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Title:

**International students silence in EFL classroom
The case of undergraduate LMD overseas learners at University of
Mostaganem**

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Dedications

With gratitude, I would like to dedicate this work to my parents who have supported me all along my learning journey and my brothers. I feel really lucky to be surrounded with such a loving family.

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Abstract

A great attention started to be drawn on international students silence in EFL host country environment that has been the center of interest in science of education research within the last couple of decades especially after the growth of overseas students that make the higher education classrooms more linguistically diverse. However, this phenomenon demonstrates an important challenge for both educators and learners that can be observed in foreign students lower or almost disappeared achievement at their verbal production and communication. This inquiry seeks and aims at provide insight into the reason behind international students passive performance and its impact on their both behavioral and cognitive in-class engagement at English department of ABD ELHAMID University. The main problematic of such work is that the overseas students avoid communication instead, they tend to keep quiet. This implies that this community could have some communicative language issues. Therefore, the main language problems are explored and identified during the oral production and phonetic sessions and to generate the doubt on the impact that occur for both dimensions of engagement. the research hold both quantitative and qualitative methods as it address questionnaire to a sample of 22 international students of the undergraduate levels in addition to checklist observation. The distinct instruments were used to know different participants perspective in short time from the questionnaire due to circumstances and o check and monitor during the observation. The acquired finding confirmed that the international students reticence was strongly relevant to communicative language issues, moreover, this exceed to impact their behavioral in negative way whereas the cognitive engagement in positive way in different extent from L1 to L2 to L3 students.

Keys words : International Students, Silence, Communication, Behavioral Engagement, Cognitive Engagement, Language Issues.

List of Abbreviation

EFL: :English as a Foreign Language

LMD: License Master Doctorate

L1: License 1

L2: License 2

L3: License 3

List of Tables

Table 2.1: Students Engagement Differences

Table 3.1: International Students Age

Table 3.2: International Students Gender

Table 3.3: International Students Degree Level

Table 3.4: International Student's Home Country

Table 3.5: International Students Silence In Classroom

Table 3.6: International Students Speaking Difficulty

Table 3.7: The Frequency Of International Students Communication And Interaction

Table 3.8: The Reason Behind International Students Silence

Table 3.9: Communicative Language Issues That Prevent International Student From Communicating

Table 3.10: The Language Issues Impact On International Students Performance

Table 3.11: International Students Engagement Difficulty

Table 3.12: Silence Impact On International Students Engagement

Table 3.13: Silence Impact On Learning Process Of International Students

Table 3.14: The Silent Engagement Of International Student

List of Figures

Figure 3.1: Communicative Language Issues That Prevent International Students From Speaking

Figure 3.2: Silence Impact On International Students Behavioral Engagement

Figure 3.3: Silence Impact On International Students Cognitive Engagement

List of Content

Dedication	<i>i</i>
Acknowledgement.....	<i>ii</i>
Abstract	<i>iii</i>
List of Abbreviations.....	<i>Iv</i>
List of Tables	<i>v</i>
List Of Figures	<i>vi</i>
List Of Content.....	<i>vii</i>
General Introduction.....	01
Chapter One: Silence And International Student	
1. Introduction	04
1.1.1. The Definition Of Silence	04
1.1.2. Silence Most Common Theories.....	04
1.1.3. Interpretive Approaches	04
1.1.4. Jaworski’s ‘Fuzzy Categories	04
1.1.5. Kurzon’s Model Intentionality	05
1.1.6. Psychological View In Silence Study	05
1.1.7. Granger’s Psychoanalytic Interpretation Of Silent Period In Education.....	05
1.1.8. Crown And Feldstein’s Psychological Beliefs During Conversations	06
1.1.9. The Linguistic Approach	06
1.1.10. Tannen’s Theory Of Conversational Style And The Relativism Of Silence	06
1.1.11. The Silence Value, Discussion An Practice In Classroom	07
1.2. International Students	11
1.2.1. Definition Of International Students.....	11
1.2.2. International Students Population Review	11
1.2.3. United State Of America.....	11
1.2.4. United Kingdom.....	12
1.2.5. Australia.....	12

1.2.6. Canada	13
1.2.7. International Students Education	13
1.2.8. Comparison Between International Students And Domestic Students	13
1.2.9. Adjustment Level.....	14
1.2.10. Academic Level.....	14
1.2.11. Engagement Level.....	14
1.3. Conclusion	15

Chapter Two: Hypotheses Discussion :Silence Reason And Impact

2. Introduction	16
2.1. The Definition Of Language	16
2.1.1 Communicative language issues of international students	16
2.1.2 Language anxiety.....	17
2.1.3 Slow speech	17
2.1.4 Turn Taking	18
2.1.5 Right Timing	19
2.1.6 Lengthy Process To Speak	19
2.1.7 Language Proficiency	20
2.2. International Students Silence And Engagement.....	20
2.2.1. Definition of engagement	21
2.2.2. International Students Engagement	21
2.2.3. Engagement and Learning	22
2.2.4. Students , communication and silence	22
2.2.5. Engagement Dimensions	23
2.2.6. Behavioral And Cognitive Engagement	23
2.2.7. Behavioral Engagement	23
2.2.8. Cognitive Engagement	24
2.2.9. Silent Engagement.....	24
2.3. Conclusion	25

Chapter Three: Research Methodology

3. Introduction	26
3.1 Research Hypotheses	26
3.2 Methodology Design	26
3.3 Data Collection.....	27
3.3.1 Research Setting	28

3.3.2 Research Participants	28
3.3.3 Research Instruments	28
3.3.4 Description Of Questionnaire	29
3.3.5 Description Of Observation	30
3.4 Data Analysis	31
3.4.1 The Analysis Of The Questionnaire.....	31
3.4.2 Observation Analysis.....	38
3.5 Result Discussion.....	39
3.5.1 Questionnaire Discussion	39
3.5.2 Observation Discussion.....	40
3.6 Recommendations	41
3.7 Conclusion.....	42
General Conclusion.....	43

Bibliography

Appendix

General Introduction

Today's globalized world is imposing the growth of international students that are received from different nations. Moving to a different country to pursue higher education studies creates various challenges. But crucially, this can put enormous affect on the foreign students learning in university classrooms context, where English is spoken. teachers are encountered by diverse learners, including an environment consisting of both domestic and overseas students. Moreover, once this community starts their studies in the Algerian university, many do not expect the frequent everyday conflict they may pass through with the wide-ranging practice in classroom can impact their oral performance; especially that communication is fairly valued in 21 century classroom. A number of linguists and researchers were forced to focus on the silence problem that were basically oriented to international students. therefore the past research has pointed out that the international students are silent in EFL context where it is interpreted as negative behavior and a barrier to the fostering of quality learning practice . , silence was ignored in educational setting according to Jaworski (2005). and yet it seems strange that no major empirical research has been conducted positioning silence at the heart its investigation. however the existing discussion debated silence internationally where they found it as an issue according to nowadays education requirement and different reflection were deduced that is most of the time related to language problems in communication. On the other hand De Vita (2000) declared that the classroom communication is significant side of learning because it imposes learners to think about what they learn and understand. Once the international students keep quiet, the difficulty to see if they are cognitively and behaviorally engaged raise. Silence and engagement are interrelated classroom behaviors in which each one impact on the other one differently depending on each dimensions of engagement practices the learners experience

The fact that nowadays the Algerian higher educational society is getting more ethnically diverse make it a necessary for further investigation to reveal international students silence realities and experience therefore, this work seeks and aims at situating ABD HAMID IBN BADIS university international students in the present debate about the already tackled concern and fill the gap in the literature for this marginalized small groups. In addition to analyze and examine the truth behind the myth of these community passive performance and it impact their both behavioral and cognitive engagement that could be negative or positive and offer some recommendations that will hopefully help educators and students to overcome this matter.

A major interest has been oriented to silence interpretation and studies that increase communication significance in teaching and learning process in foreign language classroom as has been mentioned previously that this work is seeking to discover silence reality in Algerian English during the educational scenarios of what is the factor that lead to international students silence? And how such phenomenon impact their behavioral and cognitive engagement in the classroom?

Based on the large literature and after reflections, the following hypothesis were formed: The cross-border students silence is strongly related to communicative language issues that they may lose face if they demonstrate it in the learning context, this can impact another relevant practice that is their both behavioral engagement in negative ways and cognitive engagement in positive ways to certain extent.

To conduct this research to be able to confirm or cancel the hypothesis, both qualitative and quantitative nature to collect data. Two main instruments were used which are the questionnaire handed to international students with a complete explanation in addition the classroom observation in checklist format. The questionnaire seeks to come up with students perceptions, views and impressions in short time. On the other hand the observation carried out to spot, check and monitor what truly was happening in intercultural classrooms.

This dissertation is split into three chapters. The first chapter debate the past literature in the field of silence and international students. including a brief history about the most common theories about silence with various interpretations in different domains. Additionally, it covers the silence value and how it is perceived as power. A great amount of research took the floor to demonstrate how this silence has been discussed and valued in education. There have been found that most of educational silence studies were particularly relevant to international students population in EFL learning classrooms. The second dimension were oriented to internalization and these overseas students spread population in different context which are: USA, UK, Australia, Canada. Furthermore, a general overview bout their education background finally, it provides the main comparison between domestic and cross-border learners in terms of: social and academic adjustment and engagement.

The second chapter was the second part of the theoretical side of this work. It covers the hypothesis development regarding the factor leading to international students silence and how its widely impact their both behavioral and cognitive engagement. It begins with mentioning a distinct communicative language issues that is inhibit their performance through a discussion

from a different previous studies handled in various international context that include: language anxiety, slow speech, turn taking, right timing, long process before speaking and language proficiency. On the other hand their engagement were debated according to many scholars. Moreover, their behavioral and cognitive aspect were compared in dualistic perspectives that challenge all the previous assumptions and rethought through a silent engagement untraditional concept.

The third chapter represents the practical methodological side of this investigation. It start by clarifying the research hypothesis. Then, it describes the data collection tools of both qualitative and quantitative methods used including the questionnaire for international student to get deep insight into their views and checklist observation to check how thing were happening. After that, it provides the analysis of the acquired results and submit the discussion of the outcomes. finally, some recommendations were offered to hopefully benefit instructors and overseas learners to get more appropriate effective learning experience and overcome silence issue.

