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The Effect of Teacher-Student Interaction in Improving EFL

Students' Self-Confidence

The Case of Third -Year LMD Students of English at Biskra University

Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment
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DEDICATION

In the name of Allah, Most Gracious, Most Merciful

First of all, all the praise and the greatest thank would be to Allah who provides me with power and patience during mu career.

My work is dedicated to:

The two dearest persons to my heart: my beloved mother “Hadda”, my dear father “Rachid” who suffered a lot to see me at this stage. Mom and Dad without you I never fulfill all my dreams.

My husband “Djihad” my eternal love who eliminates my life and provides me with love, care, and moral encouragement to complete this work.

My mother and father in low Khoukha “Allah’s mercy on her” and Moukhtar.

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My dear brothers: zakaria, Haroun and my brothers in low: Bachir and Fouad.

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All my family “Azil” “Mebrak” and “Berri”.... I love you all.

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ABSTRACT

The present study attempts to investigate the effect of teacher-student interaction in improving EFL students' self-confidence at the Department of foreign language, English Division at Mohammed Khider Biskra University. Through our study we attempt to show how can effective interaction between the teacher and his/her students create a comfortable and safe environment which leads to raise the EFL students' self-confidence inside the classroom, how much 3rd year LMD students and teachers are aware of interacting with each other, and to suggest some techniques and strategies that are effective to raise the level of interaction as well as students' self-confidence in classroom. Moreover, in our research we hypothesise that if the teachers interact more with their students, then their students will believe in their abilities and develop a high self-confidence. To examine this hypothesis, a questionnaire was administered as a data gathering tool since our research is qualitative, it was directed to (80) third year LMD students and (05) teachers teaching different modules. The obtained results confirmed our hypothesis and the findings showed that the effective interaction between the teachers and their students can improve their levels of self-confidence.

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LIST OF ABBREVIATIONS

EFL: English as a foreign Language

ELT: English Language Teaching

FL: Foreign Language

SLA: Second Language Acquisition

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Introduction :

In the last decades, the majority of researchers have been involved in the field of education in order to investigate the main problems raised in EFL classroom. One of the biggest problems that appeared in the EFL classroom is the kind of the relationship that the teachers build with their students and the way they are interacting with them.

Teacher – Students’ interaction is a very important and significant strategy that the teacher must follow to develop the learner’s self confidence in learning the English Language.

1. Statement of the problem:

The classroom where the students spend most of their time is a complex social system and the most powerful setting for the EFL learners to acquire the language, build knowledge, and develop skills through the effective relationship with their teacher. In most organization, the relationship and the effective interaction between the teacher and his students play a very important and vital role in the success and failure of EFL learners. The teacher-students interaction is a kind of relationship and communication between the teacher and his students inside the classroom, this interaction goes through different methods and strategies such as: collaborative learning, discussion and debates, conversation with learner.

It is very important for the EFL teachers to care about their interaction with their students and to recognize their needs by giving them the chance to participate in the classroom and raise their motivation. All these opportunities make the students feel more confident and comfortable.

It also creates a safe environment and gives the students confidence to work without pressure and become motivated to learn.

Despite the importance of the teacher-student interaction in the classroom, school administrators and teachers neglect the quality of relationship with their students; they did not encourage and motivate them to participate and take part in the classroom, and did not give them the chance to talk using the English language in order to develop it. All that will effect on the EFL learner's self-confidence, the learners will fail in achieving goals or not even try to do so because they lack self-confidence and they will have a low level of self-esteem.

2. Aims of the study

This study is aimed to fulfill the following objectives:

- To show how much an effective interaction between the teacher and his students is important in enhancing the EFL learner's self-confidence.
- To suggest some techniques and strategies that the teachers and students may use during their interaction together.
- To spot light on the main psychological barriers that the EFL learners encounter among which self-confidence is concerned.

3. The significance of the study

This study attempts to discover the role of teacher-students interaction in improving the learner's self-confidence when using and mastering the English language since the primary goal of learning foreign languages is to use them in

communication. The study tries also to investigate the relationship between teacher – students’ interaction and EFL learner’s self-confidence by showing the effectiveness of teacher – students’ interaction in developing the learner’s self-confidence.

The study will demonstrate and determine that the classroom interaction can be an efficient pedagogical strategy to enhance the learner’s self- confidence.

4. The Research Questions

- What are the main psychological problems that are facing EFL learners when speak?
- Do English Division’s teachers at Biskra University interact with their students and give them a chance to participate in the classroom?
- Do English Division’s students in Biskra University have enough self-confidence to use English as foreign language when speaking?
- What is the relation between the teacher – students’ interaction and EFL learner’s self-confidence?
- Why is it important to have a teacher who cares about his students and tries to establish a good relationship with them inside the classroom?

5. Research Hypothesis

If the teachers interact with their students, then they will give them the chance to develop their self-confidence inside the EFL classroom when using the English Language.

6. Research Methodology

6.1. Research Method:

This research is a qualitative one, it has been conducted through the descriptive method in order to explore our hypothesis since this method is used to give a general description of the phenomenon.

6.2. Population/ Sample:

The population of the current study are Third year EFL students and teachers at Biskra University. We selected randomly (80) students as our sample to the study from the whole population (around 450) and (5) from (12) EFL teachers because it is impossible to test the whole population.

The reason why we chose this sample is that Third Year EFL Students are the most suitable category in the sense that they are in the situation to use the English language all the time inside the classroom and to express their thoughts and ideas ; so many barriers may cut their way for a good speaking performance, among which self-confidence is concerned. Second, it is very important for teachers to start thinking about the learner's self-confidence at that level.

6.3. Research Tools:

Since this study is aimed to investigate the effect of teacher –students interaction in developing the EFL learner's self-confidence, we chose the suitable tool for collecting data which is students' and teachers' questionnaire in order to gain further information from the sample (80) third year students of English and (05) EFL teachers about the importance of classroom interaction on enhancing the EFL learner's self-confidence.

7. Structure of the study:

The dissertation consists of two parts: the theoretical part and the practical part. The first part which constitutes the theoretical framework or the literature review of the study includes two chapters. The first chapter is concerned with the classroom interaction focusing on its definitions, types, and the role of both teacher and students and so on. However, the second chapter is devoted to the EFL learner's self-confidence, its definitions, types, importance and some keys to improve it.

On the other hand, the second part is completely practical because it is devoted to the analysis of the students' and teachers' questionnaire with some recommendations in order to be more aware of the importance of building a good relationship and the interaction between the teachers and their students to develop their self-confidence.

CHAPTER ONE:

An Overview of the Teacher-Student Interaction

Chapter One: An Overview of the Teacher-Student Interaction

Introduction

1.1 Definition of teacher-student interaction

1.2 The importance of teacher-student interaction

1.3 The teachers' role in EFL classroom

1.3.1 Controller

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1.4 The learners' role in EFL classroom

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1.7 The relationship between input/output hypotheses with teacher-student interaction

Conclusion

Introduction

In recent years, classroom interaction has been considered as a crucial strategy that emerges in second/foreign language learning. It is the way through which at least two persons take part in classroom communication using English as foreign language. In this chapter, we will deal with one type of classroom interaction which is “teacher-student interaction”, starting with a general definition of interaction, moving to define teacher-student interaction then clarifying the role of this type of interaction in teaching-learning English as foreign language. After that, we will show the different roles that teachers may play as well as the students’ role inside classroom. we will also explain the impact of negative/corrective and positive feedback that is received by the students and how it is used by the teacher to evaluate the students’ performance. In addition, we will mention the turn-taking system in classroom conversation, giving its definition, and clarifying how it works in EFL classroom. At the end, we will conclude by spotting light on the input and output hypotheses and explain how they are related to teacher-student interaction.

1.1 Definition of Teacher-Student Interaction

According to Walter (2003) (as cited in the Cambridge International Dictionary of English), the verb “to interact” means “to communicate with or to react to each other”. In this sense, Wagner (1994) defines interaction as “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another”. (p.08). It means that interaction does not occur only from one side, there must be a multiple sides or persons (at least two

persons); they communicate with each other and react through mutual influence by conveying and receiving messages, exchanging ideas and thoughts.

In foreign language classrooms, interaction has been considered as an important and useful source to obtain data, develop the knowledge about language to use it effectively. Brown (2001) stated that:

In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about. We send messages, we receive them, we interpret them in a context, we negotiate meaning, and we collaborate to accomplish certain purposes. And after several decades of research on teaching and learning languages, we have discovered that the best way to learn to interact is through interaction itself. (p.165)

In more simple words, interaction is an important strategy of communicative process that requires at least two people who share a common language. In foreign language classrooms, interaction is an essential condition for the success of teaching learning process; it is the way of communication between the teacher and students that creates an opportunity for the students to develop their language and be more confident to use it in real life.

1.2 The Role of Teacher-Student Interaction

Many researchs on teacher-student interaction investigated the role of this type of interaction and show that it can have a positive influence on many outcomes such as: students' academic development, achievement as well as their attitudes towards learning. According to Wubbles et al (1985), the students whose their teacher interacts, leads, and helps them would get closer to him and build a good relationship

between them. The quality of this relationship between the teacher and his students will result in increasing the degree of learning. (As cited in Downy, 2008).

In addition, Sarason (1999) discusses the role the role of this interaction which creates a productive learning environment. According to him “if you do not know the minds and hearts of learners, you subvert productive learning”. Knowing the learners’ needs, levels, way of thinking, weakness and strength as well as their attitudes towards learning can be reached and be clear only when the teacher interacts with his students in order to ensure a productive, successful and effective learning

Moreover, “Strong teacher-student relationship may be one of the most important environmental factors in changing a child’s educational path” (Baker, 2006). When the teacher builds a good and strong relationship with his/her students based on the positive interaction between them, this will lead to create a comfortable classroom environment, the students will feel secure and be more self-confident to use the foreign language. All that results in an effective engagement in the learning process and makes great academic gains. Long (1996) argued that interaction is very essential for developing the learner’s second language since the primary source of information for learners is the meaningful interaction with their teacher who is considered as credible and trust worthy source of information.

Interaction gives the learners the opportunity to examine the communicative competence in using second/foreign language through talking, discussing and exchanging ideas and information with their teacher and peers. (As stated in Lyster, 2007, pp. 102-103). In this sense, Dowey (1939) writes that “teachers are the agents through which knowledge and skills are communicated and rules of conduct enforced” (p. 18).

Hamre and Pianta also dealt with the teacher-student interaction's issue and spot the light on the importance of it; they stated that "talking with a teacher and conducting observations in the classroom will provide important and unique information for designing intervention". (p. 55). They conclude that "forming strong and supportive relationships with teachers allows students to feel safer and more secure in the school setting, feel more competent, make more positive connections with peers, and make greater academic gains" (p. 57). Fasnot argued that the way teacher listens and talks to his/her students is an important factor that may help them to become critical thinkers" learners and understand what they read and write more deeply. (p. 12)

1.3 The Teacher's Role in ELT Classrooms

In ELT classrooms, the teacher plays many different roles depending on the classroom situation and the students' needs since he/she is considered as the trust worthy source of knowledge and information. According to Mercer (2001, p. 243):

Whenever they are and whatever they likely to face some similar practical tasks, they have to organize activities to occupy classes of disparate individuals... they have to control unruly behavior. They are expected to teach a specific curriculum... and they have to monitor and assess the educational progress the students make. All aspects of teachers' responsibilities are reflected in their use of language as the principal tool of their responsibilities.

