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The Effective Use of Appreciation Education on Students'
Learning and Self-Esteem.

The case of Second Year EFL Students from University of
Saida Dr. Moulay Tahar

**Dissertation submitted to the Department of English Language in Partial Fulfillment for
the Requirements of the Master Degree in Didactics**

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Dedication

Praise be to God for the joy of achievement, and praise be to God at the beginning and at the end

To my father who lit my path and every step I took

To my loving mother, the warm embrace and companion who never left me

To my brothers and sisters who supported me

To my dear supervisor who guided and directed me

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Abstract

The prevalence of appreciation education as an approach to teaching has been subject of important discussion in various academic studies, and its perceived benefits on students' learning and self-esteem cannot be overstated. This research study aims at investigating the effects of appreciation education usage on Algerian EFL students' confidence and self-esteem, and exploring the advantages and opportunities it brings to the classroom environment. The significance of the study lies in its contribution to solving the common difficulties experienced by EFL students, namely the oral anxiety and decreased learning motivation, through the application of appreciation-based teaching. To carry out the investigation, a triangulation approach was utilized for the data collection process on the basis of a questionnaire administered to 40 EFL students from University of Saida Dr. Moulay Tahar, a formal face-to-face interview conducted with five EFL teachers from the same university, and a classroom observation conducted by the researcher. The findings revealed that learning through appreciation is a teaching approach validated by teachers and students alike, and one that can generate positive outcomes on students if employed correctly. Moreover, results indicate that although appreciation education is fairly employed in Algerian EFL classrooms, it remains inextricably related to the personality of the teacher; meaning it can be overlooked depending on the nature of the classroom, and the preference of instructors in terms of teaching said classroom. Raising awareness of appreciation education in Algerian universities is recommended to help students develop a positive perspective of university teaching.

Keywords: Appreciation Education, Students' self-esteem, Algerian EFL classrooms.

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List of Abbreviations

EFL: English as a Foreign Language

GENERAL INTRODUCTION

General Introduction

A renowned French author in the name of Voltaire once wisely said, “Appreciation is a wonderful thing: It makes what is excellent in others belong to us as well”. This quote puts into perspective the magnitude of appreciation as a sentiment that brings people together and strengthens their bonds and relationships. In the context of Education, an approach to teaching students the knowledge they need in their respective domains while being appreciated for what they bring to the table has been continuously addressed by prominent scholars and researchers under the name of “Appreciation Education”. In countries such as Algeria, the term appreciation education is not commonly discussed or taught in universities, but this does not nullify its prevalence among teachers and students. As a matter of fact, students in Algeria believe that learning is a reciprocated endeavor, meaning that in order to achieve the desired learning outcomes, students should be appreciated and shown importance as valuable contributors to the viability of a given classroom.

Interestingly, the problematic point of the study stems from the researcher’s educational experience in University of Saida Dr. Moulay Tahar. By means of explanation, it was observed that some Algerian university teachers do not rely on appreciation education as part of their teaching methodology and thus reducing the probability of further learner engagement in the process.

The current research study seeks to investigate the role of appreciation education in the classroom setting and its potential impact on students’ academic performance, and to raise awareness in regard to its use in the Algerian universities. The investigation takes into consideration students’ preferred learning methods and styles and observes whether said styles can be subjected to the use of appreciation education in the classroom setting.

The significance of the present research study lies in its contribution to the increased usage of appreciation education in Algerian universities; it seeks to observe how teaching through appreciation affects the student’s academic performance and influences their confidence and self-esteem. Additionally, the study also seeks to provide the benefits and advantages of the implementation of appreciation education into the teaching methodology. In this respect, this study specifically addresses the following research objectives:

- Observing teachers' and students' attitudes towards learning through appreciation
- Exploring the quality of the teacher-learner relationship and its relevance to establishing appreciation education.
- Providing a thorough understanding of the suitable condition for an optimal appreciation education usage.

The present research study seeks to answer the following research questions:

- a) How can Appreciation Education be defined?
- b) To what extent does the use of Appreciation Education influence students' learning?
- c) What are the possible benefits of using Appreciation Education for both teachers and students in the classroom?

To answer the aforementioned research questions, the researcher provides the following hypotheses:

- a) Some Algerian university teachers do not prioritize the use of appreciation in their teaching methodology
- b) If teachers are well informed of the concept of appreciation education and its efficient role in the classroom setting, learners can benefit from its use and develop the motivation needed to pursue their studies and perceive learning more seriously.

The case study is represented by third-year EFL students and teachers of English from University of Saida Dr. Moulay Tahar. To answer the research questions and either confirm or refute the hypothesis, a triangulation approach was used for the data collection process involving a questionnaire administered to 40 EFL students, a semi-structured interview with five EFL the teachers, and a classroom observation.

The research study is divided into three main chapters; the first chapter highlights the theoretical background and literature review of the important terms and concepts such as the concept of appreciation education, its principles, its relevance to the EFL classroom setting, its educational benefits on the learning mindset of students, and the effective strategies for teachers to implement appreciation education into the classroom environment in a positive, effective way. The second chapter provides readers with the research methodology, the instruments used for the data collection process, the research design and the population of the study, whereas the third and last chapter represents the practical side of the study involving the data analysis and the discussion of the findings.

CHAPTER ONE

REVIEW OF LITERATURE

1.1. Introduction

The first chapter, entitled « Review of Literature », represents the theoretical side of the study. In this chapter, the researcher explores the depths of literature pertaining to the selected research topic and tries to rely on reviews and claims from fellow researchers and scholars to reinforce their collected information in regard to Appreciation Education and its effects on students. Furthermore, the chapter provides an overview on education as an important aspect of the human being's life and then addresses the use of Appreciation as an approach to teaching in Universities, while highlighting the importance of a strong teacher-learner relationship in the process.

1.2. Definition of Education

Education, in common parlance, is a fundamental aspect of human development that involves acquiring knowledge and improving essential skills; it takes into account the whole learning process, from receiving and exchanging information to cultivating practical abilities. However, schooling is but a single method of providing knowledge. To explain, the process of education can be considered as the act of teaching, instilling moral values, and shaping one's character, meaning it extends beyond traditional schooling and encompasses a wide range of learning experiences, including the development of knowledge, skills, and character. In other words, it is an endeavor that goes beyond the confines of the classroom (Bamisaie, 1989).

In general, education encompasses all the factors that contribute to the shaping of an individual's development. An individual's education is their entire life, and it ends when they pass away, it can be provided in pretty much any setting whether it be a community village, town, mosque, or at home. Education comes in many forms, such as mental, social, or moral literacy. While a child must be able to develop a sound life in literacy, mental education refers to the child's mental development (Farrant, 1982).

Education is sometimes likened to imitation in the sense that anyone entering a society is ignorant of its norms, as well as other fundamental knowledge related to its foundation, therefore they try to imitate for seamless adaptation. Apart from being the glue that holds the concepts of teaching and learning together, education also serves as a means for passing down culture, customs, traditions, and laws from one generation to the next, all of which are necessary for society to survive (Farrant, 1982). Having that said, there are other layers to

education and its appropriate use in the classroom setting, and the one in question in this study is what is called “Appreciation Education”

1.2.1. Types of Education

1.2.1.1. Formal Education

Formal education is a deliberate and organized form of learning which takes place within specific institutions like schools, colleges, and universities. These institutions are purposefully designed to facilitate education at the primary and secondary levels, as well as higher setting. In the same vein, formal education is characterized by structured programs that follow a prescribed curriculum, which are offered by private and public schools, colleges, and universities. There are also special schools, Arabic Schools, and demonstration schools that provide a slightly less rigid but still structured form of education.

1.2.1.2. Informal Education

In a non-literate society, learning takes on a different form, one that is informal; this is because there is no formal education system with trained teachers and a structured curriculum. Instead, children learn as they grow and develop, through what is often referred to as traditional learning. Interestingly, while informal education does not result in certificates or diplomas, its impact on individuals is often more lasting. Unlike formal and non-formal education which is limited to specific contexts and timeframes, the informal way of learning is a lifelong pursuit that occurs at its own pace and through its own means.

1.3. Appreciation Education

Appreciation has been defined by Fagley (2012) as “acknowledging the value and meaning of something, an event, a person, a behavior, an object and feeling a positive emotional connection to it” (p. 15). The act of appreciation itself plays a crucial role in building and nurturing social connections; it is believed to be tied to spirituality and advocates for success in both academic and professional environments. While individuals see appreciation and gratitude as interchangeable, others argue that they are distinct concepts. In this context, appreciation is considered the broader category, with gratitude being a subset.

The term “appreciation” in common parlance is linked to one’s feelings and emotional status; within the realm of teaching, appreciation-based instruction is a form of teaching that centers around respect, trust, understanding, and tolerance. It is rooted in the teacher's ability to

wholeheartedly acknowledge and praise their students, building upon their existing self-confidence and awareness. In the same vein, the concept of teaching through appreciation has been gaining popularity in recent years; it was first introduced as a theory by the renowned family practitioner, Zhou Hong. His journey with appreciation education began when he was educating his deaf daughter, Zhou Tingting. Through his theory, He emphasizes that the use of appreciation on children plays a crucial role in developing their self-awareness about life and its various dimensions. It teaches them the most fundamental aspects of life, such as communication, socializing, and basic motor skills. According to Zhou Hong, the heart of appreciation education lies in the ability to acknowledge differences and accept mistakes. This approach has been highly effective in educating children and has gained widespread attention in the field of education (Mo Yuehua, 2006).

Having that said, it is important to note that the relationship between educators and students plays a crucial role in shaping the students' development; a positive and appreciative attitude fosters a supportive learning environment, boosting students' confidence and motivation. On the contrary, a lack of respect can erode trust and hinder students' self-esteem, impacting their overall success.

1.3.1. Theoretical Foundations of Appreciation Education

1.3.1.1. Humanistic Thinking

Humanism delves into the complexities of human nature, development, and happiness. With the evolution of society, humanists have varying levels of understanding and perspectives on human beings, making it impossible to find a single doctrine. Nevertheless, the values of humanism are eternally relevant, centered on the reverence for human nature, admiration for human intellect, protection of human honor, and trust in human advancement. Over time, individuals from diverse backgrounds have championed humanism, further enhancing its principles in support of its beliefs. To effectively implement appreciation education, teachers must first adopt a people-oriented mindset; this means recognizing that each student is a unique individual with their own distinct qualities and abilities. To truly appreciate and foster their potential, teachers must respect the principle of free development of people, allowing students to discover their true selves. Through this act, teachers can identify and nurture their students' strengths and talents. (Yuan, 2013).

1.3.1.2. Self-worth

The idea commonly held is that the initial need of individuals in society is to accept themselves, and to do so, they must first recognize their own value. In contrast, recognizing one's worth is tied to their ability to hold a positive opinion of themselves. This is similar to personal accomplishments; if someone experiences a setback, they view it as a temporary obstacle on the road to achievement, reinforcing their belief in their own worth (Liu Li, 2004).

1.3.1.3. Motivational Reinforcement

Skinner's reinforcement theory highlights the fact that students engage in learning behaviors with a specific purpose in mind. When students are motivated and their learning is reinforced, positive outcomes are achieved, such as earning good grades or receiving praise from their teachers and parents. Conversely, when learning is not reinforced, motivation dwindles, which causes students to lose their drive to learn. (Liu Li, 2004).

In order to foster a love for learning and cultivate positive academic habits, teachers should consider utilizing external incentives like rewards and praise in their instruction. These techniques can be highly effective in motivating students to achieve their educational goals and can provide valuable support throughout their academic journey.

1.4. The Role of Appreciation Education in Meeting Students' Needs

It is quite evident that students have different needs in the classroom. In this regard, Abraham Maslow (1970) posits a basic innate or inborn set of human needs set in a hierarchical order. The five levels in the hierarchy include psychological needs; safety and security needs; love, belonging, and social needs; esteem needs; and self-actualization, (See Figure 1).

