

People's Democratic Republic of Algeria
Ministry of High Education and Scientific Research
Faculty of Literature and Foreign Languages
Ammar Theliji University- Laghouat
Department of English



The Impact of Teacher's Enthusiasm on Students' Engagement in Learning English as a Foreign Language

The Case Study of First Year Middle School Class-Oukid Allal- Laghouat

**Dissertation Submitted to the Department of English as Partial Fulfilment of the Requirement
for the Master Degree in English Language**

Board of Examiners:

- **Chairman: Mr Belhadj, A**
- **Supervisor: Mrs Korichi, S**
- **Examiner: Mrs Boumidiene, N**

Presented by: Chabira Imane

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Attestation Page

I hereby declare that the dissertation submitted to the department of English as partial fulfilment of the requirement for the Master degree in English language entitled “**The Impact of Teacher’s Enthusiasm on Students’ Engagement in Learning English as a Foreign Language**” done under the supervision of **Mrs Korichi, S** is a personal original work except what is quoted or referenced. The results embodied in this dissertation have not been submitted to any other university or institute for the award of any degree or diploma.

Dedication

This modest effort is dedicated to my Father, Mother, sisters, brothers, and husband

And to my sweet friends Kaouthar, Imane, Fadhila, Fatima and Asma for their support.

Imane

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Abstract

This research examines the impact of teacher's enthusiasm on students' engagement in learning English as a foreign language. This study attempts to investigate and analyse the relationship between teacher's enthusiasm and first year middle school pupils' engagement in EFL classes. This work depends on one instrument of investigation which is the questionnaire as a measuring tool to set further information about the actual learning environment. This questionnaire aims to assess the level of the pupils' engagement as well as their perception of their teachers' enthusiasm. It is conducted at Oukid Allal middle school in Laghouat, selecting 120 first year middle school pupils as a sample of a total population of 196 pupils. The sample represents 61%. Results reveal that teaching with enthusiasm influences positively pupils' engagement in learning English as a foreign language. Findings also show that teacher's enthusiasm affects more the emotional engagement.

المخلص

يعالج هذا البحث إشكالية تأثير حماسية الأستاذ على دافعية التلاميذ في تعلم اللغة الإنجليزية كلغة اجنبية. ان هذه الدراسة تسعى الى البحث عن العلاقة الموجودة بين حماسية الأستاذ ودافعية تلامذة السنة الأولى من التعليم المتوسط في تعلم اللغة الإنجليزية كلغة اجنبية وتحليلها. لقد اعتمد هذا العمل على وسيلة بحث وحيدة وهي الاستبيان كوسيلة بحث وذلك من اجل تحديد معلومات أخرى عن الوضع الدراسي الحالي. اجري البحث في متوسطة اوكد علال بالأغواط باختيار 120 تلميذا مستوى سنة أولى كعينة من عدد اجمالي قدر ب 196 تلميذا. تمثل العينة 61 %. تظهر النتائج ان التدريس بحماسية يؤثر إيجابا على دافعية التلاميذ في تعلم اللغة الإنجليزية كلغة اجنبية. كما توضح ان حماسية الأستاذ تؤثر أكثر على الدافعية العاطفية.

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List of Acronyms

- **EFL:** English as an foreign language
- **B .Ed:** Bachelor of education
- **M .Ed:** Master of education

General Introduction

A good learning process is the fruit of good relationship and interaction between both teachers and learners. Indeed, the learning journey starts with an intelligent performance of the teacher's craft in creating a comfortable environment for learning through engaging and motivating students to learn as well as to achieve his/ her early underlined objectives. In fact, the teacher has a crucial role to play in the success of the learning operation. He/ she should be aware enough to stimulate learners to fulfil the task. Stimulating learners could not occur unless the teacher performs and applies skilfully effective strategies and mechanisms. Before all, the teacher should be equipped with particular knowledge and characterized by certain qualities. One of the most significant qualities for an effective teacher is being enthusiastic. Instructing with enthusiasm affects greatly the learners and the learning process. However, one of the most important factors to determine the efficacy of the teacher's delivery of information is not the quality of the given amount of information but rather the quality of the students' output (Darling- Hammond, 2000). Actually, learners can do well only when they are engaged and the teacher is a participator in pushing them. Consequently, student's engagement is another important issue that influences the learning/ teaching process as well.

This study is conducted for many reasons and causes. First, through observation, in the actual learning atmosphere of the Algerian schools, students' rates and outcomes are decreasing and being no more satisfying each year. Parents suggest that the teacher's role in classroom is becoming more and more artificial, superficial and ineffective. For them, teachers are no more engaged and enthusiastic enough to engage their students in turn. Second, through reading, the subject matter is really important, beneficial and very interesting since the students' ratings and outcomes are worsening in Algeria in general and Laghouat in particular. The Laghouatian schools are suffering a very low rank in languages as the statistics of the Directorate of Education show (2010, 2011, 2012, 2015). Thus, the study will throw light on the nature and the quality of the relationship between teachers and their students. Finally, taking first year middle school pupils as a case study is the most suitable choice for the work. Since these pupils confront the English language for the first time, it is very beneficial to examine how they are going to take English as their second language.

Establishing a good rapport with students is the teacher's task. His/ her duty emphasizes simplifying meanings and structures, strengthening learners' self-confidence and pushing forward their desire for learning. All these factors are included actually under the umbrella term of teacher's enthusiasm. However, under such conditions, learners are expected to react positively toward the learning process since teacher's enthusiasm is contagious. Their engagement is a simple expression

of interest and achievement. When students are highly engaged, their academic performance will be better and their behaviour in the classroom will become more pleasant. Thus, this study attempts to investigate and analyse the relationship between teacher's enthusiasm and first year middle school pupils' engagement in learning English as a foreign language in Laghouat. This work examines the real influence of teacher's enthusiasm on students' engagement. Yet, three main questions appear to function as a help to promote the study forward: which behaviours of an enthusiastic teacher are the most effective? How can an enthusiastic teacher engage students in learning English as a foreign language? And to what extent does this influence the learning process? In this study, hypotheses are formulated as follows:

1. The teacher's enthusiasm affects positively students' engagement.
2. All the features of teacher's enthusiasm have the same significant influence.
3. The three dimensions of students' engagement are influenced similarly.

Conducting this research through collecting data, analysing the findings and suggesting solutions offer new interpretation to the subject of the role of the teacher in engaging his/ her students. On one hand, this study sheds light on one of the most important qualities the teacher has to be equipped with as a strategy to enhance and promote the teaching/ learning process. Furthermore, this study is an attempt to assess the use and the adoption of this mechanism in the actual learning atmosphere. One may ask to what extent middle schools teachers are applying enthusiasm as an instructional behaviour and/or a personal disposition in their classes. On the other hand, students' engagement comes as a reaction to the teacher's behaviour. It is, in other words, an imitation or rather a stimulation of performing comparably the teacher's affective state. Thus, the main aim of the work is to establish a clear idea and comprehensible relationship between teacher's enthusiasm and students' engagement in learning English as a foreign language as well as to depict the impact of the teacher's role in classroom on his/ her learners' interest, motivation and outcome.

In recent times, psychologists and researchers within the field of pedagogy and education (e.g. Rosenshine, 1970; Brophy & Good, 1986; Hattie, 2002; Feldman, 2007) have attempted to set a model of an effective teacher. They have tried to give different qualities and characteristics for a "good teacher". However, the issue of effective teaching seemed to be an ongoing debate. Good or effective teacher is the only one who can build a good rapport with students. Students' behaviours and assimilations are regarded as a reflection of the teacher's actions in the classroom. As much the teacher is involved in the teaching/learning process, the students are involved, too. Hence, instructing within enthusiasm sparks students' engagement.

Discussing the issue of teacher's enthusiasm, Metcalfe and Game (2006) tackle the social relationships between teachers and students. Their research highlights the point of how teachers can change lives. Then, they move to focus on the mechanisms used by teachers to create a comfortable educational environment. The aim of this study is to depict a clear understanding about the social relations in education (teacher\student relationship). For this reason, teacher's enthusiasm is, indeed, an essential quality of an effective teacher. The authors interview twenty- two teachers and thirteen students and then they try to interpret the interviewees' personal experiences. Metcalfe and Game conclude that the teaching/ learning operation cannot be completed successfully without establishing a good social relationship between teacher and his/ her students. They add also that both teacher and learners must conduct the energy that promote the learning process. Thus, teacher's enthusiasm is an important characteristic of an effective teacher.

Meanwhile, teacher's enthusiasm, beyond being an establishment of a social relationship, is a very debatable issue concerning conceptualization. Keller (2011), in her thesis, tries to give an understood explanation about the contradictory or lacking conceptualization of the notion of enthusiasm. She combines the work of Kunter and colleagues (2008) and the sample of the behaviourist Collins (1978) to create a model for teacher's enthusiasm. In her explanation, she examines this combination of the two views of both Kunter and colleagues and Collins in a relation with the affective effect of the students. Her investigation concerning the subject of physics aims to study why students actually lack motivation and interest in this subject of science. Because subject of physics are too rigid, a study concerning enthusiasm is required. As an instrument of testing, Keller analyzes two questionnaires: one addressing students and the other questioning teachers. The findings indicate that this model of enthusiasm proved to be valid and the positive influence of the enthusiastic teacher on the affective outcomes (motivation and interest) of her/ his students is remarkable.