Hedge (2000,p. 26) in her book *teaching and learning in the language classroom* indicates the most important roles of the teacher in the classroom and she explains how the teacher can change his roles and sometimes combine between more than one role depending on the students' needs, classroom's situations, and tasks' nature. She states:

As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as organizer in giving instructions for the pair work, initiating it, and organizing feedback; as prompter while students are working together; and as resource if students need help with words and structures during the pair work. (pp. 26-27).

From this quotation we conclude that the teacher can be:

1.3.1 Controller:

This role appears when the students are concentrating and working with the teacher as one group, it takes place in teacher-controlled session and in teacher-centered classroom where the teacher is in charge of everything. He/She does all the tasks in classroom to ensure the success of the learning process, he/she is also the only one who talks and transmits the knowledge to the students who are completely passive and silent, they just listen and receive the information.

Harmer (2007,p. 58) considers this role as the most one that creates a comfortable classroom environment since the transmission of knowledge is from the teacher to the students as one group and the teacher takes the great amount of time to control the classroom by giving explanation, organizing and asking questions as well as lecturing. This characteristic is one of the advantages that this role has. In addition, if the classroom is well organized, this will enable the teacher to play his role, do his tasks and control the classroom effectively. In contrast, the teacher when played this role, will reduce the students' talking time, they will have a little chance to talk and considered as passive members in classroom which will deprive them from participating and expressing their ideas and thoughts. (Harmer, 1995, p.205).

1.3.2 Organizer:

Another role that is mentioned by Harmer is the teacher as an organizer, this role means organizing students to do different tasks by grouping them whether in pairs or groups depending on the kind of activities. The teacher also is responsible of giving information, logical ordered instructions about the method or the way that is suitable to do such an activity in a specific time.

According to Harmer (2007,pp. 58-59), it is important for teachers to be aware of getting the students engaged and ready for the performance by making them understand what is demanded from them and comprehend what they are going to do when dealing with the activity because the students“ will not succeed in achieving the purpose of the activity unless they comprehend it well in advance. Also, the teacher should provide his students with logical ordered instructions, telling them what they should do first, next and so on. This plays a vital role in helping the students and facilitating the activity. Therefore, the teacher should organize his students if they are going to work in pairs or groups, tell them the correct way to deal with the activity in order to ensure their participation, make them well organized and more interested in doing the activity. At the end of the activity, the teacher may ask the students some questions to evaluate their comprehension, give them comments on their works as well as organizing feedback that is considered as a vital point.

Harmer summarized the role of the teacher as an organizer as follow:

Engage → Instruct (demonstrate) → Initiate → Organize →

Feedback

1.3.3 Assessor of Accuracy:

What the students expect from their teacher is to tell them if they are performing and working well or not. In this case, the teacher should act as an assessor for the students by providing them with feedback, correcting their mistakes and evaluating them with grades in different ways. The assessor teacher should pay attention to some important points, he/she should tell the students how and why they are being assessed and also what is he/she looking for from this activity. It means that the students should know what are the objectives of the activity that they will achieve and get clear idea about the most important points they need to concentrate on. For example, in a written expression task, the teacher says “In this piece of writing, I am more interested in your use of punctuation”. Also, the teacher should be sensitive to the students’ possible reactions especially for those who get bad grades. The teacher should use a supportive and sensitive way when giving the students their bad grades in order to make it more acceptable and to encourage them to work hard and improve their performance (Harmer, 2007, pp. 50-60).

1.3.4 Prompter of Students’ Work

The most common problem that the students may face is the lack of vocabulary. Sometimes they do not find the exact words to say what they want when interacting and communicating with their teacher and peers. In this situation, what is demanded from the teacher is to act as a prompter to help and encourage the students to think creatively and become dependent on themselves. For example, when the students suddenly do not find the words to express an idea in a role play activity, the teacher here can just encourage them to carry on their performance by giving them some words or phrases and leave them use their own creativity.

1.3.5 Resource of Students' Needs

This role related to the students' questions about the activity they are working on.

It means that the students may ask questions when they find some difficulties in doing the activity or performing the task, they may ask for further information, how to say or write something as well as what a word or phrase means and other questions.

Acting as a resource involves answering the students' questions but it does not mean that the teacher knows everything and answer all the questions. Sometimes he/she finds some difficulties to answer such a questions. In this situation, as Harmer mentioned, the teacher should have the courage to say that he/she does not have the answer now and promise them to bring it in the next session in order to not begin lose confidence in their teacher. (p. 61). In addition, the teacher can guide and direct the students to another resource when they may find the intended information and encourage them to use the resource materials such as: dictionary, books which enable the students to become independent in their learning. Harmer (2007) said "when we are acting as a resource, we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant on us" (p. 61).

1.4 The Learners' Role in EFL classroom

As the teachers, the students play a several roles depend on the group size and the nature of the task. The students should be active participant in the classroom rather than passive and just receive the information. They should participate in the discussions that arose in the classroom by answering the questions posed by both the teacher and peers, they should also be free and have the courage to ask questions about the topic or the task, share their own experiences and express their own ideas related to the subject. This contribution will give them a chance to build their

knowledge to use it in the learning process. In addition to the previous roles, the students need to be motivated and interested in learning, this will lead them to be a creative thinkers and enable them to search about prior experiences and knowledge that they may need to apply it in their learning. This role is depending on their desire to learn more.

The students should not completely rely on their teacher, they should be independent, construct the knowledge by themselves, develop the pieces of information and instructions given by the teacher, they should not consider the teacher as the only resource of information. They have to be responsible for finding other resource materials when the teacher gives them directions to where they may find the information.

1.5 The Role of Feedback

In second/foreign language learning, feedback has been considered as a fundamental aspect of foreign language classroom and the most influential and powerful factor in improving the students' learning. Feedback was defined by Ellis (1994) as "the information given to learners which they can use to revise their interlanguage" (p. 702). Shute (2008) regarded feedback as "information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning". She (Shute) mentioned the reasons in which feedback may be used, she said "to signal a gap between a current level of performance and some desired level of performance or goal" (p. 157). This means that feedback is a way or a strategy used by the teacher as an evaluation of the learners' performance and received by the learners as a source to know the failure or success of

their works. It is the way that enables the students to improve EFL learning since it sheds light on their errors, gives them the chance to recognize them for correction and to focus on the correct production of the second/foreign language.

Many researchers classify feedback into two types: positive feedback and negative/corrective feedback.

1.5.1 Positive Feedback

According to Lia Voerman in her book *Teacher Feedback in the Classroom*, feedback is strongly affected the students' emotion that has an impact on their learning and it is important for EFL teachers to be aware about the way they give feedback which determines the students' emotions towards learning to ensure a successful foreign language learning. (p. 25). Positive feedback is the information given by the teacher to show his/her acknowledgement and acceptance of the learners' performance in a specific learning task or activity. Losada and Heaphy (2004, p. 744) described the positive feedback as the message given by the teacher that shows support, encouragement, and appreciation regarding the learners' performance. They argued that this kind of feedback arouses positive emotions towards learning; it creates large spaces that increase the possibilities for successful learning. The teacher may use some expressions of praise and compliments such as: "well done", "very good" and other expressions to show his/her appreciation and to encourage and motivate the learners. The following example given by Voerman (2010, p. 28) may illustrate these points:

Interviewer: what was the last compliment you received from your teacher?

Student: “very nice”, that you are doing that extra assignment on biology, and also that you’re doing that cooperating with other students.

Interviewer: and what happens then, what is the effect of such a compliment?

Student: I like it very much! And I think I want to go on working. It’s good for my results if I do more, it gives me spirit, and the courage to work on (smiles broadly).

Interviewer: I can see that you’re enjoying it, while you’re talking!

Student: (smiles even more and nods)

1.5.2 Negative/Corrective Feedback

It has been considered as a response to the learner’s errors. It shows the teacher’s disapproval and informs about the learner’s failure in producing a comprehensible output and in performing such a task. In doing so, the teacher sheds light on the learner’s errors, increases the learner’s opportunities to produce a correct and comprehensible output. It also develops the learners’ metalinguistic abilities such as the ability to notice and recognize the errors and know how to avoid them to improve their levels (Ellis, 2007, p. 117)

One the teacher’s negative/corrective feedback does not deliver in an appropriate and soft way and does not related to a specific goal regarding the students’ performance; this will affect the students’ emotions and play a negative impact on their learning path. This kind of feedback known as “feedback on the self” which is defined as comments about the students’ characters as persons not about their works and how well a task has been performed, it is ineffective and harmful to learning since

it draws the attention away from the performance to the self. When the students receive a negative/corrective feedback such as comments from the teacher about themselves rather than their performance, this will create a negative emotions towards learning instead of motivating them to correct their errors and improve their efforts to enhance learning, they will be demotivated, lose their self-confidence, and not be able to work more and improve their levels. (Lia Voerman, 2010, pp. 27-29).

This phenomenon may be clarified through the following example:

Cheerful and full of positive expectations, Isabel entered her new school. After just one week, she came home crying each day... what happened? In this first week, she got acquainted with her new teachers and fellow-students. She also received feedback from her mathematics teacher several times.

Basically, although she could not reproduce the feedback literally, she understood from his message that she was clumsy and stupid. Whether or not he really said or even meant to say this, her conclusion was clear: she was stupid. The impact was dramatic. She hated math, she felt teachers were stupid, school was awful

And concerning mathematics she said: "I will never learn math, it's just too difficult". (Voerman et al, 2010, p. 22).

In this sense, Boud (1995) said "we write and say things which can readily be taken as comments about the person rather than their work and in doing so we link into the doubts and uncertainties which they have of themselves and our remarks are magnified at a great cost to the self-esteem of the persons concerned" (p. 44) (cited in Voerman, 2010, pp. 22-23).

1.6 Turn-Taking System

Interaction in any foreign language classroom does not occur at random, it has been considered as a predetermined constructed and organized process by the participants (teachers and students) who take turns in classroom conversation to exchange ideas and opinions in order to hold the conversation and raise and maintain talk. In doing so, they are practicing what we called “Turn-Taking System”.

According to Bruthiaux et al (2005), turn-taking system is “the mean by which teachers, students take hold and relinquish speaking floor” (p. 201); this means that it is the basic mechanism in the conversation that regulates the distribution of speech between at least two participants in a smooth way following certain rules to ensure an effective interaction.

About its importance, Wong and Waring (2010) claims that through this system EFL learners acquire an interactional competence which enhances their speaking ability.(p.14). They also argue that turn-taking system determines the occurrence of interaction in classroom and without it there would be no interaction since it is considered as the heart of communication (p.09).

Turn-taking system in foreign language classroom conversation differs from the one in daily life; it is characterized by being centralized at the teacher and aims to achieve the purpose of predetermined lesson. In this sense, Lôrcher (1986) remarked this difference and argued that turns in FL classroom are simple in terms of structure, controlled by the teacher who is responsible of allocating turns and deciding who takes turn next and when to stop. In doing so, both the teacher and his/her students should respect a set of rules that govern the turn-taking system in order to ensure the

success of interaction in classroom (as cited in Ellis, 1990). According to Sacks et al (1974, p.28) the rules that govern this system are summarized as follow (as cited in Seedhouse, 2004):

1. Only one speaker speaks at a given time.
2. The speaker can select the next speaker whether by nominating him or by performing the first part of adjacency pairs; it means that asking a question and giving a chance to all the participant to take the turn and answer this question.
3. The speaker can allow the next speaker to self-select which will create a kind of competition to take turn in a conversation.

