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The Impact of Self-Disclosure on EFL Students' Motivation, Participation, and Writing Proficiency in Higher Education in Morocco: The Case of the Fez Dhar El Mahraz Department of English

A dissertation submitted in partial fulfillment of the requirements for the doctorate degree in English studies

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DEDICATION

I would like to dedicate this humble work:

To the memory of my father

To the flower of my heart: my mother who has morally and financially supported me to continue my studies after a four-year dropout of school

To my brother and sisters

To my adorable friends

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ABSTRACT

The purpose of this quasi-experimental study was to test the impact of self-disclosure on EFL students' motivation, participation, and writing proficiency at the Faculty of Arts and Humanities, Fez Dhar El Mahraz. Self-disclosure refers to teachers' and/or students' verbal communication of personal feelings, opinions, and experiences that are positive in nature and/or relevant to the course content in class. The sample of this study consisted of undergraduate learners enrolled in the department of English. Mixed methods in data collection and analysis were employed to answer three research questions. First, 87 students in the experimental group—after receiving self-disclosure as treatment—and 87 students in the control group completed a questionnaire in order to know their level of motivation. Additionally, 15 students from the experimental group were interviewed to elicit their perceptions of the effects of self-disclosure. Though the questionnaire results showed that the experimental group's level of motivation was not found to be higher than that of the control group, the interviewees believed that teacher self-disclosure leads to favorable attitudes toward instructors, and student self-disclosure helps develop favorable attitudes toward classmates and feelings of intrinsic motivation. Second, results from the observation of six English sessions and 214 students' responses to a questionnaire suggested that teacher self-disclosure helped create classroom participation by encouraging teacher-students interaction and increasing the learners' freedom to engage in class discussion. Third,19 students were tested before and after writing about six self-disclosure topics; the results indicated that the participants' expression of their self-disclosures did not help improve their writing proficiency in terms of producing a higher amount of accurate and complex sentences. Overall, such findings suggested that language teachers need to be aware of when and how to implement self-disclosure as a pedagogical practice in class to engage students in a fruitful learning experience.

Keywords: class participation, EFL students, motivation, self-disclosure, writing proficiency

مقتضب

تهدف هذه الدراسة شبه التجريبية إلى اختبار مدى تأثير الإفصاح عن الذات على التحفيز والمشاركة في القسم وكفاءة الكتابة لدى طلاب اللغة الإنجليزية كلغة أجنبية بكلية الآداب والعلوم الإنسانية ظهر المهراز فاس. ويقصد بمفهوم الإفصاح عن الذات قيام الأساتذة أو الطلاب أو كلاهما بالتواصل اللفظي القائم على نقل المشاعر والآراء والتجارب الشخصية الإيجابية و/أو المرتبطة بمحتوى الدرس. وقد استهدفت هذه الدراسة عينة من طلاب الدراسات الإنجليزية بسلك الإجازة، ولجمع وتحليل البيانات فقد تم استعمال أساليب مختلفة، بغاية الإجابة على ثلاثة أسئلة بحثية، حيث تم اعتماد نظام الاستبانة من أجل معرفة مستوى التحفيز لدى 87 طالب وطالبة من المجموعة التجريبية—بعد تلقي الإفصاح عن الذات كمعالج— و87 طالب وطالبة من المجموعة الضابطة، وقد تواكب ذلك مع إجراء مقابلات مع 15 طالب وطالبة من المجموعة التجريبية، من أجل استخلاص تصوراتهم حول تأثيرات الإفصاح عن الذات. وعلى الرغم من أن نتائج الاستبانة خلصت إلى أن مستوى التحفيز لدى المجموعة التجريبية كان أقل مقارنة بنظيره لدى المجموعة الضابطة، فإن نتائج العينة المستجوبة قد أكدت أن الإفصاح عن الذات عند الأستاذ يؤدي إلى تنمية مواقف إيجابية اتجاهه، وأن الإفصاح عن الذات عند الطلاب يؤدي إلى تنمية مواقف إيجابية اتجاه زملاء الفصل كما ينمي التحفيز الذاتي لديهم. ومن خلال ملاحظة ست حصص إنجليزية وأجوبة 214 طالب وطالبة على أسئلة استبانة، فقد تبين أن الإفصاح عن الذات عند الأستاذ يساهم في خلق المشاركة في القسم من خلال تفاعل الطلاب مع أساتذتهم وجعلهم يرغبون في الانخراط في المناقشة الصفية. وبعد اختبار 19 طالباً وطالبة قبل وبعد كتابة ستة مواضيع حول الإفصاح عن الذات، تم التوصل إلى أن الإفصاح عن الذات لم يساعد الطلاب في تطوير كفاءة الكتابة من ناحية إنتاج كم ملحوظ من الجمل المعقدة والخالية من الأخطاء. وختاماً، خلصت الدراسة إلى أن أساتذة اللغة مطالبين بإدراك متى وكيف يستخدمون الإفصاح عن الذات في القسم كأداة بيداغوجية لتمكين الطلاب من الانخراط في تجربة تعلمية مثمرة.

المفاهيم الأساسية: الإفصاح عن الذات، التحفيز، المشاركة في القسم، كفاءة الكتابة، طلاب اللغة الإنجليزية كلغة أجنبية

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LIST OF ABBREVIATIONS

ALM: Audio-Lingual Method

ALSRHE: Applied Language Studies and Research in Higher Education

ATC: Attitude Toward Classmates

ATT: Attitudes Toward Teacher

CAF: Complexity, Accuracy, and Fluency

CLL: Community Language Learning

CLT: Communicative Language Teaching

CRMEF : Centre Régional des Métiers de l'Education et de la Formation (Teacher Training Center)

C/T: Clauses per T-Units

CPMT: Communication Privacy Management Theory

DC/C: Dependent Clause per Clause

DM: Direct Method

DST: Dynamic Systems Theory

EFL: English as a Foreign Language

EFT/T: Error-Free T-Units per T-Units

ELT: English Language Teaching

E/T: Errors per T-Units

FL: Foreign Language

GTM: Grammar Translation Method

IM: Intrinsic Motivation

IRF: Initiation, Response, and Feedback

L2: Second Language

MACECE: Moroccan American Commission for Cultural and Educational Exchange

MATE: Moroccan Association of Teachers of English

MDS: Modular Degree System

RRGT: Rhetorical and Relational Goals Theory

SPFCD: Student Perception of the Freedom to Engage in Class Discussion

SPSS: Statistical Package for the Social Sciences

SPT: Social Penetration Theory

SPTE: Student Perception of Teachers' Experiences

SPTF: Student Perception of Teachers' Feelings

SPTO: Student Perception of Teachers' Opinions

SPTSD: Student Perception of Teacher Self-Disclosure

SPTSI: Student Perception of Teacher-Student(s) Interaction

SLA: Second Language Acquisition

TBLT: Task-Based Language Teaching

TL: Target Language

W: Words

W/T: Words per T-Units

Introduction

A. General Background

One of the main reasons that motivated this study is the researcher's modest experience as a novice student teacher of English in higher education. The opportunity to enhance this teaching experience motivated the researcher to adopt self-disclosure as a pedagogical practice and assess its role in the English a foreign language (EFL) classroom. In addition, this study seeks to establish new research venues in foreign language instruction in the Moroccan context by generating original data on the impact of self-disclosure on EFL students' motivation, participation, and writing proficiency in a real educational context. Interest in focusing on student motivation, participation, and writing is prompted by a concern to facilitate EFL learners' integration and ensure their success in the classroom, where catering for students' needs, goals, and interests ensures effective learning.

Self-disclosure, the act of sharing one's personal information with another person, has first been a subject of research in face-to-face interaction in psychology (Jourard, 1971) and communication studies (Wheeless & Grotz, 1976), and has since been primarily studied in both fields. Given that self-disclosure is a prominent behavior in interpersonal interaction, it has direct implications in the classroom context, where teachers are advised to communicate personal information, such as opinions and experiences that are positive in nature and relevant to the course content (Cayanus, 2004) in the language learning process. During the process, different factors, including the level of motivation, participation, and writing proficiency interfere to affect either positively or negatively the learning of a given language.

First, motivation is a social-psychological factor since it involves learners' attitudes and affection during the learning of a particular language. McDonough (1981) and Krashen (1982) agree that student motivation is a crucial factor influencing learners' success or

failure in the learning operation. According to Gardner (2007), the learning situation, such as teachers and classmates may positively or negatively affect students' level of motivation. For Bernard (2010, p.7), students who show interest and curiosity to complete a language task "are more involved and persistent, participate more, and are curious about school activities". Thus, students may not take actions to learn a language if they have negative attitudes toward their teacher and classmates, as well as if they are not interested in, curious of, and excited about the course material. In other words, learners who have positive attitudes toward the educational context and are intrinsically motivated are expected to attend classes, feel excited about the course material, and feel willing to actively participate in class.

Second, class participation is a social and personal factor in that learners, on the one hand, need to interact with members belonging to the target-language group (i.e., teachers and classmates). On the other hand, they are supposed to take risks to speak in the target language (TL). Frymier and Houser (2000) argue that the classroom climate is constructed by the patterns of the interaction between the teacher and students' verbal reactions, including questions, answers, and comments. In a second language (L2) classroom, teachers are not only required to be proficient in the TL, but they also need to manage classroom interaction in a way that promotes students' participation in the lessons (Hall & Walsh, 2002). Therefore, when students get involved in active class participation, they can develop their oral language performance, a step that will help them feel confident enough to work on improving their writing ability as well.

Third, writing proficiency is considered a linguistic factor since it reflects learners' ability to use language to produce a coherent piece of writing with a significant amount of error-free words, expressions, and sentences. Likewise, effective writing requires students to synthesize their linguistic knowledge with their experiences (Tangpermpoon, 2008;

Komalasari, 2013) to produce meaningful texts. Therefore, practicing writing is essential for students to improve their language proficiency and excel in the learning process.

In many cases, students' motivation, participation, and writing proficiency are interrelated, especially in the language classroom. That is, students who lack motivation may not find it necessary to participate in class and look for opportunities to reach proficiency in writing. Though this study is directly concerned with enhancing English language learning, it addresses self-disclosure as a pedagogical tool in order to find out whether it helps foster students' motivation, participation, and writing proficiency in the EFL classroom at the Moroccan university, thereby confirming Brown's (2007) view that there is a subordinating relationship between learning and teaching.

B. Statement of the Problem

In a second/foreign classroom, the traditional role of the teacher as the only source of knowledge is no longer desirable. In the new era of language teaching, the language teacher is available only to facilitate student learning. He/she is supposed to employ effective instructional strategies to make the learning environment pleasant and stimulating so that students develop an appreciation for class, feel excited about the course content, seize the opportunity to interact with their teachers, and feel willing to express themselves through speaking and writing activities.

Different studies stress that teachers' communication behavior, self-disclosure in particular plays a crucial role in increasing students' affinity toward the class, affect for the teacher (Sorensen, 1989; Wambash & Brothen, 1997; Cayanus, 2004; Cayanus & Martin, 2008; Eckhart, 2008), attitudes toward language learning (Bernard, 2010; Farani & Fatemi, 2014) and situational interest (Sanders, 2014). Research has also showed that teacher self-disclosure is effective in fostering students' participation in class (Goldstein & Benassi, 1994; Cayanus, Martin, & Weber, 2003; Cayanus & Martin, 2004; Cayanus & Martin, 2008;

Cayanus, Martin, & Myers, 2008; Cayanus, Martin, & Goodboy, 2009) out of class communication (Fusani, 1994), and oral language proficiency (Pishghadam & Torghabeh, 2009).

No study has been located on self-disclosure in the Moroccan context, be it in a content area or language classroom. Also, most preliminary empirical research on self-disclosure took place in communication courses, and very few studies have been carried out in the foreign language context. More important, most studies have addressed teacher self-disclosure only, overlooking the importance of student self-disclosure in the classroom context. This suggests that this topic still needs to be studied as a new research area in the foreign language classroom. Thus, this dissertation takes a different track from the existing studies to fill the research gap in the limited literature by testing the impact of both teacher and student self-disclosure on classroom outcomes, particularly motivation, participation, and writing proficiency and suggesting practical implications for implementing self-disclosure as a pedagogical practice in the core of the language classroom in Moroccan higher education.

C. Purpose of the Study

The purpose of this study is threefold. First, it aims to test the impact of positive and relevant self-disclosure on student motivation. That is, it is intended to examine whether teacher self-disclosure helps learners develop positive attitudes toward instructors (s). On the other hand, it is meant to discover whether student self-disclosure helps learners develop favorable attitudes toward their classmates and feelings of intrinsic motivation, which refers to students' internal desire, such as interest and curiosity to complete a learning task (Ryan & Deci, 2000). Second, this research aims to test the impact of relevant teacher self-disclosure on two aspects of class participation, namely teacher-students interaction and students' freedom to engage in class discussion. Third, this research is interested in testing

the impact of positive student self-disclosure on EFL learners' writing proficiency in terms of complexity, accuracy, and fluency (CAF) in a final text. If a causal relationship can be established between self-disclosure and students' motivation, participation, and writing proficiency, it might be possible for pedagogical implications to be made from the instructional communication perspective to inform practices in language education in general, and English language teaching in particular.

D. Significance of the Study

In Morocco, students have limited opportunities to use English for communication purposes outside the classroom. Moroccan learners of English learn the language in their native country, where the official language is Arabic. The only opportunity to learn English is almost always inside the classroom where most if not all the teachers are non-native speakers. The students do not usually have enough opportunities to get involved in meaningful interaction and communication. As such, it is necessary for teachers of English in second and foreign language settings in general, and in Morocco in particular to adopt pedagogical tools that help engage students in a genuine atmosphere in class so that they feel motivated to use the TL to improve their language proficiency.

Accordingly, language educators, particularly teachers of English who like to help immerse their learners in a fruitful learning experience may find the findings of this quasi-experimental study beneficial and encouraging. They may also find these results helpful in understanding how and when self-disclosure can be incorporated as a pedagogical practice to create an interpersonal, meaningful and rich communication atmosphere conducive to successful learning. In addition, the study is intended to provide teachers with essential implications for stimulating their students' level of motivation to take initiatives to produce and practice their language. Through their participation, students may find the results of this study interesting and encouraging, and hence they become willing to talk about their

personal information to further enhance their oral communication abilities in class or when meeting native speakers from Great Britain or the United States. At last, they can use diaries or journals to write about their continuous personal experiences including opinions and feelings. Eventually, such a reflection on personal information might help students produce an accurate, varied, and important amount of output including simple, compound and complex sentences.

E. Research Questions and Hypotheses

The study seeks to provide answers to three research questions:

RQ1: Does positive and relevant self-disclosure help increase student motivation in the undergraduate EFL classroom in Morocco?

H1: Learners who receive positive and relevant teacher self-disclosure will have higher favorable attitudes toward their instructor than learners who receive no teacher self-disclosure.

H2: Learners who receive positive and relevant student self-disclosure will have higher favorable attitudes toward their classmates than learners who receive no student self-disclosure.

H3: Learners who share positive and relevant personal disclosures will be intrinsically motivated about learning English more than learners who share no personal disclosures.

RQ2: Does relevant teacher self-disclosure help create class participation in the undergraduate EFL classroom in Morocco?

H4: Relevant teacher-self-disclosure will help foster teacher-students interaction in the undergraduate EFL classroom.

H5: Relevant teacher self-disclosure will help increase students' freedom to engage in class discussion in the undergraduate EFL classroom.

RQ3: Does positive student self-disclosure help improve EFL learners' writing proficiency in the undergraduate classroom in Morocco?

H6: Positive student self-disclosure will help improve undergraduate EFL learners' complexity in writing.

H7: Positive student self-disclosure will help improve undergraduate EFL learners' accuracy in writing.

H8: Positive student self-disclosure will help improve undergraduate EFL learners' fluency in writing.

F. Structure of the Thesis

This study is divided into five chapters. The first chapter addresses the structure, mission and reforms of higher education in Morocco. Then, it provides an overview of English language in Moroccan culture and education with a special reference to the department of English at the university level. Chapter two reviews literature on the theory of self-disclosure and the three factors affecting language learning— motivation, class participation, and writing proficiency— respectively. The same chapter reviews major findings of past research on the effects of self-disclosure in the educational context in an effort to identify the gaps in the current literature. Chapter three outlines the research methodology including setting, participants, research design, and data collection and analysis instruments. Chapter four presents key findings from undergraduate EFL students' data. Findings are presented according to each data collection instrument to test the research hypotheses. In chapter five, a detailed discussion of the findings is provided to answer the research questions and suggest implications for implementing self-disclosure as a pedagogical practice in language instruction at the university level in general and the Moroccan context in particular.

Chapter One: Higher Education and English Language Teaching (ELT) in Morocco

Introduction

The aim of this chapter is to first address the structure, mission, and reforms of higher education in Morocco. Subsequently, the chapter intends to provide a background to English language teaching (ELT) in Morocco by dealing with the growth of English education with a special reference to the department of English.

A. Higher Education in Morocco

1. Structure

Higher education in Morocco dates back to the mid-ninth century, particularly to 859 A.D. when Al Qarawiyyine, a traditional Islamic university, was founded in Fez, and which is still functioning alongside modern institutions built after independence in 1956. Examples of modern universities include Mohamed V University, which was founded in the city of Rabat in 1957, followed by Sidi Mohamed Ben Abdellah University in the city of Fez in 1975. Now, the number of state universities has increased to twelve beside other higher education institutions across the country.

Institutions of higher education in Morocco are divided into private and public universities. For instance, Al Akhawayn University, created in Ifrane in 1995, with an American based curriculum, is a semi-private not-for-profit institution which has its own charter (Dahir Sharif) and is not regulated by the Ministry of Higher Education. Other new institutions include the International University in Rabat and Agadir, and other institutions that offer courses in different fields, such as business, administration, and engineering. Such institutions operate after getting accreditation from the Ministry of Education.

However, public universities are free of charge and divided into two types of institutions. The first type is state universities, which are under the governance of the Ministry of National Education, Higher Education, Executive Training and Scientific

Research. It sets the curriculum and policy, administers external examinations, and provides funding for public institutions. Examples include Faculties of Humanities, Science, Economics and Law, and Multidisciplinary Faculties. These institutions offer open access to all holders of the Baccalaureate certificate issued no earlier than two years prior to the date of the application. The second type is the *Grandes Ecoles,* which offer specialized studies in business, engineering, and other fields. These institutions are under the responsibility of the Ministry relevant to their professional orientation. Examples include Schools of Commerce and Management, Engineering, and Translation. Access to these institutions is limited in that admission is conditional on passing an entrance examination *(concours)* after obtaining a high school degree with a set threshold usually equivalent to a B+. Medical Schools, such as Faculties of Pharmacy and Dentistry remain under the public system and are subject to the same admission requirements as the *Grandes Ecole* (EACEA, 2012).

Like most education systems around the world, there are three cycles of higher education in Morocco referred to as the LMD (License, Master, and Doctorate) program. First, students obtain a Bachelor's Degree after three years. After successful completion of two years of study, they are awarded a two-year undergraduate diploma in general studies (DEUG). Second, the Master's degree consists of two years after the Bachelor's degree. Third, the Doctoral degree earned after three to five years before a new law was introduced by the previous Minister of Higher Education, Lahcen Daoudi, who has extended it to six years maximum after completion of a Master's degree.

2. Mission

Inevitably, the mission of higher education is to train highly manpower to contribute to the development of the country at the scientific, economic, social, and cultural levels. After independence, higher education had a clear mission which, as Ouakrime (1986, p. 15) noted, was to satisfy the national needs by preparing Moroccan professionals (teachers,

engineers and doctors) to replace foreign expatriates in the private and public sectors. This was the first and foremost function of faculties and other institutions of higher education in Morocco. This has resulted in preparing highly qualified professionals for filling the vacant positions in educational institutions.

Subsequently, the mission of higher education has no longer been clear in the sense that the 1973-1977 Plan in the field of education and training included no objectives for higher education, but expected an increase in the number of students to 100.000 by 1990 (UNESCO, 1974). This helps justify the high rate of unemployment among graduates since then. It also reveals that students attend classes without having a clear vision for their future. Further, the official texts regulating the education system have no clear objectives (see the National Charter for Education and Training, and Law No 01.00 organizing higher education).This may explain the series of reforms drafted to improve higher education in Morocco.

3. Reforms

Higher education in Morocco has encountered a serious period of crisis despite the continuous reforms introduced to improve the quality of education. Since independence, Moroccan education has been a background of experiments whose outcomes are usually unsatisfactory. The Moroccan university was first an annex of the French Bordeux University in that French was the medium of instruction in Moroccan higher education institutions excluding Al Qarawiyyine. In the late 1960s and early 1970s, a number of reforms were introduced for the sake of Moroccanizing and Arabizing the educational system. This has contributed to the development of a mixed bilingual system (Arabic and French) within the Moroccan university. Soon Arabic became the language of instruction in a number of institutions, particularly Faculties of Arts and Humanities and some disciplines in the Faculties of Law (Ouakrime, 1986).

In 1981, reforms were introduced, aiming to change the teaching content and assessment techniques so that students' experience of higher education became more compatible with the country's needs. In 1999, the National Charter for Education and Training was introduced to reform the three levels of education: primary, secondary and tertiary (Ouakrime, 2003). As far as higher education is concerned, reforms, in the Charter, mainly aimed at:

- adapting the system to the job market demands;
- encouraging research and innovation within universities;
- revising and adapting the syllabi in order to provide students with a better quality of education;
- offering better working conditions and adequate learning resources for both students and professors;
- ensuring that the academic staff is qualified and providing them with regular training programs; and
- guaranteeing a good governance policy

In 2000, the Ministry of Education in Morocco proposed a new reform in order to adapt its educational system with the international systems. First, it developed a new law 01.00 that grants pedagogical, administrative, and financial autonomy to higher education institutions. Second, it reformed the educational architecture into cycles, modules, and courses. Third, the Ministry encouraged openness on the outside world (El Masrar, 2015).

In the academic year 2003-2004, following the European model, the Ministry of Education implemented the Modular Degree System (MDS). One objective of the plan was to avoid the end-of year summative written examination by introducing continuous assessment. However, students, in many institutions, such as Sidi Mohammed Ben Abdellah University rejected the idea. This suggests that the reform has not met the intended

objectives. Thereafter, the Ministry launched the Emergency Plan in 2009 to reform the pitfalls of the MDS. External bodies, such as the World Bank and the French Development Agency offered financial aid to implement this reform, whose aims were to 1) enhance tertiary education, 2) ensure better governance and higher teaching quality, 3) and improve scientific research (Oxford Business Report, 2012).

Although some goals were to a lesser extent achieved, many remained on hold. Students frequently lead strikes against the system and the high unemployment rates among graduates. The latter protest before the House of the Parliament in Rabat to express their dissatisfaction with the education system and its failure to prepare them for the workplace (Alami, 2013). All the reforms implemented in Moroccan tertiary education have not been fruitful enough. Though the pedagogical architecture has changed, the content remains intact because of different reasons. One of which is that universities provide theoretical knowledge only while the job market requires practical knowledge. Another reason is that instructors are not prepared enough for the reform, and they use teacher-centered methods to conduct classrooms. The other reason is related to the teacher-student ratio in that there are 15 000 teachers for 615 000 students (El Masrar, 2015).

The failure of these reforms led the Moroccan Monarch, in his speech on August 21st, 2013, to criticize the government, run by the Islamist Justice and Development Party then, for its inability to improve the quality of the educational system. His speech called for tailoring education to the job market by fostering vocational training and reconsidering the issue of obsolete courses, stating that "educational institutions which provide such courses should not be factories that produce unemployable graduates, particularly in certain obsolete subjects". The King further pointed out that the education problem should be approached from a social and economic perspective with the aim of preparing well-qualified human capital that can boost the development of the Moroccan nation (Lebbar, 2013).

Morocco's new Minister of National Education, Mohamed Hassad, has promised to launch three higher education institutions with the aim of accommodating the increased number of students in the academic year 2017-2018. The Minster has announced that "the three institutions expected to open their doors this year are the Faculty of Law, Economic, and Social Sciences in Tetouan, the School of Technology (EST) in Kenitra, and the School of Technology in Sidi Bennour" (El Masaiti, 2017, para. 1). Hassad has also promised to reform the vocational training sector by launching 29 establishments in the same academic year (op.cit).

Overall, the term reform denotes the change from a specific situation, often worse, to a better one. However, the reforms, which have taken place at the university level in Morocco, have not yet solved the problem of unemployment, nor have they provided quality education. This has intensified the crisis of preparing graduates with knowledge and skills unnecessary for the job market.

Given that this study takes place in the EFL context at the university level, it is necessary to have an idea about ELT in Morocco.

B. A Background to ELT Background in Morocco

1. The Growth of English in Morocco

The history and geography of Morocco have always facilitated contacts and relations with both the U.S.A. and Great Britain. As a result, it has contributed to the introduction of English and its culture in the nineteenth century when Moroccans took English classes in Tangier and Gibraltar before heading to Britain for military and technical training (Benmansour, 1996). Thereafter, the use of English increased during the Second World War when military bases were established in Casablanca, Kenitra and Tangiers. At that time, English was a means of communication between British and American diplomats, spies and

soldiers (Ennaji, 2005). Following this, a number of factors have played a crucial role in the growth of English in Morocco.

The first factor to consider is the international status of English as a *lingua franca* and its use in trade, diplomacy, finance, tourism and media. Now, newspapers, such as *New York Times*, *Saudi Gazette,* and *the Sun* are sold in big Moroccan cities, such as Casablanca and Fez. Also, the presence of English TV programs broadcast by Aljazeera English and other channels has attracted the attention of many students and teachers of English to watch them. Another factor is the positive attitudes of Moroccans toward English compared to French and Spanish. Moroccan Students have developed positive attitudes toward English and hence become fervent to learn it since, as Sadiqi maintains, it has no colonial connotations as French and Spanish (Sadiqi, 1991). The other factor is the educational system which gives primary preference to English language learning. In this context, the Moroccan Association of Teachers of English (MATE), a non-profit and non-governmental organization, gets continuous support from the Ministry of Education, and teachers of English benefit from professional development training at home and abroad, mainly in the U.S.A.

According to Sadiqi (1991), ELT was first introduced in education during the protectorate era following the laws and principles of the French education system. English then was taught in the third grade of high school. After independence, students optionally chose to learn EFL throughout the three grades of senior high school education. This suggests that the beginning of English is not young in Morocco. Likewise, American Language Centers, the British Council and AMIDEAST are private institutions and their branches throughout Morocco have made English prestigious and important in the country. Students of all ages enroll in either institution to learn and improve their English language skills. Further, Al Akhawayn University has also contributed to the spread of English in

Morocco in that the language of instruction is English in this institution. Last but not least, private schools in Morocco have given a great deal of importance to English by introducing the language starting from the first grade level of primary education.

2. Aims and Objectives of the EFL Curriculum in Secondary Education

The aims of EFL curriculum in secondary education are varied (see *English Language Guidelines for Middle School*, 2009, pp. 13-14). In general, they focus on helping secondary school students develop

- the communication competencies, knowledge and sub-skills necessary for a variety of real-life purposes;
- study skills leading to learner autonomy;
- the intellectual abilities of the learner;
- cross-cultural communication competency;
- awareness of and reflection upon global issues; and
- values pertaining to character, civility, and citizenship

At the four levels, these aims have been translated into specific objectives described in terms of the four-skills (listening, speaking, reading, and writing), functions, structures, and vocabulary, generating a multidimensional syllabus, organized along functional, structural, and topical dimensions. Such objectives are met through implementing the competency-based approach, which “focuses on the outcomes of learning and addresses what the learners are expected to do rather than on what they are expected to learn about”. A competency refers to a “statement of learning outcomes for a piece of knowledge or skill”. When students demonstrate a "competency," they are showing, for instance, their ability to solve a problem (p.15). The aims and objectives of teaching English at Moroccan schools have been in constant flux. They are frequently assessed and adapted to the immediate needs

of society, taking into account the new developments in applied linguistics (Benmansour, 1996).

3. The Socio-Linguistic and Instructional Context of ELT

The socio-linguistic situation in Morocco is characterized by multilingualism in that a variety of languages and dialects are used in everyday life for different purposes and functions. On the one hand, Moroccan Arabic and Amazigh language are the native and spoken dialects that are used in informal settings like the market, on the street, at home, etc. On the other hand, Standard Arabic**,** the official language of the nation and the simplified form of Classical Arabic**,** enjoys more prestige and is used in formal domains, such as education, media and administration. In addition, French, the second language, is introduced in primary education (Ennaji, 2005), which means that Moroccan learners are supposed to know at least three languages before they start learning English.

Currently, English is introduced at the third grade of middle school (9^{th} grade level) for two hours a week. The previous Minister of Education, Rachid Belmokhtar said that English would be introduced at the fourth grade of primary school. He noted that "the teaching of English that will start from the 4^{th} grade will be particularly important in education" ("English to be Taught", 2016, para. 1). Generically, secondary school students have to choose English, Spanish, or German, and the majority opts for English. All students at high schools choose to be major in Sciences, Arts or Economics. All groups are taught the same subjects on the curriculum, but with different orientations and emphasis, depending on their field of specialization. Science and economics students, for example, study three hours of English a week at the three grades of high school. However, Humanities and Letters students study English for four and five hours a week respectively in the second year Baccalaureate level.

4. ELT Approach, Procedures, and Teaching Materials

The standards-based approach is adopted in the teaching of English in secondary education in Morocco (*English Language Guidelines for Secondary Schools*, 2007). It includes content, performance, and proficiency standards.

- Content standards refer to *what* students should know and be able to do.
- Performance standards tell *how* students will show that they are meeting a standard.
- Proficiency standards indicate *how well* students must perform.

By integrating these standards across the curriculum, teachers will help students acquire the knowledge and develop the skills necessary for success. The five areas which summarize the intent of these standards in the teaching of English are

1) **Communication:** learners will communicate in both oral and written forms, interpret both oral and written messages, show cultural understanding and present oral and written information to various audiences for a variety of purposes. The three modes of communication involved here are the interpersonal, interpretive, and presentational communication.
2) **Cultures:** learners will gain a deeper understanding of their culture (s) and other cultures in terms of their perspectives (e.g., values, ideas, attitudes, etc.), practices (patterns of social interactions), and products (e.g., books, laws, music, etc.).
3) **Connections:** learners will make connections with other subject areas; and acquire information and use through English for their own purposes.
4) **Comparisons:** learners will gain awareness of cross-cultural similarities and differences (in terms of both language(s) and culture).

5) **Communities:** learners will extend their learning experiences from the EFL classroom to the outside world through activities such as the use of the internet .They will therefore be made aware that we live in a global world.

(*English Language Guidelines for Secondary Schools*, 2007, p.5)

These standards help learners develop knowledge, skills, attitudes, and strategies for effective language learning. A successful achievement of these standards requires teachers to help their learners 1) develop critical thinking, including decision making and problem-solving skills, 2) improve communication skills, such as working within a group, 3) select and produce effective information when delivering presentations and working on projects, and 4) integrate successfully within their community**.**

On the basis of these standards, the teaching of the skills of listening, speaking, reading, and writing needs to be addressed earlier in an effort to help learners 1) meet the standards set forth for all levels and 2) gradually develop their communicative competence (op.cit, p.9), which encompasses

- grammatical competence: the mastery of the TL itself.
- socio-cultural competence: the ability to understand and use utterances appropriately in different sociolinguistic contexts depending on contextual factors.
- discourse competence: the ability to combine grammatical forms and meanings to achieve a unified or coherent spoken or written text in different genres.
- strategic competence: the ability to make use of verbal and non-verbal communication strategies (a) to make up for breakdowns in communication and (b) to boost the effectiveness of communication.

a. Listening and Speaking Skills

Within the standards-based approach, listening and speaking skills are highly interrelated and often function interdependently and simultaneously in real life situations.

This approach posits that the teaching of speaking and listening should be treated as processes rather than products and aim at preparing the learners for real life communication. This can be achieved by helping them develop the competencies needed for using confidently English in different learning or authentic situations. For pedagogical reasons, the two coming sections will deal with the teaching of listening and speaking skills separately (*English Language Guidelines for Secondary Schools*, 2007).

i. Teaching of Listening

The teaching of listening aims at helping students become active listeners. Preparing learners for a listening activity is crucial to develop the skill of understanding. Students are aware of the reasons for listening, and a variety of questions or tasks are implemented for introducing the topic and activating students' schemata. The teaching of listening involves the use of both bottom-up and top-down strategies in that emphasis is put on helping the students identify the rhetorical structure of the text, infer word meaning, interpret speakers' intent, predict the content of the conversation, and interpret cohesive devices and discourse markers through the use of text study questions. Some of the classroom activities that teachers need to use to help their students meet the performance standards are listening to the radio, viewing a film, or watching a play in the target language (op.cit).

ii. Teaching of Speaking

Instruction in speaking aims to make learners become fluent speakers. Their success or failure to carry out oral and effective tasks in real-life situations determines the extent to which they are progressing as language learners. Teachers also consider the ability to speak effectively a central skill which they need to emphasize in their classrooms. Thus, a large portion of class time needs to be devoted to oral practice by focusing on the interpersonal and the presentational types of "communicative modes". These two modes aim at integrating speaking with other skills systematically. For instance, a conversation might lead to listening

to short presentation, reading a text, or writing a report. This integration of skills helps foster further contextualized practice and earning. To help students meet the performance standards in speaking, teachers need to use tasks, such as consciousness-raising activities, information gap, jigsaw activities, debates/ discussions, etc. (op.cit).

b. Reading and Writing Skills

In the same regard, the standards-based approach posits that reading and writing are strongly related to each other, as skills, cognitive processes, and ways of learning. They are authentic tools for learning about other cultures and for students to become autonomous learners, responsible citizens, and successful employees. A number of opportunities need to be created for students so that they develop a range of reading and writing strategies, study-skills, and habits. Development in reading and writing requires teachers to present highly challenging reading texts and writing tasks in the classroom (op.cit).

i. Teaching of Reading

Teaching reading in English at secondary schools is a means for learners to get access to information and deepen their knowledge and learning insights. It also aims to give learners the opportunity to interact with and learn about other cultures. Reading is given great importance in the EFL classroom since it helps develop critical thinking including analysis, interpretation, and problem solving skills. Besides, reading is a tool through which learners create a real connection between their own and others' experiences and boost their knowledge of vocabulary. To help students meet the performance standards in reading, teachers are required to enhance both macro-competencies (e.g., recognizing, summarizing, and becoming familiar with different text types) and micro-competencies (e.g., scanning, skimming, and making inferences) in the learning process. This can be achieved by exposing learners to a variety of challenging texts targeting stimulating issues related to education, the gifts of youth, technology, cultural heritage, brain drain, women issues, and sustainable

development. Likewise, texts should be related to their age and personal experience and interests (op.cit).

ii. Teaching of Writing

Writing in English aims at helping learners convey and share their own thoughts, feelings, and culture and at the same time reinforce their knowledge of grammar and vocabulary. The standard-based approach endorses the implementation of the process approach to writing, which considers composing "*non-linear and generative process whereby writers discover and formulate their ideas as they attempt to construct meaning"* (italics in original, *English Language Guidelines for Secondary Schools*, 2007, p. 26). (For more information, see *Approaches to Teaching Writing*, p.69). In order for students to meet the performance standards of writing, teachers need to use different functional writing tasks, (e.g., letters, emails, film reviews, etc.). In line with this, instructors need use other genres of essay writing, like narrative or argumentation in the classroom. Further, teachers need to help their students enhance writing skills through different facilitating procedures like guided or semi-guided composition, accuracy-oriented tasks, and fluency-based activities, such as 'quick-write' in which the focus is on writing rapid short texts (op.cit).

c. Teaching of Functions, Grammar, and Vocabulary

In the standards-based approach, learners of English need to be able to use the language in different contexts and for various purposes. Generically, the objective is to help learners use functions to get involved in social interaction and make them aware that the same grammatical forms can be used to express different meanings. Secondary school teachers in Morocco are required to provide opportunities to their students to learn both social and rhetorical functions in English. While the former involves expressing one's thoughts or feelings, expressing agreement and disagreement, apologizing, complaining, asking for information, etc., the latter requires learners to be able to express cause and effect,

purpose, concessions, etc. in spoken or written texts. Examples of communicative activities that can be implemented in the classroom to help students use language functions appropriately are information gap tasks, opinion gap tasks, role-play, drama, simulation (learners freely act out roles and situations using initial cues, often replicating real-life actions and experiences), etc (op.cit).

Grammar is crucial to the teaching and learning of English. The standards-based approach recommends an 'eclectic' approach to teaching language forms. That is, the teaching of grammar should not follow a single approach. Instead, both inductive and deductive approaches to teaching grammar should be used in the classroom. While grammar explanations and analysis are needed, teaching learners grammatical forms and rules embedded in highly authentic and coherent texts is also advocated (op.cit).

The standards-based approach gives primary importance to the teaching of vocabulary in EFL classes for different reasons. The most important of which is that if a learner knows a limited amount of words, he/she can neither receive ideas nor communicate with others. Thus, an effective teaching of vocabulary requires instructors to present the form, meaning, and appropriateness of new words in a meaningful context. Not only that, but teachers also need to dedicate time for practice by giving students the opportunity to use vocabulary items in speaking and writing (op.cit).

d. Assessment

Assessment is an integral part of the teaching and learning process in the EFL classroom. It includes continuous assessment and the national Baccalaureate examination. Continuous assessment takes the form of quizzes and global tests designed by the students' own teacher. At the four levels in Moroccan secondary education, students take two quizzes and one global test each semester. Each quiz accounts for 25 % of the student's global grade, and the global test accounts for 50 %. As for the national Baccalaureate examination, it

consists of a comprehensive test designed by an external board of examiners. This accounts for 50 % of the global grade. Importantly, quizzes and tests are in the written form, and for practical reasons, no oral exams are administered to the students.

The standards-based approach to the teaching of EFL in Moroccan secondary education requires performance-based assessment, whose purpose is to assess what learners can do with the language in an authentic context. Such a type of assessment holds that

- teaching needs to drive testing rather than the reverse; and
- testing should be compatible with teaching *(teach as you test and test as you teach).*

The five standards areas are assessed through this type of assessment.