Yet, students' engagement, as another variable, is tackled but in relation with teacher's self-efficacy. In their research, Shaukat and Iqbal (2012) investigate a relational function between teacher's self- efficacy and the three educational scales: students' engagement, instructional strategies and classroom management. The authors study the function of teacher's self- efficacy on students' engagement using instructional strategies and classroom management over several factors. Those factors include gender, age, professional qualification, school status as well as nature of job. One hundred and eight male and ninety female teachers were chosen randomly from four public schools in Lahore to be questioned. Their findings determine significant differences concerning self- efficacy beliefs between male or female and younger or older teachers with B. Ed or M. Ed qualification in elementary or secondary schools for a permanent or temporary job. As a result, Shaukat and Iqbal

indicate that temporary younger male teachers with better qualification in elementary schools are actually better than others in managing their classes. In addition, the more students are engaged the more classrooms are easily controlled since students' engagement goes hand in hand with classroom management.

Moreover, other researchers prove another type of interactions between teacher's self-efficacy and students' engagement. Papa (2015) has conducted a research for the aim of examining a clear relationship between teaching efficacy beliefs and students' engagement and their academic outcomes. In his work, the author attempts to account for the limited participation of students in large classrooms. Hence, this behaviour is a reflection of fear of judgment from the student's mates and/or his/her teacher. Furthermore, the student's perception of his/her teacher may also affect his/her participation during the course. In this study, Papa tries to combine all the preceding factors to check whether they really influence students' engagement in the classroom or not. For that purpose, two hundred twenty-four students from three introductory courses in psychology are asked to participate in the study. The final findings show that teacher's self- efficacy can actually influence students' engagement during the courses. In addition, the results indicate that students with higher engagement have better academic ranks or grades.

To sum up, teacher's enthusiasm appears to be one of the most desirable characteristics in building a good rapport with students. No doubt, that it is one of the most important qualities teacher should adopt to be effective. Students' engagement, as another variable, is proved to be the fruit of a hard work the teacher does in the classroom. Teachers who manage successfully their classes are likely to be the better in maintaining self- efficacy beliefs that affect students' engagement.

This work is divided into three main chapters. The first chapter highlights the meaning of teacher's enthusiasm within the learning context and its main definitions according to the main theories of learning. The second chapter is about the essential explanations of the notion of students' engagement, its characteristics, models and dimensions. However, the third chapter is a pure analytic chapter in which the results of the study are gathered and interpreted intensively to conclude with suggested solutions.

Chapter One

Teacher's Enthusiasm

Introduction

Within the field of education and psychology, researchers, scholars and psychologists define teacher's enthusiasm as being one of the most important and determinant characteristics of an effective teacher. It is undoubtedly one of the most significant qualities of a good teacher. However, this construct proves to be a debatable concept along the related literature. In this chapter, a detailed explanation is given to the term of teacher's enthusiasm. It will be tackled from the point of view of two major camps: behaviourists and psychologists.

1.1 Conceptualization of Teacher's Enthusiasm

Researchers have identified that one of the most determinant characteristics of effective teacher is being enthusiastic (Rosenshine, 1970; Brophy & Good, 1986; Hattie, 2002; Feldman, 2007). In major reviews of related literature, teacher's enthusiasm is listed as a decisive feature of the instructional qualities (Shuell, 1996; Walberg & Paik, 2000). In fact, the concept of enthusiasm was tackled earlier in 1930 with teacher's magnetism of Barr and Emans as being a deciding quality of good instructor. However, three decades later, Rosenshine began to make the term in conceptualization for further experimental studies. Actually, the notion of teacher's enthusiasm differs a great deal. It is categorized in two: displayed enthusiasm and experienced one (Keller et. al. 2015) (See table1.1).

Through this table, the authors try to sum up all the related findings concerning the conceptualization and definition of teacher's enthusiasm. Displayed enthusiasm is divided into two views: enthusiasm as being an instructional behaviour (Rosenshine, 1970; Murray, 1983; Brophy and Good, 1986; Walberg & Paik, 2000) and enthusiasm as being a nonverbal expressiveness (Collins, 1968; Murray, 1983). Whereas, experienced enthusiasm is referenced in (Kunter et al. 2008) to be the teacher affective characteristic. Immediacy of Richmond and colleagues (2003) is related to teacher's enthusiasm as a nonverbal behaviour. However, two constructs are related to the experienced enthusiasm: enjoyment (Frenzel et al., 2009) and passion (Carbonneau et al., 2008). In this table, Keller and her colleagues try to give a brief definition to the concept of enthusiasm. They claim that teacher should adopt a stimulating, energetic and motivating teaching style using humour as an instructional behaviour. For nonverbal expressiveness, they identify demonstrative gestures and vivid facial expression to be its main features. At least, the authors give some key elements for teacher affective characteristic such as habitual and recurring teaching related to enjoyment and excitement.

Table 1.1: Conceptualization of Teacher Enthusiasm and Related Constructs

Conceptualization	Definition/ Key elements	Exemplary references
<i>Displayed enthusiasm:</i>		
Instructional behaviour	Stimulating, energetic and motivating teaching style, use of humour	Brophy (1986); Murray (1985, Rosenshine (1970); Walberg & Paik
Nonverbal expressiveness Immediacy (Richmond et al., 2003)	Demonstrative gestures, vivid facial Expression	Collins (1978); Murray (1983,
<i>Experience enthusiasm:</i>		
Teacher (affective) Enjoyment (Frenzel et al., 2009)	Habitual, recurring teaching related enjoyment and excitement ; passion (Carbonneau et al., 2008)	Kunter et al. (2008,

Keller et al., 2015. *Teacher Enthusiasm: Reviewing and Redefining a Complex Construct*. p: 52.

1.1.1. Displayed Enthusiasm

Under the umbrella-term of displayed enthusiasm, two major concepts are coined: enthusiasm as an instructional behaviour and enthusiasm as a nonverbal expressiveness. Within this displayed enthusiasm, researchers differ in considering it as an instructional behaviour, where the others claiming it as a nonverbal expressiveness.

1.1.1. a. Enthusiasm as an Instructional Behaviour

The first attempt of studying, defining, explaining and conceptualizing the term of teacher's enthusiasm was the works of the behavioural camp. Three major researchers discuss the notion according to its behavioural nature namely Rosenshine (1970), Brophy and Good (1986) and Walberg and Paik (2000). Almost the three agree upon the view of considering enthusiasm as an instructional behaviour.

When Rosenshine (1970) discusses teacher's enthusiasm, he tackles precisely the "behavioural components" that have to be recognized (p.499). According to his research, two distinguished designs are marked: high inference and low inference studies. The high inference studies aimed to identify the impact of several teaching behaviours on the students' outcomes. Consequently, a tangible result shows that the behavioural pattern of stimulating teaching are notably associated to students' achievement. Yet, Rosenshine (ibid.) claims that low inference studies has to be explored to determine the exact behaviours including this stimulating teaching pattern. He also recognizes three various types of behaviours: teacher's expressiveness, different types of questions asked in the class as well as encouragement and praise.

According to Brophy and Good (1986), they identify teacher's enthusiasm as a kind of behaviour particularly in using effective modes in delivering information. In their review, they link the teacher's behaviour to the students' achievement when they state that "*enthusiasm . . . often correlates with achievement*" (p.362). They regard that enthusiasm can be measured only by high inference ratings. Besides, they associate that to the affective outcomes rather than the cognitive ones. In fact, Brophy and Good (ibid.) state a correlation between enthusiasm and achievement especially for older students.

For Walberg and Paik (2000), they strongly relate teacher's enthusiasm to direct teaching. They recognize four characteristics, namely clarity, task orientation, enthusiasm and flexibility, for an effective direct instructor. In their research, they show that direct teaching can really be effective in stimulating students and promoting their learning process. They conclude that there are six

functions within the direct teaching that can work effectively in whole-classes of diverse groups¹. These functions are listed as follows:

1. *Daily reviews, homework check and if necessary, re-teaching;*
2. *Presentation of new content and skills in small steps;*
3. *Guided student practice with close teacher monitoring;*
4. *Corrective feedback and instructional reinforcement;*
5. *Independent practice in work at the desk and in home work [. . .]; and*
6. *Weekly and monthly reviews.* (Walberg & Paik, 2000. p: 12).

To sum up, among the researchers who defend the idea of considering teachers' enthusiasm as an instructional behaviour, Rosenshine (1970) claims that enthusiastic teacher is the one who adopts some teaching behaviours in order to affect the students' outcomes. Besides, Brophy and Good (1986) identify enthusiasm as a sort of behaviour in which using effective modes of delivering information can correlate with students' achievement. Whereas, in the review of Walberg and Paik (2000), they associate enthusiasm to direct teaching that can promote students' learning.

1.1.1. b. Enthusiasm as a Nonverbal Expressiveness

Some researchers recognize displayed enthusiasm to be a nonverbal expressiveness. They tend to generalize the teacher's behaviours to nonverbal ones through serving communicating excitement. Collins (1978) and Murray (1983) attempt to conceptualize teacher's enthusiasm as nonverbal behaviour in addition to other researchers.

Recognizing the low inference behaviours of Rosenshine (1970), Collins (1978) state eight indicators for teacher's expressiveness: (1) changing the tone and the speed of the voice, (2) keeping eye contact with students, (3) utilizing expository gestures, (4) moving in the class, (5) using energetic facial expressions, (6) selecting illustrative and descriptive words, (7) accepting students' thoughts and feelings and (8) being vital during the lesson. In her experimental study, observers have rated the performance of pre-service elementary teachers on these eight indicators on three levels (high, medium and low) (See table 1.2).

¹ Whole class of the diverse group is the class in which lessons seems to be too advanced for slower students and too repetitive for the quick (Walberg & Paik, 2000. *Effective Educational Practices*. p: 12).