Chapter One

Silence and International
Students

1. Introduction:

Silence has been the focus of pragmatic research interest in multiple societies within the last twenty years. This chapter is devoted to offer two dimensional reviews of this study. In the first part, it highlights prominent definitions of silence concept. Then, its approaches and beliefs and how it is valued, practiced and discussed as a review of previous studies conducted in various western and Asian contexts about such social phenomenon in classroom. On the other hand, the second dimension is related to international students definition and their population review in USA, UK, Australia and Canada. Moreover a brief about most common issues of their education, in addition to their comparison to domestic student from three different perspectives which are: adjustment dimension, academic view and engagement level

1.1.1 Definition of Silence :

This phenomenon is defined as “the absence of sound according to Merriam Webster dictionary and as “omission of mention or notice” or “the abstaining from speech or utterance” in oxford advanced learner’s English dictionary. Levinson in (1985) believed that silence is the absence of vocalization, however some researchers like (Jaworski, 1993,1997; Tannen & Saville-Troike, 1985) receive silence as a piece or a part of communication itself or as it has been viewed in previous cultures as signaling a knotty and complicated thought (Bosaki, 2005, p.86). In addition Glenn said that “silence is too often read as simple passivity in situations where it has actually taken on an expressive power” (2004, p: xi). With regard to classroom silence it is considered as bounded, rareness or the vanished involvement and student speaking while interacting in classroom according to the scholar White (1996: 37).

1.1.2 Silence Common Theories**1.1.3 Interpretive Approaches****1.1.4 Jaworski’s ‘Fuzzy Categories**

The Jaworski the silence of power in 1993 is a famous work that analyze silence from social and pragmatic estimation after his rejection to the essentialist approach that attempted to provide fixed definition through otology. Jaworski claimed that there could be many working definition instead to explore the silence profoundness in different conversational contexts

from many domains like semiotics, philosophy, pragmatics ethnography, psycholinguistics, politics even literature and visual art. The silence interfere with talk as Jaworski asserted on is considered as fuzzy, complementary categories (1993, p48) in which he said “ silence and speech do not stand in total definition to each other ,but form a continuum of forms ranging from the most prototypical instances of silence to the most prototypical instances of speech Jaworski (1993, p.34) so not obligatory the absence of noise but the silence concept can be expanded to even an individual inability to speak about a given topic even if the there is noise.

1.1.5 Kurzon’s Model of Intentionality

Kurzen investigation discussed silence under semiotic scope and realized that the concept is strongly based on the context. Its explanation need to be particularly cultural within the area of an accepted extent of silence in each society in which kurzon pulls beliefs from various aspects like sociology, linguistics and conversation analysis that is related to education too since it deals with dyadic interactions, seeing that his interpretative model proposed that inability to speak is related to silence and go back to two expectations: lack f knowledge and psychological disabilities (1998, p38). This model of silence interpretation is helpful to reveal people reticence sources. The three potential interpretations could be psychological block, person preference and outer cause (kurzon, 1998, p44).

1.1.6 Psychological view in Silence Study

1.1.7 Granger’s Psychoanalytic Interpretation of Silent Period in Education

The psychoanalytic approach might be a wealthy root the reasons of learners silence in second language acquisition Instead of absence of sound, granger consider it as student forming and re-forming of identity expression and the lack of genuine originative language expulsion (granger, 2004, p21). He related his beliefs to the basic notions from what such theory contains: anxiety, ambivalence conflict and loss to link it to student language. He declared that silence may be come out corporal disability, tentative frostiness, integration of disability to be fluent and low self-respect (p. 62) what led to unstable learner’s two identities .evidence show that the silent duration is ambiguous.

1.1.8 Crown and Feldstein's Psychological Silence Beliefs during Conversations

Crown and Feldstein investigations focus on silence in conversation interaction basically in the pauses during speaking. Feldstein 1984 related silence to personality changes in which they stated "longer pauses tend to be produced by individuals who can be described as distrustful, easily upset, worrying, shy, suspicious, troubled, fussy, and driven, but also self-sufficient and resourceful" (1985, p.38). both of them included that even receivers characteristics influence the silent period in which they obtain extended pauses who are illustrated as "precise, skeptical, self-reliant, unsentimental, and practical, but also somewhat careless about social rules" (p. 36) in addition switching pauses are confirmed while conversational interaction by individuals who converse tardily and take time "aloof, rigid, and prone to sulk, but also as indolent, self-indulgent and undependable (p. 39)

1.1.9 The Linguistic Approach**1.1.10 Tannen's Theory of Conversational Style and The Relativism of Silence**

In 1985 Tannen believed that silence notion is based on context, producer features and their conversation styles within cultures. She discussed the positivity of silence when create a appropriate respect, during thinking of nice ideas or while working (1985, p.94) and negativity of silence when it is uncomfortable that is received as distraction (1985, p.94). The speech expectancy varies within the cultures. She said that improper communication raise the silence as inattention. Silence sends a sense about the self. In addition to these aspects she shows how silence is judged and accepted, she deals with works of conversation types as related procedure byinvestigating; in which she said that her participants manner vary in different contexts with new others (1984,p.4). Tannen brought the "high involvement conversational style by New York Jewish participants which is asking fast communicative and noisy question while talking when interfere is normal causing strong involvement to make people say directly what in their mind .,however it has a totally contractive results by (California and England community) in which they deemed as annoying and uncomfortable which means more silence tolerance here than yew York participants.

1.1.11 The Silence Discussion, Practice and Value in Classroom

In classroom scenarios, silence may differ from the word “quietness “ in which it could be seen as the objective case does not contain any sound or slight movement however these terms can be utilized interchangeably in the same context as some researchers consider where Collins 1996 a teacher that valued social interaction and discussion declared that she viewed quiet students as a problem due to her belief that conversation is learning obligation ,according to her quiet students are not talkative, expressive or what is calby silent learners so that silence situations are the determinants for instance once the gap happen between the instructor anticipations of the answer from the learner and the student time to give the answer is not compulsory quiet (Forrest 2010) . it is not because the teacher questions crossed silence once say is quiet Forrest (2010, p20)) “ in reality, what is expected is absent and everyone is left waiting in what we perceive as silent” , this pause has many results the creation of silence phenomenon is via struggle between what is expected and what is real.

Concerning silence there were discussions about the value of the issue in classes in which the silent behavior theorized as effective learning obstruction (Bista 2011; Plakans 201; Sivan et al.2000) in addition, Kalamaras 1994 confirmed that the silence was misinterpreted and misleading its sensibility, the consciousness and the practice in the western world (p4) , Clairin 1998) agreed that staying silent is unfavorable “silence ... is perceived as a passive background to noisy activity of communication “(p8). The incorrect West fantasy and thought about silence as minus impact teachers beliefs that silent treated as passive.

According to other investigators likelehtonen & sajavaara in 1985 is a means of communication leads to move from verbal intention to non-verbal one (Jaworski and Sachdev 1998; Lickerman ; Armstrong 2007) believed that silence is prosperous and wealthy communicative source . silence the power of students stimulus toward learning process .” for its restorative powers “ Forrest saw the positivity of silence where learners become more supported to speak up and engage besides in 1948/ 1952 Picard expressed:

Silence is not simply what happens when we stop talking. It
Is more than the mere negative renunciation of language; It
Is more than simply a condition that we can produce at will
When language ceases. Silence begins. But, it does not begin
Because language ceases. The absence of language simply

Makes the presence of silence more apparent (p. xix)

As a part of three-year inquiry to investigate the culture of learning and examine the silence nature and contractions in pedagogic spaces in university of Leeds asserting that sometimes the use of silence is an exercise of power to give voice to marginalized and oppressed students as Armstrong (2007) viewed, founding that silence applicable to classroom and community of speech . silence is not always perceived as the enemy of discussion and engagement or even negative by some teachers rather it adds sense to classroom interaction (Jaworski 1993, Picard 1952; Dauenhauer 1980) silence has an important role in metalinguistic role as the marker of the discourse (Ephratt, 2008)

In educational settings silence phenomenon is commonly understood in the matter of classroom participation that is increasingly becoming a requirement in most university courses. the students are consistently supported by their instructors to orally engage in the discussion in class with the measurement of daily participation grades (Howard and Henney, 1998), however students differences from one to another in terms of personality, characteristics or even cultural values and many even the variables from one class to another may affect the willingness to talk and express according to (Meyer 2007). This issue change in universities and schools.

For long time and years, silence was ignored in educational setting according to Jaworski (2005), what has been noticed that most of the matter frameworks surrounded on English language education essentially around non-native learners whether for second language or foreign language learners to examine the patters of linguistic and English language proficiency. Before, the silence concept was neglected in other branches without providing the nature of the phenomenon like social sciences and business, history and psychology as results the studies was bounded to sociolinguistics even if multilingual _journal of cross-culture and interlanguage communication added knowledge to silence phenomenon in education.

Most of previous studies focused on foreign or international students silence abroad basically on cultural and social situations in which Zheng (2010) realized that Chinese students labeled themselves as “cultural other “ due to lack of participation and low English proficiency. Ping (2010) alluded to classroom silence describing her own experience in London Metropolitan University when she was influenced by the culture of Confucian tradition that made her silent during discussion. Jackson 2002; Liu and Littlewood 1997; ping 2010 declared that Chinese students are silent because of their

limited skills of English language and the incompetence to speak in front of other students and their teachers. Spizzica 1997 instructors concentrated on Confucian culture tradition that impact Chinese student willingness to talk and considered as only passive. Students were passing through teacher central approach relying on this principle to get the knowledge according to (Kirkbride and Tang, 1999).

On the hand there are few studies found out that Chinese students purposely keep reticent and secretive due to their desire and predilection of minimal recurrent involvement with concise answer or reaction in order to not be categorized as “show-off “ or take a pride next to their classmates (Liu and Littlewood 1997). others like Hu and Fell-Eisenkraft (2003) investigate the silence use in the classroom of language arts, the case of international Chinese learners by exposing their perceptions about the inside and the outside, inside the class treated from students cultural and social sides and from the outside was related to their educators that they were forming a wrong opinion and conclusion about the nature of the phenomenon of their students. As Zhou, Knöke and Sakamoto (2005) debated that the matter is not only restricted around linguistic and cultural differences, in fact it depends also on teacher and their peers response impact the student following performance.

Researches on Japanese in-class silence had many different results for those who studies English as foreign language EFL in UK for many years as Harumi (2010) investigated the issue in intercultural diverse Japanese setting in 1990s while her ethnographic study as part of her doctoral thesis when she realized that the reason of classroom silence go back to linguistic level of students as weak vocabulary, grammar... etc in addition to psychological conditions like anxiety, pressure, shyness, lower confidence and boredom . Then, a socio-cultural aspect which is related to the impact of confucianism values, the culture of classroom, moreover Harumi observed that international or foreign students devote more time to think or respond what results the problem of time with wrong understandings in the process. Nakane (2005) carried out a case study of Japanese community in Australian setting discovering that the construction of silence was in classroom participation and involvement discussion.

Tahar 2008 dealt with the case of mainly four Turkish graduate students when she concentrated on classroom participation behavior in which he explored that foreign student silence is associated with socio-cultural and pedagogical reasons. Her belief in international students attachment to the old teacher centeredness mindset or what is called by teacher centered approach which still exist and used in different educational cultures

when learners rarely talk or participate without teachers orders therefore it does not fit the hope, expectancy in the USA educational system and classrooms what makes the instructions uncommon , knotted and complicated for them. Liu 2001 searched on cultural adaptation of Asian students in American universities included twenty of them. To check learning style in respect to cultural adaptation and English language

In connection to western world context where Arabs are another significant category of international students coming from Middle east like Iraq, Jordan, Kuwait, Oman further more Saudi Arabia, United Arab Emirates and north Africa encountered various communication problems that perform silence. Abu Kahtala (2013) explained that Arab foreign students encountered English language barriers and the hardness to adapt; adjusting with the foreign educational system. In USA for example where classrooms have tendency to put affirmation on participation nevertheless Kuo (2011) commonly mentioned that Arab learners still unfamiliar withthe way of teaching and professors anticipations and hope.

