

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



كلية التربية
المجلة التربوية

*The Effectiveness of Multidimensional Engagement
Instructional Approach Based on Communication
Technology Devices in Developing Student Teachers' EFL
Oral Communication Skills and Self-efficacy*

Prepared by

Dr. Hasnaa Sabry Abdel-Hamid Ahmed Helwa

**Assistant Professor at Department of Curriculum, Instruction
and Educational Technology (TEFL) - Faculty of Education-
Benha University- Egypt**

المجلة التربوية. العدد الثامن والستون . ديسمبر ٢٠١٩م

Print:(ISSN 1687-2649) Online:(ISSN 2536-9091)

Abstract

The study aimed to investigate the effectiveness of using multidimensional engagement instructional approach based on communication technology devices in developing student teachers' EFL oral communication skills and self-efficacy. The study design was a mixed research methodology. It combined both quantitative and qualitative methods of collecting data. The participants of the study were fifty (N= 50) students enrolled in fourth year English section at Faculty of Education, Benha University, Egypt. They were tested before and after the treatment. They were taught through using a multidimensional engagement instructional approach based on communication technology devices. The instruments of the study included an EFL oral communication skills test, an EFL oral communication skills rubric, a self- efficacy scale, and a semi-structured interview. The results revealed a statistically significant difference between the mean scores of the study participants in the pre and post administrations of EFL oral communication skills test and self- efficacy scale in favor of the post administration. These results were ascribed to the multidimensional engagement instructional approach based on communication technology devices.

Keywords: Multidimensional Engagement Instructional Approach - EFL Oral Communication Skills – Self-Efficacy

Introduction

Nowadays, our society is characterized with an increasing cultural and professional exchange that is facilitated by mastering one international language such as English language. The capacity to express oneself freely in the English language both in professional and in everyday contexts is the first step towards one's all lifelong personal and professional development. The incapacity to communicate in English language is a major hindrance that stops individuals from keeping updated professionally and actively taking part in international professional activities that imply both the enrollment to various courses, lectures, workshops, conferences of professional interest and the exchange of professional experience among experts of different nationalities.

The Effectiveness of Multidimensional Engagement Instructional

The advent of digital technology has reinforced the significance of English as a medium of communication globally of social, linguistic, and cultural origins. Communication skills facilitate life opportunities. The higher education sector focused on developing students' oral communication skills which have an effective impact on their academic performance, professional development, personal and social efficacy that will prepare them for their workplace environment. Thus, the university graduates are expected to be confident in oral communication so that they can function effectively in the academic and professional settings (Şimon, 2014, Husain, Ganapathy & Mohamad, 2015, Khan, 2015).

Effective communication skills are important in terms of professional and personal characteristics of teaching. The learning process is a communication process. In this process, sending-receiving meaningful messages are closely related to a teacher's competencies. Teachers should be able to transfer their knowledge and thoughts. They also should have effective expression skills to ask students questions and effective listening skills to understand students' questions, thoughts and opinions in the classroom. In addition, they should be aware that they need to establish communication with their students. This communication style will determine students' communication styles. In order to develop teacher-student communication, the teacher should focus on creating a warm classroom atmosphere, treating all students equally, using a positive language and rewarding desired behaviors. These activities contributing to communication increase the appearance frequency of desired behaviors and decreases undesired behaviors within the course of time (Güleç, & Leylek, 2018).

CASTILLO (2016) clarified that oral communication skills play an essential role in language learners' interactions, and allow them to succeed in personal, academic, and social affairs. Oral communication skills are essential to the whole communication process. In the same context, Barker (2010) & CHURCH (2005) reported that communication is the act of transmitting and receiving information. It is a continuous process that never happens in isolation. It is also the process of creating shared understanding .Teachers need to emphasize oral communication in the classroom by making learning meaningful to students' lives. In the same context, Iksan, et.al. (2012) clarified that communication is process of the exchanging information from the person giving information

The Effectiveness of Multidimensional Engagement Instructional

through verbal and non-verbal methods to the person receiving the information. The most common method of communication is verbal, using a specific language where it is a two-way process, with feedback on the message received. Communication also involves the exchange of ideas, opinions and information with a specific objective. Through oral communication, information can also be exchanged using symbols or signs. Thus, the elements of communication include the person giving the information, the information and feedback by the receiver and the repetition of these processes creates knowledge development. In addition, communication skills are components of generic skills .They are important especially during the process of seeking a job. The process of communication generally involves four elements: the speaker, the receiver, communication channel and feedback. Therefore, universities should ensure that students are equipped with the ability to communicate clearly and effectively.

It can be noted that providing a positive learning environment includes effective roles of the student and teacher. The roles of the teacher and learner are completely different in various ways. Teachers should no longer be looked at as the information provider. Assigning students into a different role requires the teacher to adopt a different role such as the facilitator. Nowadays, language teachers are working as motivators, mediators, and designers of tasks rather than a provider of knowledge. The teacher does not give monologue presentations and lectures , they work as the communicators or navigators to new information and conduct student activities. With this approach in communicative language teaching, the center shifts from the teacher to the students (CHURCH, 2005).

Communication is divided into interpersonal, interpretive, and presentational modes. Interpretive skills take place when listening and reading development are focused as well as receptive skills that are combined with classroom activities that develop oral proficiency. Interpersonal is when students are engaged in conversation and presentational is when they present their ideas to the class. Thus, through communication, people make sense of the messages by conveying the messages they want to each other and they give feedback to the other individual. The other person also passes through the same process and gives a feedback (KOÇ& DÜNDAR, 2018).

The Effectiveness of Multidimensional Engagement Instructional

Çetinkanat (1998) cited in Güleç, & Leylek (2018) clarified that teachers' communication skills in the classroom included five dimensions. The first dimension that takes place first among a teacher's communication skills is empathy. It means understanding others and helping others understand themselves. The second one is transparency. It includes explaining individuals' feelings and thoughts without trying to hide. In the classroom, teachers who are able to be transparent with students are expected to be open and clear not only in their feelings but also in their lessons, teaching styles and exams. Equality is the third dimension that involves the relationship between a teacher and a student. Such relation should be equal because of being individuals and at a level to create a positive learning atmosphere without putting any psychological distance arising from role and status difference between them. The fourth dimension is effectiveness. It covers a teacher's performing teaching, checks if learning has been achieved, and includes a series of teacher behaviors. The teacher should aim to achieve positive mental and behavioral changes among students. The last one is competence. It is important that a teacher should be able to establish communication with his/her students when presenting knowledge.

Iksan, et.al. (2012) indicate that communication skills are considered one of the elements of soft skills that are essential among university students. Students would have been exposed to situations, in and outside of the lecture halls, where they have to use their communication skills, such as group assignments and class presentations. Therefore, they conducted a study to investigate the level of communication skills among university students. They measured communication skills via a self-administered questionnaire that assessed ten elements in communication skills, including oral, written and social behavior. Byrne (1991) cited in Şimon (2014) indicated that in order to make students more autonomous during the oral communication skills classes, the information contained by the selected teaching materials has to be introduced gradually, starting with controlled practice and ending with free expression exercises. As oral communication implies the receptive skills of listening and understanding, and the productive skills of speaking, the instructor should take them both into consideration when designing and planning the lesson. The learning process includes three stages: presentation, practice and production. The presentation stage

The Effectiveness of Multidimensional Engagement Instructional

may start with a brainstorming activity or the description of some topic-relevant pictures for introducing new vocabulary and language structures. The practice stage may include a variety of exercises: listening to a recording, followed by filling in some gaps in the script, by rephrasing some relevant statements and so on. The production stage is the most difficult one, but if the two other stages are prepared carefully, one can achieve the objectives.

Nasr (2015) clarified that the most important aspect of language learning is how to express ideas fluently in the target language in order to be understood by native speakers. Thus, foreign language learners should know how to use different words and phrases in sentences and should be familiarized with the grammatical points in the target language. Thus, oral communication skills are essential for university students in the future. Zhang (2005) clarifies that the study of oral communication found its manifestations in the forms of speech, conversation, and dialogue. Each concept has different connotations and denotations but together they form the foundation for a comprehensive understanding of oral communication. Oral communication is not a process of learning to speak a second/foreign language. It also incorporates the development of communicative competence. Rupert (2013) states that oral communication as an important form of communication involves not only people's acquisition of a language and the development of an appropriate level of language proficiency, but it is also a reflection of their involvement in the society at large as social beings .

Badr (2008: 8) indicated that oral communication skills include the following skills:

- Speaking sub- skills include pronunciation of sounds, word stress, intonation, producing structurally correct sentences, using appropriate words and expressions for the context and fluency.
- Values of adhering to the ethics of discussion such as expressing ideas calmly and refusing opinions freely without hurting others, avoiding interruption of other speakers and listening carefully to other points of view.
- Skills of discussion include expressing ideas clearly, raising logical arguments, providing evidence and supportive details for ideas, summarizing main points raised in the discussion.

The Effectiveness of Multidimensional Engagement Instructional

Nixon & Dawson (2002) cited in Zhang (2005) recognize that communication is an interactive event during which persons assign meaning to message and jointly create identities and social reality. They argue that one way to describe effective communication is productive and satisfying to both the communicator and the communicatee. Richards (2008) & Zhang (2005) indicate that oral communication skills comprise both listening and speaking skills. The process of listening is centered on a person's engagement in a complex active process. The process of speaking includes both spontaneous informal speech (e.g., talking in working groups, responding in classroom discussion, participating in interviews) and prepared formal speech.

Listening and speaking skills are essential factors of an individual's academic success. Therefore, Demir (2017) conducted a research to establish the relationship between listening and speaking skills, and study how listening predicts and cognitively arranges speaking. In the same context, he clarified that speaking is involved in expressing and listening is involved in comprehension. They must be considered as activities that form the communication process, complete each other and cannot be separated. Listening and speaking constitute the two elements of oral language, and the existence of listening skills obliges speaking. The close relationship between listening and speaking is clarified through two points. Firstly, listening is the cognitive process and interpretation of auditory codes and the semantics. Secondly, listening supervises and organizes the performance of speaking. Moreover, Al. Maghrebi (2014) clarified that speaking and listening have been identified as oral communication skills. Speaking is often considered the most complex and difficult skill for a learner to master. Listening involves also certain degree of productivity on the part of the listener as paying attention to what someone else says includes simultaneous cognitive processes of reception and production .

Despite the fact that listening has an important role in language learning, it is still the most neglected language skill. Moreover, learners recognize listening as the most difficult skill to acquire. Listening comprehension has an important role in doing oral communication, since the ability to understand what others say is essential to communicative interaction. It is also believed that listening has a crucial role in language acquisition and language learning. Listening comprehension is usually

considered one of the most difficult language skills to EFL learners due to the unavoidable presence of reduced forms in authentic speech. In addition, it is a vital skill in all areas of academic life. Effective listening is required for higher education students to understand formal lectures and tutorials, as well as to interact with other students in small groups, in project work, and in social situations (Khaghaninezhad & Jafarzadeh, 2014, Picard & Velautham, 2016).