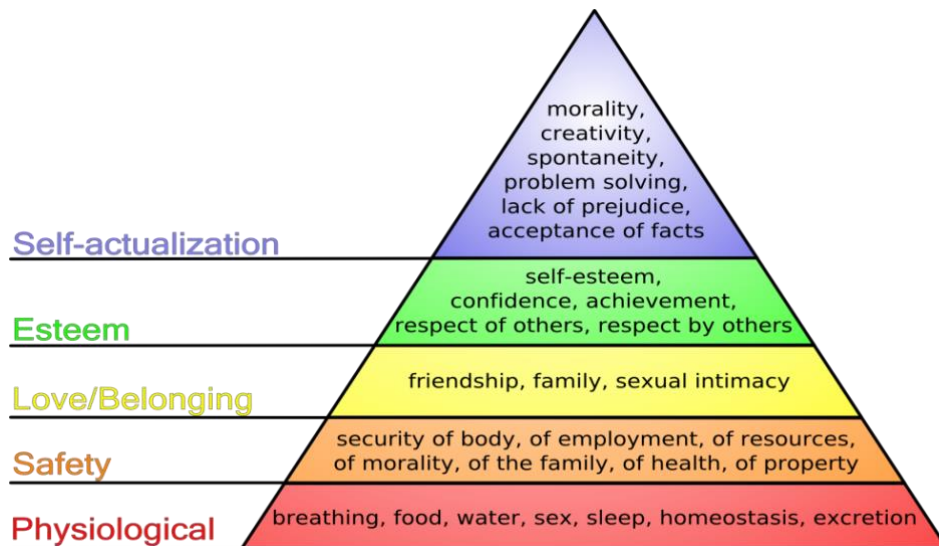


Figure 1: Maslow's Hierarchy of Needs. Adapted from Diagram of Maslow's hierarchy of needs by J. Finkelstein's, 2006.

The first three categories which Maslow terms as “Self-actualization, Esteem and Love” are all aspects of Appreciation Education; in the classroom setting, the teacher is inclined to know about their students’ points of strength and help them work on improving those skills, similar to Maslow’s claims, a student can truly stand out if they possess a strong moral compass or a creative spirit that sets them apart from their peers. Additionally, exceptional problem-solving skills and a sense of spontaneity can be invaluable traits for any teacher; these qualities can make a significant difference in the classroom, enabling students to connect with and inspire others in unique and meaningful ways. Therefore, when the teacher shows appreciation and gratitude towards the said learners’ skills, this in turn helps students develop a high self-esteem and therefore work better under challenging and difficult situations which is more or less the defining element of Appreciation Education (Tucker, 2007).

Abraham H. Maslow, the brilliant mind behind humanistic psychology, brought to light the fourth level of human needs in his hierarchy of needs theory; the need for respect. This category includes both internal and external respect, while the latter refers to the desire to be valued, trusted, and respected by others. In this respect, Appreciation education, a people-oriented way of teaching and learning, is filled with vitality and love, making it an essential teaching concept in today's teaching development and one that can generate a positive impact on both teachers and students. To this point, teachers should not just focus on teaching quality and effectiveness; they must also pay attention to nurturing students who possess a healthy body, mind, and personality (Xu Zijing, 2015).

1.4.1. Students' Evaluation and Management

Appreciation education is a modern approach to teaching as well as a successful one. In this regard, research has demonstrated the clear role that this particular approach plays in managing learners in the classroom, including redefining the standards for student evaluation and improving students' self-assurance. It is quite clear that the challenges that students face cannot be resolved or converted into internal motivation without the right direction, which if not met accordingly will mitigate their desire to acquire knowledge, further stressing the importance of a teacher in the classroom setting. In Algeria, many students are struggling with uncertainty about their status as learners; they believe that academic learning in Algeria is not as rewarding as in overseas countries, which prompts them to take university learning for granted and become gradually stressful over their professional life. This issue prevents learners from making informed decisions that could shape their future careers, which is where appreciation education can play a crucial role in helping students break free from this confusion and develop a clearer understanding of higher education and its potential. By constantly reinforcing their vision of university and learning as a whole, Appreciation education can empower students to take charge of their academic journey and make the most of their opportunities. (Tucker, 2007).

Additionally, all humans operate and are motivated by positive reinforcement; and students are no different. In his work discussing appreciation in education, Church (2000) explained the power of self-fulfilling prophecies in leadership. He detailed the influence of communicating in meaningful ways to outstanding students that they are great and with this positive spirit, building morale and the quality of performance in the classroom. Church's work instructed that teachers' recognition, awards, and promotion systems can all promote this attitude of appreciation and value.

1.5. The Importance of Teacher Presence in Appreciation Education

The teacher is widely acknowledged as the foundation of any education system, as they are responsible for imparting knowledge, and their importance is valued by every nation, and their influence on the quality of learning is reflected in national policies. Despite the significant role played by technology in education, the teacher remains an essential component in the process of teaching and learning (Harmer, 2008).

Furthermore, Richards & Rodgers (2014) explain that the concept of 'Role' in language learning refers to the responsibilities and expectations of both learners and teachers in carrying out tasks and establishing social and interpersonal relationships among participants. When faced with a language problem, the teacher must take on several roles to effectively address the issue. A good teacher should be able to adapt and perform these roles appropriately based on the situation at hand. In addition to being supportive and appreciative of students' learning skills and efforts, a teacher has six essential roles in managing a class, as outlined by Harmer (1990): controller, assessor, organizer, prompter, participant, and resource. In the same vein, Sanjaya (2007) also highlights six roles that a teacher plays during the teaching and learning process: learning source, facilitator, manager, demonstrator, guide, and motivator. As such, the teacher's multi-faceted role in language learning is critical to creating a conducive environment for students to succeed.

Harmer (2008) suggests that teachers can be metaphorically compared to actors who are always performing on stage or conductors who set the tone and pace of conversations. Essentially, a teacher is a trusted individual who is responsible for educating the next generation and shaping them into knowledgeable individuals. However, it is important to note that being a teacher is far from easy and requires a great deal of effort and dedication.

1.6. Student-Teacher Relationship

In learning, teachers play a crucial role in designing and delivering effective learning experiences. Teachers must have a sound understanding of the learning objectives, content, and delivery methods. According to the Community College Research Center, teachers' primary responsibilities in learning include designing and creating learning materials, assessing student learning, providing feedback and support, and facilitating discussions and collaboration. To this point, learners' role in learning is also significant, and they must take responsibility for their learning. Learners must be self-directed and motivated to learn, take ownership of their learning, and participate actively in the learning process. Having a good teacher in class offers learners flexibility and allows them to learn at their own pace, which requires self-discipline and time-management skills (Bersin, 2013).

Students' ability to connect with their teachers is one attribute that can make a great difference in students' learning achievement. To this point, the student-teacher relationship is described as "emotions-based experiences that emerge out of teachers' on-going interactions with their students" by Pianta (1999). Students have a tendency to connect

with their teachers and begin to perceive them as someone who is there to protect them and provide them with opportunities to improve their learning while also acting appropriately when they perceive their teachers to be trustworthy, appreciative and supportive individuals.

An important factor in a student's academic development is the relationships that teachers form with their students. Fosen (2016) states that a higher level of learning in the classroom depends on the caliber of the relationship between a student and teacher. In other terms, the caliber of students' learning experiences and motivation to learn in the classroom is influenced by the relationship that exists between teachers and students. Through their ability to instill values in students, such as the motivation to learn, by creating classroom environments that stimulate students' motivation and learning, by attending to students' need for belonging, and by acting as a regulator for the development of emotional, behavioral, and academic skills, teachers can have an impact on students' social and intellectual experiences.

Furthermore, a well-designed classroom environment is crucial because it fosters a social-emotional learning environment where students can see themselves as capable, deserving, and self-assured members of the classroom community and feel engaged in the educational process. The ability of students to form relationships with their teachers and peers, the degree to which students participate in learning activities, and the general structure and order of the classroom as provided by the instructor comprise the three overarching dimensions of the classroom environment (Da Luz, 2015).

Social factors, such as student support and teacher training, are also important in learning. Students require adequate support to succeed in blended learning, they need access to technical support, academic advising, and counseling services Teachers should also provide guidance and support to students, both online and in the classroom, they should be available to answer questions, provide feedback, and offer assistance (Bersin, 2013).

The establishment of positive teacher-student relationships is crucial in the learning environment because it has a significant impact on students' behavior and academic performance. It became clear from the surveys and literature review that a positive teacher-student relationship aids in the learning process. Teachers should work to provide a supportive and appreciative environment that is based on high expectations, encouraging words, and a good dose of humor in order to more effectively build relationships with their students. Pupils will feel confident that they can grow and develop in an environment full of

nurturing teachers, contributing more of themselves to the improvement of the learning process (Fosen, 2016).

1.6.1. Key Strategies for Building Good Teacher-Student Relationships

During the teenage years, students often display a rebellious nature and a strong desire to express their uniqueness, they encounter criticism and guidance from their teachers, but they still choose to do things their own way, sometimes even openly challenging their teachers. However, as students are encouraged and supported by their teachers, they gradually develop a different perspective towards them, they begin to recognize the strengths and qualities of their teachers, resulting in a greater respect and admiration for them. This mutual understanding and communication between teachers and students fosters a friendship and eases the overall relationship between them (Liu Aiming, 2006).

One effective method for improving the bond between teachers and students involves employing verbal commendation; it is crucial to utilize diverse approaches when expressing praise to students. To effectively convey emotions, praise should be accompanied by enthusiasm, a warm smile, and a touch of exaggeration. Also, it is also important to provide specific reasons for the praise, such as acknowledging a student's unwavering focus for two consecutive hours or their admirable initiative in tidying up the surroundings. Rather than employing generic compliments like "You're so nice" or "You're great," it is preferable to highlight particular actions or behaviors. Additionally, incorporating non-verbal gestures like patting the head or offering high fives can further reinforce the positive reinforcement. Nevertheless, it is advised against using excessive commendation in the classroom as it would only diminish the likelihood of student contentment. Failing to grasp the limit of admiration could potentially have an adverse effect on the future progression of education and teaching. If teachers consistently offer excessive encouragement and praise, it will eventually lead to students developing an arrogant and disdainful attitude, hindering their ability to maintain a positive approach towards learning. As such, it is the responsibility of teachers to encourage and not condone negative behavior in students. However, they must also be reasonable and provide constructive criticism when necessary; when students make progress, one should celebrate their achievements, this approach helps them grow and avoid developing a sense of entitlement. (Zheng Xiaohong, 2019).

Interestingly, patience is a virtue that teachers ought to be equipped with in the classroom setting; some teachers, when dealing with poor students, are able to use appreciation

education to guide them at first, but after a period of time, they begin to doubt, give up and lose confidence when they do not see great progress and improvement in their students, which can cause harm to students' self-esteem and make them develop negative self-evaluation, which is not conducive to development. Therefore, in the process of using appreciation education, one should be patient, and persistent in using and practicing (Liu Aiming, 2006).

In sum, teachers are able to guide their students to build strong self-confidence, a positive outlook on learning, long-term self-discipline and a strong sense of responsibility through appreciation education, while doing a good job of classroom management and creating an effective classroom.

1.7. Humor in Appreciation Education

With the growing dependence on technology in education, the significance of positive teacher-student interactions in the classroom appears to be fading over time. However, incorporating humor and laughter into the learning environment can have significant benefits, especially in appreciation education. When teachers use humor appropriately, it shows students that they value their efforts and contributions. In this study, the term "humor" refers to any attempts made by the teacher to elicit laughter or amusement, whether through materials, lesson content, or classroom interactions (Petraki & Nguyen, 2016).

In addition, research has shown that humor can be used in various ways within the classroom. For instance, humor can be employed during communication to establish rules, like stating, "You're welcome to miss class for family emergencies, but if your grandmother passes away three times in one semester, I might start to suspect something fishy." This approach adds a lighter touch to rule enforcement without diminishing their importance. Humor in education serves multiple purposes beyond just making people laugh. Previous studies have found that teachers who use humor are often seen as more effective, and it can positively impact student learning, classroom atmosphere, student motivation, and student evaluations of teachers. When it comes to second language learners, humor has been shown to create a better classroom environment. Overall, incorporating humor into the classroom can create a more conducive learning environment and help reduce student anxiety (Chiasson, 2002).