Malaysian international Islam university witnessed a rise of classroom participation anxiety among Malaysian students more than foreign students who were silent according to Karim and Shah 2008 where they scrutinized silence nature between 250 different learners at that university. in line with Xing and Spence–Oatey’s 2005 indicated that what people looking forward during discussion and cross cultural communication what determine human beings conception about silence. Occasionally people’s cultural background, limitation and differences in intercultural context could cause a random pauses of speech or a full breakdown of conversation or simply keeping quiet.

Another enquiry related to foreign-born black students basically from Sub-Saharan Africa in USA who are generally characterized by ethnicity and cultural differences where scholars found that what encourage their silence in classroom is the lack of sense of belonging among learns which could be defined according to Hurtado and Carter (1997) by a person’s sense of identity and position regarding university group that reverse upon human being state of mind or feeling. student of color adaptation to university environment is based on how welcome they feel (Guiffrida, 2005; Hurtado, Milem, Clayton-pedersen, & Allen, 1999; Hurtado & Ponjuan, 2005) which leads to effective cross-racial and ethnic interactions that encourage diversity openness in addition to critical minds and academic engagement among white and black students (Mlim, 2003; Whitt, Edison, Pascarella, Terenzini, & Nora, 2011) this can

directly impact students performance and voice in classroom . the more belonging they feel , the less silence they keep and better communication they show .

In teaching and learning classrooms there are various kinds of silence recognized by Ollin (2008) while his observation of teachers after he examine the practices in classroom and silent pedagogy. He claimed that silence could be understood negative if educators focused on cultural bases in intercultural communication in which Ollin (2008) said:

When learners were silent in terms of not talking they might
Be engaged in a variety of internal activity-listening,
cognitively processing, emotionally processing, and emotionally
Withdrawing. When the teacher was silent it was suggested
They could be listening to gauge whether learners had understood.
If both learners and teachers were silent then this
Might represent productive and comfortable engagement
With the work of the classroom (272).

1.2 International students ;

1.2.1 International Student Definition:

International students generally considered as the students who study abroad. Shapiro, Farrelly and Tomas (2014) said “is a student who moves to another country (the host country) for the purpose of pursuing tertiary or higher education e.g. college or university” (p.2). Today there is no specific definition for the notion, what create debate about what is meant by international students since This terminology varies from one context to another accordance with the educational system as the US where there are many concepts used interchangeably to be classified instead like”mobile students”, ” guest students” or “foreign students” what many scholars distinguished or if it is also related to the learner who studies in his country but, in international institution of a foreign country for example a Malaysian student in an Australian international university in Malaysia.

1.2.2 An Overview of International Students Population

1.2.3 USA:

The United States of America has historically been the first destination and universal boss of international learners in the world, the US higher education have received an ever growing population of foreign students from various domains with more than 1,095,299 in 2018_2019 according to the 2019 open doors report on international educational exchange. Asians represents 56 %, Europeans with 14 % after that 12 % originated from Latin America followed by Middle East 7% then, Africa with 6 % according to (Institute Of International Education 2002), Most of them situated in California universities, with regard to the foreign language learners as English language studied in Harvard university, Princeton university and the university of California-Berkely (UCB) as top three.

1.2.4 UK:

The second largest favorite international student's destination is the UK compared to its competitors. UK witnessed an decreased growth of overseas students in 1995 by 149,590 to jump till an great increase around 2.12 million learners by 2003 in agreement with (OECD) 2005 a. UNESCO Statistical Yearbook, many years more than 550,000 international learner started the programs of English language based on proves gained by the inquiry committee from English Uk which are the most popular there. Most of international students who study in school or universities of English are from Italy, china, Saudi Arabia where they are basically situated in England exactly in London and south east followed by Scotland.

1.2.5 Australia:

Each year is witnessing a rapid growth of international students for cross-border study in Australian universities around 1.7 millions learners. The number of foreign students have increased by more than 400,000 students a year between 2008 and 2011. These students are from non-English speaking countries like Asia where English is considered as a foreign language. The 26% of them from china , India made up 11,2% moreover originated from Vietnam around 5.1% finally those from south Korea and Thailand with 4.4% and 4.2%. as for international students who came to study English there, they are spread in different universities like Macquarie university for applied linguistics and speech and language , Flinders university for languages education and University of western Australia for translation studies.

1.2.6 Canada :

Canada is another place for quality and excellence higher education that attracts students and minds. In 2017 only there were 494,525 international learner there that shown around 17% growth from 2016. Still east and south Asia as the largest community in Canada too with 40% and 27% followed by Europe and middle east and Africa with 7% and 6% in addition to united states 3% and 2% goes for central Asia . These minorities mainly situated in three provinces Ontario, British Columbia and Quebec with 84% including overseas English students where they are studying in York university for applied linguistics and linguistics, Carleton university for discourse studies and university of British Columbia for English.

1.2.7 International Students Education

International education could be the central theme in the last couple of decades due to the rise of it importance, population, challenges of students from various domains include English language learners whether in university or classroom scenarios .This increase in numbers and issues indicate an acute necessity to the interpretation and handling to the situations. The problems contain these foreign students concerns and the universities or institutions matters in adapting to these variations. It has been observed that most of the cases have similarly been discovered in different contexts like Canada, Australia, UK and New Zeland.

International students join the host universities unready to academic anticipations what may surround these community with a lot of issues that universities are not prepared for too . many investigations explored that the learning differences between national and international students as the main center of attention that impact academic performance, psychology and success, second language difficulties as an influential element on the flow of communication during their long or short term experiences outside , moreover stereotypes that devaluate them especially Asians that impact the institution cultural response and mindset. Regardless of the internalization advantages, it has not been invested and exploited.

1.2.8 Comparison Between International Students and Domestic Students

As might be expected both international and domestic students confront social transition and educational problems predominantly in their first year, however with diverse and several differences. Various inquiries have distinguished these categories.

More hardness was found in social and educational adaptation of international students in four investigations compared to domestic community. There were another study scrutinized the differences too, but from the educational engagement perspective of overseas students in academic practices.

1.2.9 Adjustment Level:

International students come to the host countries with different backgrounds, social status, cultures, life style, stereotypes and mindsets to be exposed to new societies. This can directly impact on the social adjustment of these students. Hechanova-Alampay et al. (2002) discovered that outland students had a lower public encouragement than domestic students owing to the fact that they are far from home, family. finding provided that the higher contact is done, the better adjustment occur, however there were little proportion making friendships with domestic students due to absence of opportunities and partiality around them. Rajapaksa and Dundes (2002) declared that international students felt isolated and homesick, most likely it has reflected on their emotional satisfaction and capacities.

1.2.10 Academic Level:

On the subject of academic problems of international students, it is basically related to language and educational system. Those foreign students have some issues in which in Australian context for instance, Ramsay in first year university found that there were hardness in session comprehension in the matter of utterances and fast especially with teachers who provided lower comparatively with co-national students who find issues too but only due to their hate of instructors system adopted by tutors. Both communities are distinguished in different manner, local students should learn about collaboration work and partner encouragement while international students must study and grasp about different skills and critical thinking importance to facilitate effective learning include participation, hard working to overcome anxiety and embarrassment.

1.2.11 Engagement Level:

Another study examined the comparison of international and domestic students from engagement dimension. A survey in America context distinguished the two groups level of engagement in academic activities (Zahao et al, 2005). Results shown that international students achieved high scores and better outcomes than

domestic ones during their first year at university when the study tackled the overseas students challenges, they declared that they invest time in studying rather than socializing compared to national students, however Asian students are more socialize with lower engagement in classrooms due to dissatisfaction about campus environment . such finding could be totally the contractive in other contexts.

1.3 Conclusion:

The first chapter tend to debate in the first section the silence phenomenon then, the international students review. it represents the definition of silence and its main theories from distinct fields of study. It examines how silence is viewed, discussed and practiced in educational contexts of EFL classroom. Afterward, the followed section attempted to give an overview about international students definition and population spread in the most common context in addition to their brief regarding their education background. After that, it represented a general comparison between overseas students and domestic once. As a conclusion, silence seems as foreign learners tendency that vanish their peaking skill and communication is productive in EFL environment.

CHAPTER

TWO

Hypotheses Development

Chapter Two Hypotheses Discussion :Silence Reason And Impact

2. Introduction :

This chapter is devoted to discuss the hypothesis discussion regarding the reason behind international students' silence and the extent of silence impact on their engagement in the classroom. The foreign student's reticence can strongly be relevant to the linguistic level of the students; the language communicative issues may lead to their quietness. The evidence were gathered through several case studies in different contexts around the world . On the other hand, it is common knowledge that every phenomenon has a cause and a reaction. Hence one more time this silence could widely impact the foreign student's engagement. The extent of the influence may tackle both behavioral and cognitive engagement in negative or positive way.

2.1 Language Definition:

Language is defined as “the system of communication in speech and writing that is used by people of a particular country or area” according to oxford learning dictionary. Additionally it has been theorized differently from various linguists. It is a system of arbitrary, vocal symbols that help people of a particular culture or others who have learnt the system of target culture to interact and communicate (Finocchiaro, in Ramelan 1984). It is a system of sounds and means used by particular human group to carry society affairs (Finocchiaro, in Ramelan 1984). However Gumperz (1972) perceive it as set of norms that enable humans to translate information from the world to sounds.

2.1.1 Communicative Language issue and Overseas Students Silence :

Once individuals use the second language to discuss or speak, they may face language anxiety which may prevent or directly stop their readiness and desire to communicate. Also MacIntire and Doucette (2010) discovered that when they faced language anxiety, secondary school students most likely do not want and refuse to utilize the foreign language. Like every other domestic students, international students as well may receive it as a serious barrier in classes. Some studies shown that foreign students head for feeling of shame. For stance Tani (2008) found that Asian international students estimate accuracy in communication consequently they scare grammatical or pronunciation errors in which they probably seen as wacky in front of their classmates , this possibly lower their performances and put them in menacing position .

Chapter Two Hypotheses Discussion :Silence Reason And Impact

2.1.2 Language Anxiety:

MacIntyre & Gardner (1994) claimed that the weak skills of student language will cause the tension in the context of foreign language. International students language anxiety to respond and perform for teachers tasks or questions in English would lead to frustration, ending by keeping quiet. Instigations proved that foreign language classroom anxiety is caused by communication apprehension from the belief that surely they will face challenges understanding the others and make the others understand in addition that performance will be diminished as results foreign students would not take the risk to speak up and again stay in silence.