Speaking is the most important language activity that ensures the communication between people. The more effective, coordinated and clear the communication between people is, the more success is achieved. The key for the successful communication is to speak effectively, be understandable and use the phonetic symbols efficiently. In addition, EFL speaking skills are important for communication in EFL classrooms. Thus, teaching speaking skills has become increasingly important in English as a foreign language due to the large number of learners who want to use English spontaneously and freely for communicative purposes. Therefore, in order to speak in a foreign language, learners must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with little hesitation. Language learners must also focus on understanding what is being said to them and be able to respond to the other person appropriately (Kyriakopoulos, 2008, Diyyab, Abdel-Haq & Aly, 2013).

Demir (2017) indicated that for successful communication, it is necessary to combine listening and speaking skills. Listening while providing control of the learning process stimulates students to speak and help to improve their speaking skills and their self-control during verbal communication. In the same context Demirel (2004) cited in Tekin & Parmaksız (2016) clarified that the skills of speaking and listening in learning a foreign language necessitate the students not only add new vocal skills to the sounds they hear and innate but also to use those skills to understand the new voices they hear in the second language and try to spell that with a voice close to that language, and the purpose for teaching listening is to provide students with an ability to recognize the sounds in a foreign language, realize the changes in meaning caused by accenting and intonation and understand the message coming from the speaker clearly

The Effectiveness of Multidimensional Engagement Instructional

Speaking is one of the four main skills among EFL students and essential for communication .Thus, EFL teachers strive to create an interactive environment to encourage students to speak .The English as a foreign language (EFL) classroom is probably the only place for students to speak English, so the EFL class environment should be given significant care. Teachers take great care to prepare speaking class materials, such as activities and organizing the class setting to make the speaking environment friendly. As a result, students are involved in the learning process, which increases satisfaction and sense of achievement. In her study, Qutob (2018) investigates EFL students' satisfaction with speaking skills in relation to language classroom materials used.

It can be noted that competency in oral communication is the ability to make clear and convincing oral presentations to individuals or groups, listen effectively and clarify information as needed, and facilitate an open exchange of ideas .Therefore, when students have the capacity to self-manage and the ability to navigate through the courses of their learning, they will become more successful in oral communication skills and collaboration skills (Huang, et al. 2010). Consequently, the positive self-perception and belief in success can affect students' participation in classroom activities and help them avoid deciding that the activities are beyond their abilities. The amount and the quality of effort is related to students' self-efficacy in terms of their general cognitive learning interactions with the effective students using more cognitive strategies than those who possess self-efficacy .This helps determine self-efficacy in relation to listening and speaking skills that form verbal communication, the relationship between these skills and how one predicts the other .Therefore, in his study, Demir (2017) investigated the relationship between the students' self-efficacy regarding their listening and speaking skills.

According to social cognitive theory, Bandura (1982) defined self-efficacy as the belief in one's own ability to master a challenge or perform effectively. It influences the types of behaviors that one employs when deciding whether to take on a task, what choices to make, and how much effort and perseverance to apply towards that task. Pintrich (2004) indicates that self-efficacy requires students to use self-regulatory procedures that serve as mediators between personal views (e.g., beliefs about success), behavior (e.g., engaging in a task, strategies used),

contextual characteristics (e.g., feedback from a teacher, expectations from parents), and actual learning outcomes. Hussein & Al Ashri (2013) clarify that self-efficacy is the power or capacity to produce a desired effect. Many students resist academics because they do not believe they have the ability to succeed regardless of their effort. These students have a low level of self-efficacy. Teachers can reverse this perspective by encouraging students to take on more challenging tasks, and take a greater interest in academics and stressing the development of higher self-efficacy. Kırmızı & Sarıçoban (2018) defined self-efficacy as beliefs in one's capabilities to organize and execute the courses of action required producing given attainments. In the same context, Doğan (2016) defined self-efficacy as a determinant factor in shaping how people feel, think and motivate themselves and behave.

It can be understood that self-efficacy is not only concerned with the skills individuals have to perform a task, but with judgments of what they can do with those possessed skills as well. Efficacy does not refer to a static ability that people possess or do not possess. It is the personal determination of one's own ability to deal with a certain task. Thus, self-efficacy beliefs help determine how much effort students will expend on an activity and how long they will persevere the higher sense of efficacy, the greater effort expenditure and persistence. Self-efficacy beliefs also affect behavior by influencing students' emotional reactions (Yamini & Mandanizadeh,2011, Tabrizi & Saeidi ,2015 ,Genç, Kuluşaklı & Aydın ,2016).

The concept of self-efficacy has primarily grown out of Bandura's social cognitive theory. Self- efficacy posits, that in order to have beliefs about what one can accomplish, one must have beliefs about whether one can accomplish it. It is primarily a cognitive self-concept of an individual regarding his\ her perceived competences in a given task. It is worth noting that self-efficacy is task-specific which means individuals' previous involvements in the tasks that help them recognize their level of self-efficacies (Abdel-Haq, El Dib, & El-Sweedy, 2014, Oghyanous, 2017). Thus, SENER & EROL (2017) consider self-efficacy as an affective factor that has a role for success in a foreign language. Also, Davoudi & Chavosh (2016) clarify that self-efficacy can predict the subsequent performance. In the same way, individuals' beliefs regarding

The Effectiveness of Multidimensional Engagement Instructional

capabilities and abilities for conducting certain tasks impact learners' behaviors.

Bandura (1997) cited in Hommes (2012) defined self-efficacy beliefs as beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments. Within the framework of social cognitive theory, self-efficacy is relevant before, during, and after training since it influences the learning process in many ways. People with a strong sense of personal competence in a certain domain approach difficult tasks in that domain as challenges to be mastered rather than as dangers to be avoided. They have greater intrinsic interest in activities, set challenging goals and maintain a strong commitment to them. In the face of failure, they heighten their efforts and when they fail, they more easily recover their confidence and attribute the failure to insufficient effort or deficient knowledge and skills, which they believe they are capable of acquiring .In addition, these beliefs influence both how individuals feel, think, motivate themselves, and behave (Pajares, 1997) and how they select their activities, effort and persistence (Pintrich & Schunk, 2002 cited in Kırmızı & Sarıçoban ,2018) Since people's preferences in selecting and taking part in an activity are based on their beliefs that they are able to accomplish the task, self-efficacy is an important mediator of all types of behavior.

It can be said that self-efficacy includes a measure of control over an individual's thoughts, feelings, and actions. In other words, the beliefs that individuals hold about their abilities and the outcome of their efforts influence the way they behave (Rashidi & Moghadam, 2014). In addition, perceived self-efficacy is not related to one's own skills, but to one's own belief about one's probable achievements in different conditions. Self-efficacy refers to a person's perceived capability, as distinct from functional ability, to perform a particular action or course of action. An individual's thoughts, emotions, and actions before and during a particular event are influenced by the person's judgment of his or her abilities, whether or not that judgment is correct. A strong sense of self-efficacy also influences the amount of energy that individuals are willing to invest in overcoming certain obstacles (EROZKAN, 2013).

Bandura (1977) identified four primary sources: enactive mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states. Enactive mastery experiences refer to direct

experience with the task in question. They are considered to be the strongest source of self-efficacy. Although not as strong as mastery experiences, but still influential, are vicarious experiences. Vicarious experience can be induced by observing others performing an activity (e.g., a task considered to be difficult by the individual). Such observation can generate a feeling in the observers that they will also be able to perform difficult tasks if they demonstrate ample persistence in their efforts, as observers can learn about or visualize themselves performing successfully. When peers succeed, learners believe they can succeed, too. When others fail, learners believe they will also fail. Having observed others perform a task, these learners can also avoid making the mistakes other learners had made in similar activities. In the case of social persuasion, learners have been convinced by an authoritative figure that they are capable of developing high self-efficacy. Finally, through physiological and emotional states, learners who tend to have low anxiety while performing a task are led into high self-efficacy.

Heidari, Izadi & Ahmadian (2012) clarified that self-efficacy explains why people's behaviors differ widely even when they have similar knowledge and skills. In addition, self-efficacy is defined by Bandura (1986) cited in Heidari, Izadi & Ahmadian (2012) as people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance. It is concerned not with the skills one has but with the judgments of what one can do with whatever skills one possesses. Also, Bonyadi, Nikou, & Shahbaz (2012) confirm that EFL teachers should encourage their learners to improve their self-efficacy and language learning strategy use by seeking the ways to increase their experience of English study. This should necessarily result in change in their beliefs and learning strategy use about foreign language learning.

Bandura (1994) clarified that people's beliefs about their efficacy can be developed by four main sources of influence as follows:

- The most effective way of creating a strong sense of efficacy is through mastery experiences. Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established.

The Effectiveness of Multidimensional Engagement Instructional

- The second way of creating and strengthening self-beliefs of efficacy is through the vicarious experiences provided by social models. Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities master comparable activities to succeed. By the same way, observing others' fail despite high effort lowers observers' judgments of their own efficacy and undermines their efforts. The impact of modeling on perceived self-efficacy is strongly influenced by perceived similarity to the models. The greater the assumed similarities the more persuasive are the models' successes and failures. If people see the models as very different from themselves their perceived self-efficacy is not much influenced by the models' behavior and the results its produces.
- Social persuasion is a third way of strengthening people's beliefs that they have what it takes to succeed. People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. To the extent that persuasive boosts in perceived self-efficacy lead people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy.
- People also rely partly on their somatic and emotional states in judging their capabilities. They interpret their stress reactions and tension as signs of vulnerability to poor performance. In activities involving strength and stamina, people judge their fatigue, aches and pains as signs of physical debility. Mood also affects people's judgments of their personal efficacy. Positive mood enhances perceived self-efficacy, despondent mood diminishes it. The fourth way of modifying self-beliefs of efficacy is to reduce people's stress reactions and alter their negative emotional proclivities and misinterpretations of their physical states.

Zafarmand , Ghanizadeh & Akbari (2014) indicate that in the process of learning, if teachers design tasks to help the students increase their self-efficacy and metacognitive awareness, that increase might have a positive effect on their academic performance. In other words, students with a high sense of self-efficacy are likely to have high metacognitive awareness. Pintrich (2004) clarified that self-efficacy is related to

communication and collaboration .During the process of learning, self-regulated students maintain an active and ongoing awareness of task demands, of the effectiveness of their learning strategies, and of the progress towards the goals they have set .

EROZKAN (2013) reported that communication is one of the most basic elements of human functioning. Interpersonal relationships begin and develop through communication. The quality of communication has a direct impact on the quality of the interpersonal relationships. The use of effective communication skills is an important interpersonal competency. Interpersonal competence involves the development of communication skills. It also involves the ability to engage effectively in complex interpersonal interaction and to use and understand people effectively. People in an interpersonal relationship tend to influence each other, share their thoughts and feelings, and engage in activities together. Thus, communication skills play a very important role in interpersonal relationships. Communication is the basis of personal relationships and effective communication happens when the message that is sent is the same message that is received. The mutual understanding of needs and figuring out the message by both sender and recipient contributes to communication.