1.8. Motivating by Appreciation

The Motivating by Appreciation theory is based on the work of Chapman's (2003) principles of *The Five Love Languages*. As Chapman explains, individuals feel and express love in different methods, and in order to demonstrate love to others and receive love, individuals must learn to speak the specific love language of their spouse, family members, or friends. Chapman's research indicates that there are five basic behavior patterns that motivate and encourage individuals in their personal relationships with family and friends. These include words of affirmation, acts of service, receiving gifts, quality time, and physical touch (Chapman, 2003).

While Chapman's (2003) research focused primarily on marital, dating, family, and friend relationships, Chapman and White (in press) have further researched these relationship styles in terms of the school-related setting. They have concluded that physical touch was not significant in classroom-related relationships, but that the remaining four behavior patterns remained necessary even in professional relationships. Their tool, the Motivating by Appreciation Inventory (White & Chapman, 2009), encourages teachers and colleagues to take a look at how to most effectively meet the needs of appreciation of their own students, as well as to evaluate what language of appreciation they most desire in order to feel satisfied in the classroom setting. Appreciation is the valuation of relationships as opposed to the attention of things or possessions (Gadalla, 1978).

In the same vein, Silberman (2000) defined encouragement as the promotion of positive behavior by complimenting any actions that are steps towards the desired goal or result. While often teachers are quick to point out the failures or mistakes of a student, Silberman's approach to leadership, and to working with people in general, is to maximize the opportunity to focus on the positive, to nurture, and to reinforce desired behavior. He also specifically notes the importance of sincerity in encouragement, as exaggerated praise can have a negative effect on relationships and levels of trust. To this point, Goleman (2006) also identified the best teachers and educators as those who are trustworthy, empathetic, and connected. He explained that they are successful in their work relationships by making their staff and students feel calm, appreciated, and inspired. Teachers and leaders in general who employ these skills in their management style provide a secure base for their students and staff members, allowing their mentees to be creative, take risks, be innovative, and take on new

challenges. Maxwell (2008) stated that people can go further than they thought they could when someone else believes in them.

1.9. The Role of Communication in the Classroom

Since the late 1950s, the conventional perception of communication has depicted messages as objects transferred between individuals. Words are often seen as having set meanings, which we now understand to be untrue. Nowadays, communication is recognized as a process where words and ideas acquire significance through negotiation, this process involves considering prior knowledge, experiences, interests, abilities, as well as the social and cultural contexts of those involved.

The understanding of communication in the classroom revolves around exchanging thoughts and ideas for the common goal of strengthening the teacher-learner relationship and advocate for mutual understanding among all parties involved, this can include speaking the other person's language, letting the other person speak, and confirming understanding of what one has just said. Teachers and students with effective communication skills pay attention to others and remember important details that they have previously shared. In order to confirm understanding, teachers must remember is not necessarily what is said to another person that counts, but what they take away that is most significant (Silberman, 2000). In addition, Kouzes and Posner (2007) discussed the importance of positive communication. Despite obstacles and setbacks, an efficient teacher and student are able to remain passionate and optimistic for the future. In today's times of, teachers with such qualities who maintain a positive, confident, and upbeat approach to both teaching and life in general are desperately needed.

Traditionally, teaching has been more about the teacher dominating the classroom with teacher talk. Today emphasis is shifting on helping learners become responsible for their own learning. Learners develop their learning skills when a teacher allows them time to speak more, read texts and discuss in groups as well participate in writing tasks that involve summarizing key ideas from what the teacher says or from their reading. Effective communication is a strong enabling factor for learning so the teacher should promote the communication skills of learners (Silberman, 2000).

Interestingly, there exists a method of learning known as socio-emotional learning environment that aligns with the concept of appreciation education; this approach suggests

that positive communication and healthy relationships can establish and maintain control in the classroom. It emphasizes the importance of students feeling connected to both the teacher and their peers, during which the classroom can be seen as a community where every student feels a sense of belonging and receives support. In this respect, the teacher embodies authenticity, acceptance, and empathy (Silberman, 2000).

According to Da Luz (2015), the way teachers interact with their students can greatly impact the classroom environment; when instructors communicate in a supportive manner, it promotes effective communication with minimal misunderstandings, active listening, and clear message delivery. Conversely, if instructors adopt a defensive approach, it creates a classroom atmosphere where students feel intimidated, leading them to respond with resistance, rebellion, and defiance. This suggests that students' attitudes towards learning are influenced by their level of engagement with their teacher.

Conversely, there is no denying the importance of communication in people's lives; it facilitates the growth of interpersonal relationships in addition to the exchange of knowledge and information. Communication is therefore essential and takes place with a wide range of people, including friends, family, coworkers, and even complete strangers. In order to make students' academic experiences better, teachers must be cautious in communicating their intended meaning to learners and in the same vein, it is strongly suggested that research be done on communication studies in education and instead of being taught as a stand-alone subject, communication ought to be taught as an adjunct to teacher education (Da Luz, 2015).

1.10. Conclusion

In this chapter, the author of the study highlighted the importance of the teacher in implementing appreciation education into the classroom setting and addressed the importance of establishing a solid link between teachers and their students which can help foster mutual understanding and appreciation. Additionally, it was deduced that the teacher ought to be informed enough on the right treatment of their students and appreciate their initiatives in order for them to reach their full potential as language learners. Having that said, the following chapter provides a more practical understanding of appreciation education when the researcher puts the collected theoretical data into practice.

CHAPTER TWO

RESEARCH METHODOLOGY

2.1. Introduction

This chapter is dedicated to the practical aspects of the research study, focusing primarily on research methodology and data collection. In this chapter, the author of the study highlights the triangulation approach used for the data collection process on the basis of a questionnaire administered to second year EFL students, an interview with EFL teachers from Dr. moulay Tahar University. In addition, the chapter also details the research design, the population of the study and the description of the data collection instruments.

2.2. Case study

A case study is an investigative method that explores the "how" or "why" behind a particular phenomenon. Cases are characterized by their temporal and activity-based boundaries, prompting researchers to gather comprehensive data through various collection techniques over an extended duration (Creswell & Creswell, 2018). Case studies are invaluable for providing a comprehensive understanding of a particular subject. Researchers can use them to explore different aspects, analyse context-specific details, and gain in-depth insights that may not be attainable through other research methods.

In the case of the present research study, the research design will be well-structured; by using questionnaires for Second year EFL students and interviews with teachers, the researcher will be able to develop a comprehensive understanding of appreciation education from an academic perspective and the challenges that might hinder its appropriate application in the classroom setting. This approach allows for the exploration of various perspectives, including students' learning experiences, their styles and preferences, the teaching methodology put in place by university teachers, and teachers' insights into the practical use of teaching through appreciation.

2.3. Research Methodology Design

2.3.1. The type of the Research

Within the realm of research methodology, studies are categorized based on their nature and the purpose they seek; in the case of the present research, it is considered an applied research because of its purpose is to address the concept of appreciation education and its prevalence in the domain of teaching and provide feasible ways for its inclusion into the Algerian higher educational setting. By means of illustration, applied research differs from

fundamental research in that it is not only designed to observe and understand certain phenomena and how they work, but it also seeks to provide applicable and implementable knowledge on how to solve said phenomena.

2.3.2. Research Methodology

Since the theme of “The Effective use of Appreciation education on Students’ Learning and Self-esteem” is an interesting topic and debate-provoking at the same time, each individual can have his say on the matter and elaborate with their personal experience and compelling arguments. Hence, the researcher realized the necessity to gather as much data as possible with the use of a questionnaire handed to second year EFL students from Dr. Moulay Tahar University, a formal face-to-face interview conducted with EFL teachers, and a classroom observation.

2.3.2.1. Triangulation Method

Prior to elaborating on the practical side of the study, it is first pivotal to define the triangulation method for the readers. The aforementioned method is a data-gathering procedure characterized by the use of both statistical and descriptive data to address a certain phenomenon, in the case of the present research study; it makes use of the quantitative and qualitative approaches to increase the validity and reliability of the findings.

According to Noble and Heale (2019), research triangulation refers to the process that helps to increase the credibility and validity of research. In other words, research triangulation basically aims at validating the results of a study. Triangulation, sometimes, makes use of mixed methods to achieve the aim of validating research findings. However, triangulation is not the same as mixed methods; Mixed methods basically combine quantitative and qualitative research approaches in getting research questions answered; while triangulation describes how the researcher makes use of all the multiple approaches in the study to extract the required information as well as critically analyzing findings; thus establishing validity and credibility.

The triangulation is mainly focused on validating the results of a study, and though triangulation requires much more resources from the researcher and also requires that a researcher knows exactly what they are doing, there are a number of advantages which make it appealing to researchers. Triangulation helps to confirm research findings, decrease deficiencies from one method or one source, provide more insights, quickly notice and

eliminate inconsistent data, and increasing validity and credibility of the study. Ultimately, research triangulation causes researchers to be more confident of research findings.

2.3.2.2. Justifying the Use of Triangulation Method

The study employs the triangulation method due to its prominence in the field of research. As such, using this specific approach not only provides both a quantitative and qualitative analysis of data, but it also helps increase the validity and credibility of the study.

To this point, it is of great importance to digest that both quantitative and qualitative analyses contribute to a high level of credibility and can help in improving the way modern-day research is conducted. This is due to the fact that both research approaches have distinct characteristics, and while each research methodology differs from the other in a variety of ways, they are both designed to facilitate the research process.

2.3.3. Research Aim and instruments

A research instrument is a broad term encompassing any tool or method used to collect, measure, and analyse data relevant to the research subject. This can include surveys, questionnaires, interviews, experiments, and other techniques customized to the specific requirements of the study.

In this research study, the primary aim focuses on the application of appreciation education as an integral part of the teaching methodology. The emphasis on enhancing students' language skills aligns with the increasing importance of keeping them interested and fully engaged in the learning process. In other words, the right application of appreciation education can promote effective learning, knowledge exchange, and straight-forward communication among students and teachers. In line with this, the recognition of appreciation as an indispensable factor for the viability of a classroom by many researchers and scholars in the field of education underscores the importance of its implementation in Algerian universities and institutions.

Furthermore, using a combination of questionnaires for EFL students, interviews for teachers and a field observation is a strategic approach; questionnaires are used to survey students' opinions more extensively, while interviews with teachers and observations provide a deeper, qualitative exploration of their experiences and insights. This triangulation approach ensures a comprehensive understanding of the need for appreciation education

implementation into the university setting and its benefits on the domain of teaching as a whole.

2.3.4. The Participants of the Study

In a scientific context, the term "participants" typically refers to individuals who take part in research or studies. These individuals can be involved in various capacities, such as providing data, undergoing experimental procedures, or participating in interviews or surveys (Brown, 2001).

The main goal of this study is to investigate the benefits and effects of using Appreciation education on students' learning and self-esteem and integrate it as part of the standard teaching methodology. The population of the study is represented by 35 participants in total; 30 second year EFL students and five teachers specialized in teaching English as a foreign language.

2.3.5. Description and Administration of the Research Instruments

The questionnaire, interview and classroom observation are used in this study as data triangulations which are generally recognized as pertinent types of research tools to obtain valuable data. The interview and observation are intended to analyze teachers' views about the use of appreciation education in the university setting and the potential benefits it generates for teachers and students alike, whereas the questionnaire and the classroom observation are directed to EFL students to understand their attitudes and perceptions of appreciation as a teaching-related concept.

2.4. The Questionnaire

A questionnaire is a research instrument consisting of a series of questions used to gather information, opinions, or attitudes from individuals about a given topic. The design of a questionnaire is crucial for obtaining accurate and meaningful data. Researchers need to carefully craft questions to avoid bias and ensure clarity.