When testing the skills of reading, writing, listening, and speaking, the performance-based assessment requires the use of authentic activities, such as a newspaper article, a brochure, etc. that suit the students' proficiency level. In addition, the assessment of language functions, grammar, and vocabulary is holistic and summative in nature. Learners need to use appropriate structures, functions and vocabulary to successfully complete a particular performance task. Therefore, they are assessed on such appropriateness. However, if formative feedback is the goal, teachers can go 'analytic' and design tests that tap the learners' use of the already-focused upon functions, structures, and vocabulary. Interestingly, performance-based assessment also advocates alternative forms of assessment including the journal, portfolio, projects, self-assessment, and peer-assessment (op.cit).

e. Teaching Materials

In 2007, teaching materials of English were developed by the Ministry of Education to meet the new developments in ELT at secondary schools. They were designed in accordance with the principles set forth in the National Charter for Education and Training and subscribe to a standards-based approach. The name of the textbook used at the 9th grade level is either *Focus* or *Horizon*. In common core classes, teachers can use either *Visa to the*

World or *Outlook*. In the first Baccalaureate level, teachers use either *Gateway 1* or *Ticket to English*. However, in the second Baccalaureate level, teachers can use one of the following three textbooks: *Ticket to English*, *Gateway 2*, or *Insights to English.* The decision to choose a textbook is determined by the district where the school is located as suggested by the Ministry of Education. In every level, the same syllabus is used. This means that though there are different names of textbooks at the four levels, all of them include the same objectives, themes, language elements, and number of units, which differ only in terms of order in each manual. This suggests that producing textbooks with similar contents has commercial purposes.

Because of the requirements of the national curriculum, teachers tend to stick to the content of the textbooks. However, they are encouraged to supplement textbooks by tasks or materials of their own provided that these are consistent with the prescribed syllabus (Benmansour, 1996). According to the author, the ELT approach used at secondary schools in Morocco appears to be primarily text-based and subject-based in that a set of units and language items have to be taught within prescribed time limits to ensure that students will be well-prepared for the national Baccalaureate examination. However, teachers are periodically updated with respect to developments in ELT.

5. The Place of English at Moroccan Universities

In higher education in Morocco, English has become the medium of a substantial portion of the students' reading lists, especially for science subjects, and knowledge of the language is a graduation requirement in a number of departments and schools of higher education (Benmansour, 1996). Interestingly, the previous Minister of Higher Education, Lahcen Daoudi, stressed the importance of English at university, maintaining that English is the language of scientific research, and it is the solution in Morocco’s education system. In his interview with *Al-Yaoum 24*, Daoudi declared that the Ministry of Higher Education and

Scientific Research is to impose English in engineering and medical programs. The ministry is to make "English proficiency a condition for obtaining a doctorate''. Consequently, as Daoudi explained, students who want to have access to science departments at Moroccan universities must be proficient in English" (Allilou, 2014, para.3).

Furthermore, the Moroccan American Commission for Cultural and Educational Exchange (MACECE) has added an important value to English language learning, especially for Moroccan university students through different exchange programs, such as Fulbright study grant (MACECE, 1982). In collaboration with the Ministry of Education, MACECE provides scholarships to Moroccan university students with different majors, as well as to middle and high school teachers of English to study, carry out research and/or enhance teaching and leadership skills in American higher education institutions. This has encouraged students outside departments of English to continue studying English to apply for scholarships to go to the U.S.A. 'English for All' is another important program that has attracted a number of university students with different majors to learn the basics of English at the Faculty of Arts and Humanities, Fez Dhar El Mahraz. Last but not least, departments of English have widely helped spread English in Morocco. Therefore, discussing the history, structure, and function of departments of English at Moroccan Universities is in order.

6. Departments of English at Moroccan Universities

The first department of English was established at the Faculty of Letters at Mohamed V University in Rabat. It was the source of help and information for other departments of English in the country to develop their courses. The second department of English was founded at Sidi Mohammed Ben Abdellah University in Fez in 1973. In 1980, three new departments of English were set up in Casablanca, Marrakesh and Oujda, aiming at "decentralizing [higher education] and relieving the pressure of student numbers from the already existing institutions" (Ouakrime, 1986, p. 21). Before starting creating their own

teaching programs, these new departments developed their syllabi from either the Rabat or Fez ones, or from a combination of both (op.cit). Now, fourteen departments of English have been established in Moroccan higher education institutions as summarized in Table 1:

Table 1

The Departments of English at Moroccan Universities

Departments of English	Year of Foundation
Rabat	1959-60
Fez Dhar El Mahraz	1972-73
Casablanca Ain Chok	1980-81
Marrakesh	1980-81
Oujda	1980-81
Meknes	1984-85
Casablanca Ben M'sik	1984-85
Tetouan	1985-86
Eljadida	1986-87
Agadir	1986-87
Mohammedia	1986-87
Kenitra	1986-87
Beni Mellal	1987-88
Fez Sais	1992-93

Note. Adopted from Dahbi (2003, p. 15).

Almost all these departments of English in Table 1 have Master and Ph.D. degrees related to the areas of literature, linguistics, and cultural studies. In the past, graduates had to choose either the literature or linguistics major. Now, different disciplines have been introduced to the department of English including cultural studies, gender studies, media studies, etc.

In addition, departments of English in Moroccan tertiary education institutions have been recognized for their good quality of teaching and developing effective syllabi. On the one hand, faculties from Europe and North America usually praise the effective teaching and

programs developed in the departments of English. On the other hand, the number of students who graduated from the department of English increased to 12,893 in the academic year 1999 (Ennaji, 2005).

The teaching staff of the departments of English has also contributed to the professional success of conferences organized by the Moroccan Association of Teachers of English (MATE). A number of university professors, high school teachers, and inspectors of English founded MATE in Rabat in 1979. Since its creation, MATE has organized annual conferences throughout the country, inviting all teachers of English and researchers to share their ideas about English language education and teaching techniques used in their classes. Thanks to the quality of its conferences, MATE has been awarded the patron of the King since 1989 (MATE, 1979).

In the past, the mission of departments of English was unintentionally to prepare teachers because almost any B.A. holder in English ended up teaching English in public schools (Ouakrime, 1986; Ennaji, 1991). The same holds true for the time being in that many Bachelor's or Master's holders in English prefer to join Teacher Training Centers (Centre Régional des Métiers de l' Education et de la Formation, CRMEF) to integrate into the teaching profession either at middle or high school after receiving one-year pedagogical training. To confirm this view, one third of the total number of graduates from departments of English became teachers of English in 1998 (see Dahbi, 2003).

Helping students, then, develop the English language ability, both in speaking and in writing, is a crucial purpose of the programs developed by the departments of English. To this end, it is necessary to acknowledge the contribution of some faculty members to the improvement of English language learning to cater for their students' needs and goals either by participating in conferences at home/abroad and/or publishing empirical research. Since teachers of English in higher education are autonomous in developing materials that work

better for their students, those who conduct no research, attend no conferences, and still use their old notes, as well as out of date teaching techniques need to adapt to the changes occurring in the field of language education to improve student learning in the EFL context.

It is also important to acknowledge the role of seminars, workshops, conferences and study days organized by departments of English throughout Morocco. In this regard, students have the opportunity to learn new ideas and teaching techniques from guest speakers who have majored in English language education. Also, study days organized, for instance, by the second year students of the 'Applied Language Studies and Research in Higher Education' (ALSRHE) master unit at the Faculty of Arts and Humanities, Fez Dhar El Mahraz encourage these organizers, especially whose research is related to English language education, to share the findings of their papers. This makes departments of English a rich source of information to enhance English language programs.

Summary

Higher education in Morocco has been subject to many reforms including the Emergency Plan. Nevertheless, the quality of education and the high rate of unemployment are still debatable issues among teachers and students. Hopefully, the current reforms may provide fruitful results in the near future. Also, the mission of higher education is not clearly defined, which leaves room for questioning the future of students after graduation.

On another level English in Morocco has constantly evolved since the 19th century and is very likely to be a widely used language in the nation. Since it is a *lingua Franca*, the development of the Moroccan economy and education is conditional upon supporting the use of English because, as Sadiqi (1988) noted, French by itself can no longer satisfy the linguistic needs of society. Currently, a number of students choose English as their major, and many graduates prefer to work as teachers of English. In addition, the development of English in Morocco has been recognized in the establishment of new departments of English

at Moroccan universities. Faculty members, in this regard, have deployed efforts to create effective learning opportunities for their students by participating in continuous training and adopting new teaching techniques.

Yet, changes are necessary to make the language learning environment more effective and responsive to students' needs. New teaching techniques and materials need to be developed to make the language teaching and learning atmosphere more productive and interesting. A step forward toward realizing these goals is to understand the construct of self-disclosure and its relation to student motivation, class participation, and writing proficiency.

Chapter Two: Review of the Related Literature

Introduction

The objective of this chapter is threefold. First, it aims at defining the construct of self-disclosure, its dimensions, and appropriate and inappropriate topics. Also, it attempts to show that self-disclosure is a widely accepted behavior in the Moroccan culture and has an established place in education in general, and language learning and teaching in particular. In addition, different theories that account for incorporating self-disclosure in the classroom are presented before explaining potential outcomes of self-disclosure in the educational context. Second, the chapter is briefly intended to review literature on the importance and the development of motivation, class participation, and writing proficiency in the history of English language education. Third, it reviews previous studies to construct a relationship between self-disclosure and the three factors affecting language learning with aim of identifying gaps in the literature.

A. Self-Disclosure

1. A Background to Self-Disclosure

a. Origins and Definitions of Self-Disclosure

A close reading in the literature on self-disclosure indicates that each author agrees that the construct of self-disclosure is twofold. First, it involves sharing one's personal information with another person provided that the recipient does not know such information beforehand, and second, self-disclosure serves as an effective means for establishing interpersonal relationships. Yet, most of the writers have conceptualized self-disclosure generically in that they do not specify what aspects (e.g., cognitive/affective/actions) of the self are to be revealed. More important, the defining characteristics of self-disclosure vary among these writers.

Self-disclosure as a conversational skill has first been a subject of research in face-to-face interaction in the field of psychology with the humanistic psychologist and practicing psychotherapist, Jourard (1971), who believed that openness between people increases interpersonal sharing. Here, Mckay, Davis and Fanning (2009) agreed that "the more information you consistently move into the open self, the better your communication will be (p.30). Expressions, such as "verbal accessibility" and "social accessibility" are also used to refer to the construct of self-disclosure (Zhai, 2012). Jourard described self-disclosure as "the act of revealing personal information to others" (op.cit, p. 2), maintaining that sharing personal information with people is an underlying criterion of a healthy personality. Subsequently, self-disclosure was introduced in the communication discipline by Wheeless and Grotz (1976), who conceptualized the construct as "*any message* about the self that a person communicates to another" (p.338). Both definitions, however, fail to differentiate between general verbal and personal information.

Fisher (1984) added the dimensions of honesty and intention in his definition of self-disclosure. For him, the speaker needs to plan to uncover honest personal information with the listener (s) ahead. Antaki, Barnes and Leudar (2005) considered self-disclosure a voluntary activity, adding that revealing personal information needs to be significant and include a report of information owned by the discloser. Furthermore, Hargie (2011) stated that "for a communicative act to be considered self-disclosing, it must contain personal information about the sender, the sender must communicate this information verbally, and another person must be the target" (p. 240). Note that Hargie defined self-disclosure as a verbal process. However, Derlega, Winstead, and Greene (2008) added that "self-disclosure […] may also refer to non-verbal messages that are intended to communicate information (e.g., […] wearing a tattoo on one's arm that says, 'I love Maisie')" (p. 153). According to the scholars, self-disclosure needs to be a voluntary action in social relationships whereby

the discloser and listener reveal feelings, thoughts, and information during interaction (op.cit). That is, a person needs to feel willing rather than forced to expose his/his personal issues.

There are different reasons why people tend to divulge their personal information. For instance, a person may self-disclose to a friend, a family member, or an acquaintance in order to build a trusting and close relationship and to maximize intimacy. Other reasons for sharing personal information are linked to psychological benefits including emotional release, self-clarification, and seeking rapport. Still, an individual may be motivated to self-disclose because the target listener is available or tries to elicit the speaker's own personal information. In contrast, people may avoid self-disclosing their personal matters for fear of rejection or loss of privacy/relationship. Also, a person may object to self-disclosing since the information is irrelevant, or the target recipient is absent or knows the information beforehand (Derlega et al., 2008).

b. Dimensions of Self-Disclosure

Self-disclosure is considered a multidimensional process. Beside honesty, willingness, and intention to self-disclose, there are three other dimensions, namely positivity, negativity, and relevance. Positivity entails disclosing 'good' aspects of one's life; for example, getting an 'A' while a student at university (Gibbs, Ellison & Heino, 2006). Negativity pertains to 'bad' aspects of one's experience in the classroom, such as drug addiction. Relevance involves sharing disclosures related to the course content (Cayanus, et al., 2009). For instance, an instructor can share his/her personal experience with data collection when he/she was a student while teaching research methodology. In this respect, Cayanus (2004) suggested some conditions that need to be met for self-disclosure to be ethical, contributive and productive in the classroom. He maintained that personal self-

disclosure needs to be relevant to the topic of discussion and includes positive illustrations and stories.

The other dimensions of self-disclosure are breadth, depth, and duration. Breadth, which is also referred to as 'amount', pertains to the number of personal issues shared during interaction like using five disclosures in one course. Depth is concerned with the intimacy of one's personal information. Conversely, duration corresponds to the time spent in self-disclosure (West & Turner, 2010). A study carried out by Myers (1998) in an introductory communication course reported that students tend to disclose a higher number of topics (breadth) with classmates than with teachers. The author also indicated that revealing intimate disclosures (depth) are socially undesirable with both classmates and teachers. Alternatively, Cayanus (2004) disputed that teachers need to employ a moderate amount of self-disclosure, avoiding disclosing too much or too little since it gets learners to perceive the learning environment negatively.

c. Appropriateness of Self-Disclosure Topics

In general, self-disclosure varies in content. It can focus on 'observations' to reporting some interesting experience a person has had (e.g., I spent my vacation in London), or on 'thoughts' to show opinions about an experience (e.g., 'if I were you, I would go abroad to continue my studies'). The content of self-disclosure can entirely focus on 'feelings' (e.g., 'I really enjoyed English courses; they were the best classes in my school experience'), or pertain to 'needs' (e.g., 'I really want to spend the summer vacation in New York') (Mckay, et al., 2009). Seminal work by Jourard (1971) on self-disclosure shows that individuals may share personal information in six areas, namely (1) attitudes and opinions, (2) tastes and interests, (3) work or studies, (4) money, (5) personality, (6) and body (for further details on these six areas, see Jourard, 1971, appendix 1, p.189).

From the educational perspective, Fusani (1998) noted that self-disclosure can be involved around learning and work experiences and extend to personal problems, values, opinions, and beliefs. Cayanus (2004) wrote that "teachers can […] self-disclose their education and teaching experience; their family, friends, and colleagues; their beliefs and opinions; their leisure activities; and their personal problems" (p. 8). Zhang (2007) examined the topics that public school teachers consider appropriate and inappropriate for inclusion in the classroom context. The results revealed that the appropriate topics include personal information related to experiences, family, relatives, friends, interests, hobbies, and likes/dislikes. On the contrary, the participants listed personal beliefs, political orientations, and information related to marriage sex, alcohol, abortion, and other personal behavior as inappropriate topics. Cayanus and Youngquist (2016) pointed out that when judging the valence of teacher self-disclosure, students place more importance on relevance than on social appropriateness. This suggests even disclosures about sex, alcohol, and politics may be deemed appropriate if they clarify, introduce, or relate directly to the course content (Cayanus & Martin, 2016). Another study by McBride and Wahl (2005) reported that the most topics that teachers tend to share with their students are about families, personal feelings or opinions, daily outside activities, and personal histories. Nonetheless, the topics that teachers need to avoid talking about in class were related to negative personal relationships, sexual topics, and negative aspects of character or image. Correspondingly, Eckhart (2011) argued that the content of teacher self-disclosure, such as immoral and sexual activities can offend students or lower their interest in the classroom.

From the cultural perspective, Gudykunst and Nishida (1983) found that Americans share topics, such as marriage, love/dating/sex, and emotions. However, the Japanese share topics related to school/work, biographical information, interests/hobbies, religion, physical activities, and money/property. Besides, Chen and Nakazawa's (2012) study showed that

native speakers of English are inclined to self-disclose more about work and studies, but less about their body and appearance than Taiwanese when communicating with strangers. Having briefly introduced the concept of self-disclosure, it is necessary to discuss if it is desirable and prominent within the Moroccan cultural context.

2. Self-Disclosure in Moroccan Culture

Since there is a natural marriage between culture and communication (Hall, 1976), self-disclosure as a communication skill may reflect the culture of the people living in a particular community (Kasahara, 2011). To understand, then, this relationship within the Moroccan culture, the following aspects of intercultural communication: individualism versus collectivism and low context versus high context societies are highlighted.

a. Individualism versus Collectivism

While individualist cultures refer to western societies, collectivist cultures include Latin America, East Asian countries, and Arab societies (Hall, 1976; Hofstede, 2001). In individualist cultures, such as the United States and Germany, individuals' ties are loose since everyone is concerned with his/her interests and immediate environment (e.g., family). Alternatively, in collectivist cultures like China and Morocco emotional ties are strong between persons. In cultures where collectivism prevails, Individuals are expected to integrate into harmonious and cohesive in-groups. In individualist societies, on the contrary, the emphasis is put on a task over the relationship (Hofstede, op.cit). For instance, when a person from an individualist society meets a friend while on the way to work, he/she will excuse himself/herself or avoid the meeting. Conversely, people raised in collectivist systems will stop and chitchat. Interestingly, in individualist cultures, individuals are good at integrating into new groups; they establish friendship relations easily, but their relationships tend to be characterized by non-intimacy. In contrast, people from collectivist societies are not skilled enough in establishing friendship bonds. But, they consider friendship a life-long

relation based on sincerity, spirituality, and other obligations (Triandis, Bontempo, Villareal, Asai, & Lucca, 1988).

These differences suggest that interaction and hence self-disclosure between people would be prominent more in collectivist than in individualist cultures. Since collectivist societies give primacy to emotional bonds and enduring relationships, people are very likely to communicate personal information to each other, especially that self-disclosure serves as an act of developing intimacy, a salient feature in collectivist cultures. Furthermore, given that Morocco is an oral society and self-disclosure is a conversation skill, making personal information visible is accordingly promising.

b. Low Context versus High Context Cultures

Another salient feature of culture that affects communication is low context versus high context dimensions. Individualist cultures, such as Germany are categorized as low-context. However, collectivist societies including Morocco are high-context oriented. In low context cultures, individuals' communication is direct and explicit in terms of meaning. People convey their messages explicitly without digression. Their act of communication is based on true intentions. Nevertheless, in high context cultures, as Hall (1976) states, "most of the information is either in the physical context or internalized in the person while very little is in the coded, explicit, transmitted part of the message" (p.91). This is to say that the interlocutor is expected to decipher the meaning of the message drawing on his/her background knowledge. For instance, an individual from a high context culture would say "is there any coffee"? instead of "could you make me some coffee please"? In this regard, Kasahara (2011) commented that self-disclosure would be ubiquitous in individualist cultures since it is a direct communication style.

Yet, research on the impact of culture on self-disclosure provides inconsistent results. For instance, Chen (1995) addressed the differences in self-disclosure between American

and Chinese people and found that American individuals gradually share personal information more than Chinese in terms of opinions, interests, work, financial issues, personality, and body during interaction. In contrast, Durand's (2010) study showed that Chinese people disclose personal information more than Americans in both face-to-face and email contexts. This confirms that self-disclosure has an established place within collectivist cultures, such as Morocco. After all, as Kasahar (2011) eloquently concluded, "self-disclosure is a type of universal verbal communication behavior" (p. 130). Now that self-disclosure has an important place within the Moroccan culture, it is indispensable to address the concept in the educational context.

3. Self-Disclosure in Education

To show that self-disclosure is inherent in education, a discussion of personalized education and experiential learning theories is called for.

a. Personalized Education

Personalized education in the literature is usually used to mean that each individual learner's needs and interests are to be the starting point for learning (Keefe, 2007). Keefe conceptualized personalization as a learner-focused approach in which individual students take responsibility for and make informed decisions about their learning. Many authors praised the benefits of personalized education. For example, Dunn and Griggs (2000) argued that personalized education helps take advantage of student strengths and culminates in *true* learning. For Waldeck, a proper implementation of personalization may result in student retention and graduation. Additionally, Gardner (2012) believed that personalized education allows students to immerse in a motivating learning environment.

Keefe (2007) asserted that schools need to tailor the learning environments according to the students' individual differences because "every learner has a unique experiential background and a unique set of innate talents and personal interests" (p. 218). According to

the author, the concept of personalization has multiple meanings, depending on the observer's experience and opinions. It can mean individualization, or it might have a personal touch in dealing with learners or a supportive learning climate, or it can refer to efforts made by instructors to "empower individual students personally, psychologically, and instructionally" (p.218). Keefe further believed that personalization is achieved when a teacher can relate to his/her students and is aware of their previous knowledge and interests. Similarly, Waldeck (2006) clearly stated that personalized education takes place when teachers and students engage in both social interactions and reciprocal self-disclosure beyond the classroom setting—two characteristics of extra-class communication championed by Fusani (1994).

Waldeck (2007) conducted a study to find out the defining characteristics of personalized education. The participants perceived three factors involving self-disclosure as indicators of personalized education. The first factor is referred to as 'Instructor Exhibited Competent Communication'. In this regard, "instructor engages in behavior that students perceive as interpersonally adept, approachable, and immediate in and/or out of the classroom" (p. 419). The second factor is 'Instructor Cultivated Personal/Social Relationship with Student'. That is, students expect their teacher to establish a personal relation with them and to eliminate the traditional power exerted in the classroom. The third factor is known as 'Instructor Accessibility'. It pertains to efforts made by the instructor to be

> Physically and socially accessible to students in a variety of locations, across several multiple communication channels, and during normal working hours as well as what would normally be considered the instructor's private time to discuss students' personal and professional issues" (p.423).

In this respect, some participants acknowledged that they disclosed issues related to family crises, health conditions, and relationship troubles during conversation with their instructors. These findings indicate that self-disclosure is an aspect of personalized education.

b. Experiential Learning

Experiential learning is considered a distinctive field of educational theory and practice. It has come as a reaction to the teacher-controlled approaches that advocate the reproduction of knowledge. Experiential learning "supports a more participative, learner-centered approach, which places [great] emphasis on direct engagement, rich learning events and the construction of meaning by learners". It also considers the school a platform for preparing students for real life interaction with other people in the community (Andresen, Boud & Cohen, 2001, p. 225). Three defining characteristics of experiential learning suggest that self-disclosure is a cornerstone of this theory. First, it advocates holistic personal development by suggesting activities, such as personal diaries and reflective personal essays that engage learners' intellect, feelings and conation. Second, the theory considers students' immediate personal experience the starting point in the teaching and learning process. Finally, experiential learning stresses continuous reflection on previous life experiences (Andresen et al., 2001).

The process of experiential learning often consists of five steps. The first step is 'experiencing', where the aim is to prepare the background for discussion. Garside and Edwards (1996) mentioned self-disclosure among many activities that can be used in this stage and argued that doing the experience does not guarantee learning since it serves as a means rather than an outcome of learning; therefore, a follow-up is necessary to facilitate learning. This paves the way for the second step: 'publishing', which requires collecting the information produced by the learners. Publishing needs to be structured by the teacher in order to keep the students focused. This can be done by recording the data delivered in the experiencing stage, using small group lists or conducting systematic interviews. Relying on such methods helps move on to the 'processing' step in which the students, who got involved in the experience, reflect on the information stored. To ensure effective learning,

the processing stage needs to be organized. Examples of the processing experience include a panel discussion, reports, thematic discussion, etc. The fourth stage is 'generalizing', which requires making inferences from the processing step and connecting them to real life situations. This helps make the experience authentic and meaningful. Activities that can help the learners share their conclusions include 'fantasy' (aiding students to imaging realistic situations) and 'individual analysis' (questioning one's learning: e.g., 'what I learned'). The final stage in the experiential learning model is 'application', which is concerned with using the conclusions to inform and prepare for a further practical experience. There are various ways to promote the application phase. For example, applying generalizations in pair or group work activities where the learners discuss specific generalizations in terms of what can be done more effectively (op.cit).

Many writers through the history of education adhere to the positive role of personal experience (i.e., self-disclosure) in learning. For instance, Dewey, an educational thinker, wrote: "I assume that amid all uncertainties there is one permanent frame of reference: namely the organic connection between education and personal experience"(cited in Andresen et al., 2001, p.4). For Dewey, teachers need to play the role of a facilitator whereby they immerse students into action and then guide them to reflect on their personal experiences (op.cit). This denotes that the interplay between experiential learning and self-disclosure is mutual. On the one hand, experiential theory uses self-disclosure as a means to advocate learning; on the other hand, the incorporation of self-disclosure in an educational setting is a direct implementation of experiential learning. Now, the place of self-disclosure in language learning and teaching needs to be considered.

4. Self-Disclosure in Language Learning and Teaching

Self-disclosure is not only advocated by educational theories, but it is also encouraged by two methods of language teaching, namely community language learning and task-based language teaching.

a. Community Language Learning

Community language learning (CLL), often cited as a humanistic approach, is a method that deals with the adult learning of a new language. CLL was developed by Charles, A. Curan and his associates, such as La Forge. This method implements principles of counseling learning theory to teach languages. To this end, teachers play the role of counselors, and students play the role of clients in the language classroom. Put simply, the language teacher deals with students' struggles and supports them while in the process of internalizing a new language. Being sensitive to the challenges of learning a L2 helps the students turn the negative feelings to positive energy to learn fervently (Richards & Rodgers, 2001).

According to Richards and Rodgers (2001), CLL was primarily based on the structural view of language in which focus was on how words are formed and combined in terms of structures in sentences, rather than how they are constructed to produce meaning. Later, the authors pointed out that "the recent writings of CLL proponents deal at great length with what they call an alternative theory of language, which is referred to as *Language as Social Process*" (italics in original) (p. 91). That is, it has shifted from focus on grammar and sentence formation to focus on meaningful interpersonal communication. Language is the subject matter that a student learns and shares with other people. This indicates that communication in language is interactional and feedback oriented. Therefore, the emphasis is put on developing teacher-student(s) and student-student relationships. CLL

as a language teaching method supports holistic learning since *'true human learning'* takes into account the learners' cognitive and affective sides (i.e., *the whole person learning*) (italics in original). In this respect, the teachers and learners need to share their personal experiences in order to know each other and build a homogeneous community in the language classroom. This kind of interaction helps the participants experience their own sense of wholeness.

Two classroom activities inherent in CLL show that self-disclosure is an essential construct of a language learning environment that values the humanistic approach. The first activity is referred to as 'reflection and observation' in which "learners reflect and report on their experience of the class, as a class or in groups. This usually consists of expressions of feelings –sense of one another, reactions to silence, concern for something to say, etc.". The second activity that partially advocates revealing personal information in the classroom is termed 'free conversation'. In this regard, "students engage in free conversation with the teacher or with other learners […] this might include discussion of what they learned as well as feelings they had about how they learned" (op.cit, p.94). These two classroom activities suggest that language pedagogy advocates the use of self-disclosure to help learners get involved in the language learning process through establishing effective relationships with their teachers and classmates.

Self-disclosure and CLL more or less share three significant similarities. First, they are both inherent in counseling and psychology. Second, both of them emphasize the positive relation between teacher and students and advocate the combination of cognition and affection in the learning process. While in self-disclosure theory, a student may reveal thoughts and feelings, CLL asserts the concept of a *whole person learning,* meaning that students' cognitive and affective sides are taken into account during the language learning

operation. Third, the self-disclosure theory and CLL approach posit that communication is reciprocal in nature.

b. Task-Based Language Teaching

Task-based language teaching (TBLT) supports the strong version of communicative language teaching (CLT) since it posits that language is best learned through communication. In other words, students of a given language are required to use the language to learn it. TBLT usually falls within the analytic syllabus since its activities "are organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes" (Larson-Freeman & Anderson, 2012, p. 149). Therefore, teachers are not usually supposed to introduce language items going from the simple to the complex order in their classes. However, some methodologists, such as Nunan (2004), while defining the concept of a task, stressed the importance of using grammar knowledge to express meaning effectively. That is, teachers can recast students' errors or briefely clarify grammar when necessary.

Tasks are considered meaningful classroom activities since they reflect the language used in the real world. In this respect, a teacher using TBLT needs to facilitate students' language learning by engaging them in tasks. Moreover, he/she needs to select tasks that suit the learners' linguistic level and monitor their performance while doing the task. Instead, students are required to interact with peers to complete the target task. The opinion-gap task is a classroom activity that encapsulates the use of self-disclosure in the sense that students are required "to express their personal preferences, feelings, or attitudes in order to complete the task" (op.cit, 158). For instance, students may be given a social issue, such as the high rate of unemployment and share their attitudes toward it as well as provide potential solutions. Since opinion-gap tasks tend to be open-ended, students have the opportunity to produce a great amount of language which, in turn, helps enhance their interlanguage.

It is worth noting that this brief description of CLL and TBLT does not intend to claim that these two methods are the most effective ones for conducting English language classrooms. Instead, the purpose is to confirm that self-disclosure is an inherent concept in language learning and teaching and is integrated within CLL and TBLT, and consequently, a prominent behavior in the classroom context.

c. Self-Disclosure in the Classroom

When teachers spend a considerable amount of time covering the course content, they tend to share personal stories and beliefs with their students while giving comments and examples (Cayanus, 2004). In this respect, Sorensen (1989) defined teacher self-disclosure as "teacher statements in the classroom about the self that may or may not be related to subject content but reveal information about the teacher that students are unlikely to learn from other sources" (p. 260). Thereafter, Goldstein and Benassi (1994) added the dimension of the profession in that they opertionalized teacher self-disclosure as "a teacher's sharing of personal and professional information about himself or herself in a believable away" (p.212).

For Powell and Powell (2010), self-disclosure may positively or negatively affect teacher effectiveness. Teachers who use self-disclosive statements to introduce debatable topics are considered effective teachers. In contrast, teachers who use evaluative and negative disclosures are regarded as low in credibility. Accordingly, Nussbaum, Comadena and Hollada (1987) wrote "a teacher who utilizes a narrative or disclosive statement signals to the class that this classroom content is unique and, therefore, important (p.79). Besides, Zhang (2007) found that the purpose of using self-disclosure with students is to create authentic and practical examples, clarify learning materials, enhance students' learning interests, establish positive teacher-student relationships, ensure a comfortable and well-managed class environment conducive to students, attract students' attention, and set social

role models (p. 135). Last but not least, Wakelfield (2009) argued that "disclosures are typically used to establish a topic of common interest, present agreeable personalities, and discuss non-threatening, non-controversial issues" (p.8).

On the other hand, when a student recasts personal information to his/her teacher, he/she also discloses to his/her classmates. Inviting students to share their personal information is highly affected by their teacher's reactions and response. If the teacher's feedback is positive and supportive, other students will feel safe to self-disclose (Wakefield, op.cit). If, however, the instructor responds negatively, students may feel inhibited to reveal their personal experiences as Berman rightly stated:

> Students may feel pressured to disclose personal experiences; even if they are willing to disclose an experience, such as drug or alcohol addiction, they may later regret the disclosure because of a teacher's or classmate's criticism. Students may fear that a self-disclosure will later come back to haunt them (Berman, 2001, p.10).

This quote suggests that classroom self-disclosure is a complex process. It can only take place when students trust their teachers and classmates and receive desirable responses. Sometimes students are eager to disclose, especially when others have already revealed their personal information. In contrast, others' personal information is likely to be criticized and hence self-disclosure could be risky. To this effect, understanding the incorporation of self-disclosure in the educational context is called for.

5. Understanding Self-Disclosure

As mentioned before, sharing personal information is observed in the context of friendship and family relationships. Given that the teacher-student relationship is interpersonal in nature, certain theories tend to offer adequate explanations for incorporating teacher self-disclosure as an instructional tool in the classroom (Cayanus & Martin, 2016). These include rhetorical and relational goals theory, communication privacy management theory, and social penetration theory.

a. Rhetorical and Relational Goals Theory

Rhetorical and relational goals theory (RRGT) provides a framework to examine and explain the employment of teacher self-disclosure. Mottet, Frymier and Beebe (2006) pinpointed two types of goals in the classroom: rhetorical and relational. Rhetorical goals pertain to the results of effective course instruction, including acceptable grades and the attainment of learning outcomes. Conversely, relational goals refer to instructor communication that aims to bring in affection and an appropriate degree of interpersonal connectedness in the classroom. RRGT posits that these two goals have an equivalent value and recommends that self-disclosure be a communication strategy that teachers may use to achieve these goals.

Students often like teachers who disclose information that makes them appear more humane in the classroom. However, when employing self-disclosure with the aim to achieve rhetorical goals related to successful instruction (Cayanus & Martin, 2016), they should thoughtfully be aware that the information shared can be damaging or unethical (Booth, 2012). Accordingly, an effective implementation of self-disclosure in the classroom context requires instructors, as noted before, to consider the amount of relevant disclosures in terms of frequency (not too often), breadth (not for every teaching point), and depth (not intimate) (for further details, see *Dimensions of Self-Disclosure*, pp. 32-33). Given that one of the main reasons students are in class is to earn a good grade, teachers tend to focus rhetorical disclosures on grading policies that directly communicate how students may obtain the grade they wish. When introducing the grading rubric at the beginning of the semester, an instructor can say: ‘when I was a student, I really worked hard to get an A in sociolinguistics. I completed all the assignments, but I did not read the actual grading

instructions in the syllabus and overlooked an important aspect of the course content. I ended up with a B in the class' (Cayanus & Martin, 2016, p. 244).

Instead of stating, "Consult the grading policy in the syllabus," the instructor employed a personal self-disclosure as an instructional technique both to deliver the information and to establish a bond with the students. In this context, the teacher's self-disclosure helped achieve both rhetorical and relational goals, thereby indicating that the two goals are intrinsically linked (Cayanus & Martin, 2016, p.244). In his study, Sorenson (1989) also noted that teacher self-disclosure links relational construction and affect through instructional and explanatory functions.

b. Communication Privacy Management Theory

Whenever teachers express themselves and discuss their personal beliefs (Nussbaum et al., 1987), they are likely to use their discretion to avoid sharing undesirable disclsosures. Given that sharing inappropriate disclosures is likely to damage the teacher-student relationship, it is advisable that teachers wisely select what types of self-disclosures are effective to foster learning and establish a good relationship with their students (Cayanus & Martin, 2016). Petronio (2002) addressed this dimension of self-disclosure in communication privacy management theory (CPMT), which provides a heuristic rule to understand how individuals should manage their privacy during interpersonal interaction, and the tenets of the theory are widely applicable to the teacher-learning context. The metaphor of the boundary is used in CPM to "identify the border around private information" (p. 38).

CPMT posits that for people to regulate private information, they need to consider a number of core principles. First, people regard private information as something they own, and therefore it belongs to them. They can keep it private or share it with other people. Second, when people own and share private information, they collectively try to control the

information. Third, CPMT suggests that "when co-owners (…) work together to generate, adjust, and refine rules to regulate privacy boundaries, they are synchronizing a coordinated effort to yield successful management of the boundaries" (Cayanus & Martin, 2016, p. 245).

Clearly, the tenets of CPMT apply to self-disclosures made by teachers in the classroom context. A teacher' sharing of his/her personal feelings and/or experiences means that the students co-own the previously-private information. By making the personal information more or less public, the teacher reduces a degree of control over the information. It is possible that a number of students may not ensure confidentiality of the shared self-disclosure, even if the teacher requests it. Accordingly, selecting what information to recount constitutes a strategic decision with implications for both the teacher-student relationship and the effectiveness of the class. Teacher self-disclosure as an instructional behavior affects the learning context because instructors set an implicit agreement with students in relation to privacy and relational intimacy (Cayanus & Martin, 2016).

However, because the teacher-student relationship is extremely different from a friendship, Lannuti and Straumann (2006) agreed that self-disclosure needs to establish immediacy and not muddy the professional boundary between instructors and learners. The authors further argued that classroom disclosure needs to be illustrative and not revealing since it differs from self-disclosure in personal relationships. Mazer, Murphy, and Simonds (2007) endorsed this view, pointing out that "teachers must […] determine what information to conceal from their students in order to avoid the negative ramifications of such communication and to protect their credibility in the classroom" (p.4).

Moreover, CPMT explains that privacy rules are constructed to regulate the privacy boundaries surrounding confidential information. Hence, individuals develop, learn, and sometimes negotiate these rules in order to manage how much information strangers co-

own, who is privileged to have access to such information, and which co-owners individually have rights to make choices about the information. At last, CPMT posits that when the decision is made to give an individual access to the private information, it is mandatory to ensure the extent to which that person is expected to protect the information (Cayanus & Martin, 2016).

c. Social Penetration Theory

Altman and Taylor (1973) developed Social Penetration Theory (SPT) to describe the progress of interpersonal relationships, such as teacher-student relationship in face-to-face interaction. They refer to social penetration as "overt interpersonal behaviors which take place in social interaction and internal subjective processes [that] precede, accompany, and follow overt exchange" (p.5). This theory views self-disclosure in interpersonal relationships from a multilevel perspective. That is, sharing personal information can occur in terms of verbal communication, such as the words and expressions used during interaction, nonverbal communication including the use of body, such as gestures, postures, facial expressions, etc., and environmentally oriented behaviors like personal distance and the use of physical objects available in the environment. The writers discussed three main assumptions of SPT.

The first assumption posits that interpersonal relationships gradually progress from superficial and non-intimate to more intimate and deeper communication. By intimacy, the theorists referred to physical, emotional and intellectual privacy. Stated differently, they described the process of self-disclosure as being broken down into three layers, namely superficial, personal and intimate. At the "superficial layer", people tend to reveal biographical information, such as their names, hometown, and hobbies. At the personal or "social layer", interaction increases as people start disclosing their opinions, feelings, and hopes, etc. At the "intimate layer", which is only penetrated by trustworthy people, the

disclosers deeply share their private secrets, such as family problems (Altman & Taylor, 1973). Accordingly, for establishing a positive and enduring teacher-student relationship in class, instructors and learners need to penetrate the superficial and personal layers, avoiding telling intimate disclosures in order to maintain a degree of professionalism and a sense of privacy. This means that although the SPT considers 'intimate' information necessary for developing a lifelong relationship, it may be inappropriate to reveal at this level in the classroom context.

The second assumption worth discussing is "rewards and costs" as it plays a critical role in the exchange of information. The concept of rewards and costs pertains to a person's satisfaction or dissatisfaction during interpersonal interaction. Altman and Taylor argued that the growth of the relationship is heavily dependent on the nature and amount of rewards and costs. To put it differently, if teachers and students during interaction experience a feeling of satisfaction, the relationship tends to gradually and positively progress. If, however, they develop a feeling of dissatisfaction, they may distance themselves from each other. Consequently, the relationship is very likely to be loose (Altman & Taylor, 1973). This is because, as Turner &West (2010) eloquently stated, "positive relationships are expected to endure, whereas negative relationships will probably terminate" (p. 187).