Şimon (2014) clarifies that through speaking, students can interact fluently with, and they can support their views and give detailed descriptions on various topics of general interest. The teacher's role is to help students to express themselves freely and interact with others in a professional context. Therefore, the teacher should choose the materials that motivate and activate the students, focus on the structures, enlarge vocabulary and use it for professional purposes. Thus, it is not an easy task because most of the students are reluctant to talk, particularly in public, because they are not confident enough in their ability to do it successfully.

Because of the importance of EFL oral communication skills and self-efficacy, researchers have conducted studies to develop them. They used various strategies and approaches, one of these approaches is multidimensional engagement approach based communication technology devices. Engagement plays an essential role in learning a language .It is defined as the extent to which students are contributing and being involved in a variety of activities in order to achieve high

The Effectiveness of Multidimensional Engagement Instructional

quality learning. Therefore, student's engagement involves a high level of participation and a high quality of effort in the learning process. For every teaching procedure, students have to access and work with it. So, teachers should offer interesting and motivating activities for students to guarantee their positive engagement (Alsowat,2016).

Engagement theory puts three primary elements to accomplish student engagement: relating, creating, and donating. The role of technology in this theory is to help facilitate engagement in ways that may be difficult to achieve otherwise. The first element, relating, emphasizes peer interaction whereby students exchange ideas or opinions with other students and enabling learners from different backgrounds to learn from one another .The second element, creating, refers to the application of ideas to a specific context .The third element, donating, refers to the use of authentic learning environment that has strong connections to the real world .The fundamental idea of engagement theory is that students must be meaningfully engaged in learning activities through interaction with others and worthwhile tasks. It can be said that engagement could occur without the use of technology. Technology can facilitate engagement in ways that are difficult to achieve. So, engagement theory is intended to be a conceptual framework for technology-based learning (Kearsley & Shneiderman, 1998).

Hew (2016) clarifies that engagement is promoted when learning is problem-centric and supported with simple-to-understand explanations of procedures or concepts. It is promoted when the course staff is accessible and shows passion in teaching the course. In addition, engagement is promoted when active learning is emphasized and supported. It is promoted when peer interaction is promoted and course resources are used to address participants' diverse learning preferences. Student engagement has both short-term and long-term impacts on students. In the short term, student engagement is predictive of grades and conduct in school. In the long term, student engagement can be linked to individual academic achievement, self-esteem and socially appropriate behaviors .It is considered by many educators to be an important aspect of a teaching and learning context because it can influence students' retention, learning, achievement test scores and graduation. Thus, student engagement can be defined as the extent or degree of a student's

The Effectiveness of Multidimensional Engagement Instructional

involvement in a learning activity. It is the observable display or manifestation of motivation. Thus, motivation drives and influences engagement.

Students' engagement increases student satisfaction, enhances student motivation to learn, reduces the sense of isolation, and improves student performance. Engagement strategies are aimed at providing positive learner experiences including active learning opportunities, such as participating in collaborative group work, having students facilitate presentations and discussions, sharing resources actively, creating course assignments, and integrating case studies and reflections (Martin & Bolliger, 2018). In the same context, engagement theory is based upon the idea of creating successful collaborative teams that work on ambitious projects that are meaningful to someone outside the classroom. Thus, Kearsley & Shneiderman (1998) indicate that through engaged learning, all student activities involve active cognitive processes such as creating, problem-solving, reasoning, decision-making, and evaluation. In addition, students are intrinsically motivated to learn due to the meaningful nature of the learning environment and activities.

Chickering & Gamson (1987) cited in Martin & Bolliger (2018) proposed a framework to ensure students' engagement. The framework included seven principles. These principles identified that students are more engaged when the instruction increases the contact between students and faculty; provides opportunities for students to work in cooperation; encourages students to use active learning strategies; provides timely feedback on students' academic progression; requires students to spend quality time on academic tasks; establishes high standards for acceptable academic work; and addresses different learner needs in the learning process. In the same context, Moore (1993) cited in Martin & Bolliger (2018) presented three types of engagement: learner-to-learner interaction, learner-to-instructor interaction, and learner-to-content interaction.

Learner-to-learner interaction leads to student engagement. Thus, it is essential to build activities that enhance engagement. These activities assist students in feeling connected and can create a dynamic sense of community. Some researchers such as Revere & Kovach (2011) and Banna et al. (2015) indicated that the traditional technologies for engaged learning such as discussion boards, chat sessions, blogs, wikis,

The Effectiveness of Multidimensional Engagement Instructional

group tasks, or peer assessment, have served well in promoting student-to-student interaction in online courses. They recommend the use of web-based applications, such as Twitter feeds, Google applications, or audio and video technology in order to improve engagement in online courses. Learner-to-instructor interaction leads to higher student engagement. The use of multiple student-instructor communication channels may be highly related to student engagement. Learner-to-content engagement is the process of intellectually interacting with the content that can change a learner's understanding .It can occur while watching instructional videos, interacting with multimedia, and searching for information. Both synchronous and asynchronous are seen as effective options that help online students in accessing content for critical interaction.

When students are self-determined, motivation and engagement increases by enabling students to customize and take control of their own learning through conscious knowledge of effective strategies and choices (Campbell, 2009 cited in Yoble ,2014). Therefore, with the strategic combination of autonomy, guidance, and meaningful context, in conjunction with a collaborative learning environment, teachers have the necessary elements to foster student engagement and intrinsic motivation. Yoble (2014) clarified that engagement can be defined according to three domains. The first describes engagement in terms of behavior and involves participation in academics and social activities. Next, emotional engagement centers on the positive and negative reactions learners experience and environment in which they are learning. If these reactions are positive, students are more likely to complete work. Finally, cognitive engagement indicates that students will intentionally put forth effort in order to improve learning and skill development. Thus, effective student engagement requires more than an opportunity for choice. The use of technology plays a significant role in student engagement.

Martin and Bolliger (2018) investigate the importance of engagement strategies to online learners. They clarified that engagement strategies supporting interactions with instructors were valued more than strategies that aimed at interactions with learning material and other learners. Guo (2018) indicated that learning engagement is an important predictor of academic achievement as well as an effective indicator of

The Effectiveness of Multidimensional Engagement Instructional

the quality of learning. Therefore, Schaufeli, Salanova, Gonzálezromá, & Bakker (2002) defined learning engagement as a positive, fulfilling, stable, persistent, learning-related state of mind. This state is based on two dimensions of well-being, motivation and happiness, which contribute to other constructs. They also defined engagement as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption.

Fredricks, Blumenfeld, & Paris (2004) clarified that a students' engagement has three types. The first type is behavioral engagement. It draws on the idea of participation, includes involvement in academic and social or extracurricular activities and is considered essential for achieving positive academic outcomes and preventing dropping out, such as attending classes. It is related to student conduct and task behavior. It can range from simply doing the work and following the rules to participating in the student council. The second type is emotional engagement. It encompasses positive and negative reactions to teachers, classmates, academics, and school and is presumed to create ties to an institution and influence willingness to do the work such as expressing enjoyment towards the course activities or instructors. It is related to that on student attitudes and student interest and values. It can range from simple liking to deep valuing of, or identification with the institution. Finally, cognitive engagement draws on the idea of investment. It incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills such as asking questions. It is related to motivational goals and self-regulated learning. It can range from simple memorization to the use of self-regulated learning strategies that promote deep understanding and expertise.

It can be concluded that engagement is a multidimensional construct that unites the three components in a meaningful way. It can be said that, defining and examining the components of engagement individually separates students' behavior, emotion, and cognition. In reality these factors are dynamically interrelated within the individual and they are not isolated processes. These qualitative differences within each dimension suggest that engagement can vary in intensity and duration; it can be short term and situation specific or long term and stable (Fredricks, Blumenfeld, & Paris ,2004).

The Effectiveness of Multidimensional Engagement Instructional

Hossan (2017) indicated the engagement has certain principles. The first principle is authenticity. Using valuable and meaningful tasks helps in promoting students' engagement. Teachers should provide authentic tasks that are relevant to students' experiences. Therefore, authentic materials have marked a positive effect on engaging the students in their learning. Interest is the second principle. When learners get the opportunity to relate to the learning tasks, they are more likely to actively engage in learning. Thus, interest in all aspects of the task can promote student engagement. It stems from social interaction which is another engagement principle. The third principle is social interaction and communication that provides opportunities for substantive social interaction and communication and motivate students to actively engage in the learning process. Through social interaction and communication, students can potentially develop communicatively, socially, and academically as they take part in knowledge construction to improve their competence in communication. The fourth principle is Just-in-time feedback and practice. It is an essential factor in student engagement and learning. It enables learners to identify what they know and what they do not know. Challenge and skills balance is the fifth principle. This engagement principle explores the balance between an individual's skills and challenge. When a balance exists between skills and challenge, learners may engage, complete their tasks successfully, and be motivated to perform more challenging tasks.

In their study Hew, Qiao, & Tang(2018) suggested that MOOC student engagement is promoted when certain instructor attributes are present, namely the instructor's ability to show enthusiasm when talking about the subject material, and the instructor's ability to use humor. Chen , Lambert & Guidry (2010) identified strategies of student engagement, student-faculty interaction, and cooperation among students, active learning, and prompt feedback, time on task, high expectations, and respect for diverse talents.

Astleitne (2018) indicates that multidimensional engagement approach includes three types of strategies. Strategies for cognitive engagement concern engagement levels such as knowledge, comprehension, convergent thinking, evaluation, and synthesis. Strategies for motivational engagement focused on attention, relevance, interest, identification, and intrinsic motivation. Strategies for social-

The Effectiveness of Multidimensional Engagement Instructional

emotional engagement are related to self-assertion, entertainment, belongingness, adaptiveness, and security. These strategies are related to each other. It can be said that engagement represents the key concept of accessing and handling such complex systems and refers to a student's active involvement and participation in school-based activities. It also entails students' reactions to and interactions with learning. Engagement becomes multidimensional when it focuses on not only cognitive but also motivational and social-emotional processes. Students' multidimensional engagement represents a major issue on all educational levels and has produced numerous theoretical models, measurement attempts, and intervention approaches. Cognitive engagement concerns the complexity of information processes and products during the acquisition of knowledge and skills. Complexity ranges from simple (e.g., remembering facts) to sophisticated (e.g., solving problems). Therefore, he clarifies that cognitive engagement can be distinguished through the following :

- Knowledge: retrieving elements of learning from memory (such as recognizing, listing, and describing).
- Comprehension: determining the meaning of elements of learning (such as summarizing, explaining, classifying).
- Convergent thinking: solving problems on elements of learning by the application of procedures (such as analyzing, applying, using).
- Evaluation: making judgments on elements of learning based on criteria and standards (such as finding mistakes, criticizing, defending).
- Synthesis: developing new ideas or products in relation to elements of learning (such as hypothesizing, planning, designing).