Correspondingly Morita's study in 2004 with Japanese international students in Canadian higher education academic context revealed that refused to demonstrate their language barriers. One of her study participant Lisa declared that:

“I didn't want to make English mistakes in front of other students. I wanted to say something but at the same time I didn't want to say because I didn't let them know my English was not perfect. So I really hesitated to speak in class” (Morita, 2004, p.585) .

Lisa (2004) clarified how the panic from errors or the idea that other may judge the performance is restrictive. The factor behind her quietness is related to language.

2.1.3 Slow Speech:

In a similar challenge, the non-native English speaker could most of the time strive to thin and obtain the right words to speak their thoughts and what they need. this would lead to tardy rate of speech. overseas students fear that such case could be an issue for the others. Tahar investigation in America with Turkish international students, one of his study population interprets in his own words the issue saying:

International students speak very slowly, even though I am an international student, I get bored of my own speech.... I compare our speaking to theirs ... horrible. Then you start thinking that others are bored to listening to you (Tahar,2005b. p.291).

These words demonstrate, other people consideration that international students take into account and ho they put themselves in the place of the listeners tend to inhibit their speech.

Chapter Two Hypotheses Discussion :Silence Reason And Impact

Such a way of beliefs can lead to additional language anxiety which would negatively influence learners performance capacity.

2.1.4 Turn Taking:

Similar interest in connection with conversation flow that some students face hardness regarding the way they can start speaking. There are two fundamental problems behind this concern. The primary issue is taking turn and how to act during the silence period between theses turns, the second is the way of speech preparation and student willingness and readiness before the discussion shift and progress.

The way of turn taking in discussion might be really hard to know and function in a foreign language. Such significant characteristic during speech is so evident in a person's native language in which people do not have the tendency to think about the way it is transacted with a foreign language. Tannen (1985) examined the discussion in thanksgiving dinner among west coast Americans and New York Jewish community members. She explored that the variation in timing had an effect on perception that one group had toward the other. Uniquely, members from the west coast are prone to necessity to lengthy pauses through turns than new York community individuals, furthermore, they add the interferences during conversation and express with higher speed rate. Such disparity brought in west coast Americans the impression that the new York community members were inattentive and uninterested in what have been said, on the other hand the members of New York Jewish community felt as if the other group did not want to participate in the dialogue and they did not have the willingness to communicate, due to the distinction of thoughts, the first group members cut and end the discussion with new York Jewish community participants. The members retained to their own categories. The variation of timing can seriously influence the communication. Likewise the classroom conversation, the variation in timing can have analogous result students who require lengthy pauses between turns could not be able to talk so that students who have lower silence they would take the floor.

2.1.5 The Right Timing:

Another influential issue with the norm of take turn in conversation, is the ability of the individual to take the right time to speak, if the person could not get the timing, the opportunity to talk and get involved will be lost. (Jefferson, 1938) said that the period of silence in united states of America is from 0.9 to 1, 2 seconds . if an international students

Chapter Two Hypotheses Discussion :Silence Reason And Impact

timing exceed the standard timing, it would be hard for them to take apart in the discussion. Several overseas students knowledgeable about their quandary to manage the perfect time to enter and accede the discussion. one Japanese student “Tadashi” in Australian university demonstrated the hardness saying:” as I said before, when we have discussion, uh, even if I have things I want to say, I don’t know, the timing yet” (Nakane, 2005, p. 81) as it is comprehensible from what Tadashi gone through, this is a tough issue to conquer, despite of problem awareness, still foreign students are not able to deal with timing. Tadashi words was in his third year in Australian higher academic level, his perspective comes after his spending eight years in Australia, still suffering to find the right time . Another Chinese student “Yanbin” commented on similar issue expressing “I didn’t have time to speak up, I lose the chance” (Nelson & Lu, 2008, p. 233). this student realized her challenge after only one month from her coming to united state. Nakane (2005) has discovered the same case again after her study on participants transcripts of classroom conversation. She found that there were many cases of interferences due to overseas students sufferance in turn-taking, once the international students enter the discussion and participate, the other national classmates take the floor again. The standard period needed of taking turn has run out. this gave the classmates the impression that foreign students did not want to take the floor so that they thought that they can legally take the turn. Such issue occurred due to the struggle to adjust from one turn-taking timing to another.

2.1.6 Lengthy Process to Speak:

The period needed to prepare to talk is also related concern of discussion flow, the moment that individuals use the second language. They take more time to shape and collect their thoughts before speaking. Ma (2008) discovered that many study members have this challenge. They pass through lengthy way before they talk. Sunhee (2008) was obliged to take the decision whether or not to speak, in addition she was required to take the decision what should be said ,after that she had to shape , gather and collect her thoughts about what was supposed to be said. The whole steps inhibit her to engage in classroom communication. During the time that was able to tell the point, the discussion has moved too far and she could not express what was in her head. Taewo (2008) had pass through the same process with long time stating that:

“But before I say something, I like to think about what I ’m going to say, r I also write down what I’m going to say in my notebook. So, if I’m not ready, I rarely say something; but

Chapter Two Hypotheses Discussion :Silence Reason And Impact

if I think I'm ready to speak out in the classroom, then I say something, but it's really complicated(planning) before I start to say something in class" (Ma, 2008, p.235).

Taewo (2008) explanation indicated that there two significant points, first, the participant want to be apart in classroom conversations, secondly he want to correctly pronounce and express his thoughts. As it was declared he tend to write his words before he perform to be certain that he will not make errors. This long operation prohibits students from participating. This caused international students frustration, annoyance and disappointment about the long way he should be subjected to and endure while he stated: "it's complicated". In a different study conducted by Lee , she explored that also her study members passed through similar issue. One of her study participant stated "I think about what to say and how to talk in English" (Lee, 2009, p. 148). In parallel to Sunhee and Taewo once she was about speaking, the conversation shift and move too far and become overdue. Such challenge dominates in overseas students and to talk about what is required to be said which makes communication difficult and anxiety-ridden .

2.1.7 Language Proficiency:

Overseas students interpreted that language itself , the academic English, inhibited them from involvement and participation in educational activities (Earnest, Joyce, de Mori, & Silvagni, 2010; Eldaba, 2016) similarly, Glass et al. (2015) discovered that the lack of proficiency and competence in English kept them silent during discussing in classroom .

2.2 International Students Silence and Engagement

2.2.1 . Definition of Student Engagement:

Student engagement is a complex multidimensional concept that is differently interpreted. It has been considered as " ... participation in educationally effective practices, both inside and outside the classroom ,which leads to a range of measurable outcomes" (Kuh, Kinzie, Buckley, Bridge & Hayek, 2007), and described as the attention and enthusiasm of individual for studying , which influence the students behavior and academic performance (Gallup,2013) more precisely "student engagement involves positive student behaviors, such as attendance, paying attention, participation in class, as well as the psychological experience of identification with school and feeling that one is cared for, respected, and part of school environment" (Anderso, Christenson, Sinclair, & Lehr, 2004, p.97), finally Coates (2007, p.

Chapter Two Hypotheses Discussion :Silence Reason And Impact

122) said “ engagement is a broad contrast intended to encompass salient academic as well as certain non-academic aspects of the student experience” consisting of :

- Collaborative and active learning;
- Involvement in academic activities;
- Communication with educational staff;
- Participation in enhancing academic experience;
- Feeling the sense of belonging and encouraged by university learning communities.

2.2.2 International Students Engagement :

There are few research conducted to investigate international students engagement despite the increased number of international students around the world (de Araujo, 2011). As a result there should be a growing necessity to focus on their experiences in university and classrooms (Korobova & Starobin, 2015; Ross & Chen, 2015; Urban & Palmer, 2014; Zhai et al, 2005) Those studies have tackle the engagement from social perspective in the campus and social life generally , however little is known about engagement from academic experience perspective in classes.. Most explored investigations was done in united state context (Korobova, 2012; Zhao, Kuh, & Buskist, 2012;Lee, 2014). Scholars who attempt to study the international student engagement level have found that overseas students were less and weakly engaged compared to domestic students (Korobora & starobin, 2015; Van Horne, Lin, Anson, & Jacobson, 2018) International students have the opportunity to interact with other domestic students outside and inside the classroom, these opportunities can enrich learning experience including communication and engagement and develop the interaction skills in diverse context(Andrade, 2006; Trice, 2003; McMurtrie, 2011). International student’s level of engagement differ from one group to another from different dimensions. Zhao, Kuh, and Carini (2005) conducted a study in united state context linked to overseas student learning investigating international students extent of engagement including : Asians, white and black students. They found that international had lower engagement with lower satisfaction but with little distinguish between all these three categories in which Asians have surpassed with extra decreased level of engagement in academic challenges, active and collaborative learning, and students interactions with faculty.

Chapter Two Hypotheses Discussion :Silence Reason And Impact

Kim et al. (2017) analyzed the international students experiences in the university of California in 2010. The survey finding show a low degree of participation in critical reasoning activities, academic advising and communication. Tsevi (2018) discovered that foreign students fight and wade to adjust in the new learning environment, this can inhibit their engagement. Hsieh (2007) explored that the academic context nature has do not encourage those students . learners declared being lonely, separated and silent in classroom, fighting to be admitted as smart even with their efforts, most of the time they were seen as incompetent. Such issue would block them from participating and performing to get engaged. This literature show how behavioral engagement of international students is affected as well as the cognitive one .

2.2.3 Engagement and learning :

2.2.4 Student Communication ,Engagement and Silence:

The oral Participation is supposed to be linked to learning (Bainbridge Frymier & Houser, 2016) , it represents students communication in classroom for instance: asking questions, responding to the class and contributing to class discussion; Fredricks et al.2004) in addition it is part from The student engagement “student engagement involves positive student behaviors, such as attendance, paying attention, participation in class...” (Anderso, Christenson, Sinclair, & Lehr, 2004, p.97). The verbal participation is generally high valued in any twenty one century classroom and it is often thought to be a good indicator for student engagement in learning. both are interrelated parts in any classroom experiences whether with domestic or international student. Some previous studies have shaped the way engagement should be through hand raising (sahlstrom, 2002), the use of questioning(Gayle, Preiss, & Allen, 2006) emphasizing on how communication and participation are beneficial for engagement . according to this the more student talk the more engagement he would have, thus silent student are presumed to be non-engaged or less engaged in learning (Bainbridge Frymier & Houser, 2016) especially that Collin in has defined the student silence by lack of participation and involvement . International students are perceived as passive students in classes, as result, their engagement can be really low or absent .

If the students participation or communication is considered as only verbal once one student is talking, basically the others would listen to him which could be shown that even participation can be silent in this case by active listening or what is called by a cognitive

Chapter Two Hypotheses Discussion :Silence Reason And Impact

engagement rather than oral! The present studies and pedagogical thinking have challenged the previous assumptions and have positioned a dualistic perspective where silence can be another form of engagement. By the new frame of engagement can be seen as complicated and dynamic term in which silence and communication are the possible components of engagement , instead it is recognized that the active participation can happen and arise in silence . just because silent students are not involving does not refer to the absence of participation by different ways. This comes to say that silent students can be engaged through silent participation. Silence can be a way for the student to engage and fully grasp. There are three exploratory investigations discovered that few students communicate and get involved via verbal engagement, while the other student keep silent and quiet and get engaged via other ways (Meyer, 2007, 2008,2009; Meyer & Hunt, 2004), the results suggest that educators may wrongly interpret the silence of some students during discussions as disengagement. The silent means of participation that students can use includes: being attentive, note taking, critical thinking in classroom (Meyer, 2007, 2008, 2009) .thus , international students could be silently engaged in classroom.

