

## **The Role of Developing Some Elements of Self-Discipline in Teaching English**

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### **Abstract**

The acquisition of the English language as a second language is one of the essential goals for foreign language learners. Those interested in this regard are looking for creative ways to achieve this goal. The behavioral side of the person is one of the most important ways to acquire the goal well and effectively. One of these important behavioral aspects is the self-discipline of the English language learner. In this study, the researcher used the quantitative curriculum on the sample used. The study sample consisted of 95 educated students for the English language, with the aim of knowing the results of developing some aspects of their self-discipline. The questionnaire analysis of this study has been used. The result was an effective role of developing some aspects of self-discipline of the English language learner. These aspects are the importance of self-discipline for English language students, the application of self-discipline for English language students, the level of self-discipline sustainability among English language students and the benefits of self-discipline among English language students. This result leads us to know the importance of self-discipline among students, which is the lifestyle of when you realize the importance of this aspect academically and practically.

### **1.1 Background of the study**

Saudi Arabia as a kingdom was established in 1932. In Saudi Arabia, education is a basic service for all the Saudi people. Saudi Arabia, like anywhere else in the world, education is considered as privileged opportunity in people's life. Rahman and Alhaisoni (2013) state that "The numbers of schools, colleges and universities have also grown up, ...presently, the Kingdom is running with more than 25000 schools, 21 government universities, 24 private universities and colleges and many other educational and training institutions.

### **1.2 Research Problem**

English language is an international language. So, it is necessary for students around the world to acquire it. English language helps them to achieve their goals in their life. In this regard Self-discipline is an essential part of learning foreign or second language. Aleksandrs, Kapenieksb, Cakulac (2016) mentioned that "self-discipline is the key factor which influences learners and allows them achieving main goals. Accordingly, self-discipline in daily routine knowledge acquisition process is the key indicator to improve learning outcomes". English language learners are highly affected by self-discipline. This study focuses on improving some self-discipline factors among second language learners.

Since 1970, the Saudi Ministry of Education has made a great effort in term of money and time to improvement the education system and implementing new methods for EFL, however, these efforts didn't completely achieve the goals of teaching English in Saudi schools (Almalki, 2014). Al-Nasser (2015) believes that English language learning in the schools of Saudi Arabia is full of difficulties. According to Rahman and Alhaisoni (2013), "Despite all the efforts made by the various bodies, the situation of teaching English in Saudi Arabia has always been in a constant state of flux". Rahman and Alhaisoni (2013), there are no doubt that the Kingdom of Saudi Arabia is accelerating day by day in the field of education, but the level of achievement in learning English as a foreign language is far below.

### **1.3 Aims of the Study**

The purpose of this study is to show the results of developing some elements of self-discipline in English language learners, and the impact of this on the acquisition of the English as a second language. To accomplish this purpose, the aims of the study are:

- 1- The importance of the self-discipline for EFL students.
- 2- The application of self-discipline among English language students.
- 3- Sustaining self-discipline among English language students.
- 4- The advantages of using self-discipline for English language students.

#### **1.4 Research Questions**

This study will be guided by the following research questions:

What are some elements that can be developed in the self-discipline of EFL students?

How do these elements effect on acquisition of English as a second language?

What are the results of the improving of these elements?

#### **1.5 Limitations of the Study**

The present study has certain limitations that need to be taken into account when considering the study and its contributions. Four important limitations are identified which include:

1. This study is limited to investigate the level of discipline among EFL Saudi students in the government university.

2. Participation in this study is limited to students studying in the preparatory year and the College of Languages in the public university.

3. Generalizations from the study should be limited to only the population described and cannot be applied to any other group.

4. This study was limited to use only questionnaires method for data collection.

#### **Importance of the self-discipline**

Self-discipline is one of the most important elements for the English language learner as a second language. Many writers mentioned this importance in EFL field. Emaliana and Stasya, mentioned that in their study bearing the title "Examining the Relationship between EFL Students' OSEL and Their Achievement" in the year 2021, which discusses the relationship between students learning English by self-learning and their achievement in the academic field. The study stated that the chosen sample was 136 students in secondary school. All these students learned by self-education through the Internet. The methodology used in the research was the questionnaire. As for the result of this study, it proved that the class administration was high performance and that the reason for this is the students' response to the teacher during study time. Also, time management was successful in this study, due to the teacher's agreement with students at a specific time. At the time, the study showed a high relationship between self-discipline and the achievement of successful academic results.

