوسيلى، مهارة حل الاسئلة، صف اللغة
الانكليزية

Abstract

At the elementary school age, children are in need to seek help from more knowledgeable individual in order to cope with the difficulties in learning and to overcome challenges they may encounter in solving problems. Children, to be self-regulated learners, must be aware of the type of help they would seek, when to seek help and from whom to seek it. The help sought by pupils in classroom is of two types according to its achievement goals, instrumental and executive. The present study is designed to investigate the effectiveness of instrumental help-seeking strategy in developing elementary school pupils' problem-solving skills in English class, to investigate the difference between the experimental and control groups in their performance in the problem-solving test, to identify the difference between male and female pupils in their responses to help-seeking strategy, and to investigate the effectiveness of instrumental help-seeking strategy in English class from the point of view of English language teachers in elementary schools. The type of study followed was experimental in which help-seeking strategy was applied on a sample of (30) fifth grade elementary school pupils. Pre-test-post-test experiment has been used to calculate data. The experiment has lasted for (10) weeks and results of the study indicated that:1- help-seeking is a self-regulated strategy which has an effective role in developing problem-solving skills, particularly in elementary school age, 2-the participants who have taken part in the help-seeking strategy(the experimental group) show better performance in problem-solving test than those who have not participated in the experiment(the control group), 3- both male and female pupils in the experimental group have positively responded to help-seeking strategy, i.e. there was no significant difference between male and female pupils, and 4- English language teachers have shown positive attitudes towards involving help-seeking strategy in the classroom activities for its effective role. Finally some recommendations have been introduced to highlight the importance of strategic help-seeking in English classroom.

الملخص

ان الاطفال في مرحلة الابتدائية يكونون بحاجة الى طلب المساعدة من فرد هو اكثر معرفة وذلك من اجل التعامل مع الصعوبات في التعلم والتغلب على التحديات التي قد تواجههم في حل الاسئلة في الصف. طلب المساعدة هو عملية تنظيم ذاتي يتعلم من خلالها التلميذ نوع المساعدة التي يطلبها، متى يطلب المساعدة، والشخص الملائم لطلب المساعدة. و يصنف طلب المساعدة الذي يستخدمه التلاميذ لحل الاسئلة الى نوعين، طلب المساعدة الوسيلى و طلب المساعدة التنفيذى. تهدف الدراسة الحالية الى 1. التحقق من فاعلية طلب المساعدة الوسيلى في تنمية مهارة حل الاسئلة لتلاميذ المرحلة الابتدائية في صف اللغة الانكليزية، 2. التحقق من الفرق في اداء المجموعتين (الضابطة والتجريبية) في اختبار حل الاسئلة، 3. التعرف على الفرق بين الذكور والاناث من حيث استجابتهم لاستراتيجية طلب المساعدة في المجموعة التجريبية، و 4. التعرف على فاعلية استراتيجية طلب المساعدة الوسيلى في تنمية مهارة حل الاسئلة من وجهة نظر معلمي اللغة الانكليزية. ان نوع الدراسة الحالية هو تجريبي حيث طبقت استراتيجية طلب المساعدة على عينة مؤلفة من (30) تلميذا من الصف الخامس الابتدائي وسبق تطبيق الاستراتيجية اجراء اختبار قبلي وبعد (10) اسابيع من التجربة طبق الاختبار البعدي على كلا المجموعتين. و اشارت الاحصائيات الى ان : 1. طلب المساعدة هو استراتيجية تنظيم ذاتي لها دور فاعل في تنمية مهارة حل الاسئلة و خاصة في عمر المرحلة الابتدائية، 2. اداء عينة المجموعة التجريبية في اختبار حل الاسئلة افضل من العينة التي لم تشترك في التجربة، 3. لا يوجد فرق دال بين استجابة التلاميذ الذكور والاناث لاستراتيجية طلب المساعدة، 4. وجهات نظر معلمي اللغة الانكليزية حول استخدام استراتيجية طلب المساعدة كانت ايجابية لأهمية هذه الاستراتيجية في تنمية مهارة حل الاسئلة. واخيرا تم اقتراح بعض التوصيات لتسليط الضوء على اهمية تفعيل هذه الاستراتيجية في صف اللغة الانكليزية.