2.2.5 Engagement Dimensions :

2.2.6 Behavioral and Cognitive Engagement :

Engagement is not just a student participating or involving in classroom , it demands the sense-making and feelings in addition to performance(Harper & Quaye , 2009) acting without having the sense of engagement can only be an involvement and having the sense of engagement without acting it is sundering. Fredricks, Blumenfeld & Paris (2004, 62_3), drawing on Bloom(1956) have indicated three dimensional aspects of students engagement.

2.2.7 Behavioral Engagement :

Behaviorally engaged students would usually act with accordance with the rules of behavioral dimension . These norms consists of student observable actions including efforts and participation in educational experiences, students attendance and hard working .it is positive conduct, by respecting class rules , the absence of negative disruptive behaviors in addition to interest and attention, orally reflecting and asking questions , joiing the classroom discussion (Pugliese and Tinsley, 2007) .

Chapter Two Hypotheses Discussion :Silence Reason And Impact

2.2.8 Cognitive Engagement :

The more students are cognitively engaged the better learning occur. These students basically make sure and focus to develop their knowledge. They go beyond the requirement and take pleasure in the defiance. Diseth, 2011 said that it refer to the intellectual process that learners perform in academic activities as the value and a style a student uses. This engagement represents the quality learning rather than quantity; more relevant to how student guarantee their effective learning, their thinking and their skills. Moyer (2016) stated that cognitive engagement is the learner psychological investment in and hard work in learning, comprehending , know inside out and master the given knowledge, competences, skills,.

Students Engagement	
Behavioral engagement (Verbal and observed)	Cognitive engagement (silent or verbal and Not always observed)
a. Verbal efforts and involvement b. Interest and attendance c. Oral reflections and asking questions d. To Join classroom discussions e. Negative disruptive behaviors	a. Critical thinking, mind questioning and understanding b. Active listening and note taking c. To be a self regulated learner d. Paying attention to the knowledge and instructors e. To plan, monitor to solve tasks and activities f. Use other sources to check or look for a given information

Table01: Cognitive and engagement differences

2.2.9 Silent Engagement :

Since silence has been confirmed to e a means of communication (Achenson, 2008a, 2008b, Belanoff, 2001; Tatar, 2005) and Li Li (2005) stated “ absence of speaking can be invaluable to facilitate reflections of human communication” (p74). Consequently silence can have academic advantages. However, it is still unaccepted in classroom Li Li (2005) examine:

“In classroom settings, it is common for teachers to devalue silences and promote speech making. Teachers often enlist “participation” as an evaluation criterion. But, they do not recognize “silent active listening” as a legitimate form of participation. As teachers attend to students’ speech making. They frequently fail to acknowledge the significance of the silent interactions between teachers and students that reveal human desire, interests, and power

Chapter Two Hypotheses Discussion :Silence Reason And Impact

relationship. Consequently, although teachers are able to compel students to engage in verbal participation in classroom settings, they are unlikely to hear and listen to students' inner voices that do not meet their expectation". (p. 82)

Thus, international student could possibly be silently engaged through a cognitive engagement, so that, the speed in value oral involvement would create a competitive atmosphere that devalue the listeners and praise the talkative. Teachers must agree the silent thinking

2.3 Conclusion:

As a result, various parts in the use of English language that prevented the communication leading to silence of overseas students inside the classrooms have been interpreted. The impression and the perception of weakness in using the English language could strongly be a factor behind international learners silence. Preserving dignity by hide the challenge and to show respect to the others and to not weigh down with the process to comprehend the other speakers. In addition to the problem of timing which may inhibit their ability to take the turn whenever they want to join the discussion. a final noteworthy issue is their language skills contrast in front of others classmates skills from similar origin and language communicative competence and proficiency might negatively encourage their silence during classroom. conversation. Such phenomenon would probably impact on another aspect relevant to overseas students classroom experience which could be on their engagement . The extent impact may differ from behavioral engagement by a negative ways and cognitive silent engagement by a positive ways.

CHAPTER THREE

Research Methodology

3. Introduction:

This chapter aspires to investigate the factor behind international students silence and if this phenomenon impact their behavioral and cognitive engagement in classroom at English department in the university of ABDEL HAMID IBN BADIS for the three years of undergraduate LMD international students. For this reason this chapter will be assigned to the research methodology, the data collection and instruments will be provided in addition to the analyses and the results. Overseas students are major variable in this research therefore their perspectives and viewpoints are significant to prove or disconfirm the hypotheses, so the most convenient tool to respond research questions are the questionnaire as primary tools directed to learners followed by observation to check the foreign students silence and behavioral engagement to deduce the conclusion.

3.1 Research Hypotheses:

The silence of international students is widely perceived as a crucial issue in 21 century classroom due to its complex and esoteric nature, that is particularly so in second and foreign language learning contexts as a great body of literature has previously illustrated. The current research examine the curious fact behind international students silence and its impact on their cognitive and behavioral engagement in classes. It aims at knowing the overseas students opinions and impressions toward the concern and to look at their behavior in the classroom setting in order to discover a rich seam of data. What could be the factor that lead to this community silence! Does the silent behavior impacts student behavioral and cognitive engagement! After reasoning and inference, the subsequent hypotheses were build up : the reason behind foreign students silence in EFL classroom might strongly be relevant to communicative language issues including: language anxiety, slow speech, turn taking, find the right timing, the lengthy process to speak, language oral proficiency. So that the silence can impact their behavioral and cognitive engagement in educational context .

3.2 Methodology Design :

There are different ways to theorize and understand international student silence and several methodologies to investigated it. The nature of the study determines the selection of the appropriate approach to conduct this inquiry. The study employed mixed method with both qualitative and quantitative instruments to discover questions ambiguity, rely more on best of set of explanation and defeat the shortcomings of each methods to reach clear insights

and comprehension. Vanderstoep and Johnston indicated that the both methods integration in study lead to higher quality research and considered as ideal (2009, p8) . in addition Robert et al . (1994) said

“ A combination of data source is likely to be necessary in most evaluations, because often, no one source can describe adequately such a diversity to features as is found in educational settings, and because of the need for corroboration of findings by using data from these different sources, collected by different methods and by different people(triangulation)”

(Robert et al. 1994, p. 137)

3.3 Data Collection :

Data collection is a fundementel and significant procedure for undertake an inquiry. It is considered as the process of gathering and interpreting the information through various techniques. O’Leary (2004) declared :

“ Collecting data is a tough task, and it is worth remembering that one method of data collection is not inherently better than another. Each method needs to be weighed up and considered in light of your own research goals, as well as the methods’ inherent pros and cons” (p150)

Data can be gathered from different sources, besides there are various tools to fulfill research objectives as: interviews, questionnaires, experiments and observations.

In the beginning of this inquiry interviews were the primary instrument planned for our international students to go in depth in thoughts and perceptions, however due to COVID 19 circumstances through which the world is suffering in additions to the overseas students refusal to pass the online interviews , questionnaire were the appropriate tool to elicit information and give the researcher with the benefit to collect a great amount of diverse data in short time and less efforts to acquire credible results. Classroom observation was another important instrument that allows checking and perceiving what was happening with their behaviors in classes . the entire description will be extended below through highlight the setting and the participants .

3.3.1 Research Setting :

This study was conducted in the department of foreign languages more precisely English department at Abdel Hamid Ibn Badis University of Mostaganem. The investigation deals with EFL international students during the academic year 2019_2020. It attempts to figure out the cause of foreign students learners silence and if it impact their behavioral and cognitive engagement in classroom.

3.3.2 Research Participants:**➤ Students:**

The choice of sample population is another important step that researcher should determine based on his study requirement. Since the inquiry is directed to specific community who are the international students of English department who face the problem of communication in classroom. , the decision was made to select L1 , L2 and L3 undergraduate foreign learners all together due to their small community . they were spread in the groups oral expression courses and phonetic sessions were the context to see their performance. Their ages were around 19 to 22 years old. they have anonymously answered the questionnaire in addition to the class observation to gain the required facts .

3.3.3 Research Instruments:

Dornyei (2011) stated that the instruments used to collect data are the back bone of any investigation. so that, it demands various sources to obtain facts. The tools used in this work are the students questionnaire and classroom observation .

3.3.4 Description of Questionnaire:

The present questionnaire consist of three main sections. Each part focus on particular aspect. The initial section is related to the personal information of the participants. The second section deals with silence and communicative language and the third one is about the silence and both behavioral and cognitive engagement. The entire sections embody diverse types of questions including: close-ended questions that require overseas learners to respond “yes” or “no” , or by multiple choice questions in which respondents are provided with items to choose to answer the question and it should be ticked, whilst, open-ended question is directed to discover international students views and justifications.

➤ **Section One: Background Information (Q1_ Q4)**

Part one questions seek for collecting personal information about the target population. Students were required to assign their gender then were asked for their age. After that they were questioned to identify their origin country. In the last question, they were request to mention their degree level.

➤ **Section Two: Silence And Communicative Language (Q5_ Q10)**

The second aspect was related to silence phenomenon in classroom and communicative language issues that prevent international students from speaking and rather keep silent in oral production module. The question (5) the participants were asked whether they tend to keep silent in the classroom. Furthermore, the question (6) was directed to overseas students to assign their frequency of communication and interaction in the classroom. They were offered with four options to tick from. The seventh question to determine how they found communicating in English. Only three options were given. The next question (8), they were asked if their silence were related to communicative language issues. The question (9) was similarly exposed to see whether these problems inhibit the overseas learners performance in class The followed question (10) was asked to indicate the problems of communicative language that lead to their silent behavior.

➤ **Section Three: Silence, Behavioral And Cognitive Engagement (Q11_ Q17)**

The last part is devoted to deal with the impact of silence phenomenon on the cognitive engagement dimension of international students in oral production and phonetics classrooms. In question (11) students were asked how they find their engagement in general in EFL classrooms. Three options were given to be ticked. The question (12) were assigned to check whether the silence influence their engagement inside the class. Students had to choose among four options as well. The next question (13) went more preciously in which they were asked again if their quietness is deeply effecting the behavioral engagement. Once again various options were provided. However the question (14) moved to tackle the intellectual dimension of overseas learners where they were asked whether the silence is also influencing their cognitive engagement. Followed by question (15) were invited to answer if silence help them to invest their efforts toward better and effective learning process. If yes, Things getting more detailed in question (16) were they have to select among options what silence can help them to achieve regarding the cognitive engagement. The last question (17)

was about whether such phenomenon make them a silent intellectual engaged learners or not.