One of the studies that explained the effect of self-discipline on the English language students is a study conducted in the year 2017 under the title "The Correlation Between Self Discipline and Academic Achievement of the Undergraduate Students of English Education" where this study was looking at the relationship between self-discipline and success in the academic track for English students at Islamic State University Raden Fatah Palembang.

The study was based on the quantitative approach and cumulative GPA. The study sample was 120 students. At the end of the study, the researcher summarized the result in the following points:

1. The strong and prominent relationship between self-discipline and achieving success in the academic path of English language students.

2. The researcher also pointed to the positive impact of students who have self-discipline on other students and their impact on their success in the academic life.

3. The differences and similarities between the study and the current study.

4. These studies are similar to the current study in discussing the importance of self-discipline on educated students of the English language and explaining the great influence of this phenomenon.

5. They differ from it in the research methodology, as the current study depends on the questionnaire only.

#### **2- Application of self-discipline for English language students**

A study of Kovalenko and Smirnov mentioned in 2014 mentioned in Tomsk, Russia, the prominent role in teaching the second language and its role in raising knowledge and communication between peoples. The study stated that in order to take full advantage of the education of a foreign language, it must raise and pay attention to self-education. The study defined self-discipline as an interest in education and individual and group activities in the classroom and abroad without interference by the teacher. The result of this discipline and of invented new and innovative methods of education lead to the effective contribution to raising the efficiency of communication between students and developing their educational skills. The study also stated that this method of education had a prominent role in raising the degree of knowledge of educated students in the English language halls. Perception and awareness are one of the features of students when following this method of education. This study is similar to the current study in terms of the important aspect of the application of the self-discipline system for educated students for the English language and how to increase their skills in several aspects. This undoubtedly has a prominent role in raising their self-discipline.

This study differs from the current study in terms of research methodology. This study depends on the qualitative approach and the current study on the quantitative approach.

One of the studies that were interested in self-discipline was a study by Chapoll, P in the year 2014 and it was titled "Exploring non-native English Speaker Teachers' Classroom Language Used in South Korean Elementary Schools". It was a new way to teach English in a number of middle schools in the city of Gwangju in South Korea. The study sample was four halls, each hall containing 20 to 30 students. They studied between the third stage to the sixth stage, and some of these students attended English language lessons in government institutes outside the study times.

The data of this study was collected in a four -week period. The method used in this study depended on the use of the Korean language specifically and for the sake of only a specific goal. The data of this study was collected through personal interviews with teachers and some students from the four classrooms and the extension of reactions, as they mentioned the great improvement in the acquisition of the English language after the application of new controls in the classroom. The writer also pointed out the high motivation in teaching the English language among students in these halls. Also, it increased in their linguistic outcomes, knowledge of the rules of the target language, and their high ability to communicate in the English language. This method of education had created a new environment that attracts education.

This result explains the great goal of applying self- discipline in English language education halls. This study is similar to the current study by the result, and it differs in the research methodology and that the current study aims to develop more than one side in self -discipline, while this study dealt with only one side.

### **3- Sustainability among English language students**

Getting used to self -discipline has an effective role in making life arranged as planned by this study by the writer Rimma Sagitova in the year 2014, where this study took place in the city of Kazan, Russia. The writer stated that successful modern education is the one that examines ways to enhance self -education. Thus, this is an approach to the student for his life. This approach has a major role in promoting self -discipline, which leads to three very important points:

1. Getting used to self -education has a major role in educating the student, as he used to search for the information he needs and how to access it.
2. The student can plan his scientific and practical life in a correct way, because he can obtain the correct information from its correct place.
3. The student who is used to self -discipline can properly plan his goals in his life.

A person who is used to discipline can think rationally and know the facts around him and can analyze all things very well.

This study is consistent with the current study in results and differs from it in two aspects, namely the research methodology and the number of study objectives.

In the year 2015 AD a study titled of the "Autonomous Foreign Language Reading in Technical University: Criteria for the Selection of Textual Mateial" by the writer, Susa and Rudneva. This study discussed the development of self -reliance by teaching the English language. The researcher stated that the development of self -education had a prominent role in important aspects of the student's life. The research had referred to several levels in teaching the English language that help students in effective education. These levels are:

Knowing the level of the student in the language and moving it from the level to the highest level gradually.

The age, student culture, type of text and information that were taught must be taken into account when teaching the foreign language.