1. Introduction

1.1 Problem of the Study and its Significance

In English learning process there is a variety of goals and purposes, thus the tasks of learning should be seen in different light for each specific case and that will promote the use of different learning strategies in problem-solving tasks and task competition(Alsagoff et al, 2012: 324). The success of learning strategies lies in an individual competence to communicate through social interaction so when English language learner

undertakes an activity for the first time he/she can get help through interaction with more knowledgeable individual(Erben et al, 2009: 52). According to Vygotsky's sociocultural theory, children develop as a result of social interaction with other individuals(Wiyfield & Eccles, 2002:287) which is of great influence on their thinking and competence if they actively participate in understanding of knowledge to be obtained(Lazarwits & Miller, 1995: 49). As a result, when they face a problem or are unable to comprehend or understand a text material, children can actively ask for help from teacher(Karabenick, 1998:5). Asking for or seeking help when necessary can overcome obstacles to learning and improve higher performance as well as achieving success like task competition and acquiring new skills or knowledge(Shunk & Zimmerman, 2011: 270).

But this strategy will not be best achieved if children are learning in an environment where asking for help is not encouraged or is seen as a sign of weakness. Consequently, children will avoid to seek help leading to possible failure and difficulty in overcoming challenges in learning situations. Help-seeking is a 'tool kit' in learning process which would avert failure, achieve task success, lead to autonomy and increase engagement.

1.2 Aims of the Study

The aims of the current study are:

1. Investigating the effectiveness of instrumental help-seeking strategy in developing elementary schools pupils' problem-solving skills in English class.
2. Investigating the difference between the experimental and control groups in their performance in the problem-solving test.
3. Identifying the difference between male and female pupils in their responses to help-seeking strategy.

4. Investigating the effectiveness of instrumental help-seeking strategy in English class from the points of view of English language teachers in elementary schools.

1.3 Hypotheses

It is hypothesized that:

1. instrumental help-seeking strategy has an effective role in developing problem-solving skills in elementary schools pupils in English class.
2. There is a significant difference between the experimental group and the control groups in their performance in the problem-solving test.
3. There is a difference between male and female pupils in their responses to help-seeking strategy.
4. English language teachers have a positive attitude about help-seeking strategy.

1.4 Limits of the Study

The study is limited to:

1. Instrumental help-seeking strategy.
2. Fifth grade elementary school pupils.
3. The academic year (2017-2018).

1.5 Significance of the study

This study is of great significance to:

1. English language teachers to adopt new strategies in teaching which may promote and develop learning process.
2. English language learners to raise their awareness to seeking help when necessary to accomplish classroom tasks.
3. Psychologists who are interested in enhancing the active role of learners' learning skills.

2.Theoretical Framework

2.1 The Concept of Help-seeking Behavior in Theories: Help-seeking & Problem-solving

The concept of help-seeking is a manifestation of self- regulated behavior which can be important instrumental strategy in the development of independent skill and ability(Aleven et al, 2003:278). Moreover it is considered a metacognitive process i.e. it indicates that learners can monitor their problem-solving and recognize when they lack the competence to complete a task on their own(Pena-Ayala, 2015: 332).

Help-seeking was regarded to have little significance in the process of learning and those who seek help were seen as passive and dependent relying on others, but this view has changed attributed to Nelson Le Gall's valuable work which considers help-seeking a significant developmental skill(Karabenick, 1998:1) and as a learning strategy which enable learners to deal with academic challenges, particularly, when they know when help is needed, that others can help and how to ask appropriate questions(Newman, 2002: 132).

Previous studies have emphasized the fact that help-seeking does not necessarily signify dependency, and that independence is not the same as autonomy. It involves instrumental, autonomous help-seeking goals, seeking appropriate sources of help, the skills to acquire the help and effectively processing the help received(Wosnitza et al, 2009: 42).

2.2 Instrumental versus Executive Help-seeking Behavior

Butler and Newman (1995) as sited in (Villiotis, 2008: 149) have investigated help-seeking by children engaged in problem-solving in one of two goal conditions which are learning and performance goals. They also recognized that children request more assistance in learning(also referred to as mastery) goal than in performance goal. The learning goals are directly related to instrumental help-seeking and have a positive influence.