3.3.5 Description of Observation:

The setting was at the end of classroom throughout the time of observation process to observe and watch how things were going on. The observation was undertaken without any video or audio records, instead, it was done in checklist form. This instruments was determined as an attempt to check all the needed elements. It was comprised of two main parts. Each aspect has a set of items. The first section was prepared to monitor international students silent behavior and communication in the classroom besides their communicative language problems. While the second section was designed to observe the cognitive and behavioral engagement that silence impact.

➤ **Section One: International Student Silence**

The current part comprised of two main items containing several statements. It aims at knowing the international students character. Such as : whether they are silent then, if they interact with other domestic students or teacher and whether the case differ from L1 to L2 and L3 students in addition, if they tend to individually work or with peers and groups however, observing their communicative language issues that prevent them from speaking and rather keep silent is the main focus.

➤ **Section Two: Behavioral Engagement**

This section comprised of two distinct items. It aims at checking some observed aspects in cognitive engagement that silence impact since this dimension can not be fully observed through considering: notes taking, careful active listening of other classmates and teacher talking and instructors then, their self regulation however, this method is appropriate to fully observe the behavioral engagement that silence result for our foreign learners via monitoring whether the following elements exist or not: voluntary verbal participation, attendance, negative disruptive behaviors, oral reflection and questioning finally, joining classroom discussion.

3.4 Data Analysis:

3.4.1 The Analysis Of The Questionnaire:

The actual part is assigned to the analysis of the data gathered from international students questionnaire. In all, 18 foreign students responded to this questionnaire. It comprised of 17 questions. Each one will be treated separately as follows

➤ **Section One:** Personal Information

➤ **Q1:** International Students Age

Age	19	20	21	22
Number	4	5	7	6
Percentage %	18%	22%	31%	27 %

Table 01: International Students Age.

From the table above, we deduce that the majority of foreign students are adults. 18% of these participants are 19 years old. 22 % of overseas students who have 20 years old and 31 % for those who have 21 years old. Finally, the last percentage goes for the foreign learners who have 22 years old with 27%.

Q2: International Students Gender.

gender	Males	Females
Number	13	9
Percentage	59%	41%

Table 02: International Students Gender

As shown in the second table, most of our participants are males. 59% of international students are males and 41% only are females.

Q3: International Students Degree Level

Degree level	License 1	License 2	License 3
Number	2	9	11
Percentage	9%	41%	50%

Table 03: International Students Degree Level

In the provided table, 9% of our foreign students are L1 students. 41% of them are spread in L2 however, the biggest percentage exist in the L3 with 50% of overseas learners.

Q4: International Students Home Country

Home country	Mali	.Mozambique	Nigeria	Western sahara	Zimbabwe
Number	9	7	2	3	1
Percentage	41%	32%	9%	14 %	4%

Table 04: International Students Home Country

This table determines international students ethnicity or home country. 41% come from Mali, Mozambique with 32% followed by Nigeria with 9% , however western sahara come with 14% finally, Zimbabwe with only 4%..

➤ **Section Two: Silence And Communicative Language**

Q5: Do You Tend To Keep Silent In Classroom?

Degree level	answer	Response	Percentage
License 1	Yes	2	100%
	No	0	0%
License 2	Yes	7	78%
	No	2	22%
License 3	Yes	10	81%
	No	1	19%

Table 05: International Students Silence In Classroom

This question aims to confirm students silence as a first step. in the table, approximately all the foreign students tend to be silent in the classroom. The responses differ from each year to another. In L1, all the overseas students resort to quietness inside the class. In the L2 most of them in which 3 of the participants practice the silent behavior as well and only 1 who answered with no similarly to another international student from L3 who do not keep silent, however, 9 of the L3 overseas learners they declared that they are truly reticent in classroom environment. This implies two things which are: the international EFL are silent and their silence differs and decrease from one years to another.

Q6: Do You Find Communicating In English

Degree level	Answers	Response	Percentage
License 1	easy	0	0%
	Difficult	1	50%
	Very difficult	1	50%
	Easy	1	11%
	Difficult	8	89%
	Very difficult	0	0%
License 3	Easy	2	18%
	Difficult	9	82 %
	Very difficult	0	0%

Table 06: International Student's Speaking Difficulty

This question aims at assigning the difficulty extent for international students in communicating in English language. for the first year a great number of foreign students found it as very difficult task, in the L2 all overseas students considered it as hard as well and only one found it easy. Regarding L3 participants again most of them saw it as difficult expect few who treated it as easy.

Q7: How Often Do You Communicate And Interact In Classroom?

Degree level	Answer	Response	Percentage
License 1	Always	0	0%
	Sometimes	0	0%
	Rarely	1	50%
	Never	1	50%
License 2	Always	0	0%
	Sometimes	1	11%
	Rarely	7	78%
	Never	1	11%
License 3	Always	0	0%
	Sometimes	4	36%
	Rarely	7	64%
	Never	0	0%

Table 07: The frequency of international students communication and interaction

Concerning in-class communication and interaction varies different shifts. The entire L1 community of international students rarely communicate and interact in classroom. In the L2 context 78% for students who rarely do it and who never do it with only 11% equal to sometime performers. The last year shown a improved progress compared to the previous years in which 36% goes to those who do sometimes interact and speak but, 64% still rarely practice it.

Q8: Do you keep silent because of some communicative English language related issues?

Degree level	Answer	Response	Percentage
License 1	Yes	2	100%
	No	0	0%
License 2	Yes	7	78%
	No	2	22%
License 3	Yes	7	64%
	No	4	36%

Table 08: The reason behind international students silence in classroom

This question was devoted to discover the hidden fact behind the international students silence in learning context. All the L1 foreign students faced issues related to communicative English language. In the followed year, the majority suffered again from language issues with 78% whereas only 22% did not. However in the L3, there were a lower agreement on the language issues problems that cause silence compared to other years with only 64% however, it is still high quantity, the other 36% did not face this problem. This indicates that the primary reason behind their reticence is strongly related to communicative language issues.

Q9: It Yes, It Is Because:

Answer	Response	Percentage
Language anxiety	4	18%
Slow speech	2	9%
Turn taking	3	14%
Right timing	3	14%
Long process to speak	4	18%
Language proficiency	2	9%

Table09: Communicative language issues that prevent international students from communicating

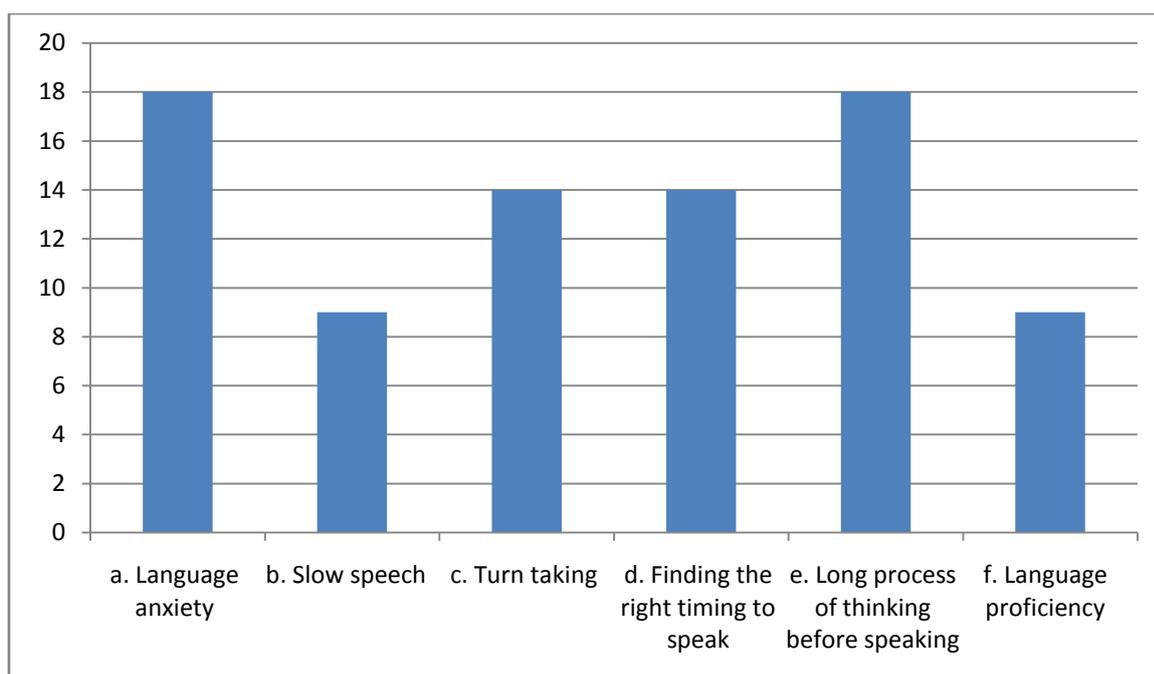


Figure01: Communicative Language Issues That Prevent International Students From Communicating

From the answers, the communicative language issues that keep the international students silent are: language anxiety and the long process they pass through before they speak are the main issues related to English language with the higher percentage of 18% , followed by both turn taking and managing the right time to speak with 14%. In addition to another problems of both slow speech and language proficiency with 9%.

Q10: Does These Previously Mentioned Issues Inhibit Your Performances In Classroom?

Degree level	Answer	Response	Percentage
License 1	Yes	2	100%
	No	0	0%
License 2	Yes	7	78%
	No	2	22%
License 3	Yes	7	64%
	No	4	36%

Table 10: Language Issues Impact On International Students Performance

This question is similarly related to previous question to check if the previously mentioned problems are the direct realities that stand against our international students silence. The results differs from each year to another with the same recent number and percentage in which all L1 foreign students confirmed that these issues inhibit their performance inside classroom. In l2 again the majority with same response except one students. Regarding l3 learning context, there were lower number of those who said yes compared to other years.

➤ **Section Three:** Silence, Cognitive And Behavioral Engagement

Q11: How Do You Find Your Engagement In The Classroom?

Degree level	Answer	Response	Percentage
License 1	Easy	0	0%
	Difficult	2	100%
	Very difficult	0	0%
License 2	Easy	1	11%
	Difficult	7	78%
	Very difficult	1	11%
License 3	Easy	2	18%
	Difficult	9	82%
	Very diificult	0	0%

Table 11: International Student's Engagement Difficulty

The present question seek to determine the difficulty extent of international students engagement in their classrooms. From the answers it seems that a big community found it as a hard task and the answers vary from one year to another. The majority of L1 participants saw their engagement either difficult or very difficult. In the L2 context only one found it as easy whereas the other 75ù of them considered it as hard. The suprising fact was that even L3

overseas students still encounter the engagement difficulty however, the rest 18% of them believed that it was easy as well.

Q12: Does Your Silence Impact Your Engagement?