In this context, Allwright and Bailey (1991, p.124) explained how turn-taking system works in FL classrooms, they argued that during a classroom interaction, the teacher; who is responsible of allocating turns among students; has two different ways to get students involved in such a conversation, the first way called “direct nominating or personal solicit”, here the teacher gives the next turn to a particular student by asking him directly to speak whether verbally by saying his name or non verbally by signaling him using the finger or directing the eyes towards this student. Whereas, in the second way the teacher does not specify a particular student to take the turn but he/she throws the turn open to all the students (whole class), it means that the teacher can ask a question to the whole class and the student who has the answer may take the turn. This way called “general solicit”, it has been considered more comfortable than the personal solicit for the learners who prefer to respond to it because it makes them feel less stressed and free when talking.

Concerning the way teachers tend to use when allocating turns, Tsui (1996) argues that it is very difficult and complex process and most of foreign language

teachers in order to avoid not getting a response from students as well as the pauses and silence when asking a question, they prefer to direct the question and allocate the turn to those smart students who they expect them to have the answer and respond to the question. Additionally, Tsui confirms that when performing so, the shy students will feel neglected and less self-confident since they did not take turns to express their ideas.

1.7 The Relationship between Input and Output Hypotheses with Classroom Interaction

Interaction in FL classroom plays a vital role since it gives the learners opportunities to participate using the foreign language and facilitates the foreign language acquisition. The concept of interaction in foreign language learning is related to two aspects: the input that is provided by the teacher and received by the students, the output that is produced by the students.

1.7.1 The input hypothesis

Input as a term in language learning is defined by Richard and Schmidt (1992) as the language which the learners hear and receive in classroom and the source from which they build their knowledge (p.216). It means that the language that the teacher uses in classroom is considered as a source for learners to develop their foreign language and learn how to use it in real communication. Concerning the term “Comprehensible input”, Krashen said that not all the inputs that the learners receive are understandable and the learners may comprehend only a little amount of the language they receive (as cited in Allwright and Baily, 1991, p. 120). In this context, Long (1983) argued that the best and the most effective way that used to achieve the goal of language comprehension may be the conversational adjustment such as:

confirmation checks and comprehension checks as it is explained in Long's model which clarified the relationship between interactions, comprehensible input and language acquisition.

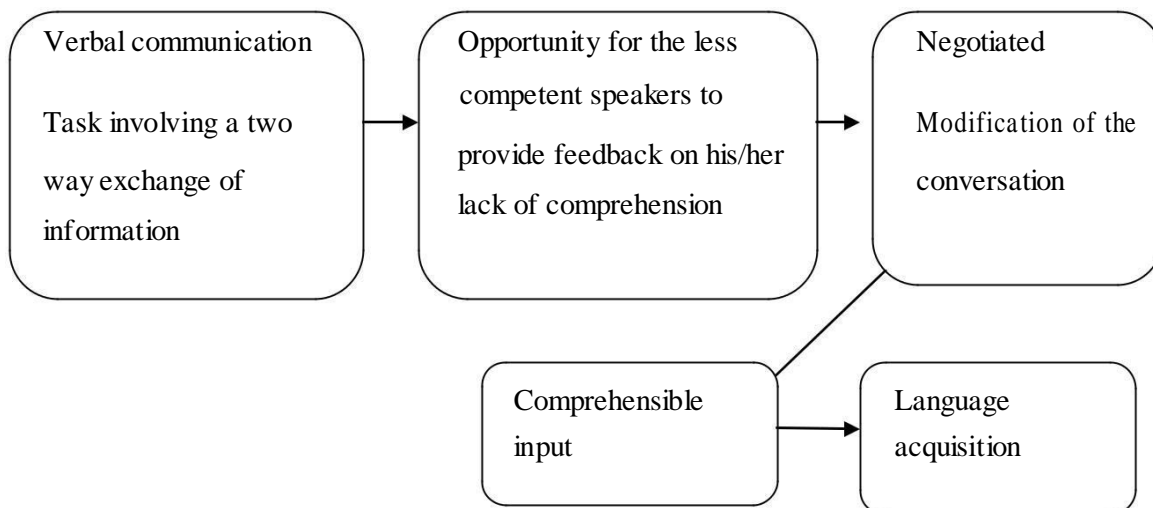


Figure 1.1 Long's Model of the relationship between type of conversational tasks and language acquisition (Adapted from Allwright and Bailey, 1991, p. 122)

In addition to the previous points concerning the term “input”, Allwright and Bailey argued that the teacher's talk in FL classroom is the main source that provides the learners with the input since the highest amount of talk is taken by the teacher. This means that the teacher uses his/her speech as a mean to interact and control as well as guide the students (1991, p. 139). Moreover, Krashen (1985) states that comprehensible input is a true way for learners to acquire second/foreign language.

1.7.2 The Output Hypothesis

The output hypothesis is one of the most effective ways for EFL learners to learn and acquire new language forms. It is proposed and developed by Merrill Swain (1985). According to him, output hypothesis is the action of producing the language whether through speaking or writing which develops a part of the second/foreign language process. This means that the comprehensible input that the learners receive

is not sufficient and their understanding of some forms of language does not mean that they are able to produce them; Swain stated that the learners do not need only to comprehend the language they receive, they need also to produce a coherent language to express their thoughts and ideas in the classroom.

Output hypothesis is considered as a way through which learners can improve their second/foreign language since it gives them the chance to notice the gap in their speech through the feedback they receive from their teacher and learn how to modify and correct it to produce a comprehensible output (as cited in McCafferty et al, 2006, p. 20).

In addition, Swain defined three functions of output hypothesis:

1. Noticing Function

Thanks to this hypothesis, learners can notice the gap between what they want to say and what they are able to say which lead them to discover what they know or do not know and also recognize their linguistic problems in that language, thereby they will work more to learn and improve their EFL level.

2. Hypothesis-Testing Function

The production of the output can be considered as a way to test a hypothesis about how much their output is comprehensible and well-formed. In other words, the output that produced by the learners van be an indication about how their language works, it also creates opportunities for learners to get feedback from the interlocutors regarding their output which lead them to modify and reprocess them.

3. Metalinguistic Function

The output that the learners produce may provide learners with metalinguistic function, it enables them to control and internalize linguistic knowledge.

To conclude, we can say that the input and output hypotheses are closely related to teacher-student interaction and play an important role to succeed in foreign language learning.

Conclusion

In second/foreign language classrooms, interaction is considered as a key factor that plays an important role to ensure the efficient communication. Teacher-student interaction is one type of classroom interaction; it is defined as a reciprocal response between the teacher and his/her students when they come to communicate with each other inside classroom to exchange ideas, thoughts, and information and so on. This chapter has mentioned how much this kind of interaction is important to improve the learning process since the students take part in classroom and learn from their teachers. Also, the current chapter had clarified the role of the teacher and the students in the EFL classroom to ensure a successful learning. In addition, chapter one has explained the impact of negative and positive feedback on the students' emotions towards learning which determines the students success or failure in their learning and how is important for teachers to take into account the way they deliver their feedback regarding the students' performance. Moreover, this chapter has illustrated the turn-taking system by defining it as a way that leads to the emergence of interaction inside classroom, mentioning its role in organizing the classroom conversations and creating a comfortable atmosphere, and how this system is used by the teacher since he/she is considered as the one who leads the learning process. The last point in this chapter

was the input hypothesis that given by the teacher and the output hypothesis that produced by the students and their relation with the teacher-student interaction.

**CHAPTER TWO:
EFL STUDENTS' SELF-
CONFIDENCE**

Chapter two: The EFL students' self-confidence

Introduction

2.1 Definition of self-confidence

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Conclusion

Introduction

Many EFL learners may face some difficulties when they learn the foreign language because of some factors that prevent the EFL learners from a successful academic achievement such as: fear, anxiety, and lack of self-confidence. This later is considered as a personal factor that faces the EFL learners during their performance in classroom because they do not trust in themselves and so that they fail in the achievement of their goals.

This chapter will give an overview about self-confidence starting by its definition and moving to its importance in creating strong EFL learners. In addition, it will highlight the characteristics of both high and low self-confidence since it is important for learners to recognize them. Moreover, this chapter will clarify the effect of self-confidence on the two terms: autonomy and motivation as two important factors for EFL learners. Also, it will explain the difference between self-confidence, self-efficacy, and self-esteem. Finally, the chapter will give some important steps for EFL learners to develop their self-confidence by themselves and how the teachers should behave to make learners more self-confident

2-1 Definition of self-confidence

Self – confidence is one of the most influential factors that may affect learning and help the students to engage and take part in the learning process without worrying about failure. The term „confidence“ in general means “ trust ” as Lland defined it “ confidence originated from the Latin word „confidentia“ meaning „to trust and to have faith“ ”(p.11). Corsini(1994) defined it as person’s emotions and feeling toward him/herself or the “ sense of personal worthy and competence that people associate

with their self concept ”(p.289). In this context, Coopersmith said that “it is a set of attitudes, judgments that a person brings with him or herself when facing the world. It includes beliefs as to whether he or she can expect success or failure”. (As cited in Harris, 2009, p.09).

Another definition was given by Murray (2006), he stated “confidence is defined in my dictionary as „firm trust“. If you are confident about something, you do not worry about its outcomes; you just take it granted that will go well”. (p.53). this means that, self-confident person is the one who believes in his capabilities to achieve such a specific goal without fear of failure. Learners who have high self-confidence never give up until they achieve the intended goal because they believe that they are capable and can do it regardless their past failed experiences. Concerning this point, Adalikwu (2012) claimed “self-confidence can be summed up as the beliefs that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past”. (pp.5-6).

2-2 The importance of self – confidence

Self – confidence is the personal factor that plays a vital role in the success of foreign language learning and an important quality that foreign language learners should possess and show to ensure the achievement of their goals. When learners believe in their own abilities, they will be more motivated to learn and get engaged in different tasks to achieve specific goals without fear of failure which may prevent their performance.

About its importance, Rubio (2007) argued that high self – confidence has a strong role in facilitating the academic achievement and FL self – confident learners

are expected to perform well in such a task since they believe in their own capabilities. (p.07) .Brown (1994) also emphasized the importance of self-confidence, he said that FL learners cannot use the foreign language to speak, communicate and express their thoughts freely without having the enough degree of self – confidence. Kakepoto (2012) stated “confidence is an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively” (p.71)

Moreover, Tracy (2012) mentioned that learners who believe in their capacities will be able to fulfill significant objectives. It means that the high degree of self – confidence they possess imposes them to achieve a considerable goals. In the same context, Preston (2001) said” confidence is crucial to a happy and fulfilling life. It influences your success at work, your family life, relationships and leisure activities. It affects your performance in everything you do”. (p.07)

In addition, self- confident learners are more likely to be creative and succeed in their performance and production of foreign language; they will be strong to attract the attention of the others (listeners). As a result, they will enhance their speaking skill and succeed in foreign language learning. This point may be clarified by McCarron et al (2007), as he stated” Appearing confident will help put your audience at ease as they listen to your ideas”. (p.61)

To sum up, self-confidence is an essential personal factor that ensures the students” success in the academic achievement since it plays an important role in motivating and pushing the students to work more without fear of failure.

2.3 High self-confidence VS Low self-confidence characteristics

Students with high self-confidence are expected to be more successful in their foreign language learning since they are characterized by being more motivated to learn and achieve their goals. Those students have some specific characteristics which distinguish them from the other low self-confident students.

Wright (2008, p.14) suggested some characteristics of those with high self-confidence and claimed that they are universal and can be learned and practiced at any time.