The third assumption is that self-disclosure is considered the pillar of relationship development. It postulates that the higher and deeper people self-disclose significant information, the faster their relationships progress. When a teacher shares his/her likes, such as travel, this may not be important to his/her students; however, if he/she shares the exact places where he/she went might significantly influence the evolution of the relationship with the recipients (Turner & West, 2010).

Reciprocity, a primary component of SPT, is an inherent aspect of self-disclosure. The reciprocity effect assumes that a person's disclosure will elicit the receiver's personal

information in return (West & Turner, 2010). Jourard (1971) used the term 'dyadic effect' to account for the reciprocity of exchange between persons. The assumption is that when teachers make their personal information visible in the classroom, students are likely to reciprocate their own in return. This suggests that reciprocity is very likely to lead to effective teacher-student communication in the classroom.

6. Potential Outcomes of Self-Disclosure in the Classroom

When appropriately implemented in the classroom context, self-disclosure helps increase affinity between participants, create an immediate environment, and establish teacher-student rapport.

a. Affinity

Affinity refers to "the active social communicative process by which individuals attempt to get others to like and feel positive about them" (Bell & Daly, 1984, p.91). In his study, Jourard (1971) found that self-disclosure and liking are interrelated, suggesting that the amount of personal information disclosed by a person to another depends on the degree of closeness, trust, liking and affection between the two people. Additionally, Tardy and Dindia (2006) agreed that self-disclosure enhances liking, maintaining that when individuals like each other, their curiosity increases, and hence seek deeper information, such as attitudes, feelings and personal experiences. This indicates that there is a match between liking and self-disclosure. If applied in the classroom context, students may like a teacher who shares his/her self-disclosures. As a result, they could be fervent to disclose in return. This may help ensure a warm and effective teacher-student communication. Such an effect is known as the "disclosure-liking hypothesis".

A meta-analysis of exploring self-disclosure and liking has suggested that self-disclosure does not always cause liking, especially when a person shares negative and incomplete personal information. This again confirms that positive sharing of personal information is recommended in the educational context. Also, people tend to like people

who self-disclose to everyone. Yet, the relationship between disclosure and liking remains stronger, particularly when the receiver realizes that he/she is the only recipient of the speaker's disclosure (Tardy & Dinda, op.cit). Therefore, using self-disclosure in a foreign language classroom is very likely to ensure liking between teachers and their students, who may get involved in valuable communication.

b. Immediacy

Mehrabian (1972) was the first to explore the concept of immediacy which refers to "any communication behavior [that] reflects or involves a closer interaction" (p.31). Immediacy is divided into verbal and non-verbal behavior. In the classroom setting, verbal immediacy is manifest when teachers praise students' efforts, call them by their first name, use humor and self-disclosure, engage the learners in conversations, and show a willingness to interact with them (i.e., learners). Non-verbal immediacy includes eye contact, gestures, relaxed body position, directing body position toward students, smiling, vocal expressiveness, moving around the classroom, and proximity (Gorham, 1988).

There are different positive effects of immediacy on student learning. First, using teacher self-disclosure and encouraging students to share their opinions and feelings about assignments in class meaningfully contribute to cognitive and affective learning (Gorham, 1988). Second, employing immediacy behavior, such as self-disclosure, propels students' motivation to learn hard in the classroom and helps them develop positive attitudes toward the course and instructor (Christophel, 1990). Moreover, McBride and Wahl (2005) recommended self-disclosure as a feasible teaching strategy to create a verbal immediate classroom. Rashidi and Mahmoudi-Kia (2014) conducted a study on the relationship between teacher's immediacy and students' willingness to communicate in the EFL classroom. The results indicated that "teachers' verbal and nonverbal immediacy behaviors are positively and significantly associated with students' willingness to talk in English

classes" (p. 176). This confirms that self-disclosure, a verbal immediate behavior, is very likely to serve as an effective tool to foster students' oral participation. The authors also found that teachers' immediacy behaviors increase a positive interpersonal teacher-student relationship.

c. Rapport

Rapport is the act of promoting and maintaining harmonious relationships (Adel, 2011). Seen from the classroom perspective, effective teaching requires establishing and fostering a warm interpersonal teacher-learner relationship. Learners usually open their minds to the teacher who rules their heart. In other words, students express their needs to teachers who know how to establish a positive relationship with them (Pishghadam, Shayesteh & Shappori, 2011). Ramsden (2003) supported this view, stating that "the emotional aspect of the teacher-student relationship is much more important than the traditional advice on methods and techniques of lecturing would suggest" (p.74). This reveals that instructors who lack socio-affective skills in teaching may not effectively communicate information to their students. This may hinder the students' understanding of a lecture due to the lack of engagement. Therefore, teachers who ensure engagement, interest, and commitment in the classroom are likely to help their students assimilate the course content.

Establishing rapport in the classroom requires teachers to know their students' learning styles and use interpersonal relationships with them to teach at the personal level. Establishing rapport with students serves as a salient characteristic of effective communication, particularly when learning a language (Swenson, 2010). This is because it encourages students to use the language to interact with their instructors, suggesting that building rapport and communicating effectively with students can facilitate the process of language learning. Since self-disclosure, as SPT posits, helps establish and develop

interpersonal relationships, it is advisable that teachers use it to build rapport with their students to ensure effective teaching. According to Nemattabrizi and Pouyan (2014), teacher self-disclosure can be useful to establish rapport and build a humanistic relationship with learners in the classroom.

To sum it all up, self-disclosure is a universal skill. Yet, sharing personal information in the classroom requires awareness of the dimensions of self-disclosure and appropriate topics for it to be ethical and productive. On the one hand, personalized education and experiential learning explicitly acknowledge self-disclosure as one of their aspects, and CLL and TBLT include classroom activities that encourage self-disclosure. On the other hand, RRGT, CPMT, and SPT offer explanations for incorporating self-disclosure in the classroom context. When used positively, self-disclosure helps increase affinity toward instructors, create an immediate classroom, and build teacher-student rapport, and the three are essential to effectively conduct a language classroom, where different factors, be it psychological, socio-cultural, linguistic, etc. may positively or negatively affect the learning of the TL (for more details, see Brown, 2007).

B. Factors Affecting Language Learning

The scope of this section is to focus on three factors affecting language learning, namely motivation, class participation, and writing proficiency in the classroom context. It is important to note that providing a detailed analysis about these three factors is beyond the scope of this study. Instead, it seeks to constitute the theoretical background for practical purposes by briefly describing the importance and the development of these factors in the history of English language education.

1. Motivation in Language Learning

a. A Background to Motivation

Motivation is of prime significance for L2 learning to take place (Gardner, 1985). Most of the experts in the field of second language acquisition (SLA) agree that student

motivation is a crucial factor influencing individuals' success or failure in the learning operation (McDonough, 1981; Krashen, 1982). In this regard, Dörnyei rightly stated: "motivation provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process" (Dörnyei, 1998, p.117). That is, a student may not take actions to learn a language, such as English unless he/she has a sufficient degree of motivation. Thus, a considerable amount of motivation helps ensure the student's success in and continuation of learning the TL. Dörnyei (2005) added that learners with an insufficient level of motivation will be unable to achieve long-term goals even if they are characterized with remarkable abilities to learn the language. That is to say, having the aptitude, another factor affecting L2 learning, to develop skills in any language is not enough without motivation. Similarly, Oxford and Shearin (1994) pointed out that motivation enables the learners to engage in and concentrate during the language learning process; on the contrary, de-motivated learners are not engaged, and hence they cannot learn and improve their language skills.

The literature on language learning motivation indicates that focus is placed on identifying the characteristics of a motivated learner. For instance, effort, desire, willingness and enjoyment are the basic attributes of the motivated student. However, the absence of these characteristics is very likely to make learners unable to take actions to pay close attention and participate in the language learning activity.

Gardner (2006a) argued that the motivated learner is self-confident, persistent, has positive expectancies about his/her success and failure, and has goals and reasons for his/her behaviors. These features reflect cognitive (e.g., effort), affective (e.g., enjoyment) and conative (e.g., willingness) intentions. For Gardner, language learners are not considered motivated unless they display these three aspects of motivation. Further, the author emphasized that the learners who display 'reasons' when learning a particular language are

orientated rather than motivated. Reducing then motivation to orientation would be definitely a restraining understanding of the concept. Therefore, Gardner (2007) believed that motivation cannot be measured by asking the learners to identify the reasons for learning a second/foreign language like English. Stated differently, motivated students do not refer to individuals who can define the reasons for attending classes, but who are gradually and actively engaged in learning tasks. Yet, these language learners are likely to have more or less different types of motivation.

b. Types of Motivation

The literature on L2 motivation includes two theories which account for types of motivation. The first theory is the socio-educational model, which was developed by Gardner and his colleagues, and the second theory is a series of research based on Ryan and Deci's self-determination theory. In both theories, different types of motivation are experimentally recognized as determinants of L2 achievement. Both theories are reviewed in the following sections.

i. Socio-Educational Model

In the socio-educational model, motivation refers to a "combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (Gardner, 1985, p.10).This definition suggests that exerting effort, usually mental, and having the will are not enough for learning a particular language, but learners need to have positive attitudes toward the characteristics of the TL. Thus, attitudes are considered an integral part of student motivation.

Gardner conceptualized the motivation construct in terms of 'integrativeness', 'instrumentality', and 'attitudes toward the learning situation'. The integrativeness type of motivation is socially oriented. It means that an individual seeks to learn a L2 or foreign language (FL) because of the desire to interact with and/or be open to take on the

characteristics (e.g., pronunciation, values, etc.) of a particular linguistic/cultural group (Gardner, 2007)**, s**uch as British, but not to become part of that group as Orio (2013) claimed. Alternatively, if the learner has negative attitudes toward the target community, he/she is unlikely to develop, in this context, English language proficiency. It is interesting to note that the degree of integrativeness can either be low or high. If an individual learner considers his/her cultural heritage to be a major feature of his/her identity, he/she may be low in integrativeness. However, if that individual regards ethnicity a less important characteristic of his/her identity and is open to other cultural communities, he/she may be high in integrativeness (Gardner, op.cit).

With respect to the instrumental type of motivation, it is observed when an individual student learns a language for pragmatic purposes, such as getting a better job, increasing in the salary, and/or passing an examination (Gardner, 2006a). It appears that this type of motivation is solely concerned with the reasons why an individual student chooses to learn a particular language. Therefore, when such a learner demonstrates the pragmatic reasons for learning a particular language, as Gardner argued, he/she is *oriented* rather than motivated. Correspondingly, instrumentally motivated learners can exert effort to meet the intended objectives for learning the language. But, once they fulfill these objectives, the activity of language learning is unlikely to continue.

Attitudes toward the learning situation are concerned with the educational context where language learning takes place. Put simply, the effects of the classroom context on language learners' attitudes may positively or negatively influence their level of motivation (Gardner, 2007). The author also referred to this construct as 'classroom learning motivation', which reflects the learners' reactions to every aspect associated with the classroom context, such as the language teacher, the course, classmates, and classroom activities (op.cit). In this regard, positive attitudes toward the learning situation are likely to

encourage learners of a given language to participate in the classroom, do the assigned homework, and exert effort to learn the language (Gardner, 2006b).

It is worth noting that there is a positive relationship between the three constructs of motivation. In this respect, Gardner believed that individuals with high levels of integrativeness are expected to view the language learning situation positively and show a high level of instrumentality (op.cit). This indicates that attitudes toward the target community can either negatively or positively affect students' attitudes toward the learning situation and instrumentality. As concerns EFL in Morocco, this country was not colonized by an English speaking country. Therefore, Moroccan students are likely to develop positive or neutral rather than negative attitudes toward English.

ii. Self-Determination Theory

The self-determination theory, which was introduced by Ryan and Deci (2000), also contributed to research on language learning motivation in the field of educational psychology. This theory was influenced by cognitive theories imported from education and psychology (Dörnyei, 2009). In this theory, a distinction is made between two other types of motivation, namely intrinsic and extrinsic.

Intrinsic motivation refers to a learner's desire to participate in a language task because of internal rewards, such as interest, satisfaction, pleasure and curiosity. This learner is willing to develop linguistic competence since he/she is interested in the TL itself. For instance, an intrinsically motivated learner seeks language proficiency to enjoy reading English stories and understand English songs or movies. This is to say, he/she is seeking self-determination and competence through the language learning process (Ryan & Deci, 2000). Accordingly, when language students experience such feelings, they will be eager to carry out more activities in the future. According to Vallerand et al. (1992), intrinsic motivation is divided into three types, namely intrinsic motivation *to know, to accomplish*

things and *to experience stimulation* (italics in original). Intrinsic motivation *to know* is concerned with the feelings of satisfaction and pleasure that an individual language learner has while learning, examining or trying to understand new ideas and information. The second type, intrinsic motivation *toward accomplishments* has to do with the pleasure and satisfaction felt while a student achieves and creates new information. Individuals with intrinsic motivation to accomplish concentrate on the process of achievement rather than the outcome. The third type, intrinsic motivation *toward stimulation* appears when a language learner experiences excitement and fun and attempts to express himself/herself in a pleasing manner while engaging in classroom discussions.

In this regard, Ryan and Deci (2000) pointed out that "people are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task" (p.56). While a FL learner is moved to participate in a particular activity since it provides new information; others may be intrinsically motivated because the target task stimulates achievement and creativity. Yet, others may display intrinsic motivation since they attempt to fulfill aesthetic experiences. This suggests that teachers' choice of some tasks over others may either increase or decrease students' intrinsic motivation to learn the TL.

On the other hand, extrinsic motivation refers to attaining some separable outcomes (Ryan & Deci, 2000). When a student decides to carry out a particular language activity, he/she expects to get external rewards (e.g., praise and extra marks) from parents or teachers or avoid punishment (Dörnyei, 1994). There are three types of extrinsic motivation, namely *external regulation, introjections,* and *identification* (italics in original). A student who seeks *external regulation,* the most representative type of extrinsic motivation, completes the assigned work because he/she expects a more prestigious job in the future or extra bonuses from a teacher. With *introjected regulation,* the individual student would start

internalizing personal reasons for fulfilling a particular activity. However, at this level, behavior is not yet self-determined. When the learner thinks that completing the learning activity is valuable and important, he/she then starts internalizing extrinsic motives through *regulated identification*. That is, the more the learner moves toward identification, the more he/she becomes self-determined. Yet, the learner's behavior is still propelled for external reasons (Vallerand et al., 1992).

It can be deduced that the extrinsic and instrumental types of motivation are more or less similar. When extrinsically motivated learners expect rewards for completing an activity, they become less interested in doing it in the future. In this respect, Bernard (2010, p.7) rightly states that

> Those who are more intrinsically motivated are more involved and persistent, participate more, and are curious about school activities, whereas more extrinsically motivated students report feeling more angry, anxious, and bored at school and, therefore, tend to avoid school activities.

This suggests that extrinsically motivated learners are passive and give up easily when they face challenging or difficult tasks. Conversely, intrinsically motivated learners deal with challenges, are attentive to classroom activities, and do not fear difficulties or challenges. Consequently, intrinsically motivated students are expected to show high concentration and excitement during the language learning process. Likewise, intrinsic motivation might lead to life-long learning, meaning that even after leaving the institution, learners equipped with such a type of motivation are very likely to continue to study the language and seek opportunities to use it in real life situations. Therefore, it is essential for teachers to work toward increasing intrinsic motivation in university students of English so that they become effective learners and proficient language users.

While Ouakrime (1986) found that university students' attitudes toward learning English revealed the intrinsic type of motivation since 99% of the respondents believed that they study English to improve their knowledge of the language, Sadiqi (1991) and Ennaji

(2005) reported that Moroccan EFL learners study English for instrumental and integrative reasons in that the respondents agreed that a B.A. in English would secure a better job and help them be familiar with the culture of the English-speaking world. Overall, teachers who incorporate strategies that aim at increasing student motivation in the language classroom will not only help learners show persistence and attend classes, but will also encourage such students to get involved in active class participation.

2. Class Participation in Language Learning

a. A Background to Class Participation

Most of the definitions in the literature posit that active class participation takes place when students orally ask and/or answer questions, give comments, express opinions, and take part in discussions. Ensuring, then, active class participation plays a crucial role in the success of language learning. Interestingly, the behaviorist, mentalist, and interactionist theories of L2 acquisition agree that language learning is an outcome of learners' interaction with the environment. In Morocco, the classroom constitutes the primary source of input for learners of English. The informal context (i.e., the surrounding community), however, provides limited opportunities for the learners to practice the TL because of the status that English enjoys. Therefore, the students' exposure to the learning environment (e.g., teachers' input) serves as the main platform for learners of English to enrich their interlanguage.

The position of oral participation in the history of language teaching has also been significant though it was ignored in the grammar translation method (GTM). For instance, the direct method (DM) stresses the importance of teaching both speech comprehension and correct pronunciation as well as conducting classroom interaction in the TL. The audio-lingual method (ALM) puts even more focus on speaking since it posits that speech naturally precedes writing. With this method, dialogues are the main classroom activities to

foster the learners' oral skill in the TL though focus is on the imitation and repetition behaviors. The advent of CLT has placed more emphasis on developing oral participation through bringing a number of authentic forms of interaction to the language classroom. For instance, activities, such as discussions, dialogues, role-plays, simulations, and debates are considered essential instructional techniques for developing the learners' language fluency in the TL (For an excellent review of language teaching methodology, see Richards & Rodgers, 2001). Brown (2007) maintained that in the era of CLT "interaction is, in fact, the heart of communication: it is what communication is all about" (p.165). Further, MacIntyre and Charos (1996) asserted that language learning and communication are interrelated. On the one hand, using a language in real communication is the ultimate goal of language learning, and on the other hand, using a language for communication helps facilitate its acquisition.

Nevertheless, different factors discourage students to actively participate in the language learning process. From the sociolinguistic perspective, for instance, research has dealt with identifying social factors like teachers' and students' gender, cultural background and age as well as organizational factors, such as attendance and class size that may influence class participation (Mortensen, 2008). A recent study found that cognitive and affective factors also prevent students from participating in the English language classroom. These include students' lack of preparation, comprehension, and confidence, low English proficiency, fear of making mistakes, losing face, and shyness. Other factors are related to fear of teachers' attitudes, negative evaluation, correction, and traits (Abebe & Deneke, 2015). Overall, the authors agreed that "participation in the classroom is an essential part of language learning and students must engage in classroom activities in order to learn [and master] the foreign/second language" (p. 278). Thus, ensuring active class participation requires teachers and students to get involved in active classroom interaction.

b. Classroom Interaction

Since the purpose of learning a language is to use it in communication, classroom interaction, a means through which learners receive input and use the language to participate orally, meets this objective to a large extent. Dagarin (2004) defined classroom interaction "as a two-way process between the participants in the learning process. The teacher influences the learners and vice versa" (p.128). That is to say, interaction is marked by *mutual* influence between the teacher and his/her students, who both send (i.e., speakers) and receive (i.e., listeners) messages in the learning process. Having learners assume the role of listeners and speakers in the interaction process helps foster not only their speaking, abilities, but their listening skills as well.

Research on classroom interaction has been concerned with whether and how input and interaction affect language learning (Ellis, 1997). Input refers to the language that learners are exposed to, such as a teacher's or textbook's language, whereas output pertains to the language produced by learners. However, interaction is the interconnection between input and output. It is a mutual exchange of information between the teacher and learners when discussing an idea or seeking to understand an ambiguous utterance (Zhang, 2009). According to Krashen (1982), who developed the "input hypothesis", language acquisition requires, but is not limited to, "understanding language that contains structure a bit beyond learners' current level of competence" (p.21).That is, language development can take place when a learner is exposed to a reading text or a listening activity that includes first comprehensible input and second new language items. This suggests that making input comprehensible requires students to show a lack of understanding and hence ask their instructors for clarification so that interaction takes place.

Long (1996) shared the underlying assumptions of Krashen's input hypothesis, but he shifted attention toward the interactive aspect of L2 discourse by developing the

"interaction hypothesis". He argued that comprehensible input is more effective when it is modified through meaning negotiation. In this regard, teachers are required to use interactional modifications, such as rephrasing, elaboration and repetition, which immediately follow learners' clarification requests, such as 'sorry' to help their students assimilate the input. This, consequently, facilitates language learning. Pica (1987) also contributed to the development of the interaction hypothesis by setting up the conditions that increase interpersonal interaction. She believed that when participants (i.e., teachers and learners) get involved in the interaction, they need to enjoy "equivalent status". Accordingly, the learning situation becomes productive when teachers offer opportunities that maximize contact with students, and ensure positive attitudes toward each other (Ellis, 1997).

Conversely, Ellis (1985) argued that interaction functions as the discourse which is constructed by both learners and their interlocutors, and output is the outcome of the interaction process. It facilitates language learning, helps students get involved in language learning activities, and makes more output of the language. That is, comprehensible input does not fully aid language development. Instead, it is the opportunities those learners have to produce language which play an important role in language acquisition. The concept of language production as a requirement for enhancing learners' interlanguage emerged from Swain's studies in Canada where French-speaking students received instruction in mathematics and science in English and vice versa for English native speakers. Based on the results, the author concluded that despite exposure to a great amount of comprehensible input, the students' L2 was not advanced as Krashen's hypothesis claims. Swain (2000) embraced Long's and Ellis' views, arguing that comprehension is not sufficient for mastering the forms and structures of the TL since learners can understand the meaning of a message without noticing its form and structure. Therefore, the author developed the "output hypothesis", which posits that the learners' production of language during L2 interaction

largely helps foster noticing and intake of new language items more than does input. For Swain, production helps students notice gaps in their interlanguage. That is, speaking or writing serves as an opportunity for learners to realize the grammatical structures and words which they need to convey an accurate message. Also, output encourages students to test hypotheses to observe whether a linguistic rule elicits positive or negative feedback. This culminates in confirming or internalizing new correct language forms and structures.

Based on the description of the input, interaction and output hypotheses, it can be deduced that the three procedures are indispensable for language learning in general and English learning in particular. Input and output are both of equal importance in the English classroom context. On the one hand, input serves as a basis for learners to memorize new vocabulary items, language structures, and expressions. This enables students to better understand their teachers' messages and at the same time take in some of the input to rectify or embellish their language to produce an appropriate, clear, and accurate output. On the other hand, interaction allows learners to get involved in meaning negotiation while asking for linguistic adjustments, especially in the Moroccan English classroom since it is almost the most available place where the learners can orally participate to achieve certain communication purposes. Additionally, output, which takes place during the interaction operation, helps students of English improve their interlanguage after receiving feedback from their teachers. The three procedures, then, complement each other, and are necessary for language learners to enhance their oral language proficiency. However, students of English at university are also required to show their work through writing. With this idea in mind, helping students improve their writing proficiency is indispensable in the language learning experience.

3. Writing Proficiency in Language Learning

a. A Background toL2 Writing Development

L2 writing development operationally means either the act of enhancing language skills or controlling over textual output. While this study is interested in the former, it is essential to observe the changes occurring in EFL learners' language. A relatively recent approach that attempts to offer a comprehensive description of L2 writing development is the dynamic systems theory (DST), which treats L2 development as a dynamic and complex process. The L2 development process proceeds non-linearly, meaning that even small changes in learners' linguistic system at the beginning can result in considerable differences at the end of the acquisition process. All components of the dynamic systems including cognitive, social and environmental factors play a part in the development and interact with each other (Ellis, 2007; Larson-freeman, 2011). Variability is also an inherent characteristic of dynamic systems, which change over time (De Bot, 2008). According to DST, variability is not only an expression of the system's adaptability to changes but also a 'prerequisite to development' (Van Dijk, Verspoor & Lowie, 2011, p. 58). That is, learners need to be introduced to a variety of language forms so that they explore and select those that help them develop. A number of researchers, such as Norris & Manchón (2012) contend that the pivotal aspects of L2 development can be captured through CAF measures as displayed in a piece of writing (For detailed information on the CAF measures, see *CAF Triad*, pp. 108-110).

Developing writing proficiency in the L2 classroom is a challenging task (Archibald, 2001) that should be taught. Students need to have sufficient linguistic knowledge (Tangpermpoon, 2008) from vocabulary and spelling to the ability to organize and synthesize this knowledge with their experiences (Komalasari, 2013) to produce effective and meaningful texts. The inability to incorporate these features accurately causes ellipsis,

vagueness, and ambiguity in writings (Msanjila, 2005). Homstad and Thorson (1996) mentioned different reasons why many language teachers avoid using writing in their classrooms. First, language learners have a restricted knowledge of vocabulary which leads to perceiving writing as a frustrating activity. Second, students make systematic errors in writing which may culminate in fossilization. Third, teachers look at writing as a cumbersome activity because it requires correction and feedback.

However, an environment that encourages practicing writing in the TL is necessary to ensure L2 development. It is important to note that many courses in the department of English at the university level in Morocco require students to show their work through writing. Committing mistakes, as the cognitive theory posits, in writing is an indicator of language learning. As such, writing serves as an effective means through which EFL students can improve their language proficiency (Komalasari, op.cit). In this respect, Homstad and Thorson (1996) eloquently said that

> Both extensive writing—having students produce a significant quantity of work—and intensive writing—asking students to focus on and revise one small piece of writing for clarity—will help increase overall language proficiency and can be used to complement and support other language skills as well (p. 4).

This indicates that assigning a free and controlled writing activity in the language classroom helps learners become adept language users. Through extensive writing, students of English can use words which they have already heard in TV programs or from their teachers and classmates, or read in a newspaper article or a short story. Also, giving students time to revise their writing draft is essential for producing an accurate and efficient work. Overall, writing is doubtlessly considered a means through which language learners can improve their whole language skills. Besides, Reid (2001) argued that the fact of including direct tests of writing on standardized tests of English proficiency, such as TOFEL indicates the recognition of the importance of L2 writing.

Yet, through the history of L2 pedagogy, writing has not been given much attention in the language classroom. The GTM, the most traditional approach to language teaching, puts emphasis on transcribing ready-made texts. That is, it does not encourage language learners to produce new meaning to communicate in the TL. In the ALM, as the name denotes, writing has been overlooked since priority is given to the listening and speaking skills. In this approach, spoken dialogues and oral drills are incorporated to teach the L2/FL. In this regard, learners listen to dialogues and identically mimic the heard utterances. Writing is used to solely improve memorization of the spoken language patterns. With audiolingualism, students copy sentences or short pieces of discourse and make discrete changes in person or tense to reinforce the knowledge of grammar (Homstad & Thorson, 1996). Hirano (2010) explained that "this approach holds that people normally learn their languages in a spoken form rather than in written form; therefore, quite naturally, listening and speaking were placed before reading and writing" (p.129).

Recently, with the advent of CLT, proficiency in all the four skills (listening, reading, speaking, and writing) has become a pre-requisite. Yet, practice concentrates more on oral proficiency and again writing primarily functions as a support to the development of the speaking and listening skills (Hirano, 2010). To confirm this view, in his discussion of CLT, Richards (2006) suggested dialogues as the only classroom activities to foster fluency. This leads to the assumption that the term communication is reduced to speech, overlooking communication in the written mode. Therefore, there is an urgent need to rethink the writing proficiency in the language classroom. An interesting issue, then, is what approach to writing might be feasible enough to improve students' writing proficiency in the EFL context?

b. Approaches to Teaching Writing

The product and process procedures are two dominant approaches to teaching L2 writing. When implemented in language classrooms, the product approach considers students' writing final products. With the product approach, language learners, especially beginners combine ready-made sentences and imitate models of good writing to avoid making errors. The product approach to L2 writing focuses on the development of accuracy in terms of spelling, vocabulary and grammar, as well as specific features of writing texts, such as text structure and style (Coffin et al., 2003). For example, if the students study a formal letter, they may practice the language used to make formal requests (e.g., the structure of 'I would be grateful if you would…') (Hasan & Akhand, 2010). As their level advances, activities like rhetorical pattern exercises (e.g., cause-effect and comparison-contrast) are rarely used to grant students the opportunity to compose freely. The product approach to writing is linear, starting from pre-writing to composing and then correcting. One positive dimension of this approach is that it helps increase the learners' knowledge of grammar and vocabulary in the TL to write different rhetorical patterns (Tangpermpoon, 2008). Nevertheless, this overemphasis on accuracy restricts the student writer's voice and sense of creativity (Reid, 2001). Such a drawback has paved the way to the development of the process approach.

The process approach was first known as the "expressive approach" during the 1980s. With this approach, writing is considered a means for self-discovery, and students have the opportunity to express their feelings in a safe atmosphere. The latter refers to a classroom where learners feel comfortable to speak their minds. Afterward, this approach has become known as the process movement in English L2 pedagogy, concentrating on personal writing (e.g., narratives and journals), student creativity, and fluency activities. Teachers who use the process approach encourage students to communicate their internal

and personal information through writing activities. Unlike the product approach, the process approach gives primacy to fluency over accuracy since processes, such as creating ideas and expressing feelings aid individual development (Reid, 2001). In this approach, students go through five stages, namely 'prewriting', 'first draft writing', 'feedback', 'second draft writing', and 'proofreading. That is, the students are no longer subject to the fixed linear order of writing. Instead, they are able to modify, revise, and develop their pieces of writing based on feedback from their teacher and peer (Tangpermpoon, 2008). This, as a result, may help the students refine their language skills since they learn from their previous mistakes.

To summarize some of the differences between the two approaches, while the product approach focuses on accuracy, the process approach is fluency-oriented. Also, the product approach tends to consider language learners as passive writers whose role is to mimic ready-made texts. However, with the process approach, the students' own creativity and experience are central to writing activities.

C. Self-Disclosure and Factors Affecting Language Learning

This section reviews major findings from past studies to connect self-disclosure to students' motivation, participation, and writing proficiency in the educational context.

1. Self-Disclosure and Student Motivation

Specialists in the field of motivation generated, but they did not name, self-disclosure oriented strategies as motivating factors in the language classroom. To start with, Dörnyei and Csizér's (1998) proposed recommendations that help motivate FL learners. The authors believed that teachers need to 'set a personal example with [their] own behavior' and 'try to fill the tasks with personal content that is relevant to the students'. Likewise, Dörnyei (1994) provided strategies that reflect elements of self-disclosure at the learner and learning situation levels. At the learner level, the author recommended that teachers 'promote the

students' self-efficacy with regard to achieving learning goals' by telling their learners about their difficulties in language learning. Another strategy is to 'promote favorable self-perceptions of competence in L2/[L3]' in which the teachers uncover their own strengths in the TL.

At the learning situation level, Dörnyei listed course-specific, teacher-specific and group-specific motivational strategies. With reference to the course-specific strategies, the courses need to increase students' interest and involvement in the task "by encouraging students to engage in meaningful exchanges, such as sharing personal information". With respect to the teacher-specific motivational strategies, a language instructor needs to "model student interest in L2 learning" by sharing his/her personal interest in learning the TL with the learners. With regard to the group-specific motivational strategies, teachers need to "promote the development of group cohesion and enhance inter-member relations" by creating a context where students can get to know each other and share genuine personal information including feelings, fears, desires, etc. (Dörnyei, 1994, pp. 281-282). This strategy does not only aim at promoting the learners' motivation to learn the language, but it also encourages classroom interaction and helps them develop social skills.

Of all the types of motivation addressed (see *Types of Motivation,* pp. 56-61), attitudes toward the learning situation (specifically attitudes toward teacher (s) and attitudes toward classmates) and intrinsic motivation are the focus of this study. The reason for focusing on attitudes toward the learning situation is that a FL like English is almost always learned in the classroom context. As noted, since Morocco is not geographically close to English-speaking countries, students of English have limited opportunities to interact face-to-face with native speakers of the target community. Thus, the classroom serves as the primary social milieu in the Moroccan context, and every aspect of it can negatively or positively affect students' attitudes (Gardner, 2007), and interaction with the other

participants (i.e., teachers and classmates). With this idea in mind, it is of paramount importance to help such students develop favorable attitudes toward the learning situation so that they develop a good relationship with their teachers and classmates, attend classes, and feel interested in learning the TL.

However, the rationale for focusing on intrinsic motivation is based on Deci and Ryan's (1985) argument which posits that

> Intrinsic motivation is in evidence whenever students' natural curiosity and interest energize their learning. When the educational environment provides […] a context of autonomy, this motivational wellspring in learning is likely to flourish (p. 245).

This quote indicates that autonomy is positively associated with intrinsic motivation. That is, if teachers of English encourage autonomy, as Ryan and Deci (2000) and Dörnyei (2005) think, in the learning process, students' interest and enjoyment of the class material might increase.

Several theoretical and empirical studies highlight a positive relationship between self-disclosure and student motivation. On the one hand, McCroskey and McCroskey (1986) argued that affinity toward the teacher constantly increases when he/she encourages students to disclose their interests, feelings, and opinions, and when this teacher becomes open by sharing his/her background and personal information with the learners. Also, Gorham and Christophal (1992) pointed out that the teacher self-disclosure and personal anecdotes are central to student motivation.

On the other hand, Bernard (2010), in his study, explained that the activities associated with *Personalized Language Use* (i.e., speaking or writing about one's personal information) serve the need for autonomy. The results suggested that "*Personalized Language Use* [i.e., self-disclosure] is a significant predictor of motivation about the language (i.e., intrinsic motivation) and motivation about the class" (p.37). Moreover, research has suggested that while positive self-disclosure increases students' liking toward

the teacher (Sorensen, 1989), self-disclosure relevant to the course content increases affect for the class (Wambash & Brothen, 1997). Interestingly, Cayanus (2004) affirmed that "positive teacher self-disclosure can result in students viewing the teacher as friendly and warm, which in turn helps create a positive learning environment" (p.8). Nevertheless, the teacher's sharing of negative information deteriorates student learning and motivation (Cayanus & Martin, 2008; Eckhart, 2008). Last but not least, Farani and Fatemi (2014) investigated the impact of teacher self-disclosure on students' attitudes toward English language learning. The findings suggested that teacher self-disclosure helps promote positive attitudes toward English language learning and create a relaxing climate in the classroom.

Based on these theoretical and empirical studies, self-disclosure is very likely to encourage students of English to develop positive attitudes toward their teachers and classmates and feelings of intrinsic motivation. Previous empirical research has dealt with only teacher self-disclosure in relation to student motivation. However, this study attempts to assess the impact of both teacher and student self-disclosure on student motivation in the undergraduate EFL context as Figure 1 shows:

Figure 1. A Visual Relationship Between Self-Disclosure and Student Motivation

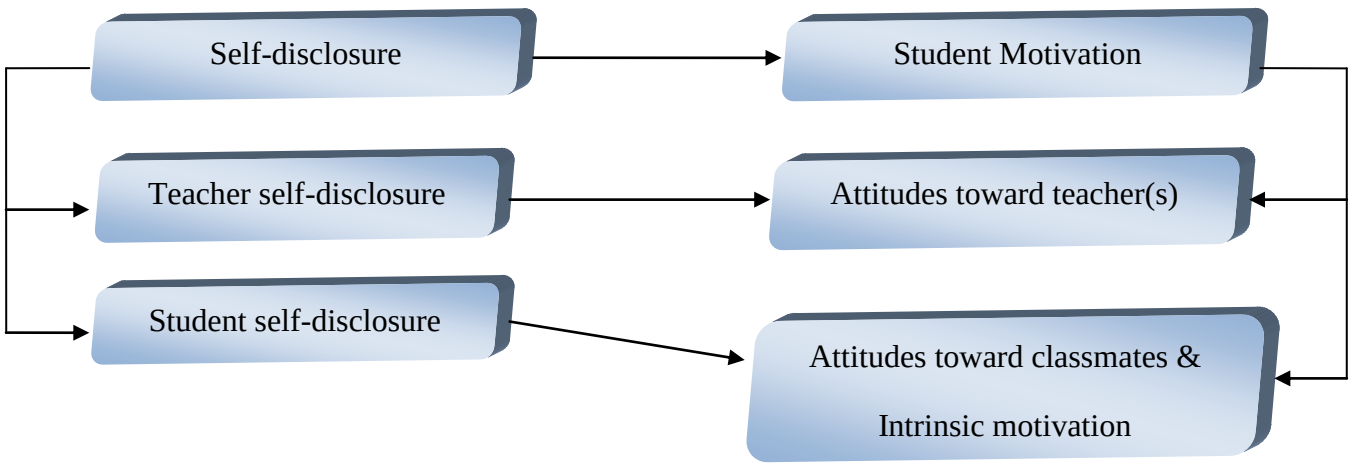


Figure 1 refers to self-disclosure in relation to student motivation in terms of attitudes toward teacher(s), attitudes toward classmates, and intrinsic motivation. More precisely, it posits that students might develop favorable attitudes toward teachers who use positive and relevant personal disclosures in class. It also displays that learners might probably develop favorable attitudes toward classmates who share positive personal information relevant to the course content in class. At last, students who have the opportunity to reveal their positive self-disclosures relevant to the course content are very likely to feel intrinsically motivated about learning English. In other words, they will become interested in and excited about the course material.

2. Teacher Self-Disclosure and Class Participation

Since the purpose of language learning, as CLT posits, is to promote authentic oral communication inside the classroom, self-disclosure tends to meet this objective. Booth (2012) supported this view, stating that "authentic and integrated pedagogical approaches connect academic learning to students' lives, several characteristics of these approaches reveal potential challenges with student self-disclosure" (p. 7). This means that eliciting student's personal information helps create a genuine learning atmosphere within the language classroom. Yet, creating a communicative English classroom requires respecting the conventions and rules of the classroom itself. For instance, teachers and students need to use formal standards, avoiding the norms of communication that take place outside the classroom (Cullen, 1998), such as slang language and jokes.

Given that input is a rich source for learners of English to develop their language abilities, teachers' sharing of personal information during the teaching process may promote students' participation in class. This hypothesis is built on the reciprocity effect (see *Social Penetration Theory,* p. 49), which posits that self-disclosure by a speaker will elicit a receiver's personal information. Having the students produce enough personal information

as a response to their teachers' self-disclosure is very likely to increase student talking time (i.e., output) in the English learning environment.

Though Wambach and Brothen's (1997) study reported a null relation between teacher self-disclosure and student classroom participation, other researchers found a positive relationship between the two variables. The amount of teacher self-disclosure was found to increase students' participation (Goldstein & Benassi, 1994; Cayanus et al., 2003), and communication for relational, excuse making, sycophancy motives in the classroom (Cayanus & Martin, 2004), Additionally, the amount and relevance of self-disclosure a teacher used during instruction motivated students to communicate for functional and participatory motives (Cayanus & Martin, 2008), ask questions about the course materials and assignments (Cayanus et al., 2009), and use active information-seeking strategies to clarify their understanding of the course content (Cayanus et al. 2008).