Mastery oriented help-seeking refers to those instances in which the help requested appears to be focused on learning processes of problem solution and is limited to the amount of help needed to enable learners to deal with similar problems in future. Thus, learners of instrumental help-seeking skills are able to refuse help when they can complete a task on their own and yet can ask for help when needed (Hertz-Lazarowitz, 1992: 53). This kind of goals focus on the importance of autonomy and long term mastery and the intrinsic value of learning in which learners are truly interested in understanding, thus ask for task-related information that help resolve difficulties and request for feedback about whether their work is correct or not (Newman, 2002: 135). In this concept, instrumental help-seeking plays a role as a mechanism for the transition from other-regulation to self-regulation in problem-solving (Le-Gall, 1986: 167).

Performance-oriented help-seeking, which is related to executive help-seeking, has been focused on supporting performance or completing a task (Azevedo & Aleven, 2013: 328), i.e. learners make no attempt to solve the problem and only request for final answers (Pena-Ayala, 2015: 332). Such learners are not interested in having information or in learning but only in getting good grades and looking smart (Newman, 2002: 135).

2.3 Role of Teacher as Help Provider

As soon as self-regulated learners become aware of the need for help to solve a problem, they must identify the potential helper from which to seek help. Several studies have shown that children often prefer to seek help from peers from which they can learn better through sharing skills and knowledge, observing how they can solve problems, and giving and obtaining help, particularly in collaborative learning classrooms (Karabenick & Newman, 2006: 6).

This preference is attributed to many factors such as the fear of disturbing their teacher or the fear of looking dumb or

because of the feel of embarrassment or for feeling uncomfortable asking for help from their teacher(Bilal & Beheshti, 2014: 96). Yet, a teacher can play a vital role in developing adaptive help-seeking skills by establishing norms, highlighting the effectiveness of social support among learners(Anderman, 2008: 228) and by being facilitator, patient, good listener to learners' questions and also by explaining how to do problems rather than just to supply answers and value errors as diagnostic information(Shunk & Zimmerman, 2008:333).

Through the elementary school years, the perception of mutual liking and friendship with a teacher are important consideration in classroom help-seeking, that is, the teachers who are seen as friendly, caring, listening, asking questions to find out if learners need help with difficult materials, and giving help in non-threatening way, are perceived as a trustworthy helper(Newman, 2002:133).

3.Method

3.1 Participants

The participants of the study are represented by(60) elementary school pupils in the city of Baquba who are randomly chosen from fifth grade. The participant are equally divided into two groups, the experimental and the control group. The experiment, which is applied on the experimental group, has lasted for (10) weeks through which the researcher, with the assistance of the teacher, has used a variety of help-seeking activities to teach learners how to seek help when needed and how to use answers in solving related problems which they encounter in other tasks. In addition, forty five English language teachers have participated in the help-seeking scale to show their attitudes and points of view concerning adopting this strategy in classroom activities.

3.2 Data Collection Instruments

Help-seeking scale: In order to find out the attitudes and points of view of English language teachers concerning the

effectiveness of help-seeking strategy, a questionnaire has been constructed and distributed to (45) English language teachers in various elementary schools in Diyala Province. The questionnaire consists of (15) positively oriented items, for each item there is four options ranging between(1- I strongly disagree) and (4- I strongly agree). See appendix (A)

Problem-solving test: In order to assess pupils' abilities to solve problems, a test has been constructed to be applied on both the experimental and control groups. The test consists of (4) questions, each one includes (6) items. The test deals with a variety of subjects which are tackled in the new fifth grade curriculum and has been applied twice, before and after the experiment to find out the effectiveness of help-seeking strategy in developing their skills in problem-solving. See appendix(B)

3.3 The Experiment

The type of the study followed is experimental i.e. an experiment is used to be applied on the experimental group which is represented by (30) fifth grade pupils. The experiment has lasted for (10) weeks through which the researcher, with the assistance of the teacher, has used a variety of help-seeking activities to teach learners how, when and from whom to seek help. The strategy followed can be described in the following table:

Instrumental Help-seeking Strategy

Activities	Explanation
1 st week Instructions	In the first week pupils are instructed to seek instrumental help when encountering problems, that is, they are not allowed to ask for direct answers, instead, they should ask for hints and explanations when needed. Also they are taught that it is alright to ask for help by using expressions such as "I need help" , " may I ask question", "I have a question. Can you help me, please? etc.
2 nd week Using cards Group work	The pupils are instructed to focus on listening to teacher's discussion and notify when the material become confusing by raising colorful cards to ask a

	question. Each group has two cards, red and green. As soon as they face difficulty in solving a problem, they will raise the red card, then pupils will identify help-seeking questions. When they finish developing help-seeking question, they must raise the green card to alert the teacher and ask for help
3 rd -6 th weeks Classroom activities	Fifth grade new curriculum contains a variety of activities and projects to work on such as matching, finding the missing letters, using time, nationalities, etc. The pupils are divided into groups and when they face any problem they can share their peers to solve difficulties. If tasks get more difficult, they may seek help from teacher asking for only hints or explanations which would promote their critical thinking. Pupils may use help-seeking expressions mentioned above.
7 th -10 th weeks Self-monitoring	In this stage, pupils are supposed to be able to recognize when help is needed, how to ask for help, from whom to ask for help, and when they can complete tasks by their own. Pupils, in this stage, will reach to such decisions: -It's not ok to get help, noway! -I guess it's ok to get help, not sure -I think it's ok to get help! Oh yes, please help -I do not need help -I think I need some help -I need a lot of help -No one I know can help me -I am not sure who can help me -I know who can help me

(cf. White & DiBendetto, 2015: 57-64)

3.4 Pilot Study

The pilot study is essential for providing the opportunity to assess the appropriateness of data collection methods. Also, it permits for preliminary testing of hypothesis, and that may help suggest changes and refinements if necessary. It may also help in solving any problems which may appear to save time and effort later(Ary et al, 2010:95). A sample of (60) elementary

school pupils and (50) English language teachers have been assigned for the pilot study to estimate reliability, internal consistency, item difficulty level and item discriminating power.

Reliability: The reliability of the help-seeking scale, using Alpha Cronbach correlation coefficient, is (0.81), whereas the reliability of the problem-solving test, using Pearson correlation coefficient, is (0.48) and (0.65) by using Spearman Brown correlation coefficient and both show acceptability.

Internal consistency: The internal consistency of help-seeking scale items is (0.27) according to Pearson correlation coefficient which means that the items are consistent with each other as shown in the following table.

Table (1)

Internal Consistency of the Help-seeking Scale

Item No.	Computed r	Table r	Degree of Freedom	Significance
1	0.470	0.27	48	Positively significant
2	0.624			
3	0.401			
4	0.361			
5	0.486			
6	0.643			
7	0.559			
8	0.515			
9	0.613			
10	0.573			
11	0.556			
12	0.704			
13	0.486			
14	0.421			
15	419			

Statistical indicators: By using the upper and lower groups method for the help-seeking scale, the following table has revealed statistical indicators for each item.

Table (2)

Statistical Analysis of Help-seeking Scale Items

Items No.	Upper Group		Lower Group		Computed t-Value	Table t-Value	Degree of Freedom	Significance
	Mean	Deviation	Mean	Deviation				
1	3.24	0.72	2.68	1.03	2.23	2	48	Positively significant
2	3.32	0.69	2.24	0.88	4.83			
3	3.40	0.58	2.36	1.04	4.38			
4	3.63	0.70	2.84	0.85	2.36			
5	2.80	0.91	2.08	0.95	2.73			
6	3.48	0.59	2.36	1.11	4.45			
7	3.08	0.81	2.32	0.75	3.44			
8	3.56	0.51	2.56	1.12	4.06			
9	3.40	0.65	2.40	1.29	3.46			
10	3.12	0.73	2.32	0.99	3.26			
11	3.56	0.65	2.68	1.22	3.19			
12	3.44	0.51	2.36	1.11	4.41			
13	3.36	0.70	2.52	1.22	3.18			
14	3.40	0.65	2.88	0.67	2.80			
15	3.32	0.48	2.48	1.16	3.35			

Item difficulty level & item discriminating power: The item difficulty level and item discriminating power of the problem-solving test items are illustrated in the following table:

Table (3)

Item Difficulty Level & Item Discriminating Power of Problem-solving Test Items

Item No.	Item D.L.	Item D.P.	Item No.	Item D.L.	Item D.P.
1	0.68	0.23	13	0.62	0.23
2	0.52	0.30	14	0.70	0.27
3	0.43	0.33	15	0.68	0.23
4	0.62	0.37	16	0.60	0.23
5	0.65	0.23	17	0.58	0.5
6	0.62	0.23	18	0.55	0.27