- **Ambition:** people with high self-confidence want more than existence and survival in their life, they want more than what they have, they believe that they can create better circumstances for themselves regardless the barriers they may face.
- **Goal oriented :** self-confident people know well what they want to achieve because their goals are clear, they accept challenges because it lead them to accomplish more and they prefer to compete themselves more than the others.
- **Good communication:** high self-confident peoples do effective and good communication since they know how to talk to others in order to ask for something and listen to their advices.
- **Love and kindness:** the good inner self-image they have enables them to build a loving and nourishing relationship with the other instead of a toxic one. This make them gain more friends and build a strong relationship with the m.
- **Attractive and openness:** their appearance as high self-confident peoples make them able to attract the good peoples and things as Mckerrow et al

(2007) stated “appearing confident will help put your audience at ease as they listen to your ideas” (p.61).

By contrast, low self-confident students tend to fail in their performance in classroom or they do not even try to participate because they always feel fear and anxiety to talk and participate in classroom since they do not believe in their abilities. In this context, Wright (2008) in his book “*Building self-confidence with Encouraging words*” gave the characteristics of low self-confidence peoples.

- They are fearful of change, they are anxious of being in new circumstances in the future, they always think about “what if” negatively which make them feel uncomfortable. Those people are tending to be re-active rather than pro-active; it means that they refer to their bad and failed experiences rather than thinking about improving themselves in the coming challenges and experiences.
- Low self-confident people are pessimistic and give up easily without making efforts and challenges because they believe that they cannot do it. They try to find excuses and blame the others, the circumstances when they fail in achieving a given goal without being able to take the responsibility of their own results.
- They do not have specific goals, they usually talk in general about what they want to achieve since their goals are unclear. They also find a difficulty to communicate with the others.
- They feel insecure and tend to build a negative and destructive relationship with peoples who have the same behavior which increases their lack of self-confidence.

2.4 The impact of Self-confidence on Motivation and Autonomy

Self-confidence is very important factor that ensure the success of learning. It helps learners to believe in their abilities which enable them to engage in learning process strongly and confidently and to achieve their goals. Self-confidence has a strong impact on motivation and autonomy; on one hand, it improves learner's motivation to succeed. On the other hand, it helps them to be autonomous and responsible for their learning.

2.4.1 Motivation

Motivation is a key factor in the success of foreign language learning. Generally, it refers to the students' desire toward learning a foreign language, it makes students more able and enthusiastic to be involved in such a task in classroom to participate, share thoughts and ideas to learn more. This will help in decreasing the level of anxiety, fear, and boredom in classroom and facilitate the learning process.

According to Dörnyei and Ottó(1998), motivation is “ the dynamically changing cumulative arousal in a person that initiate, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised, and (successfully or unsuccessfully) acted out”.(p.65). Maehr and Mayer (1997) defined it as “motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior”. (as cited in Brophy, 2004 , p.03). Another more specific definition was given by Dörnyei (2001), he said: “what I mean is that „motivation“ is an abstract,

hypothetical concept that we use to explain why people think and behave as they do”.
(p.01).

Concerning student’s motivation, Barry (2008) said, “Motivation is an emotional reaction in which the learner sees a benefit, reward, or the potential for a positive reward in task” (as cited in Kibry and McDonald, 2009, p.05), it means that motivation is something abstract such as: emotion, behavior that pushes the students to show their desires or willingness to act, participate and engage in the lesson or activity in classroom.

There are two different types of motivation:

Intrinsic motivation: this type refers to the student’s internal stimuli, it means that the student is stimulating by an internal factor or inner desire to do something and perform in such a way, for example: the curiosity to learn more about the English language, the failure in such a task. Brophy (2004) defined it as “Intrinsic motivation refers primarily to affective experience_ enjoyment of the processes involved in engaging in an activity” (p.15). This kind of motivation requires the students to have a high degree of self-esteem which is the responsibility of the teacher as Oelmüller(2006) stated” Intrinsic motivation demands a high degree of self-esteem on part of the student, it should be one of the main tasks of every teacher to support the development of personal value in every student”(p.09).

Extrinsic motivation: the student’s desire is related or stimulated by external factors such as: learning English to get a job. Usually, students’ response to extrinsic motivation is temporary related to the achievement of the intended goal; it means that the motivation will disappear when the student’s goal is achieved. This point clarified by Oelmüller (2006) who asserted that this kind of motivation achieves only a short term results.(p.07).

Students with high self-confidence are more motivated to learn the English language since they believe in themselves, they believe that they can learn and produce the foreign language. Cummings says, “Once we believe in ourselves, we can risk curiosity, wonder, spontaneous delight, or any experience that reveals the human spirit” (nd,p.x).

2.4.2 Autonomy

The term „Autonomy“ defined by Cobuild (1995,p.38) as, “the ability to make your own decision about what to do rather than being influenced by someone else or told what to do”. Students“ autonomy refers to their feeling of responsibility and independence or “the ability to take charge of one“s learning” (Holec, 1979). It means that learners depend on themselves, they are independent from the teacher, they have the ability to make decisions concerning their learning such as: determining the objectives, choosing the appropriate techniques, collecting the required information and so on, whereas the teacher“s role is to guide, direct, and facilitate the learning process. Smith and Palfreyman(2003) stated “Independence from teacher is often taken as an observable sign of autonomy, indeed the term“independence“ is often used as a synonym for autonomy”(p.04)

Littlwood(1996) in his model of autonomy described the different factors that may create an autonomous learner in which self-confidence is concerned. Self-confident learners are expected to be more autonomous in their learning, their beliefs in their own capacities help them to act independently without need for help from the teacher.

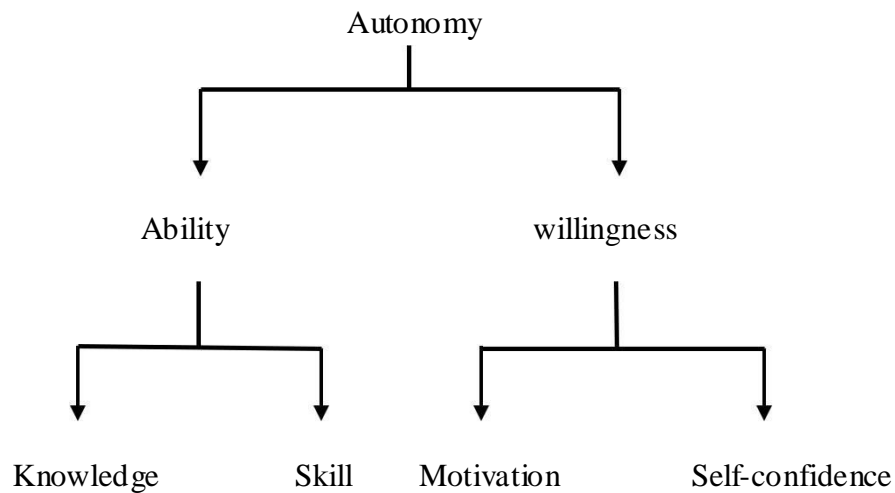


Figure 2.1 Little wood Model of Autonomy (1996, p.428)

To sum up, self-confidence effects both motivation and autonomy which are important for the success of foreign language learning. Dembo(2000) stated “ successful learners use specific beliefs and processes to motivate and control their own behavior”(p.25).

2.5 The intervention between Self-confidence, Self efficacy, and self esteem

2.5.1 Self- efficacy:

Self-efficacy is interconnected with self-confidence and has some common characteristics and beliefs with it. The concept „self-efficacy“ defined by many scholars, Adalikwu(2012) defined it as “self-efficacy is an individual’s evaluation of their own ability to be successful in attaining as specific goal”(p.07). Another definition suggested by Richard and Schmidt(2010) about self-efficacy “ a persons“ belief in their own capabilities and their ability to attain specific goals”(p.517). Bandura(1995) stated that “self-efficacy is a context-related judgment of personal ability to organize and execute a course of action to attain a designated levels of performance”(p.218). He stated that

being optimistic and trust in the own efficacy has great effect on human accomplishment; it reduces stress and decreases the exposure to depression. Since people have high self-efficacy, they will be able to deal with difficult tasks as challenges to accomplish specific goals. (Pp.71-81)

Students with high level of self-efficacy are expected to participate easily, work harder, never give up and persist when they face difficulties which they consider them as challenges to achieve the intended goal, unlike those who doubt their abilities. (Bandura, 1995).

Concerning the relationship between self-confidence and self-efficacy, self-confidence is a wide term to describe the students' beliefs in their abilities in general (in all the tasks) while self-efficacy is considered as a part of it(p.14) Lland (2013) clarified that self-confidence contains a set of features that are related to oneself's belief and faith whereas self-efficacy is a part of it.(p.14).Students' self-efficacy can indicate to what extent they are confident in performing a specific tasks, if the students believe in their abilities to perform such a task this does not mean that they have the same believe in other tasks; in another words, the high self-efficacy in one task may be low in other tasks. For example: one student may show high self-efficacy in learning English as a foreign language and low self-efficacy in Mathematics.

2.5.2 Self-esteem

Self-esteem is one of the crucial factors in the learning process which ensure the success of the academic achievement.

Richard and Schmidt(2010) defined it as "a person judgement of their own worth or value, based on a feeling of „efficacy“, a sense of interacting effectively with ones' own environment" (p.517). Also, Lawrence (2006) said that "self-esteem is an attitude

towards oneself” (p.67). In addition, Wong (2009) stated that “self-esteem is the perception you have of yourself as a human being”(p.134). In short, self-esteem is the appreciation of oneself with its own character, skills, and capacities; it is how a person feels about his/herself as a unique individual and the ability to respect it. In behaving so, students will be able to make decisions regardless the other’s opinion, they will participate in and enjoy performing activities, they will believe in their abilities, and other benefits. Whereas, low self-esteem may have a negative impact, it may prevent the student’s success in foreign language learning. Cloutte (1997) supported this point, he said “if you have low self-esteem these beliefs will often be negative. You may focus on what you feel are your weaknesses, and mistakes that you have made” (p.02). Students with low self-esteem have a poor self-image about themselves which will hinder their success and they avoid asking for help from others as stated by Rubio (2007) “students may avoid taking the necessary risks to acquire communicative competence in the target language because they may feel deeply insecure and even drop out of the class” (p.07) .

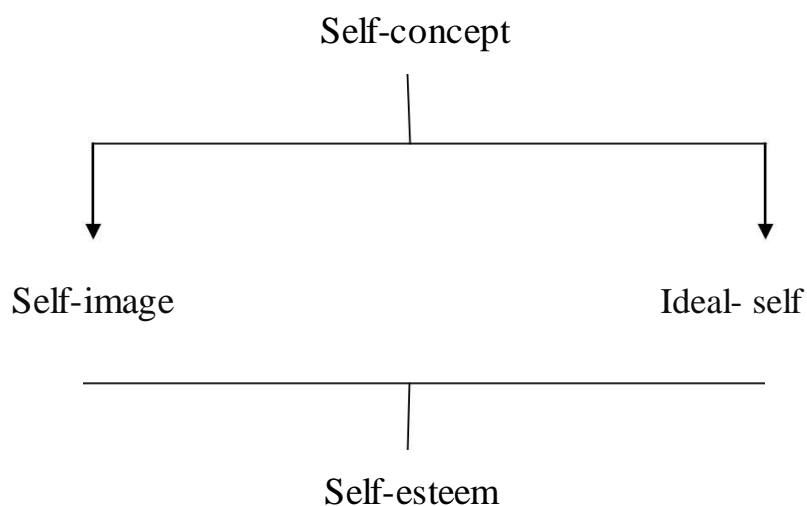


Figure 2.2. Self-concept as an umbrella term (Lawrence, 2006, p.3).