Last but not least, since speaking in class is an indication of participation, a recent study showed the positive relation between self-disclosure and oral communication. Pishghadam and Torghabeh (2009) tested the effects of teacher self-disclosure on university students' speaking ability of an intermediate group learning English at a language institute. The results showed that the students in the self-disclosing group took more turns speaking and participated in discussion more than those in the control group. Concerning the amount of communication, the students in the experimental group tended to talk more than those in the teacher non-self-disclosing group. The findings of the speaking test revealed that the experimental group outperformed the control group. The authors concluded that

> Teacher self-disclosure has played a pivotal role in improving the speaking ability and students in the experimental group have been more successful than those in the control group. Thus, it is right to say that teacher self-disclosure can contribute to mastering speaking ability of the learners (p. 44).

Previous studies that examined the relationship between teacher self-disclosure and class participation took place in communication courses at American universities, suggesting that employing teacher self-disclosure both in a foreign language classroom (e.g., English settings) may provide different outcomes since "what is appropriate to discuss in one class may not be appropriate for all, as social and professional norms vary from class to class, creating individual communication climate" (Cayanus & Martin, 2016, p.242). This study is the first to test the impact of teacher self-disclosure on student class participation in the undergraduate English language context in Morocco. Figure 2 summarizes this relationship:

Figure 2. A Visual Relationship Between Teacher Self-Disclosure and Class Participation

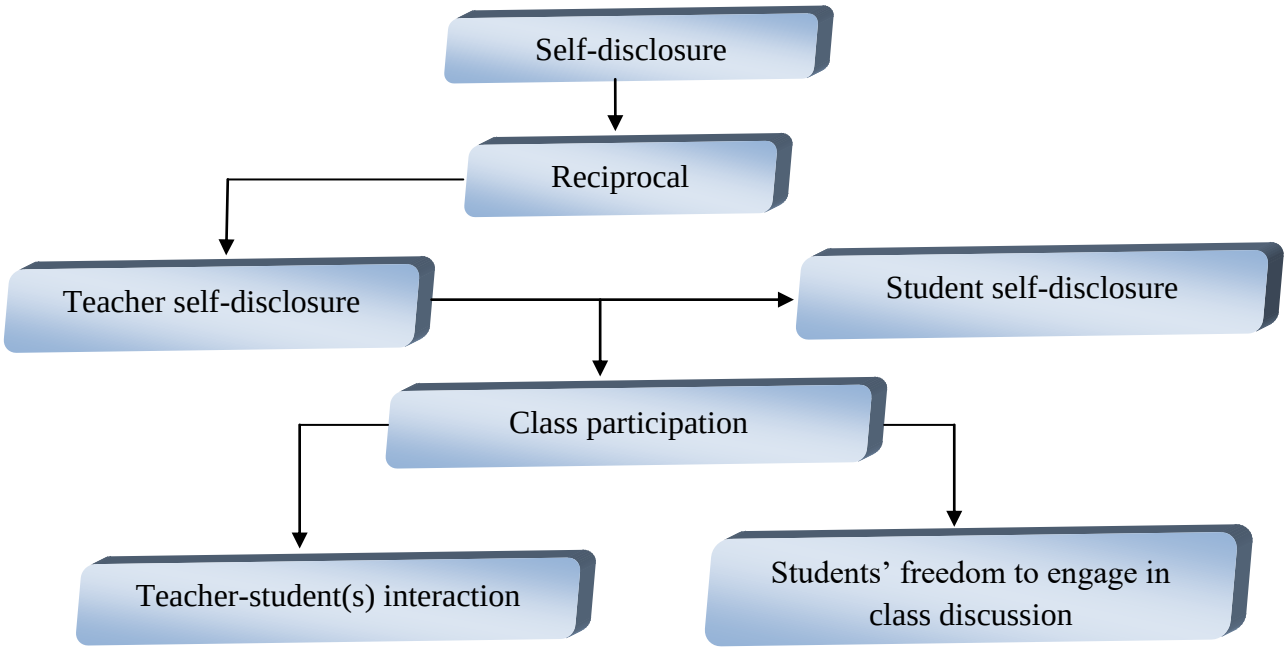


Figure 2 depicts self-disclosure as a reciprocal activity. On the one hand, teacher self-disclosure relevant to the course content is very likely to elicit student self-disclosure in return, thereby creating an active teacher-student(s) interaction. The reason for addressing teacher-student(s) rather than student-student interaction in the English classroom is that students' language ability, as Vygotsky's zone of proximal development posits, will better develop when interacting with knowledgeable others (i.e., teachers in this context) (Ellis,

1997). Out of teacher-students interaction, language is learned and developed. On the other hand, relevant teacher self-disclosure may increase the learners' freedom to engage in active class discussion by asking questions and giving comments. Once discussion prolongs, the learners' self-confidence, as Krashen (1982) wrote, a significant factor that helps boost the learners' language performance, will increase.

3. Student Self-Disclosure and Writing Proficiency

Norris and Manchón (2012) indicated that the type of task assigned to learners affects the content of their writing, the degree of their engagement in the production process, and the results that they achieve in the end. This study argues that a task that elicits positive personal information from students may help learners fully engage in writing activities and encourage them to produce a significant amount of output. Seen from this perspective, it is necessary to assign expressive writing activities (see *Approaches to Teaching Writing,* p. 69) so that students relate their personal experiences (i.e., implementing experiential learning model), using reflective personal essays (i.e., self-disclosure). If constantly and consistently implemented, this would enable students of English to use the language to communicate meaningfully their experiences including feelings and thoughts. Additionally, experiential writing activities may function as an educational tool (Moon, 2004) because learners can learn from their own and classmates' personal experiences.

Writing through self-disclosure may also enable students to develop some degree of critical thinking since expressing personal experiences is usually a reflective process (Moon, 2004). In this regard, Hoadley-Maidment (2000) thought that reflective writing helps learners develop the skills of problem-solving, analysis, and synthesis. Even though student self-disclosure sounds subjective because it requires personalizing the content of one's personal information through the use of the subject pronoun 'I', it meets the academic

standards of learning in that Berman (2001) stated: “personal writing can be among the most intellectually rigorous genres, demanding self-discipline and self-criticism” (p.27).

Given that self-disclosure is an underlying practice of experiential learning (see *Experiential Learning*, pp. 39-40), Komalasari (2013) found that teaching writing through experiential learning model in the EFL classroom improves “the learners’ English proficiency…in terms of the length of writing, the sentence pattern accuracy, the diction suitability (including spelling, phrases, phrasal verbs, and expressions), and the time reference appropriateness” (p. 27).

One conceptual study was located on ethical issues concerned with student self-disclosure in relation to writing in psychology courses (Haney, 2004). Also, an empirical study was conducted on the role of self-disclosure in EFL writing by computers. The results revealed that teachers can promote learning autonomy by including self-disclosure in writing courses (Serag, 2011). However, no study has yet dealt with self-disclosure in relation to students’ writing development in a language classroom. Thus, this study attempts to test the impact of student self-disclosure on undergraduate EFL learners’ writing proficiency in terms of CAF in Morocco as summarized in Figure 3:

Figure 3. A Visual Relationship Between Student Self-Disclosure and Writing Proficiency

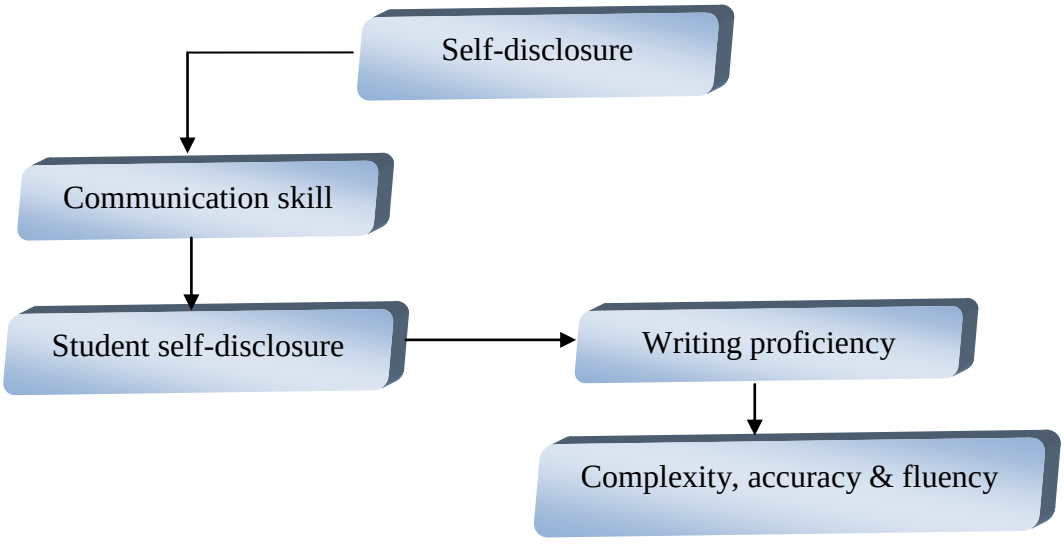


Figure 3 represents self-disclosure as a communication skill. Therefore, undergraduate students of English can use the language to share their positive personal information through a writing task, such as a reflective personal essay which is very likely to help develop their writing proficiency in terms of CAF. In other words, the students' reflection on their personal positive disclosures may produce a higher amount of accurate and complex sentences and words in a final text.

As a final conclusion, self-disclosure has an established place in the language classroom. Exploring self-disclosure within the EFL context does not mean that the concept of self-disclosure is language-bound. Self-disclosure has inherently been introduced within other disciplines, such as psychology, communication, etc. But implementing self-disclosure in the language classroom tends to be fruitful because it grants language learners opportunities to engage in meaningful and authentic communication, which is beneficial for FL students.

Summary

This chapter has offered a brief a review on different issues related the purpose of this study. The chapter initially reviewed the existing literature regarding the construct of self-disclosure. It covered definitions, dimensions, and appropriateness of self-disclosure. Also, an attempt was made to discuss the place of self-disclosure in Moroccan culture, education, and language learning and teaching, explaining the ethical and productive use of personal information in the classroom context. Following this, the chapter reviewed literature concerning the importance of enhancing students' motivation, participation, and writing proficiency in the language learning operation. At last, the chapter reviewed studies that account for the effects of self-disclosure in the classroom context with an attempt to identify gaps in research. There is limited research, particularly in the language classroom, to make decisions about incorporating self-disclosure in education and provide clearer and

firm implications for teachers interested in using it to achieve certain learning objectives. This situation has increased the inspiration for conducting more research on self-disclosure and its effective outcomes in education in general, and in foreign language instruction in particular. The next chapter will introduce the research methodology used to measure the impact of self-disclosure on EFL students' motivation, participation, and writing proficiency in the classroom context in Moroccan higher education.

Chapter Three: Research Methodology

Introduction

The purpose of this chapter is to introduce the research methodology used to test whether self-disclosure helps enhance EFL students' motivation, participation, and writing proficiency in the university classroom in Morocco. This includes describing the target setting and participants and making a clear statement about the type of the research design and the approach used. Following this, the chapter outlines in detail the measures taken to establish validity and reliability during the construction and administration of the data collection instruments. Finally, the chapter ends with a description of research participants and the process of data coding and analysis.

A. Setting and Participants

This study took place during the academic year 2016-2017. It mainly targeted students enrolled in the Fez department of English studies at Sidi Mohamed Ben Abdellah University. However, the diversity of this population in terms of learners' educational level and physical presence would make for a monumental undertaking. Therefore, it was necessary to delimit the setting and the educational level of participants from which a sample for this study was drawn. In this manner, the specific sample for this study was adult undergraduate EFL learners enrolled in the department of English at the Faculty of Arts and Humanities, Fez Dhar El Mahraz.

Access to the sample was practicable in that the researcher was himself a student teacher in the department of English during the data collection process in the academic year 2016-2017. Not only his students were part of the sample, but other teachers also encouraged their students to help the researcher collect the necessary information. The strategy used in this study was non-probability sampling, particularly 'convenience sampling' and 'volunteer sampling'. Convenience sampling involves selecting the nearest

and the most available students. This facilitated access to the participants (see Cohen, Manion & Morrison, 2007) since some of them were the researcher's students, and others were in other sections in the same department. Volunteer sampling involves relying on participants who have motives in taking part in a study (op.cit). For example, a number of respondents were motivated to participate in the study because they wanted to offer help to and develop a friendly relationship with the researcher.

There were no incentives for requesting students' participation. In other words, all the participants chose to get involved in this study voluntarily. Choosing these participants, especially students from varied educational levels (first, second, and third year) provided for diversity in learners' language learning backgrounds within a confined geographic area, thereby facilitating the collection of data.

B. Research Design

The nature of this research is an interventionist quasi-experimental study whose purpose was to examine whether one event, the cause, generates another event, the outcome (Cohen et al., 2007). It is worth noting that an attempt is made to contextualize the practical framework of the current study and define the research variables rather than provide a detailed understanding of the research design adopted (see Cohen et al., op.cit, p. 272). As such, the construct of self-disclosure served as the independent variable (i.e., the treatment) in this study. After reviewing existing definitions of self-disclosure, its dimensions, and its appropriate topics with a special reference to the educational context (see *A Background to Self-Disclosure,* pp. 30-35), it has been decided for the purpose of this study to opertionalize self-disclosure as teachers' and/or students' verbal communication of positive and/or relevant personal feelings, opinions, and experiences in the classroom.

The rationale for developing this definition is that it opts for verbal self-disclosure and lists the receivers (students and teachers) of one's own information, which means that

EFL learning, in this study, is approached from the instructional communication perspective in a real educational context. The definition also focuses on three distinct topics in the classroom: first, feelings, second opinions, and third experiences provided that the personal information related is positive in nature and/or relevant to the course content. Employing the dimension of positivity was inspired by notions derived from SPT, which postulates that self-disclosing desirable information (i.e., maximizing the rewards) helps foster interpersonal relationships. Using the dimension of relevance, on the contrary, is to make a match between the type of personal information shared and aspects of the course content. For instance, while discussing the issue of friendship in class, an example of positive and relevant self-disclosure would be: I think that everyone should offer help to his/her friends. Thus, implementing these two dimensions would help ensure a safe learning atmosphere and guarantee respect for the professional and ethical boundaries of the teacher-student relationship inside and outside the classroom.

Motivation, class participation, and writing proficiency were the dependent variables (i.e., the outcomes) in this research. First, a 'post-test control and experimental group design' was implemented to assess the impact of positive and relevant self-disclosure on three aspects of motivation, namely attitudes toward teacher (s), attitudes toward classmates, and intrinsic motivation in the undergraduate EFL classroom. On the one hand, positive and relevant teacher self-disclosure was expected to help EFL learners develop favorable attitudes toward their instructors. On the other hand, positive and relevant student self-disclosure was expected to help the learners develop favorable attitudes toward their classmates and increase their intrinsic motivation about learning English.

Second, a 'more than one experimental group design' was employed to test the impact of teacher self-disclosure relevant to the course content on class participation, specifically teacher-students interaction and students' freedom to engage in class discussion

in the undergraduate EFL classroom. Based on the assumption that self-disclosure is reciprocal, as the SPT posits, teacher self-disclosure relevant to the course content is very likely to elicit student self-disclosure in return. Consequently, students might use language to interact with their professors in class and feel free to engage in class discussion by asking questions and giving comments.

At last, a 'pre-test-post-test design' was adopted to test the impact of positive student self-disclosure on EFL learners' writing proficiency in terms of CAF in the undergraduate classroom. Since self-disclosure, in this study, was considered a communication skill, it is very likely to help develop undergraduate EFL students' writing proficiency. For instance, students can use English to narrate and reflect on their positive personal experiences including feelings and opinions via a composing task, such as a reflective personal essay.

C. Approach Used

Researchers adopt either the quantitative, qualitative, or mixed method approach to collect data on a certain issue. This section is intended to make a clear statement about the research approach used in this study.

To start with, positivists believe that there is reality 'out there' in the world that can be approached from an objective viewpoint irrespective of people. The world is rational and makes sense, and reality may be viewed in the same way by different researchers, and can be described, explained, and encapsulated in the form of generalizations. Positivists use existing theories to develop hypotheses which will be tested and partially or completely confirmed or refuted. Besides, the advocates of positivism attempt to uncover and present truth by empirical means, using quantitative research methods, and hence they have little power to alter the data collected. Unlike positivists, the interpretive researchers believe that reality is a construct of the human mind, and that individuals view the world in ways which are not the same. As a result, the world may not be rational and make sense, and language

may often be interpreted differently. Accordingly, sharing accounts of what has been observed may be problematic. Researchers who adopt interpretivism, which is also referred to as constructivism, get involved in the world they are observing, and so they might interfere to change the phenomena they are exploring. The data collected by interpretive researchers is usually qualitative, such as field notes and transcripts of conversation (Guba & Lincoln, 1994).

This study involved the use of both the quantitative and qualitative approaches to test the impact of self-disclosure on students' motivation, participation, and writing proficiency in the undergraduate EFL classroom in Morocco. On the one hand, quantitative research reveals the laws and principles that govern human behavior in order to draw generalizations, or solve a social or educational problem. Generically, quantitative research is used to collect and analyze data in numeric forms; it calculates frequency and percentage of the extent to which responses occur. The most quantitative instruments used in educational research are questionnaire surveys and scales. Though such data collection techniques have limited potentials for eliciting data that sufficiently reflects the participants' inner reality, they can provide an economical and practical way of eliciting specific information that applies to a large population. However, using qualitative approach helps elicit interesting and rich and in-depth data, thereby ensuring the validity of the results. The qualitative apprach is inductive in nature since it aims to build a theory. This suggests that such a research approach offers a minute description of the participants' responses, examines the data gathered, and generates understanding of the results.

Incorporating both quantitative and qualitative methods helped examine the issues at hand from different perspectives, so that a deeper understanding of the topic could be obtained. The triangulation of data obtained through different instruments also helps increase the reliability of the results (Cohen et al., 2007). Since the ultimate purpose of the

study is to test whether self-disclosure helps foster EFL students' motivation, participation, and writing proficiency in the undergraduate classroom in Morocco, the researcher adopted Feilzer's (2010) view that research should no longer aim to most accurately represent reality but, rather to be useful, to 'aim at utility for us' (p.8). Stated differently, the current research design was consistent with beliefs held by pragmatists, who think that the nature of the method used to collect data does not matter as long as it has the potential of answering what a researcher wants to know (p.14). Such a consideration helps the researcher to be free of mental and practical constraints imposed by the 'forced choice dichotomy between positivism and constructivism' (Cresswell & Plano Lark, 2007, p. 27).

At last, the quantitative and qualitative data were collected with the purpose of comparing results and thus constructing a detailed picture of the measures under investigation. These features subsume this research under the triangulation research design which enables the researcher to compare the findings obtained from two or more methods, and analyze the similarities or discrepancies between them (Cohen et al., 2007).

D. Validity and Reliability

Before describing the measures taken to make the data collection methods used in this study valid and reliable, it is worth discussing the major issues related to validity and reliability respectively.

1. Validity

Validity answers whether a data collection instrument measures what it is intended to measure. A number of methods can be used for developing valid instruments depending on the type of measurement and context of investigation. Some of these methods are face validity, content validity, construct validity, and internal validity.

Face validity assesses whether the instrument "on its face" seems like a good translation of a construct under investigation. If, for instance, the instrument is intended to

measure reading ability, testers or researchers need to look at the paragraphs included in the test and decide that it seems like a good measure of the target ability. Once face validity is ensured, its content needs to be established. This method assumes that the instrument needs to contain a detailed description of the items which reflect the facets of the target construct. In this regard, experts need to be consulted to make judgments about the extent to which the instrument's items match its objectives (Drost, 2011).

Additionally, in L2 and FL learning research, construct validity refers to how a construct, such as motivation, language ability, or proficiency, is transformed into reality. Establishing construct validity, then, requires the use of multiple items to measure the target construct. For example, one way to seek such a type of validity is to test a group of students who are weak in the reading ability (i.e., the construct). Then, the construct is taught to the students, who will be tested in the end. If a difference is found between the two tests, it can be concluded that the difference supports construct validity of the test (Drost, op.cit).

Internal validity seeks to demonstrate whether the outcome is indeed a function of the treatment manipulated (Dörnyei, 2007). For instance, if the purpose is to foster intrinsic motivation through fiction, a researcher is to test the target group's level of motivation, and then introduce different stories of fiction during a period of time. After that, the same test is used to assess the level of motivation. If differences are found, the researcher may conclude that stories of fiction (i.e., the treatment) are effective for fostering intrinsic motivation and hence support internal validity. Once there is evidence that an instrument is valid, its reliability needs to be established.

2. Reliability

Reliability refers to the extent to which a measurement instrument used is accurate in that it yields consistent results from administration to administration. The assumption is to demonstrate that the findings have not happened by chance and are free from any

unpredictable errors. Errors that affect reliability are poor conditions of administration, respondents' lack of understanding of the items in an instrument, and differences in interpreting the results. Two distinct uses of reliability, namely internal and external consistency need to be considered to develop an applicable data collection instrument.

Internal consistency assesses the consistency of results across items within the instrument itself. Two issues are normally discussed within this concept. The first is whether the respondents are consistent while answering the items included in the instrument, and the second is whether the items are homogenous and measure the same construct. For checking internal consistency, three methods are suggested:

- **Split half method**: it is used to compare subgroups of items during a single administration, especially when the test is very long. The main aim is to discover whether the subgroups of items yield the same results. Obtaining a high split half correlation demonstrates internal consistency.
- **Item discrimination method:** it is used to rate the respondents' performance on each item**.** Cronbach's coefficient alpha is a commonly used estimator to ensure that all the items in the instrument are homogenous. Reliability estimates vary from 0 to 1. A score of .70 to 1 demonstrates that the instrument is applicable.
- **Item analysis:** it estimates internal consistency through correlating the score of each item with the total score of the all items in the instrument.

External consistency, however, is concerned with whether the instrument produces similar results in different occasions. The main method used to measure external reliability is test-retest method, which assesses the consistency of a measure taken from one time to another, and it correlates scores from two administrations of the same test. Another type of measurement for establishing reliability is referred to as inter-rater reliability. It assesses the

level of agreement between different raters or observers observing the same phenomenon (e.g., rater's scores can be correlated) (Dörnyei, 2007).

3. Measures Taken to Ensure Validity and Reliability

This section seeks to outline the measures taken to establish validity and reliability in constructing data collection instruments in this study. Each instrument was developed in order to meet the research hypotheses and match the target context to be investigated. To study the impact of self-disclosure on student motivation, a questionnaire and interview have been developed. To test the causal relationship between teacher self-disclosure and class participation, classroom observation and a student questionnaire were implemented. To assess the relationship between student self-disclosure and writing proficiency, two writing tests were constructed. In this manner, a premium was placed on establishing maximum validity and reliability by

- Looking at different facets of each dependent variable under investigation to capture its important aspects;
- Consulting a number of professors' views on whether each instrument reflects the variable under investigation;
- Conducting a pilot study to test the instruments; and
- Running reliability analysis when need be, Cronbach's alpha in particular to ensure the consistency of items.

Before gathering actual data on self-disclosure in relation to motivation, class participation, and writing proficiency, a pilot study was conducted in October and November, 2016 to ensure that data collection techniques are valid and reliable.

4. The Pilot Study

For measuring the motivation variable, a questionnaire was developed. Feedback from the supervisor and Professor Jonathan Bowman, an expert in self-disclosure at San Diego University, confirmed that the items of the instrument capture different facets of the variable under investigation (i.e., motivation) and accurately reflect the objectives of the study. Yet, Professor Bowman provided comments that resulted in making very few changes in the questionnaire. For instance, the items 'I really like my teacher of spoken English', and 'I really like my classmates' changed to 'I like my teacher of spoken English', and 'I like my classmates' respectively. Following this, first year students majoring in English studies completed 20 paper-based copies at the Faculty of Arts and Humanities, Dhar El Mahraz in October, 2016. The analysis of the questionnaire required no changes. This resulted in developing the last version of the motivation questionnaire.

For measuring the class participation variable, the researcher developed a classroom observation sheet and adapted Goldstein and Benassi's (1994) student questionnaire. The observation sheet was piloted in two English sessions in November, 2016. The outcome of the analysis required some changes in the layout and structure rather than the content of the observation sheet. The student questionnaire was sent to the supervisor and Professor Jonathan Bowman. The supervisor' feedback required some minute changes in the items of the instrument. For instance, the item 'compared to other classes, I feel willing to participate in class discussion in this class' was changed to 'compared to other classes, I feel free to discuss various issues in this course'. Professor Bowman's comments required a change in the labels of the scale used in the questionnaire. Instead of rating the questionnaire items on the scale: 'very untrue' to 'very true', the following scale: 'strongly disagree' to 'strongly agree' was introduced to meet the objective of the instrument. Next, 30 undergraduate EFL

students attending the courses observed completed a paper-based copy of the questionnaire in November, 2016. The analysis of the instrument required no changes.

For measuring writing proficiency, six self-disclosure topics, beside two writing tests, were sent via email to the supervisor and Professor Zilin Sang, an expert in academic writing in English at East China Normal University. Their feedback confirmed that undergraduate EFL students would be able to write on the topics. Four out of eight writing prompts were given to 5 undergraduate EFL students of English in October, 2016. Three of them agreed that they are unfamiliar with the topics, and hence could not write on them. This resulted in developing new writing prompts which were again distributed to the same students, who finally approved familiarity with the topics. Overall, this pilot study helped in developing and administering the final versions of the data collection instruments.

E. Data Collection Instruments

This section describes the instruments used to measure the impact of positive and/or relevant self-disclosure on students' motivation, participation, and writing proficiency in the undergraduate EFL classroom in Morocco. It offers a rationale for and description of implementing and administering each data collection instrument.

1. Self-Disclosure and Student Motivation Measurement

In previous studies of self-disclosure in relation to student motivation in both communication classes (e.g., Cayanus & Martin, 2008) and FL contexts (e.g., Farani & Fatemi, 2014), the questionnaire was the most commonly used method of data collection. This study, in addition to following the same practice by developing a questionnaire, employed an interview in order to measure the first research question of whether positive and relevant self-disclosure helps increase student motivation in the undergraduate EFL classroom in Morocco.

a. Questionnaire Survey

The questionnaire survey is the most widely used instrument to collect self-report data from students of English. A variety of items may appear in a questionnaire, ranging from closed-ended to open-ended questions, from dichotomous to multi-option selection items, and Likert-type scale items with various numbers of points along the continuum (Cohen et al., 2011).The primary idea for using such a method is "the recognition that the characteristics, opinions, attitudes, and intended behaviors of a large population [e.g., undergraduate EFL learners in Moroccan higher education] can be described and analyzed on the basis of questioning only a fraction of the particular population" (Dörnyei & Csizér, 2012, p.74). The questionnaire is also objective and reliable and characterized by a high level of anonymity, which helps eliciting honest and sincere data from respondents. Additionally, the questionnaire is time saving since respondents can respond to it in a relatively short period of time and at the same time. Last but not least, responses in a questionnaire are easier to quantify and process with the aid of certain software, making it possible for researchers to observe and present results in a quick and conspicuous way.

In this research, the motivation questionnaire (see Appendix A) was developed to measure students' level of motivation in terms of attitudes toward their teacher (s), attitudes toward their classmates, and intrinsic motivation in the undergraduate EFL classroom. The instrument contains fourteen closed-ended items in the form of statements grouped into four sections:

i. **Background information:** section one (items: 1 & 2) was meant to elicit the participants' background information (gender &age).

ii. **Attitudes toward teacher:** the purpose of section two (items: 3, 4, 5 & 6) was to elicit the degree of the students' likes toward their teacher of English. The items used in this section are "I like my teacher of spoken English course", "I

like to interact with this teacher of English", "I would like to have this teacher of English in future courses", and "I think that my teacher is approachable in this course".

iii. **Attitudes toward classmates:** the third section (items: 7, 8, 9 & 10) was intended to elicit the degree of students' likes toward their classmates. "I like my classmates", "I like to interact with my classmates in this course", "I would like to have these classmates in future courses", and "I think my classmates are approachable in this course" are the four items used in this section.

iv. **Intrinsic motivation:** this fourth section (items: 11, 12, 13 & 14) aimed to collect data on the students' level of intrinsic motivation about English learning in the course. The four items used in this section include the following: "I think that learning English is enjoyable in this course", "I make efforts to improve my English in this course", "I feel interested while doing activities in English in this course", and "I feel interested while communicating in English in this course".

The questionnaire was administered as a post-test to students in two independent groups (Group 1 and 2), attending the 'spoken English' course once a week in different days during the autumn semester of the academic year 2016-2017. Students who attended the course on Wednesday afternoon (i.e., Group 1) were chosen to be the experimental/self-disclosure group, and students who attended the course on Tuesday morning (i.e., Group 2) were chosen to be the control/non-self-disclosure group. All the respondents were first year students in the department of English, indicating that the learners were homogeneous in terms of educational level. The semester had 13 weeks in total. Both groups received the same course content, and for avoiding any effects of the results on the study, the teacher used the same behavioral and methodological performance in both groups.

However, unlike the control group, the experimental group received positive and relevant self-disclosure as treatment. More precisely, the teacher (the researcher himself) used pre-planned positive personal disclosures relevant to the course content, and he encouraged his students to voluntarily deliver a ten-minute presentation, a course requirement, about their positive personal experiences including opinions and feelings from the third session. The self-disclosures were present eight times in the experimental group throughout the semester. Some examples of positive teacher self-disclosure used during discussions either after presentations or to explain the course content comprised statements like:

- In my opinion, husbands whose wives work need to help in house chores because even the religion of Islam does not oblige women to do housework.
- When I was in the U.S.A., I used to go with some international students to a Nursing house every week to play games with senior residents. It was an amazing experience. I felt good to draw a smile on the seniors' faces while playing games and chatting.
- I met people from different Arab countries, such as Lebanon and Egypt at an orientation session in Istanbul, but they could not understand my dialect. So, I used English to communicate with them.

Some examples of positive student self-disclosure that were noted down by the teacher during class discussion in the experimental group were:

- "I think that women should not work and their only place is home".
- "I am from Palestine. I first visited Morocco when I was twelve years old. I also went to Jordan and Egypt. I am now studying in Morocco because my mother is from here. I like Morocco. It is my second home. I like food and wedding ceremonies".

- "I have a Master's degree in law, and I think that learning English will help me do research in the future".

A 100 paper-based copy of the questionnaire was distributed to participants from each group at the 13th week of the autumn semester. Except for the background information, the learners responded to how the items in the questionnaire apply to the course they were currently taking (i.e., 'spoken English'), using a 4-point monotonic scale with the following options: 1) very untrue, 2) untrue, 3) true, and 4) very true. The reason for using four scales was to avoid obstacles in data analysis and interpretation of the mid-point, which can mean neutral, no opinion, or lack of knowledge. For ensuring clarity and reliability of the rating scale used to solicit responses from the respondents, all points in the questionnaire were labeled with the words suggested in the scale (i.e., very untrue through very true).To avoid any effects of the responses, the teacher left the class for 20 minutes so that the respondents felt free to answer the questionnaire. The respondents apparently showed no problems in understanding, or responding to the items.

Table 2

Questionnaires Administered to and Collected From Students in the Experimental and Control Groups

Questionnaire	Administered	Collected
Experimental group	100	87
Control group	100	89

As Table 2 shows, 87 and 89 valid questionnaires were collected from respondents in the experimental and control groups respectively. However, the last 2 copies from students of the control group were discarded to ensure reasonable comparisons between the two

groups. This has resulted in having the same number of respondents in the experimental (N = 87) and control (N = 87) groups.

Figure 4. The Age of the Respondents in the Experimental and Control Groups

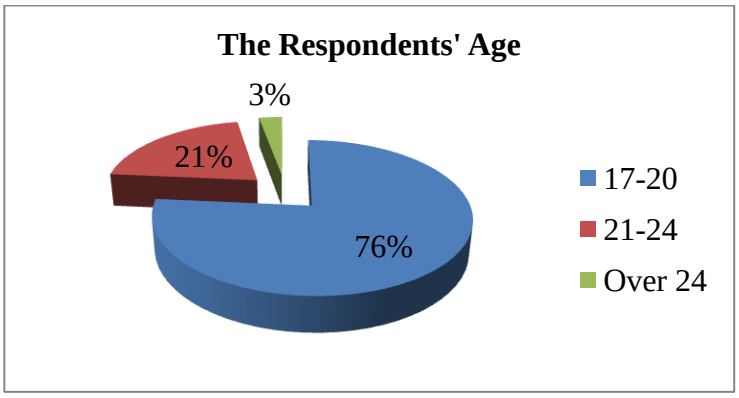


Figure 4 shows the age the respondents of the experimental and control groups. 76% of them aged 17-20. 21% were between 21 and 24, and only 3% were older than 24 years of age. It can be deduced that the students aged 17-20 years constitute more than a half of the respondents because this age category represents the normal age of freshmen at university.

Figure 5. The Respondents' Gender in the Experimental and Control Groups

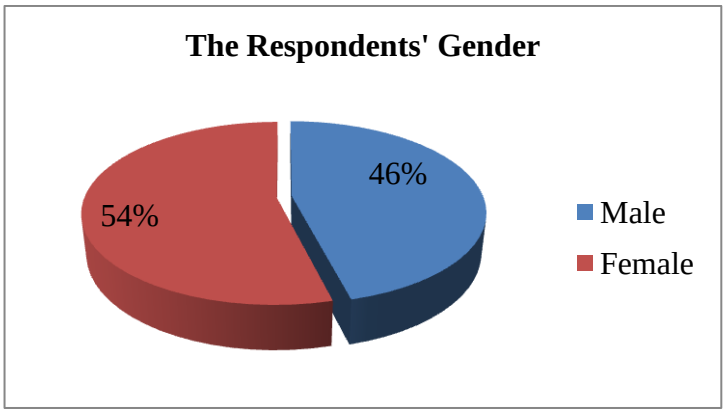


Figure 5 displays the gender of the respondents in the experimental and control groups. 46% of the respondents were males and 54 % were females. This shows that the number of female-students tends to be higher than that of male-students in the first year in the department of English. This indicates that the English language tends to be female favorites.

b. Interview

Given the complex nature of the effects of self-disclosure on student motivation, it would have been impossible to have a comprehensive understanding of the relationship between the two variables based on recording learners' views on scales only. Actual responses and personal accounts are likely to solicit the type of information needed, particularly the unique nuances from each participant that no questionnaire could have elicited (Creswell & Plano Clark, 2011). Thus, the interview is an effective method to obtain participants' views and/or feelings about a certain issue or event in a highly personal and constituent level. The conversational characteristic of an interview also allows the interviewer not only to organize the questions, but also change the order of and omit unnecessary questions, or seek more detailed information after interesting questions immediately with regard to the pace of the interview and the interviewee's responses, particularly in the less structured forms of interviews. The interviewees can also elaborate on their views and express themselves more extensively than when filling out a questionnaire (Cohen et al., 2011).

To this end, this study employed a semi-structured interview (see Appendix B) to collect qualitative data from students of the self-disclosure/experimental group to obtain deep insights into what they thought about the role of positive and relevant teacher and student self-disclosure in class. The use of the interview was of great value to evaluate whether results for the motivation instrument are credible enough. Since the participants' background information was elicited through the questionnaire, this semi-structured interview includes seven closed and open-ended questions, aiming to elicit the impact of self-disclosure in the classroom.

i. Questions 1, 2, and 3 were meant to elicit the students' view of the importance and effects of positive and relevant teacher self-disclosure in class.

ii. Questions 4, 5, 6, and7 were intended to solicit the respondents' view of the importance and effects of positive and relevant student self-disclosure in class.

Four interviews with 15 students from the self-disclosure group were conducted. To collect authentic information, the respondents were given examples of both teacher and student self-disclosure occurred in the experimental group (see examples on page 84-85). All the interviewees regularly attended the 'spoken English' course and verbally ensured perception of the examples of self-disclosures during different sessions. The interviews took place at the Faculty of Arts and Humanities, Fez Dhar El Mahraz on March, 2017. 12 out of 15 respondents agreed to have their answers audio-recorded. In this regard, each interview lasted 15 minutes maximum. Alternatively, 3 out of 15 respondents preferred to record their answers in written worksheets during the interview.

2. Teacher Self-Disclosure and Class Participation Measurement

In previous studies on teacher self-disclosure in relation to class participation, (Goldstein & Benassi, 1994; Cayanus et al., 2003; Cayanus & Martin, 2004; Cayanus & Martin; 2008; Cayanus et al., 2008; Cayanus & Martin, 2008; Cayanus et al., 2009), focus was on the quantitative analysis instead of conducting a qualitative analysis of the two variables. This current study filled this research methodological gap by employing both quantitative and qualitative methods of collecting and analyzing data to measure the second research question of whether relevant teacher self-disclosure helps create class participation in the undergraduate EFL context in Morocco. This consisted of classroom observation and student questionnaire.

a. Classroom Observation

Since the use of verbal self-disclosure by teachers is a phenomenon occurring in class during the process of language teaching and learning, the effective way to investigate it is by direct observation. Observations help capture the "intentional" or "unintentional"

personal information which teachers may not always be aware of. Prior to conducting classroom observation, the researcher requested a number of teachers to pre-plan instances of their own personal feelings, opinions, and/or experiences relevant to the course content in one of their sessions three weeks in advance so as to meet the objective of the study. Three faculty members agreed to support this study by incorporating relevant personal disclosures as treatment in their classes.

The purpose of classroom observation was to capture students' reactions to teachers' use of their personal disclosures to explain or introduce the course content in the undergraduate EFL classrooms. Accordingly, the use of observation was of great importance to assess the effects of self-disclosure on students' participation. The use of such a method ensured collection of genuine and objective data. However, there is the concern of reliability because different observers of the same phenomenon are likely to have different interpretations. Another possible problem with observations is the "observer effect". That is, when the participants know that they are being observed in a certain context, they could change their behavior instead of doing what they actually do (Cohen et al., 2011).

In this research, there was only one observer researcher, and the "observer effect" was reduced in that the researcher had already been present in the classes and interacted with the target learners before the "official" observed and recorded sessions. This practice led the students to consider the researcher a member of the classes rather than a stranger. Likewise, the explanations and encouragement given by the researcher and by the teachers, who decided to support this study, also helped make the students feel comfortable and behave normally during the observed sessions, especially that they were aware that there would be no kind of judgment or assessment of their either passive or active participation. To take feasible notes that would specify moments of relevant teacher self-disclosure and student's verbal reactions, the researcher developed a classroom observation sheet.

The classroom observation sheet (see Appendix C) was helpful in guiding the note taking process while observing classes. It includes three sections which are as follows:

i. **Background information:** this section was meant to collect data about the setting, specifically the name of the course, the date and time of each class, and the level of students.

ii. **Teacher verbal interaction:** the purpose of this second section was to capture verbal examples of relevant teacher self-disclosure, including feelings, opinions, and/or experiences, used during the sessions observed.

iii. **Student verbal interaction:** this section sought to collect information on students' verbal reactions to their teacher self-disclosure. It mainly focused on whether students use language by reciprocating their self-disclosures as a response to their teachers' self-disclosures and take part in class discussion by asking questions and giving comments.