From Brown's perspective (2001), questionnaires are any written instruments that present respondents with a series of questions or statements. Respondents are required to react by either writing out their answers or selecting from existing answers. The questionnaire formulated in this particular research study was designed to collect data about EFL students' perception of appreciation education in university settings, and its potential benefits on the

improvement of learning outcomes. To this point, the questionnaire is divided into three sections with fifteen questions.

2.4.1. Description of Students' Questionnaire

The primary objective of using this data collection tool is to gather diverse perspectives and viewpoints, as well as the attitudes held by EFL students regarding the integration of appreciation into the teaching methodology. The gathered information can be divided into three main segments: demographic and general information, the significance of appreciation education in the teaching domain, and the potential strategies to be used for raising awareness of the concept among Algerian students and teachers.

The questionnaire is structured into three components. The first section of questions focuses on gathering demographic and general information about EFL students, such as their gender, age, university grade, and their overall familiarity with learning through appreciation by teachers in the classroom. This information is covered in questions from one to three, respectively. Additionally, the second section of questions explores the significance of appreciation education in the eyes of the students and the rate of its usage by University teachers, particularly in the University of Saida, Algeria. This section covers questions from four to nine. As for the third section of the questionnaire, it delves into the potential benefits of using appreciation education on EFL students and seeks to gain insights on the effective strategies and ways that could be used to further enhance the quality of teaching through the appropriate use of appreciation by teachers.. This section covers questions from ten to fifteen.

2.4.2 Administration of Students' Questionnaire

The respondents for the questionnaire were exclusively chosen from the Department of English language of the Faculty of Letters and Foreign Languages at Dr. Moulay Tahar University of Saida. The reason behind this particular sampling is due to the familiarity of students with EFL teaching in particular, which facilitates the process of data collection and analysis for the researcher.

This questionnaire was distributed to EFL students at the English language department to which they were requested to answer freely, comfortably and at their preferred rate. The forms were collected after the participants finished answering, while a small portion decided take more time with it and send it online to the researcher's email address. The data collection process elicited a significant number of valuable comments which offered insightful

perspectives on factors to consider for future implementation, not to mention that some of the participants' feedback focused specifically on the length and appeal of the questionnaire.

2.5. The Interview

For the validity of the findings, relying only on questionnaires may limit the scope of data collected and undermine the credibility of the results. Therefore, it was deemed essential to supplement this approach with an interview conducted with teachers actively involved in the practical side of teaching EFL to students.

According to Brown (2001), the interview is an important data gathering technique involving verbal communication between the researcher and the subject; interviews are commonly used in survey designs, as well as in exploratory and descriptive studies. This highlights the importance of interviews as a critical method for collecting data through verbal communication between the researcher and the participant. As such, interviews are commonly used in survey designs, exploratory, and descriptive studies, underscoring their significance in comprehending and investigating diverse research topics and phenomena.

2.5.1. Description of Teachers' Interview

The research tool that follows is classified as semi-structured interviewing. It is an additional tool for gathering information from tertiary level (i.e., teacher) professional opinions and viewpoints. By using this methodological instrument, the research was able to obtain detailed data that would help collect sufficient information on the topic of interest.

The interview consists of 09 questions administered to five (05) teachers, encompassing inquiries about their general perception and attitudes toward the research topic, whose content is tailored to align with the research objectives and conclusions. Structurally, the interview is organized using the following elements:

- The interview begins with a brief paragraph stating the title of the research work and outlines the aim of the investigation to provide the interviewees with an understanding of the topic and to allow them to prepare for the forthcoming questions.
- Their points of view about Appreciation Education and its influence on students' academic performance.
- The potential benefits of appreciation education usage and the effective strategies to use for a well-rounded promotion of its usefulness in Algerian universities.

In this interview, there are a good number of nearly open-ended questions (9 in all). This, in turn, gives the interviewees the confidence to voice their opinions in their own words. But they were also improved by spontaneous probing and additional inquiries, such as "Would you mind sharing your thoughts on it too?" Why and how, if so? It depends on both the questions and the interviewee's responses. That was helpful in obtaining deeper answers that included more explanations for some of the interviewee's interesting points that required more examples and remarks.

2.5.2. Administration of Teachers' Interview

The teachers selected to participate in the interview were chosen based on the belief that their opinions and responses are crucial for achieving the research objectives. Their experience in the area under study is expected to provide valuable insights for the current investigation. Over a one-week period, the two teachers were interviewed with the duration of interviews ranging from ten to twenty minutes.

2.6. Classroom Observation

Classroom observation is one of the key methods used to measure and evaluate the quality and effectiveness of teaching. The data collected from classroom observations are usually supplemented by evidence drawn from other sources, such as student evaluations or performance, review of teaching materials, or the instructor's own self-assessment. Interestingly, classroom observation believed to be the assessment method that provides the most direct data about the instructor's teaching methodology since it involves direct, on-field observations and critical analyses from the researcher's part.

In the case of the present research study, the author conducted her classroom observation in the English department of the faculty of foreign languages at Dr. Moulay Tahar University – Saida, where she was welcomed to be a guest student and participant which helped generate a more practical perspective of Appreciation Education in the classroom setting

2.7. Conclusion

In this chapter, much emphasis was placed on highlighting the importance of the triangulation approach in research and the instruments used for the data collection process. To this point, data will be collected and analysed in the following chapter by administering a questionnaire to EFL students, conducting a field observation and an interview with

experienced teachers who were once students and are knowledgeable about the challenges and obstacles that students face in their learning journey, which further stresses the importance of using appreciation in the classroom. The results obtained from this analysis will serve to address the research questions and hypothesis posed at the beginning of the study.

CHAPTER THREE

DATA ANALYSIS AND FINDINGS

3.1. Introduction

This chapter entitled “Data Analysis and Findings” represents the practical side of the study in which the researcher puts the collected theoretical data into practice. The data collected from the instruments will be scrutinized and analyzed in the form of a series of graphs along with observations.

3.2. Data Analysis

3.2.1. Students’ Questionnaire

The following section will help demonstrate the participants’ answers to the questionnaire in the form of graphs and observations:

1. Please specify your gender:

The graph demonstrates that the participants are 30 in total; 25 of whom are females and the remaining 5 are males. The researcher reports that female students seemed more interested in answering the questionnaire compared to male students and felt more entertained by the idea of in providing the researcher with valuable answers to help with the research study.

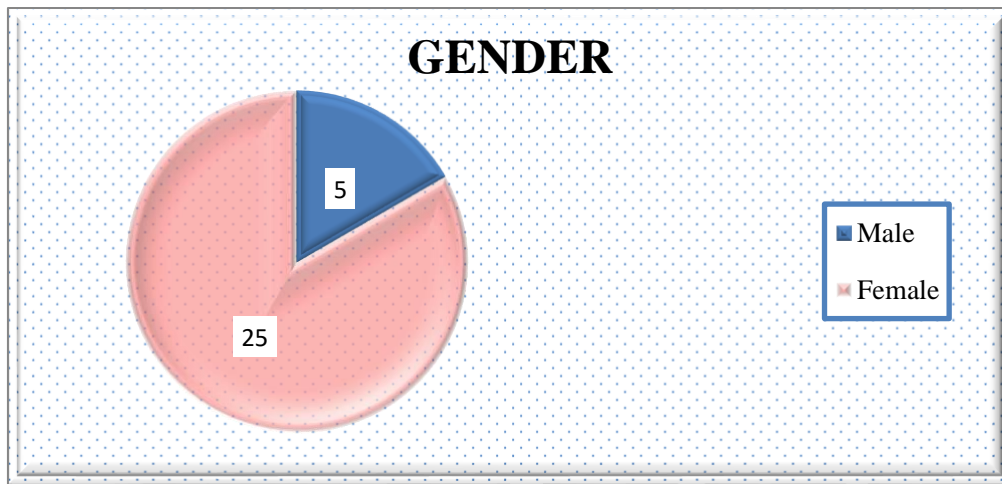


Figure 2: Measuring participants by gender

Table 1: Measuring participants by gender

Respondents' Answers	Number of Participants	Percentage (%)
Male	5	16%
Female	25	84%

2. What is your Age?

The graph shows that over 85% of the participants are aged between 16 to 20 years old, while 15% are aged between 21 to 25 years old. This in part helps the author identify the category of age most influenced by the use of appreciation education in the University.

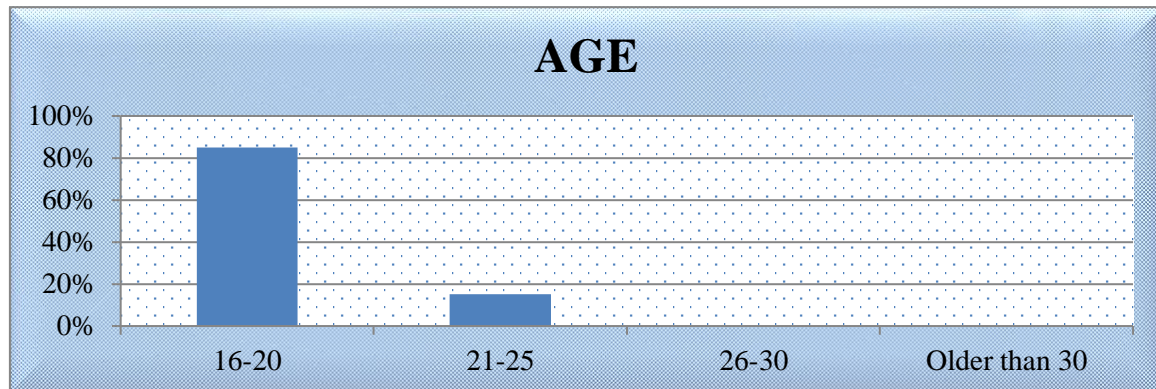


Figure 3: The statistical measurement of participants by age

Table 2: The statistical measurement of participants by age

Respondents' Answers	Number of Participants	Percentage (%)
16-20	25	85%
21-25	5	15%
26-30	0	00%
Older than 30	0	00%

3. How many years have you spent at the university?

The aim of this question is to evaluate students' years of learning in the higher education setting. As shown in the graph, Still the graph shows that 80% of participants have at least spent 2 years at the university, which indicates their potential experience with appreciation education.

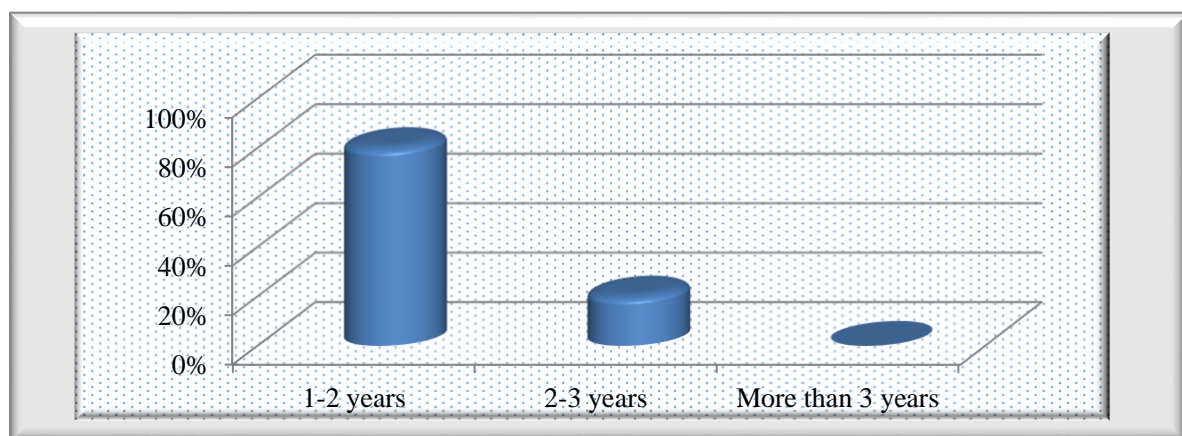


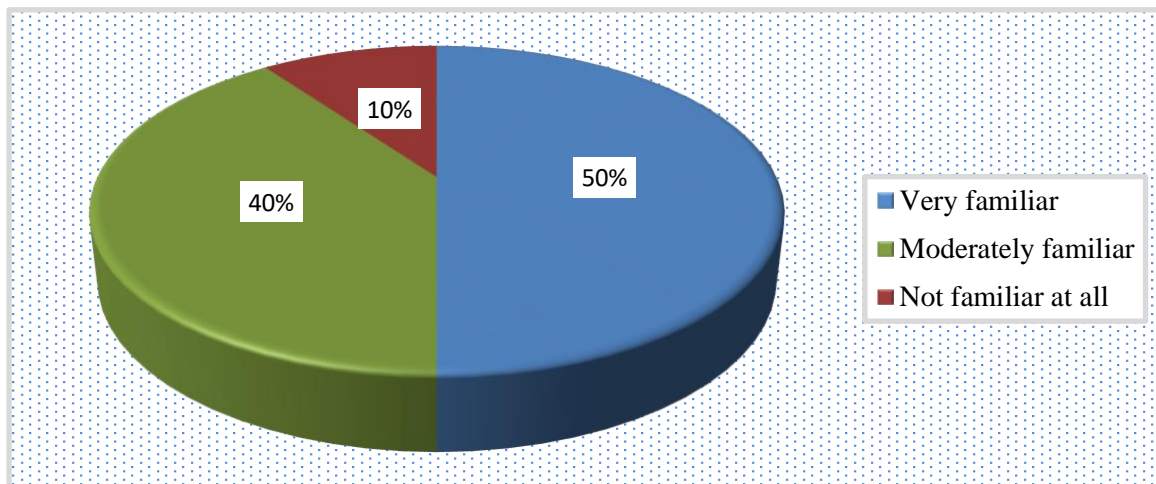
Figure 4: Students' years of learning at the university