Astleitner (2018) clarifies that motivational engagement is about the depth of stimulation for actively dealing with information processes and products during the acquisition of knowledge and skills. Depth of stimulation ranges from (low) external (e.g., based on attentional cues) to (high) internal (e.g., based on personal interest). It can cover many of concepts such as: attention: focusing consciousness selectively on elements of learning (as being alerted); relevance: establishing personal significance with elements of learning (as being involved) ; interest:

The Effectiveness of Multidimensional Engagement Instructional

voluntarily intending to reengage over time with elements of learning (as being attracted) ; identification positively valuing and constantly pursuing goals that are related to elements of learning (as being committed) ; and intrinsic motivation: deeply engaging for its own sake with elements of learning (as being satisfied).In the same context, social-emotional engagement refers to the emotional attachment to elements of learning during the acquisition of knowledge and skills. Social-emotional engagement ranges from distant (without closeness) to near (with closeness).Thus, he mentions the instructional strategies for fostering multidimensional engagement in the following table:

Table (1): Instructional Strategies for Fostering Multidimensional Engagement

Levels	Goals	General Strategies in Elements of Learning
Cognitive Engagement		
<i>Knowledge</i>	Stimulating rehearsal/repetition and encoding.	Repeat knowledge to be learned in intervals. Use memory aids.
<i>Comprehension</i>	Making thinking explicit and visible.	Think aloud. Use visual representations.
<i>Convergent thinking</i>	Varying task-contexts.	Make tasks the core elements of instruction. Diversify tasks.
<i>Evaluation</i>	Promoting critical-analytic thinking.	Stimulate multi perspective reasoning Cultivate standard-based knowledge revision.
<i>Synthesis</i>	Supporting divergent thinking/idea generation.	Assist in theory building Foster system-thinking
Motivational Engagement		
<i>Attention</i>	Allowing choice-making and classroom structuring.	Permit to select/modify task assignments Use activity schedules.
<i>Relevance</i>	Generating utility value and multiple perspectives.	Communicate and self-generate utility value information. Strive for multiple goals.
<i>Interest</i>	Being cool and dynamic.	Use popular topics. Use changing topics.
<i>Identification</i>	Stimulating mastery orientation and positivity.	Focus on individual progress. Increase booster thoughts and behaviors.

The Effectiveness of Multidimensional Engagement Instructional

<i>Intrinsic motivation</i>	Enhancing fantasy and curiosity.	Establish game-like activities Stimulate discovery learning.
Social-emotional Engagement		
<i>Self-assertion</i>	Considering prosocial contexts	Foster identity building. Balance power.
<i>Entertainment</i>	Covering enjoyment and emotional needs.	Offer sensations. Include moving experiences.
<i>Belongingness</i>	Promoting acceptance and commitment.	Emphasize similarities and complementarities. Include service learning activities.
<i>Adaptiveness</i>	Practicing mindfulness.	Forcing perspective recognition. Reducing prejudice and stereotyping.
<i>Security</i>	Establishing non-threatening atmospheres.	Striving for secure attachment. Building resilience.

Adapted from Astleitner (2018, p.13)

It can be noted students' engagement as a construct contains three components: behavioral engagement, emotional engagement and cognitive engagement. Behavioral or physical engagement involves the idea of participation in a learning activity and includes the student completing an assignment, or attending classes. Emotional engagement refers to students' affective responses or feeling towards teachers, peers, the course and learning, whereas cognitive engagement refers to the task-specific thinking that a student employs while undertaking in an activity. It is important to note that in reality these three components are dynamically interrelated within the individual. They are not isolated processes (Fredricks et al, 2004).

Chang (2014) investigated that behavioral engagement in tasks relates to learners' behaviors that can be observed or measured while learners are engaged in a task. An example of behavioral engagement is participation. Teachers can see the evidence of participation directly from learners' actions, such as continuously taking part in an activity and being willing to complete the challenges in the task. In the same context, cognitive engagement in tasks relates to the components that should be present during task participation. Examples of cognitive engagement include setting goals, student-centered and authentic approaches to learning, and opportunities for learners to develop their depth of cognitive processing. Therefore, creating tasks that support cognitive

The Effectiveness of Multidimensional Engagement Instructional

engagement can lead to student engagement during a task. Overall, appearance of the components of cognitive engagement increases the opportunities for learners to engage cognitively while doing tasks. Emotional engagement relates to an individual's attitudes, interests, and values while doing a task.

Technology in the 21st century has affected all aspects of human life. The recent technological innovations are creating scope to provide interactive and flexible online learning environment. However, shift from interactive and familiar environment of traditional class setting to the virtual world seems challenging to both faculties and students .Social networking is the most influential contemporary technology which has affected the different areas of industry and services, especially education in last decade. Therefore, the use of information technology provides opportunities for interaction, collaboration, student-centered and authentic approaches to learning, participation and involvement in discussing learning-related issues that are all related to the components of task engagement (Chang ,2014, Chakraborty, 2017,Rostaminezhad , Ayati , & Zamaniyan, 2018).

Engagement theory is presented as a model for learning in technology-based environments which synthesizes many elements from past theories of learning. The major premise is that students must be engaged in their course work for effective learning to occur. The theory posits three primary means to accomplish engagement: an emphasis on collaborative efforts, project-based assignments, and non-academic focus. It is suggested that these three methods result. It can be noticed that the role of technology in the theory is to facilitate all aspects of engagement. The use of e-mail, online conferencing, Web databases, groupware, and audio/videoconferencing significantly increases the extent and ease of interaction among all participants as well as access to information. The vast array of software tools available for analysis, design, planning, problem- solving, and making presentations enable students to do sophisticated and complex tasks. Technology provides an electronic learning environment that fosters the kind of creativity and communication needed to improve engagement. Therefore, engagement theory represents a new paradigm for learning and teaching in the information age, emphasizing the positive role that technology can play in human interaction and evolution (Kearsley & Shneiderman ,1998).

The Effectiveness of Multidimensional Engagement Instructional

Chakraborty (2017) clarified that the successfully identified three student engagement strategies in online learning environments: learners' attitude, motivation and cognitive learning. He also indicated that there are four types of interactions related to student engagement in online courses namely; student faculty interactions that includes communication in the form of chats, emails, and video conferences, , student content interactions that requires learners' accessibility with ease to the course materials and information provided in online class environment, technology student interactions that enable learners to navigate the learning management system and various technological tools that aid in delivering content, and interaction among students that involves the communication and exchange of information in chat sessions, discussions, groups work and team activities among the learners. These four types of interactions play a significant role in determining the learners' level of engagement in online courses. As a result, Kean, Embi & Yunus (2012) conducted a study to examine the influence of incorporating information and communication technology (ICT) tools to help learners promote learning awareness and self-monitoring skills. The findings showed encouraging results in both learning awareness and self-monitoring skills.

Students' engagement characterizes both the time and energy students dedicate in communications with others through academically purposeful activities. The depth of engagement correlates to the depth of learning. According to the relation between technology and student engagement, there is evidence that using technology/social media as an educational tool can lead to increased student engagement. Since technology provides a compelling source of interactive tools for academic purposes ranging from taking notes, participation in discussion forums, and access to supplementary resources, software and applications and facilitate student-student and student-faculty interactions, it may foster engagement and self-directed learning (Rashid & Asghar, 2016).

According to Kean, Embi & Yunus (2012) engagement strategies should include the following components : setting the stage, explaining to students what to do, modeling what to do for students, guided practice, independent practice, and closure/assessment. These components help in developing the learning process from the initial stage

of introducing the learning goals until the final stage of assessment of the achieved goals. On the other hand, through using technology, the specified ICT tools were incorporated into the component that reflects (independent practice), where the participants carried out the assigned learning tasks themselves, either in groups, pairs, or individually, based on the nature of the task.

Context of the Study

Students face difficulties when participating in oral communication tasks and oral interactions. They have no experience in oral interaction and do not want to talk or speak in front of others. As a result, Şimon (2014) mentions the reasons that cause these difficulties .Firstly, English classes are large and crowded . Thus, the students do not have the chance to speak English. Secondly, the arrangement of the classroom that sometimes does not facilitate the communicative interactions, so that the teacher needs a great deal of imagination to find an acceptable solution. Thirdly, the lack of motivation and autonomy among students affects communication. Kyriakopoulos (2008) clarified that students who are asked to engage in activities which seem irrelevant or are not deemed interesting by the learners will certainly lead to issues of classroom discipline, often leading to students getting off-task and not participating in the activity, which will then affect the entire group. These teachers rely on activities that require little movement and interaction between students themselves. Oral communication is then replaced by oral presentations and teacher-student interactions. These do not allow the learners to get sufficient practice in oral communication. Many students feel anxious about their oral presentations. Language students in particular often feel very nervous about interacting orally, especially if they are not confident about their abilities to communicate in the target language.

In the same context, Badr (2008) stated that in English language classes, students face certain problems. They cannot participate actively and show little interests in oral activities. They do not have linguistic competence to help them communicate effectively and their low level in fluency prevents any kind of flow. Students also do not have background knowledge about the topic being discussed and are not able to express their opinions about the topic. They often have worries and fears of

committing errors in front of their teachers and colleagues. Helwa (2013) clarifies that students sometimes fear from the challenge of speaking before large groups. In addition, teaching English in Egyptian schools focuses on teaching about language instead of practicing it. Thus, students fail in using the target language communicatively. Teachers can help reduce unrealistic fears by pointing out how common they are , maintaining a friendly atmosphere in the class and providing opportunities for students to speak before increasingly larger groups .Thus, students become autonomous and can practice speaking in front of their peers. Students can benefit from learning by setting themselves presentation goals and assessing their own progress and observing proficient speakers that can help them to set such goals. Khan (2015) clarifies that anxiety or low level of confidence restricts the chances of learning and speaking the target language hence pose serious threat to oral communication. Speech anxiety makes language learners frightened and shakes their confidence which results in avoidance and withdrawal from speaking activities in EFL classes.

In light of the researcher's experience in teaching at the university level, and the review of related studies (i.e Ali, 2010; Hassan , 2011;Shehata , 2013; Khalil , 2015; Awad , 2016; Mustafa , 2016; Shehata , 2016; Ahmed , 2017;Elsayed, 2017 & Sharaf, 2018) it could be noticed that students faced problems while communicating orally in front of others . They have many worries about grammatical mistakes, pronunciation and being unable to talk spontaneously. They also had an uncomfortable feeling when expressing their ideas in front of others. They also worry about how others view them which may also include avoidance of evaluative situations and the expectations that others might evaluate them negatively .

In addition, according to the standards of preparatory and secondary English language teacher preparation program that was issued by National Authority of Education Quality and Accreditation (2010) (See appendix A), student teachers should:-

- Recognize various consonant clusters, vowel systems and diphthongs within a sentence, various pitch levels in sentences, word stress and intonation and how they change the meaning.

The Effectiveness of Multidimensional Engagement Instructional

- Recognize grammatical relations between key elements in various sentences.
- Recognize the four language skills and how they are divided into oral vs. written and receptive vs. productive.
- Pronounce connected speech considering supra-segmental features (stress, rhythm and intonation) in the phonological systems accurately
- Relate a speaker's ideas and information to prior knowledge and experience.
- Respond to the ideas and opinions of other speakers thoughtfully before uttering.