The writer summarized the result of this study that it was very useful in developing self -discipline among English language students and making it a model for him in his full life. And he praised that these levels of language teaching will be the key to the academic and practical future.

This study is similar to the current study in the important result of the sustainability of self -discipline among the English language students. It differs from the current study in the research methodology.

### **4-Benefits of self-discipline among English language students**

In the year 2005, Duck Worth and Seligman conducted a study entitled "Self-Discipline Outdoes IQ in Predict academic performance of Adolescents" and that was in City in the Northeast.

This study compared the effect of self -discipline and students' intelligence on educational achievement in general and the extent of the effect of this at the academic level during a full academic year, and the study sample was 198 students.

The researcher stated that the result of this comparison was as follows:

Students who enjoyed self-discipline in performance surpassed their peers much, especially in academic performance and testing levels, and also had a role in commitment to daily attendance.

The writer also stated that the self-discipline test that was measured among students indicated a significant variation in these results was greater than the intelligence rate. As for the results during a full academic year, the research indicated the strong influence on the average academic students, as this discipline helped to modify the rate during the school year.

This study is similar to the current study in the results and research methodology. It differs in comparing one aspect of self-discipline.

In the year 2016, a study was conducted for Gorbunovs, Kapenieks and Cakula under the title "Self-Discipline as a Key Indicator to Improve Learning Outcomes in E-Learning Environment" in Valmiera, Latvia.

The researcher mentioned in this study the benefit of self-discipline for students and how it works. The researcher stated that self-discipline is the main key to gain knowledge, which is the main reason for a person's education outcomes.

The writer mentioned the evidence that the higher the self-discipline of students, the higher the incentive for education, development and knowledge. At the end of the study, the researcher summarized the result of the study in two important points, namely:

1. The strong effect of self-discipline on students is the key to learning from different sources.
2. It also has a very important effect on learners so that it is an attractive environment for learning.

This study is similar to the current study in terms of the benefit of self-discipline and the strength of its influence on educated students directly and strongly. This study differs from the current study in terms of research methodology.

## **Methodology**

### **3.1 Introduction**

This chapter will cover the research design, the target population, sampling procedures and sample size, research instruments, validity and reliability of the instruments, data collection procedures, and data analysis.

### **3.2 Research Design**

Research design is a plan for conducting the whole research study. Quantitative methods research will be used to gather the data regarding the factor's affection EFL students' self-discipline to acquire English as a second language. According to Creswell (2003), the rationale for this technique is that the quantitative data and results provide a general picture.

### **3.3 Target Population**

The target population for this study is comprised of 50 Preparatory year students at the university in Riyadh-Kingdom of Saudi Arabia. The selection of this university will be through the use of a table of random numbers to create a list of potential participants.

### **3.4 Methods of Data Collection**

The study will use data collection instrument which are questionnaires. In other words, the data collection for this study will be gathered through quantitative means.

### **3.5 Data Analysis Procedure**

Data collected by use of the questionnaire, will be coded, and analyses, using Statistical Package for Social Scientists (SPSS) version 22 for windows.

### **3.6 Summary of the Chapter**

Chapter three will present an overview of the methodology and procedures for this study. This chapter will describe in details the procedures used to select subjects to participate in this study, as well as described the timeline for analysis of the described sample population. It will also have discussed the research design that will be applied to the sample population. Further, this chapter will describe the instrument that will be distributed to the sample population. Also, detailed how the data will be collect and how the data will be analyzed after collection.

## **Chapter four: Result**

**Table (1) five-point Likert scale for the mean scale**

<b>Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Level	Strongly disagree	Disagree	Neither	Agree	Strongly agree
Mean	1-1.80	1.81 – 2.60	2.61 – 3.40	3.41 – 4.20	4.21 – 5.0

**Validity of the study tool.**

Pearson Coefficient was calculated in order to identify the internal validity of the Survey; whereas correlation coefficient was calculated between every item of the Survey and the total degree of each part belonged, as on the following tables:

**Table (1) Pearson Correlation for the Dimensions items with the Dimension total score**

First dimension		second dimension		third dimension		fourth dimension	
Items	Pearson Correlation	Items	Pearson Correlation	Items	Pearson Correlation	Items	Pearson Correlation
1	0.746**	1	0.671**	1	0.740**	1	0.742**
2	0.735**	2	0.726**	2	0.580**	2	0.799**
3	0.759**	3	0.665**	3	0.746**	3	0.684**
4	0.599**	4	0.591**	4	0.731**	4	0.644**

**\*\*.** Correlation is significant at the 0.01 level

Tables (1) showed that all the dimensions and statements are significant at the level of (0,01), Pearson Correlation Coefficients ranged between (0.591, 0.799), this refers to high internal consistency as well as high and adequate validity indicators that are trusted when applying the current study tool.