Table1.2: Indicators and their Descriptions for Displayed Teacher Enthusiasm as Given by Collins (1976, p: 41)

Indicators		Description of Anchors Low, Medium and High
Vocal Delivery	Low	Monotone voice, minimum vocal inflection, little variation in speech, drones on and on and on, poor articulation.
	Medium	Pleasant variations of pitch, volume and speed, good articulation.
	High	Great and sudden changes from rapid excited speech to a whisper. Varied lilting, uplifting intonation. Many changes in tone, pitch.
Eyes	Low	Appear dull or bored. Seldom opens eyes wide or raises eyebrows.
	Medium	Appear interested. Some changes to light-ing up, shining, opening wide
	High	Characterized as dancing, snapping, shining, lighting up, frequently, opening wide, eyebrows raised.
Gestures	Low	Seldom moves arms out or outstretched toward person or object; never uses sweeping movements, keeps arms at side or folded across body, appears rigid.
	Medium	Often points with hand, using total arm. Occasionally makes sweeping motion with body, head, arms, hands, & face; maintains steady pace of gesturing.
	High	Quick & demonstrative movements of body, head, arms, hands & face; sweeping motions, Clap-ping hands, head nodding rapidly.
Body Movement	Low	Seldom moves from one spot, or moves mainly from a sitting position to a standing position.
	Medium	Moves freely, slowly, & steadily
	High	Large body movements, swings around, walks rapidly, paces is unpredictable, energetic.
Facial Expression	Low	Appears deadpan, does not denote feeling, frowns often, smiles only briefly.
	Medium	Agreeable, smiles frequently, longer, and at a regular rate. Looks pleased, happy, sad when appropriate.
	High	Appears vibrant, demonstratives; shows surprise, awe, sadness, joy, thoughtfulness, excitement; total smile, quick & sudden, changes in expression.
Word Selection	Low	Mostly nouns, few descriptors/ adjectives.
	Medium	Some descriptors/ adjectives, or repetition of the same ones.
	High	High descriptive, many adjectives, great variety.
Acceptance of Ideas and Feelings	Low	Little indication of acceptance or encourage-ment may ignore students' feelings or ideas.
	Medium	Accepts ideas & feelings, praises or clarifies, some variations in response but frequently repeats same ones.
	High	Quick & ready to accept, praise, encourage, or clarify, many variations in response, vigorous nodding, of head when agreeing.
Overall Energy	Low	Lethargic, appears inactive, dull, or sluggish.
	Medium	Some Variations from high to low in appear-ing energetic, demon-strative, but mostly main-tains an even level.
	High	Exuberant, maintains much energy & vitality, highly demonstrative, great & sudden changes in voice tone, pitch, eye, head, arm, & body movements.

Moreover, the study conducted by Murray (1983) is an attempt to demonstrate theoretically the effect of teachers' behaviours. Murray (ibid.) discusses the relation between low inference behaviours and a variety of instructional outcomes measures counting students' motivation and learning. In his attribution, Murray (ibid.) analyses assessment of sixty- low inference teaching behaviours categorized in six major factors namely enthusiasm, clarity, interaction, task orientation, rapport and finally organization. Six main behavioural components are included under the term of enthusiasm: (1) speaking expressively or emphatically, (2) moving about while lecturing, (3) using gestures with hands and arms, (4) showing facial expressions, (5) using humour and (6) reading lecture verbatim from notes. Through all of the three first categories of teaching behaviours have an important and significant correlation with students' instructional ratings, the effect of clarity and interaction behaviours is minor regarding the effect of enthusiasm behaviours. Consequently, such as interpretation tells a lot about the large influences of enthusiasm behaviours on the teacher's low-, medium- or, high-ratings than any of the rest of the categories.

Similarly, Keller, Neumann and Fischer (2013) identify teacher enthusiasm "*as a relevant factor impacting students' motivational outcomes*" (p.129). Following the footsteps of Collins (1978), Keller and her colleagues investigate the relation between enthusiastic behaviours of physics teachers and students' levels of interest and self-concept. Based on the eight indicators of Collins (1978), they develop another rating system of enthusiasm ranging from (1) not enthusiasm, to (4) enthusiasm (See table 1.3). They give descriptions of the eight indicators developed and employed by Collins (1978) for each of the levels of enthusiasm. They provide a detailed description for each indicator according to the level of enthusiasm. As it has been mentioned in the review of Collins (1978), it exist eight indicators namely vocal delivery, eyes, gestures, body movement, facial expression, word selection, acceptance of ideas and feelings and overall energy. For each of the four measurement levels of enthusiasm, the authors state a particular description of the eight above-mentioning rating scales.

Table 1.3: Description for measurement Levels of the Rating Scale for Enthusiastic Teaching

Measurement Level	Description
1. Not enthusiastic	• Monotone voice without changes, no changes in intonation • Very reticent body language • Expressionless face • No gestures or movements of body / head • Does not react at all or dull when responding to students' comments/ questions, seems bored • Static and passive, only moves when activities require it • Stiff, distanced and aloof posture
2. A little enthusiastic	• Normal level and use of gestures(beats ; McNeill, 1992); only slightly accentuating • Mostly monotone voice and speech, but small changes and variations in tone (differentiation to level 3: more formal speech, less like talking between equals) • Eye contact not entirely present while talking, looks sometimes away when students talk (differentiation to level 3: not to focused on stu-dents) • Somewhat stiff posture • Little movements of head or body while talking • Little, lazy and slow movements through classroom Differentiation criteria between Levels 1 and 2: Vocal delivery, gestures.
3. Somewhat enthusiastic	• Gestures not exuberant, but demonstratives and punctuating; used in selected instances • Casual style of speech, not like in a presentation but more like in a conversation • Not overly intonating; change in tone and pitch • Does not move fast and constantly through the room, but oftentimes • Often in the middle of classroom/ students; when moving away from students, not always turning his/her back on them • Not exuberant, but interested, alert, lively • Looking for eye contact during talking with students • Attentive to worries and feeling of students • Seems casual and relaxed • Punctuating movements of head during talking Differentiation criteria between Level 2 and 3: Relaxed posture, gestures; NOT; Vocal delivery
4. Enthusiastic	• Continuous, frequent changes in intonation and pitch • Sweeping, illustrating gestures, almost continuously • Casual style of speech as compared to Level 3, but with changes in intonation • Teacher moves continuously and much, also when not involved in activities; it is lively in his/her movements • Laughs with students, makes jokes sometimes • Expressive facial expression Differentiation criteria between Levels 3 and 4: Vocal delivery, facial expression

Keller et al., 2013. *Quality of Instruction in Physics: Comparing Finland, Switzerland and Germany*. p: 134.

As a conclusion, researchers who identify enthusiasm to be a nonverbal expressiveness, share the view that teacher's expression of enthusiasm is purely nonverbal behaviours. The operationalization of Collins (1978) has been a very effective and influential study for the subsequent researches and studies. Furthermore, Murray's investigation of (1983) examines the behavioural components of expressive enthusiasm. Recently, Keller and her colleagues suggest the validity of Collins indicators in assessing the level of teacher's enthusiasm.

1.1.2. Experienced Enthusiasm

Despite the long time in which the term of teacher's enthusiasm has been flourished as being a displayed behaviour, other researchers see that enthusiasm is merely an element of teacher's personal characteristics and just a part of his/her professional competence. In addition, they regard that those expressive behaviours are purely a "manifestation" of enthusiasm (Kunter et. al., 2008; Frenzel et. al., 2009 on the relation between teacher enjoyment and enthusiasm). The personality-like perspective of Kunter and colleagues (2008) focuses on the psychological ideas of motivation and interest. The attempt of defining the term depends greatly on the idea of teacher's motivational characteristics. They assert that teacher's enthusiasm is based on its affective components rather than its behavioural ones. These affective components "*effects the degree of enjoyment, excitement, and pleasure that teachers typically experience in their professional activities*" (Kunter et. al; 2008, p.470). Yet, they differentiate between two forms of enthusiasm: topic-related enthusiasm and activity-related one. The former is the case of teachers' excitement about the subject they teach; the latter is the situation when teachers are excited about teaching itself such as interacting with students.

1.1.3. Holistic Definition of Teacher's Enthusiasm

Within this dualistic conceptualization of teacher's enthusiasm, Keller et al. (2015) attempt to redefine it in one integrative definition. The authors define teacher's enthusiasm as "*the conjoined occurrence of positive affective experiences, that is teaching-related enjoyment, and the behavioural expression of these experiences, that is (mostly nonverbal) behaviours of expressiveness*" (2015, p.16,17). The authors propose that the term has two related facets namely the affective experiences and the behavioural expressions. For their proposed definition, they include within the affective experiences the positive emotional experiences that teacher may come with such as enjoyment and excitement that teachers feel while they teach. They include other factors such as intrinsic value and passion but they claim for further research to investigate the relation between them. Furthermore, within the behavioural expression, they include both verbal and nonverbal teaching behaviours.