Overall, the observation sheet helped the researcher collect specific and rich data to assess the relationship between relevant teacher self-disclosure and class participation by observing six varied courses as summarized in Table 3.

Table 3

The Six Experimental EFL Courses Observed in the Fez Dhar El Mahraz Department of English

Name of English Course	Time	Semester	Educational Level
Spoken English	2 hours	Autumn	First year
Guided reading	2 hours	Autumn	First year
Public speaking & debate	2 hours	Autumn	Second year
Introduction to media studies	2 hours	Spring	Second year
Applied linguistics	2 hours	Autumn	Third year
Pragmatics	2 hours	Spring	Third year

The six EFL courses in Table 3 were all considered experimental during the observation process. A participant observation technique was used once in the 'spoken

English' course since the researcher was himself the teacher. Conversely, a non-participant observation technique was used to collect information from the other five courses ('guided reading', 'public speaking' and debate', 'introduction to media studies', 'applied linguistics', and 'pragmatics'). Each course was observed once for two hours during the academic year 2016-2017. The researcher sat at the back of the classroom and used a pen to take notes of students' reactions to examples of teacher self-disclosure relevant to the course content. An audio recording application in iPhone called Voice Memos was also used as a backup of manual failure and faults as well as to ensure collection of complete information.

b. Student Questionnaire

To have a clearer picture of the relationship between teacher self-disclosure and class participation, the researcher adapted Goldstein and Benassi's (1994) student questionnaire as a secondary data collection instrument. The questionnaire (Appendix D) was used to collect quantitative data with the aim to find out whether relevant teacher self-disclosure contributes to classroom participation from the perspectives of undergraduate EFL learners in the six experimental courses (see Table 3 on page 100). It basically gathered data on the students' perceptions of their teachers' use of self-disclosure relevant to the course content, their perceptions of teacher-students interaction, and their perceptions of the freedom to engage in class discussion. The instrument includes four sections with a number of thirteen closed-ended items. These sections are described below:

i. **Background information:** this section (items: 1, 2 & 3) aimed to elicit the participants' background information (age, gender, educational level).

ii. **Student perception of teacher self-disclosure:** the aim of this section (4, 5 & 6) was to collect data on the EFL students' perception teacher self-disclosure relevant to the course content. The items used, in this context, are: "compared to other instructors, this teacher shares his personal feelings about the course

content", "compared to other instructors, this teacher reveals his personal opinions during class discussion", and "compared to other instructors, this teacher shares his personal experiences to explain the course content".

iii. **Student perception of teacher-students interaction:** this section (7, 8, 9 & 10) attempted to find out if the students interact with their teacher. The items used, in this regard, are: "compared to other instructors, I interact with this teacher during class discussion", "compared to other instructors, I prefer to communicate with this teacher in class", "compared to other instructors, I find it easy to talk to this teacher after class", and "compared to other teachers, I feel free to express myself more with this teacher".

iv. **Student perception of the freedom to engage in class discussion:** this section (11, 12 &13) was intended to find out if the students feel free to engage in class discussion by asking questions and giving comments. The items included, in this section, are: "compared to other classes, I feel free to ask questions about the class content in this course", "compared to other classes, I feel free to give various comments in this course", and "compared to other instructors, I feel free to discuss various issues in this class".

The questionnaire was administered to the students one week before the end of the course. This instrument was of great importance to enrich the data collected through classroom observations. The students, who expressed willingness to fill out the instrument, rated the items with reference to the experimental courses they were taking, using a 4-point monotonic scale with the following options: 1) strongly disagree, 2) disagree, 3) agree, and 4) strongly agree. For ensuring clarity and reliability of the rating scale used to solicit responses from the respondents, all points in the questionnaire were labeled with the words suggested in the scale (i.e., strongly disagree through strongly agree).

Table 4

Questionnaires Administered to and Collected From Students in the Six Experimental EFL Courses

Questionnaires	Administered	Collected
Number	250	214
Percent	100	85.5

In the six undergraduate EFL courses observed, a total of 250 paper-based copies of the questionnaire were administered, and 214 participants validly completed it (see Table 4). This means that the return rate was quite positive, indicating that the participants were ready to help the researcher, especially that the instrument was distributed inside the classes where the students favorably reacted to their teachers' requests to help the researcher.

Figure 6. The Age of the Respondents in the Six Experimental EFL Courses

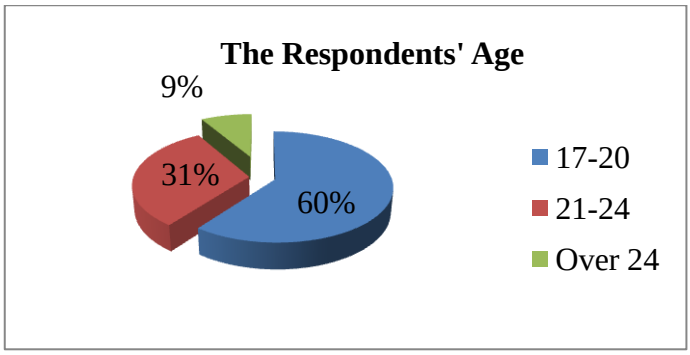


Figure 6 displays the age of the students in the undergraduate EFL courses observed. 60 % of the respondents aged 17-20. 31 % were between 21 and 24, and 9 % were older than 24 years of age. It can be deduced that the category of the respondents aged between seventeen and twenty years outnumbered both the other two age categories because it represents the normal age of undergraduate students.

Figure 7. The Gender of the Respondents in the Six Experimental EFL Courses

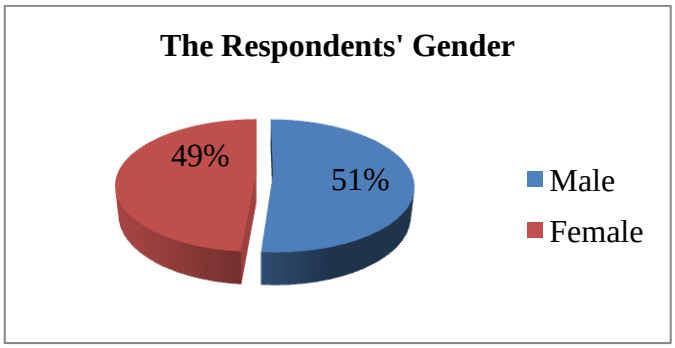
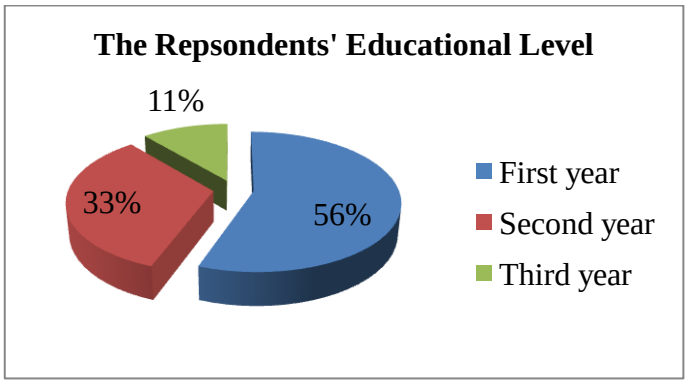


Figure 7 presents the gender of the students in the undergraduate EFL courses observed. 51 % of the respondents reported to be male, and 49 % were female. It is apparent that females and males are almost the same as the distribution of the questionnaire equally targeted both participants who were all willing to respond to the items on the questionnaire.

Figure 8. The Educational Level of the Respondents in the Six Experimental EFL Courses



As shown in Figure 8, the educational level classification was reported as 56 % of the respondents were freshmen. 33 % were second year students, and 11 % were seniors. The number of first year students constitutes the largest proportion. An explanation of this significant difference between participants is that upper level classes tend to have smaller numbers of students than lower level classes.

3. Student Self-Disclosure and Writing Proficiency Measurement

To measure the third and last research question, whether positive student self-disclosure helps improve EFL learners' writing proficiency in the undergraduate classroom in Morocco, two writing tests, pre-test and post-test, were implemented.

a. Writing Pre-Test and Post-Test

The purpose of the writing pre-test and post-test was to analyze the written performance of undergraduate EFL learners in an effort to provide empirical data focusing on the improvement of test takers who participated in this study. After receiving the permission of faculty members in the Fez department of English, the researcher recruited undergraduate students of English from the three educational levels (first, second, and third year). The researcher explained the objective of the study and answered the participants' questions comprehensively. Not many students agreed to take part in this study since they do not find writing a fun activity. Therefore, those who voluntarily decided to support this research were interested in improving their writing proficiency and probably showing a genuine desire to cooperate. In this manner, 19 undergraduate EFL students completed eight writing activities (a pre-test, six self-disclosure topics, and a post-test) as shown in Table 5 (see p.106).

Table 5

The Writing Activities Distributed to the EFL Participants

Pre-test

In one coherent paragraph, tell the reader about your favorite movie or book or short story, and why people should watch it or read it.

Self-disclosure topics

1. Write one coherent paragraph in which you define the characteristics of a positive friendship. Explain who your best friend is and express your feelings about him/her.
2. Write one coherent paragraph in which you recount a positive learning experience at university. Describe the experience and give your opinions and feelings about it
3. In some countries, young adults have jobs while they are still students. Do you think this is a good idea? Support your opinion by using specific reasons and examples.
4. Write one coherent paragraph in which you define the characteristics of a good teacher. Tell the reader who your best teacher is and express your feelings about him/her.
5. Write a coherent paragraph in which you tell the reader about an exciting travel experience you have had alone or with a friend or a family member. Specify the time and place and your feelings about the experience.
6. People go to University for different reasons (for instance, to expand their knowledge, to be important people in society, etc.). According to your experience as a student, tell the reader positive reasons for going to university. Use specific reasons and examples to support your answer.

Post-test

The University should organize a visit to the United States or England for students of English as a part of their learning experience. Do you agree or disagree? Explain your answer and use examples to support your opinions.

The 19 EFL participants first completed the writing pre-test in October, 2016. After collecting the pre-test scripts, the researcher gave the participants a packet including the six writing topics that elicit their positive personal disclosures. The participants were asked to write one coherent paragraph for each writing topic. Next, the researcher distributed the writing post-test to everyone who turned in the packet, which means that the time set for each writing task was unlimited. A few participants completed the packet in two weeks. Some took a month to finish the topics, and still others spent 2 months to turn in the packet. The reason for giving students unlimited time is that they were busy preparing for examinations, especially seniors who were in the process of writing their monographs. Also, it was difficult to meet all the participants at the same time because of differences in their schedules.

Table 6

Demographic Data for the EFL Participants who Completed the Writing Activities

	No. of Students	Percent
Gender		
Male	10	53
Female	9	47
Total	19	100
Educational level		
1st year	7	37
2nd year	7	37
3rd year	5	26
Total	19	100

Table 6 displays the gender and educational level of the EFL participants who completed the writing pre-test and post-test and self-disclosure topics. Concerning gender, out of the 19 learners, 10 were males and 9 were females. As for the educational level, out of 19 respondents, 9 were freshmen, 9 were second year students, and 5 were seniors.

After ensuring that all the participants completed the writing topics without deviating from the content of each writing task, a writing scale called CAF triad was used to assess the EFL students' performance in writing.

b. CAF Triad

As mentioned before, CAF triad stands for complexity, accuracy, and fluency. It is a measure of language performance used to examine L2/FL development and its multidimensionality (Larson-Freeman, 2006; Palloti, 2009; Vercellotti, 2012). In discussing CAF triad, Palloti (2009, p.590) opens with the following description:

> The notions of complexity, accuracy and fluency (CAF) have been employed in a number of studies on the acquisition and use of a second language […]. They are dimensions for describing language performance, most frequently used as dependent variables to assess variation with respect to independent variables such as acquisitional level or task features.

Since the type of tasks is helpful in operationalizing CAF, this study suggested self-disclosure topics to find out the extent to which the three measures improve in writing. There is agreement in the literature that CAF triad is a good tool for gauging L2 production. In SLA research, Norris and Ortega (2009) wrote that the primary purpose for measuring CAF is to document how and why language competencies improve for some learners in response to particular tasks and type of instruction. However, despite its wide application, different parameters can be used to examine the same measure. Thus, it was necessary to determine the parameters of measuring each construct in this study.

i. Complexity

Complexity refers to the use of varied and elaborated lexical and syntactic structures (Wolfe-Quintero, Inagaki, & Kim, 1998). To measure complexity, researchers employ different parameters. For instance, Rosmawati (2014) used parameters, such as simple, compound, complex, and compound-complex sentence types to measure syntactic

complexity. The researcher further used subordination/coordination, word per finite-verb, and complex noun structures to measure overall grammatical complexity. In this study, focus was on measuring linguistic complexity in terms of syntax excluding vocabulary. In this respect, Wolfe-Quintero and her colleagues (op.cit, p.98) believed that the best way to measure syntactic complexity is to use counts of dependent clauses or subordinating conjunctions since they are a salient feature of language development. They also suggested the clause per T-unit ratio as the best cross-sectional developmental index. Following their recommendation, this study employed two parameters to measure syntactic complexity. The first parameter was calculating the number of dependent clauses per clause, and the second one was counting the number of clauses per T-unit. On the one hand, T-unit, coined by Hunt (1965), refers to an independent clause and its dependent clauses (cited in Polio, 2001, p. 113). On the other hand, a clause includes "independent/main clauses, as well as three types of subordinates clauses: adverbial clauses, adjective/relative clauses, and nominal clauses" (Wolfe-Quintero et al., p.84).

ii. Accuracy

Accuracy, the ability to produce error-free language in writing (Wolfe-Quintero et al., 1998), is measured by different parameters. These include holistic scales, error-free units, and number of errors with/without classification (for detailed description, see Polio, 1997). All these measures have a degree of reliability and validity, and each measure is used depending on the purpose of the study. For instance, holistic scales measuring accuracy in terms of vocabulary, spelling, punctuation, syntax, idiom use, etc. are usually used for placement purposes (Polio, 2001). This study adopted two measures, namely error-free units and number of errors without classification. Therefore, measuring accuracy was achieved by first counting the number of error-free T-units per T-unit, and second counting the number of errors per T-unit in compositions.

iii. Fluency

Wolfe-Quintero and her colleagues (1998) defined fluency as "the more words and structures are retrieved in a limited time" (p.14). That is, the more a language learner is fluent, the faster he/she can retrieve vocabulary and linguistic chunks to construct a written text. The literature indicates that fluency in L2 writing is measured from the product or process perspectives or both. When looking at writing as product, measures, such as counting the number of words, clauses, and T-units produced in final text are used (Polio, 2001). When, however, examining L2 writing from a process lens, measures, such as counting the number of words produced per minute in linear text, the total number of words written between pauses or revisions, and the total number of words deleted during the writing operation are used (for further details, see Palviainen, Kalaja & Mäntylä, 2012). Other fluency measures are calculating the number of words contained in a clause or T-unit (Wolfe-Quintero et al., 1998). This study measured fluency from a product perspective, using two measures. The first one was calculating the number of words per T-unit, and the second parameter was counting the number of words in a final text.

As can be seen, T-unit was used as a basic unit of measurement for the three CAF measures. The reason for adopting T-unit is because Wolfe-Quintero et al. (1998), after reviewing more than fifty studies in L2 writing, concluded that the T-unit measure is the most effective general descriptor for the three CAF constructs.

4. Anonymity and Confidentiality

On the one hand, anonymity was ensured for all the participants who expressed their willingness to support this research. They were also free to refuse to answer certain items in the questionnaires or interview, or decide to withdraw at any stage of the research without the risk of any harms or consequences. Also, no name was mentioned for the participants who were observed and interviewed when reporting results. Besides, the

anonymity of the respondents who completed the self-disclosure topics was guaranteed since they did not have to provide their names. They were given a code (e.g., Particicpant1, Participant 2, etc.) for reference to attach each respondent's pre-test and post-test together. On the other hand, the confidentiality of the data was guaranteed in that only the researcher had access to responses given by the students in questionnaires, interviews, observations, and self-disclosure topics. These data are coded and kept securely in the researcher's house and will be destroyed right after the defense.

F. Data Coding and Analysis

In order to address the research questions, and hence test the research hypotheses set at the beginning of this study, this section presents the measures taken to code and analyze the data gathered via the motivation questionnaire, semi-structured interview, classroom observation, student questionnaire, and two writing tests.

1. Motivation Questionnaire and Interview Data

The data gathered through the motivation instrument in the experimental and control groups were first entered to an Excel spreadsheet. Then, the Statistical Package for the Social Sciences (SPSS) was used to import the data from the spreadsheet. After that, the Mann Whitney *U* test, an SPSS procedure, was employed to analyze the data quantitatively, choosing mean rank scores and a *p*-value of .05, two-tailed. In order to facilitate the analysis of the data, the items that measure the same construct were grouped. In this regard, the motivation questionnaire items used to create the following composite variables are listed in Table 7 (on page 117): attitudes toward teacher (ATT: 4 items), attitudes toward classmates (ATC: 4 items), and intrinsic motivation (IM: 4 items). Since each construct of the motivation variable represents four items, the data points on the scale range from 4 'very untrue', 8 'untrue', and 12 'true' to 16 'very true'.

The data collected via the semi-structured interview from 15 students in the experimental group were first transcribed manually using a word document. Following this, preliminary codes were assigned to the students' responses to each interview question. After multiple coding of the data, it was helpful to develop different themes. The analysis of the data started with noting down the respondents' verbatim examples to support the themes which emerged during the coding of the data.

2. Classroom Observation and Student Questionnaire Data

The data collected through the classroom observations were first transcribed manually in a Word document, and then analyzed both qualitatively and quantitatively. As for the qualitative analysis, a description of verbatim examples of students' self-disclosures, questions, and comments as a response to their teachers' self-disclosures was noted down from the six experimental EFL courses (see Table 3, p.100).To analyze the observational data quantitatively, the frequency of the times students share their self-disclosures (i.e., feelings, opinions, and experiences), ask questions, and give comments were calculated in response to the frequency of their teachers' self-disclosures in all the courses observed.

The data gathered through the student questionnaire were first entered to an Excel spreadsheet. Then, SPSS was used to import the data from the spreadsheet. Next, Pearson correlation and regression procedures, two SPSS statistical tools, were run to analyze the data quantitatively, choosing a *p*-value of .05, one-tailed. On the one hand, correlation analysis identifies and measures the linear relationship between teacher self-disclosure and each of the aspects of class participation—teacher-students interaction and class discussion. This relationship is expressed by a number referred to as correlation coefficient, which is typically represented by the letter *r*. The values of the correlation coefficient range from -1 and 1. The closer the coefficient is to -1, the stronger the negative

relationship. The closer the coefficient is to 1, the stronger the positive relationship. However, a correlation coefficient of zero indicates no relationship between the variable (Green & Salkind, 2008).

One the other hand, regression analysis was used to examine how well teacher self-disclosure relevant to the course content predicts class participation in terms of teacher-students interaction and class discussion. Predictability is assessed by two coefficients, namely *R*-square (R^2) and Beta (β), which are usually expressed as percentages. The R^2 displays the changes in the dependent variable (i.e., class participation) that are explained by the changes in the independent variable (i.e., teacher self-disclosure). The R^2 is a number between 0 and 1. The closer the coefficient to 1, the perfect the causal relationship between the variables is. The β coefficient is used to compare the strength of the effect of teacher self-disclosure to the two aspects of class participation. The higher the absolute value of the Beta weight, the stronger the effect (Green & Salkind, 2008).

In order to facilitate the analysis of the data, the items that measure the same construct were grouped. In this regard, the questionnaire items used to create the following composite variables are listed in Table 20 (on page 147): student perception of teacher self-disclosure (SPTSD: 3 items), student perception of teacher-student(s) interaction (SPTSI: 4 items), and student perception of the freedom to engage in class discussion (SPFCD: 3 items). Since the items for each variable were grouped, the data points on the scale for SPTSD and SPFCD ranged from 3 ‘strongly disagree’, 6’disagree’, and 9 ‘agree’ to 12 ‘strongly agree’. However, the data points for SPTSI ranged from 4 ‘strongly disagree’, 8 ‘disagree’, and 12 ‘agree’ to 16 ‘strongly agree’.

3. Writing Pre-Test and Post-Test Data

The data gathered through the writing pre-test and post-test were coded manually (a sample is provided in Appendix E) in a Word document, using a quantitative approach of analysis. To ensure the accuracy of coding, a university English teacher with more than 20 years of teaching experience was invited to review one writing sample. After receiving a positive feedback that the coding was accurate, the scores of the three CAF measures were entered to an Excel spreadsheet. As for the complexity measure, the total number of dependent clauses was divided by the total number of clauses (DC/C), and the total numbers of clauses was divided by the total number of T-units (C/T). As for the accuracy measure, the total number of error-free T-units was divided by the total number of T-units (EFT/T), and the total number of errors was divided by the total number of T-units (E/T). Concerning the fluency measure, total number of words was divided by the total number of T-units (W/T), and counting the number of words in a final text (W). At last, the data were submitted to statistical analyses by employing a paired samples *t*-test, choosing a *p*-value of .05, two-tailed.

It is apparent that the *p*-value adopted in this study is .05 for all the statistical procedures since it is the commonly set alpha in the social sciences though sometimes experts in the field of statistics, such as Larson-Hall (2010) recommend a value of .10, especially in L2 research. Thus, the chosen *p*-value helped provide considerably credible and accurate results. As a final note, since the target sample involved EFL learners only, this study used individual students as the unit of analysis.

Summary

This chapter attempted to introduce the research methodology used to find out whether self-disclosure affects EFL students' motivation, participation, and writing proficiency in the undergraduate classroom in Morocco. In this regard, a description of the

setting and participants, the research design, and the approach used in this study was provided. Likewise, the chapter introduced the measures taken to establish validity and reliability during the construction and administration of the data collection instruments. Further, it presented the demographic information (age, gender, and educational level) of the EFL respondents who supported this study, making a clear statement about issues related to anonymity and confidentiality of their responses. At last, the chapter outlined the measures taken for ensuring valid and reliable coding and analysis of the data. The next chapter is devoted to a description and interpretation of the results.

Chapter Four: Results

Introduction

The present chapter attempts to describe, classify and analyze the data gathered from the students in the undergraduate EFL context. Data are organized in the form of headings that reflect the construct of self-disclosure in relation to university students' motivation, participation and writing proficiency in the EFL classroom in Morocco. The results obtained from the respondents are introduced in graphs and tables, using quantitative and qualitative research methods of investigation. This chapter is divided into three sections. The first one introduces the results for self-disclosure in relation to student motivation. The second one presents the findings for teacher self-disclosure in relation to class participation. The third and last section is concerned with the results for student self-disclosure in relation to writing proficiency.

A. Self-Disclosure and Student Motivation

This section presents the results obtained from the motivation questionnaire and interviews respectively.

1. Results From Motivation Questionnaire

In order to test if students in the experimental group—after receiving positive and relevant self-disclosure as treatment (see examples, pp. 94-95)—reported to be higher in the level of motivation in terms of ATT, ATC, and IM than students in the control group in the 'spoken English' course, a Mann-Whitney *U* test was run to test the first three hypotheses:

H1: Learners who receive positive and relevant teacher self-disclosure will have higher favorable attitudes toward their instructor than learners who receive no teacher self-disclosure.

H2: Learners who receive positive and relevant student self-disclosure will have higher favorable attitudes toward their classmates than learners who receive no student self-disclosure.

H3: Learners who share positive and relevant personal disclosures will be intrinsically motivated about learning English more than learners who share no personal disclosures.

Table 7

Items Used From the Motivation Questionnaire to Create Composite Variables

1. Attitudes toward teacher (ATT)
   a. I like my teacher of spoken English course.
   b. I like to interact with this teacher of English.
   c. I would like to have this teacher in future courses.
   d. I think that my teacher is approachable in this course.
2. Attitudes toward classmates (ATC)
   a. I like my classmates.
   b. I like to interact with my classmates in this course.
   c. I would like to have these classmates in future courses.
   d. I think that my classmates are approachable in this course.
3. Intrinsic motivation (IM)
   a. I think that learning English is enjoyable in this course.
   b. I make efforts to learn English in this course.
   c. I feel excited while doing activities in English in this course.
   d. I feel interested while communicating in English in this course.

Reliability testing for the questionnaire items, as shown in Table 7, reported a Cronbach's alpha of .85 (for more details, see Appendix F), which indicates a high level of internal consistency for the scale with the experimental group (N = 87) and control group (N = 87). This result ensured that the motivation questionnaire had good reliability as it was mentioned in the literature (see *Reliability*, pp. 87-89).

The decision to employ the Mann-Whitney *U* test, the non-parametric alternative to the independent samples *t*-test, was made after testing the assumption of normality for the three aspects of motivation—ATT, ATC and IM.

Table 8

Test of Normality: Shapiro-Wilk on the Motivation Variable

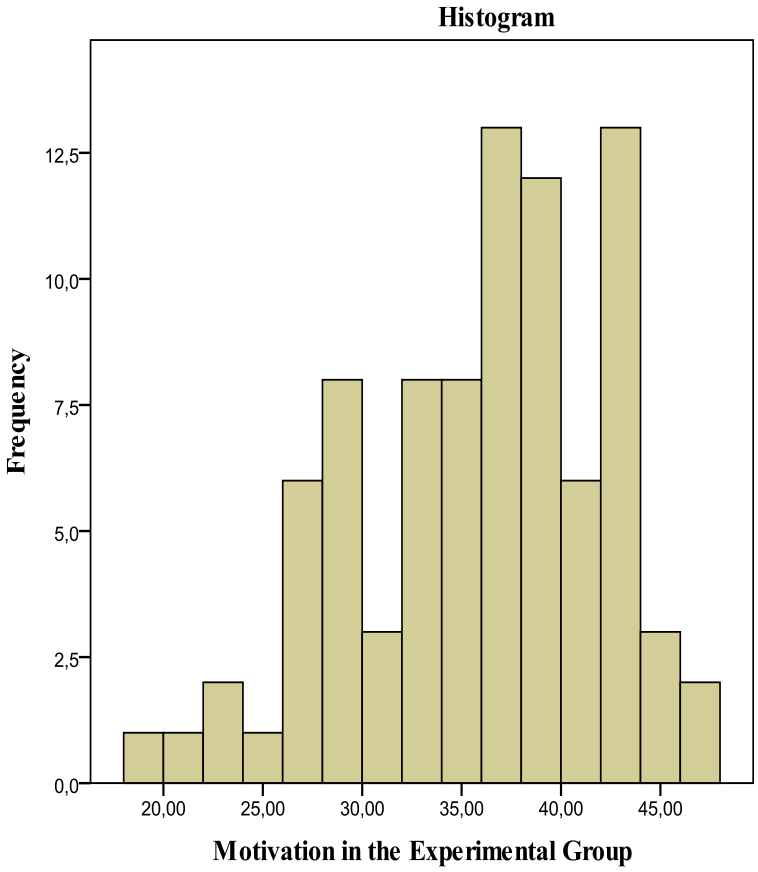
Variable		Statistic	df	Sig.
Motivation	Experimental group	.965	87	.025
	Control group	.958	87	.007

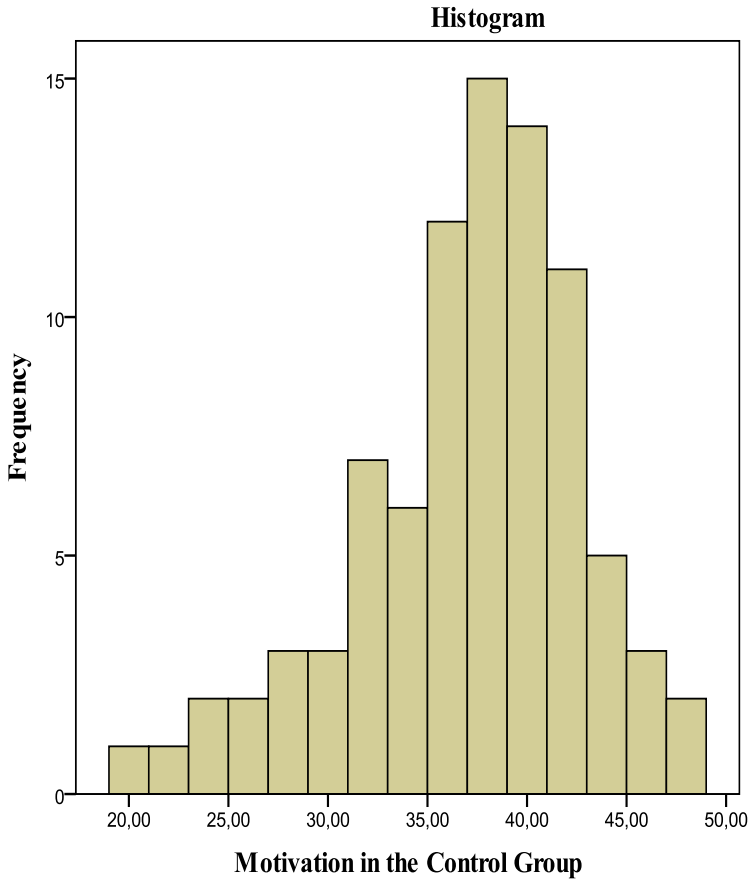
The Shapiro-Wilk test in Table 8 shows that the assumption of normality for the three aspects of the motivation variable suggests that the scores for the respondents in the experimental (N = 87) and control (N = 87) groups were not normally distributed, both *p*-values are less than .05 (*ps* = .02 and .007).This means that the assumption of running the independent samples *t*-test was violated. Accordingly, the solution to this problem was choosing the Mann-Whitney *U* test.

a. Mann-Whitney U Test

For deciding whether to report the median or mean rank score of the test, the assumption of distribution of scores was assessed. An inspection of the Histograms in Figure 9 (on page 119) shows non-identical distributions of scores for motivation in the experimental and control groups in that the scores of two groups have different shapes. Accordingly, the mean rank of both distributions would be calculated.

Figure 9. Histograms Showing the Distribution of Scores for the Experimental and Control Groups' Level of Motivation





After ensuring that the analysis of the data would yield valid and significant results, descriptive statistics (mean scores and standard deviations), the Mann-Whitney *U*-value, and *p*-value (referred to as Sig. 2-tailed) were computed and reported in the analysis for the experimental and control groups' level of ATT, ATC, and IM respectively.

i. The Experimental and Control Groups' Level of ATT

The respondents in the experimental and control groups were tested for their scores on ATT in the 'spoken English' course. In this manner, descriptive statistics (mean scores and standard deviations) were calculated and a two-tailed Mann-Whitney *U* test was performed between the two groups.

Table 9

Means and Standard Deviations for the Experimental and Control Groups' Level of ATT

	Group	N	Mean	Std. Deviation
ATT	Experimental	87	11.74	3.116
	Control	87	12.33	2.514
Total		174	12.03	2.838

Note. ATT = attitudes toward teacher.

The descriptive statistics in Table 9 indicate mean scores and standard deviations for the variable, ATT. The results show that students in the experimental group (M = 11.74; SD = 3.11; N = 87) and the control group (M = 12.33; SD = 2.51; N = 87) reported to be close on the level of their attitudes toward the teacher of the 'spoken English' course. The mean scores for the experimental and control groups were almost close and slightly above the point "true" on the scale respectively. In general, the respondents in both groups showed that they like their teacher, like to interact with him, like to have him in other courses in the future, and think that he is approachable.

Table 10

Mann-Whitney U Test for the Experimental and Control Groups' Level of ATT

Group		N	Mean Rank	Mann Whitney *U*	Sig. (2-tailed)
ATT	Experimental	87	83.84	3466.500	.334
	Control	87	91.16		
	Total	174			

Note. P >.05

For testing the experimental and control groups' level of ATT in 'spoken English', a Mann-Whitney *U* test was conducted. Table 10 shows that students in the experimental group (mean rank = 83.84; N = 87) were found to be numerically lower in their levels of attitudes toward their teacher compared to students in the control group (mean rank = 91.16; N = 87). This means that students of the non-self-disclosure group surprisingly tended to have an appreciation for their teacher more than did students of the self-disclosure group. However, the results in the table indicate that the Mann-Whitney *U*-value reported that the difference between the experimental and control groups' level of ATT in the course did not reach statistical significance, $U = 3466.5$, *p*-value is greater than .05 ($p = .33$).

ii. The Experimental and Control Groups' Level of ATC

The students of the experimental and control groups were tested for their mean scores on ATC in the 'spoken English' course. In this regard, mean scores and standard deviations were calculated and a two-tailed Mann-Whitney *U* test was performed between the two groups.

Table 11

Means and Standard Deviations for the Experimental and Control Groups' Level of ATC

	Group	N	Mean	Std. Deviation
ATC	Experimental	87	11.21	2.733
	Control	87	10.94	2.674
Total		174	11.07	2.699

Note. ATC = attitudes toward classmates.

The descriptive statistics displayed in Table 11 indicate mean scores and standard deviations for the variable, ATC. The results reveal that students in the experimental group (*M* =11.21; *SD* = 2.73; N = 87) and the control group (*M* = 10.94; *SD* = 2.67; N = 87) both received almost equal mean scores which are relatively close to the point "true" on their attitudes toward each other in the 'spoken English' course. This suggests that respondents tended to like their classmates, like to interact with each other in class, like to continue becoming classmates in future courses, and believe to find each other approachable.

Table 12

Mann-Whitney U Test for the Experimental and Control Groups' Level of ATC

Group		N	Mean Rank	Mann Whitney *U*	Sig. (2-tailed)
ATC	Experimental	87	90.11	3557.500	.490
	Control	87	84.89		
	Total	174			

Note. P > .05

In order to test the experimental and control groups' level of ATC in Spoken English course, a Mann-Whitney *U* test was conducted. Table 12 reveals that students in the experimental group (mean rank = 90.11; N = 87) reported to be slightly higher in their levels of attitudes toward their classmates in comparison with students in the control group (mean rank = 84.89; N = 87). This shows that the students of the self-disclosure group tend

to have an appreciation for each other more than do the students of the non-self-disclosure group. Nevertheless, the results in the table suggest that the Mann-Whitney *U*-value reported that the difference between the experimental and control groups' level of ATC in the course was statistically non-significance, $U = 3557.5$, $p > .05$ ($p = .49$).

iii. The Experimental and Control Groups' Level of IM

The students of the experimental and control groups were tested for their scores on IM in the 'spoken English' course. In this manner, mean scores and standard deviations were calculated and a two-tailed Mann-Whitney *U* test was performed between the two groups.

Table 13

Means and Standard Deviations for the Experimental and Control Groups' Level of IM

	Group	N	Mean	Std. Deviation
IM	Experimental	87	12.60	2.159
	Control	87	13.24	2.514
Total		174	12.92	2.332

Note. IM = intrinsic motivation.

The descriptive statistics displayed in Table 13 show mean scores and standard deviations for the variable, IM. The results show that the experimental group (M =12.24; SD = 2.15; N = 87) and the control group (M = 13.24; SD = 2.51; N = 87) both received almost equal mean scores in their levels of IM in 'spoken English'. Both groups received higher mean scores which are above the point "true" on the scale, indicating that all the respondents found the course enjoyable and interesting, and reported to be willing to exert efforts to develop their English language skills.

Table 14

Mann-Whitney U Test for the Experimental and Control Groups' Level of IM

Group		N	Mean Rank	Mann Whitney *U*	Sig. (2-tailed)
IM	Experimental	87	79.52	3466.500	.035
	Control	87	95.48		
	Total	174			

Note. *$P < .05$

For testing the experimental and control groups' level of IM in the 'spoken English' course, a Mann-Whitney *U* test was conducted. The results in Table 14 indicate that students of the experimental group (mean rank = 79.52; N = 87) reported to be very lower in their levels of IM than students of the control group (mean rank = 95.48; N = 87). This reveals that the students of the non-self-disclosure group are more intrinsically motivated about English language learning than the students of the self-disclosure group. More important, the analysis provided evidence that the Mann-Whitney *U*-value was found to be statistically significant in terms of the difference between the experimental and control groups' level of IM about learning English in the course, $U = 3466.5$, $p < .05$ ($p = .03$).

b. Hypotheses Tests

To test the first three hypotheses, a Mann-Whitney *U* test was employed to detect a significant difference between the experimental and control group's level of motivation in terms of ATT, ATC, and IM. As for ATT, the Mann-Whitney *U*-value was found to be statistically non-significant between the respondents of the two groups, $p > .05$. Thus, the first research hypothesis, which expected that learners who receive positive and relevant teacher self-disclosure would have higher favorable attitudes toward their instructor than learners who receive no teacher self-disclosure, was rejected.

With respect to ATC, the Mann-Whitney *U*-value was also found to be statistically non-significant between the respondents of the two groups, $p > .05$. Accordingly, the second research hypothesis, which predicted that learners who receive positive and relevant student self-disclosure would have higher favorable attitudes toward their classmates than learners who receive no student self-disclosure, was not supported.

Concerning IM, the Mann-Whitney *U*-value reported to be statistically significant, $p < .05$ because the control group's level of IM was higher than that of the experimental group. Therefore, the third research hypothesis, which assumed that learners who share positive and relevant personal disclosures would be intrinsically motivated about learning English more than learners who share no personal disclosures, was not confirmed.

2. Results From Interviews

This sub-section presents results obtained from interviews. In this manner, the experimental group' answers were analyzed to show common themes present in their opinions regarding the perceived effects of the positivity and relevance teacher's and students' disclosures in the 'spoken English' course.

a. The Perceived Effects of Teacher Self-Disclosure

Except for one respondent, all the other 14 interviewees thought that teachers' use of positive self-disclosures relevant to the course content is important in class. The respondents' answers to the interview questions imply that positive and relevant teacher self-disclosure serves as a pedagogical tool that helps enhance different aspects of affective and cognitive learning. More specifically, the four main categories that emerged from the respondents' answers were labeled as follows: (a) motivation, (b) teacher-student relationship, (c), attention seeking, (d) and cognitive learning (see Table 15, p.126).

Table 15

The Participants' Perceptions of the Effects of Teacher Self-Disclosure

The participants' perceptions of the effects of teacher self-disclosure	
Motivation	Positive attitudes toward teacher: the respondents believed that students develop favorable attitudes toward teachers who use positive self-disclosure relevant to the course content.
	Intrinsic motivation: according to the interviewees, students feel interested in and excited about the course content when their teachers use positive and relevant self-disclosure in class.
Teacher-student relationship	For the respondents, positive and relevant instructor self-disclosure helps establish a good teacher-students relationship.
Attention seeking	The interviewees thought that positive teacher self-disclosure relevant to the course content helps attract students' attention in class.
Cognitive learning	The respondents pointed out that positive teacher self-disclosure relevant to the course content is considered a rich source of information and a tool to clarify the class material effectively.

i. Motivation

The respondents linked positive and relevant teacher self-disclosure to two types of motivation, namely positive attitudes toward teachers and intrinsic motivation. As for attitudes toward teachers, one respondent pointed out that "teachers that share their personal opinions and feelings in class discussion make me attend every session". Also, two other respondents considered teachers who use personal information in class approachable. One of them stated: "I feel that this teacher is close to me as student, and I can share the same feeling or opinion with him/[her]". Another respondent argued: "personally, I feel

comfortable with teachers who share their opinions and experiences because it is a great opportunity to get to know them more, learn from their disclosures, and take them as a good example". The assumption is that when teachers use their self-disclosures in class, they become accessible to their students, who may feel comfortable to take a step forward to either reciprocate their personal self-disclosures in return or engage in interaction with their professors. This suggests students develop favorable attitudes toward teachers who use positive self-disclosure relevant to the course content.