To document the problem, the researcher conducted a pilot study on twenty five students from fourth year students enrolled in English section at Faculty of Education, Benha University, Egypt. The pilot study consisted of an EFL oral communication skills test, and self-efficacy Scale. The results of the test and the scale revealed that students are afraid of presenting their ideas and communicating in front of others. They are worried about the grammatical mistakes, pronunciation and being unable to talk spontaneously. They do not use gestures and body language while presentation. They also did not have enough confidence while talking and they feel inferior to their peers. Therefore, there is a need for using an effective approach to developing EFL oral communication skills and self-efficacy among fourth year students at English Section in Benha Faculty of Education.

Statement of the Problem

Based on the researcher's observation and experience, the results of the pilot study and taking into consideration some recommendations of previous studies, she noticed that students teachers' level in EFL oral communication skills and self-efficacy is low. In spite the importance of EFL oral communication skills and self-efficacy, fourth year students enrolled in English section at Benha Faculty of Education have difficulties in EFL oral communication skills and their self-efficacy level is low. Therefore, the present study aims at examining the effectiveness of using multidimensional engagement instructional approach based on communication technology devices in developing student teachers' EFL Oral communication skills and self -efficacy.

Questions of the Study

1. What are the features of multidimensional engagement instructional approach based on communication technology for improving students teachers' EFL oral communication skills and self -efficacy at Faculty of Education?
2. How far is multidimensional engagement instructional approach based on communication technology devices effective in improving student teachers' EFL oral communication skills?
3. How far is multidimensional engagement instructional approach based on communication technology devices effective in improving student teachers' self- efficacy?

Review of Literature

Through oral communication, information can also be exchanged using symbols or signs. Thus, the elements of communication include the person giving the information, the information and feedback by the receiver and the repetition of these processes creates knowledge development. In addition, communication skills are components of generic skills .They are important especially during the process of seeking job. Because of the importance of EFL oral communication skills, researchers conducted many studies in order to develop them such as the following:-

Banafa (2004) examined the impact of the Internet and multimedia use on the pronunciation and oral communication skills of Arab students learning English in a university in southwestern United States. The participants were eleven Arab college students, all studying in United States. The instruments were face-to-face interviews, an open-ended questionnaire, and oral production and interview scale . Results revealed that the Internet PalTalk and NetMeeting real-time chatting programs helped these Arab college students to improve oral communication skills and build confidence in English language learning. In addition, Sayed (2005) clarified the effect of using a multiple intelligences-based training programme on developing English major's oral communication skills. Kyriakopoulos (2008) explored the effect of using conflict scenarios, where participants practiced improvisation and role-play, on oral communication skills. The participants were all native speakers of French and learning English as a second language. The instrument was

The Effectiveness of Multidimensional Engagement Instructional

group interview. The results show that participants were able to use the English language with more effectiveness, fluency and accuracy. They were also able to use the target vocabulary and English expressions appropriately, more engaged and felt less stressed about using the English language to communicate.

Ali (2010) conducted a study to develop EFL oral communication skills among prospective teachers of English using a self-efficacy-based program . The instrument of the study was an EFL Oral Communication Skills Test (OCST) for assessing students' EFL oral communication skills. The participants were (62) third year English Department students at the Faculty of Education, Benha University. They were divided into a control group and an experimental group (31 students each). Results revealed that self-efficacy based program is effective in developing EFL oral communication skills among prospective teachers of English. Hassan (2011) investigated the effect of an E-Learning program in listening and oral presentation skills in developing English majors' oral communication skills. The participants were twenty four students of first year English majors. The instrument was a pre posttest in oral presentation skills. Results revealed that the group of the study achieved a significant degree of improvement on post testing of listening comprehension skills and oral presentation skills than in the pre testing. Diyyab, Abdel-Haq & Aly (2013) investigate the effectiveness of using a multimedia-based program for developing EFL speaking fluency skills among second year, English section student teachers. The participants were (30) students at Sadat Faculty of Education, Minufiya University, Egypt. The instrument was an EFL speaking fluency test with a rubric for assessing the participants' performance. Results of the study revealed that the study sample's EFL speaking fluency skills were developed after using the program. Accordingly, the multimedia-based program was found to be effective in developing EFL speaking fluency skills among second year student teachers.

Al. Maghrebi (2014) conducted a study to enhance oral communication and reduce anxiety among EFL learners using authentic assessment. The participants were second year English majors at the Faculty of education, Zagazig University. The instruments were an oral Communication anxiety scale and a speaking skill checklist. The results revealed that integrating authentic assessment into EFL classrooms can

The Effectiveness of Multidimensional Engagement Instructional

enhance oral communication and reduce anxiety among FL learners. Khaghaninezhad & Jafarzadeh (2014) investigated the effect of explicit reduced forms instruction on Iranian EFL learners' overall listening comprehension and their ability to recognize and produce them in their daily conversations. The participants were (50) intermediate English learners and were divided into an experimental group and a control group. The instruments were listening and speaking tests. The results revealed that the experimental participants significantly improved their reduced forms awareness as well as their ability to produce reduced forms at the end of training course while the control participants did not.

Shabana, ALSheikh & El-Bassuony (2014) investigate the effectiveness of blended learning in developing English language oral communication skills of Al-Azhar Experimental Secondary Institute Students. The participants were (42) female students from Al-Zohor experimental secondary institute for girls at Port-Said. They were divided into two groups (control and experimental). The instrument was a pre-post English language oral communication skills test .The results revealed that a blended learning approach has a positive effect on developing English language oral communication skills of Al-Azhar Experimental Secondary Institute Students. Yaman (2014) investigates the efficacy of Project-based Learning in terms of students' attitudes towards and achievements in speaking lessons. The participants were students from Prep School at Ondokuz Mayıs University and were divided into an experimental group and a control group. The instruments were an attitude towards speaking inventory and speaking proficiency test. The results revealed that Project-based Learning is an effective means to help learners develop speaking skills.

Khalil (2015) investigated the effectiveness of a training program based on instruction technology on developing the listening and speaking skills for faculty of Education English majors. The participants were fifty two EFL students, second year, from faculty of Education, Ain Shams University. They were divided into two groups an experimental group and a control group (26 students each). The instrument was listening and speaking Pre-Posttest. The results revealed the effectiveness of a training program based on instruction technology on developing the targeted listening and speaking skills for the experimental group. Mohammadi & Safdari (2015) examine the impact of online mobile-

assisted task-based activities on improving Iranian intermediate English as Foreign Language (EFL) learners' speaking skills. The participants were (90) intermediate language learners and divided into three interactive, non-interactive, and conventional groups. The instrument was the speaking section of Cambridge Preliminary English Test as pre- and post-test. The results revealed that learners in the interactive group outperformed those in the face-to-face group regarding their speaking skills.

Awad (2016) investigated the effect of using a blended learning program in phonology on developing second year English majors' phonological awareness, oral communication skills and attitude towards language learning. The participants were fifty second year English majors enrolled in the phonology course, faculty of education, Minia University. The instruments were a practical test in phonetics and phonology (PTPP), a speaking practice test (SPT), and a scale of attitude towards language learning. Results revealed that the majority of the participants of the experimental group achieved significantly higher levels in their phonological awareness, oral communication and attitude towards language learning than those of the control one.

Ibrahim (2016) investigated the effectiveness of a task based instruction program in developing the English language speaking skills of primary stage pupils. The participants were a group of twenty- four pupils in one fifth year primary class were randomly selected from a governmental primary school in El Menufia. The instrument was a pre/post speaking test to measure fifth year primary school pupils' speaking skills. The results revealed that task based instruction program is effective in developing the English language speaking skills of primary stage pupils. Mustafa (2016) investigated the effect of a program based on drama techniques on developing the aural oral communication skills of primary sixth graders. The participants were sixty four pupils. They were randomly assigned into control group and experimental group. The instruments were Communicative Listening Test, Communicative Speaking Test and the Communicative Oral Rubric (COR). Results revealed that drama techniques program helped to develop pupils' communicative listening and speaking skills as the experimental group surpassed the control group significantly in the post testing of both the communicative listening and speaking skills.

The Effectiveness of Multidimensional Engagement Instructional

Shehata (2016) examined the effectiveness of using Project Based Learning Integrated with ICT in Developing Second Year Preparatory School Students' Aural- Oral Communication Skills. The participants were 50 students from Tahnasha Preparatory school, Minia governorate. The instruments were a needs assessment check list of listening and they were divided into an experimental group and a control group (25 students each). The instruments were teacher's survey on the techniques they use in teaching English, communicative speaking test and communicative listening test. Results revealed that most of the PBL integrated with ICT participants achieved significantly higher levels in their aural \oral communication skills than those of the non-treatment group on post-tests. Thus, the treatment group showed obvious improvement in their Communicative Listening and Communicative Speaking skills.

Tekin & Parmaksız (2016) examine whether using feature films in video lessons has an effect on the development of listening skills of students or not. The participants were (126) students at one of the state universities in Black Sea region of Turkey. The instrument was listening skills test. The results confirmed the effectiveness of using video clips in developing listening skills. YURT & AKTAŞ (2016) examined the effects of the use of peer tutoring in Effective and Good Speech Course on students' success, perception of speech self-efficacy and speaking skills. The participants were (57) students at Erzincan University. The instruments were Effective and Good Speech Achievement Test, Speech Self-Efficacy Perception Scale and Effective Speech Scale. Results revealed that the success, perception of speech self-efficacy and speaking skills of the students in the experimental group in which peer tutoring practices were better when compared with the control group .

Ahmed (2017) conducted a study to investigate the effectiveness of using cognitive self- regulated strategies based program to develop EFL oral communicative competence skills for student teachers. The participants were sixty student teachers from Benha university faculty of Education. They were divided into control group and experimental group .The instruments were an oral communicative competence skills checklist to determine the necessary oral communication skills for the student teachers and a pre-post oral communicative competence test to determine the level of the student teachers' oral communicative competence skills. Results showed that experimental group performed

The Effectiveness of Multidimensional Engagement Instructional

better in the post- oral communicative competence test after the treatment. This showed that the program has an effective impact on improving EFL student teachers' oral communicative competence skills. Elsayed (2017) investigated the effect of applying a program based on the Toastmasters Approach on developing EFL student teachers' oral communication skills in Faculty of Education, Ain Shams University. The participants were twenty students from third year, English Department, Faculty of Education, Ain Shams University. The instruments were an open ended interview question for needs analysis, EFL oral communication skills pre-posttest, a scoring rubric, and a satisfaction questionnaire. The results revealed that the Toastmasters-based Program was effective in developing EFL student teachers oral communication skills.

