

Enhancing EFL Learners' Motivation and Classroom Interaction through Self-Disclosure in Moroccan Higher Education

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Abstract : Motivation and classroom interaction are of prime significance for second/foreign language learning to take place effectively. Thus, a considerable amount of motivation and classroom interaction helps ensure students' success in and continuation of learning the TL. One way to enhance students' motivation and classroom interaction in the Moroccan EFL classroom then is through the use of self-disclosure. For the purposes of this study, self-disclosure has been defined as the verbal communication of positive personal information including opinions, feelings, experiences, family and friendship stories to classmates and teachers. This paper is meant to demonstrate that positive self-disclosure can serve as an effective tool for helping students develop favorable attitudes toward the EFL classroom (i.e., English courses, teacher of English, and classroom activities) and promoting their intrinsic motivation (IM to know and IM toward stimulation). A further objective is that since self-disclosure is reciprocal, when teachers of English reveal their personal information, students will uncover their personal matters in return. This will help ensure effective classroom participation, foster teacher-student communication, and encourage students to practice and hence improve their oral proficiency (i.e., the speaking skill). A questionnaire was used to collect data in this study. 164 undergraduate students (99 females and 65 males) from the department of English at the faculty of letters and humanities, Dher el Mehraz, Sidi Mohammed Ben Abd Allah University completed a questionnaire that assessed self-disclosure in relation to motivation (i.e., attitudes toward the learning situation and intrinsic motivation) and classroom interaction (i.e., teacher-student interaction, participation, and out-of-class communication) on a 1 to 5 scale with (1) Strongly Disagree and (5) Strongly Agree. The level of agreement on the positive dimension of self-disclosure was ranked first by the respondents. The hypothesis set at the very beginning of the study, which posited that positive self-disclosure is essential to enhancing motivation and classroom interaction in the EFL context, was confirmed. In this regard, the findings suggest that implementing self-disclosure in the Moroccan EFL classroom may serve as an effective tool to have positive affect of teacher, class and classroom activities. This in turn will encourage the learners to attend classes, enjoy the language learning activity, complete classroom assignments, participate in class discussions, and interact with their teachers and classmates. It is hoped that teachers benefit from the results of this study and hence encourage the use of positive self-disclosure to develop English language learning in the Moroccan context where opportunities of using English outside the classroom are limited.

Keywords : EFL classroom, classroom interaction, motivation, self-disclosure

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