1.2. Influences of Teacher's Enthusiasm on Students' Outcomes

A large number of researches examining teacher's enthusiasm show its power to affect many variables within the learning context. These works stress the efficacy and the importance of this construct in the learning process and atmosphere. Researchers identify the great impact teacher's enthusiasm has on students' outcomes in particular. This impact is remarkable on the cognitive, behavioural and affective outcomes. Concerning the cognitive outcomes, researchers prove that teacher's enthusiasm has affects positively students' achievements (Rosenshine, 1970; Feldman, 2000). Glancing back to Rosenshine's high-interference studies (ibid), he reports a vast experimental support for that. Within his review, teacher's enthusiastic behaviours "*are related to measure of pupil achievement*" (p. 510). More recently, Feldman (ibid) examines different dimensions of teacher's effectiveness in relation to overall ratings on students' achievement. Moreover, investigations examining teacher's enthusiasm show a positive impact on students' behaviours. Bettencourt et al. (1983), who investigates students' on-task behaviour, prove an increased level of students on high teacher- enthusiasm condition. In addition, according to Brigham et al. (1992), they identify that the more the teacher is behaving enthusiastically, the more students are spending time on-task. Besides, further studies support the positive influence of teacher's enthusiasm on students' affective outcomes such as interest and motivation0 findings of Patrick et al. (2000) demonstrate that students, who are taught by an enthusiastic teacher, are likely to show a higher level of interest in the taught subject. Similarly, Frenzel et al. (2009) finds that teacher enjoyment influences significantly students enjoyment.

Conclusion

The concept of teacher's enthusiasm is actually a debatable term. Scholars identify teacher's enthusiasm as one of the most defining characteristics of an effective teacher. It is considered to be a desirable quality of effective teaching. Researchers claim that it is a very important quality that teacher should be equipped with to enhance the students' interest, motivation and outcome. This chapter is devoted to define, clarify and explain the notion of teacher's enthusiasm from two perspectives: the behavioural and the psychological. In addition, it mentions the influence of this construct on other educational variables.

Chapter Two

Students' Engagement

Introduction

Researchers have paid a considerable account to students' engagement since 1980's. However, this construct has appeared officially with the work of Alexander Astin on students' involvement in 1984. With the great interest scholars paid in students' engagement, there has been a significant variation in conceptualizing the term throughout the related literature. Researchers used a set of terms including student engagement namely school engagement, engagement in class, student engagement in school, academic engagement, and engagement in schoolwork. Thus, this chapter is devoted to the exhibition of the theoretical views concerning the notion of students' engagement and its relation with learning.

2.1. Models of Students' Engagement

Scholars vary in modelling students' engagement. In fact, they have categorized it into three main groups. Some of them suggest a two-dimensional model of engagement that covers behaviour, on one hand, like participation, effort, and positive conduct and emotion; on the other hand, they favor belonging, interest, value, and positive emotions (Finn, 1989; Marks, 2000; Skinner, Kindermann, & Furrer, 2008). More recently, others have conceptualized engagement as having three dimensions that includes behaviour, emotion, and a cognitive component that may consider self-regulation, investment in learning, and strategy use (e.g. Jimerson et al., 2003; Fredricks et al., 2004; Wigfield et al., 2008). Finally, Reschly and Christenson (2006) have proposed that engagement has actually four components namely academic, behavioral, cognitive, and psychological which became later on affective engagement. In this proposed model, behavioural aspects are divided into two distinct elements. The first element is academics, which includes homework completion, credits earned, and time on task. Whereas, the second component is behaviour that includes attendance, class participation and extracurricular participation. What is common in all these views is that engagement is undoubtedly a multidimensional concept.

2.2. Definitions of Students' Engagement

Researchers have recently utilized the term *engagement* to refer to the degree to which students empathize with schooling outcomes, and take part in the academic and non-academic school activities. Defining students' engagement generally lead to emphasizing two components: *psychological* component related to the students' sense of belonging at school and acceptance of school values, standards and principles, and a *behavioural* component concerning participation in school activities (Finn, 1989; Finn and Rock, 1997; Goodenow and Grady, 1993; Voelkl, 1997). From their part, Hu and Kuh (2001) have defined engagement as being the quality of effort that students

themselves devote to educationally purposeful activities that contribute directly to desire their outcomes. Kuh and colleagues (2007) have identified engagement as the participation of students in educationally effective practices inside and outside the classroom to reach a range of measurable outcomes. Similarly, Krause and Coates (2008) regard that engagement is the extent to which students are engaging in instructional activities linking it with high quality of learning outcomes. Besides, Coates (2007) describes engagement as “*a broad construct intended to encompass salient academic as well as certain non-academic aspects of the student experience*” (p. 122), including the following aspects: active and collective learning, contribution in challenging academic activities, determinative communication with academic staff, participation in improving educational experiences and feeling legitimated and supported by the learning communities. Nevertheless, what said before is just clarifying what Fredricks and colleagues (2004) claimed. Certainly, students’ engagement is a meta-construct that includes behavioural, emotional, and cognitive engagement.

2.3. Dimensions of Students’ Engagement

Being not merely a participation or involvement, students’ engagement surely requires “*feelings and sense making as well as activity*” (Harper and Quaye, 2009a, p.5). Thus, three dimensions of engagement are requiring discussion: behavioural, emotional and cognitive engagements.

2.3.1. Behavioural Engagement

It is referring to the idea of involvement and participation in academic, social, and even extracurricular activities. It is considered to have a crucial role to play in the students’ academic achievement and dropping out (Finn, 1989; Connell & Wellborn, 1991). Further researches attempted to find a relation between the behavioral engagement and students’ positive conduct, like adhering to classroom norms, respecting the rules, and avoiding disruptive behaviours such as skipping school or getting into trouble (Finn, Pannozzo, & Voelkl, 1995 ; Finn & Rock, 1997).

2.3.2. Emotional Engagement

Emotional engagement deals mainly with the students’ positive (and negative) reactions toward their teachers, classmates, academics, or school. While, others recognized it as being the establishment of good/ bad rapport with the school, which includes interest, enjoyment, or a sense of belonging (Finn, 1989; Voelkl, 1997). Positive emotional engagement proved to establish student ties to his/ her institution and affect his/her readiness to do the work (Finn, 1989; Connell & Wellborn, 1991).

2.3.3. Cognitive Engagement

Eventually, the cognitive engagement is explained as the student's extent of investment in his/her learning. It includes being strategic, thoughtful and serious. Students who are engaged cognitively would apply the necessary strategies for comprehension, use the appropriate solutions to comprehend complex ideas and master of difficult skills as well as enjoy greatly challenge (Corno & Mandinach, 1983; Fredricks et al., 2004).

2.3.4. Positive and Negative Engagement

In the table below, Trowler (2010) gives examples of positive and negative engagement. He proposes two poles (positive and negative) for each dimension of engagement and in-between space for non-engagement. He does not use the terms "positive" and "negative" for judging but rather for describing the attitudes students often show to express their interest or disapproval. However, the term non-engagement is used to show apathy or withdrawal.

Table 2.1: Examples of Positive and Negative Engagement

	Positive engagement	Non- engagement	Negative engagement
Behavioural	Attends lectures, participates with enthusiasm	Skips lectures without excuse	Boycotts, pickets or disrupts lectures
Emotional	Interest	Boredom	Rejection
Cognitive	Meets and exceeds assignment requirements	Assignments late, rushed or absent	Redefines parameters for assignments

Trowler, 2010. *Student Engagement Literature Review*. p: 06.

Through this table, Trowler (2010) tries to provide a simpler explanation of examples of dimensions of engagement. For each dimension, he gives an example to express non-engagement, positive engagement or negative one. Concerning the behavioural engagement, students who attend lectures and participate enthusiastically are positively engaged. Those who skip their lectures without any excuse are not behaviourally engaged. Whereas, students who tend to disrupt the lectures through boycotts or pickets are negatively engaged. Then, Trowler (ibid) suggests interest to be a positive example of emotional engagement, boredom to be an example non-engagement and rejection as a negative sample of emotional engagement. However, the author sees that students who meet and exceed assignment requirements are likely to be cognitively positively engaged. For her, students

who give late or rushed assignments are not engaged at all. Besides, those who redefine other parameters for assignments show a sense of negative emotional engagement.

3.3. Influencing Factors

Students' engagement, as being a very important and determinant variable in the learning process, has several aspects to be affected with. Researchers have paid a considerable attention to identify what influences students' engagement in general. Shernoff, Csikszentmihalyi, Schneider and Shernoff (2003) suggest three main factors that can influence students' engagement.

3.3.1. Phenomenological Factors

According to researchers, there many influencing phenomenological factors that include basically the relevance of instruction and the perceived control. Students are likely to be more engaged with authentic academic work. This work can provide an intellectual involvement of the students in a process of relevant inquiry to solve real life problems that can extend the classroom environment (Neumann, Wehledge & Lamborn, 1992). Having much control over their learning activities and their positive emotions in the classroom is another important aspect that affects students' engagement (Deci, Nezlek & Sheinman, 1981).

3.3.2. Instructional and Teacher Factors

Contextual and classroom factors including instructional format and school subject have a significant influence on students' engagement. Lecture recitation is one of the most common teaching formats in which the teacher is the unique controller. Studies indicate that student-controlled learning activities are more engaging than teacher-controlled ones (Grannis, 1978; Stodolsky, 1988). In addition, small group and individual instruction are likely to be student-controlled activities in which students can do better. Unlike small group, whole group instruction tends to be less engaging activity since it is perceived as relatively teacher-controlled (Marks, 2000). Moreover, Boggiano, Main and Katz (1988) point out that exams and external evaluations which stress the social comparison have a noteworthy negative effect on students' engagement.

3.3.3. Demographic Factors

Studies show that students' engagement is influenced by individual factors. In the study of Finn and Cox (1992), they indicate that females are likely to be more engaged in classrooms than males. From his side, Yair (2000) reveals that younger students of the sixth and the eighth graders are significantly engaged than tenth and twelfth graders students. Besides, reinforcement, as an individual factor, proves its positive influence on students' engagement. Rewarding or praising the

students' on- task behaviours is a feature of positive reinforcement that has a positive consequence on students' engagement (Martens, Bradely & Eckert, 1997). However, what should be noted is that instructional and classroom factors have a great influence on students' engagement in comparison to demographic ones (Marks, 2000; Shernoff et al., 2001).