Degree level	Answer	Response	Percentage
License 1	Yes	2	100%
	No	0	0%
License 2	Yes	8	89%
	No	1	11%
License 3	Yes	9	82%
	No	2	18%

Table 12: Silence Impact On International Students Engagement

For this question provided the purpose was to discover if the silence is generally influencing in a way or another their engagement inside the classroom. The responses show that there were an impact in which all the L1 participants experienced it, whereas the 11% from L2 foreign community did not. The impact moved to the L3 overseas students with 82% believed that there were an effectiveness however, the rest did not.

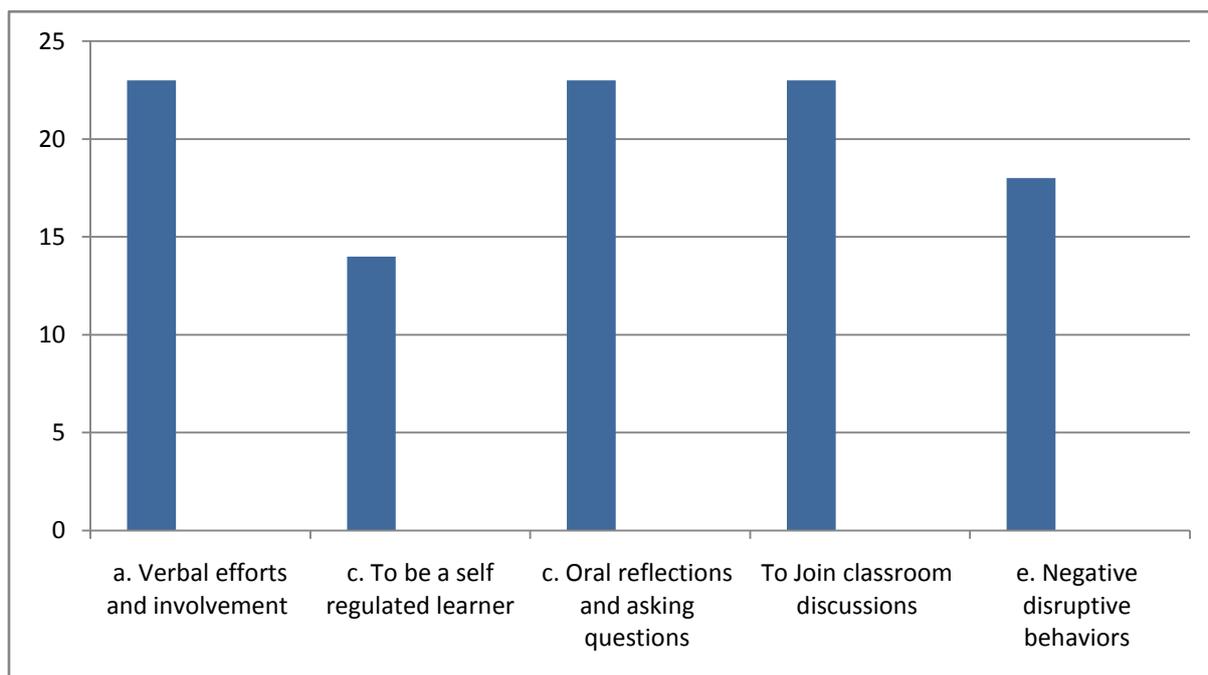


Figure02: Silence Impact On International Students Behavioral Engagement

This question is devoted to see how silence impact this engagement. As has been mentioned, silence can highly impact the behavioral engagement of the international students. Verbal efforts, involvement and oral reflection and asking questions in addition to join classroom discussion are the most influenced practices with equal 23%, whereas 18% for negative disruptive behaviors that was the only positive side regarding the behavioral engagement in which their silence inhibit such behaviors, followed by interest and attendance with 14%.

Q14: Do You Think That Silence Help You To Obtain An Intellectual Effective Learning Process?

Degree level	Answer	Response	Percentage
License 1	Yes	1	50%
	No	1	50%
License 2	Yes	6	67%
	No	3	33%
License 3	Yes	9	82%
	No	2	18%

Table 13: Silence Impact On International Student’s Learning Process

The previous question is a movement toward the cognitive engagement. It aims at knowing if the student gain an quality learning process that is considered as a sign of the intellectual engagement. According to the result, most of first the year international students did not have the effective learning process whereas the majority of second year overseas students acquired an effective learning process . the improvement highly advanced with the L3 foreign students in which 82% confirmed that they experienced a great learning process while the others still not .

Q15: Do You Think That Silence Help You In The Following Practices:

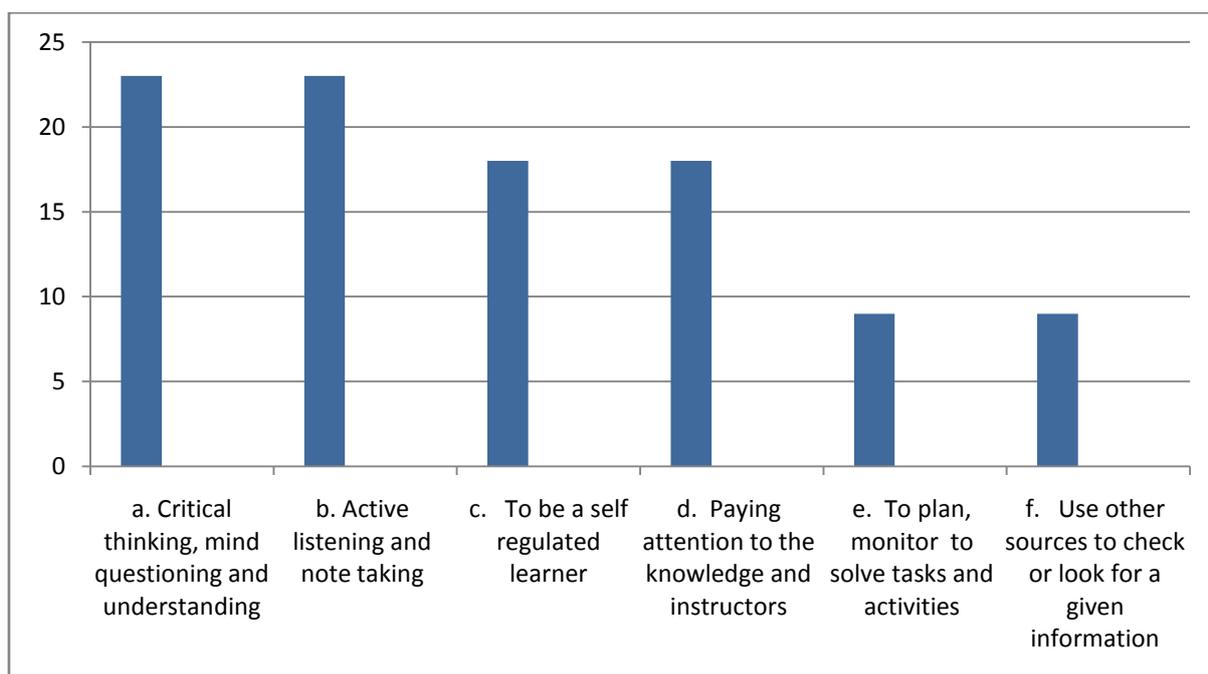


Figure03: Silence Impact On International Students Cognitive Engagement

Such question is present the impact of silence on international students cognitive engagement. The results and responses demonstrate that 23% declared that it help them to both mind questing, critical thinking and understanding in addition to active listening and note taking. However only 18% of them stated that it help them in paying attention to knowledge and instructors moreover, to be a self regulated learner after that the other 9% goes for planning,

monitoring to solve tasks and activities and use other sources to check or look for information.

Q16: Do You Consider Yourself As Silent Engaged Learner?

Degree level	Answer	Response	Percentage
License 1	Yes	1	50%
	No	1	50%
License 2	Yes	6	67%
	No	3	33%
License 3	Yes	9	82%
	No	2	18%

Table 14: The Silent Engagement Of International Students In Classroom

The last question was devoted to see if the international students are silently engaged students since the cognitive engagement is not really observed. The L1 community who were equal in percentage confirmed that he was silently engaged learner but only for one however the others were not engaged at all. The L2 participants number was high in terms of cognitive silent engaged students in which 67% were reticent engaged students. Regarding the L3 foreigners also there were more than the half students were silently engaged.

3.4.2 Observation Analysis:

In this study, the classroom observation was done on the three undergraduate students but, only in few séances due to time and COVID 19 circumstances is assigned to monitor international students of the undergraduate levels in educational settings of classrooms. It mainly devoted to check international students character whether they are silent or they interact besides, their communicative language issues that cause silence. as attempting to see the silence impact on their behavioral and cognitive engagement.

- **Section One:** International Students Silence
 - **Item One:** International Students Tendency To Silence

After the classroom observation, it was observed that most of the overseas students prefer sitting at the back and only few who have no problem t set in front the teachers specially the L1 foreign students. In addition they were silent and quiet compared to their classmates. There were no interaction between the international students and the domestic ones and even teachers providing simple and clear environment, it seems they avoid it. they tends to work individually rather than in peers or groups. What is worth to mention as well is that the L1 participants seems less comfortable, less motivated with lower confidents compared to other level like L2 and L3 who could be more adaptable in the environment that was funny and spacious from time to time.

- **Item2:** International Students Communicative Language Issues

During the classroom observation, it was clear that the international students have some communicative language issues. These learners face language anxiety because once the teacher ask or invite then to take the floor and express, the communication apprehension and nervousness in addition to tension and frustration appears with a stressful body. Second issue was the slow speech they perform, they tend to provide short sentences in long time. This leads to more problems such as the turn taking that is responsible for the conversation flow. The overseas students generally avoid exchanging ideas to be apart from the whole class discussion, they could not start speaking, they were not ready or willing to ; and this put a lot of pressure toward the right timing issue. Most of overseas student ignored how to manage the perfect opportunity to speak up. According to what have been watched as well that the participants took long process to talk. They had never start directly once they were invited to express. Finally. Their were not orally competent or proficient in the foreign language in which there were mistakes and no fluency.

- **Section two:** International Student's Silence And Behavioral Engagement
 - **Item 1:** Silence And Behavioral Engagement

In the classroom observation, the fact that the international students were passively unresponsive directly affected their cognitive and behavioral engagement. Many elements were monitored engagement, regarding the cognitive engagement, it seems that there were attention, note taking, the use of other sources such as dictionary, focusing especially for L3 community. Whereas the behavioral engagement silence has blocked the collaborative active learning , also the participants were not involved or participating, moreover the overseas students were attending in the classroom but, coming late in addition they were not attentive or interested finally, there were no oral reflections or joining the classroom discussions , not even asking questions . There were not truly feeling the sense of belonging however, they were respecting the learning environment rules with the absence of all deperative behaviors.

3.5 Result Discussion:

3.5.1 Questionnaire Discussion:

Based on the data gathered and previous analysis, what has been found is :

- ❖ The international students are identified in the classroom, most of them have the tendency to “ silence” regarding the three undergraduate students. they depend on their own line of thinking and emotions however, there is a little variation between all the three years in terms of performance that somehow better in the last years but still weak.
- ❖ The majority of the international students find communicating a difficult practice in the classroom. Thus, their frequency participation and interaction is rare, still the frequency differs from one year to another in which the opportunity in the third year is higher than the other years.