7	0.63	0.27	19	0.57	0.27
8	0.65	0.23	20	0.67	0.33
9	0.67	0.20	21	0.77	0.30
10	0.60	0.27	22	0.75	0.0.23
11	0.67	0.33	23	0.72	0.37
12	0.70	0.27	24	0.62	0.27

The level of equivalence between the groups: The statistical analysis has revealed that there is an equivalence between the experimental and the control groups, as shown in the following table:

Table (4)

The Level of Equivalence between Groups

Groups	Sample Size	Mean Score	Standard Deviation	Computed t-Value	Table t-Value	Degree of Freedom	Significance
Experimental	30	13.10	2.77	0.045	2	58	Not significant
Control	30	13.13	2.93				

3.5 Validity

Two types of validity are considered in this study, face and content validity. Face validity refers to the degree to which the items superficially (on the face of it) appear to measure the attribute of interest (Stough et al, 2009:23). Content validity is also important and can be determined by a qualified judge to see whether a test samples what it is supposed to measure and the adequacy of the items and other test aspects (Flippo, 2014:22). Consequently, the problem-solving test and help-seeking questionnaire have been exposed to a number of experts in fields of English language and language teaching to give their notes and remarks on the appropriateness of the study instruments. See appendix (C)

3.6 Application of Tests(Pre-test and Post-test)

This study is designed to assess the effectiveness of help-seeking strategy in developing pupils' problem-solving skill,

thus, in order to investigate the development there must be a pre-test and a post-test. The pre-test-post-test experiment, as the name implies, tests the dependent variable before the treatment and after the treatment(Nicholas, 2008: 19). The pre-test and post-test are applied on both the experimental and control group. The post-test has been undertaken after (10) weeks, which is the duration of the experiment.

4.Results & Discussion

4.1 Statistical Analysis of the Experimental Group Performance in the Problem-solving Test (Pre-Test-Post-Test)

The statistical analysis of the pupils' performance in the problem-solving test before and after the experiment has shown that the use of help-seeking strategy in classroom activities has an effective role in developing their problem-solving skills. Thus, the first aim is achieved and first hypothesis is verified as shown in table (5).

Table (5)

Statistical Analysis of the Experimental Group (Pre-Test-Post-Test)

The Test	Mean Score	S.D.	Size No.	D.M.	D.D.	Computed t-Value	Table t-Value	D.F.	Significance
Post-test	17.80	2.82	30	4.70	0.95	27.032	2.045	29	Positively significant
Pre-test	13.10	2.77							

On the other hand, the statistical data calculated for the control group, the pre-test-post-test, have revealed that the difference between the two tests is not positively significant. The computed t-value (0.273) is lower than the table one (2.045) which means that there is no significant development in their problem-solving skills when compared with the experimental group , as shown in table (6).

Table (6)

Statistical Analysis of the Control Group Performance (Pre-Test-Post-Test)

The Test	Mean Score	S.D.	Sample Size	D.M.	D.D.	Computed t-Value	Table t-Value	D.F.	Significance
Post-test	13.17	2.96	30	0.033	0.67	0.273	2.045	29	Not significant
Pre-test	13.13	2.93							

4.2 Statistical Analysis of the Experimental and Control Groups Performance in the Problem-solving Post-Test

In order to find out whether there is a difference between the two groups, t-test formula for two independent samples has been used. Results have shown that there is a positive significance difference in favor of the experimental group. Thus, the second aim is achieved and second hypothesis is verified. See table (7)

Table (7)

Statistical Analysis of the Experimental and Control Groups Performance in the Post-Test

group	Sample Size	Mean Score	S.D.	Computed t-Value	Table t-Value	D.F.	Significance
Experimental	30	17.80	2.82	6.206	2	58	Significant in favor of the experimental group
control	30	13.17	2.96				

4.3 Statistical Analysis of Male and Female Pupils' Performance in the Problem-solving Test(the Experimental Group)

In order to find out whether there is a difference between male and female pupils in their responses to help-seeking

strategy and its effect on their problem-solving skills, t-test formula for two independent sample has been used. Results calculated have indicated that there is no significant difference between male and female pupils' performance, as shown in the following table:

Table(8)

Statistical Analysis of Male and Female Pupils' Performance

Gender	Sample Size	Mean Score	S.D.	Computed t-Value	Table t-Value	D.F.	Significance
Male	14	17.64	2.73	0.281	2.048	28	Not significant
Female	16	17.94	2.98				