With respect to intrinsic motivation, 3 respondents' answers were as follows: 1) "teacher self-disclosure makes teachers approachable and increases my level of curiosity about the course"; 2) "when I know more about my teachers' feelings and experiences, I become so excited about the course content", 3) "courses with teachers who use their feelings, opinions, and experiences will be enjoyable". This suggests that teachers' sharing of positive and relevant self-disclosure helps increase feelings of intrinsic motivation in that the students feel interested in and excited about the course content. This might also encourage the students to attend classes regularly and invest effort in class to improve their language skills to master the course content.

ii. Teacher-Student Relationship

The respondents' responses indicate that the teachers' sharing of positive self-disclosures to explain the course content helps build a good teacher-student relationship. In this regard, an interviewee conveyed that "teachers who share positive feelings, opinions, and experiences during class discussion tend to be kind and modest, which will empower the relation between them and their students, and it will break those boundaries that obstruct them to reach students".

This quote does not only indicate that positive and relevant teacher self-disclosure is tied to desirable characteristics of personality, such as modesty, but shows how teacher self-

disclosure affects the teacher-student relationship that is created by those disclosures in class. It becomes evident that professors who use self-disclosure become humane, and the students felt like they could relate to them. This, in turn, may encourage the students to exert more time and effort in the language learning operation to enhance their positive relationship with their instructors.

iii. Attention Seeking

The interview results suggest that the teachers' use of positive and relevant personal disclosures helps attract students' attention in class. In this regard, a female interviewee argued that "I think that teacher self-disclosure is really effective in keeping students hooked to class discussions and attracting their attention". This indicates that positive and relevant teacher self-disclosure could help the learners concentrate during class discussion, and hence improve their listening skill.

iv. Cognitive Learning

According to the respondents, positive teacher self-disclosure relevant to the course content is considered a rich source of information and a tool to clarify the class content effectively. In this context, one interviewee argued "I think teacher self-disclosure is good because students learn more information". Another one maintained "when my teachers share one of their positive experiences, we learn from it because we may fall in the same situation one day". Thus, rather than learning factual knowledge from the course material, positive and relevant teacher self-disclosure was found to be successfully used to add value to student learning.

Other respondents' responses ran as follows: 1) "teachers' positive opinions or experiences during class discussions make me understand the course content easily and even remember every single part of it"; 2) "I do love attending classes where teachers self-disclose their positive feelings and opinions because sharing helps me understand the course

content easily"; 3) "teachers who share positive personal opinions or experiences make the course content more visible and tangible for us"; 4) "it [teacher self-disclosure] helps me better understand the lesson, I consider it as an example". This reveals that teachers' implementation of self-disclosures is an efficient way for ensuring retention of information and making the course content clearer and interesting for the learners.

b. The Perceived Effects of Student Self-Disclosure

Again, except for one interviewee, 14 out of 15 respondents agreed that it is necessary to give students an opportunity to express their positive personal feelings, opinions, and/or experiences during class discussion. The five main categories that emerged from the respondents' responses are as follows: (a) motivation, (b) self-confidence, (c) cognitive learning, (d) student interaction, and (c) language skills (see Table 16, p. 130). It is ultimately true that these five characteristics are undoubtedly necessary for ensuring success in L2 learning.

Table 16

The Participants' Perceptions of the Effects of Student Self-Disclosure

The participants' perceptions of the effects of student self-disclosure	
Motivation	Positive attitudes toward classmates: the respondents believed that positive student self-disclosure relevant to the course content helps learners develop favorable attitudes toward classmates.
	Intrinsic motivation: for the interviewees, students feel interested in and excited about the course content when they share their positive and relevant disclosures.
Self-confidence	According to the respondents, positive student self-disclosure relevant to the course content helps increase their self-confidence in class.
Cognitive learning	The interviewees considered positive and relevant student self-disclosure a rich source of information and an essential tool for making the course content comprehensible.
Student interaction	The respondents pointed out that positive and relevant student self-disclosure encourages learners to share their personal information with each other, thereby creating student interaction.
Language skills	The interviewees agreed that positive student self-disclosure relevant to the course content helps students improve their pronunciation and acquire various vocabulary items.

i. Motivation

The respondents' answers indicated that positive and relevant student self-disclosure is effective in fostering two types of motivation, namely attitudes toward classmates and intrinsic motivation. Five out of 15 respondents pointed out that they would be ready to build a positive relationship with students who share their disclosures to illustrate the course content in class. One of them agreed that students who self-disclose in class "impact me because I come to know them and like to become a friend with them". Another interviewee maintained: "I get to learn a lot about them and have a wider understanding of their

personality". Likewise, a male respondent said: "I feel that they [students who self-disclose] are sociable and they want to be known in the class". Last but not least, an interviewee stated: "I think that they become more sociable, outgoing, and open-minded".

These quotes imply that positive and relevant student self-disclosure is related to the extroverted characteristics of personality. That is, students who seize the opportunity to self-disclose their positive personal information relevant to the course material become sociable, personable, and accessible, thereby encouraging others to relate to them easily and build a humanistic relationship with them. Overall, the results show that positive student self-disclosure relevant to the course content leads the learners to develop favorable attitudes toward each other.

The respondents reported to feel interested in and excited about the course content when they share positive self-disclosures relevant to the course material. One interviewee thinks that "student self-disclosure makes the class discussion more interesting because we learn different points of view from each person". Another interviewee revealed that "voicing my self-disclosures was and is still a very exciting experience that I always enjoy". A third respondent added:

> For me, I learn a lot of things from listening to other people's positive personal experiences, which make me feel interested in the course content, and when I want to revise, I just have to remember the experiences told and relate them to the course.

This quote also speaks of how student self-disclosure affects the learners' memorization skill positively.

ii. Self-Confidence

The interviewees in the experimental group pointed out that positive student self-disclosure relevant to the course content helps increase their self-confidence in class. According to an interviewee, "I feel good about myself when I use English to participate in class discussions because not only I get to express my positive personal information but also

challenge myself to find the right words". Another student said: "sharing my positive personal feelings and opinions during class discussion makes me feel confident in front of my classmates".

iii. Cognitive Learning

The interviewees thought that positive and relevant student self-disclosure affects cognitive learning because it is a rich source of information and a tool for making the course content comprehensible. In this respect, one male respondent says: "when someone shares his [her] positive feelings or experience, this will motivate me in a way because his [her] experience can add important ideas to the lesson which will help me understand more the topic of discussion". Likewise, another respondent continued that student self-disclosure is "a positive thing because it simplifies the course content and makes it easier for me to remember information".

Moreover, another interviewee put emphasis on the value of positive and relevant student self-disclosure by adding "everyone has a different point of view. In this way, we can learn new information, new experiences, and why not new aspects of culture too". A third respondent added that "sharing positive feelings, opinions, and experiences to explain the course content can be a powerful means to transmit information". Lastly, for a fourth respondent "students need to share their positive personal disclosures during class discussions to create a real beneficial atmosphere inside the classroom".

iv. Student Interaction

The respondents believed that when they perceive their classmates' positive self-disclosures in class, they feel encouraged to engage in interaction by reciprocating their personal information in return. A student-interviewee stated: "students who use positive disclosures in class makes me feel free during learning and that will help me not to be shy about sharing my disclosures to comment on the course content". A second respondent

showed that “those students who share positive self-disclosures to discuss the course content make me feel like I should share my feelings and opinions too”. Both quotes indicate that when a student takes an initiative to share his/her positive personal information in class discussions, he/she is very likely to affect the learners to take an active role in class by sharing their self-disclosures in return. This can create student interaction and stimulate engagement in class discussion in the language classroom. Eventually, the learners are very likely to develop their social skills in the classroom context.

v. Language Skills

The interviewees agreed that positive student self-disclosure relevant to the course content helps improve their pronunciation and acquire various vocabulary items. For one interviewee: “it is a very beneficial to use English to share my positive experiences because it helps me improve my language and communication skills”. Other responses showed that positive student self-disclosure relevant to the course content helps the respondents “learn new vocabulary and idioms”, “practice their English”, “improve their pronunciation and get familiar with the language”, and “learn new words and new ideas”. These responses imply that giving the students an opportunity to express their positive feelings, opinions, and/or experiences to explain the course content is effective in helping the learners refine their pronunciation and learn various vocabulary items, which are essential for developing fluency in speaking and writing.

3. A Comparison Between Motivation Questionnaire and Interview Results

The aim of this sub-section is to compare the results obtained from the questionnaire and the interview as far as motivation in terms of ATT, ATC, and IM is concerned.

As for positive and relevant teacher self-disclosure in relation to ATT, descriptive statistics indicated that the experimental group (M = 11.74; SD = 3.11; N = 87) and the control group’s (M = 12.33; SD = 2.51; N = 87) level of attitudes toward their teacher was

reported to be close and slightly above the point “true” on the scale respectively. The Mann Whitney *U* test provided statistical evidence that students of the experimental group do not significantly differ from students of the control group in their levels of attitudes toward their instructor in the ‘spoken English’ course, $p > .05$. However, the results of the interview suggested the students of the experimental group believed that positive and relevant teacher self-disclosure leads to favorable attitudes toward instructors.

With respect to positive and relevant student self-disclosure in relation to ATC, the experimental group ($M = 11.21$; $SD = 2.73$; N = 87) and the control group’s ($M = 10.94$; $SD = 2.67$; N = 87) level of attitudes toward their classmates was found to be relatively close to the point “true” on the scale. The Mann Whitney *U* test again showed no significant differences between students of the experimental and control groups in their levels of attitudes toward each other in the ‘spoken English’ course, $p > .05$. On the contrary, the interview findings indicated that students from the experimental group agreed that positive and relevant student self-disclosure helps develop favorable attitudes toward classmates.

With regard to student self-disclosure in relation to intrinsic motivation, the experimental group ($M = 12.24$; $SD = 2.15$; N = 87) and the control group’s ($M = 13.24$; $SD = 2.51$; N = 87) level of intrinsic motivation was found to be slightly above the point “true” on the scale. The Mann Whitney *U* test unexpectedly provided statistical evidence that students of the non-self-disclosure group were significantly higher in their levels of intrinsic motivation than students of the self-disclosure group in the ‘spoken English’ course, $p < .05$. In contrast, the interview results suggested that giving an opportunity to students to share their positive and relevant disclosures helps increase their feelings of intrinsic motivation by becoming interested in and excited about the course content.

B. Teacher Self-Disclosure and Class Participation

In this section, the results obtained from classroom observations and student questionnaire are respectively presented to test the role of teacher self-disclosure relevant to the course content in creating class participation in terms of teacher-students interaction and the learners' freedom to engage in class discussion in the undergraduate EFL classroom.

1. Results From Classroom Observation

At the beginning and towards the end of the academic year 2016-2017, six undergraduate EFL courses were observed. Class size ranged from 30 students to 100+ students. All the teachers including the researcher used preplanned and hence purposeful self-disclosure including feelings, opinions and/or experiences to introduce or explain the course content during the observation process. In this regard, a rigorous qualitative and quantitative analysis of the observational data is called for.

a. Qualitative Analysis of the Observational Data

A description of verbatim examples of students' self-disclosures, questions, and comments as responses to their teachers' self-disclosures was noted down from six courses, namely 'spoken English', 'guided reading', 'public speaking and debate', 'applied linguistics', 'pragmatics', and 'introduction to media studies'.

i. Spoken English

In a 'spoken English' session, the teacher (the researcher himself) mentioned the importance of community service in student life and used his personal experience to explain the concept by stating when I was in the U.S.A., I used to go with some international students to a Nursing house every week to play games with senior residents. It was an amazing experience. Students were perceptive by the example in that one student asked "sir, did you study in the U.S.A.?" a question that the teacher responded to by saying: yes, I studied and worked in the U.S.A. last year. Though the student's inquiry was irrelevant to

the course content (i.e., community service), it helped elicit additional personal information about the teacher.

Right after that, another student made a request, stating: “can I give a presentation about community service?” which quickly brought focus on the course content. The instructor accepted the student’s request. According to this incident, the teacher’s personal experience motivated the student to do research on community service. Interestingly, teacher self-disclosure did not only encourage teacher-students interaction, but also helped the student develop inquisitiveness, a critical thinking predisposition, thanks to her interest in giving the presentation, which, in turn, generated rich class discussion after the talk in the subsequent session. For instance, one student wondered: “do Moroccan students care about community service?” Another one commented: “we will do community service in the future”.

ii. Guided Reading

In a ‘guided reading’ session, the professor used her personal opinions when discussing the themes of ‘marriage’, ‘revenge’, and ‘friendship’ in a play written by Shakespeare. Her first personal opinion was “if I were Jessica, I would not allow my daughter, if she is a Muslim, to marry a Christian or Jewish man”. Some students reacted by saying ‘yes’, and the teacher moved to discussing other points until she again revealed her opinion about revenge, stating: “for me, revenge is against the noble values of humanity”, which encouraged a student to voice his viewpoint, stating: “I think revenge makes situations worse”. The teacher then responded: “yes, revenge is not a solution”.

The last example of teacher self-disclosure observed during the session appeared when the instructor was discussing friendship and said: “I believe that true friendship is to help someone in need, in trouble and to support him/ [her]. Friendship is about sacrifice…”

Immediately, a student interrupted the teacher, stating: “friendship should be based on unconditional love”, a viewpoint which the instructor agreed to by saying: “yes, true”.

Though the first teacher’s personal opinion about marriage did not encourage active participation on the part of students, who could use language to produce only one word (i.e., yes), her personal viewpoints on revenge and friendship enabled the students to actively participate in the interaction process by using complete sentences to voice their opinions.

iii. Applied Linguistics

The professor of the ‘applied linguistics’ course employed her personal experience to introduce issues related to the concept of deep culture and L2 learning. Her self-disclosure was effective enough to encourage two students to get involved in significant interaction with their teacher as the following conversation shows:

> **Teacher:** I still remember when I came across Valentine’s Day I did not know what it was. So, I did not celebrate it.
>
> **A student:** I think that in a context like ours [Morocco] we can’t learn deep culture of English people because deep culture exists in the language where it is naturally learnt.
>
> **Teacher:** sometimes, learners learn that through books.
>
> **Another student:** I think that there are values like risk taking that we learn from Americans because we like them.
>
> **Teacher:** that’s another American value.

Another example of self-disclosure appeared when the professor used her personal experience while she was in the U.S.A. to explain what culture shock is. She stated:

> I remember my first year in the United States. At the University where I was, every Tuesday at 10, they played the siren to test if it works or not…..for me, I was lost; ‘was there a kind of danger around us’? I did not know why because I

arrived on Monday evening. I did not have the time to read those brochures that students got. This created anxiety in me and I left. Then I asked people in the corridor…after that I understood…

However, this did not elicit any reactions on the part of students, but silence which led the professor to move to another point until she self-disclosed her experience with food in the target culture, which contributed to building a short yet important conversation with one student who demonstrated understanding of the topic discussed as shown below:

Teacher: when I was a student in the United States, I thought French dressing would be like ours; something simple including vinegar, but it was sweet. From that time I stopped taking all the salad dressings.

Student: like Sushi here [i.e. Morocco]

Teacher: Sushi, yes

Student: I mean raw fish

Teacher: yes, raw fish; for us, we have to fry fish.

iv. Public Speaking and Debate

In the 'public speaking and debate' course, the professor shared his personal opinion about "time management", the title of a presentation delivered by a student. His personal opinion was effective enough to invite students to use an important amount of language to express their personal viewpoints, and therefore, engage in interaction with their teacher as the following conversation shows:

Teacher: of course, it is not easy to develop effective time management competence… skill. This takes time and you need to train yourself.

A student: you should also be a good manager to organize your time table and…that's my point of view.

Teacher: Yeah, and you need awareness and consciousness. When you are aware about time management, this enriches… [Interruption]

Another student: time is precious. So, we need to organize it.

Teacher: yes, so to develop awareness about time is very important. I'll give you an example; sometimes you just use your mobile phone excessively, and you are not aware of the consequences, and you start feeling … Oh my God [the teacher yawning], I need to go to bed, and you become addicted to that at the expanse of important priorities.

In another incident, the teacher also expressed his feelings about the content of a presentation delivered by a student, and this again encouraged a student to produce a significant amount of English to participate in class. Stated differently, the professor's use of feelings relevant to the course content helped the presenter to engage in an invaluable conversation with his instructor as the following excerpt posits:

Teacher: the choice of the topic was very good, and what I like about it is that he (the student) used some important terms like epistemology, right . . . some philosophical concepts, and of course this is important for us because we like students to move upward, not using flat language…, to discuss concepts.

The presenter: I took notes from the course of Muslim heritage and my professor helped me because I attended his class . . . and I learnt about other Muslim scholars.

Teacher: What I like about your presentation is it has important dimensions, putting us upward to start using some concepts.

Overall, teacher self-disclosure played a vital role in increasing the students' self-confidence to get involved in active interaction with the teacher.

v. Pragmatics

The professor of the 'pragmatics' course used her personal professional experience while she was explaining norms of appropriate and inappropriate ways of greeting. She said:

> Toward the end of the eighties, we tried to switch to this form of addressing your teacher by using first names. We told our students you don't have to call us 'professor' after you know us for an acceptable period of time, you can switch to first names and students started to, you know, use it inappropriately. One student [the teacher waving with her hand] in the parking lot called her professor 'hey Fatiha' (fake name)…

Students started laughing, and the teacher continued "this showed disrespect, and then we decided to switch to the normal way of addressing teachers. There are things which are appropriate in one context and not in another one".

In another incident, the teacher employed her personal experience when she was in the U.S.A., using an incident that happened to her friend to illustrate the inappropriate use of language in the foreign culture. She said:

> There was a teacher studying at Buffalo University doing her master's, and I visited her. It was vacation. We did not go to bed … until hmm around 5:00 in the morning we were still awake. One of the students was passing by and said 'oh! You are still awake', and this Moroccan student, my friend, said 'we need to make coffee now', it's almost the morning . . . this Moroccan student was communicating according to the Moroccan norms of interaction, and the other student did not understand and said 'that would be lovely'… she understood it as an offer for coffee.

Students again burst into laughter, and right after that, a student said "she meant one thing but conveyed another thing". The teacher confirmed, stating: "yes, she conveyed another meaning, and she went and made coffee because she misused the language". This encouraged another student to give a comment, pointing out: "she translated her norms of interaction in an inappropriate context", which the teacher agreed to by stating: "yes, she was communicating according to her native norms of interaction, and there was a clash".

Interestingly, the professor's employment of her personal experiences made the students laugh twice which indicates that they were listening attentively to the examples and

most probably enjoying the discussion. Also, the teacher's self-disclosures created a rich interaction between the teacher and her students, who used the language to demonstrate understanding of course content. This means that teacher self-disclosure helped construct meaning via language.

vi. Introduction to Media Studies

The professor of the 'introduction to media studies' course dedicated the beginning of her session to compare print newspapers with online newspapers and used her personal feelings about the class content, stating: "I prefer online newspapers because they are accessible. You can read them anywhere, using your mobile phone or laptop". The teacher self-disclosure, in this regard, could beget a student's feelings about online newspapers too, producing a significant amount of language by stating: "yes, that's right. I prefer online newspapers because they are free. When you are reading them on your mobile phone, nobody notices that you are reading newspapers. They ensure privacy". The fact that the student used reasons to support her feelings about class content as did the professor suggests that self-disclosure is perfectly reciprocal.

In another incident during the session, the teacher shared her personal opinion while discussing the future of newspapers, stating "I think that print newspapers will start disappearing in the future because almost everyone is connected to his/her mobile phone", which led some students to produce a very little amount of language, pointing out "yes ma'am". Subsequently, the teacher moved to introducing issues related to the radio which allowed her to share her personal experience including feelings about the course content, stating: "I always listen to the radio while driving, and 'Hit Radio' is my favorite station". This incident of self-disclosure generated humor in class in that some students started laughing until a student reciprocated her personal experience and feelings about the target issue, stating: "I listen to Hit Radio when taking a taxi, and my favorite program is le

morning de Momo", which also encouraged another student to share her feelings about the same issue, maintaining: "I like to listen to Hit Radio because it plays the latest songs", a student self-disclosure that the professor agreed to, stating "That's why I listen to Hit Radio because I like their playlists", which was followed by laughter on the part of students.

All in all, the teacher's use of personal disclosures relevant to the course content tended to be effective enough to create a sense of humor and interaction in the classroom.

b. Quantitative Analysis of the Observational Data

To analyze the observational data quantitatively, the frequency of the times students shared their self-disclosures (i.e., feelings, opinions, and experiences), asked questions, and gave comments were calculated in response to the frequency of the self-disclosures used by their teachers in the six experimental EFL courses.

i. Teacher Self-Disclosure and Teacher-Students Interaction

Table 17

Frequency of Student Self-Disclosure in Response to Teacher Self-Disclosure in the Experimental EFL Courses

Type of Self-Disclosure	Teacher Self-Disclosure	Student self-Disclosure
Feelings	4	3
Opinions	7	6
Experiences	8	2
Total	19	11

Table 17 presents the frequency of the times students employ their self-disclosures as a reaction to the frequency of teacher self-disclosure in the six experimental EFL courses. The findings show that the teachers' self-disclosures (f = 19) were more frequent than the students' self-disclosures (f = 11), indicating that teacher talk time was higher than student talk time in the six courses observed. Yet, teacher self-disclosure relevant to the course content was effective in encouraging the learners to get involved in authentic class

participation. More precisely, the instructors' employment of feelings (f = 4) about the class material was effective enough to invite the learners to an active face-to-face communication with their teachers by sharing their personal feelings (f = 3) in return. Moreover, the teachers' utilization of personal opinions (f = 7) was an effective tool to foster an important degree of interaction in class, soliciting an adequate number of personal opinions (f = 6) from the learners. Alternatively, the professors' use of personal experiences (f = 8) did not significantly motivate the students to reciprocate their own experiences (f = 2), creating a poor teacher-students interaction in class. The reason for such a weak interaction is that the students have not yet been exposed to the foreign culture. If they have already studied abroad, they could have got involved in a beneficial interaction with their teacher by revealing their personal experiences in return.

It can be inferred that teachers' use of self-disclosures, particularly personal feelings and opinions is positively associated with the reciprocity effect, meaning that such types of personal information are effective in creating successful teacher-students interaction in undergraduate English language settings. Much of the interaction demonstrated the IRF (Initiation, Response, and Feedback) pattern (see Hall and Walsh, 2002). The total IRF pattern identified was 10 times which suggests that interaction between the teachers and their students was invaluable.

ii. Teacher Self-Disclosure and Class Discussion

Table 18

Frequency of the Learners' Questions and Comments in Response to Teacher Self-Disclosure in the Experimental EFL Courses

Type of Self-Disclosure	Teacher Self-Disclosure	Students' Questions	Students' Comments
Feelings	4	0	1
Opinions	7	0	1
Experiences	8	2	3
Total	19	2	5

Table 18 displays the frequency of the times students ask questions and give comments in response to the frequency of teacher self-disclosure in the six experimental EFL courses. The results indicate that the professors' communication of both personal opinions (f = 7) and feelings (f = 4) to illustrate the course content solicited no question (f = 0) from the learners in the six experimental courses. However, these two types of self-disclosure enhanced to a lesser extent class discussion by eliciting two comments (f = 2) from the learners in the 'public speaking and debate' course. That is, the professor's use of his personal opinions and feelings to comment on the course content was not feasible enough to create rich discussion in that only one student in each incident used an acceptable amount of language to participate in the learning process. It was the teachers' use of personal experiences which encouraged the students to use language to ask questions (f = 2) and give comments (f = 3).

The teachers' experience to explain the concept of community service in the 'spoken English' session, in fact, elicited two closed-ended questions which required short answers from the teacher rather than the learners, meaning that they did not contribute to class discussion on the spot. Yet, the teacher's personal disclosure paved the way to a significant

discussion after the presentation on community service delivered by a student in the course where the learners asked questions and gave comments (see *Spoken English*, pp. 135-136) confidently. In the same regard, the use of experience by the teacher in the 'pragmatics' course, for example, encouraged two students to voice their comments. Thus, when used to illustrate the class material, personal experiences are an effective tool to encourage the students to engage in class discussion.

iii. Teacher Self-Disclosure and Unexpected Students' Reactions

Though the study targeted class participation in terms of teacher-students interaction and class discussion, interesting incidents occurred during the observations which require reporting and interpretation.

Table 19

Frequency of Unexpected Students' Reactions in Response to Teacher Self-Disclosure in the Experimental EFL Courses

Type of Self-Disclosure	Teacher Self-Disclosure	Silence	One/Two words	Humor
Feelings	4	0	0	0
Opinions	7	0	2	0
Experiences	8	1	0	3
Total	19	1	0	3

As shown in Table 19, only once teacher self-disclosure, when the professor in the course of 'applied linguistics' shared her personal experience to illustrate the class content, generated no reaction on the part of students in all the six sessions observed. This means that teacher self-disclosure helps create class participation. Besides, teacher self-disclosure, after the professor in the 'guided reading' session used her personal opinion on 'marriage', elicited a very little amount of language from the students, who reacted by using one or two words (e.g., yes). Since the word 'yes' denotes agreement, the students did not need to repeat the same ideas. However, an interesting observation was the professors' sharing of

their personal experiences to clarify the class material in the 'pragmatics' and 'introduction to media studies' courses. Such a type of teachers' disclosure was predictive of humor (f = 3) among the students, indicating that the latter were listening attentively and understood the ideas conveyed.

To sum it all up, the results of the classroom observations indicate that the teachers' sharing of personal opinions and feelings relevant to the course content helped encourage the learners to reciprocate their personal feelings and opinions in return, thereby fostering teacher-students interaction in class. Likewise, the professors' use of relevant personal experiences tended to increase the learners' freedom to get involved in class discussion by asking questions and providing comments. To determine the extent to which these statements are statistically significant, results for the student questionnaire data collected in the six experimental EFL courses are warranted.

2. Results From Student Questionnaire

This section attempts to crosscheck whether teacher self-disclosure relevant to the course content helps significantly create class participation in terms of teacher-students interaction and class discussion in the six experimental EFL courses. In this respect, descriptive statistics (mean scores and standard deviations)were recorded, and Pearson correlation and regression analyses were employed to test the fourth and fifth research hypotheses:

H4: Relevant teacher-self-disclosure will help foster teacher-students interaction in the undergraduate EFL classroom.

H5: Relevant teacher self-disclosure will help increase students' freedom to engage in class discussion in the undergraduate EFL classroom.

Table 20

Items Used From the Student Questionnaire to Create Composite Variables

1. Student perception of teacher self-disclosure (SPTSD)
    a. Compared to other instructors, this teacher shares his/her personal feelings about the course content.
    b. Compared to other instructors, this teacher shares his/her personal opinions during class discussion.
    c. Compared to other instructors, this teacher uses his/her positive personal experiences to explain the course content.
2. Student perception of teacher-student (s) interaction (SPTSI)
    a. Compared to other instructors, I interact with this teacher during class discussion.
    b. Compared to other instructors, I prefer to communicate with this teacher in class.
    c. Compared to other instructors, I find it easy to talk to this teacher in class.
    d. Compared to other instructors, I express myself more with this teacher in class.
3. Student perception of the freedom to engage in class discussion(SPFCD)
    a. Compared to other classes, I feel free to ask questions about the course content in this class.
    b. Compared to other classes, I feel free to give various comments in this course.
    c. Compared to other classes, I feel free to discuss various issues in this class.

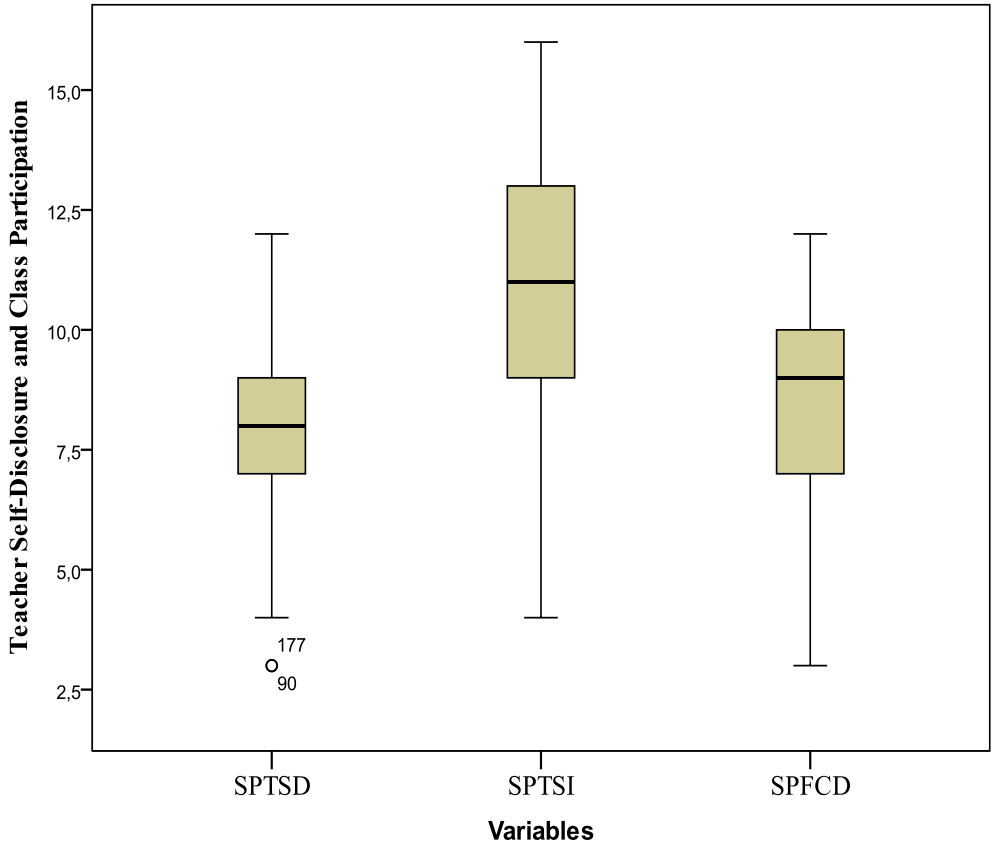
Note. Adapted from Goldstein and Benassi (1994).

Reliability testing for the questionnaire items in Table 20 proved to be good with a Cronbach's alpha of .81 (for more details, see appendix G), which indicates a high level of internal consistency for the scale with the sample (N = 214).

Before presenting the results, it is worth noting that the decision to employ Pearson correlation and regression analyses was made after testing the assumptions of linearity and outliers for the three composite variables. On the one hand, to ensure that both types of analyses would yield valid and significant results, it was essential to make sure that the three measures, SPTSD, TPTSI, and SPFCD included no extreme outliers. That is, outliers

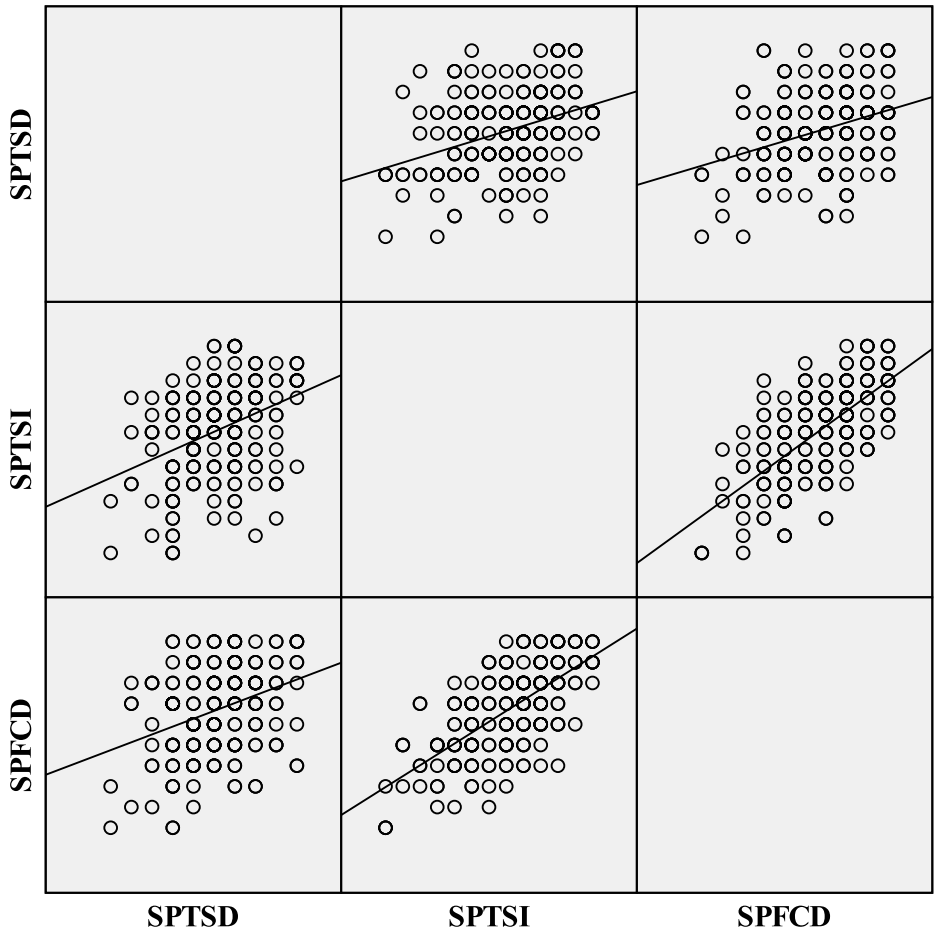
which are marked by asterisk (*). After examining the box plots in Figure 10 for the three variables, no extreme outliers were detected, and hence none deleted from the data set.

Figure 10. Box Plots Showing no Extreme Outliers for SPTSD, SPTSI, and SPFCD



On the other hand, to prove that the assumption of linearity for SPTSD in relation to SPTSI, and SPFCD was satisfied, the scatterplot matrix in Figure11 (on page 149) shows that although the data points do not lie on a perfect line for SPTSD in relation to SPTSI and SPFCD, there is a general upward trend in the data. This means that the more the undergraduate EFL respondents perceived teacher self-disclosure relevant to the course content, the more they got involved in class participation by interacting with their professors and feeling free to engage in class discussion. The inspection of the scatterplot matrix (the left ones mirror the right ones), thus, suggests that the relationship between teacher self-disclosure and class participation was linear.

Figure 11. Scatter Plot Matrix Depicting SPTSD in Relation to SPTSI and SPFCD



Since the assumptions of outliers and linearity were met, it is appropriate to proceed with presenting the results.

a. Descriptive Statistics

Table 21

Means and Standard Deviations for SPTSD, SPTSI and SPFCD

Variable	N	Mean	Std. Deviation
SPTSD	214	8.135	1.880
SPTSI	214	11.10	2.730
SPFCD	214	8.700	2.121

Note. SPTSD = student perception of teacher self-disclosure; SPTSI = student perception of teacher-student(s) interaction; SPFCD = student perception of the freedom to engage in class discussion.

The descriptive statistics displayed in Table 21show mean scores and standard deviations for the variables, SPTSD, SPTSI, and SPFCD. The output of the analysis indicates that the respondents' perception of their teachers' self-disclosures (M = 8.13; SD = 1.88), perception of the interaction with their professors in class (M = 11.10; SD = 2.73), and perception of their freedom to engage in class discussion (M = 8.70; SD = 2.12) were all measured at a score which is relatively close to the point 'agree' on the scale. This suggests that the respondents positively perceived their teachers' use of self-disclosures relevant to the course content. Also, the respondents agreed that they positively engage in interaction with their teachers and feel free to ask questions and give comments in class.

b. Pearson Correlation Analysis

Pearson correlation was carried out to test the linear relationship between teacher self-disclosure and class participation in terms of teacher-students interaction and the learners' freedom to engage in class discussion in the six EFL experimental courses. In this regard, the correlation coefficient r and p-value (referred to as Sig. 1-tailed) were computed and reported in the analysis.

i. Teacher Self-Disclosure and Teacher-Students Interaction

Pearson correlation analysis was first carried out between SPTSD and SPTSI. Then, SPTSD was treated as an untransformed variable by correlating student perception of teachers' feelings (SPTF), student perception of teachers' opinions (SPTO), and student perception of teachers' experiences (SPTE) with SPTSI in order to discover which type of teacher self-disclosure was strongly related teacher-students interaction.

Table 22

Pearson Correlations Between SPTSD and SPTSI

		SPTSD	SPTSI
SPTSD	Pearson Correlation	1	.369*
	Sig. (1-tailed)		.000
	N	214	214
SPTSI	Pearson Correlation	.369*	1
	Sig. (1-tailed)	.000	
		214	214

*Note.**. Correlation is significant at the .05 level (1-tailed).

A Pearson correlation analysis was employed to test the linear relationship between SPTSD and SPTSI. The output in Table 22 shows that the correlation revealed a moderate positive relationship between the teachers' use of self-disclosures to illustrate the class content and teacher-students interaction, $r = .36$. Also, the results provided evidence that the correlation coefficient was statistically significant, $p < .05$. On the basis of these results, it can be concluded that when the students perceived teacher self-disclosure relevant to the course material, they engaged in interaction with their instructors in the undergraduate EFL classroom.

Table 23

Pearson Correlations for SPTF, SPTO, and SPTE in Relation to SPTSI

		SPTSI
SPTF	Pearson Correlation	.325*
	Sig. (1-tailed)	.000
	N	214
SPTO	Pearson Correlation	.35*
	Sig. (1-tailed)	.000
	N	214
SPTE	Pearson Correlation	.168*
	Sig. (1-tailed)	.007
	N	214

*Note.**. Correlations are significant at the .05 level (1-tailed).