Self-concept is the factor that contributes in developing self-esteem as Lawrence (2006) stated “the self-concept is the individual’s awareness of his/her own self” (p.2) The teacher takes a significant role in building students’ self-concept. Kirsy and McDonald (2009) argued that “Encouraging students to pursue their interests or talents increases empowerment and confidence, and taking the time to recognize young people for their efforts and accomplishments contributes to building a strong self-concept” (p.75).

Lawrence (2006) presented self-esteem as an umbrella which includes two concepts: „self-image“ and „ideal-self“. Self-image is how students see themselves; if the students are interested in their self-image, they will start thinking about ideal-self (how they want to be). This means that self-esteem includes how students see themselves and how they hope to be. Lawrence viewed that “self-esteem is the individual’s evaluation of the discrepancy between self-image and ideal-self” (p.5)

To sum up, self-esteem and self-confidence are used interchangeably as Lland (2013) said “Perhaps the word that is most commonly interchanged with self-confidence is self-esteem” (p.12). But, in fact, they are two different terms. To illustrate this difference, Lland compared “To simply put it, self-esteem is your view about you or your internal rating of yourself. On the other hand, confidence is how much faith you have on yourself and the degree which you trust yourself” (p.13). This means that self-esteem refers to how student evaluate his/herself whereas self-confidence is the student’s belief in his/her abilities.

2.6 The teacher's role in developing students' self-confidence

What is demanded from the teachers is not just transferring the information to the students, the role of them is more than that, they should be able to know the students' needs and know how to create an appropriate atmosphere in the classroom in order to make the students feel comfortable, enjoy the learning process, be able to engage in the tasks and be creative. Since teachers are considered as a key factor in building the students' confidence, they should know how to deal with them appropriately and how to motivate them to take part and participate in classroom. In doing so, students will feel more comfortable, self-confident, and motivated to learn more. Cole et al (2007) stated, "confidence and competence go hand in hand and increasing your learners' confidence will help them to develop their skill" (p.12).

Teachers should use some techniques to improve their students' self-confidence:

2.6.1 The use of praise: Teachers provide their students with praises in classroom in order to maintain the students' motivation and beliefs in their abilities. Praise refers to the teacher's positive comments, remarks and evaluation that directed to the students which may encourage and motivate them by using some expressions such as: „Well done“, „Good“ and other experiences as suggested by Knight and Lee (2008) “ „good“, „nice job“, and „thanks“ are all examples of unlabeled praises that instructors may give to students” (p.38). Praises have a great effect on students' performance, when the teacher uses some expression that show his/her appreciation during students' performance, this will motivate them and improve their self-confidence.

2.6.2 Teachers' care and positive help

According to Kyriacou (1995) “In your interaction with pupils, the two areas that probably have the greatest effect are how you treat pupils' errors and the extent to

which you take a personal interest in their progress” (p.73) From this quotation, the importance of teachers’ care and positive help is clear. Effective teachers show their care about their students since they know the great effect of caring in building a good relationship with students which will reduce the level of anxiety and improve their self-confidence. Strong (2007, p. 100) says:

The effective teachers seek to understand the challenges facing their students by inquiring as to their well-being – either that caring is evidenced in a simple phone call when a child has missed a few days or a congratulatory note when a child has made an accomplishment.

Stronge (2007, p.23) mentioned that teachers can show their care through: listening, understanding, nurturing, knowing the students as an individuals, gentleness, warmth and encouragement.

2.6.3 Treats students with fairness and respect

It important for the teachers to act in classroom in credible, fair, and respect way because students may lose their self-confidence when they feel that they are neglected and not respected by their teacher which will lead them to avoid the participation.

Scrivener (2012) said that “being supportive is perhaps the crucial foundation stone to everything you do in class. If students feel valued and respected, this will result in good rapport” (p.120)

To conclude, teachers have a great role in building and enhancing their students’ self-confidence. According to Al – Habaich (2012), the language teachers have to be aware about their students’ self-confidence and to work on developing it by creating a safe, comfortable, and supportive atmosphere, highlighting their fears and show how to deal with them, supporting their positive thinking and trying to correct their negative

ideas and beliefs. In doing so, students will be motivated confident to participate using English as foreign language without fear.(as cited in Dr. Abdallah and Dr. Ahmed, 2015, p. 1095).

Conclusion

One of the important factors that ensures the success of EFL learning is self-confidence. This personal factor has been defined by many scholars as the students' beliefs in their abilities to engage in different tasks and achieve their goals. In addition, having a high self-confidence is very important since it facilitates the learning process and pushes the students to take part in different tasks. High and low self-confident students are too different from each other in their performance and abilities to achieve their goals where we find the first category (high self-confident students) are more motivated and have the desire to participate in the classroom and express their ideas to achieve a specific goals. Whereas, the low self-confident student tend to fail in their learning and in achieving their goals. Moreover, self-confidence has a strong effect on both: motivation and autonomy and they are closely related. At the end, we can say that in the EFL classroom the teachers play the most important role in creating high self-confident students.

Chapter three:Field Work and Data

Analysis

Introduction

3.1 Research design and methodology

3.1.1 Choice of the method

3.1.2 Sample of the study

3.1.3 Data gathering tools

3.2 Students' Questionnaire

3.2.1 Aim of the Students' Questionnaire

3.2.2 Description of Students' Questionnaire

3.2.3 Analysis of the Results

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3.3 Teachers' Questionnaire

3.3.1 Aim of the Teachers' Questionnaire

3.3.2 Description of the Teachers' Questionnaire

3.3.3 Analysis of the Results

3.3.4 Interpretation of the Results

Conclusion

Introduction

This chapter represents the field work of the study which is designed to investigate not only if the EFL learners at Biskra University are interested to interact inside the classroom with their teacher in order to develop their self-confidence which facilitate and ensure their learning, but also if teachers of English are interacting with their students to help them to improve their self-confidence. This chapter represents firstly a description of teachers' and students' questionnaire by mentioning their design and methodology, the sample of the study, and the data gathering tools. In addition, it contains the analysis and interpretation of the results gained from teachers' and students' questionnaire.

3.1 Research design and methodology

3.1.1 Sample of the study

The case study of our research is Third year LMD students of English at Biskra University since they are the category that expected to interact more with the teachers and they are aware of the role of self-confidence in learning English as foreign language. We choosed randomly, to be objective, (80) students as a sample from the whole population () because it is impossible to deal with the huge number of students since we are limited by the time. Our sample includes both: males and females, they took at around 20 minutes to answer the questions at the end of the lecture, they did

not ask for explanation since they are considered as an advanced EFL learners, they provided us with their opinion concerning our research unless the part of justification of the answers and suggestions where we found the majority of them neglected it.

In addition, we asked 6 teachers of English of different modules at Biskra University to collaborate with us by answering the questionnaire to show how much they are interested to interact with their students to remove all the barriers that may cause a low self-confidence.

We did not focus on specific module since teacher-student interaction is an essential and important part of all the English modules at the university.

3.1.2 Data gathering tools

To fulfill the aim of the current study which is investigating the effect of teacher-student interaction in developing EFL learners self-confidence and how much students and teachers of English are interested to interact with each other inside the classroom to improve the level of students' self-confidence we used as a data gathering tool „the questionnaire“ which directed to both teachers and students of English.

The questionnaire includes a set of clear questions about our topic in order to not make the participants confuse when they try to express their opinion towards the topic.

3.2 Students' Questionnaire

3.2.1 Description of the Students' Questionnaire :

Students' questionnaire has been directed to eighty (80) Third year students of English at Biskra University through which we asked them to tick the appropriate answer from a multiple choices. It is composed of three (03) sections; each section contains a number of questions which are mixed between closed questions that require yes/no answer and open questions that give the students a space to express their points of view and the justifications of their choices.

The first section dealt with Background Information, it includes (07) questions such as: sex, age that aim to gather personal information about the students.

The second section was about the dependent variable which is "EFL students' self-confidence", it contains (08) questions that aim to show the students' level of self-confidence and what may increase their self-confidence in which teacher-student interaction factor is concerned.

The third and the last section includes (12) questions all about the teacher-students interaction, how the students perceive the interaction with their teacher, and if this method used by the teacher can improve their self-confidence.

We added the section of suggestions to give the students a free space to provide us with any other points of view and suggestions about our topic

3.2.2 The Aim of the Students' Questionnaire

The current questionnaire has been managed for Third year students of English to test the hypothesis of this study that says: if the teacher interacts with his/her students, this will enhance their level of self-confidence in EFL learning. Through this questionnaire, we will know the nature of the relationship between EFL students and

teachers at Biskra University, if they interact with each other, the students' level of self-confidence and the effect of this interaction on it.

3.2.3 The administration of the students' questionnaire

The students' questionnaire was distributed on 18 April 2017 at the last twenty minutes of a Didactic's session. It was addressed to 80 third year LMD students at the department of foreign languages, Division of English, at Biskra university. All the participants handed back the questionnaire when they have finished answering it.

3.2.4 Analysis of the Results

Section One: Background Information

Question 01: Sex

Option	Participant	Percentage
Male	13	16.25 %
Female	67	83.75 %
Total	80	100 %

Table 3.1. The students' Sex

From the table above we notice that the majority of the students are females (83.75 %) whereas only 16.25 % from the whole sample are males.

Question 02: How was your choice to study English?

Option	Participant	Percentage
Optional	65	81.25 %
Imposed	15	18.75 %
Total	80	100 %

Table 3.2. Students' choice of studying English

The table above shows that (81.25%) which equal 65 students choosed to study English in the university by their own desire without any kind of obligation. However, only 18.75% says that they were obliged to choose English for some reasons.

Question 03: How would you evaluate your level in English?

option	participant	Percentage
Good	26	32.5 %
Average	52	65 %
Bad	2	2.5 %
total	80	100 %

Table 3.3. Students' evaluation of their levels in English

From this result we observe that the students' levels in English are different from one to another, we found 65 % from the whole sample believe that they have an average level, 32.5 % say that their level is good. Whereas, only 02 students say that they have a bad level.

Question 04: How do you prefer to learn English?

Option	Participant	Percentage
Teacher-student interaction	59	73.75 %
Student-student interaction	6	7.5 %
Websites and internet	15	18.75 %
Total	80	100 %

Table 3.4. Students' preferable way to learn English

The students' answers about the way they prefer to learn English show that the teacher-student interaction is the most preferable way for 73.75 % of the students to learn English. 18.75 % say that they prefer to use Internet and websites to learn English. Whereas, only 06 students who prefer learning English through peers interaction "student-student interaction".

Question 05: what is your goal behind learning English?

Option	Participant	Percentage
To communicate with native English language speakers	17	21.25 %
To learn more about English language	19	23.75 %
To get a job as a teacher of English	44	55 %
Total	80	100 %

Table 3.5. Students' goal behind learning English

Concerning the students' goal that pushes them to learn English, we asked them and the results were as follow: 44 students which mean 55% have the aim of being a teacher of English in the future, 23.75% of the students said that they learn English to

develop their level and know more about it. However, 17 students have the desire to communicate with native English language speakers which pushes them to learn English.

Question 06: are you interested to improve your level in English?

Option	Participant	Percentage
Yes	74	92.5%
No	6	7.5%
Total	80	100%

Table 3.6. Students' desire to improve their levels in English

We asked our students' sample about their desire to improve their levels in English and we found that, as the table (3.6) shows, the majority of them (74 students) are interested and they want to reach high levels in mastering the English language. Whereas, there was 06 students who do not care and it is not important for them to develop their levels in English.