**The Reliability of the study tool:**

To check the reliability of study tool, the researcher used Alpha Cronbach's stability coefficient, As Follows

**Table (2) Alpha Cronbach's for measuring the study tool stability**

Dimensions	Number of items	Reliability coefficient
the importance of self-discipline for English language students	4	0.737
the level of application of self-discipline for English language students	4	0.718
the level of self-discipline sustainability among English language students	4	0.758
the benefits of self-discipline among English language students	4	0.755
<b>Overall Reliability</b>	16	0.854

Table (2) shows that the study scale enjoys a statistically acceptable stability. The total stability coefficient value (alpha) amounted to (0.854) which is a high degree of stability. The stability coefficients of the study tool ranged between (0.718 and 0.758) which are high and trustful when applying the present study.

**Statistical methods used in the study:**

To achieve the study objectives and to analyze the data collected, many statistical methods were used, like the statistical packages for Social Sciences (SPSS), then the following statistical measures were calculated: Frequencies and percentages to recognize the perception of respondents toward questionnaire items, Pearson Correlation Coefficient to calculate the validity of the study tool internal consistency, Cronbach's Alpha Coefficient to calculate the reliability coefficient of the study tool's different axes, Mean and standard deviation to identify the responses of the study participants' responses to the study Dimensions.

**Results**

The purpose of this part is to describe the results of the study which was designed to study the results of developing some elements of self-discipline in English language learners, and the impact of this on the acquisition of the English language as a second language. Statistical package for the social sciences (IBM-SPSS®) (version 25.0) was used for statistical analysis. Descriptive (frequency, percentage, mean, and standard deviation) were used in this study.

**First question: What is the importance of self-discipline for English language learners?**

To find out students perceptions for the importance of self-discipline for English language students, mean and standard deviation of the individuals' responses were calculated as shown in Table (3) and as follows:

**Table (3) the importance of self-discipline for English language students (n=96)**

N	Items	Approval degree	Mean	Standard deviation
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		Strongly agree		Agree		Neutral		Disagree		Strongly disagree				
		F	%	F	%	F	%	F	%	F	%			
		1	The time for English lessons is considered important	61	63.5	27	28.1	7	7.3	0	0.0			
2	Learning English enhance self-confidence	64	66.7	21	21.9	6	6.3	5	5.2	0	0.0	4.50	0.83	3
3	Teaching English is one of the student's responsibilities	53	55.2	27	28.1	13	13.5	3	3.1	0	0.0	4.35	0.83	4
4	Respecting the English language teacher is a priority for the student	69	71.9	23	24.0	4	4.2	0	0.0	0	0.0	4.68	0.55	1
<b>Overall mean</b>											<b>4.52</b>	<b>0.52</b>	<b>-</b>	

Table (3) showed that students perceptions for the importance of self-discipline for English language students were very high with a mean score of (4.52± 0.52). In this context, item number (4)“ Respecting the English language teacher is a priority for the student” was the highly perceived item and ranked first with a mean score of (4.68 ± 0.55) which refer to “strongly agree”, followed by item number (1) “The time for English lessons is considered important” with a mean score of (4.53± 0.72) which refer to “strongly agree”, item number (2) “Learning English enhance self-confidence” comes in the third place with a mean score of (4.50± 0.83) which refer to “strongly agree”, item number (3) “Teaching English is one of the student's responsibilities” ranked last with a mean score of (4.35 ± 0.83) which refer to “strongly agree”.