A Pearson correlation analysis was employed to test linearity for SPTF, SPTO, and SPTE in relation to SPTSI. As shown in Table 23, there was a moderate positive relationship between the teachers' use of feelings (r = .32) and opinions (r = .35) to explain the course material and teacher-students interaction, providing evidence that both correlation coefficients were statistically significant, both *ps* < .05. This suggests that when teachers employed their personal feelings and opinions to illustrate the course material, the learners got involved in active face-to-face interaction with their professors by expressing themselves in class. However, a very weak relationship was found between the teachers' use of personal experiences (r = .16) to illustrate the course material and teacher-students interaction. Although the results indicated that the relationship between the two variables was statistically significant, p < .05 (p = .007), the importance of the relationship between the teachers' sharing of personal experiences and teacher-students interaction in class was rather small and did not explain much of the variance on the scores on the test.

ii. Teacher Self-Disclosure and Class Discussion

Again Pearson correlation analysis was first carried out to test the linear relationship between SPTSD and SPFCD. Then SPTF, SPTO, and SPTE were correlated with SPFCD in order to find out which type of teacher self-disclosure was strongly related the learners' freedom to engage in class discussion.

Table 24

Pearson Correlations Between SPTSD and SPFCD

		SPTSD	SPFCD
SPTSD	Pearson Correlation	1	.33*
	Sig. (1-tailed)		.000
	N	214	214
SPFCD	Pearson Correlation	.33*	1
	Sig. (1-tailed)	.000	
	N	214	214

Note. *. Correlation is significant at the .05 level (1-tailed).

Pearson correlation analysis was run to test the linear relationship between SPTSD and SPFCD. The results of the correlation presented in Table 24 revealed a moderate positive relationship between the teachers' use of relevant personal disclosures and class discussion, $r = .33$, providing evidence that the correlation coefficient was statistically significant $p < .05$. It can be concluded that when the learners perceived teacher self-disclosure relevant, they felt free to engage in class discussion by asking questions and making comments in class.

Table 25

Pearson Correlations for SPTF, SPTO, and SPTE in Relation to SPFCD

		SPFCD
SPTF	Pearson Correlation	.29*
	Sig. (1-tailed)	.000
	N	214
SPTO	Pearson Correlation	.24*
	Sig. (1-tailed)	.000
	N	214
SPTE	Pearson Correlation	.21*
	Sig. (1-tailed)	.000
	N	214

Note. * Correlations are significant at the .05 level (1-tailed).

Pearson correlation analysis was employed to assess linearity for SPTF, SPTO, and SPTE in relation to SPFCD. The results of the correlation in Table 25 reveal that there was relatively a weak positive relationship between the teachers' use of feelings (r = .29), opinions (r = .24), and experiences (r = .21) to illustrate the course content and class discussion, providing evidence that the correlation coefficients were statistically significant, all *ps* < .05. This suggests that the teachers' sharing of personal feelings, opinions and experiences tended to be relatively equal in increasing the learners' freedom to engage in class discussion in the undergraduate English language classroom.

c. Regression Analysis

Regression analysis was carried out to rigorously assess the causal relationship between teacher self-disclosure and class participation in terms of teacher-students interaction and the learners' freedom to engage class discussion in the six EFL experimental courses. In this respect, the two regression coefficients, *R*-square (R^2) and Beta (β) as well the *p*-value were calculated and reported in the analysis.

i. Teacher Self-Disclosure and Teacher-Students Interaction

First, simple linear regression analysis was run to assess how well SPTSD predicted SPTSI. Then, a multiple linear regression analysis was carried out to test which type of teacher self-disclosure (i.e., SPTF, SPTO, and SPTE) best contributed to SPTSI.

Table 26

The Simple Linear Regression Model for SPTSD Predicting SPTSI

Model		R-square	df	F	Sig.
1	Regression	.136	1	33.32	.000 [a]
	Residual		212		
	Total		213		

Note. Predictor: (Constant), SPTSD

Table 27

Beta Weights for SPTSD predicting SPTSI

Model	Beta Coefficient	Sig.
(Constant)		.000
SPTSD	.369	.000

Note. Dependent Variable: SPTSI

The simple regression model, as shown in Table 26, presents an evaluation of how well SPTSD predicted teacher-students interaction in the six experimental EFL courses. The results showed that relevant teacher self-disclosure accounted for a significant level of the students' interaction with their professors in class, $R^2 = .136$, $F\ (1, 212) = 33.32$, $p < .05$. That is, teacher self-disclosure relevant to the course content contributed to teacher-students interaction with a level of 13.6%. Besides, Table 27 shows that the variable SPTSD ($\beta = .36$) received a moderate positive Beta weight. The results were also found to be statistically significant, indicating that for every instance of relevant teacher self-disclosure, the students were expected to interact with their teachers in class by an average of 36.9%, $p < .05$.

Table 28

The Multiple Regression Model for SPTF, SPTO, and SPTE Predicting SPTSI

Model	R Square	df	F	Sig.
1	.170	3	14.33	.000 [a]
Regression				
Residual		210		
Total		213		

*Note.*Predictors: (Constant), SPTF, SPTO, SPTE

Table 29

Beta Weights for SPTF, SPTO, and SPTE Predicting SPTSI

Model		Beta Coefficient	Sig.
1	(Constant)		.000
	SPTF	.228	.001
	SPTO	.268	.000
	SPTE	.012	.856

Note. Dependent Variable: SPTSI

The multiple regression analysis in Table 28 displays an evaluation of how well SPTF, SPTO and SPTE predicted teacher-students interaction in the six experimental EFL courses. The results indicated that the three predictors accounted for a significant level of the students' interaction with their professors in class, $R^2 = .17$, F (3, 210) = 14.33, $p < .05$. In other words, the teachers' personal feelings, opinions, and experiences relevant to the course content contributed to teacher-students interaction with a level of 17%. In addition, Table 29 shows that SPTO (β= .26) and SPTF (β = .22) both received significant moderate positive Beta weights, indicating that for every additional example of the teachers' opinions and feelings, the learners were expected to interact with their teachers in class by an average of 26.8 % and 22.8 % respectively, both *ps* < .05. However, the SPTE predictor (β = .01) was found to be statistically non-significant, suggesting that such a type of self-disclosure,

though relevant to the course content, did not contribute to teacher-students interaction in the undergraduate EFL classroom, *p*-value was greater than .05 (p = .85). This again confirms that students did not have a similar experience to share in class.

ii. Teacher Self-Disclosure and Class Discussion

Again, a simple linear regression analysis was employed to assess how well SPTSD predicted SPFCD. Then, a multiple linear regression analysis was carried out to test which type of teacher self-disclosure, SPTF, SPTO, and SPTE, best contributed to SPFCD.

Table 30

The Simple Linear Regression Model for SPTSD Predicting SPFCD

Model		R Square	df	F	Sig.
1	Regression	.113	1	27.01	.000 [a]
	Residual		212		
	Total		213		

*Note.*Predictor: (Constant), SPTSD

Table 31

Beta Weights for SPTSD Predicting SPFCD

Model	Beta Coefficient	Sig.
(Constant)		.000
SPTSD	.336	.000

Note. Dependent Variable: SPFCD

Table 30 presents an evaluation of how well SPTSI predicted class discussion in the six experimental EFL courses. The results revealed that teacher self-disclosure relevant to the course content accounted for a significant level of the students' freedom to engage in class discussion by asking questions and giving comments in class, R^2 = .113, F (1, 212) = 27.01, $p < .05$. Stated differently, teacher self-disclosure relevant to the course content contributed to the learners' freedom to engage in class discussion with a level of 11.3%.

Moreover, Table 31 reveals that the variable SPTSD (β = .33) received a moderate positive Beta weight. The findings also reported to be statistically significant, suggesting that for every instance of relevant teacher self-disclosure, the students were expected to feel free to engage in class discussion in the undergraduate EFL context by an average of 33.6%, $p < .05$.

Table 32

The Multiple Regression Model for SPTF, SPTO, and SPTE Predicting SPFCD

Model		R Square	df	F	Sig.
1	Regression	.119	3	9.450	.000 [a]
	Residual		210		
	Total		213		

Note. Predictors: (Constant), SPTF, SPTO, SPTE

Table 33

Beta Weights for SPTF, SPTO, and SPTE Predicting SPFCD

Model		Beta Coefficient	Sig.
1	(Constant)		.000
	SPTF	.205	.004
	SPTO	.145	.041
	SPTE	.106	.131

Note. Dependent Variable: SPFCD

Table 32 displays an evaluation of how well SPTF, SPTO and SPTE predicted SPFCD in the six experimental EFL courses. The results posited that the three predictors accounted for a significant level of the students' freedom to engage in class discussion by asking question and giving comments in class, $R^2 = .119$, F (3, 210) = 9.45, $p < .05$. Put simply, the teachers' use of feelings, opinions, and experiences relevant to the course content contributed to class discussion with a level of 11.9 %. Additionally, Table 33 reveals that the SPTF (β = **.**20) and SPTO (β = **.**14) predictors received moderate significant positive

Beta weights, indicating that for every additional example of the teachers' feelings and opinions, the learners were expected to feel free to engage in class discussion by an average of 20.5% and 14.5% respectively, both *ps* < .05 (*ps* = .004 and .04). On the contrary, the SPTE received a low non-significant Beta weight (β = .10), suggesting that such a type of teacher self-disclosure, though relevant to the course material, did not contribute to the learners' freedom to participate in class discussion, *p*-value is greater than .05 (*p* = .13).

d. Hypotheses Tests

To test the fourth hypothesis, Pearson correlation and regression analyses between SPTSD and SPTSI were computed. Both Pearson correlation *r* = .36 and regression coefficients R^2 = .136 were moderately significant, indicating that 13.6 % of SPTSI could be accounted for by its linear relationship with SPTSD, *p* < .05. Thus, the research hypothesis, which predicted that relevant teacher-self-disclosure would help foster teacher-students interaction in the undergraduate EFL classroom, was confirmed.

To test the fifth hypothesis, Pearson correlation and regression analyses between SPTSD and SPFCD were computed. Again, both Pearson correlation *r* = .33 and regression coefficients R^2 = .113 were moderately significant, indicating that 11.3 % of SPFCD could be accounted for by its linear relationship with SPTSD, *p* < .05. Based on these results, the research hypothesis, which expected that relevant teacher self-disclosure would help increase students' freedom to engage in class discussion in the undergraduate EFL classroom, was supported.

3. A Comparison Between Observation and Student Questionnaire Results

The observational results reported that teacher self-disclosure relatively helped encourage teacher-students interaction in the six English language classrooms. To be more specific, when the teachers shared their personal information, particularly feelings (f = 4) and opinions (f = 7), the students tended to reciprocate their own feelings (f = 3) and

opinions (f = 6) in return. This suggests that teacher self-disclosure helped elicit student self-disclosure, thereby creating an effective interaction between the professors and their learners in class. However, the teachers' employment of personal experiences to clarify the class content was found to make teacher-students interaction hard if impossible to take place.

The results of correlation analysis revealed that teacher self-disclosure was positively related to teacher-students interaction in class, all *ps* < .05. Yet, the teachers' personal feelings (*r* = .32) and opinions (*r* = .35) were found to be associated more than experiences (*r* = .16) with teacher-students interaction. Likewise, the results of the simple regression analysis showed that teacher self-disclosure relevant to the course content significantly contributed to teacher-students interaction in the six experimental EFL courses with a level of 13.6%, *p* < .05. Interestingly, the results of the multiple regression analysis revealed that the teachers' personal feelings and opinions significantly predicted teacher-students interaction, both *ps* < .05. Nevertheless, the teachers' personal experiences were found to be statistically non-significant, *p* >.05, thereby discouraging teacher-students interaction in the undergraduate English language context.

The observational results indicated that teachers' personal information, specifically feelings (f = 4) and opinions (f = 7) rarely helped increase the learners' freedom to engage in class discussion by asking questions (f = 0) and giving comments (f = 2), thereby creating poor class discussion. In contrast, the professors' use of personal experiences (f = 8) to illustrate the course content elicited two display questions (f = 2) and three comments (f = 3) from the EFL learners. This suggests that the teachers' personal experiences tended to be more effective than opinions and feelings in encouraging the learners to feel willing to engage in class discussion in the undergraduate EFL classroom.

Results for correlation analysis revealed teacher self-disclosure in relation to class discussion were found to be statistically significant. Specifically, the teachers' personal

feelings (r = .29), opinions (r = .24) and experiences (r = .21) were all reported to be equally and significantly associated with the students' freedom to engage in class discussion by asking questions and giving comments in class, all *ps* < .05. In the same manner, the simple regression analysis showed that teacher self-disclosure relevant to the course content significantly contributed to the learners' freedom to engage in class discussion with a level of 11.3%, p < .05. However, the results of the multiple regression analysis revealed that the teachers' personal feelings and opinions were significantly predictive of the learners' freedom to engage in class discussion *ps* < .05 unlike experiences which reported to be statistically non-significant, p > .05.

C. Student Self-Disclosure and Writing Proficiency

This section presents the results obtained from the undergraduate EFL learners' writing pre-test and post-test.

1. Results From Writing Pre-Test and Post-Test

To assess if the respondents' level of writing proficiency in terms of CAF in the pre-test and post-test significantly improved after completing the six self-disclosure topics (see Table 5, p. 106), a paired-sample *t*-test was employed to test the following research hypotheses:

H6: Positive student self-disclosure will help improve undergraduate EFL learners' complexity in writing.

H7: Positive student self-disclosure will help develop undergraduate EFL learners' accuracy in writing.

H8: Positive student self-disclosure will help improve undergraduate EFL learners' fluency in writing.

The decision to run the paired-sample *t*-test was made after testing the assumption of normality and ensuring that the data included no extreme outliers for the writing proficiency variable in terms of CAF in the writing pre-test and post-test.

Table 34

Test of Normality: Shapiro-Wilk on Writing Proficiency Variable

Variable		Statistic	df	Sig.
Writing Proficiency	Pre-test	.920	19	.11
	Post-test	.965	19	.67

The Shapiro-Wilk procedure was conducted to test the assumption of normality to ensure that the paired-sample *t*-test would yield valid and credible results. Table 34 indicates that the values of the writing pre-test and post-test were statistically non-significant, meaning that the data were normally distributed, both *ps* are greater than **.**05 (*ps* = .11 and .67) respectively (for visual clarifications, see also Histograms in Figure 12, p.163). Accordingly, the assumption of normality for the writing proficiency variable in the writing pre-test and post-test was satisfied (for further details, see Larson-Hall, 2010).

Figure 12. Histograms Showing the Distribution of Scores for the Writing Proficiency Variable in the Writing Pre-Test and Post-Test

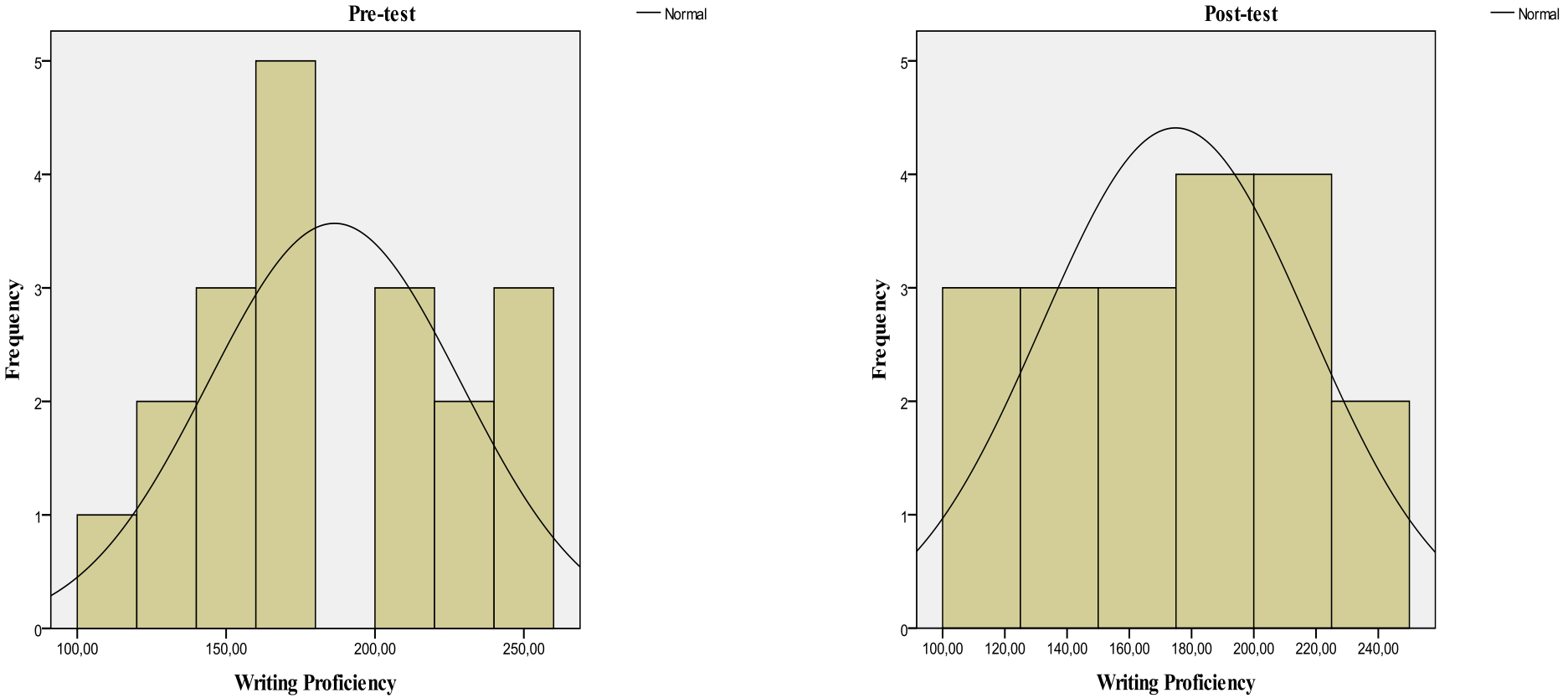
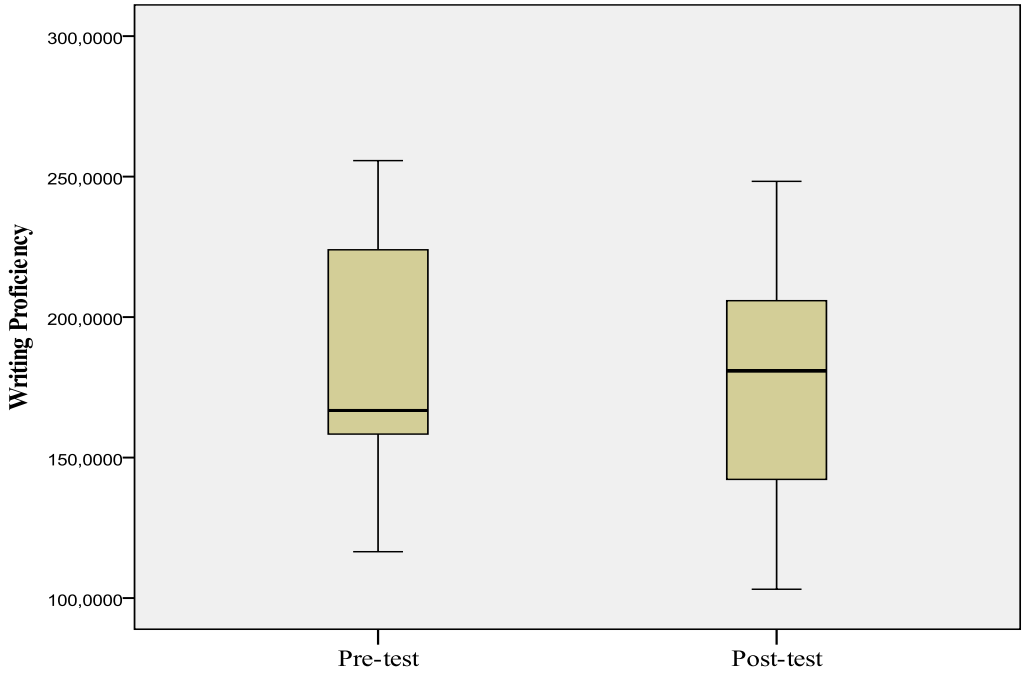


Figure 13 shows that no extreme outliers in the data sets were identified for the writing proficiency variable in the writing pre-test and post-test. Hence, the second assumption of running the paired samples *t*-test was also met.

Figure 13. Box Plots Showing no Extreme Outliers for the Writing Proficiency Variable in the Writing Pre-Test and Post-Test



Given that the assumptions of normality and outliers were satisfied, which suggests that the analysis of the pre-test and post-test data would yield valid and significant results, it is essential to present the results.

2. Paired-Samples T-Test

To assess whether the EFL learners' level of writing proficiency significantly improved after they completed the six self-disclosure topics (see Table 5 on page 106), a detailed analysis of the CAF measures were carried out to figure out the mean difference in the EFL learners' writing pre-test and post-test. For each measure of the writing proficiency variable, descriptive statistics (mean scores and standard deviations) and a paired-samples *t*-test, specifically mean difference, *t*-value, and *p*-value (referred to as Sig. 2-tailed) were computed and reported in the analysis.

a. Complexity in the Writing Pre-Test and Post-Test

The EFL participants were tested for their scores on complexity in DC/C and C/T by calculating descriptive statistics (mean scores and standard deviations) and running a paired samples *t*-test for the writing pre-test and post-test.

i. Dependent Clause per Clause

Table 35

Mean Scores and Standard Deviations for DC/C in the Writing Pre-Test and Post-Test

The 1st Parameter of Complexity		Mean	N	Std. Deviation
DC/C	Pre-test	.381	19	.12
	Post-test	.283	19	.091

Note. DC/C = dependent clauses per clause

Table 36

Paired-Samples T-Test for DC/C in the Writing Pre-Test and Post-Test

The 1st Parameter of Complexity	Paired Differences		t	df	Sig. (2-taild)
	Mean	Std. Deviation			
DC/C Pre-test-post-test	.097	.108	3.91	18	.001

*Note.***P* < .05

A paired-samples *t*-test was employed to assess whether the self-disclosure topics helped improve the undergraduate EFL learners' (N = 19) level of complexity by producing a higher amount of DC/C in writing. Descriptive statistics in Table 35 show that the mean score of the post-test (*M* = .28; *SD* = .091) was found to be lower than the mean score of the pre-test (*M* = .38; *SD* = .12), indicating a statistically significant mean difference of 0.97 %, *t* (18) = 3.91, *p* < .05 (*p* = .001) as summarized in Table 36. Such findings suggest that when the EFL learners expressed their positive personal disclosures in writing, they showed significant improvement in the production of a higher amount of DC/C.

ii. Clauses per T-Unit

Table 37

Mean Scores and Standard Deviations for C/T in the Writing Pre-Test and Post-Test

The 2nd Parameter of Complexity		Mean	N	Std. Deviation
C/T	Pre-test	3.72	19	1.47
	Post-test	4.17	19	1.57

Note. C/T= clauses per T-unit.

Table 38

Paired-Samples T-Test for C/T in the Writing Pre-Test and Post-Test

The 2nd Parameter of Complexity	Paired Differences		*t*	df	Sig. (2-taild)
	Mean	Std. Deviation			
C/T Pre-test-post-test	-.45	1.73	-1.13	18	.27

Note. P > .05

A paired-samples *t*-test was carried out to assess whether the self-disclosure topics helped improve the undergraduate EFL learners' (N = 19) level of complexity in terms of producing a higher amount of C/T in writing. Descriptive statistics in Table 37 reveal that the mean score of the post-test (*M* = 4.17; *SD*= 1.57) increased from the mean score of the pre-test (*M* = 3.72; *SD* = 1.47), indicating a non-statistically significant mean difference of -0.45 %, *t* (18) = -1.13, *p*-value is greater than .05 (*p* = .27) as summarized in Table 38. Based on these findings, it can be concluded that the EFL learners' reflection on their positive self-disclosure did not help them produce a higher amount of C/T in writing.

b. Accuracy in the Writing Pre-Test and Post-Test

The EFL participants were tested for their scores on accuracy in EFT/T and C/T by calculating descriptive statistics (mean scores and standard deviations) and running a paired -samples *t*-test for the writing pre-test and post-test.

i. Error-Free T-Units per T-Unit

Table 39

Mean Scores and Standard Deviations for EFT/T in the Writing Pre-Test and Post-Test

The 1st Parameter of Accuracy		Mean	N	Std. Deviation
EFT/T	Pre-test	.338	19	.203
	Post-test	.267	19	.301

Note. EFT/T = error-free T-units per T-unit.

Table 40

Paired-Samples T-Test for EFT/T in the Writing Pre-Test and Post-Test

The 1st Parameter of Accuracy	Paired Differences		*t*	df	Sig. (2-taild)
	Mean	Std. Deviation			
EFT/T Pre-test –post-test	.071	.262	1.17	18	.25

Note. P > .05

A paired-samples *t*-test was conducted to assess whether the self-disclosure topics helped improve the undergraduate EFL learners' (N = 19) level of accuracy by producing a higher amount of EFT/T in writing. Descriptive statistics in Table 39show that the mean score of the post-test (*M* = .267, *SD* = .301) decreased from the mean score of the pre-test (*M* = 3.72, *SD* = 1.47), indicating a non-statistically significant mean difference of .071 %, *t* (18) = -1.17, *p*-value is greater than .05 (*p* = .25) (see Table 40).These results suggest that the EFL learners' communication of their positive self-disclosure in writing did not help them produce a higher amount of EFT/T.

ii. Errors per T-Unit

Table 41

Mean Scores and Standard Deviations for E/T in the Writing Pre-Test and Post-Test

The 2nd Parameter of Accuracy		Mean	N	Std. Deviation
E/T	Pre-test	1.42	19	.699
	Post-test	1.80	19	1.18

Note. E/T = errors per T-unit.

Table 42

Paired-Samples T-Test for E/T in the Writing Pre-Test and Post-Test

The 2nd Parameter of Accuracy	Paired Differences		*t*	df	Sig. (2-taild)
	Mean	Std. Deviation			
E/T Pre-test –post-test	-.38	.834	-2	18	.06

Note. P > .05

A paired-samples *t*-test was employed to assess whether the self-disclosure topics helped improve the undergraduate EFL learners' (N = 19) level of accuracy by producing a higher amount of E/T in writing. Descriptive statistics in Table 41 show that the mean score of the post-test (*M* = 1.80; *SD* = 1.18) was found to be slightly higher than the mean score of the pre-test (*M* = 1.42; S*D* = .699), indicating a non-statistically significant mean difference of -.38 %, *t* (18) = -2**,** *p*-value is greater than .05 (*p* = .06) (see Table 42). Such findings prove that the EFL learners' sharing of their positive self-disclosure in writing did not help them produce a higher amount of E/T in writing.

c. Fluency in the Writing Pre-Test and Post-Test

The EFL participants were tested for their scores on fluency in W/T and W in a final text by calculating descriptive statistics (mean scores and standard deviations) and running a paired-samples *t*-test for the writing pre-test and post-test.

i. Words per T-Unit

Table 43

Mean Scores and Standard Deviations for W/T in the Writing Pre-Test and Post-Test

The 1st Parameter of Fluency		Mean	N	Std. Deviation
W/T	Pre-test	19.91	19	3.56
	Post-test	22.16	19	7.06

Note. W/T = Words per T-unit.

Table 44

Paired-Samples T-Test for W/T in the Writing Pre-Test and Post-Test

The 1st Parameter of Fluency	Paired Differences		*t*	df	Sig. (2-taild)
	Mean	Std. Deviation			
W/T Pre-test-post-test	-2.25	6.95	-1.41	18	.175

Note. P > .05

A paired-samples *t*-test was employed to assess whether the self-disclosure topics helped improve the undergraduate EFL learners' (N = 19) level of fluency by producing a higher amount of W/T in writing. Descriptive statistics in Table 43 indicate that though the mean score of the post-test (*M* = 22.16; *SD* = 7.06) was found to be higher than the mean score of the pre-test (*M* = 19.91; *SD* = 3.56), the results were found to be non-statistically significant with a mean difference of -2.25 %, *t* (18) = -1.41**,** *p*-value is greater than .05 (*p* = .17) (see Table 44). Based on these findings, the EFL learners' reflection on their positive personal disclosures did not help them produce a higher amount of W/T in writing.

ii. Words in a Final Text

Table 45

Mean Scores and Standard Deviations for W in a Final Text in the Writing Pre-Test and Post-Test

The 2nd Parameter of Fluency	Mean	N	Std. Deviation
WPre-test	160.63	19	41.17
Post-test	146.16	19	43.20

Note. W = words.

Table 46

Paired-Samples T-Test for W in a Final Text in the Writing Pre-Test and Post-Test

The 2nd Parameter of Fluency	Paired Differences		t	df	Sig. (2-taild)
	Mean	Std. Deviation			
W Pre-test-Post-test	14.47	29.96	2.10	18	.05

Note. *P = .5

A paired-samples *t*-test was employed to assess whether the self-disclosure topics helped improve the undergraduate EFL learners' (N = 19) level of fluency by producing a higher amount of W in a final text. Descriptive statistics in Table 45denote that the mean score of the post-test (M = 146.16; SD = 43.20) was found to be slightly lower than the mean score of the pre-test (M = 41.17; SD = 41.17), indicating a statistically significant mean difference of 14.47 %, t (18) = -1.41**,** p-value equals .05 (p = .05) (see Table 46). These results suggest that when the EFL learners wrote about their positive personal disclosures, they showed significant improvement in the production of a higher amount of W in a final written text.

3. Hypotheses Tests

A paired-samples *t*-test was run to find out whether there is a significant difference in the EFL learners' writing proficiency in terms of CAF. Concerning the measure of complexity, the *t*-value was found to be statistically significant in DC/C, $p < .05$ ($p = .001$) but not in C/T, $p > .05$ ($p = .27$).This suggests that the sixth hypothesis, which assumed that positive student self-disclosure would help improve undergraduate EFL learners' complexity in writing, was partially confirmed.

As for the measure of accuracy, the *t*-value did not reach statistical significance in both EFT/T and E/T, both *ps* > .05 (*p*s = .25 and .06). Accordingly, the seventh hypothesis, which predicted that positive student self-disclosure would help improve undergraduate EFL learners' accuracy in writing, was rejected.

With regard to the measure of fluency, the *t*-value reported to be statistically non-significant in W/T, $p > .05$ ($p = .17$) and significant in Win a final a text, *p*-value equals .05. Based on these results, the eighth hypothesis, which expected that positive student self-disclosure would help improve undergraduate EFL learners' fluency in writing, was marginally supported.

Summary

This chapter was devoted to providing a descriptive, quantitative and qualitative analysis of the data elicited from the respondents to test the impact of self-disclosure on EFL students' motivation, participation, and writing proficiency in the undergraduate classroom in Morocco. Though results from the Mann Whitney *U* test provided statistical evidence that the self-disclosure group' level of motivation was not found to be higher than that of the non-self-disclosure group, the interviewees agreed that positive and relevant self-disclosure affects the three aspects of student motivation. More precisely, the respondents of the experimental group believed that teacher self-disclosure helps develop favorable attitudes

toward instructors, and student self-disclosure helps develop favorable attitudes toward classmates, and feelings of intrinsic motivation about learning English. In addition, observation and questionnaire results showed that teacher self-disclosure relevant to the course content helped create class participation by encouraging teacher-student interaction and fostering the learners' freedom to engage in class discussion. Last but not least, findings from the writing pre-test and post-test, using a paired-samples t-test suggested that positive student self-disclosure helped improve the EFL learners' writing proficiency in DC/C and W in a final text, but not in T-unit in the three CAF measures. After testing the eight research hypotheses set at the very beginning for the present study, the following chapter will be devoted to discussion of results and implications for practice.

Chapter Five: Discussion

Introduction

The purpose of this quasi-experimental study was to test whether self-disclosure helps enhance EFL students' motivation, participation, and writing proficiency in the undergraduate classroom in Morocco. The study was meant to assess the causal relationship between the variables, and to point out the benefits that teachers' and/or students' sharing of positive and/or relevant self-disclosure may provide in the English language context. Hence, the present chapter attempts to discuss the findings obtained from the undergraduate EFL students in relation to the existing literature about the use of self-disclosure in the educational context in general, and the FL classroom in particular. This discussion is organized around the three research questions that were formed at the onset of the study:

1. Does positive and relevant self-disclosure help increase student motivation in the undergraduate EFL classroom in Morocco?
2. Does relevant teacher self-disclosure help create class participation in the undergraduate EFL classroom in Morocco?
3. Does positive student self-disclosure help improve EFL learners' writing proficiency in the undergraduate classroom in Morocco?

The contribution of this study is significant in research on self-disclosure in FL education. This is the first study to examine both teacher and student self-disclosure in the EFL classroom at the university level in general, and in the Moroccan context in particular. This means that the results can be seen as a step towards establishing novel research venues in L2 education. Previous research was mainly conducted in communication courses, and very limited research has been carried out in the FL context. The findings of this study provide empirical evidence supporting suggestions and arguments regarding the implementation of self-disclosure in the limited literature available. They confirm previous results about the desirable inclusion of self-disclosure as a pedagogical technique in class,

and offer implications on how and when to use self-disclosure in English language teaching, an aspect that has been generally lacking in the body of research so far.

A. Self-Disclosure in Relation to Student Motivation

In this study, the quantitative and quantitative results provided interesting results regarding the role of positive teacher and student self-disclosure relevant to the course content in increasing motivation in terms of ATT, ATC, and IM in the 'spoken English' course. Specifically, the Mann Whitney *U* test provided statistical evidence that students of the self-disclosure group were not reported to be significantly higher than students of the non-self-disclosure group in the level of attitudes toward their instructor and classmates, both *ps* > .05. However, a surprising finding is that the Mann Whitney *U* test provided statistical evidence that students of the non-self-disclosure group (mean rank = 95.48)were significantly higher than students of the self-disclosure group (mean rank = 79.52) in terms of intrinsic motivation about learning English, $p < .05$ ($p = .03$). An explanation for such an unexpected result is that the students of the control group could be interested in and value the components of the course content more than the students of the experimental group. Based on these results, the expectations that students in the self-disclosure groups would be higher than students of the non-self-disclosure group in each of the three aspects of motivation were rejected.

Yet, descriptive statistics showed that the experimental group's level of ATT (*M* = 11.74; *SD* = 3.11; N = 87), ATC (*M* = 11.21; *SD* = 2.73; N = 87), and IM (*M* = 11.21; *SD* = 2.73; N = 87) was found to be relatively close to the point "true" on the scale, suggesting that their attitudes toward their teacher, attitudes toward their classmates, and intrinsic motivation about learning English were overall positive. More important, the interview results obtained from students of the experimental group revealed that the positivity and

relevance of teachers' and students' self-disclosures are, in fact, tied to the three aspects of motivation.

More specifically, the results suggested that students from experimental group believed that positive and relevant teacher self-disclosure leads to favorable attitudes toward instructors. These findings advocate earlier research which reported that students develop affinity toward teachers who share their positive personal information (McCroskey and McCroskey, 1986; Sorensen, 1989). The interviewees also agreed that positive and relevant student self-disclosure leads to favorable attitudes toward classmates. Research which focused on the disclosure-liking hypothesis posited that individuals who self-disclose tend to (a) be liked more than other people are, (b) disclose more with those whom they initially like, and (c) increase their appreciation for people to whom they self-disclose (Collins & Miller, 1994). Last but not least, the interview results suggested that students in experimental group reported to feel interested in and excited about the course material when they have the chance to communicate their positive and relevant personal disclosures. These results stress Bernard's (2010) suggestion that giving students an opportunity to speak or write about their personal information contributes to stimulating motivation about the language and the class.

Based on the interview results, it can be deduced that the examples of positive and relevant teacher and student self-disclosure helped increase the experimental group's level of motivation in terms of ATT, ATC and IM in the 'spoken English' course. Therefore, it is important to explain why the analysis of the questionnaire revealed that students in the self-disclosure group were not found to be higher than those in the non-self-disclosure group in the three aspects of motivation. A possible explanation for such findings is that the students of the control group could have had a higher level of motivation than students of the

experimental group from the very beginning of their enrollment in the department of English, especially that they were all freshmen.

Further, given that no pre-test was implemented to assess the level of motivation in both groups, the post-test (i.e. the motivation instrument) may not necessarily determine whether the examples of positive and relevant teacher and student self-disclosure really contributed to increasing or decreasing the experimental group's level of motivation at the end of the semester. Another explanation could be linked to the amount of the teacher's and students' self-disclosures, which were present eight times during the semester in the experimental class. Such an amount was probably not sufficient to have a considerable effect on the learners' level of motivation because, as Cayanus and Martin (2008) argued, "even when a teacher uses relevant, positive disclosures, the amount still is a factor" (p.338).

It is convincing, then, to rely on the findings of the interview to conclude that positive and relevant self-disclosure helps increase student motivation in the undergraduate EFL classroom. Interestingly, the experimental group's responses to the interview questions did not only help develop a better understanding of the impact of positive and relevant self-disclosure on student motivation, but also showed that revealing such personal information by the two participants in class have several potential outcomes which need explication.

1. Potential Outcomes of Teacher Self-Disclosure

The interviewees agreed that teachers' use of positive and relevant disclosures makes students interested in and excited about the course content. This finding is in line with Cayanus and Martin's (2004) study which reported that instructor self-disclosure is related to student interest. That is, when instructors give a personal example to illustrate a point, students might better interpret the importance of what is being discussed (op.cit).

The respondents also considered positive and relevant teacher self-disclosure an effective means for building a humanistic teacher-student relationship. A number of authors,

such as Altman and Taylor (1973) have already argued that disclosing personal information about oneself leads to the development of close relationships. A previous study by Cayanus and Martin (2004) also revealed that instructor self-disclosure is related to the relational motive. The authors concluded that when teachers self-disclose information about themselves, students learn more about their instructors as people. It is no surprise, then, to stress that self-disclosure is positively associated with overall relationship satisfaction **(**Meeks, Hendrick, & Hendrick, 1998). Yet, it is essential to note that the effectiveness of teacher self-disclosure lies in both positivity since "students might view a teacher who self-discloses negative information as lower in credibility (Cayanus & Martin, 2008, p. 337), and relevance because "desirable classroom self-disclosure differs from self-disclosure that may be desirable in personal relationships because it should be more illustrative than revealing" (Lannutti & Strauman, 2006, p. 96).

In addition to that, the interviewees believed that positive and relevant teacher self-disclosure is a rich source of information. That is, it helps improve student learning since participants might learn from their instructors' disclosures as Jourard (1971) says "I can experience your experience most directly if you disclose it to me" (p.78). Fusani (1994) also suggests that "self-disclosure is a rich personal source of student-faculty communication" (p.249). Accordingly, positive lessons can be drawn from the teachers' personal disclosures, which, for the respondents, help offer a better understanding of the class material. This provides additional support for studies which indicate that relevant teacher self-disclosure is an effective instructional technique in increasing the clarity of the course content presented for students (Downs, Javidi, & Nussbaum, 1988; Wambach & Brothen, 1997; Cayanus & Martin, 2008). This might encourage the learners to exert more effort to master the material because, as Martin, Chesebro, Weber, and Cole (2001) reported, students feel interested in the course material when teachers provide clearer information in class.