3.4. Engagement and School Environment

Recent studies indicate that students' engagement is an outcome variable. They try accordingly to find the reason why schools differ in their levels of engagement (Finn and Voelkl, 1993; Lee and Smith, 1993; Johnson et al., 2001). Finn and Voelkl (1993) realize that attendance is steadier and at-risk students are more engaged in schools where rules are enforced strictly. In their study, Lee and Smith (1993) find modest effects of school restructuring including team teaching, heterogeneous grouping and organizing schools by subject-area departments on levels of students' engagement. This is also mentioned in Rumberger's work (1995) that students are less likely to drop out of school before graduation when the discipline policy is fair.

3.5. Engagement and Motivation

Although most of people uses the term engagement interchangeably with motivation, they actually differ greatly. The concept of motivation is referring to the reasons underlined for a particular behaviour. It is conceptualized in terms of persistence, intensity, quality and direction of the energies of the individual (Maehr & Meyer, 1997). Many motivational constructs, such as intrinsic motivation, have appeared to answer two general questions: the capability of a person to do a task and his/ her wants and reasons behind them (Eccles, Wigfield, & Schiefele, 1998). All these motivational constructs share the stress on the individual differences and the psychological processes. While engagement is considered to be the combination of three elements behavioural, emotional and cognitive performance of motivation (Skinner, Kindermann, Connell, & Wellborn, 2009a). According to Fredricks et al., (2004), engagement may refer also to the one's interaction with the context. That explains the engagement is related to the environment and it can be separated.

3.6. Effects of Students' Engagement on Learning

Majority of researches on students' engagement are concerned with its relationship with the learning process, the academic achievement and the educational environment. Many researchers attempt to give a clear idea on the effects of students' engagement on various variables in education. What follows show some conclusions on the impact of engagement on some educational elements namely learning, personal development and academic success.

3.6.1. Engagement to Improve Learning

Most of related literature on students' engagement are mainly concerned with improving student learning. This is central and fundamental in Coates' work (2005). He asserts:

The concept of student engagement is based on the constructivist assumption that learning is influenced by how an individual participates in educationally purposeful activities . . . In essence, therefore, student engagement is concerned with the extent to which students are engaging in a range of educational activities that research has shown as likely to lead to high quality learning (2005, 26).

In this quote, Coates tries to relate the definition of engagement with its effects. He sees that high quality of learning is the other face of students' engagement. With other words, engagement is to push the individual to learn in a very high manner.

From their side, Graham and colleagues (2007) point out that engagement is an essential operation for good and effective learning “*a diverse body of educational research has shown that academic achievement is positively influenced by the amount of active participation in the learning process*” (p. 234). They show that active participation is a good indicator of students' engagement. This engagement influences by its role the learning process.

3.6.2. Engagement and Academic Success

Most recent studies of student engagement treat engagement as a predictor of academic achievement, inferring that being disengaged, or disaffected from school, *causes* poor academic achievement. However, the theoretical literature argues that *low achievement* causes students to withdraw from school, or that engagement and academic achievement go hand-in-hand. Bloom (1976) noted:

“At the other extreme are the bottom third of students who have been given consistent evidence of their inadequacy...over a period of five to ten years. Such students rarely secure any positive reinforcement in the classroom... from teachers or parents. We would expect such students to be infected with emotional difficulties [and to] exhibit symptoms of acute distress and alienation from the world of school and adults.”

3.6.3. Engagement and Learning Development

Engagement allows students to develop in important ways, as noted by Bensimon (2009, xxii-xxiii):

... productive engagement is an important means by which students develop feelings about their peers, professors, and institutions that give them a sense of connectedness, affiliation, and belonging, while simultaneously offering rich opportunities for learning and development.

While Lizzio and Wilson (2009, 81) observed that:

Students reported, on average, moderate to high levels of learning and development as a result of undertaking the representative role ... The types of personal benefits they described generally reflected their motivations for originally accepting the role (i.e. developing skills and confidence, making contacts, helping fellow students). This suggests that the representative role is potentially a rich context for learning across a number of different skill and attitudinal domains.

Conclusion

Students' engagement has been proved to be an important element in the instructional environment. This notion is a key determinant factors of education in which the students' progress and improvement depend on. This chapter deals, from the early beginning, with the models of engagement proposed by researchers and scholars to move to define and conceptualize the term of engagement. Besides, this chapter identifies the three components of this meta- construct which are the behavioural, emotional and cognitive dimensions. Finally, this part provides a clear and determinant explanation of the both terms engagement and motivation and set the main differences and commonalities.

Chapter Three

Data Collection and Data Analysis

Introduction

This chapter is focusing on the presentation and the analysis of the data collected from the questionnaire addressed to pupils of first year middle school. Thus far, the work presents set of theoretical clarification and conceptual exposition, defining, illustrating and explaining the notions of both teacher's enthusiasm and students' engagement. In fact, the study needs an empirical section to clarify or verify the already-set hypotheses. Actually, the most appropriate method in this study is the quantitative method using the questionnaire as an instrument of investigation. The main aim of this study is to establish a clear idea and evident understanding concerning the influence of teacher's enthusiasm on students' engagement in EFL class.

3.1. Method and Measuring Tool

Along this chapter, the descriptive approach is the most appropriate approach to be used in order to interpret and analyse the founded data. It is done through collecting information without any attempt of changing the studied environment. This approach is selected to own and gain a better understanding about the subject. It shows the relationships and associations between variables. This research depends upon one instrument of investigation, which is the questionnaire. The conducted questionnaire is one-way attempt of gathering information. It is a face-to-face questionnaire administration where the items were presented orally. Selecting the questionnaire as a measuring tool is very beneficial and appropriate. The questionnaire offers anonymity for the participants, generalization of the obtained results and reliability of the collected data. In fact, the questionnaire is divided into three sections namely personal information, pupil's performance in the class and pupil's perception of his/her teacher of English. The first section of the questionnaire is composed of three closed-ended questions. The second one is made up of 6 questions graded from always to never and 4 other open-ended questions. However, in the third part pupils were asked to answer ten (10) questions graded from always to never.

3.2. Sampling

This study is conducted at Oukid Allal middle school in Laghouat. This school is one of the best middle schools in the region in term of the administration's regulation and the pupils' academic ratings. The research is concerned with pupils of first year middle school since they can provide a great help to understand the impact of teacher's enthusiasm on students' engagement because they confront the English language for the first time. In this study, 120 first year middle school pupils are randomly selected as a sample of a population of 196. The sample represents 61%. Almost the five

classes of the level are chosen. Two female teachers of English instruct the pupils: one teacher is instructing three classes and the other is concerned with two classes only.

3.3. Data Discussion and Analysis

In this part, all the responses and answers of the pupils are collected to be counted and represented in percentages. Then, this statistics are classified in tables. Each table is discussed and analysed separately. The obtained results will be summarized later on in the conclusion. As it has been mentioned, the questionnaire is divided into three sections. Each sections is devoted to a particular element.

Section one: Personal Information

The first section of the questionnaire is devoted to know some personal information about the pupils. This section is composed of three closed- ended questions. Each question has two options to select between them. Questions are about pupils' gender, age and academic status.

Item 1: Sex

Table 3.1: Pupils' Gender

	Male	Female	Total
Number	50	70	120
%	41.67	58.33	100

Unsurprisingly, this table shows that female pupils are more numerous than male pupils. A total number of 50 males that represents 41.67% of the population is recordered; whereas, female pupils are enumerated as 70 with a percentage of 58.33%. Within the Algerian context, females are numerous than males and that what justifies the high number of girls in a comparison with boys.

Item 2: Age

Table 3.2: Pupils' Age

	11-12	Less than 11	More than 12	Total
Number	85	15	20	120
%	70.83	12.50	16.67	100

This table reveals that the average age of first year middle school (11-12) represents 70.83% of the total percentage with a total number of 85 pupils. Yet, it still exists 15 pupils who aged less than 11 that represents 12.50 % and 20 pupils who aged more than 12 who represent a numerical sum of 16.67 %. Hence, this clarifies that pupils who are less than 11 years old have started studying at an early age (five years old); however, those who are more than 12, they have surely missed a class.

Item 3: Have you repeated the year?

Table 3.3: Pupils' Academic Status

	Yes	No	Total
Number	09	111	120
%	07.50	92.50	100

Out of a total population of 120 pupils, just nine pupils have repeated the year. This represents 7.5 %. Whereas, the rest, who represent 92.5 %, are studying English for their first time. This gives chance for a better understanding that the chosen sample is the most appropriate for the study.

Section two: Pupils' Performance in the Class

This section is designed to check the pupils' performance in the classroom in particular and in the school in general. It aims to assess the pupils' engagement in the learning process within an EFL class. The section is divided into six questions graded from always to never, two other closed-ended questions with four options and four yes /no questions with justification.

Item 4: How do you see your participation in the school and the classroom?