Table 3: Students' years of learning at the university

Respondents' Answers	Number of Participants	Percentage (%)
1-2 years	24	80%
2-3 years	6	20%
More than 3 years	0	00%

4. How familiar are you with the concept of Appreciation Education?

When asked about the Appreciation Education, some students reported complete familiarity with the concept while others were introduced to it for the first time. In a more precise analysis, the graph shows that 50% have at least a notion of appreciation education and its application in the classroom, while 40% state that they have heard of it but were never taught by it in a formal setting. Additionally, 10% see Appreciation education as a completely new concept and report interest over learning more about it.

**Figure 5: Assessing students' familiarity with Appreciation Education****Table 4: Assessing students' familiarity with Appreciation Education**

Respondents' Answers	Number of Participants	Percentage (%)
Very familiar	12	40%
Moderately familiar	15	50%
Not familiar at all	3	10%

5. Has Appreciation Education been applied in your curriculum?

According to 70% of the participants, Appreciation Education has been applied at the University setting by different teachers, they state that while it is not the fundamental element of teaching, appreciation was something they constantly received from their instructors both inside and outside the classroom setting. Interestingly, the graph also shows that 30% reported never noticing any sign of appreciation from their teachers and that the education they receive is purely based on the standard emotion-less teacher-learner interaction.

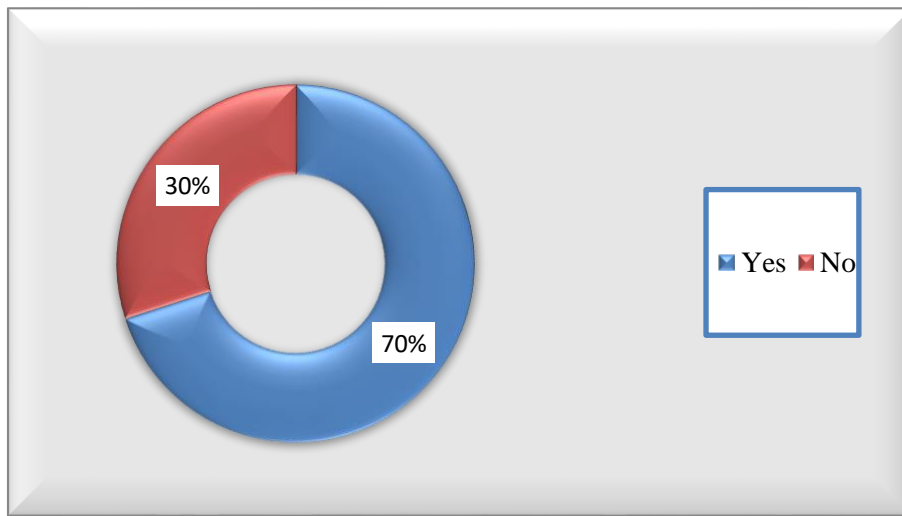


Figure 6: Observing the rate of appreciation education application in the University

Table 5: Observing the rate of appreciation education application in the University

Respondents' Answers	Number of Participants	Percentage (%)
Yes	21	70%
No	9	30%

6. If yes, please rate the effectiveness of Appreciation Education in your learning experience

When asked about the effectiveness of appreciation education in the university, students provided interesting answers; the graph demonstrates that 75% report positive feedback on the quality of appreciation teachers bring to the learning setting, while 25% state that its application has been neutral at best, meaning that the results from its use were not that noticeable.

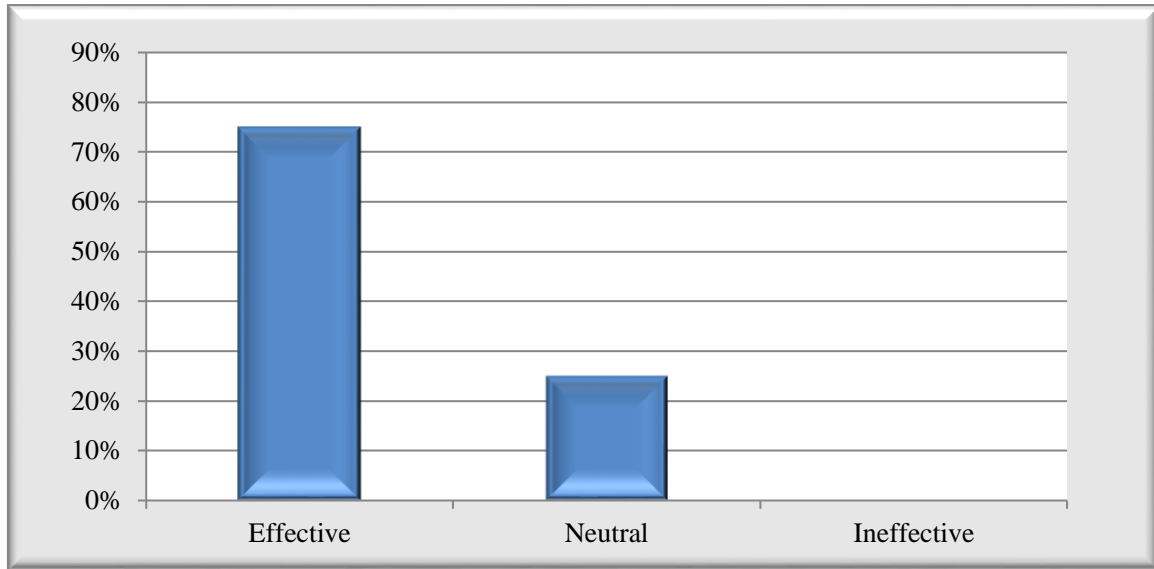


Figure 7: How effective is appreciation education in a student's learning experience?

Table 6: How effective is appreciation education in a student's learning experience?

Respondents' Answers	Number of Participants	Percentage (%)
Effective	22	75%
Neutral	8	25%
Ineffective	0	00%

7. What specific features of appreciation education do you find most helpful for your learning and self-esteem?

This question was asked for the purpose of observing what students truly crave for in their relationship with teachers and the way they desire to be treated in order to reach their full potential as learners. Students unanimously agree that the use of appreciation education is motivational for them and the fact that they are being appreciated for the thing they do in class encourages them to go beyond what is expected of them. Also, some students stated that its use can create a form of discussion during which they can comfortably express themselves knowing that they will not be judged whether they are right or wrong. Hence, from their answers we can deduce that appreciation education is rich of features that could help students adapt to the learning environment, the key to its effective use is knowing how and in which context to use it.

8. How has Appreciation Education affected your classroom engagement?

According to the participants, the most common effect that appreciation education can have on the students is increasing their interest and motivation in class. To this point, the graph shows that 60% of participants reported increased interest and motivation when they are appreciated by their teachers, whereas 35% stated that with appreciation students can become more autonomous in their learning and therefore enhance their critical thinking skills. Interestingly, some students reverted to increased self-confidence as a possible effect of using appreciation education in class.

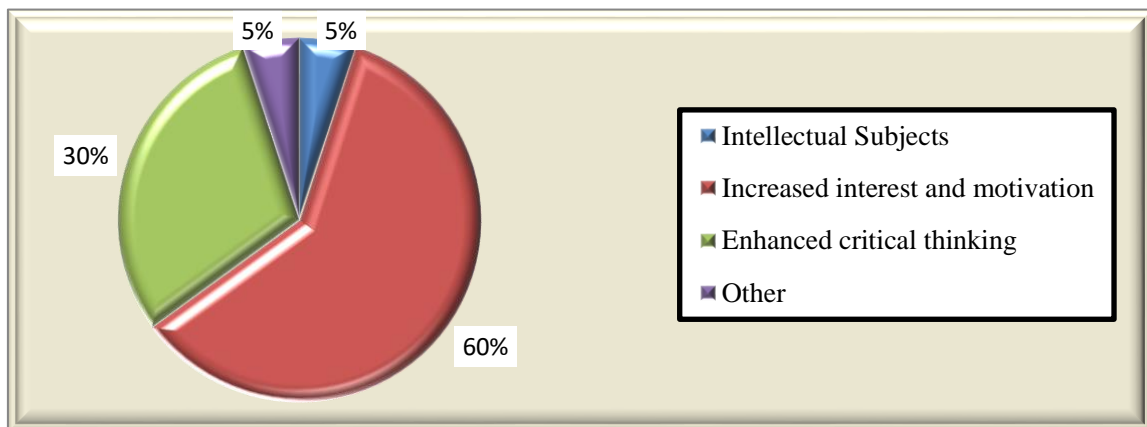


Figure 8: Observing the effects of appreciation education on students' classroom engagement

Table 7: Observing the effects of appreciation education on students' classroom engagement

Respondents' Answers	Number of Participants	Percentage (%)
Intellectual subjects	1	5%
Increased interest and motivation	1	5%
Enhanced critical thinking	10	30%
Other	18	60%

9. Do you believe that Appreciation Education has donated to academic performance?

According to the graph, most students agree that appreciation education has indeed donated to academic performance and its use has elevated students' grades. However, as the graph demonstrates, 35% of participants express uncertainty over whether the use of appreciation education at the University setting can have that much impact on the learner's academic performance, further proving that the concept is not widely known or commonly dealt-with in the Algerian Universities.

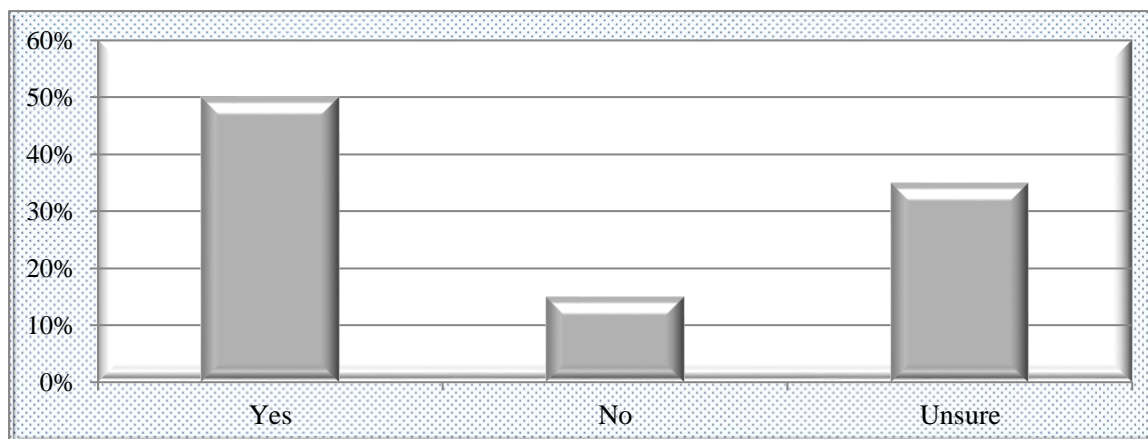


Figure 9: Assessing the relevance of appreciation education to academic performance

Table 8: Assessing the relevance of appreciation education to academic performance

Respondents' Answers	Number of Participants	Percentage (%)
Yes	15	50%
No	5	15%
Unsure	10	35%

10. Have you noticed any changes in your attitude and feeling towards learning as a result of teaching through appreciation? If yes, please describe how:

According to the graph, 40% of the participants did not see any considerable change in their attitude as learners after being subjected to teaching by appreciation; conversely, 60% have reported a positive shift in perception of learning and mentioned increased motivation and self-confidence as an obvious outcome. Interestingly, students also stated that whenever they feel appreciated, they become more comfortable participating in class and therefore it improves their academic performance as learners of a foreign language.