Last but not least, the respondents thought that positive and relevant teacher self-disclosure helps students pay close attention to their instructors when introducing the course content. This finding is ultimately consistent with studies which report that teacher self-disclosure has a positive effect on students' performance in terms of paying attention (Zhang, 2007; Sanders, 2014).

2. Potential Outcomes of Student Self-Disclosure

Students of the experimental group pointed out that positive student self-disclosure relevant to the course content helps increase self-confidence. According to Brown (2007), FL learners cannot speak the language or express themselves freely and fluently without some degree of self-confidence. Therefore, it is clearly seen, that giving EFL learners opportunities to share positive personal feelings, opinions, and/or experiences to discuss the course content helps boost their confidence, which is essential to enriching and promoting their English oral production particularly.

Likewise, the interviewees agreed that learners' positive and relevant self-disclosure leads to student interaction. A common fact for almost all adult students is the great challenge they have to interact with each other using English in class. Accordingly, EFL students need to have the chance to self-disclose their personal information to enrich the course content in order to invite their classmates to get involved in class interaction. Dörnyei (1994) also motivated teachers to "promote the development of group cohesion and enhance inter-member relations" by creating a context where students can get to know each other and share genuine personal information including feelings (…), desires, etc. (pp. 281-282). Interestingly, empirical research supports the current findings in that Myers (1998) examined self-disclosure in terms of amount in which he compared students' self-disclosures with their classmates and their teachers. He discovered that students share more topics with their classmates than with their teachers.

Moreover, the respondents associated positive and relevant student self-disclosure with cognitive learning in that they consider it a rich source of information and a tool that makes the course content comprehensible. On the one hand, the students can learn a great deal of information from each other's disclosures, particularly experiences which tend to be idiosyncratic. On the other hand, undergraduate students often find it challenging to elaborate and give illustrations to convey messages when participating in class because they have not yet mastered the standards of clarity and precision, which are fundamental for critical thinking (Paul & Elder, 2002). Thus, linking the course content to the learners' disclosures could help them produce clear, exact, and precise ideas.

Last but not least, the interviewees believed that sharing positive disclosures to illustrate the course material in class provides an opportunity for students to develop their language skills in terms of pronunciation and vocabulary. In the EFL context, pronunciation is one of the essential oral aspects of the speaking ability. Students often find difficulties to communicate with native speakers of the TL because of pronouncing English words inaccurately. In the same vein, the learners find it challenging to use English to construct a long conversation in or outside class because of lack of vocabulary. Hence, linking the course content to the learners' disclosures might help them improve their pronunciation and present authentic input including new vocabulary items from which their classmates can benefit.

B. Teacher Self-Disclosure in Relation to Class Participation

1. Teacher Self-Disclosure and Teacher-Students Interaction

The analysis of the observational data indicated that when the instructors employ self-disclosures, especially opinions and feelings to introduce or explain the course content, the students reciprocated their feelings and opinions in return, thereby creating an active teacher-students interaction in class. However, when the teachers used their personal

experiences, though relevant to the course content, the students did not share their personal experiences, and hence poor classroom interaction took place. Besides, both correlation and simple regression analyses of the questionnaire data revealed that the teachers' personal feelings and opinions helped foster an effective teacher-students interaction in the undergraduate English language classroom, *ps* < .05. On the contrary, the multiple regression analysis suggested that instructors' use of personal experiences did not significantly help promote interaction between students and their professors in class, $p > .05$.

Since the Moroccan context provides limited opportunities to use the language outside the classroom, every student is aware that practicing English requires looking for opportunities to speak as much as possible. Interestingly, the teachers' employment of feelings and opinions relevant to the class content is an efficient tool, without using questioning techniques, to invite more than one student to engage in the interaction process in all the courses observed, and hence documenting the reciprocity effect in the undergraduate EFL context.

Social exchange and trust models account for this reciprocity effect. As for the social exchange model, the rewarding value of an instructor's self-disclosure requires the student to respond in kind (Archer, 1979). Concerning the trust model, if person X discloses person information to person Y, the latter feels liked and trusted (Jourard, 1971; West & Turner, 2010). Accordingly, a student's response to teacher self-disclosure occurs as a sign of liking and trust (Goldstein & Bennasi, 1994). In the same regard, Kinger-Vartabedian and O'Flaherty (1989) pointed out that a teacher' use of self-disclosure reduces his power in the eyes of students thereby "the two parties can be moved toward parity" (cited in Goldstein and Bennasi, 1994, p. 215). In her study, Beck (1983) concluded that her self-disclosure humanized the classroom, encouraged openness in the students, established unity within the group, created diversity, and made the class more meaningful. Last but not least, Tardy and

Dindia (2006) agreed that self-disclosure predicts liking in that when individuals like each other, they become eager to know deeper information, such as attitudes, feelings and personal experiences. These views suggest that teacher self-disclosure relevant to the course content helps engender trust in class, thereby encouraging students to feel comfortable to get involved in active interaction with their instructors.

Both the models rely on an interpersonal focus in their explanations of reciprocity (Goldstein & Bennasi, 1994). This study also dealt with classroom situations, and as mentioned earlier, the results of the student interview showed that positive and relevant teacher self-disclosure is essential for increasing the students' affinity toward their instructors and establishing a good teacher-students relationship**,** thereby supporting the validity of the social exchange and trust models vis-à-vis the reciprocity effect. Likewise, the present findings advocate Goldstein and Benassi's (1994) conclusion that "the positive relation between teacher self-disclosure and class participation is a function of the interpersonal atmosphere engendered by such disclosures and not just the examples of class concepts that such disclosures provide" (p. 215). Further, these current findings stress Pishghadam and Torghabeh's (2009) results that teacher self-disclosure helps encourage students to take more turns speaking and had more participation in discussions with their instructors. A recent empirical study also suggests that teacher self-disclosure helps create a relaxing climate in the classroom and encourage teacher-students communication in the EFL classroom (Farani & Fatemi, 2014).

The findings of classroom observation reported that teacher-students interaction takes the form of the IRF pattern, which thoroughly focused on discussions of ideas and concepts related to the course content in the six experimental EFL courses. This suggests that relevant teacher self-disclosure creates meaningful interaction between the teachers' input and students' output. The participants' use of their personal disclosures to discuss the

class content mainly reflects real-life situations which are found out of the classroom. This means that relevant teacher self-disclosure helps bring world issues and generate a native-like atmosphere inside class where the students have an essential opportunity to use English to satisfy their real communicative goals (see Savignon, 2001).

2. Teacher Self-Disclosure and Class Discussion

The analysis the observational data showed that unlike feelings and opinions, the teachers' personal experiences relevant to the course content helped increase the learners' freedom to engage in class discussion by using language to ask questions (f = 2) and make comments (f = 3). Likewise, correlation analyses showed that when the respondents' perceived their teachers' feelings, opinions, and experiences, they significantly felt free to get involved in class discussion by asking questions and giving comments in the undergraduate EFL classroom, all *ps* < .05. Besides, the results of the multiple regression analysis indicated that the teachers' personal feelings and opinions were significantly predictive of the learners' freedom to engage in class discussion *ps* < .05 unlike experiences which were found to be non-significant, $p > .05$. It can be concluded that results for classroom observation and student questionnaire are complementary rather than contradictory because the three types of teacher self-disclosure tend to foster the learners' freedom to engage in class discussion.

However, it is necessary to evaluate which of the three types of teacher self-disclosure best contributes to the students' freedom to engage in class discussion. Based on the observational data, the two English language courses— 'spoken English' and 'public speaking and debate'— where the learners used language to ask questions and make comments as a response to the teachers' personal experiences were observed only once. Hence, it would be risky to claim that personal experiences always elicit questions and comments from students more than do feelings and opinions based on one single session for

each course. Based on the questionnaire data, the students' engagement in class discussion occurs when their teacher used feelings and opinions to illustrate the course content. Herein, the respondents' views of their perception to engage in class discussion were based on their participation in class for the entire semester in the courses they were attending. Therefore, the responses tend to provide a comprehensive picture of the learners' freedom to ask questions and make comments in class. Overall, teacher self-disclosure relevant to the course content, as Powel and Powel (2010) argued, plays a pivotal role in fostering classroom discussion.

Interestingly, the observational results showed that teachers' use of personal experiences has various positive effects on student behaviors in class. Only once the teacher's use of her personal experience to illustrate the class content generated silence on the part of students in the 'applied linguistics' course. The students' inability to take action to interact with their teacher can be explained by the fact that they have not had yet a similar experience to reciprocate. In other incidents, the teachers' personal experiences helped engender humor among the students as occurred in the 'pragmatics' and 'introduction to media studies' courses. Research showed that incorporating humor in the EFL context helps lower student anxiety, improve retention of information, promote student participation, and create a comfortable classroom atmosphere (Stroud, 2013). Therefore, the teachers' personal experiences tend to have positive effects on language learning.

To address the strength of the effects of relevant teacher self-disclosure on class participation in terms of teacher-students interaction and the learners' freedom to engage in class discussion, the correlation coefficients for SPTSD in relation to SPTSI and SPFCD are r (214) = .36, so R^2 = .13 and r (214) = .33, so R^2 = .11 respectively. Accordingly, correlation coefficients of r = .30 (Green & Salkind, 2008, p. 259) and regression

coefficients of R^2 = .09 (see Larson-Hall, 2010, p.162) represent medium effects. Using these rules of thumb suggests that these coefficients are, on average, practically significant.

Based on the classroom observation and questionnaire results, it can be concluded that teacher self-disclosure relevant to the course content helps create class participation in the undergraduate EFL classroom, meaning that there is a causal relationship between the two variables. Unlike previous research on teacher-self-disclosure in relation to class participation, the present study implemented both quantitative and qualitative methods of collecting and analyzing data. Consequently, these results validate Cayanus et al. (2009) conclusion that when students perceive their teacher's self-disclosure relevant, they become motivated to get involved in active class participation and ask questions related to the course content. These current findings also lend support to studies that found a positive relationship between teacher self-disclosure and different aspects of student participation (Goldstein & Benassi, 1994; Cayanus et al., 2003; Cayanus & Martin, 2004; Cayanus & Martin; 2008; Cayanus et al., 2008; Cayanus & Martin, 2008; Cayanus et al., 2009), and it puts into question Wombash and Brothen's (1997) implication that there is no association between the two variables.

C. Student Self-Disclosure in Relation to Writing Proficiency

This current study establishes a novel research venue in language education by testing the impact of positive student self-disclosure on 19 undergraduate EFL learners' writing proficiency in terms of CAF. The results obtained from the writing pre-test and post-test partially confirmed the hypothesis that positive student self-disclosure helps improve the learners' writing proficiency in terms of CAF. The EFL learners showed significant improvement in one aspect of complexity. That is, while positive student self-disclosure helped the participants produce a significant amount of DC/C, $p < .05$, it did not help them produce more C/T, $p > .05$. As for accuracy, the learners showed no significant

improvement after the completion of the six self-disclosure topics in EFT/T and E/T in writing, p >.05. Concerning fluency, student self-disclosure significantly helped the EFL participants produce a significant amount of W in a final written text, p = .05 but not in W/T, p > .05.

Overall, these results suggest that the learners' L2 writing development is observed only in each aspect of complexity (DC/C) and fluency (W) measures. To address the strength of these findings, the analyses of the EFL learners' complexity in DC/C (d = 0.9) and fluency in W (d = 0.48) in a final text exceeded and almost reached Cohen's (1992) convention for a large (d = 0.8) and medium (d = .50) effect size respectively. Consequently, this suggests that the learners showed meaningful improvement in both DC/C and W in a final text after completion of the self-disclosure tasks.

Given that the learners did show no significant improvement in C/T, it is clear that simple and compound types of sentences were prominent in their pieces of writing. This indicates that the learners' use of complex sentences including one or more dependent clauses (i.e., T-unit) in writing was weak. Even when the learners employed such types of sentences in writing, they committed a lot of errors. That is why the results proved that the learners' improvement in accuracy in terms of EFT/T and E/T was non-significant. When the learners also used complex sentences, they tended to produce a small amount of vocabulary items in that the findings showed that improvement in W/T did not reach statistical significance.

Based on these findings, positive student self-disclosure does not really help improve the EFL learners' level of writing proficiency in that they show no development in T-unit, the basic unit of measurement in this study, in terms of CAF, indicating that there is a mutual interaction among the three measures. This confirms that the CAF measures "do not operate in complete independence from each other, and that findings obtained by CAF

measures depend crucially on the participants involved and on the context in which the data are collected" (Houssen & Kuiken, 2009, p.469).

Thus, a possible explanation why the learners did not show significant development in T-unit in CAF is attributed to a number of factors. First, the EFL student-participants' inability to produce complex sentences may be affected by their educational level as first year students, during their involvement in this study, were not yet introduced to advanced grammar where they learn the basics of complex language. The complex sentence is taught only in the second year. Second, the students' non-significant improvement in producing accurate output is undoubtedly linked to the absolute absence of consulting dictionaries and grammar books to avoid making errors. Though the purpose of this study did not classify the types of errors made by the target participants, the frequent mistakes identified in their pieces of writing are concerned with spelling, word choice, and tense use. The learners completed the writing topics outside class and had unlimited time, suggesting that they were not supposed to produce such errors since they had the opportunity to use dictionaries and grammar books to construct an accurate piece of writing. Third, the learners' deficiency in using complex language negatively affects their level of using an acceptable amount of words when producing T-units. At last, the amount of self-disclosure (six writing topics only) may not have been enough to achieve a meaningful improvement in writing.

D. Implications for Practice

This study addressed the impact of self-disclosure on factors affecting language learning at the psychological, social, and linguistic levels in the undergraduate EFL classroom in Morocco. It is essential to note that a high level of motivation helps encourage undergraduate EFL learners to exert effort to look for opportunities to actively participate in the learning operation by interacting with their instructors, engaging in class discussion, and producing a proficient piece of writing in the TL. As such, the present research is meant to

inform language educators, especially instructors of English about the effective implementation of self-disclosure as a pedagogical practice for engaging their students in the language learning operation at Moroccan universities, where several new instructors, after obtaining their doctoral degrees, enter the classroom with little to no actual previous teacher training. Such instructors tend to teach the way they were educated because of the lack of pedagogical knowledge that helps decide which teaching techniques work effectively in the classroom. To this end, failure to incorporate self-disclosure appropriately could create a negative learning atmosphere in class where students may feel unmotivated, discouraged, and unwilling to engage in the learning operation.

Seen from this perspective, teachers need to be trained in the use of self-disclosure, and self-disclosure training and/or materials would be beneficial if becoming a component of teacher training syllabi, if future education policy ever decides to introduce training for PhD holders, especially FL instructors in Morocco. Thus, an implicit strength of this study is establishing an important degree of awareness of the appropriate incorporation of self-disclosure in the core of the English language classroom at the university level. A first step towards understanding and praising the efficient role of self-disclosure in a university EFL context is that teachers, irrespective of their personality traits, need to be open to adopt it as an pedagogical practice in their classes. Importantly, such teachers need to consider when and how to employ self-disclosure to engage their students in a fruitful language learning experience.

This paper puts emphasis, then, on the use of self-disclosure when it is both positive and relevant to the course content to ensure respect and a degree of professionalism between teachers and students in and outside class and guarantee a beneficial learning environment. Also, teachers need to plan to use self-disclosure while designing lesson plans so as to observe if it meets the desirable learning objectives. For instance, teachers can use their

disclosures when working out themes from literary works, such as short stories, novels, and plays. Such genres often reflect issues concerned with everyday life stories where teachers' opinions, feelings, and/or experiences may add value to the course material and hence achieve desirable effects. Teachers can also incorporate their self-disclosures in courses of linguistics including sociolinguistics, applied linguistics, etc. Issues that emerge in such courses often deal with the use of complex language to achieve a certain purpose. In this context, teachers can share their personal experiences as learners of English and interesting incidents which happened when they were communicating in the TL with native speakers. Further, instructors of communication courses, such as public speaking and debate and oral communication can implement their self-disclosure. Such courses usually aim at developing students' communication skills, such as delivering a presentation. Therefore, a teacher can reveal his/her feelings about his/her first experience as a student when he/she gave a talk in class.

Based on the results of the semi-structured interview, positive and relevant self-disclosures by teachers and students suggest a number of measures that need to be taken into consideration to make the experience of learning the TL efficient for learners. First, students' low motivation can be explained by the lack of self-confidence, especially for freshmen who might quit learning the TL if they experience much anxiety and pressure at the beginning of their academic journey. Teachers, then, need to incorporate positive disclosures to explain the course content to help engender an interpersonal atmosphere. This might help reduce anxiety on the part of the learners, who will develop an appreciation for their teachers, attend classes, feel excited about the course material, and exert effort to excel at English.

Second, in Moroccan higher education, classes are characterized by a kind of formal and depersonalized relationship between teachers and students. Students consider their

teacher an authority, especially that the culture of the educational system reinforces hierarchical relationships between professors and students inside and outside class. The interview results suggest that the relevance and positivity of teachers' disclosures helps humanize the learning environment. To that end, students are very likely to feel relaxed and encouraged to establish a healthy relationship with their teachers.

Third, it is often challenging for teachers to make learners, low-achievers in particular, to concentrate while introducing the course content, which is necessary for moving to the next grade, especially in Morocco where the culture of reading further references is rare. According to Smith (1979), individuals no longer pay attention to familiar stimuli. Given that teacher disclosure adds new information to the course material, it could be used to capture students' attention in class.

Fourth, teacher talk time is usually higher than student talk time in FL classes at university. Teachers tend to dominate communication since they are the primary source of knowledge, which their students need to prepare for examination. Accordingly, encouraging students to share their positive disclosures to highlight, introduce, or explain an aspect of the course content might increase student-student interaction which is essential for fostering not only social skills, but also for developing learners' affect for each other, stimulating their interest in the class material, and increasing their self-confidence to recognize their contribution in the learning operation.

Fifth, effective learning requires teachers to design or adapt new materials that suit their students' level of understanding and reflect real life situations, especially in the EFL classroom where students have limited opportunities to use the language to interact with each other. Consequently, teachers' and students' positive and relevant self-disclosure helps make the course material comprehensible and create an authentic atmosphere in class where learners have a chance to practice their oral proficiency by using English to discuss issues

that meet their immediate communicative goals. This suggests that self-disclosure is practical enough to help students see similarities between the classroom context and the external world.

The classroom observation and questionnaire findings also provide significant implications that if EFL teachers incorporate in their classes, they will actively engage their students in active class participation. It is true that the main obstacle in language learning in undergraduate EFL contexts is that students do not have enough opportunities to interact with their teachers and express themselves due to different factors, such as large class sizes. Thus, teachers need to enhance their course content with their personal opinions and feelings in order to invite their students to reciprocate their feelings and opinions in return, thereby creating an active teacher-student(s) interaction. Also, teachers need to enrich the course material with their personal disclosures to encourage their students to use language to engage in class discussion by asking questions and making comments in the undergraduate EFL context. Third, teachers can use their disclosures, particularly personal experiences to generate humor in class.

Last but not least, the results of tests suggest practical implications that teachers need to consider in the writing class. In the university EFL classroom, proficiency in academic writing has become a pre-requisite for success. Students need to show the ability of producing well written and organized short pieces of writing on various topics. As a result, if emphasis is on improving students' complexity in terms of producing independent clauses, self-disclosure topics are a meaningful and effective choice for achieving this aim. Also, if the purpose is to enhance learners' fluency illustrated in producing a great amount of words in a final text, self-disclosure tasks would be an appropriate activity to assign in the writing class. Yet, self-disclosure tasks were not found to improve the EFL learners' accuracy. Thus, producing correct language forms needs to be emphasized during the language learning

process so that undergraduate learners feel self-confident to express themselves in the written mode.

Summary

This chapter sought to discuss the results elicited from undergraduate EFL students and check their consistency with the existing literature about self-disclosure in education in general, and FL instruction in particular. The discussion aimed to provide answers to the research questions set at the very beginning of this study. This dissertation is the first to test the role of both teacher and student self-disclosure in the EFL classroom in higher education in general, and more specifically in the Moroccan context.

Based on the results of the motivation questionnaire, it was deduced that positive and relevant self-disclosure by the teacher and students could have increased the experimental group's level of motivation in terms of ATT, ATC, and IM. The results of the interview were used to conclude that positive and relevant self-disclosure affected student motivation. That is, teacher self-disclosure led to favorable attitudes toward instructors, and student self-disclosure helped develop favorable attitudes toward classmates and feelings of intrinsic motivation about learning English. Moreover, the results of the classroom observation and student questionnaire both provided statistical evidence that teacher self-disclosure relevant to the course content helped promote class participation by fostering teacher-students interaction and increasing the learners' freedom to engage in class discussion. Last but not least, the results of the writing pre-test and post-test suggested that the participants did not show significant development in T-unit in CAF measures. Thus, the EFL students' expression of their positive self-disclosure did not help improve their writing proficiency in terms of producing a higher amount of accurate and complex sentences in a final text. Based on these results, a number of implications for practice were suggested to make teachers aware of the appropriate incorporation of self-disclosure as a pedagogical practice in the language classroom in general, and the EFL environment at university in particular.

Conclusion

A. Summary of the Study

The present quasi-experimental study was conducted to test whether self-disclosure helps enhance EFL students' motivation, participation, writing proficiency in the undergraduate classroom in Morocco. To address this issue, the study was divided into five chapters. Chapter one was concerned with discussing the structure, mission and reforms of higher education in Morocco and providing an overview of the growth of English in the country. Chapter two reviewed the literature on self-disclosure and the three factors affecting language learning— motivation, class participation, and writing proficiency. Then, the chapter concluded with reviewing previous studies on the effects of self-disclosure in the educational context. Chapter three outlined the research methodology through which the study was carried out by describing the research design and data collection and analysis instruments. Chapter four presented results elicited from undergraduate EFL students. Findings were listed according to each data collection instrument to test the research hypotheses. In chapter five, a detailed discussion of the findings was provided in order to first answer the research questions, and second suggest implications for implementing self-disclosure in the language classroom in general, and the English context in higher education in particular.

During the process of collecting and analyzing data to answer the research questions, the following results emerged:

- The participants believed that positive and relevant instructor self-disclosure helps develop favorable attitudes toward teachers.
- The participants agreed that positive and relevant self-disclosure makes them feel interested in and excited about the course content.

- The participants pointed out that positive and relevant instructor self-disclosure helps develop a humanistic teacher-student relationship.
- The EFL students thought that positive and relevant teacher self-disclosure helps attract their attention in class.
- The teachers' sharing of personal disclosures to illustrate the course content helped create an authentic and impersonal atmosphere inside the classroom.
- The teachers' sharing of personal experiences helped engender humor in the experimental EFL courses.
- For the respondents, the teachers' and students' use of positive and relevant self-disclosures offered rich and new information in class.
- The teachers' and students' employment of positive and relevant self-disclosures helped increase understanding of the course content.
- The teachers' sharing of personal feelings and opinions relevant to the course content helped elicit their students' personal feelings and opinions on the spot, thereby creating an effective teacher-students interaction.
- The teachers' communication of personal experiences relevant to the course content helped increase the learners' freedom to engage in class discussion by asking questions and making comments.
- The interviewees believed that positive and relevant student self-disclosure leads to favorable attitudes toward classmates and encourages student interaction.
- The respondents agreed that their self-confidence increases when they have an opportunity to share their positive disclosures to explain the course content.

- The participants' communication of their positive disclosures helped them produce a higher amount of simple and compound sentences in writing.
- The students' sharing of their positive disclosures in writing helped them produce a higher amount of vocabulary items in a final text.
- The participants' expression of their positive self-disclosures did not help them produce a higher amount of accurate and complex sentences in writing.

It can be inferred that the results of this quasi-experimental paper provided meaningful implications for the incorporation of self-disclosure in the EFL classroom in Moroccan higher education. However, several methodological limitations concerned with the sample size, research design, and external and internal validity need to be acknowledged.

B. Limitations of the Study

In measuring the impact of positive and relevant self-disclosure on student motivation, a relatively serious limitation was related to the sample since the participants of both the control group and experimental group in the 'spoken English' course were all freshmen. Involving second and third year students would have effectively helped have a thorough analysis of the relationship between self-disclosure and student motivation. The inability to get access to second and third year students was due to the fact that the researcher had the opportunity to teach only first year students. Another serious limitation was related to the research design (i.e., post-test control and experimental group), which did not help have a clear picture on the participants' level of motivation in terms of ATT, ATC, and IM before implementing the treatment (i.e., self-disclosure) in the experimental group. If the questionnaire had been employed as a pre-test and post-test, it could have helped effectively assess the level of motivation in both groups and hence suggest whether causation between the two variables can or cannot be established from the data. Interestingly, the results of the interview showed that self-disclosure was found to be

complex and consisted of more factors than the instrument was designed to capture. For instance, both the positivity and relevance of teachers' and students' self-disclosures were found to affect other variables, such as the understanding skill and attention seeking, which were irrelevant to the research questions since they were concerned with motivation, class participation and writing proficiency. Yet, they were used to suggest interesting implications for implementation.

Rich qualitative data could have been collected if more than six EFL courses had been observed to examine the role of relevant teacher self-disclosure in creating student class participation. While the courses observed were varied, thereby ensuring the originality and credibility of the results, they allowed for no comparisons between the levels of participation in each class. In addition, the teachers' instructional methods alongside the course requirements could have affected the students' level of participation in the entire semester. Another limitation is that the previous relationship between the participants (i.e., teachers and students) in other grade levels could have affected the degree of teacher-student(s) interaction in the experimental courses.

With respect to positive student self-disclosure in relation to writing proficiency measurement, the students' development in terms of producing a meaningful amount of simple sentences and words in a final text in writing raises a number of issues. The first one is related to internal validity. That is, this study cannot claim that self-disclosure topics caused the students' improvement in DC/C and W in a final text though the pre-test and post-test reported to be statistically significant. Other confounding variables, such as the participants' linguistic level could have affected the results. Moreover, the participants had unlimited time to finish the writing activities in that they turned in the self-disclosure topics in different time period ranging from two weeks to eight weeks. In short, if a limited time had been set for all the respondents, the analysis could have provided different results.

The last limitation is related to external validity; the participants who got involved in this study were all affiliated to the department of English at the Faculty of Arts and Humanities, Fez Dhar El Mahraz. This means, strictly speaking, conclusions could be drawn only about the target participants of the Fez department of English since the characteristics of EFL classrooms tend to differ from on university to another. Thus, the sample cannot be representative and may not provide generalizable findings for the total population of EFL learners. In light of these limitations, a number of suggestions for future research need to be considered so as to discover more about teacher and student self-disclosure in the language classroom at the university level.

C. Suggestions for Future Research

To determine causation between self-disclosure and student motivation, future studies could adopt the same instrument (i.e., motivation questionnaire) of the present study, but employ a pre-test-post-test design with a representative sample. The same studies can involve the dimension of amount, beside positivity and relevance, to add value to the results. Since the interview collected data from the students only, a future research paper needs to involve experienced teachers' views to draw comprehensible and invaluable insights about the impact of self-disclosure on learning outcomes. Another aspect that can be addressed is the effects of teacher self-disclosure on classroom situations, such as teacher-student relationship, humor, inattentive students, and instructional clarity in the English language classroom. It is also important to conduct future research to learn what influence student self-disclosure can have on self-confidence and student-student (s) interaction in the EFL environment.

Moreover, research may examine the impact of relevant teacher self-disclosure on class participation from a gender perspective. In this regard, a comparative method on self-disclosures by male-teachers and female-teachers in relation to class participation in the EFL

context may yield interesting results. Also, if another study examines teacher self-disclosure in postgraduate courses, which are characterized by a small class size, it may provide a different relationship to the outcomes.

Furthermore, given that the participants' dynamic development in writing in terms of CAF cannot be described based on completing only six self-disclosure topics in a short period of time (two months), a longitudinal study is necessary to prove whether positive student self-disclosure really affects language proficiency in the written mode. Such a study needs to use a language test to ensure that the participants are homogeneous in their proficiency level so as to provide strong evidence that the improvement occurs thanks to the treatment. It is also interesting to carry out a study on positive student self-disclosure in relation to each of the CAF measures independently.

As a final suggestion, since this dissertation is the first to introduce self-disclosure as a new research venue in the language classroom in higher education in Morocco, it is significant to conduct a study on teachers' and students' attitudes toward the use of personal information in class.

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Appendices

Appendix A: Motivation Questionnaire

This questionnaire aims to elicit English language learners' levels of attitudes toward their teacher, attitudes toward their classmates, and intrinsic motivation with reference to the course you are now attending (i.e., 'spoken English'). Therefore, you are kindly requested to answer all the items on this questionnaire by circling the numbers corresponding to your answers on a 1 to 4 scale with (1) *very untrue* (4) *very true*. Your responses are needed to give value to the findings. All the information will be used for research purposes only. Thank you in advance for your contribution and for the time you will devote to completing this questionnaire.

Section One: Background Information (please tick as appropriate)

1. What is your age? *****

|__| 17—20

|__| 21—24

|__| Over 24

2. Are you? *

|__| Male

|__| Female

Please circle the answer that best describes your opinion using the following scale:

1: Very untrue, 2: Untrue, 3: True, and 4: Very true

Section Two: Attitudes Toward Teacher

	1	2	3	4
3. I like my teacher of spoken English course.	**Very untrue**	**Untrue**	**True**	**Very true**
4. I like to interact with this teacher of English.	**Very untrue**	**Untrue**	**True**	**Very true**
5. I would like to have this teacher in future courses.	**Very untrue**	**Untrue**	**True**	**Very true**
6. I think that my teacher is approachable in this course.	**Very untrue**	**Untrue**	**True**	**Very true**

Section Three: Attitudes Toward Classmates

	1	2	3	4
7. I like my classmates.	**Very untrue**	**Untrue**	**True**	**Very true**
8. I like to interact with my classmates in this course.	**Very untrue**	**Untrue**	**True**	**Very true**
9. I would like to have these classmates in future courses.	**Very untrue**	**Untrue**	**True**	**Very true**
10. I think that my classmates are approachable in this course.	**Very untrue**	**Untrue**	**True**	**Very true**

Section Four: Intrinsic Motivation

	1	2	3	4
11. I think that learning English is enjoyable in this course.	**Very untrue**	**Untrue**	**True**	**Very true**
12. I make efforts to learn English in this course.	**Very untrue**	**Untrue**	**True**	**Very true**
13. I feel excited while doing activities in English in this course.	**Very untrue**	**Untrue**	**True**	**Very true**
14. I feel interested while communicating in English in this course.	**Very untrue**	**Untrue**	**True**	**Very true**

Thank you very much for your help!

Appendix B: Semi-structured Interview Questions

The purpose of this interview is to elicit students' views of teachers and students' sharing of positive personal feelings, opinions, and experiences relevant to the course content in the English language classroom. In this study, self-disclosure refers to teachers' and/or learners' verbal communication of positive and/or relevant personal information including feelings, opinions, and experiences to each other in the classroom.

To make it clearer, if you can remember in one of the 'spoken English' sessions, we discussed the importance of community service in student life, and I used my personal experience to explain what community service is. I said: when I was in the U.S.A., I used to go to a nursing house every week to play games with senior residents, which is your teacher's personal experience. In another session, a student delivered a presentation about her travel experience and shared her personal feelings about her experience. She said: "I like Morocco. It is my second home. I like food and wedding ceremonies", which are your classmate's personal feelings. As you can see from these examples, they are all positive and relevant to the topic of the presentation, a component of the course content.

Now that you have understood what positive and relevant personal information means, I would like you to answer the following questions. I am interested in your personal views on the use of personal information in the classroom. Your answers will be used for research purposes only. Thank you for your help in advance.

1. Do you think teachers' sharing of positive personal information to explain the course content is important?
2. Why do you think so?
3. In what way do teachers who use positive disclosure to explain the course content affect you?
4. Do you think students' sharing of positive self-disclosures to explain the course content is important?
5. Why do you think so?
6. In what way do classmates who use positive disclosures to explain the course content affect you?
7. What are the benefits of using English to share your self-disclosures to participate in class?

Thank you again for your help!

Appendix C: Classroom Observation Sheet

Section One: Background Information

Course title: .....

Date: .....

Time: .....

Level of students: .....

Section Two: Teacher Verbal Interaction

A. **Teacher Self-Disclosure**

1. Personal feelings Observed |__| not observed |__|
2. Personal opinions Observed |__| not observed |__|
3. Personal experiences Observed |__| not observed |__|

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Section Three: Student Verbal Interaction

A. Student Self-Disclosure

1. Personal feelings Observed |__| not observed |__|
2. Personal opinions Observed |__| not observed |__|
3. Personal experiences Observed |__| not observed |__|

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B. Class Discussion

1. Students' Questions Observed |__| not observed |__|
2. Students' Comments Observed |__| not observed |__|

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C. Unexpected Phenomena Observed |__| not observed |__|

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Appendix D: Student Questionnaire

This questionnaire aims to collect data on EFL learners' perception of teachers' sharing of personal feelings, opinions, and experiences relevant to the course content, perception of teacher-student(s) interaction, and perception of feeling free to engage in class discussion. Therefore, you are kindly requested to answer all the items on this questionnaire by circling the numbers corresponding to your answers on a 1 to 4 scale with (1) *strongly disagree* and (4) s*trongly agree* with reference to the course you are now attending. Your responses are needed to give value to the findings. All the information will be used for research purposes only. Thank you in advance for your contribution and for the time you will devote to completing this questionnaire.

Section one: Background Information (please tick as appropriate)

1. What is your age? *
   |__| 17—20
   |__| 21—24
   |__| Over 24
2. Are you? *
   |__| Male
   |__| Female
3. What is your educational level?
   |__| First year
   |__| Second year
   |__| Third year

Please circle the answer that best describes your opinion using the following scale:

1: Strongly disagree, 2: Disagree, 3: Agree, and 4: Strongly agree

Section Two: Student Perception of Teacher Self-Disclosure

	1	2	3	4
4. Compared to other instructors, this teacher shares his/her personal feelings about the course content.	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
5. Compared to other instructors, this teacher shares his/her personal opinions during class discussion.	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
6. Compared to other instructors, this teacher uses his/her positive personal experiences to explain the course content.	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**

Section Three: Student Perception of Teacher-Student(s) Interaction

	1	2	3	4
7. Compared to other instructors, I interact with this teacher during class discussion.	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
8. Compared to other instructors, I prefer to communicate with this teacher in class.	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
9. Compared to other instructors, I find it easy to talk to this teacher in class.	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
10. Compared to other instructors, I express myself more with this teacher in class.	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**

Section Four: Student Perception of the Freedom to Engage in Class Discussion

	1	2	3	4
11. Compared to other classes, I feel free to ask questions about the course content in this class.	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
12. Compared to other classes, I feel free to give various comments in this course.	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
13. Compared to other classes, I feel free to discuss various issues in this class.	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**

Thank you very much for your help!

Appendix E: A Writing Post-Test Sample

The purpose of this paper was to analyze undergraduate EFL students' writing performance in terms of the CAF measures.

- T-units (T) = independent clause (IC) + dependent clause (s) (DC)
- DC/T
- C/T
- EFT/T
- E/T
- W/T
- W in a final text.

Participant 1

It is very necessary for English students to get a close and a direct contact with an English speaking country like England, Australia, and the United States of America. Because of that, the university must organize a study trip to one of those countries. The main reason that makes this trip very important is that students will be face to face with the English culture. There is no way to learn a language without understanding its culture. By doing so, students will have a better awareness and consciousness about what they're thinking, saying, and writing. Another good reason that makes the study trip a great idea is that students will use it to practice their language skills, especially the skills of understanding and speaking. Additionally, it will make them curious about both the culture and the language, which will make them highly motivated, passionate, and excited for their education. A study trip is always a positive thing to do. It has a lot of benefits that will make students do better in their studies, also their job career.

The Number of T-Units Found in the Text:

1. The main reason **that makes this trip very important (DC)** is that students will be face to face with the English culture (IC).
2. Students will have a better awareness and consciousness (IC) about **what they're thinking, saying, and writing (DC).**
3. It will make them curious about both the culture and the language (IC), **which will make them highly motivated, passionate, and excited for their education (DC)**.
4. It has a lot of benefits (IC) **that will make students do better in their studies, also job career (DC).**
5. Another good reason **that makes the study trip a great idea (DC)** is that students will use it to practice their language skills (IC).

- T-units = 5
- DC/C = 5/14
- C/T = 14/5

The Number of EFT/T Found in the Text:

1. The main reason that makes this trip very important is that students will be face to face with the English culture.
2. Another good reason that makes the study trip a great idea is that students will use it to practice their language skills.

- EFT/T = 2/5

The Number of E/T Found in the Text

1. Students will have a better awareness and consciousness **about (E)** what they're thinking, saying, and writing.
2. It will make them curious about both the culture and the language, which will make them highly motivated, passionate, and excited **for (E)** their education.
3. It has a lot of benefits that will make students do better in their studies, **also (E)** their job career.

- E/T = 3/5

The Number of W/T Found in the Text

- W/T = 100/5

The number of W Found in the Text

- W in a final text = 178

Appendix F: Reliability Analysis for the Motivation Questionnaire

The two tables include information concerned with reliability analysis for the 12 items in the motivation questionnaire (see Appendix A), excluding background information.

Table F1

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.854	.851	12

Table F2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item3	32.56	31.109	.647	.603	.834
Item4	32.69	32.635	.599	.515	.838
Item5	32.46	30.484	.660	.627	.833
Item6	32.71	32.254	.660	.548	.834
Item7	32.71	33.812	.462	.595	.848
Item8	32.66	34.461	.487	.606	.846
Item9	32.85	33.129	.486	.590	.847
Item10	32.74	34.104	.464	.458	.847
Item11	32.43	33.736	.499	.462	.845
Item12	32.28	36.760	.233	.247	.860
Item13	32.51	33.765	.507	.382	.845
Item14	32.36	33.348	.595	.560	.839

Note. Item 3 through 6 represent ATT; item 7 through 10 represent ATC; item 11through 14 represent IM (see Appendix A).

Appendix G: Reliability Analysis for the Student Questionnaire

The two tables include information concerned with reliability analysis for the 10 items in the student questionnaire (see Appendix D), excluding background information.

Table G1

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.819	.820	10

Table G2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item4	25.23	25.973	.411	.235	.811
Item5	25.25	25.868	.401	.247	.812
Item6	25.20	26.161	.277	.190	.827
Item7	25.29	24.167	.553	.392	.797
Item8	25.14	23.617	.613	.500	.790
Item9	25.20	24.340	.491	.278	.804
Item10	25.02	23.788	.611	.486	.791
Item11	25.03	23.966	.623	.520	.790
Item12	25.17	23.408	.615	.497	.790
Item13	24.92	24.904	.439	.234	.809

Note. Item 4 through 6 represent SPTSD; item 7 through 10 represent SPTSI; item 11 through 13 represent SPFCD (see Appendix D).