Section two: EFL students' self-confidence

Question 01: Do you think that you are an EFL self-confident student?

Options	Participants	Percentage
Yes	51	63.75%
No	29	36.25%
Total	80	100%

Table 3.7. Students' opinion about their levels of self-confidence

From the results obtained, we observe that more than half of the students (63.75%) consider themselves as self-confident students when they try to participate in the classroom to express their thoughts and ideas using English foreign language and about 36.25% said that they are not self-confident students.

Question 02: what is the barrier that you face when you participate in classroom?

Option	Participant	Percentage
Fear	18	22.5%
Anxiety	10	12.5%
Shyness	19	23.75%
Lack of vocabulary	33	41.25%
Total	80	100%

Table 3.8. Students' barriers in the classroom

The table above shows the different problems that may face the EFL students when they try to participate in the classroom using the English language which create a low self-confidence. We notice that 41.25% of the students have the problem of lack of vocabulary which prevents them to find the suitable words to express their ideas. We get a close results concerning "fear" and "shyness", 19 students are suffering from shyness and 18 students have the problem of fear when they try to participate. Whereas, 12.5% choosed "anxiety" about how their performance will be and received by their audience (teacher and peers) as their main problem.

Question 03: what is the factor that may improve your self-confidence?

Option	Participant	Percentage
Good relationship with the teacher	25	31.25%
The effective interaction with the teacher	25	31.25%
The desire to learn English	30	37.5%
Total	80	100%

Table 3.9. Students' opinion about the factors that improve their self-confidence

We asked the students about the main factor that may improve their self-confidence and the results were close. (37.5%) of the students said that their strong desire to learn English is the main factor that makes them more self-confident. Whereas, the students with an equal percentage (31.25% for each factor) consider the good relationship with the teacher and the effective interaction with him as their main factor to improve their self-confidence.

Question 04: Are you interested to improve your level of self-confidence?

Option	Participant	Percentage
Yes	74	92.5%
No	6	7.5%
Total	80	100%

Table 3.10. Students' interest to improve their self-confidence

From the table above we found that the majority of the Third year students (92.5%) have the desire to be high self-confident EFL learners which will facilitate their learning. Whereas, only 7.5% do not give important to develop their levels of self-confidence.

The second part of the question dealt with the students' justification of their answers. Although the students' explanations were different but they meet in the same point, they said that being a self-confident student will help them to participate and communicate using the English language which lead to be a competent English language speaker, they also believe that the high self-confidence remove all the barriers that prevent a successful learning such as: fear and anxiety.

Question 05: Do you think that there is a positive correlation between the learner's level of self-confidence and the success in EFL learning?

Option	Participant	Percentage
Yes	71	88.75%
No	8	11.25%
Total	80	100%

Table 3.11. Students' opinion about the correlation between self-confidence and the success in EFL learning

From the answers of the participants we found that 88.75% of them they think that the good level of self- confidence lead to the success in learning the foreign languages in general and only 11.25% do not believe in this correlation.

Some of the students who believe in this correlation justify their answers by saying that the high self-confidence gives the students a chance to learn more and decrease the negative effect of committing mistakes. Whereas, only one student from those who deny this correlation justified his/her answer by saying that self-confidence has nothing to do with success which is related only to our desires and interests to succeed in the foreign language learning.

Question 06: What do you suggest for EFL teachers to improve the students' self-confidence level?

Option	Participant	Percentage
Build strong relationship with them	27	33.75%
Interact with them	35	43.75%
Remove the barriers that face them	18	22.5%
Total	80	100%

Table 3.12. Students' opinion about the teachers' ways to develop the students' self-confidence

Through this question we can notice how much the EFL students need to interact with their teacher where we found 43.75% claimed that the main role of the teachers to develop their students' self-confidence is to interact with them, 33.75% think that the good relationship between the teacher and his/her students can increase their self-confidence. Whereas, the rest of the students who represent 22.5% believe that when the teacher starts to remove the barriers that face the students, he will help in developing their self-confidence

Section Three: Teacher-Student Interaction

Question 01: what do you think about the importance of the interaction with your teacher?

Option	Participant	Percentage
Important	74	92.5%
Not important	6	7.5%
Total	80	100%

Table 3.13. Students' opinion about the importance of interaction

When we asked the students about the importance of their interaction with the teacher, the majority of them (92.5%) said that it is important to interact with their teachers inside the classroom whereas only (7.5%) think that it is not important for them to interact with the teacher.

Question 02: Does your teacher give you a chance to participate in the classroom?

Option	Participant	Percentage
Always	27	33.75%
Sometimes	45	56.25%
Rarely	5	6.25%
Never	3	3.75%
Total	80	100%

Table 3.14. Students' participation in classroom

The table above shows how much the students are taking part in the classroom and participate. From this results, we found (56.25%) of the whole sample say that their teacher sometimes gives them the chance to participate. (33.75%) said that they always take part in the classroom. (6.25%) said rarely whereas only (3.75%) said that the teacher never gives them the chance to participate and he is in charge of everything in classroom.

Question 03: what do you feel when you are interacting with your teacher?

Option	Participant	Percentage
Comfortable and able to speak	42	52.5%
Shy and afraid of committing mistakes	38	47.5%
Total	80	100%

Table 3.15. Students' feelings during the interaction with their teacher

To know the students' feelings when they are interacting in the classroom we asked this question. (52.5%) said that they feel comfortable, no stress and they find themselves able to speak and express their ideas to the whole class. However, the rest of the students (47.5%) feel shy and afraid of committing mistakes.

Question 04: what do you do when you do not agree with the teacher about a point of view?

Option	Participant	Percentage
You try to discuss with him your point of view	31	38.75%
You just listen to him	43	53.75%
No answer	6	7.5%
Total	80	100%

Table 3.16. Students' behaviour towards the teacher's point of view

The results above show the students' behavior when they did not agree with the teacher's opinion. (53.75%) said that they do not discuss with the teacher their points of view and they just listen to him, may be because they are not able to participate and express their ideas. However, (38.75%) said that they try to explain their point of view and discuss it with their teacher to convince him.

Question 05: what is the teacher's behavior towards your interaction?

Option	Participant	Percentage
Give you time to talk	64	57.5%
Interrupt you	15	18.75%
No answer	1	1.25%
Total	80	100%

Table 3.17. Teacher's behavior towards student's interaction

In this question, we asked the students about how their teacher's behaviors when they are talking. The majority of the students (57.5%) said that their teacher respect and give them time to express their ideas. Whereas, (18.75%) said that their teacher does not give them time to talk and interrupts them and only one student (1.25%) did not provide us with his answer may be because he/she did not participate in the classroom at all.

Question 06: To what extent is important to have a good relationship with the teacher to the classroom interaction?

Option	Participant	Percentage
Very important	50	62.5%
Important	21	26.25%
Some what	6	7.5%
Not important	2	2.5%
No answer	1	1.25%
Total	80	100%

Table 3.18. Students' opinions about the role of good relationship with the teacher to classroom interaction

We asked this questionnaire to show the importance of building a good relationship between the teacher and students to their interaction in the classroom. The results above show how much the students are interested to have a good relationship with their teachers to help them to interact easily (62.5%) confirmed that it is very important, (26.25%) said that it is important, (7.5%) see that it is somewhat important and only (2.5%) considered it not important for their interaction with the teacher. One student (1.25%) did not answer this question may be he/she did not have any idea concerning this point.

Question 07: In EFL classroom, giving feedback to the students is:

Option	Participant	Percentage
Important	79	98.75%
Not important	0	0
No answer	1	1.25%
Total	80	100%

Table 3.19. Students' opinion about the importance of feedback

From this question, we notice how much the students are in need to get feedback from their teacher concerning their performance; we found that the majority of the students (98.75%) said that it is important. However, no one (0%) choosed the choice “not important” and 1 student did not answer.

Question 08: Teacher’s positive feedback such as: praise and compliment can improve the learning level?

Option	Participant	Percentage
Yes	72	90%
No	3	3.75%
No answer	5	6.25%
Total	80	100%

Table 3.20 Students’ opinion about the role of teacher’s positive feedback in improving the learning level

Through this question, we found that the majority of the students (90%) confirm their need to get the feedback from their teacher regarding their performance in order to be motivated which leads them to improve their learning level. However, a little percentage of the students (3.75%) do not think that it is important for them to receive the teacher’s feedback and (6.25%) neglected this question may be because they do not have any idea.

Question 09: What is your feeling towards the teacher's negative/corrective feedback?

Option	Participant	Percentage
Push you to develop your level	46	57.5%
Give you a sense of frustration and failure	16	20%
You feel uncomfortable	15	18.75%
No answer	3	3.75%
Total	80	100%

Table 3.21. Students' feelings towards the teacher's negative feedback

Since it is important to know the students' feelings when they fail in their performance and receive a corrective feedback from their teacher we asked this question and the results were as follow: more than half of the students (57.5%) said that this kind of feedback pushes and motivates them to correct their mistakes which will develop their levels, (20%) of the students said that this type of feedback makes them feel frustrated and fail in their learning, (18.75%) they feel uncomfortable in the classroom and(3.75%) did not give us their feeling.

Question 10: Does your teacher provide you with comprehensible input to make you understand his speech?

Option	Participant	Percentage
Always	27	33.75%
Sometimes	44	55%
Rarely	5	6.25%
Never	2	2.5%
No answer	2	2.5%
Total	80	100%

Table 3.22. Students' opinion about The teacher's use of input

From the table above we notice that (55%) of the students said that their teacher sometimes gives them a comprehensible input and explanations to make them understand his speech, (33.75%) said that they always receive the comprehensible input, (6.25%) said “rarely”, (2.5%) said “never” and (2.5%) neglected this question may be they did not understand it.

Question 11: Do you think that the comprehensible input can increase the teacher-student interaction?

Option	Participant	Percentage
Agree	70	87.5%
Disagree	7	8.75%
No answer	3	3.75%
Total	80	100%

Table 3.23. Students’ opinion about the role of comprehensible input in increasing the teacher-student interaction

We designed this question to show the role of the comprehensible input that provided by the teacher to the students in increasing the level of interaction between them. From the table above, we found that most of the students (87.5%) were agree that being provided with comprehensible input by the teacher can increase the level of interaction between them, (8.75%) were not agree with that ; whereas, (3.75%) did not answer this question.

Question 12: do you think that the teacher-student interaction can improve the student's self-confidence?

Option	Participant	Percentage
Yes	70	87.5%
No	10	12.5%
Total	80	100%

Table 3.24. Students' opinion about the role of teacher-student interaction in developing the students' self-confidence

In the last question in this section, we asked the student about their opinion concerning the role of teacher-student interaction in developing their level of self-confidence. From the table above we found the majority of the students (87.5%) confirm the role of teacher-student interaction in improving their self-confidence. However, 12.5% do not think that teacher-students interaction can develop their self-confidence.

(37) Students from those who confirmed the importance of teacher-student interaction in developing their self-confidence gave us some justifications and explanations to strengthen their points of view. They said that when the students interact with their teacher, he will encourage, support, and motivate them and the latter comes to increase their self confidence. Other students argued that it is the role of feedback that is given by the teacher during the interaction with his/her students which improve their self-confidence. Another explanation was: this interaction makes the fear and anxiety disappears and it is the role of the teacher to do that. Some students said that teacher-student interaction creates the appropriate atmosphere for the students to participate freely and feel confident in the classroom.