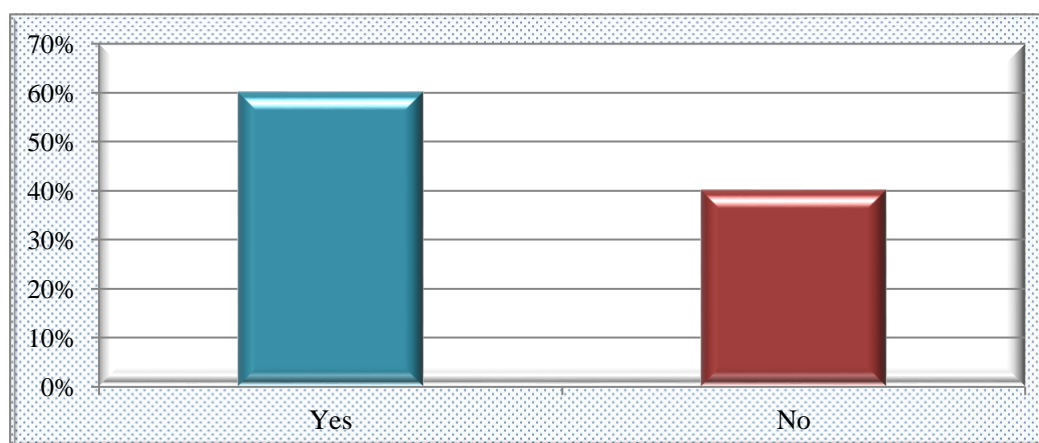


Figure 10: Assessing the consequences of appreciation on students' perception of learning

Table 9: Assessing the consequences of appreciation on students' perception of learning

Respondents' Answers	Number of Participants	Percentage (%)
Yes	18	60%
No	12	40%

11. How has the Education aimed at fostering appreciation contributed to boosting your self-esteem?

The graph shows that over 65% of students report a decent improvement in their confidence as learners courtesy of appreciation education usage in class; whereas 30% claim to have experienced a significant improvement to the point where they feel more confident as foreign language speakers and can express themselves in different contexts.

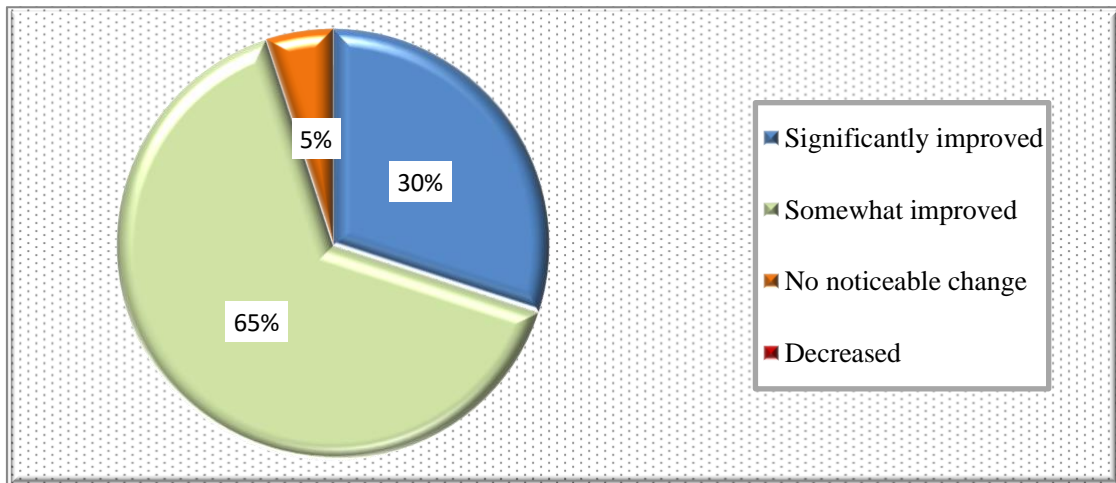


Figure 11: The impact of appreciation education on students' self-esteem

Table 10: The impact of appreciation education on students' self-esteem

Respondents' Answers	Number of Participants	Percentage (%)
Significantly improved	10	30%
Somewhat improved	19	65%
No noticeable	1	5%
Decreased	0	00%

12. Does having a high self-esteem affect the academic achievement and performance in learning?

Students claim that learning can be a difficult process for those who do not believe in themselves who will eventually develop a phobic attitude towards learning and foreign language speaking. As the graph shows, 90% of students consider having a high self-esteem to be greatly impactful on a student's learning and academic achievement and one that determines the success of a student's professional life.

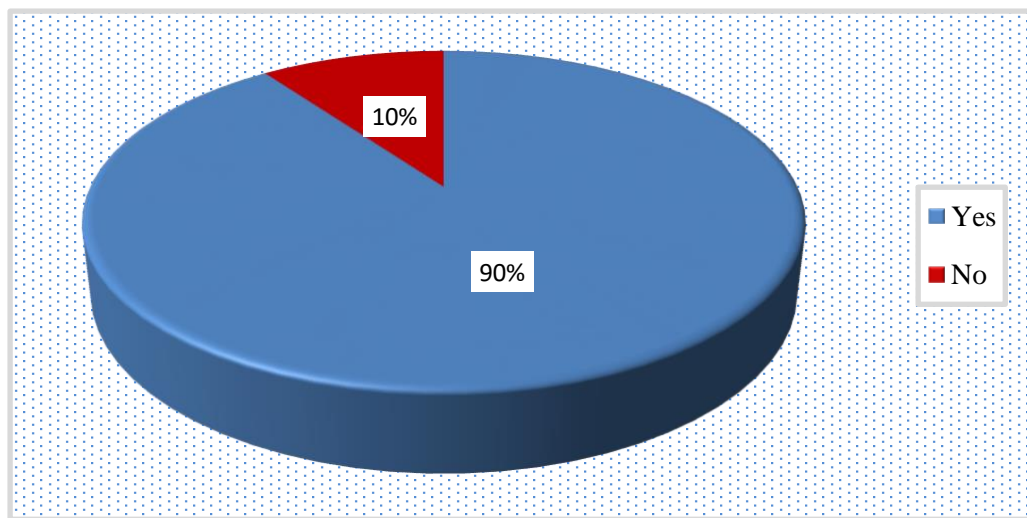


Figure 12: Is self-esteem important in learning?

Table 11: is self-esteem important in learning?

Respondents' Answers	Number of Participants	Percentage (%)
Yes	27	90%
No	3	10%

13. Do you think that teaching students about the importance of gratitude and recognition positively affect their self-esteem?

Similar to how important students think self-esteem is to learning, gratitude and recognition are two features they tend to equally appreciate in a teacher. The graph demonstrates that 85% of participants seek gratitude and recognition from their teachers for even the littlest of things they do in class, they state that being recognized as valuable contributors in the classroom falls in line with appreciation education and that teachers in Algerian teachers should start prioritizing it in their teaching methodology.

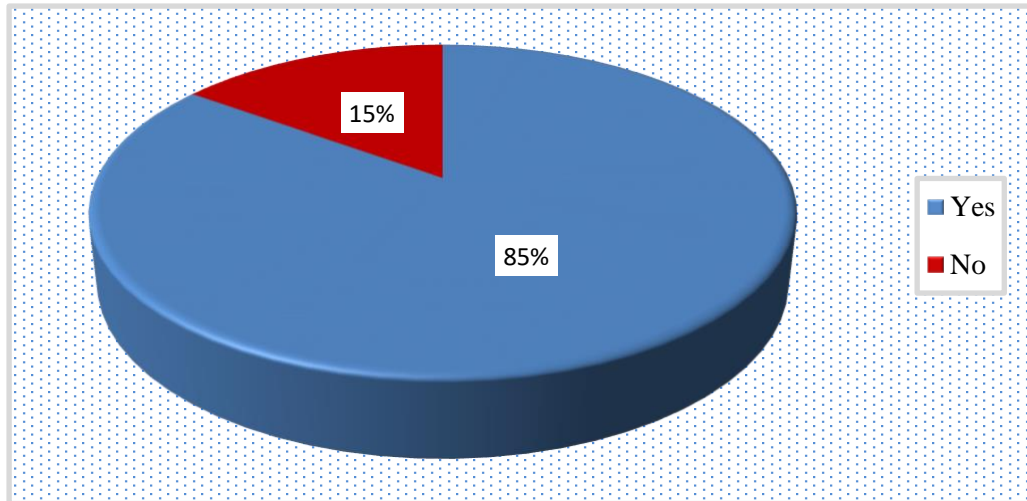


Figure 13: How important are gratitude and recognition for the student?

Table 12: How important are gratitude and recognition for the student?

Respondents' Answers	Number of Participants	Percentage (%)
Yes	26	85%
No	4	15%

14. How has Appreciation Education contributed to assessing your abilities and worth?

This question seeks to identify the ways with which appreciation education can influence the student's abilities in class. Some students stated that to be appreciated by your teacher is not a regular occurrence and that some teachers, notably in Algeria, may not know how to express gratitude properly. However, they assert that whenever there was a sign of appreciation from their teacher, they would immediately feel it and that would positively influence their psychological state. Additionally, other students claimed that when a teacher is appreciative of his students, he is also aware of their worth as learners and the value they bring to the classroom setting, which can be seen in the gestures he makes on the daily basis such as giving extra points to those who deserve it, giving out motivational speech in class and constantly encouraging students to never take anything for granted and always aspire to do better. These reported answers are what forms the understanding of appreciation education and how it contributes to the assessment and evaluation of students' progress.

15. How do you think Appreciation Education can be improved to further support students' learning and self-esteem?

When asked about the possible ways with which the quality of appreciation education can be improved in Algeria, students had some very interesting ideas and insights to share. Some stated that the act of appreciation in class should start in the primary school, signifying that it is an ever-growing feeling and one that has positive effects on the child as he gradually grows and learns to take on the different challenges in life. Others claimed that the Algerian government and the ministry of higher education and scientific research should raise awareness in regard to the use of appreciation education in formal settings by scheduling open day presentations or workshops for example. In the same vein, training programs were also proposed by students as a way to help teachers develop their emotional and psychological aspect of teaching and put it into use in the classroom setting.

3.2.2. Teachers' Interview

The second data collection instrument came in the form of four formal interviews conducted with EFL teachers from Dr. Moulay Tahar University of Saida – Algeria. By means of description, the faculty of letters and foreign languages possesses decent infrastructure both from the inside and the outside, and offers education to students in different languages such as Arabic, English and French and provides state-recognized academic degrees at the end of the curriculum (Bachelor's, Master's, Doctorate). Additionally, the teachers and administrative staff present at the faculty strive to meet students' expectations and facilitate education for them and were hospitable and welcoming during the data collection process.

Q1: How many years have you served as a University teacher?