4.4 Statistical Analysis of English Language Teachers Responses on Help- seeking Scale

According to the statistical analysis of teachers' performance on the help-seeking scale, results have revealed that their points of view and attitudes towards the effectiveness of help-seeking strategy in developing problem-solving skills are positive. The computed t-value (11.67) is higher than the table one (2) and the mean score (47.04) is higher than the theoretical mean (37.5) at a degree of freedom (44) and level of significance (0.05). accordingly, the third aim is achieved and the third hypothesis is verified. See table (9)

Table (9)

Statistical Analysis of Teachers Performance in the Help-seeking Scale

Sample Size	Mean Score	S.D.	Theoretical Mean	Computed t-Value	Table t-Value	D.F.	Significance
45	47.07	3.16	37.5	11.67	2	44	Positively significant

5. Conclusions

According to the statistical analysis, results have reached to the following conclusions:

1. help-seeking is a self-regulated strategy which has an effective role in developing problem-solving skills, particularly in elementary school age.
2. The participants who have taken part in the help-seeking strategy, the experimental group, show better performance in problem-solving test than those who have not participated in the experiment, the control group.
3. Both male and female pupils in the experimental group have positively responded to help-seeking strategy, i.e. there is no significant difference between male and female pupils.
4. English language teachers have shown positive attitudes towards involving help-seeking strategies in the classroom activities for its effective role in developing pupils' problem-solving skills and enhancing their engagement in classroom lessons.

In the light of the conclusions mentioned above, some of the recommendations can be posed:

1. English language teachers must value help-seeking as a part of the learning process and consistently listen and observe learners' help-seeking questions to be sure that the type of questions would lead to higher level of learning and development.
2. Teacher should recognize that seeking help is a sign of learners' engagement in classroom activities, thus must be encouraged.
3. Teachers play a very critical role in children's behavior. They not only teach them academic skills, but must help them learn self-regulation, offer instrumental, emotional support, consequently, children who like their teacher will feel comfortable asking for help when needed.

4. Teachers should create an environment where seeking help, cooperation, group work, and sharing answers, is encouraged.

References

Anderman, M. (2008). *Motivation for Achievement Possibilities for Teaching and Learning*. New York: Taylor & Francis.

Aleven, V. ; Stahle, E. Schworm, S. ; Fischer, F. & Wallace, R.(2003). *Help Seeking and Help Design in Interactive Learning Environments. Review of Educational Research*. Vol. 73, No. 3, pp 277-320.

Alsagoff, L. ; McKay, S. ; Hu, G. & Renandya, W. (2001). *Principles and Practices for Teaching English as an International Language*. New York: Routledge.

Ary, D. ; Jacobs, L. ; Sorensen, C. & Razavich, A. (2010). *Introduction to Research in Education*. 3rd Ed. Belmont: Cengage Learning.

Azevedo, R. & Aleven, V. (2013). *International Handbook of Metacognition and Learning Technologies*. New York: Springer.

Bilal, D. & Beheshti, J. (2014). *New Directions in Children's and Adolescents' Information Behavior*. Bingley: Emerald.

Erben, T. ; Ban, R. & Castaneda, M. (2009). *Teaching English Language Learners through Technology*. New York: Routledge.

Flippo, R. (2014). *Assessing Readers Qualitative Diagnosis and Interaction*. 2nd Ed. New York: Routledge.

Karabenick, S.(1998). *Strategic Help Seeking Implications for Learning and Teaching*. Mahwah: Lawrence Erlbaum Associates.

Karabenick, S. & Newman, R. (2006). *Help Seeking in Academic Settings, Goals, Groups, and Context*. New Jersey: Routledge.

Lazarwitz, R. & Miller, N. (1992). *Interaction in Cooperative Groups: the Theoretical Anatomy of Group Learning*. Cambridge: Cambridge University press.

Le Gall, N.(1986). *Help-Seeking Behavior in Learning. Review of Research in Education*. Vol. 12, pp55-90, American Educational Research Association, Washington, DC.

Newman, R. (2002). *How Self-Regulated Learners Cope with Academic Difficulty: the Role of Adaptive Help Seeking*. Vol.41,No.2,College of Education, the Ohio State University.

Nicholas, L. (2008). *Introduction to Psychology*. 2nd Ed. Lansdowne: UCT Press.

Pena-Ayala, A. (2015). *Metacognition: Fundaments, Applications and Trends*. New York: Springer.