**Second question: What is the level of application of self-discipline for English language students?**

To find out students' perceptions for the application of self-discipline for English language students, mean and standard deviation of the individuals' responses were calculated as shown in Table (4) and as follows:

**Table (4) the application of self-discipline for English language students (n=96)**

N	Items	Approval degree										Mean	SD	Ranking
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree				
		F	%	F	%	F	%	F	%	F	%			
1	Respect for school regulations and laws is a sign of awareness among students	82	85.4	12	12.5	2	2.1	0	0.0	0	0.0	4.83	0.43	1
2	Students need school activities and competitions	66	68.8	18	18.8	11	11.5	1	1.0	0	0.0	4.55	0.74	4
3	The creative and new method of teaching English is	70	72.9	22	22.9	4	4.2	0	0.0	0	0.0	4.69	0.55	3

N	Items	Approval degree										Mean	SD	Ranking	
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree					
		F	%	F	%	F	%	F	%	F	%				
	interesting														
4	A skilled teacher motivates the discipline of his students inside and outside the classroom	72	75.0	21	21.9	3	3.1	0	0.0	0	0.0	4.72	0.52	2	
<b>Overall mean</b>												<b>4.70</b>	<b>0.37</b>	<b>-</b>	

Findings revealed that the students' perceptions for the application of self-discipline for English language students were very high with a mean score of (4.52± 0.52). In this context, item number (1) “Respect for school regulations and laws is a sign of awareness among students” was the highly perceived item and ranked first with a mean score of (4.83 ± 0.43) which refer to “strongly agree”, followed by item number (4) “A skilled teacher motivates the discipline of his students inside and outside the classroom” with a mean score of (4.72± 0.52) which refer to “strongly agree”, item number (3) “The creative and new method of teaching English is interesting” comes in the third place with a mean score of (4.69± 0.55) which refer to “strongly agree”, item number (2) “Students need school activities and competitions” ranked last with a mean score of (4.55 ± 0.74) which refer to “strongly agree”.

**Third question: What is the level of self-discipline sustainability among English language students?**

To find out students' perceptions for the level of self-discipline sustainability among English language students, mean and standard deviation of the individuals' responses were calculated as shown in Table (5) and as follows:

**Table (5) the level of self-discipline sustainability among English language students (n=96)**

N	Items	Approval degree										Mean	SD	Ranking
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree				
		F	%	F	%	F	%	F	%	F	%			
1	Fluency in English is one of the characteristics of clear thinking	52	54.2	20	20.8	21	21.9	3	3.1	0	0.0	4.26	0.91	4
2	Seriousness in solving homework is evidence of student discipline	63	65.6	26	27.1	7	7.3	0	0.0	0	0.0	4.58	0.63	1
3	It is important for students to follow healthy eating habits	46	47.9	33	34.4	14	14.6	3	3.1	0	0.0	4.27	0.83	3
4	Organizing priorities in life is one of the signs of a hardworking student	59	61.5	25	26.0	11	11.5	1	1.0	0	0.0	4.48	0.74	2

N	Items	Approval degree										Mean	SD	Ranking
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree				
		F	%	F	%	F	%	F	%	F	%			
<b>Overall mean</b>												<b>4.40</b>	<b>0.55</b>	<b>-</b>

Table (5) indicated that the level of self-discipline sustainability among English language students were very high with a mean score of (4.40± 0.55). In this context, item number (2) “Seriousness in solving homework is evidence of student discipline” was the highly perceived item and ranked first with a mean score of (4.58 ± 0.63) which refer to “strongly agree”, followed by item number (4) “Organizing priorities in life is one of the signs of a hardworking student” with a mean score of (4.48± 0.74) which refer to “strongly agree”, item number (3) “It is important for students to follow healthy eating habits” comes in the third place with a mean score of (4.27± 0.83) which refer to “strongly agree”, item number (1) “Fluency in English is one of the characteristics of clear thinking” ranked last with a mean score of (4.26 ± 0.91) which refer to “strongly agree”.

**Fourth question: What are the benefits of self-discipline among English language students?**

To find out students' perceptions for the benefits of self-discipline among English language students, mean and standard deviation of the individuals' responses were calculated as shown in Table (7) and as follows:

**Table (7) the benefits of self-discipline among English language students (n=96)**

N	Items	Approval degree										Mean	SD	Ranking
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree				
		F	%	F	%	F	%	F	%	F	%			
1	Meaningful discussions with English language teachers have an effective role in successful thinking	64	66.7	24	25.0	6	6.3	1	1.0	1	1.0	4.55	0.75	2
2	School discipline helps the student to speak English fluently	41	42.7	20	20.8	20	20.8	14	14.6	1	1.0	3.90	1.15	4
3	Talking with different personalities in the classroom develops the student's personality	55	57.3	30	31.3	7	7.3	3	3.1	1	1.0	4.41	0.84	3
4	Self-discipline contributes to academic achievement	67	69.8	24	25.0	5	5.2	0	0.0	0	0.0	4.65	0.58	1
<b>Overall mean</b>												<b>4.38</b>	<b>0.61</b>	<b>-</b>