When asked about their experience as a University teacher, the teachers provided varying answers. Three of the five respondents stated that they have been teaching for more than 12 years at the University. With such a long tenure, it is likely that this individual has witnessed significant changes in the academic landscape over the years, and is quite familiar with the use of appreciation in the EFL classroom. On the other hand, one respondent mentioned that they have served for only 2 years as a University teacher; while they may not have as much experience as the first respondent, their relatively recent entry into the field could bring fresh perspectives and ideas to the table. As for the fifth and last respondent, she stated that she has been teaching at the University since 2017, which amounts to 8 years of service, meaning she

accumulated a significant amount of experience that propels her to provide evident feedback on appreciation education usage in the Algerian educational setting.

Q2: Have you been enrolled in any form of training programs addressing the psychological treatment of students in the classroom?

As a teacher, it is essential to have a deep understanding of the psychological aspects of a student's personality and prioritize their emotional and mental well-being in the classroom to ensure their academic success. However, not all teachers have had the opportunity to undergo training programs to address these issues. In response to the question, the first and last answer was a straightforward "No," indicating that both teachers had not undergone any training programs that address psychological treatment of students in the classroom. The remaining answers, on the other hand, reveal that the teacher has some prior knowledge about the importance of prioritizing the psychological aspect of a student's personality in the classroom. It suggests that the teacher has been exposed to this topic before, possibly through discussions with colleagues or personal research. This prior knowledge is a valuable asset, but it should be noted that it is not a substitute for professional training and development. Interestingly, the two teachers who provided "No" as an answer reported enthusiasm over seeking out professional development opportunities to enhance skills and knowledge of students' psychological challenges in the classroom.

Q3: According to you, does the process of familiarizing a student with the classroom environment revolve around appreciating their initiatives and efforts as learners?

When it comes to familiarizing students with the classroom environment, it is essential to create a positive and supportive atmosphere; one way to achieve this is by showing appreciation for the initiatives and efforts of each student. This recognition can come in many forms, such as verbal praise, positive feedback on assignments, or even small rewards for good work. In line with this, teachers' answers to this question reveal that familiarizing a student with the classroom environment does indeed involve appreciating their initiatives and efforts as learners. When students feel valued and supported in their efforts, they are more likely to engage actively in the learning process. Appreciating their initiatives fosters a positive learning atmosphere where students feel encouraged to explore, ask questions and take risks in their learning journey. This appreciation also helps in building their confidence and motivation to participate and excel in the classroom environment. Therefore, recognizing and valuing students' efforts is an essential aspect of creating a conducive learning environment.

Q4: What factors do you mostly take into account in the treatment of students? And do you consider Appreciation Education as one?

In the field of education, it is essential to consider various factors when treating students to ensure their well-being and success and Appreciation Education is one such factor that cannot be overlooked. A teacher who incorporates Appreciation Education into their teaching approach is someone who recognizes the importance of appreciating and valuing their students as individuals. By means of explanation, each student comes from a unique cultural background, has diverse needs, and possesses individuality, which makes the teacher responsible for creating an inclusive classroom conduct that helps students understand what is required of them; this involves recognizing and accommodating their differences, treating them fairly, and providing equal opportunities for all. In addition to this, factors such as students' motivation, hard work, participation, critical questioning, behavior, and emotional traits are all crucial factors that teachers need to take into account when treating their students.

As a teacher, it is essential to focus on every student, not just the ones who are vocal or skilled because silent or unskilled students are the ones who require more attention and encouragement the most. Thus, it is of great importance to motivate and support them to appreciate their studies, be more confident, and build their self-esteem.

Q5: What is your view about Appreciation Education?

According to participants' answers, Appreciation Education is a concept that has been gaining popularity in recent years. At its core, it entails recognizing and valuing the unique qualities and contributions of each student in the classroom. To this point, one of the key benefits of Appreciation Education as reported by the teachers is the positive impact it can have on students' self-esteem; when students feel seen and appreciated for who they are and what they bring to the learning environment; it reinforces a sense of self-worth and confidence. This, in turn, can lead to increased motivation and engagement in the classroom, as students feel empowered to take ownership of their learning. However teachers also note that Appreciation Education can sometimes be misunderstood by students; some students may see it as a sign of weakness on the part of the teacher, or may feel uncomfortable with receiving praise or recognition. As such, it is important for educators to approach Appreciation Education with sensitivity and to tailor their approach to the needs and preferences of individual students. Also, one teacher asserted that students who appreciate

their education tend to be more skilled and have higher self-esteem, which can lead to greater success in both academic and personal pursuits.

Q6: Students state that for them to reach their full potential as learners, they need to be shown importance in class and feel appreciated by their teachers and classmates. Do you share the same opinion?

According to the participants, the role of a teacher is not only to impart knowledge and skills but also to create a positive and supportive learning environment that fosters student growth and development. They state that when students feel valued and appreciated by their teachers and classmates, they are more likely to engage actively in learning activities and participate in classroom discussions, which in turn leads to better academic performance and a deeper understanding of the subject matter. Moreover, feeling appreciated reinforces students' sense of purpose and commitment to their education; it motivates them to set higher goals and work towards achieving them. However, teachers also state that appreciation should not be limited to academic achievements only; students should be recognized for their efforts, progress, and contributions to the classroom community, through the use of verbal praise, written feedback, or small rewards.

Q7: As a University teacher, what strategies do you use to increase the chances of learner engagement in the classroom?

According to the teachers, when students are invested in their learning and feel connected to the material, they are more likely to retain information and apply it to real-world situations. To achieve this, a variety of strategies can be employed to promote active participation, critical thinking, and collaboration such as active learning, which involves incorporating activities that require students to engage with the material. In the same vein, group discussions, problem-solving activities, case studies, and peer teaching are all effective ways to encourage students to actively participate in the learning process. By working together, students can share their knowledge and insights, which can deepen their understanding of the material and help them retain information.

Other strategies proposed by teachers are the use of technology tools to make lectures more interactive and engaging. Interactive presentations, online discussion forums, polling software, and educational apps can all be used to promote student engagement and participation; through the integration of such multimedia content, students can explore course material in diverse and interactive ways, which can help them retain information and stay

engaged. Interestingly, one novice teacher stated that he strategized making his students feel at ease when participating in class, he claims that students should be given equal chances to be part of practice and focus on positive feedback and encouragement.

Q8: Do you believe that the Algerian educational hierarchy, including teachers and students, is educated enough on the right implementation of Appreciation Education into the University setting?

The implementation of Appreciation Education in any educational setting is a significant undertaking that requires a deep understanding of its principles and a strong commitment to integrating it into the culture and practices of the institution. Teachers emphasize the importance of providing training and support to teachers and students alike to promote a culture of appreciation, recognition, and support for one another. The success of Appreciation Education in universities depends on a variety of factors, such as educational policies, institutional culture, resources, and professional development opportunities for educators.

Teachers claim that in the context of education in Algeria, there is still a lot of work that needs to be done to ensure effective implementation of Appreciation Education; while there have been some efforts to introduce this approach, there is still a need for more training and support at all levels of the educational system. The success of Appreciation Education in universities depends on the collective effort of all stakeholders, including teachers, students, and administrators. In other words, the implementation of Appreciation Education in universities requires a deep understanding of its principles and a strong commitment to integrating it into the culture and practices of the institution.

Q9: According to you, what measures should the government and universities take to foster teachers' and students' awareness in regard to Appreciation Education as an approach to teaching and learning?

Teaching and learning are two critical aspects of education that require the utmost attention and care. As such, teachers state that it is important that both the government and universities take measures to foster teachers' and students' awareness of Appreciation Education as an approach to teaching and learning. To achieve this, the government and universities can develop a range of training programs and workshops focused on Appreciation Education; these programs should provide educators with the knowledge, skills, and strategies needed to integrate appreciation practices into their teaching methods effectively. By doing so, teachers can create a positive learning environment that promotes student engagement, motivation, and success.

Additionally, offering professional development opportunities such as seminars, conferences, and online courses can help educators deepen their understanding of Appreciation Education and stay updated on the best practices in promoting a positive learning environment. These training programs and workshops should be mandatory for all teachers to ensure that they are equipped with the necessary skills and knowledge to foster appreciation in their classrooms. In line with this, respect is another useful strategy proposed by one teacher; she claims that teachers should treat their students with dignity, which means listening to their perspectives, opinions, and ideas, and valuing their input; when students feel respected, they are more likely to feel safe and comfortable in the classroom, which can lead to increased participation and a more positive learning experience.

3.2.3. Classroom Observation

The following analysis represents the main phases of the observation:

a) Reflection

Learners recognize the rule of the lecture then apply it on activities (this method determines the strengths and areas for improvement and helps learners develop a realistic and positive self-concept.

b) In the session of translation

The teacher tries to motivate students by creating a supportive atmosphere, she acknowledges and praises students for the hard work and accomplishments in class, which in turn fosters a sense of appreciation and validation. Also, the teacher actively involves students in class discussion and learning activities, signaling that their contributions are valued and appreciated.

c) Individualized attention

This is seen when the teacher takes the time to understand each student's strengths, challenges and interest which demonstrates that teaching is not only a profession of sharing knowledge, but it also involves the care and appreciation from the part of the instructor.

d) Providing positive feedback

The researcher noticed that the teacher always acknowledges students' efforts and achievements no matter how small they seem, she encourages participation by creating a

supportive environment where students feel comfortable expressing themselves. In addition to this, the researcher observed that the teacher helps students reinforce their beliefs in their abilities by providing them with tasks and activities that allow for success and building confidence, not to mention that she also tends to accept the mistakes made by students without feeling discouraged.

e) Learners

Students concentrate on the teacher, they try to get true response and view their mistakes as opportunities for learning rather than a setback or a failure, which can help them maintain a positive self-esteem. Additionally, students evaluate and provide feedback on each other's work based on guidelines set by the teacher.

3.3. Interpretation of the Main Results

Three of the five teachers from Dr. Moulay Tahar University of Saida have served a number of years in teaching and the fourth is on the verge of embarking on their teaching journey; the participants were very interested in contributing to the findings of the study with their knowledge and expertise, and stress the importance of emphasizing on the aspect of appreciation in one's teaching methodology to maximize learner interest and engagement in the classroom. In the same vein, they claim that it is of great importance to take students' feelings into account because teaching is above all a humanistic profession which involves sharing, caring and mutual respect.

Furthermore, teachers stress that the Algerian government ought to provide training programs specifically for novice teachers who have a limited field experience; according to them, given how challenging the task of teaching a classroom full of students can seem for novice teachers, having them exposed to a practical training on the norms and usage of appreciation education prior to teaching can help them increase their self-confidence and teach with absolute ease and comfort. In the same vein, the teacher has to be aware that his teaching methodology can be subject to change in terms of form and utility given that students may prefer to learn with a method that is entirely different from the one employed, in this sense, with the knowledge and experience obtained through training programs, teachers can learn to be eclectic in the way they disseminate knowledge and diversify the teaching materials to suit students' wide range of learning styles and preferences.

Interestingly, teachers suggested the use of technology in Appreciation Education and praised its effectiveness as an assistive tool; they state that with the use of software social media platforms like Facebook and WhatsApp and even video-conferencing platforms like Zoom, teachers can promote the use of Appreciation Education in Algerian Universities by scheduling regular online sessions to raise awareness among students and even citizens to maximize continuity and feedback.

3.4. Limitations

Eventually, the research study suffered from a set of limitations. First, the researcher encountered a problem of time; the investigation started a little bit late because of some factors such as the researcher's struggles in finding the students willing to answer the questionnaire which was due to the period of academic holidays that coincided with the conduction of the research study. In addition, the interviews consumed time because the teachers were occupied by teaching classes from different grades and levels. Finally, the sample used in the study can be considered relatively small and the study by being both a quantitative and qualitative case study is not generalizable, neither are its findings.

3.5. Suggestions and Recommendations

The researcher provides the following set of suggestions and recommendations:

1. When it comes to using appreciation education in the classroom, it is recommended to weigh the amount of appreciation from the part of the teacher so as to avoid any confusion or misunderstandings for the recipients.
2. Teachers should be eclectic in the way they teach and provide various learning methods to suit the wide range of learner's styles and preferences, and appreciation education could be one of those methods. By appreciating students' initiatives in the classroom and their expressed desire to learn through a certain learning strategy, students will appreciate teachers' attention and remember the material used for future instances.
3. Teachers should prioritize the aspect of appreciation in the way they teach to develop a strong relationship with their students by paying attention to their wants and needs as learners, and acknowledging their stance as valuable contributors to the viability of the classroom.