Shunk, D. & Zimmerman, B. (2008). *Motivation and Self-regulated Learning: Theory, Research and Application*. New York; Taylor & Frances.

Shunk, D. & Zimmerman, B. (2011). *Handbook of Self-Regulation of Learning and Performance*. New York: Routledge.

Stough, C. ; Saklofske, D. & Parker, J. (2009).*Assessing Emotional Intelligence. Theory, Research and Applications*. New York: Springer.

Velliotis, E. (2008). *Classroom Culture and Dynamics*. New York: Nova Science Publisher Inc.

White, M. & DiBenedetto, M. (2015). *Self-regulation and the Common Core: Application to ELA Standards*. New York: Routledge.

Wigfield, A. & Eccles, J. (2002). *Development of Achievement Motivation*. California: Academic Press.

Wosnitza, M. ; Karabenick, S. ; Efklides, A. & Ninniger, P. (2009). *Contemporary Motivation Research from Global to Local Perspective*. Cambridge: Hogerefe & Huber.

Appendices

Appendix (A)

Read the following items and express your role and attitude towards your learners' help-seeking behavior.

Items	I strongly disagree	I disagree	I agree	I strongly agree
1-help-seeking is a self-regulated, autonomous learning.				
2-Help-seeking can avert failure and lead to task success in classroom.				
3-It maintain learner's engagement and involvement in classroom.				
4-It is a strategy which requires cognitive competences, i.e. knowing when help is necessary, and that others can provide help				
5-Help-seeking is not a sign of weakness, but it is a learner's				

willingness to cope with task difficulties and challenges.				
6-It is not an indicator of learner's overdependence, on the contrary it indicates learner's autonomy, self-confidence and self-comfort to seek help.				
7-I teach my learners to seek help when necessary and ask questions which precisely yield what is needed.				
8-I am so helpful, encouraging and supportive with my learners so they can seek for help any time.				
9-I construct strong relationship with my learners which would positively increase their trust and feeling of comfort to seek help.				
10-I always increase my learners' self-confidence by using verbal expressions like 'thanks for asking', 'good question', 'so smart of you to ask such question' etc.				

11-I break the barriers to help-seeking such as fear, embarrassment, hesitance, etc. by using a variety of strategies, activities and games to fill the gap between me and learners.				
12-I teach my learners to seek help for learning and understanding and not to get final answers.				
13-I ask my learners if they have any questions or need help in difficult materials in non-threatening way.				
14-It is important for learners when facing difficulties not to give up prematurely, sit passively, without trying to seek help or ask questions from more knowledgeable person.				
15-I share with my learners their time, energy and nurturance and create a comfortable learning atmosphere in which learners feel motivated and ready to seek help				

when they need to.				
--------------------	--	--	--	--

Appendix (B)

Fifth Grade Primary School

English Test (2017-2018)

.....

Q1 Read the following sentences and choose: how often.

1-She doesn't eat chocolate. She.....eats chocolate.

2-I brush my teeth every day. Ibrush my teeth.

3-They have eggs for breakfast every week. They..... have eggs for breakfast.

4-He only goes swimming in summer. He.....goes swimming.

5-She washes her hands after eating. She.....washes her hands after eating.

6-He doesn't play with older boys. He.....plays with older boys.

.....

Q2 Read and fill in the blanks.

1-Sharks aren't gentle. They are d.....

2-D.....were used to carry letters.

3-A c.....is a house for many ants.

4-Dolphins always play in water. They are p.....

5-Butterflies have.....wings

6-f.....may cause disease

.....

Q3 Read and complete.

1-Ahmed is from Iraq. He is

2-Amy and Peter are from..... They are French.

3-It's one fifteen; 1.15, It's nine forty five;.....

4-I get up at seven o'clock. Sheat seven thirty.

5-Reorder the question: are where from you ?

6-Complete the adjectives: f...t, la..y

.....

Q4 Read and match.

1-see	my teeth
2-have	film
3-go to	breakfast
4-play	school
5-get up	with friends
6-clean	at seven o'clock

.....

With best wishes

Appendix (C)

The Jury of Experts

Prof. Dr. Sami Al-Ma'amouri, College of Basic Education

Prof. Dr. Ismael Khaleel, College of Education

Prof. Dr. Amthal Mohammed ,College of Basic Education

Inst. Dr. Liqaa Habeeb, College of Education