Findings revealed that the students' perceptions for the benefits of self-discipline among English language students were very high with a mean score of (4.38± 0.61). In this context, item number (4) “Self-discipline contributes to academic achievement” was the highly perceived item and ranked first with a mean score of (4.55 ± 0.75) which refer to “strongly agree”, followed by item number (1) “Meaningful discussions with English language teachers have an effective role in successful thinking” with a mean score of (4.55± 0.75) which refer to “strongly agree”, item number (3) “Talking with

different personalities in the classroom develops the student's personality” comes in the third place with a mean score of  $(4.41 \pm 0.84)$  which refer to “strongly agree”, item number (2) “School discipline helps the student to speak English fluently” ranked last with a mean score of  $(3.90 \pm 1.15)$  which refer to “agree”.

### **Findings and Discussion**

The main goal of this study is to show the results of developing some elements of self-discipline in English language learners, and the impact of this on the acquisition of the English language as a second language.

This part discusses the findings of each research question, where justifies and debates with referring to previous studies in either supporting or contracting current findings.

Results show that students perceptions for the importance of self-discipline for English language students are very high. This is compatible with other studies that have reached the same result, such as Kovalenko and Smirnov 2014 mentioned the importance of self -discipline in English language learners. It is a major reason for achieving academic goals for students. Also mentioning Chapoll, P 2014 is the importance of self -discipline among English language learners and how they develop many personal and academic skills. This is described as one of the main reasons that help in achieving the academic goals of the English language learners.

The results reveal that the student's perceptions of the self -discipline application for English students are very high. Where several factors relate to the application of their discipline are tested, namely respect for school laws, applying activities and competitions, applying new and innovative education methods, and motivating students inside the school hall.

This is consistent with other research that has been studied in the field of the importance of applying self -discipline among the educated students for the English language. We mention them Kovalenko and Smirnov 2014, where they mentioned that the application of self -discipline among students raises students' efficiency and develops their educational skills. They also raise the degree of knowledge in English language skills. Chapoll, P 2014 stated that the self-discipline application of English language learners increases students' chances of acquiring the English language inside and outside the classroom. He also stated that one of the main reasons for raising the incentive of the English language learners is the application of their self -discipline. He also mentioned that he develops the ability to communicate with the target.

A reference as a result of the study to the level of self -discipline sustainability among English language students is that it is high. Where the researcher measured the following points to know the level of sustainability, which is Fluency in English is one of the characteristics of clear thinking, Seriousness in solving homework is evidence of student discipline, It is important for students to follow healthy eating habits, Organizing priorities in life is one of the signs of a hardworking student.

In other research, the level of sustainability of self -discipline among the educated students of the English language was mentioned, as Rimma Sagitova 2014 mentioned that self -discipline leads to three important points in the student's life, which is that the student learns how to search for the information he needs in his scientific and practical life. The researcher also stated that through self -discipline, the student can develop successful future plans in his life. He also mentioned that he who has self -discipline in his life can achieve his goals properly.

Susa and Rudneva 2015, stated that through self -discipline or the sustainability of self -discipline, we can gradually teach the language from the low level to the higher level as the student has the learning. The researcher also complained about the effect of self -discipline on the level of culture among educated students for the English language. The researcher concluded this study that self -discipline is the main key to the student's success in his academic and practical life.

Findings revealed that the student's perceptions for the benefits of self-discipline among English language students were very high.

. The researcher chose the following points to find out these benefits, which are Meaningful discussions with English language teachers have an effective role in successful thinking, School discipline helps the student to speak English fluently, Talking with different personalities in the classroom develops the student's personality, and Self-discipline contributes to academic achievement.

This result is compatible with Duckworth 2005, where he said in his research that one of the most important benefits of self -discipline is the performance of the good result in academic performance and keenness to attend the educational process on a daily basis. Also, the researcher said that one of the most important benefits of self -discipline for learners is his superiority over the intelligence of the student, as the researcher measured this over the entire academic year.

In a similar study, Gorbunovs, Kapenieks and Cakula 2016 mentioned the interest achieved from self-discipline for English language learners that it is the main key to knowing the different sciences and this is reflected in the final result of education outcomes. Also, the writer stated that it is one of the great benefits of self-discipline is the acquisition of knowledge from different sources and has a great impact on the educational environment, especially on the side of the interaction.

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