- ❖ Regarding the international students reticence in EFL classroom. It was proved that the curious truth behind their silence was highly relevant to some communicative language issues.
- ❖ The overseas students communicative language issue inhibit their performance. They have confirmed that they feel anxious and nervous whenever they were asked to speak. So they tend to take a long process before they communicate with a slow speech in addition to the turn taking ignorance and managing the right timing to speak or join the conversation besides the lack of language proficiency
- ❖ In general, most of international students find that their silence impact their both behavioral and cognitive engagement since they are interacted practices in classroom. Thus they find their engagement difficult. However the difficulty decrease from one year to another.
- ❖ In the cognitive engagement, it seems that silence impact it in positive way specially for L2 and L3 foreign students in which it encourages them to invest their efforts to get an effective learning process with more focus.
- ❖ More deeply, the silence help in raising critical thinking, mind questioning and understanding because they focus. It gives space for active listening and note taking to be a self-regulated learners as well. paying attention to the knowledge and instructors to solve activities. In addition to uses other sources to check and look for the information. However, Over again the third year were more adaptable to this except the L1 and some from the L2.
- ❖ On the other hand, the behavioral engagement symptoms was very linked to silence, in which the impact was also negative. There were no verbal efforts including participation and involvement. No oral reflections or questions.
- ❖ The results has shown that the silence can have negative impact in terms of behavioral engagement. However, a positive impact in cognitive engagement that is formed as a silent engagement related to the intellectual level that is not observed and not a contractive to communication instead, as a part of students participation as mentioned in the literature review.

3.5.2 Observation Discussion:

Clearly than, the focus on international students classroom observation is an empirical qualitative evidence to silence reason and impact within Algerian university English foreign language classrooms

The classroom observation was so beneficial and helpful too get a credible rich data regarding the international students silent behavior that was cause by some communicative language issues they had on one hand. And this phenomenon impact on the international students behavioral engagement inside the classroom on the other hand. In addition to the most significant part that is the observation leads to confirm the already raised hypothesis.

The observation proves the notion of “silence” that the international students practiced in the EFL classrooms . including: sitting at the back, working individually, avoiding any kind of interaction. This implies the hypothesis that these participants have some difficulties in

communicative language . For stance: language anxiety, turn taking and managing time to speak up, a tardy speech rate and the long process they take before talking in addition to the lack of proficiency. A lot of pressure to their self cognition and psychology in which themselves think could be an issue for them and the others in classroom thus, their performance become inhibited and they simply keep passive.

As any phenomenon, silence has a reason and an impact. The reticence of international students influence their behavioral engagement in negative way; it seems that both are interrelated. After a reflection from what has been observed, silence destroyed foreign students voices and communication inside the classroom. There were no verbal efforts or involvement. Also, the lack of interaction and interest besides the absence of oral reflection or asking questions and joining classroom discussion. the exceptional positive side during monitoring was their attendance and the absence of any kind of disruptive behaviors. Hence, the final chapter helped the researcher to prove that the overseas students quietness was strongly related to some communicative issues thus, their behavioral and cognitive engagement were affected in both negative and positive for each type of engagement inside the classroom.

3.6 Recommendations:

- ❖ Educators must devoted energy and time to make a warm, welcoming environment for international students to promote a community sense inside the classroom through a friendly and open atmosphere
- ❖ Show a genuine and sincere in theses marginalized small group and acknowledged their contribution in classroom and the entire system to result a sense of belonging (Morita 2004) to encourage them to overcome their communication problems slowly
- ❖ To organize seminars in classrooms for international students to learns and to improve their intercultural communication and language generally in which opportunities to freely express his culture, personality and identity via practicing the language.
- ❖ To be a good observed and good listener of this community concerns and needs through a feedback sheets that help most of teachers to determine the hidden elements
- ❖ Rely on authentic materials and interesting topics in classroom that would makes them attentive and excited rather than scared to lose face in front the other and enged them I n cooperative group working and varies the activities.
- ❖ Teachers should display two important roles: a facilitator and motivator to help students overcome their fears and face their difficulties when they want to speak.
- ❖ Others domestic students can help by making friendly relationships that provide a sense and support the mixed intercultural classroom.

3.7 Conclusion:

This chapter held the methodological procedure. It provides the data collection's description in addition to results analysis and discussion. first, after examining the data. The investigation come up with some conclusions. the outcomes proved that the international students are truly silent because of some communicative English language issues in EFL learning context. These issues were identifies in which students were anxious and taking long time to speak with slow speech and struggling with turn taking and finding the right timing to join due to their lack of proficiency and this strongly confirm the first hypothesis.. secondly, In fact the silence issue exceeded to impact other aspects such as the foreign students behavioral and cognitive dimensions with both negative and positive ways, there were the lack of verbal efforts and participation generally but it help them to invest their efforts intellectually through note taking, mind questioning , active listening and checking other sources for this reason the research give some practical recommendation to raise this community voices in classroom.

General Conclusion:

After studying abroad has become a trend, the world witnessed an increasing growth of international students in various academic environment including the Algerian higher education that becomes culturally and linguistically diverse. this would directly influence their educational life and classroom communication thus, overseas learners tend to keep silent in EFL intercultural classroom. They bring a low achievement regarding their participation and interaction. Usually this is viewed as a barrier. It is obvious that the major purpose of foreign language learning is to talk. Based on this the silence value may not be preferable or welcomed in 21st century classroom as it is recognized in other contexts. The present research investigates the real interpretation beyond foreign students quietness in classroom. On one hand, it examines the language communicative issues as major reality that effects overseas students communication. On the other hand, it discusses the concept of engagement for this community from two dimensions which are behavioral and cognitive once. Additionally, it shed lights on some recommendations to be implemented to break their silence.

The main purpose of this research was, first, situated the marginalized small group to know how do international students perform in classroom and to discover the curious fact behind their passive performance. Beyond, various debates and case studies different reasons in distinct fields. Secondly, this study aims at detecting the impact of such phenomenon on cross-borders learners on both behavioral and cognitive engagement in order to be able to offer relevant practical recommendations. Finally it seeks to prove the previously shaped hypotheses that the potential reason for their reticence is highly related to communicative language issues however, this can negatively impacts their behavioral engagement whereas it impacts positively their cognitive dimension.

The current thesis comprises of three chapters. The first chapter was reflecting the theoretical aspect silence interpretation and international students literature. Moreover, the second chapter was also relevant to literature review that discussed the hypotheses development finally, the third chapter is concerning the data collection as it provided the entire description of the instruments that are used for gathering the required information on one hand, then, the interpretation of the data gained from ABDL HAMID IBN BADIS international learners through questionnaire and the classroom observation with the discussion of each tool . In addition, various recommendations were offered to overcome the issue.

Through the interpretations and discussion of the findings grasped, the study came out with some deductions. The outcomes confirmed that the reason behind foreign students' silence in EFL intercultural classrooms was related to communicative language problems. It creates a communication-based inhibition in which they avoid speaking that is necessary to learn any foreign language. These problems include: language anxiety, slow speech, turn taking, managing the right timing to talk, the long process before speaking and language proficiency. This truly impacted the behavioral engagement in which no verbal efforts or oral reflections appeared; instead, the cognitive engagement was functioning in the form of silent engagement that helped them to invest their efforts in active listening and reflecting with time. However, the results differ from the L1 community compared to others L2 and L3 that were more adapted and progressed. Therefore, the hypotheses were successfully proved from the questionnaire and observation.

In short, this investigation is conducted for international learners to enhance their communication in the classroom; also, it helps to raise the teachers' awareness of the differences among these students and domestic ones and to be able to understand the marginalized small group's concern and implement a set of strategies to overcome this problem and involve them since they were and they are always going to be part of our educational scenarios.

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APPENDIX

Appendix 1

Student's Questionnaire

Dear foreign students

You are kindly requested to fill this questionnaire that aims at investigating the reason behind international students silence in EFL classrooms and how this phenomenon impact on heir both behavioral and cognitive engagement. Your answers are very significant for the validity toward a genuine inquiry. I hope you will you will provide your attention.

Please read carefully and tick (x) the choice that correspond to your answers. Thank you for your collaboration.

Silence And Communicative Language Issues

1- Do you tend to keep silent in Classroom ?

a. Yes

b. No

2- How Do You Find Communicating In English ?

a. easy

b. difficult

c. very difficult

3-How Often Do You Communicate Or Interact In Classroom?

a. always

b. sometimes

c- rarely

d. never

5- Do You Keep Silent Because Of Some Communicative Problems?

a. yes

b. no

6-As International Students, Your Language Problems Could Be Related To:

a. Language anxiety

b. Slow speech

c. Turn taking

d. Finding the right timing to speak

e. Long process of thinking before speaking

f. Language proficiency

g. Others

➤ **Silence , Behavioral And Cognitive Engagement**

1- how do you find your engagement in the classroom?

a. Easy

b. Difficult

c. Very difficult

2- Does you silence Impact your Engagement?

a. Yes

b. No

3- International students Silence Inhibit:

a. Verbal efforts and involvement

b. Interest and attendance

c. Oral reflections and asking questions

d. To Join classroom discussions

e. Negative disruptive behaviors

4- Do you think that silence Lead you Toward an Effective Learning Process?

a. Yes

b. No

5- If yes, The Silence Help you in:

a. Critical thinking, mind questioning and understanding

b. Active listening and note taking

c. To be a self regulated learner

d. Paying attention to the knowledge and instructors

e. To plan, monitor to solve tasks and activities

f. Use other sources to check or look for a given information

6-Do You Consider Yourself A Silent Engaged Learner?

a. Yes

b. No

Appendix 2

The Classroom Observation Checklist For International Students

Observer		Teacher:	
Course:		Date:	
Time of session:			
A: Always	O: Often	S: Sometimes	N: Never

	Observation	A	O:	S:	N:
Silence And Communicative Language Issues	<p>The international students tendency to silence</p> <ul style="list-style-type: none"> ➤ Sit at the back in the classroom ➤ Communicate and interact in the classroom ➤ The preference to work individually 				
	<p>The international students communicative language issues</p> <ul style="list-style-type: none"> ➤ Anxious and stressful ➤ Slow speech ➤ Turn taking to speak up ➤ Managing the perfect opportunity to join the communication 				

	<ul style="list-style-type: none"> ➤ Long process before speaking ➤ Language proficiency 				
<p>International Students Behavioral And Cognitive Engagement</p>	<p>a. Behavioral engagement</p> <ul style="list-style-type: none"> ➤ Verbal efforts and involvement ➤ Interest and attendance ➤ Oral reflections and asking questions ➤ To Join classroom discussions ➤ Negative disruptive behaviors 				
	<p>b. Cognitive engagement</p> <ul style="list-style-type: none"> ➤ Active listening and note taking ➤ To be a self regulated learner ➤ Paying attention to the knowledge and instructors ➤ Use other sources to check or look for a given information 				