Koroğlu & Cakır (2017) investigate the effects of Flipped Instruction on pre-service English language teachers' speaking skills development. The participants were Pre-service English Language Teaching Department students who were first graders of ELT department at Gazi University. They were divided into an experimental group and a control group. The instrument was speaking test. The results show that experimental group students developed significantly in terms of fluency, coherence, lexical resource, grammar, pronunciation and accuracy skills. Ul-Haq , Khurram & Bangash (2017) determine the effect of activity based learning on the development of the speaking skills of low and high achievers in a 6th grade class at the elementary school level. The participants were (50) students. They were divided into an experimental group and a control group. The instrument was speaking test. The results revealed that activity based learning is an effective way to enhance students' speaking skills.

Abd El kader (2018) investigated the effect of using some kinesthetic activities on developing EFL students' oral performance. The participant was a group from 6th primary students at Hassan Abu Bakr Governmental Language School. The instrument was an EFL oral language skills test. The results showed that the oral performance level of the experimental group members after applying the program was remarkably higher than their level before application. AlSaleem (2018) investigated the effect of using Facebook activities on enhancing oral communication skills for English as Foreign Language learners (EFL) in

The Effectiveness of Multidimensional Engagement Instructional

the English Department at Yarmouk University, Jordan. The participants were first year English Language Bachelor degree students who speak English as a foreign language. The instrument was a pre-post oral communication skills test Results revealed that the suggested Facebook activities were effective on improving participants' oral communication skills. Khodabandeh (2018) examines the effect of storytelling through the use of Telegram on oral language of English foreign language (EFL) students. The participants were thirty English students. They were divided into an experimental group and a control group (15 students each). The instrument was an oral test. The results of the comparison of the first and the second interview confirmed the positive effect of storytelling and answering the questions on the Telegram.

Moussa (2018) explained the effect of using computer mediated communication on developing oral proficiency of the first year secondary school students at Elmaragha old secondary school, Sohag, Egypt. The participants were 20 first year secondary school students in Sohag Governorate. The instruments were an English Oral Proficiency pre-posttest, a rubric for correcting the speaking proficiency test, reflection log for first secondary school students and satisfaction questionnaire for the students. The results revealed that computer mediated communication is effective in developing oral proficiency. Sharaf (2018) investigated how discourse analysis can be used to develop oral communication skills of EFL student teachers at the Faculty of Education, Menoufia University. The participants were 40 student teachers of 4th year college students. The instruments were an oral communication skills test and a rubric for scoring the test. Results revealed that there is a positive correlational relationship between students' scores on listening and theirs on speaking. Wang (2018) investigates whether creative L2 tasks contribute to distinct interaction patterns among English L2 adult learners with a focus on learners' negotiation of meaning. The participants were (36) English majors solicited from two Taiwanese universities worked together in groups of four to complete all of the tasks. Results demonstrate that the creative tasks evoked significantly more instances of meaning negotiation than the controlled tasks. Moreover, the effect of creative tasks on the participants' use of distinct negotiation strategies varied by the types of tasks the participants undertook.

The Effectiveness of Multidimensional Engagement Instructional

According to Bandura (1997), self-efficacy is a more consistent predictor of behavior and achievement than any other related variables. He noticed that self-efficacy is the most influential arbiter in human agency and has a powerful role in making decisions. Thus, learning new skills and performing them in authentic situations are much more related to self-efficacy beliefs than the other self-constructs. So, self-efficacy helps individuals explain the reasons of why people's behaviors are different when they have similar knowledge. He also clarified four sources which affect the development of self-efficacy beliefs: mastery experience, vicarious experience, social persuasion, and physiological states. People who have experienced successful performance in accomplishing a task, tend to have high self-efficacy, therefore past experiences play a vital role in developing self-efficacy beliefs.

When learners observe their friend and peers perform a task successfully; they develop positive beliefs about their own capabilities in performing the task and hence this experience can enhance the learner's self-efficacy. Encouragement and positive feedback affects self-efficacy. Learners develop high self-efficacy concerning a specific task when they receive encouragement from mentors, advisors, or superiors who are valued for their expertise in the particular domain assessed. Lastly, physiological and emotional states such as fatigue and anxiety affect self-efficacy. Learners who have low anxiety during a task performance, feel at ease and tend to perceive the situation as pleasant, therefore they strengthen their self-efficacy beliefs (Raofi, Tan & Chan, 2012).

Teacher self-efficacy is an important motivational construct that shapes teacher effectiveness in the classroom. Teachers with a high level of self-efficacy have been shown to be more effective in their teaching and likely try harder to help all students to reach their potential. In contrast, teachers with a low level of self-efficacy have been found to be less likely to try harder to reach the learning needs of all their students. It is for this reason that the investigation of the level of self-efficacy in prospective EFL teacher education is important. Since the level of self-efficacy will concern not only the prospective EFL teachers teaching practices but also their teacher identity as well (Bergil & Sarıçoban, 2017).

Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance . It determines

The Effectiveness of Multidimensional Engagement Instructional

how people feel, think, motivate themselves and behave. Such beliefs produce diverse effects through four major processes : cognitive, motivational, and affective and selection processes. A strong sense of efficacy enhances human accomplishment and personal well-being. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression. In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks (Bandura ,1994).

Because of the importance of self-efficacy, researchers conducted many studies in order to develop it such as the following:-

Za'Za' (2002) conducted a correlational study of writing self-efficacy beliefs and the writing performance of EFL majors at the faculties of education. Abdel-Haq (2002) examined the effectiveness of a suggested program in developing EFL college students' self-efficacy and reading comprehension skills. The participants were sixty four EFL college students at Benha faculty of education. They were divided into a control group and an experimental group. The instruments were a self-efficacy scale and a reading comprehension test. Results revealed the effectiveness of the proposed program in increasing students' self-efficacy and consequently their reading comprehension skills. Koura (2004) examined the relationship between multiple intelligences and self-efficacy. The participants were nine hundred and seventy seven students from primary , preparatory , and secondary schools, in addition to thirty two EFL teachers. The instruments were teachers' MI questionnaire, students multiple intelligences inventory , and self-efficacy

questionnaire. The results revealed that the relation between multiple intelligences and self-efficacy was positive and statistically significant. Ali (2008) clarified the effect of comprehension monitoring strategy on English majors' reading efficiency recall and self- efficacy. The participants were (N= 48) EFL low achieving English majors enrolled in the fourth level at Riyadh Teachers' College , K.S.A. They were divided into two an experimental group and control group. Each group consisted of (24) students. The instruments were an EFL reading comprehension test, a Cued Recall Protocol and a Foreign Language Reading Self-efficacy. The results revealed that the experimental group students outperformed those of the control group in reading comprehension, recall and reading self-efficacy.

Baleghizadeh & Masoun (2013) investigated the continuous influence of self-assessment on EFL learners' self-efficacy. The participants were 57 Iranian EFL learners in an English-language institute. They were divided into an experimental group and a control group .The instrument was self-efficacy a questionnaire . The findings showed that the students' self-efficacy improved significantly in the experimental group. This suggests that applying self-assessment on a formative basis in an EFL setting leads to increased self-efficacy. EROZKAN (2013) conducted a quantitative and relational study to investigate the relationships among communication skills, interpersonal problem solving skills, and social self-efficacy. The participants were 494 (226 females; 268 males) students from high school in Mugla, Turkey. The instruments were communication skills inventory, interpersonal problem solving inventory, and social self-efficacy expectation scale for Adolescents. The results showed that the communication skills and interpersonal problem solving skills were found to be significantly correlated to social self-efficacy and communication skills and interpersonal problem solving skills important predictors of social self-efficacy.

Abdel-Haq, El Dib, & El-Sweedy (2014) investigated whether there is a relationship between EFL prospective teachers' learning self-efficacy and their teaching self-efficacy. The participants were 45 EFL prospective teachers at Benha faculty of Education. The instruments were a learning self-efficacy scale and a teaching self-efficacy scale. The results indicated that there is a correlational relationship between

teaching self- efficacy and learning self-efficacy. Ahmed (2014) investigated the effect of vlogging on EFL student teachers' teaching self-efficacy. The participants were twenty four students from 4th year students at Faculty of Education, Suez University. They were divided into control group and an experimental group. The instrument was a teaching self-efficacy scale .Results revealed a significant improvement in teaching self-efficacy between pretest and posttest for the experimental group while the control group showed no significant improvement. Baleghizadeh & Mortazavin (2014) conducted a study to determine the impact of different types of journaling techniques on the feelings of self-efficacy among a group of upper intermediate Iranian English language learners studying at a private language school. The participants were 150 Iranian female English language learners studying at an upper intermediate level at a language school in Iran. The instrument was general self-efficacy questionnaire. The results provide empirical support for the effectiveness of reflective journals in general and of collaborative reflective journals in particular in promoting English language learners' sense of self-efficacy.

Behnam, Jenani & Ahangari (2014) examined the effect of time-management training on Iranian EFL learners' test-anxiety and self-efficacy. The participants were (38) BA students majoring in TEFL at Tabriz Azad University. The instruments were Time-Management Behavior Scale , General Self-Efficacy Scale and Westside Test-Anxiety Scale .The results indicated that there was a significant difference between the mean scores of experimental group's test-anxiety before and after time-management training and also there was a significant difference between the mean scores of experimental group and control group's test-anxiety after intervention. Therefore, it can be concluded that time-management training affects EFL learners' test-anxiety and self-efficacy. Kassem (2015) identified the strategies used more, the relationship between listening strategy use, and listening comprehension and self-efficacy, and differences in listening comprehension and self-efficacy between students with high and low strategy frequency. The participants were eighty four sophomore English majors at Tanta Faculty of Education. The instruments were a listening comprehension test, a listening strategy questionnaire and a listening self-efficacy questionnaire. Results revealed that cognitive strategies were used more

often by participants, followed by metacognitive and socio affective strategies. Listening strategies correlated significantly with both listening comprehension and self-efficacy.

Tabrizi & Saeidi (2015) investigated the interrelationships among EFL learners' self-efficacy, autonomy and listening comprehension ability. The participants were (90) learners of intermediate EFL learners of English at Iran Language Institute in Tabriz, Iran. The instruments were a standard language proficiency test, Listening Self-efficacy Beliefs Questionnaire, Listening Autonomy Questionnaire, and Listening Proficiency Test. The results revealed that there was a positive correlation among Iranian EFL learners' listening self-efficacy beliefs, listening autonomy, and listening comprehension ability. UCAR & BOZKAYA (2016) describe pre-service EFL teacher' self-efficacy beliefs, goal orientations, and participations in the online learning environment. The results of the study revealed that self-efficacy beliefs of the pre-service EFL teachers are improved. Pre-service EFL teachers believe that they are efficacious in engaging students learning, managing EFL classes, and implementing instructional strategies. Kırmızı & Sariçoban (2018) explore the relationship between prospective EFL teachers' locus of control and academic self-efficacy in Turkey. The participants were 108 English Language and Literature students. The instruments were Locus of Control Scale and Academic Self-Efficacy Scale. The results confirmed that the participants of the study moderately agree about their strengths of locus of control in their language studies. Participants have reported almost a high level of attitudes towards their self-efficacy.