The aim of asking this question is to identify mainly some behavioural engagement pupils may or may not show. Six sub- questions are given in a form of statements enumerated from (a) to (f) are included within this question.

a) You enjoy being in school

Table 3.4: Pupils' Enjoyment within the School

	Always	Often	Sometimes	Rarely/ never	Total
Number	85	09	22	04	120
%	70.83	07.50	18.34	03.33	100

This table shows that 85 pupils clarify that they always enjoy being in school representing 70.83 % of the population most of them are girls. Whereas, nine pupils representing 7.50 % say that they often enjoy being in school and 22 others with a percentage of 18.34 % sometimes do. However, just four boys representing 3.33 % state that they do not enjoy being in school. Girls are likely to be more law abiding, however, boys are more rebellious. In addition, it is noticeable that pupils are arranged in two main groups either they always enjoy being in school or they sometimes do.

b) You are absent in the English class

Table 3.5: Pupils' Absence in the English Class

	Always	Often	Sometimes	Rarely/ never	Total
Number	02	02	05	111	120
%	01.67	01.67	04.16	92.50	100

Representing 92.5 %, 111 pupils always attend the English class. Two girls, representing 1.67 %, are always absent in the class and two boys with the same percentage often are. Yet, five pupils, representing 4.16 % most of them are boys, are sometimes absent. It is obvious that the most of pupils are tangibly engaged since they rarely or never are absent in the English class. A total percentage of pupils that do not exceed 7.5 % is referring to the ones who are not engaged and they are probably bored.

c) You participate in the lesson

Table 3.6: Pupils' Participation in the Lesson

	Always	Often	Sometimes	Rarely/ never	Total
Number	45	18	51	06	120
%	37.50	15.00	42.50	05.00	100

Unsurprisingly, 51 pupils who stand for 42.5 %, sometimes attempt to take a part in the lesson. 45 pupils most of them are girls (31) always participate in the course with a percentage of 37.5 %. However, 18 pupils representing 15 % often do and six pupils, five of them are boys, do not participate in the lesson or they rarely do (5%). This means that pupils who always or often participate are highly engaged because either they understand the lesson, they like to show off, or they know that their teacher accepts whatever they will say. However, those who sometimes participate are the ones who

cannot take a part unless they are sure that they are right. Besides, pupils who do not participate suffer lack confidence that influence their engagement.

d) You do your homework

Table 3.7: Pupils' Homework Accomplishment

	Always	Often	Sometimes	Rarely/ never	Total
Number	92	10	16	02	120
%	76.67	08.33	13.33	01.67	100

A significant percentage of 76.67 % that is made up of 92 pupils, more than two thirds of them are girls, always do their homework. Ten pupils, nine of them are boys, representing 8.33 % often make their schoolwork at home. In addition, 16 pupils, just four of them are girls, sometimes do their homework with a percentage of 13.33%. While, two boys representing 1.67 %, do not do their homework or rarely they do. This concludes that almost all pupils make their schoolwork at home for gaining additional points in the acquired knowledge. The ones who refrain from doing their homework are extremely unengaged.

e) You revise your lessons at home

Table 3.8: Pupils' Revision of their Lessons

	Always	Often	Sometimes	Rarely/ never	Total
Number	42	29	41	08	120
%	35.00	24.17	34.17	06.66	100

With a distinction of no more than one pupil, the table demonstrates that pupils who always revise their lessons at home are numerous than those who sometimes do in a total enumeration of 42 pupils which represents 35.00 %. An equal number of both boys and girls, representing 24.17 %, often revise their lesson. Besides, four boys and four girls who rarely revise their lessons at home or never do are framing 6.66%. In sum, girls are likely to be more engaged in learning English as a foreign language whereas boys are more demotivated. Pupils who do not revise at home or rarely do probably have no need to do since the lesson is understood in the classroom.

f) You study English with friends outside

Table 3.9: Pupils' Study of English Outside

	Always	Often	Sometimes	Rarely/ never	Total
Number	17	11	27	65	120
%	14.17	09.17	22.50	54.16	100

With a percentage of 54.16 %, 65 pupils rarely or never study English with their friends outside. 17 pupils, 10 of them are girls, who attempt always to study with friends outside representing 14.17 %. However, 11 pupils, who made up 9.17 %, often learn English with their friends outside the classroom and the school. Actually, the second high percentage of 22.5 % is given to 27 pupils who sometimes study outside. Pupils do not frequently study with their friends outside because one or more of these reasons: having no place to meet in, obeying their parents' order of not studying outside or having no good companionship.

Item 5: Your mark in English in the 1st trimester is about

☐0- 5 ☐6- 10 ☐11- 15 ☐16- 20

Asking this question gives the opportunity to see the pupils' marks in the first trimester to compare it with their marks in the second one.

Item 6: Your mark in English in the 2nd trimester is about

☐0- 5 ☐6- 10 ☐11- 15 ☐16- 20

The aim of the attempt of asking the question 6 is to compare the pupils' marks in the second trimester with their marks of the first one. This comparison allows realizing if the pupils have actually improved, have worsened or there is no change to be mentioned. Results are classified in the following table:

Table 3.10: Pupils' Improvement in English

	Having improved	No changing	Having worsened	Total
Number	22	86	12	120
%	18.33	71.67	10.00	100

Unfortunately, 86 pupils who represent 71.67 % show no change in their level in learning English. Twenty-two pupils representing 18.33 % have improved whereas 12 pupils, most of them are boys, have worsened with a percentage of 10.00 %. The majority of pupils have marks between 10 and 20. This means that the level of pupils is approximately above medium.

Item 7: Do You Like English Class? Yes ☐ No ☐

Why?.....

Table 3.11.a: Pupils' Like of the English Class

	Yes	No	Total
Number	112	08	120
%	93.34	06.66	100

The majority of pupils with a percentage of 93.34 % assert that they like the English class. However, four boys and four girls do not like this session. Reasons vary from one pupil to another. The following table clarifies the pupils' opinions.

Table 3.11.b: Justifications for Why Pupils Like/ Dislike English

	Justifications	Number	%
Yes / 112	1. The session is energetic and interesting	48	42.85
	2. English is a new language	07	06.25
	3. The teacher is good	18	16.07
	4. I want to be more educated	06	05.35
	5. I need it in the future	13	11.60
	6. It is an easy language	20	17.85
No / 08	1. The teacher is bad	03	37.50
	2. I do not understand this language	05	62.50

Among those who say “yes”, 48 pupils, with a percentage of 42.85%, justify their like of the English class to the energetic and interesting nature of the session. Seven pupils, making up 6.25%, like English because they find it new, while 20 pupils, representing 17.85%, of equal number of both boys and girls get it easy. Eighteen pupils, who make up 16.07%, link their attitude to their good teacher. Six pupils, who represent 5.35%, find it a way to be educated; whereas 13 pupils, representing 11.60% most of them are boys, need it in the future. Pupils who opted for “no”, they claim either that their teacher is the responsible for their hatred showed toward the language (three pupils representing 37.5%) or they dislike it because simply they do not understand it (five pupils making up 62.50%).

Item 8: Do You Like your Teacher of English? Yes ☐ No ☐

Why?

Table 3.12.a: Pupils' Like of the Teacher of English

	Yes	No	Total
Number	115	05	120
%	95.83	04.17	100

Approximately all the pupils do like their teacher of English (115 of 120 pupils representing 95.83%). Just a minority of 4.17% who claim that they do not like the teacher of English. What is noticeable is that most of those who say “yes” are girls and most of those who say “no” are girls too. Girls are likely to be more affective than boys. Their justifications are summarized in the following table.

Table 3.12.b: Justifications for Why Pupils Like/ Dislike their Teacher

	Justifications	Number	%
Yes / 115	1. The teacher does huge efforts	10	08.69
	2. The teacher explains well	55	43.47
	3. The teacher is kind and gentle	29	25.21
	4. The teacher is serious	03	02.61
	5. The teacher likes me	19	16.52
No /05	1. The teacher does not explain	01	20.00
	2. The teacher hits	04	80.00

According to this table of justifications, pupils who say “yes” grouped in five main clusters: 55 of them (43.47%) suggest that their teacher has an admirable way of explaining the lesson, while 29 (25.21%) find her kind and gentle, 19 (16.52%) claim that the teacher by herself likes them, 10 pupils (8.69%) appreciate her efforts and three boys representing 2.16% recognize her seriousness. All pupils who elected “no” (80.00%), except a girl, dislike the harsh conduct emphasizing punishment. The remaining girl dislikes the wrong way the teacher follows in explaining the lesson.

Item 9: Do You Like your Classmates?

Yes ☐

No ☐

Why?.....

Table 3.13.a: Pupils' Like of their Classmates

	Yes	No	Total
Number	109	11	120
%	90.83	09.17	100

One hundred and nine pupils elected “yes” making up 90.83 %. However, 11 pupils representing 9.17% opted for “no”. The reasons behind these choices are summarized in the next table.

Table 3.13.b: Justifications for Why Pupils Like/ Dislike their Classmates

	Justifications	Number	%
Yes /109	1. They like me	14	12.84
	2. They help me	22	20.18
	3. They are good friends	19	17.43
	4. They are like my brothers	16	14.67
	5. They are funny	30	27.52
	6. They like to learn	08	07.33
No /11	1. They are noisy	07	63.63
	2. They misbehave	03	27.27
	3. I do not like girls	01	09.09

Pupils who say “yes” give six justifications. 30 of them (27.52%) agree upon finding their classmates funny. Twenty-two pupils representing 20.18% concur that helping them is the reason after liking their classmates. Nineteen pupils making up 17.43% attribute their attitude to the good friendship nature of the relation. Whereas, 16 pupils with a percentage of 14.67% regard them as being real brothers. However, eight pupils representing 7.33% like their classmates because they are engaged in learning. Nevertheless, seven pupils, who make up 63.63%, dislike their classmates, because they are noisy. Three pupils representing 27.27% object to the misbehaviour of their friends. One boy making up 09.09% likes his friends and dislike girls’ behaviour.

Item 10: Do You Like the Administration?

Yes ☐

No ☐

Why?

Table 3.14.a: Pupils' Like of the Administration

	Yes	No	Total
Number	98	22	120
%	81.67	18.33	100

With a percentage of 81.67 %, 98 pupils choose “yes”, while 22 pupils who represent 18.33 % select “no”. All the justifications of the two selections are set bellow in a table.