4. Involve students in humor-based activities that focus specifically on their mental well-being and engagement with the learning environment like presentations, group-works and story-telling. This in turn impacts students' perception of learning in general and make them appreciate the diversity that teachers bring to the classroom environment.
5. The use of appreciation in the classroom setting can be a powerful way to boost learners' confidence and self-worth. As a matter of fact, it can also help alleviate negative emotions like anxiety, stress, and tension, making it a valuable tool for learning.
6. For future researchers interested in carrying research in regard to the role of appreciation education in elevating students' confidence and self-esteem in EFL classrooms, it is advisable to opt for a larger sample population so as to acquire a wider view of the study findings.

3.6. Recommendations for Future Research

While conducting this research, the researcher found that there is a lack of research in the theme of exploring the use of appreciation education in higher education settings, particularly in the case of Algerian education. Hence, it can be recommended for future learners interested in conducting research on the same topic to first focus on students' and teachers' perception of appreciation education and its effectiveness in elevating students' confidence and self-esteem, and then link it to real-life contexts involving teachers from Algerian universities.

3.7. Conclusion

In this chapter, we have been exposed to the practical side of the study in which the researcher made use of the triangulation approach for data collection to demonstrate the findings to the readers. Teachers and students from the study sample both had interesting points of view in regard to Appreciation Education and its prevalence in Algerian Universities, which will be subjected to a critical analysis and a thorough discussion in the following chapter.

General Conclusion

Appreciation plays a crucial role in our personal lives, and its significance extends beyond our daily interactions. In the context of education, it represents a teaching method that can help both teachers and students achieve success in the learning process.

In EFL classes, the use of appreciation on students adds an extra boost of energy to keep everyone engaged and focused on the task at hand; it acts as a learning facilitator which bridges the gap between teachers and students and strengthens their relationship. As such, this study aimed to explore the impact of using appreciation on students' confidence and self-esteem in an educational setting, highlighting how it can be an effective tool for teaching, motivating students to learn and improving teacher-student engagement, particularly in English as a foreign language (EFL) classes. After scrutinizing the literature pertaining to the research topic, it has become apparent that despite the several studies conducted in favor of exploring appreciation education usage in teaching, there was a significant lack of research in regard to its status and applicability in Algerian universities, particularly EFL classrooms where students are prone to experiencing stress and anxiety to the foreign nature of the language studied, which stresses the importance of implementing appreciative initiatives by teachers to help alleviate said unwanted feelings. This study succeeded to show that the exposure to appreciation education in the classroom has led students to become more motivated to learn and explore new ways to develop their foreign language skills, thus developing a strong sense of self-esteem that is needed for their academic success.

Interestingly, acknowledged by both teachers and students alike for its effectiveness as a teaching tool, appreciation education is highly beneficial in different areas, namely the increased interaction and comprehension levels of students, as well as the reduction of negative emotions and feelings. Through the analysis of the data collected, the researcher has successfully achieved the main objective and confirmed the research hypothesis and questions. It is clear that the use of appreciation by teachers has a significant impact on teacher-student interaction in EFL classes, with both parties acknowledging its effectiveness in reducing negative attitudes towards learning such as anxiety, stress, shyness, and tension. Thus, the answer to the main research questions lies in the positive influence of appreciation education on strengthening the teacher-student relationship and elevating learners' confidence and self-esteem.

Furthermore, the hypothesis of the study, which stated that if teachers are well informed of the concept of appreciation education and its efficient role in the classroom setting, learners can in turn benefit from its use and develop the motivation needed to pursue their studies and perceive learning more seriously was confirmed based on the participants' answers to the questionnaire and interview, as well as the classroom observation conducted by the researcher. By means of explanation, both students and teachers praised the effectiveness of appreciation education in bringing teachers and students together and facilitating learning in the process, as well as proving significant in positively influencing students' confidence and self-esteem in the classroom setting. The students who were previously taught by teachers who use appreciation in the classroom reported an increase in motivation and interest for learning as a direct result. As for the category of students which claimed to have never been subjected to learning through teachers' appreciation, they report enthusiasm over this idea and wish to see a considerable change towards the better in the way teachers disseminate knowledge and information in the university setting. In the same vein, the classroom observation also contributed to the confirmation of the hypothesis; when the researcher took part in the EFL classroom session, there was a noticeable emphasis on the use of encouraging words and appreciative initiatives in the teacher's methodology, which were met with a great deal of concentration and interest from the students' part, further demonstrating that the use of appreciation in the classroom does indeed change students' perception of learning towards the better.

While there is a wealth of research focusing on appreciation education as an approach to teaching, there is a significant lack of studies addressing the specific context of the Algerian educational system. Also, some students experienced difficulties in understanding some of the questions from the questionnaire and provided one-word answers as a result, which prompted the researcher to further elaborate on the answer given. Additionally, the limited time constraints caused the researcher to rush in the investigation, which may have given away some important information related to the benefits of appreciation education on student's motivation and self-esteem.

Interestingly, it is worth noting that within the context of research, there is always room for improvement. Based on this premise, it can be recommended for future researchers interested in carrying out research about the role of appreciation education in the EFL classroom should widen the sample study to acquire more generalized and well-rounded

findings. Also, the university curriculum should comprise modules focusing specifically on the psychology of students and how appreciating their efforts can greatly benefit their psychological and mental well-being. As such, in order to avoid learners' misinterpreted feedback over extensive or exaggerating use of appreciation in the classroom, teachers should raise awareness of its adequate application and demonstrate to students their role in the teacher-student equation.

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Appendix (A): Students' Questionnaire

Dear Student;

I cordially invite you to provide substantial responses to the provided questions regarding the effective use of appreciation education on students' learning and self-esteem. Your insights will hold significant value in my research.

1- Please specify your gender:

Male ☐ Female ☐

2- What is your age?

16-20 ☐ 21-25 ☐ 26-30 ☐ Older than 30 ☐

3- How many years have you spent at the university?

.....

4- How familiar are you with the concept of Appreciation Education?

Very familiar ☐ Moderately familiar ☐ Not familiar at all ☐

5- Has appreciation education been applied in your curriculum?

Yes ☐ No ☐

6- If yes, please rate the effectiveness of appreciation education in your learning experience:

Effective ☐ Neutral ☐ Ineffective ☐

7- What specific features of appreciation education do you find most helpful for your learning and self-esteem?

.....

8- How has appreciation education affected your classroom engagement?

Intellectual Subjects ☐
Increased interest and motivation ☐
Enhanced critical thinking ☐
Other (Please specify) ☐

9- Do you believe appreciation education has donated to academic performance?

Yes ☐ No ☐ Unsure ☐

- 10-** Have you noticed any changes in your attitudes and feeling toward learning as a result of appreciation education? If yes, please describe:

Yes ☐ No ☐

.....
.....

- 11-** How has the education aimed at fostering appreciation contributed to boosting your self-esteem?

Significantly improved ☐
Somewhat improved ☐
No noticeable change ☐
Decreased ☐

- 12-** Does having a high self-esteem affect the academic achievement and performance in learning?

Yes ☐ No ☐

- 13-** Do you think that teaching students about the importance of gratitude and recognition positively affect their self-esteem?

Yes ☐ No ☐

- 14-** How has education focused on appreciation contributed to assessing your abilities and worth?

.....
.....

- 15-** How do you think appreciation education can be improved to further support students' learning and self-esteem

.....
.....

Appendix (B): Teachers' Interview

Q1: How many years have you served as a University teacher?

Answer:.....
.....

Q2: Have you been enrolled in any form of training programs addressing the psychological treatment of students in the classroom?

Answer:.....
.....
.....

Q3: According to you, does the process of familiarizing a student with the classroom environment revolve around appreciating their initiatives and efforts as learners?

Answer:.....
.....
.....

Q4: What factors do you mostly take into account in the treatment of students? And do you consider Appreciation Education as one?

Answer:.....
.....
.....

Q5: What is your view about Appreciation Education and its effects on students' self-esteem?

Answer:.....
.....
.....

Q6: Students state that in order for them to reach their full potential as learners, they need to be shown importance in class and feel appreciated by their teachers and classmates. Do you share the same opinion?

Answer:.....
.....
.....

Q7: As a University teacher, what strategies do you use to increase the chances of learner engagement in the classroom?

Answer:.....
.....

Q8: Do you believe that the Algerian educational hierarchy, including teachers and students, is educated enough on the right implementation of Appreciation Education into the University setting?

Answer:.....
.....
.....

Q9: According to you, what measures should the government and universities take to foster teachers' and students' awareness in regard to Appreciation Education as an approach to teaching and learning?

Answer:
.....
.....

ملخص

تهدف الدراسة إلى دراسة آثار التعليم التقديري على ثقة الطلاب واحترامهم لذاتهم، مع التركيز بشكل خاص على نظام التعليم العالي الجزائري. التحقيق عبارة عن دراسة حالة يمثلها طلاب السنة الثانية من اللغة الإنجليزية كلغة أجنبية من جامعة الدكتور مولاي الطاهر في ولاية سعيدة. تم جمع البيانات كمياً ونوعياً باستخدام طريقة التثليث على أساس ثلاثة أدوات بحث: استبيان موجه للطلاب، ومقابلة رسمية وجها لوجه أجريت مع خمسة معلمين مؤهلين للغة الإنجليزية كلغة أجنبية، والملاحظة الصفية التي أجراها الباحث. كشفت النتائج الرئيسية أن التعلم من خلال التقدير هو نهج تعليمي معتمد من قبل المعلمين والطلاب على حد سواء، ويمكن أن يحقق نتائج إيجابية على الطلاب إذا تم استخدامه بشكل صحيح. علاوة على ذلك، تشير النتائج إلى أنه على الرغم من أن تعليم التقدير يتم توظيفه إلى حد ما في الفصول الدراسية الجزائرية للغة الإنجليزية كلغة أجنبية، إلا أنه يظل مرتبطاً بشكل لا ينفصم بشخصية المعلم؛ مما يعني أنه يمكن التغاضي عنه اعتماداً على طبيعة الفصل الدراسي وتفضيلات المعلمين من حيث التدريس في الفصل الدراسي المذكور.

كلمات مفتاحية: التعليم التقديري، ثقة الطلاب واحترامهم لذاتهم، الفصول الدراسية الجزائرية للغة الإنجليزية كلغة أجنبية.

Résumé

La présente étude de recherche vise à étudier les effets de l'éducation à l'appréciation sur la confiance et l'estime de soi des étudiants, avec un accent particulier mis sur le système d'enseignement supérieur algérien. L'enquête est une étude de cas représentée par des étudiants de deuxième année d'Anglais comme une langue étrangère de l'Université Dr. Moulay Tahar de Saïda; les données ont été collectées quantitativement et qualitativement en utilisant la méthode de triangulation sur la base de trois instruments de recherche: un questionnaire administré aux étudiants, un entretien formel en face-à-face mené avec cinq enseignants d'Anglais comme une langue étrangère qualifiés et une observation en classe menée par le chercheur. Les principaux résultats ont révélé que l'apprentissage par l'appréciation est une approche pédagogique validée tant par les enseignants que par les étudiants, et qui peut générer des résultats positifs pour les étudiants si elle est utilisée correctement. De plus, les résultats indiquent que même si l'éducation à l'appréciation est assez utilisée dans les classes d'Anglais comme une langue étrangère algériennes, elle reste inextricablement liée à la personnalité de l'enseignant ; ce qui signifie qu'il peut être négligé en fonction de la nature de la classe et de la préférence des instructeurs en termes d'enseignement dans ladite classe.

Mots-clés: L'éducation à l'appréciation, la confiance et l'estime de soi des étudiants, les classes d'Anglais comme une langue étrangère algériennes