It can be noted that students' engagement requires a desire to be cognitively connected to a learning task or goal. A student will become engaged when they are motivated to regulate their effort and attention to the quality of their learning objective. In the language classroom, this is achieved by providing students the chance to demonstrate their language skills using technology and the Internet. Self-determination theory and the theory of self-regulation were reviewed in order to better understand the conditions and elements necessary for engaged learning. Thus, for active engagement in the learning process to occur, students must value their learning and achievement, even if they are not intrinsically interested in a topic or particular activity (Yoble, 2014).

The Effectiveness of Multidimensional Engagement Instructional

Chang (2014) defined engagement as behaviors, emotions and cognitive processes demonstrated while working on a task and examined English language learners' (ELLs) task engagement in computer-assisted learning in order to gain insights into what Internet tasks engage them as well as the reasons why learners engage in Internet tasks. Therefore, the results of his study showed participant ELLs used the Internet for purposes such as social interaction, searching, email, entertainment, and study. It can be concluded that internet technologies are considered one form of engaging learners in language learning tasks. It can be noted that students' engagement in cooperative learning activities improves academic achievement. Thus, group work using the principles and techniques of cooperative learning is likely to enhance student engagement with language learning processes and address the management issues created by other forms of group work. As a result, student engagement improves students' experience of learning. He stated that engagement could be seen as doubly important in language learning, and lack of engagement as doubly damaging to the learning process. Therefore, in his study Panhwar (2016) confirms that cooperative learning enhances students' engagement with learning processes by helping students share the responsibility for their own learning in organized ways.

Learning engagement is clarified by how students contribute to discussions, collaborations, projects, and reflections to discover and build knowledge. Mobile technology tools influenced learning engagement in several ways, but specific identified engagement traits include inquiry, sharing, evaluation, and feedback. Thus, learner engagement while using mobile technology has examined motivation, and self-efficacy .Therefore, Arnold (2018) confirmed that the instruction designed for mobile learning environments aims to keep students engaged in learning to take advantage of different interactive opportunities to build and internalize knowledge. In her study ,Hossan (2017) investigates how Saudi female English language learners perceived their engagement in language learning and whether and how the use of an LMS technology engaged them. The participants were (N=25) female undergraduate students enrolled in a course in a university English Department in the Kingdom of Saudi Arabia. The instrument was learning engagement scale. The results revealed that the

engagement principles served as an effective guideline for exploration because there was a strong connection between what participants perceived as important and the five components of engagement. Therefore, the principles can provide a practical guideline for what teachers can do to engage students in classes, including when using technology.

Internet-related technology can assist English language learners with social relationships and the development of the interpersonal function of language. Thus, Campbell (2018) conducted a qualitative study to identify effective instructional strategies that impact the engagement of English language learners for academic success. Skinner, Furrer, Marchand, & Kindermann, (2008) and Chang(2014) clarified that the engaged learners may express emotions, enjoyment, excitement, interest, confidence, and respect. These emotions while participating in a task would indicate the learner's emotional engagement. Emotions and attitudes both positive and negative are two major components of emotional engagement. Thus, the components of emotional engagement relate to learners' expressions during a task. Baresh, Ali & Darmi (2019) explored how the Hybrid Problem-Based Learning (HPBL) approach can improve the Libyan EFL learners' performance in English language speaking. The participants were 30 first-year undergraduate students in one of the Libyan public universities. The instruments were semi structured interviews and observations. The results confirmed that Hybrid Problem-based Learning (HPBL) Approach is effective in enhancing students' engagement with English language.

Hypotheses of the Study

Based on the related studies and research questions, the following hypotheses were formulated:

1. There is a statistically significant difference between the mean score of the study participants in overall EFL oral communication skills on the pre-and post- administrations of the EFL oral communication skills test in favor of the post- administration.
2. There is a statistically significant difference between the mean score of the study participants in EFL oral communication sub-skills on the pre-and post- administrations of the EFL oral communication skills

test in favor of the post- administration. This hypothesis has the following sub-hypotheses:-

- There is a statistically significant difference between the mean score of the study participants in EFL listening skills on the pre- and post- administrations of the EFL oral communication skills test in favor of the post- administration.
 - There is a statistically significant difference between the mean score of the study participants in EFL speaking skills on the pre- and post- administrations of the EFL oral communication skills test in favor of the post- administration.
3. There is a statistically significant difference between the mean score of the study participants in EFL listening skills on the pre-and post-administrations of the EFL oral communication skills test in favor of the post- administration.
 4. There is a statistically significant difference between the mean score of the study participants in EFL speaking skills on the pre-and post-administrations of the EFL oral communication skills test in favor of the post- administration.
 5. There is a statistically significant difference between the mean score of the study participants in self-efficacy on the pre-and post-administrations of self-efficacy scale in favor of the post-administration.

Method

A. Participants

The participants of the study consisted of fifty students (N=50). They were chosen from fourth students enrolled in English section at Benha Faculty of Education, Egypt. The participants represented one group taught through using multidimensional engagement instructional approach based on communication technology devices.

B. Design

The present study is a partially mixed research methodology. It combines both quantitative and qualitative methods of collecting data to help in bridging the gap between quantitative and qualitative research. To conduct the quantitative analysis the pre- post experimental group design was used. The study participants were tested before and after conducting the program. In addition, a qualitative analysis of the students' performance is provided.

C. Instruments

In order to fulfill the purposes of the study, the following instruments were designed.

A. An EFL Oral Communication Skills Test

The EFL oral communication skills test was prepared by the researcher to measure EFL oral communication skills among fourth year students enrolled in English section at Faculty of Education, Benha University, Egypt (See **appendix B**). It was used as a pre-posttest (applied before and after implementing the program).The test consisted of two parts. The first part is listening part. It consisted of fifty multiple choice questions suitable for students' level and background knowledge. It consisted of three parts ranging from short to long talks. Part A includes (30) short conversations between two persons (a man and a woman), and at the end of each conversation the narrator asks a question and the students were asked to read the four possible answers and choose the suitable one. Part B consists of two conversations between two persons and the students were asked to listen carefully to the conversations and answer the questions (four questions for each conversation). Part C contains three long talks between two persons. In this part the students were given hints at the beginning of each conversation about what the conversation will be about and then they were asked to listen carefully and answer the questions (four questions for each conversation) .The total mark of this part is 50 marks (1 mark for the right answer and (0) for the wrong one). The second one is speaking part. It consisted of five sections suitable for students' level and background knowledge. Section one is focused on pronunciation skills, section two fluency skills, section three is vocabulary skills, section four

is grammar and accuracy, and section five is discussion skills (See **appendix C**). The students are required to answer the five sections of the test. The time of the EFL oral communication skills test lasted two hours . The researcher calculated time taken by each student finishing the test and the average was found to be two hours. The test was graded by the researcher through using a rubric prepared by her (for the speaking part). The rubric consists of five parts; each part has five items ranging from "3" marks to "1" mark. The students were given "3" marks when their performance is high and "1" mark when their performance is low. (See **appendix D**).

B. A Self-Efficacy Scale

The researcher adopted Demir (2017)¹'s Self –Efficacy Scale to measure self -efficacy among fourth year students enrolled in English section at Faculty of Education, Benha University, Egypt (See **appendix E**). The scale consists of two parts, listening skills self-efficacy and speaking skills self-efficacy. It consists of (46) items and all answered on a five point Likert type scale; Always= 5, frequently = 4, sometimes= 3, seldom =2, never=1 .It was applied before and after implementing the program. It was applied before and after implementing the treatment). The time of the EFL self- efficacy scale lasted thirty minutes. The researcher calculated time taken by each student finishing the scale and the average was found to be thirty minutes.

C .A Semi-Structured Interview

The interview was constructed to examine the importance of multidimensional engagement instructional approach based on communication technology devices among fourth year students enrolled in English section at Benha Faculty of Education, Egypt, and its effectiveness in developing EFL oral communication skills and self-efficacy .The interview took the format of face to face semi-structured

¹ Demir,S.(2017). An Evaluation of Oral Language: The Relationship between Listening, Speaking and Self-efficacy. *Universal Journal of Educational Research* 5(9), 1457-1467.

interview. The researcher interviewed students one time at the beginning of the study, a second time in the middle, and a third time at the end of the study, to gain greater insight on their EFL oral communication skills and self-efficacy throughout ten weeks. The researcher generally asked the students about their participation in the program. She used open ended questions to avoid responding with yes-no (See Appendix F). Seven students participated in the interview and their responses were video recorded. The interview lasted for one hour. At the beginning of the interview, the researcher greeted the students and asked them to give brief self-introduction as a way to set the goal for the interview. Then, she told them the purpose of the interview and their own roles. If students did not understand any question, she could simplify it or change it. At the end of the interview, the researcher thanked the students for their participation.

Determining the Validity of the Research Instruments

The EFL oral communication skills test, self-efficacy scale and the interview were submitted to a jury member, they were asked to determine the validity of the instruments in terms of clear instructions, items and its suitability for the students' level. They indicated that the test, the scale and the interview instructions were clear and suitable for students' levels and background knowledge. Therefore, the test, the scale and the interview were considered valid measures of EFL oral communication skills and self-efficacy (Face Validity). To ensure the content validity of the test, scale and interview; they were developed in the light of a systematic and accurate review of literature and previous studies. This accurate and systematic review determined the general form of the test, the scale and the interview questions and methods of correction. Therefore, the content of the test, the scale and the interview was representative of the skills that were intended to be measured. Thus, the test, the scale and the interview were valid and having a content validity.

Determining the Reliability of the Research Instruments

The reliability of the instruments was measured by using the test-retest method. The instruments were administered to a group of fourth year students enrolled in English section at Benha Faculty of Education, Egypt. Then, they were administered to the same group again after two

weeks. The Pearson correlation between the two administrations was (0.89) at the 0.01 level. Therefore, the instruments were reliable.

Multidimensional Engagement Instructional Approach Based on communication Technology Devices

For achieving the purpose of the study, the researcher designed a program based on multidimensional engagement instructional approach based on communication technology devices. After assessing fourth students' enrolled in English section at Benha Faculty of Education, Egypt oral communication skills and self-efficacy , the study participants were required to attend program based on multidimensional engagement instructional approach through communication technology devices (See appendix G).

Aim of Multidimensional Engagement Instructional Approach Based on communication Technology Devices

The program aimed at developing EFL oral communication skills and self-efficacy among fourth year students enrolled in English section at Benha Faculty of Education, Egypt.

Content of Multidimensional Engagement Instructional Approach Based on communication Technology Devices

The topics chosen for the program were selected from books and studies enriched with topics that motivate students. The program contained variety of topics, situations and discussions designed for developing oral communication skills and self-efficacy. They were suitable for the fourth students enrolled in English section at Benha Faculty of Education, Egypt such as; Bandura (1997);Ali (2010) ; Barker (2010) ;Hew (2015) ;Hew (2016) ; Alsowat (2016); AlSaleem (2018) and Astleitner (2018).