Table 3.14.b: Justifications for Why Pupils Like/ Dislike the Administration

	Justifications	Number	%
Yes /98	1. It composed of a good stuff	08	08.16
	2. they are organized	29	29.59
	3. they pay attention for our safety	17	17.34
	4. they like me	13	13.26
	5. they are fair	06	06.12
	6. they provide us with all what we need	09	09.18
	7. they act as advisers	12	12.24
	8. they participate in improving the school	04	04.08
No /22	1. they hit us	11	50.00
	2. they are unfair	06	27.27
	3. they are helpless	02	09.09
	4. they bear huge responsibility	02	09.09
	5. they do not provide what it is needed	01	04.54

Pupil who select “yes” response presented many justifications. Twenty- nine pupils (29.59%), 20 of them are girls, like their administrations organization. Eight pupils (8.16%) praise the good stuff. While nine pupils (9.18%) appreciate the efforts of administration in providing them, with all what they need. Seventeen pupils (17.34%) value the administration’s attempt of paying attention for their safety and six others (6.12%) regard it fair. Besides, 12 pupils (13.26%) thank the role of the administration as advisers and 13 other pupils (13.26%) relate their attitude to the exchange respect. Finally, two boys and two girls representing 4.08% like the participation of the administration in improving the school. However, the majority of pupils (11 of 22 pupils representing 50.00%) who

disfavour the administration relate their attitudes to the harsh behaviour exercised on them. Six pupils making up 27.27% find it unfair. Moreover, two boys with a percentage of 9.09% suggest the tiring efforts the administration spend. Noticeably, one boy (4.54%) sees that the administration is incapable of providing all the needed materials and tools.

Section Three: Pupil's Perception of his/ her teacher of English

The aim of this section is to identify the pupils' perception of their teacher's enthusiasm depending on some instructional behaviours. Pupils are supposed to answer ten closed- ended questions graded from always to never.

Item 11: How do you assess the instructional behaviours of your teacher of English?

Through asking this question, pupils are expected to assess by themselves their teacher's instructional behaviours. They are given ten statements ranged from (a) to (j) to grade them from always to never according to their personal perception.

a) Your teacher speaks clearly and loudly

Table 3.15: Pupils' Perception of their Teacher's Tone

	Always	Often	Sometimes	Rarely/ never	Total
Number	100	10	06	04	120
%	83.34	08.33	05.00	03.33	100

One hundred pupils, representing 83.34 %, clarify that their teacher always speaks loudly and clearly. While, ten pupils, making up 8.33 %, claim that the teacher often speaks in a clear and loud manner. In a percentage of 5.00 %, six pupils assert that their instructor sometimes speaks clearly and loudly. However, in numerical sum of 3.33 %, four pupils, three of them are boys, state that their teacher rarely speaks clearly or never does. Speaking with a high voice is one of the instructional behaviours that a teacher should adopt. This high percentage of opting “the always degree” is a good indicator of an enthusiastic instructor. The twenty-remaining pupils have probably a problem in hearing or demotivation.

b) Your teacher uses simple words to explain

Table 3.16: Pupils' Perception of their Teacher's Use of Words

	Always	Often	Sometimes	Rarely/ never	Total
Number	88	15	08	09	120
%	73.33	12.50	06.67	07.50	100

Pupils who say that their teacher uses simple words to explain the lesson were 88, that represents 73.33 %. Fifteen others claim that she often does with a percentage of 12.50 %. Eight pupils see that she utilizes simple expressions in explaining the lesson making up 6.67%. Whereas, nine pupils, six of them are boys, establishing 7.5 % state that their teacher rarely uses simple expressions to explain the lesson or never do. This concludes that the plurality of pupils understand what the teacher explains, but those who cannot follow needed a special care. They are probably low-achiever pupils.

c) Your teacher makes lessons interesting

Table 3.17: Pupils' Perception of their Teacher's Way of Stimulating them

	Always	Often	Sometimes	Rarely/ never	Total
Number	90	06	15	09	120
%	75.00	05.00	12.50	07.50	100

Almost of ninety pupils agree on the fact that their teacher really makes the lesson very interesting all the time, establishing a percentage of 75.00 %. Only six pupils (three boys and three girl) suggest that the teacher often makes the lesson interesting with a percentage of 5.00 %. Fifteen pupils, representing 12.50 %, see that the lesson is sometimes interesting. However, four boys and five girls making up a total of nine pupils which means (7.50 %) declare that the lesson is rarely interesting or never is. These statistics infer that making the lesson interesting is so important to engage and motivate all pupils to take part in the lecture. Pupils, who are not frequently interested in the lesson, are demotivated and unengaged because of the lack of establishing an enthusiastic environment.

d) Your teacher sees all pupils in the classroom

Table 3.18: Pupils' Perception of their Teacher's Eye Contact

	Always	Often	Sometimes	Rarely/ never	Total
Number	88	13	12	07	120
%	73.34	10.83	10.00	05.83	100

Eighty-eight pupils consider that their teacher always sees all pupils in the classroom, establishing a percentage of 73.34 %. With a percentage of 10.83 %, thirteen pupils regard that their instructor often tries to see all the pupils. Those who state that she sometimes observes and addresses all the pupils are twelve pupils who make up 10.00 %. Seven pupils suggest that their teacher rarely sees all pupils in the classroom or she never does. It is assumed that the teacher does not avoid eye contact with her pupils but rather she tries to see all pupils in the classroom.

e) Your teacher walks around when explaining the lesson

Table 3.19: Pupils' Perception of their Teacher's Move while Lecturing

	Always	Often	Sometimes	Rarely/ never	Total
Number	53	22	34	11	120
%	44.17	18.33	28.33	09.17	100

The table shows that 44.17 % of pupils, who are 53 of 120, say that their teacher always walks around when explaining the lesson. Twenty-two pupils, making up 18.33 %, declare that she often moves when she explains. Representing 28.33 %, 34 pupils, most of them are girls, state that the teacher sometimes moves when lecturing. Whereas, seven boys and four girls see that their instructor never gets about when explaining or rarely she does. Moving around the rows is impossible action while lecturing as teachers say. However, pupils (especially kinaesthetic² ones) are likely to be engaged through following their teacher. Pupils who suggest that the teacher does not move are almost certainly that they used to move around this why they cannot recognize the teacher's behaviour.

² Pupils who depend on moves and gestures as a way to learn.

f) Your teacher sits behind his/ her desk when explaining the lesson

Table 3.20: Pupils' Perception of their Teacher's Frequency of Sitting behind the Desk

	Always	Often	Sometimes	Rarely/ never	Total
Number	15	09	21	75	120
%	12.50	07.50	17.50	62.50	100

The highest percentage of 62.50 % is given to pupils who state that their teacher never sits behind her desk when explaining or she rarely does. Twenty-one pupils, representing 17.50%, say that she sometimes explains the lesson sitting behind the desk. Fifteen pupils that represent 12.50 % claim that the instructor always sits behind the desk when she explains. Only, nine pupils declare that she often explains sitting on her chair representing a percentage of 7.5 %. This shows that the teacher really cares about her movements in the classroom since she avoids sitting on her chair. Sitting behind the desk while lecturing is very traditional. Therefore, the times the teacher sits are perhaps moments of tiredness and fatigue.

g) Your teacher has several good ways to explain the lesson

Table 3.21: Pupils' Perception of their Teacher's Varying of Methods

	Always	Often	Sometimes	Rarely/ never	Total
Number	79	21	14	06	120
%	65.83	17.50	11.67	05.00	100

Representing 65.85 %, seventy-nine pupils declare that their teacher always has several good ways to explain the lesson. Twenty-one pupils making up 17.50 %, claim that the teacher often uses different ways in order to explain the lesson. Other fourteen pupils of an equal enumeration of girls and boys, establishing a portion of 11.67 %, say that the teacher sometimes varies her ways of explaining the lesson. Besides, three boys and three girls, who represent 5.00 %, see that she never uses several styles or methods to explain the lesson. Each lesson is different in a manner or another. Thus, teachers must be aware to select and utilize the most appropriate way to simplify the lesson and make it clearer.

h) Your teacher really cares about you

Table 3.22: Pupils' Perception of their Teacher's Care about them

	Always	Often	Sometimes	Rarely/ never	Total
Number	64	12	29	15	120
%	53.33	10.00	24.17	12.50	100

More than the half of the sample, sixty-four pupils, with a percentage of 65.83 %, claim that their teacher always cares about them. Twelve of them, representing 10%, say that the teacher often cares about their status. Representing 24.17 %, twenty-nine declare that she sometimes pays attention on them. Whereas, fifteen pupils making up 12.5 % state that she rarely cares or never does. Caring about pupils and paying attention on them attract pupils and facilitate establishing a good rapport with them. The teacher cares about her pupils, and by their role, they are more motivated and engaged in the learning process.

i) Your teacher accepts your ideas and suggestions

Table 3.23: Pupils' Perception of their Teacher's Acceptance of their Ideas and Suggestions

	Always	Often	Sometimes	Rarely/ never	Total
Number	79	20	15	06	120
%	65.83	16.67	12.50	05.00	100

According to this table, statistics show that 79 pupils of 120, with a percentage of 65.85 %, state that the teacher always accepts their ideas and suggestions. Twenty pupils of 120, making up 16.67 %, agree that their teacher often takes into consideration their beliefs and opinions. Representing 12.5 %, fifteen pupils claim that she sometimes takes into account their views and suggestions. Whereas, six pupils of 120, making up 5.00%, regret their teacher's ignorance of their ideas or suggestions. This concludes that the teacher is really showing interest that may stimulate learners to participate during the lesson. Ignoring pupils' suggestions is possibly done to avoid noise or she thought that it is a waste of time.

j) Your teacher passes and checks if you understand

Table 3.24: Pupils' Perception of their Teacher's Check of Understanding

	Always	Often	Sometimes	Rarely/ never	Total
Number	98	09	07	06	120
%	81.67	07.50	05.83	05.00	100

Making up 81.67 %, ninety-eight pupils claim that the teacher always passes around the rows and checks if they understand. Representing 7.5 %, nine pupils declare that their teacher often asks them if they understand or not. Other seven pupils say that she sometimes checks if they grasp the lesson with a percentage of 5.83 %. However, three boys and three girls, representing a sum of 5 %, state that she rarely passes to check if they understand or never does. This shows that the pupils are providing an important feedback to the teacher who cares a lot about the pupils' understanding, in particular, and the learning process in general. The teacher is considerably aware about being effective to promote her pupils' engagement.