3.2.5 Interpretation of the results

The results obtained from the students' questionnaire enable us to get a clear idea about the students' opinion towards the role of teacher-student interaction in developing their self-confidence. We found that the majority of third year students of English are females because they are more interested in studying English than males. The results showed us that the majority of the students are interested to improve their level in English, this reason pushed them to study English for their own desire in order to fulfill their goals which is get a job as a teacher of English in the future. Most of the participants consider their level as average and show their desire to improve it through their preferable way which is "teacher-students interaction" since the teacher is considered as the most knowledgeable and the source of information.

Concerning the students' level of self-confidence, the students think that they are EFL self-confident students and able to participate, speak and interact inside the classroom, but there are some difficulties and barriers that face them during their interaction, the majority of the students argued that the lack of vocabulary is the main factor that they face in addition to fear of making mistakes, anxiety, and shyness. They see that their desire to learn English is the main factor that helps them to be self-confident without neglecting the good relationship and the effective interaction with their teacher which they considered as so important also. Most of the students expressed their desire to improve their level of self-confidence since they know its importance which helps them to participate inside the classroom freely and lead them to be competent English language speakers. Moreover, they believe that high self-confidence helps them to exceed the barriers that may prevent their learning such as: fear and anxiety. In addition, the students confirmed the role of self-confidence in

ensuring their success in EFL learning and explained it by saying that self-confidence pushes them to work hard and learn more which lead them to succeed in their learning.

Through section three, we found that most of the students confirmed the importance of teacher-student interaction which pushes them to participate and take part in the classroom freely and in comfortable mood because the teacher respects and gives them time to express themselves, their ideas and points of view without interrupting them in order to support, motivate, and encourage them. They argued that creating a good relationship with the teacher is very important to ensure an effective and fruitful interaction because it decreases the fear and anxiety and provides the appropriate atmosphere for students to speak and interact with their teacher. All the students expressed their need to receive the teacher's feedback to evaluate their performance and know their weakness and strength's points; they confirmed the role of not only positive feedback such as: praise in developing the students' level, but also the negative feedback that, according to them, plays the role of pushing them to correct their mistakes and develop their levels. The students said that their teacher provides them with comprehensible input from time to time in order to make them understand his speech which will increase their interaction with the teacher because when the students understand what the teacher said, they can response, interact, and discuss with him some points of view.

Most of the sample agreed that when the teacher interacts with the students, this will give them the opportunity to speak, participate and examine their language and knowledge and as a result their level of self-confidence will be increased.

3.3 Teacher's questionnaire

3.3.1 Description of the teacher's questionnaire

Teacher's questionnaire was distributed to five teachers of English who teach different modules in the University of Mohammed Khider Biskra. It contains three sections. The first section dealt with general information which includes two questions aiming at gathering personal information about teachers about their qualifications and teaching experiences.

The second section consists of six questions about the EFL students' self-confidence, how the teachers receive their levels, how they act to develop it and other questions in order to get an idea about the teachers' attitude towards EFL students' self-confidence.

The last section that dealt with teacher-student interaction contains ten questions directed to the teachers to know if they are interested to interact with their students, how they interact with them, and in doing so what are the results.

3.3.2 Administration of Teachers' Questionnaire

To get a clear idea about the effect of teacher-student interaction in developing the EFL students' self-confidence we intended to design the teachers' questionnaire since it is the most appropriate tool to collect a qualitative data.

The current questionnaire was directed to five third year teachers of English at Mohammed Khider University of Biskra. The majority of the teachers (four teachers) took many days to provide us with their answers and only one teachers gave us her answer immediately.

3.3.3 Aim of the Teachers' Questionnaire

The teachers' questionnaire is designed to get a clear idea about the teachers' attitudes toward the issue of teacher-student interaction and its effects on EFL students' self-confidence. Through this questionnaire we aim to know how much the teachers of English at Biskra University are interested to interact with their students, how they are interacting with them, and to what extent they are interested to improve their level of self-confidence.

3.3.4 Analysis of the Results

Section one: background information

Question 01: Teachers' qualifications

Option	Participant	Percentage
Licence	0	0%
Master	0	0%
Magister	3	60%
PhD	2	40%
Total	5	100%

Table 3.25. Teachers' qualification

From the results above we notice that (02) teachers have PhD and (03) teachers have the Magister which means that all the teachers are qualified to teach English in the University.

Question 02: How many years do you teach English?

Option	Participant	Percentage
[1-5]	1	20%
]5-10]	1	20%
]10-15]	3	60%
Total	5	100%

Table 3.26. Teachers' experiences in teaching English

Through this question we confirmed that the teachers are enough experienced in teaching English as foreign language. One teacher said that he/she teaches English between [1-5] years, one teacher has the experience between]5-10] and three teachers said that they teach English between]10-15].

Section two: EFL students' self-confidence

Question 01: Do you consider the students' self-confidence as an important factor in EFL learning?

Option	Participant	percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table 3.27. Teachers' opinion about the importance of students' self-confidence in EFL learning

From the results above, all the teachers (100%) agreed that self-confidence factor is important for the success in EFL learning. (03) teachers provided us with some justifications, they said that self-confidence motivates the learners to interact and perform well, it is considered as the internal drive that faster learning and helps them to achieve the learning goals.

Question 02: Do you think that the students' failure and success in EFL learning is related to their levels of self-confidence?

Teacher 1: It could be just one reason, but not the only one.

Teacher 2: Not necessarily.

Teacher 3: Yes, I do believe.

Teacher 4: Somehow.

Teacher 5: Sometimes, it can be one factor but not the only one.

The results above showed clearly the teachers' opinion concerning this question. One teacher believed that the students' failure and success is related to their level of self-confidence, one teacher said that it is not necessarily, one teacher said "somehow" and two teachers believe that it can be one reason but not the only one.

Question 03: As a teacher of English, how do you behave to develop the students' self-confidence?

Teacher 1: I try to encourage, guide, motivate, and supervise their progress.

Teacher 2: I generally advise them to believe in their abilities and consider their weaknesses as the starting point towards success.

Teacher 3: I treat students respectfully and friendly without threatening them. I use eye-contact, praise them, smile and motivate them.

Teacher 4: set a non-threatening learning environment i.e: friendly setting. I welcome and encourage everybody to participate and be an active member in classroom.

Teacher 5: I try to encourage them.

From the answers above, we notice that the teachers play a vital role to enhance the students' self-confidence; each teacher has his own way in doing that but they all meet in the same point which is they try to encourage, motivate, advice, and treat the students without threatening them to create the suitable learning environment for the students.

Question 04: What is the main psychological barrier that may affect the students' self-confidence?

Option	Participant	Percentage
Fear	2	40%
Anxiety	1	20%
Shyness	2	40%
Total	5	100%

Table 3.28. Teachers' opinion about the main psychological barrier that may affect the students' self-confidence

From this table, we notice that teachers with the same percentage chose fear and shyness as the main psychological obstacle that may affect the students' self-confidence (40% for each). Whereas, only one teacher (20%) thinks that anxiety is the main barrier that faces the students and affect their level of self-confidence.

Question 05: Do you think that the level of self-confidence may affect the English language learning. How?

Option	Participant	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table 3.29. Teachers' opinion about the effect of self-confidence on English language learning

From the results obtained from this question, all the teachers confirmed that the level of self-confidence affects strongly the English language learning; they argued that it motivates them to participate without fear of committing mistakes and work more to succeed. Only one teacher provided us with the effect of low self-confidence, he/she said that it increases the level of fear and anxiety and the students will be demotivated and fail in achieving their goals.

Section three: Teacher-Student Interaction

Question 01: What is the value of teacher-student interaction in EFL classroom?

Teacher 1: It is very important in class; it motivates students, raises their self-esteem and self-confidence, and involves them in the teaching-learning process.

Teacher 2: It is important

Teacher 3: It is so important

Teacher 4: It develops learners' self-confidence and improves their communicative skills.

Teacher 5: Depends on the teacher, it will be good to get positively personal with some students.

From the responses above, all the teachers confirmed the importance of the teacher-student interaction in motivating the students and raising their self-confidence which will improve their communicative skills.

Question 02: Do you take charge of everything in classroom and consider your students as passive members without giving them chance to participate, getting them involved in the tasks, and interacting with them?

Option	Participant	Percentage
Yes	0	0%
No	5	100%
Total	0	100%

Table 3.30. Teachers' awareness of getting the students involved in the tasks

The answers above show us how much the teachers are aware of getting their students involved in learning process. All the teachers expressed their attempts to not take charge of everything in classroom and give the students chance to participate and be responsible of their own learning. In addition, four teachers mentioned that they failed sometimes because the students refuse to participate.

Question 03: Does your interaction with your students help them to reduce their English mistakes. How?

Teacher 1: Yes. When exchanging ideas and points of view, students make mistakes then correct them by themselves or helped by their teacher who serves as a model/reference for good language use.

Teacher 2: Totally, by correcting them and supporting their answers.

Teacher 3: Sometimes, the teachers' interaction provides the students with some corrections and shows them how teachers pronounce and use some expressions... etc.

Teacher 4: Somehow, depending on their willingness to learn from their mistakes.

Teacher 5: The interaction helps to reduce the level of anxiety but it does not necessarily reduce mistakes.

From the results above, we found (02) teachers see that the interaction with their students helps them to reduce their mistakes since the teacher correct it for them. Another teacher said it happens sometimes when the teacher gives them some corrections. One teacher said that this correction depends on the students desire to learn from their mistakes and the last teacher argued that interaction can reduce the level of anxiety but not necessarily reduce mistakes.

Question 04: To what extent do you think that it is important to provide your students with feedback regarding their performance?

Option	Participant	Percentage
Very important	4	80%
Important	1	20%
Somehow	0	0%
Not important	0	0%
Total	5	100%

Table 3.31. Teachers' opinion about the role of feedback

From the table above, we found that (80%) of the teachers see that it is very important to provide the students with feedback whether they succeed or failed in their performance and (20%) said that it is important. All the teachers argued that feedback is the basic of effective teaching; it helps students to recognize their points of weakness and reinforce their strength.

Question 05: Do you use some expressions such as “good”, “well done” to encourage your students to work more. Why?

Option	Participant	Percentage
Yes	5	100%
No	0	0
Total	5	100%

Table 3.32. Teachers’ awareness of motivating the students

Through this question, all the teachers (100%) expressed their interest to motivate their students using some motivating expressions such as: good, well done and they explain their answers by confirming the importance of these expressions in improving the students’ self-confidence and self-esteem, creating a good relationship between the teacher and his/her students.

Question 06: Do you think that the negative/corrective feedback demotivates the students. How?

Option	Participant	Percentage
Yes	1	20%
No	4	80%
Total	5	100%

Table 3.33. Teachers’ opinion about the effect of negative/corrective feedback

From the table above, we found that the majority of the teachers (80%) see that the negative/corrective feedback is not the factor that demotivates the students because motivation is depend only on the students themselves, it pushes them to recognize their errors and correct them. Whereas, only one teacher (20%) agreed that it can demotivate students.

Question 07: Do you provide your students with comprehensible input to make them understand your speech?

Option	Participant	Percentage
Yes	2	40%
No	0	0%
No answer	3	60%
Total	5	100%

Table 3.34. Teachers' use of comprehensible input

From the results above, we found that 3 teachers (60%) did not answer this question because they found it unclear and the rest of the teachers (02 teachers) said that they do it always to get a comprehensible and clear output.

Question 08: from your experience as a teacher of English, what is the effect of teacher-student interaction in developing the EFL students' self-confidence?

Teacher 1: Interaction reinforces the relationship between the teacher and his/her students. This latter would feel involved, encouraged and motivated to take part in the teaching process. It also raises their self-confidence and decreases their anxiety and fear.