Conclusion

This work's aim is to identify the influence of teacher's enthusiasm on students' engagement in learning English as a foreign language. This study attempts to examine the relationship between teacher's enthusiasm and first year middle school pupils' engagement in EFL class. Along this chapter, the items of the questionnaire are described, analysed and discussed separately. Findings show that first year middle school pupils at Oukid Allal are generally engaged. Yet, there are some comments. Girls are more interested in learning English as a foreign language to gain teacher's love, care and attention. Whereas, boys are less interested in learning English as an activity within the curriculum. They are studying it for personal satisfaction and/ or future interests. Girls are engaged behaviourally, cognitively and much more emotionally. They show their ability in establishing social relationships and good rapports with the surroundings expressing high levels of interest, enjoyment and sense of belonging. However, boys expose a high level of cognitive engagement through creating their personal and unique way of learning. Moreover, teachers, who are concerned with the study, demonstrate a good level of enthusiasm. Their instructional behaviours are acceptable in general. Instructing with enthusiasm affects pupils' behavioural, emotional and cognitive engagement in EFL class.

General Conclusion

General Conclusion

This work attempts to investigate and analyse the relationship between teacher's enthusiasm and first year middle school pupils' engagement in learning English as a foreign language at Oukid Allal middle school. This study examines the real influence of the teacher's enthusiastic behaviours on the pupils' behavioural, emotional and cognitive engagement in EFL class. The main aim of this research is to establish a clear relationship between teacher's enthusiasm and students' engagement as well as to depict the impact of the teacher's role in classroom on his/ her learners' interest, motivation and outcome.

The first chapter has been devoted to identify, expose and explain the term of teacher's enthusiasm from the perspective of the two giants in the field of education and psychology: the behavioural perspective through analyzing the works of Rosenshine, Collins and Murray and the psychological view of Kunter and colleagues. The notion of teacher's enthusiasm shows a great debate among scholars in establishing the exact meaning of it. Researchers have identified teacher's enthusiasm as one of the most defining characteristics of an effective teacher. It has been considered as a desirable quality of effective teaching. Scholars have claimed that it is a very important quality that teacher should be equipped with to enhance the students' interest, motivation and outcome.

The second chapter has dealt with the models of engagement proposed by researchers and scholars and then defining and conceptualizing the notion of engagement. Besides, this chapter has identified the three components of this meta- construct which are the behavioural, emotional and cognitive dimensions. Finally, this part has provided a clear and determinant explanation of both terms engagement and motivation and set the main differences and commonalities. Students' engagement has been proved to be an important element in the instructional environment. This construct is a key determinant factor in education in which the students' progress and improvement depend on.

Along the practical chapter, the items of the questionnaire are described and analysed separately in tables and then discussed intensively. Findings show that first year middle school pupils at Oukid Allal are engaged in general. Girls show a high level of engagement at all the dimensions (behavioural, emotional and cognitive). Yet, their emotional engagement is significantly affected in comparison with the other two dimensions. Whereas, boys are more interested in learning English as a tool to develop their personal capabilities not as a subject of science to be tested in. Boys are much more engaged cognitively since they expose their personal strategies in understanding the lesson. In addition, the two concerned teachers are likely to be enthusiastic. They demonstrate a good sense of

enthusiasm. They try to show acceptable behavioural expressions and positive affective experiences. The first hypothesis is confirmed since instructing with enthusiasm affects pupils' engagement in EFL class. The second hypothesis is partially confirmed. Not all the teacher's instructional behaviours have the same influence but they differ. However, the last hypothesis is not really clarified because girls and boys are not influenced similarly.

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Appendices

Appendix One

Questionnaire to Pupils

Dear pupil,

We are conducting this study to investigate the impact of teacher's enthusiasm on students' engagement in learning English as a foreign language. You are kindly invited to answer the following questions. We would appreciate your honest contribution. Please, use a tick (×) for the appropriate answer.

Section One: Personal Information

- 1) Sex: ☐ male ☐ female
- 2) Age ☐ 11- 12 years old ☐ less than 11 years old ☐ more than 12 years old
- 3) Have you repeated the year? ☐ Yes ☐ No

Section Two: Pupil's Performance in the class

- 4) How do you see your participation in the school and the classroom?

	Always	Often	Sometimes	Rarely/ Never
a) You enjoy being in school				
b) You are absent in the English class				
c) You participate in the lesson				
d) You do your homework				
e) You revise your lessons at home				
f) You study English with friends outside				

- 5) Your mark in English in the 1st trimester is about

☐ 0- 5 ☐ 6- 10 ☐ 11- 15 ☐ 16- 20

- 6) Your mark in English in the 2nd trimester is about

☐ 0- 5 ☐ 6- 10 ☐ 11- 15 ☐ 16- 20

- 7) Do you like English class?

☐ Yes ☐ No

Why?

8) Do you like your teacher of English?

☐ Yes

☐ No

Why?

9) Do you like your classmates?

☐ Yes

☐ No

Why?

10) Do you like the administration?

☐ Yes

☐ No

Why?

Section Three: Pupil's Perception of his/ her teacher of English

11) How do you assess the behaviours of your teacher of English in the classroom?

	Always	Often	Sometimes	Rarely/ Never
a) Your teacher speaks clearly and loudly				
b) Your teacher uses simple words to explain the lesson				
c) Your teacher makes lessons interesting				
d) Your teacher sees all pupils in the classroom				
e) Your teacher walks around when explaining the lesson				
f) Your teacher sits behind his/ her desk when explaining the lesson				
g) Your teacher has several good ways to explain the lesson				
h) Your teacher really cares about you				
i) Your teacher accepts your ideas and suggestions				
j) Your teacher passes and checks if you understand				

Other comments on your teacher of English:

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

Thank You

Appendix Two

استبيان لتلاميذ السنة الأولى متوسط

عزيز(ت)ي التلميذ (ة):

نعتزم القيام بهذا الاستطلاع للرأي والغرض منه معرفة تأثير حماسية الأستاذ على دافعية التلاميذ لتعلم اللغة الإنجليزية كلغة اجنبية. نرجو منك عزيز(ت)ي التلميذ (ة) الاجابة عن الأسئلة المقترحة بكل دقة وصراحة. نشكر لك تعاونك واسهامك في هذا الاستبيان. من فضلك ضع (ي) علامة (x) في الخانة المناسبة.

القسم الاول: المعلومات الشخصية

- (1) الجنس: ☐ ذكر ☐ انثى
- (2) العمر 11-12 : سنة ☐ اقل من 11 سنة ☐ أكثر من 12 سنة ☐
- (3) هل اعدت السنة? ☐ نعم ☐ لا

القسم الثاني: أداء التلميذ في القسم

(4) كيف ترى مشاركتك في المدرسة والقسم?

دائما	غالبا	أحيانا	نادرا / ابدا
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

(5) معدلك في مادة اللغة الإنجليزية خلال الموسم الأول تراوح ما بين

- ☐ 0-5 ☐ 10-6 ☐ 15-11 ☐ 20-16

(6) معدلك في مادة اللغة الإنجليزية خلال الموسم الثاني تراوح ما بين

- ☐ 5-10 ☐ 10-6 ☐ 15-11 ☐ 20-16

(7) هل تحب حصة اللغة الانجليزية? ☐ نعم ☐ لا

لماذا?

☐ لا☐ نعم

8 هل تحب أستاذ اللغة الانجليزية?

لماذا؟

☐ لا☐ نعم

9 هل تحب زملائك في القسم?

لماذا؟

☐ لا☐ نعم

10 هل تحب إدارة مدرستك?

لماذا؟

القسم الثالث: تقييم التلميذ لأستاذ اللغة الإنجليزية

11 كيف تقيم سلوكيات أستاذ اللغة الإنجليزية داخل القسم?

نادرا/ ابدا	أحيانا	غالبا	دائما	
				ا) يتكلم استاذك بصوت مرتفع وواضح
				ب) يستعمل استاذك مفردات بسيطة لشرح الدرس
				ج) يجعل استاذك الدرس ممتعا
				د) يرى استاذك جميع التلاميذ في القسم
				هـ) يتحرك استاذك داخل القسم حينما يشرح الدرس
				و) يجلس استاذك وراء مكتبه عندما يشرح الدرس
				ن) يستعمل استاذك طرق وأساليب متنوعة لشرح الدرس
				ي) يهتم استاذك بك فعلا
				ك) يتقبل استاذك افكارك ومشاركاتك
				ر) يسألك استاذك ان فهمت الدرس

ملاحظات أخرى عن استاذك في اللغة الإنجليزية :

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شكرا جزيلا على وقتك الثمين