Teacher 2: it is pivotal.

Teacher 3: it is important as it motivates and fasters learning.

Teacher 4: obviously, it affects the students' self-confidence; it may help those students with low self-confidence level to be active learners

Teacher 5: it develops learners' self-confidence.

From the different responses of the teachers, we can conclude that all the teachers confirmed the importance of teacher-student interaction in developing the students' self-confidence since it helps in creating a good relationship between the teacher and the students which leads to motivate and encourage the students, decrease the level of fear and anxiety and faster their learning.

Interpretation of the results:

After analyzing the teachers' questionnaire, we got a clear idea about their attitudes towards the effect of teacher-student interaction in developing the EFL students' self-confidence. First of all, all the teachers that participated in our study are qualified and experienced to teach English as foreign language in the university since they have PhD and Magister and teach English for many years (from 3 to 14 years).

All the teachers consider the students' self-confidence as an important factor in EFL learning since it motivates them to participate without fear but it is not the only responsible factor of the students' success or failure in their learning. Because of the importance of teacher-student interaction, all the teachers expressed their desire to improve it each one with his/her own way by motivating, treating positively, getting them involved in different tasks and other techniques that they think it can help in developing their self-confidence and decrease the level of the psychological barriers such as: fear, anxiety, and shyness.

Concerning the teacher-student interaction, all the teachers argued that this type of interaction is very important, it helps in creating a good relationship and comfortable atmosphere in EFL classroom, this will motivate students to take part and participate in. This importance makes the teachers aware of giving opportunities to the students to participate in classroom and be responsible of their own learning instead of taking charge of everything. About the outcomes of teacher-student interaction, the teachers,

generally, see that their interaction with the students can reduce their English language mistakes because it is a chance for the teachers to correct the students' mistakes.

Through this section, the majority of the teachers confirmed the importance to provide their students with feedback as a kind of evaluation regarding their performance in order to make them recognize their weakness and strength points, all of them said that they tend to use the supportive expressions such as: "good", "well done" to motivate them more and they did not neglect the role of negative/corrective feedback which they think it does not demotivate the students but it pushes them to avoid their mistakes in the future and develop their learning levels. They also showed their interest to give them a comprehensible and clear input to make them understand his/her speech and able to respond to him.

As a conclusion, all the participant teachers confirmed the role of teacher-student interaction in improving the EFL students' self-confidence since this type of interaction creates a comfortable atmosphere which helps them to participate easily, raise their self-confidence, and succeed in their learning.

Conclusion:

The third chapter provided us with a clear idea about the teachers' and students' attitudes and opinions towards the impact of teacher-student interaction in enhancing the EFL students' self-confidence. The results obtained from teachers' and students' questionnaire showed that both of them, teachers and students are aware of interacting with each other inside the classroom to raise the level of the students' self-confidence and ensure a fruitful learning results. In addition, these results revealed that this type of interaction requires the collaboration of teacher and his/her students.

The results obtained from the students' questionnaire showed that students need to interact with their teacher improve their level of self-confidence and practice their English foreign language. In addition, the analysis of the teachers' questionnaire revealed that all the teachers of English consider teacher-student interaction as an important strategy that they should use to create a comfortable atmosphere inside EFL classroom which helps in raising the students' self-confidence. Moreover, through this practical chapter we notice that teacher-student interaction did not depend only on the students participation but also on the teachers' way of using the appropriate and effective teaching strategies that make the students enjoy the participation in classroom and develop their levels of self-confidence.

General Conclusion

Foreign languages in general and the English language in particular becomes an important language that all the students have the desire to acquire it. In fact, the English foreign language students hesitate to communicate using this language especially inside the classroom in order to avoid the embarrassment in front of their teachers and peers, this behavior indicates their low level of self-confidence.

The current study was conducted in the department of English at Biskra University to investigate the effect of teacher-student interaction as a pedagogical strategy in developing the EFL students' self-confidence since it is considered as an essential factor that helps in practicing the foreign language freely.

Through this study we will confirm or reject the hypothesis that when the teachers create the appropriate classroom environment and interact with their students, this will raise the level of their self-confidence and motivate them to participate using the English language.

In addition, our research consists of three chapters; the first chapter concerned with teacher-student interaction, however the second chapter was devoted to the EFL students' self-confidence. Whereas, the third chapter was the practical study of our topic, it includes the analysis of the students and teachers' questionnaire and some suggestion to make them more interested of the importance of the interaction between the teachers and their students.

Along of our study, we confirmed that there is a strong connection between teacher-student interaction and the EFL students' level of self-confidence. Moreover, the results showed that the third year EFL students at Biskra University are aware of

having a chance to participate and interact with their teachers in order to improve their self-confidence when using the English language. Also, the teachers of English confirmed the importance of interacting and getting the students involved in classroom tasks to increase their self-confidence.

Some Pedagogical Recommendation

At the end of this study, we would like to suggest some pedagogical recommendations that will be helpful for teachers and students of English to raise the level of their interaction which lead to improve the students' self-confidence; this later has been considered as an important factor in facilitating and ensuring the success learning process.

Suggestions for learners

Through the results obtained from the students' questionnaire, we found that it is important to provide some suggestions for learners to make them aware of how much teacher-student interaction is a vital factor that helps them to raise the level of their self-confidence and also to high light the role of high self-confidence in ensuring the success of EFL learning.

First, students should be aware of the importance of their interaction with the teacher in EFL classroom that makes them more confident when coming to use this language and decreases the level of fear and anxiety. In addition, students should know that classroom is the most appropriate and comfortable setting to practice the foreign language so that do their best to practice the foreign language inside

classroom. Moreover, students should not neglect the role of believing in their abilities and be confident students that push them to achieve their academic goals.

Suggestions for teachers

Since the teachers have the most essential role inside the EFL classroom interaction, we would like to give some suggestions for teachers of English in order to make them more interested in applying the teacher-student interaction as a strategy to develop the students' self-confidence.

All the teachers of English as a foreign language should create an appropriate, comfortable and safe classroom environment so that the students will feel more secure and confident to practice their language; they also will interact freely and willingly. Also, teachers should know the importance of classroom interaction and give the students a chance to participate and express their ideas in order to not make them feel neglected.

In addition, teachers have to be smart in playing the appropriate role according to the tasks and activities to feed the needs of students and also should know how to treat and evaluate positively the students' performance in order to push them to work more and develop their learning levels.

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Appendix one:

Students' Questionnaire

The Effect of Teacher-Student Interaction in Developing the EFL

Students' Self-Confidence

Dear students,

We are currently conducting a master investigation on the effect of teacher-student interaction in developing the EFL students' self-confidence. We are trying to show how is important for EFL teachers as well as students to communicate and interact with each other inside the classroom in order to enable the students to be more self-confident when using the English language in the real life situation. We would be very thankful if you collaborate in answering this questionnaire to provide us with your opinion about the topic.

Please, answer each question by ticking (√) in the corresponding box(s).

Section One: Background Information

01. Sex:

Male Female

02. Your choice of studying English was:

Optional Imposed

03. How would you evaluate your level in English?

Good Bad Average

04. Do you prefer to learn English through:

- Teacher-learner interaction
- Learner-learner interaction
- Website and Internet

05. Your goal behind learning English is:

- To communicate with native English language speakers
- To learn more about the English language
- To get a job as a teacher of English

06. Are you interested to improve your level in English?

Yes No

Section Two: EFL Students' Self-Confidence

01. Do you think that you are an EFL self-confident student?

Yes No

02. What is the main problem that you face when you participate in the classroom?

Fear Anxiety Shyness
Lack of vocabulary

03. In your opinion, what is the factor that may improve your self-confidence?

- Good relationship with the teacher
- The effective interaction with the teacher
- Your desire to learn the English language

04. Are you interested to improve your level of self-confidence?

Yes

No

Why?

05. Do you think that there is a positive correlation between the learners' level of self-confidence and the success in EFL learning?

Yes

No

Explain:

06. What do you suggest for the EFL teachers to improve the level of low self-confident students?

- Build a good and strong relationship with them
- Interact with them and give them a chance to participate
- Try to remove all the psychological barriers that may face them in classroom |

Section Three: Teacher-Student Interaction

01. Do you think that the teacher-student interaction is:

Important

Not important

02. Does your teacher give you a chance to participate in the classroom?

Always

Sometimes

Rarely

Never

03. During your interaction with the teacher, do you feel:

- Comfortable and able to speak and express your ideas
- Shy and afraid of committing mistakes

04. If you do not agree with your teacher about a point of view, do you:

- Try to discuss with him and explain your idea
- You just listen and keep silent

05. When you take turn in the classroom, does your teacher:

- Give you time to express your idea
- Interrupt you without completing your idea

06. To what extent is important to have a good relationship with the teacher to the classroom interaction?

- | | | | |
|----------------|--------------------------|---------------|--------------------------|
| Very important | <input type="checkbox"/> | Important | <input type="checkbox"/> |
| Somewhat | <input type="checkbox"/> | Not important | <input type="checkbox"/> |

07. In EFL classroom, giving feedback to the students is:

- | | | | |
|-----------|--------------------------|---------------|--------------------------|
| Important | <input type="checkbox"/> | Not important | <input type="checkbox"/> |
|-----------|--------------------------|---------------|--------------------------|

08. Do you think that the teacher's positive feedback such as: praise and compliment can improve your learning level?

- | | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

09. When your teacher provide you with a negative/corrective feedback, this will:

- Push you to develop your level and learn more
- Give you a sense of frustration and failure
- Make you feel uncomfortable in the classroom

10. Does your teacher provide you with comprehensible input to make you understand his/her speech?

Always

Sometimes

Rarely

Never

11. The comprehensible input increases the level of teacher-student interaction. Are you:

Agree

Disagree

12. Do you think that the teacher-student interaction can improve the EFL students' self-confidence?

Yes

No

Justify:

- If you have any suggestions about our topic “ The effect of teacher-student interaction in developing the EFL students' self-confidence” you can mention them here.

.....
.....

Thank you for your collaboration

Appendix Two

Teachers' Questionnaire

The Effect of Teacher-Student Interaction in Developing the EFL Students' Self-Confidence

Dear teachers;

This questionnaire aims at collecting information about the effect of teacher-student interaction in developing the EFL students' self-confidence. We would be thankful if you could answer these questions in order to help us in our research for the Master's degree in language sciences. Thank you in advance for your collaboration.

Section One: Background Information

01. Your qualification:

BA (Licence) MA (Master)
Magister PhD

02. How many years do you teach English?

[1 - 5]] 5 - 10]
] 10 - 15]

Section Two: EFL Students' Self-Confidence

01. Do you consider the students' self-confidence as an important factor in EFL learning?

Yes No

02. Do you take charge of everything in the classroom and consider your students as passive members without giving them a chance to participate, getting them involved in the tasks, and interacting with them?

Yes No

03. Does your interaction with the students help them to reduce their English mistakes? How.

.....
.....

04. To what extent do you think that it is important to provide your students with feedback regarding their performance?

Very important Important
Somehow Not important

05. Do you use some expressions such as: “good” “well done” to encourage your students to work more?

Yes No

Why?
.....

06. Do you think that the negative/corrective feedback demotivates the students?

Yes No

Explain:

.....

07. Do you provide your students with comprehensible input to make them understand your speech?

Yes No

08. From your experience as a teacher of English, what is the effect of teacher-student interaction in developing the EFL students' self-confidence?

.....
.....
.....

- Please, do not hesitate to provide us with further information concerning our topic.

.....
.....
.....

Thank you for your time and collaboration