Multidimensional Engagement Instructional Approach Based on communication Technology Devices Framework

The treatment began in February 2019 and continued through May 2019. The researcher met the students for three hours per week for ten weeks and also communicated with them via what's' app messages, e-mails and Facebook groups. Week (1) was used for pre-testing and week

The Effectiveness of Multidimensional Engagement Instructional

(10) was used for post testing. Each session was devoted to the following: introduction, objectives, procedures, the role of the researcher and students and finally the performance. During the instructional procedures, different sessions had different learning goals and different methods were used.

The program was taught to the study participants by the researcher herself. It lasted ten weeks with sixteen instructional sessions and each session lasted for 90 minutes. At the beginning of the program, the researcher introduced to the students what they are going to do. First, she told them about the objectives of the program and what they are supposed to gain as a result of their participation in the program (Goal Setting). After that, she told them about the importance of oral communication skills and self-efficacy. Then, she began to introduce the concept of multidimensional engagement instructional approach based on communication technology devices and its importance for language learning and EFL oral communication skills and self-efficacy.

Following the introduction to the program, the rest of the program were instructional sessions through which the EFL oral communication skills and self-efficacy were introduced .At the beginning of each session the researcher told students the objectives of the session, the researcher's role, the student's role, the instructional materials that will be used, the activities they will perform and ways of evaluating their progress .At the end of the each session, the researcher gave students some activities related to what they had learned in order to be sure that they mastered the skills in each session (formative evaluation). At the end of the program, the researcher assessed the students' achievement after implementing the program using EFL oral communication skills test and self-efficacy scale (summative evaluation).

The procedures of the Program

The researcher adapted the procedures used by Astleitner (2018)¹. She used the three types of engagement strategies: behavioral\ cognitive

¹ Astleitner,H.(2018). Multidimensional engagement in learning an integrated instructional design approach. *Journal of Instructional Research* , 7,6-32.

The Effectiveness of Multidimensional Engagement Instructional

engagement, motivational engagement and Social-emotional Engagement.

1. At the beginning, the researcher introduced to her students that multidimensional engagement approach covered the following principles:-
 - ❖ Attention: focusing consciousness selectively on elements of learning (as being Alerted)
 - ❖ Relevance: establishing personal significance with elements of learning (as being involved).
 - ❖ Interest: voluntarily intending to reengage over time with elements of learning (as being attracted).
 - ❖ Identification positively valuing and constantly pursuing goals that are related to elements of learning (as being committed).
 - ❖ Intrinsic motivation: deeply engaging for its own sake with elements of learning (as being satisfied).
 - ❖ Create an Emotionally Safe Classroom.
2. Then, she created Whatsapp group, Facebook group and telgramgroup as ways of communication technology devices in order to communicate with her students during conducting the program.
3. The researcher followed the cycle that clarified the six steps of engagement strategies as: (1) setting the stage, (2) explaining to students what to do, (3) model for students what to do, (4) guided practice, (5) independent practice, and (6) closure\ assessment.
4. She divided her students into pairs and groups to cooperate with each other.
5. She stimulated rehearsal/repetition and encoding through repeating knowledge and using memory aids.
6. She encouraged students to think explicitly and in visible way through using think aloud and use visual representations.
7. She allowed choice-making and classroom structuring through selecting and modifying task assignments.
8. The students communicated and self-regulated their information while communicating orally.
9. The researcher asked her students to use popular and various topics while communicating and stimulates mastery orientation and positivity.
10. She established a non-threatening atmosphere.

Findings of the Study

A . Quantitative Analysis of the Findings

The findings of the present research are presented in the light of the hypotheses of the research using the Statistical Package for Social Sciences (SPSS). The findings are stated as follows:

Findings of Hypothesis (1)

The first hypothesis states; there is a statistically significant difference between the mean score of the study participants in EFL overall oral communication skills on the pre-and post- administration of the EFL oral communication skills test in favor of the post-administration .Table (2) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the study participants in EFL oral communication skills.

Table (2):"t" test between the mean scores of the study participants in the post assessment of the Overall EFL oral communication Skills

Skill	Assessment	N	Mean	S.D	T-Value	D.F	Sig.
EFL oral communication Skills	Pre	50	44.1400	4.31424	34.316	49	0.01
	Post	50	85.0600	5.56743			

Table (2) showed that the study participants outperformed in the post administration of the overall oral communication skills, where "t-value" is (34.316) which is significant at the (0.01) level .Thus, the first hypothesis was supported.

Findings of Hypothesis (2)

The second hypothesis states; there is a statistically significant difference between the mean score of the study participants in EFL oral communication sub-skills on the pre-and post- administration of EFL oral communication skills test in favor of the post- administration ".Table (3) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the study sample in EFL oral communication sub-skills.

The second hypothesis has the following sub-hypotheses

- There is a statistically significant difference between the mean score of the study participants in EFL listening skills on the pre-and post-administration of the EFL oral communication skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in EFL speaking skills on the pre-and post-administration of the EFL oral communication skills test in favor of the post- administration.

Table (3):"t" test between the mean scores of the study participants in the post assessment of the EFL oral communication Sub-Skills

Skills	Assessment	N	Mean	S.D	T-Value	D.F	Sig.
EFL Listening skills	Pre	50	18.2000	2.61081	28.125	49	0.01
	Post	50	37.3800	3.46934			
EFL speaking skills	Pre	50	25.9400	3.24138	26.905	49	0.01
	Post	50	47.6800	4.10296			

Table (3) indicated that the study participants were more better in the post administration than the pre administration in EFL oral communication sub-skills where "t" value is (28.125) for EFL listening skills, and (26.905) for EFL speaking skills which is significant at the (0.01) level. Therefore, the second hypothesis was confirmed.

Findings of Hypothesis (3)

The third hypothesis states; there is a statistically significant difference between the mean score of the study participants in EFL listening sub-skills on the pre-and post- administration of EFL oral communication skills test in favor of the post- administration ".Table (4) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the study sample in EFL listening sub-skills.

The third hypothesis has the following sub-hypotheses

- There is a statistically significant difference between the mean score of the study participants in listening for the main idea on the pre-and post- administration of the EFL oral communication skills test in favor of the post- administration.

The Effectiveness of Multidimensional Engagement Instructional

- There is a statistically significant difference between the mean score of the study participants in listening for specific information on the pre-and post- administration of the EFL oral communication skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in listening for drawing conclusion on the pre-and post- administration of the EFL oral communication skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in listening for making inference on the pre-and post- administration of the EFL oral communication skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in listening for making prediction on the pre-and post- administration of the EFL oral communication skills test in favor of the post- administration.

Table (4):"t" test between the mean scores of the study participants in the post assessment of the EFL Listening Sub-Skills

Skills	Assessment	N	Mean	S.D	T-Value	D.F	Sig.
Listening for the Main idea	Pre	50	3.7000	1.11117	15.235	49	0.01
	Post	50	7.4000	1.27775			
Listening for specific information	Pre	50	3.9000	1.51523	12.355	49	0.01
	Post	50	7.5000	1.28174			
Listening for drawing conclusion	Pre	50	3.8000	1.21218	18.556	49	0.01
	Post	50	7.0600	.99816			
Listening for making inference	Pre	50	3.3600	1.06445	15.185	49	0.01
	Post	50	7.3600	1.24146			
Listening for making prediction	Pre	50	3.4400	1.12776	20.390	49	0.01
	Post	50	8.0600	1.28428			

Table (4) indicated that the study participants were more better in the post administration than the pre administration in EFL listening sub-skills where "t" value is (15.235) for listening for the main idea, (12.355) for listening for specific information, (18.556) for listening for

drawing conclusion, (15.185) for making inference , and (20.390) for making prediction which is significant at the (0.01) level. Therefore, the third hypothesis was confirmed.

Findings of Hypothesis (4)

The fourth hypothesis states; there is a statistically significant difference between the mean score of the study participants in EFL speaking sub-skills on the pre-and post- administration of EFL oral communication skills test in favor of the post- administration ".Table (5) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the study sample in EFL speaking sub-skills.

The fourth hypothesis has the following sub-hypotheses

- There is a statistically significant difference between the mean score of the study participants in EFL pronunciation skills on the pre-and post- administration of the EFL oral communication skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in EFL fluency skills on the pre-and post-administration of the EFL oral communication skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in EFL discussion skills on the pre-and post-administration of the EFL oral communication skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in EFL Grammar and Accuracy on the pre-and post- administration of the EFL oral communication skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in EFL vocabulary skills on the pre-and post-administration of the EFL oral communication skills test in favor of the post- administration.

Table (5): "t" test between the mean scores of the study participants in the post assessment of the EFL Speaking Sub-Skills

Skills	Assessment	N	Mean	S.D	T-Value	D.F	Sig.
Pronunciation skills	Pre	50	5.8600	1.85175	14.180	49	0.01
	Post	50	10.5400	1.05386			
Fluency skills	Pre	50	6.6000	1.51186	14.718	49	0.01
	Post	50	12.2800	2.22270			
Discussion Skills	Pre	50	4.3600	1.28983	14.478	49	0.01
	Post	50	7.5200	0.83885			
Grammar and Accuracy Skills	Pre	50	4.9200	1.00691	21.767	49	0.01
	Post	50	10.0200	1.31692			
Vocabulary Skills	Pre	50	4.2000	0.98974	17.344	49	0.01
	Post	50	7.3200	0.97813			

Table (5) indicated that the study participants were more better in the post administration than the pre administration in EFL speaking sub-skills where "t" value is (14.180) for EFL pronunciation skills, (14.718) for fluency skills, (14.478) for discussion skills, (21.767) for grammar and accuracy, and (17.344) for vocabulary skills which is significant at the (0.01) level. Therefore, the fourth hypothesis was confirmed.

Findings of Hypothesis (5)

The fifth hypothesis states that; there is a statistically significant difference between the mean score of the study participants in self-efficacy on the pre-and post- administration of the self-efficacy scale in favor of the post-administration. Table (6) presents the students' mean scores, standard deviations, t-value and level of significance of the pre and post assessment of the study participants in self-efficacy.

Table (6): "t" test between the mean scores of the study participants in the post application of self-efficacy

Item	Assessment	N	Mean	S.D	T-Value	D.F	Sig.
Self-Efficacy	Pre	50	70.3600	16.38536	41.826	49	0.01
	Post	50	210.7400	17.28726			

The Effectiveness of Multidimensional Engagement Instructional

Table (6) indicated that the mean scores of the study participants on the pre administration are lower than that of the post administration, where "t-value" is (41.826) which is significant at the (0.01) level .Thus, the third hypothesis was supported. Before implementing the program most of the students were not motivated enough and avoided communicating orally. They did not have enough vocabulary, grammar and organization. After the implementation, they became motivated, confident. Therefore, the third hypothesis was confirmed.

The fifth hypothesis has the following sub-hypotheses

- There is a statistically significant difference between the mean score of the study participants in EFL listening self-efficacy on the pre-and post- administration of the self-efficacy scale in favor of the post-administration.
- There is a statistically significant difference between the mean score of the study participants in EFL speaking self-efficacy on the pre-and post- administration of the self-efficacy scale in favor of the post-administration.

Table (7):"t" test between the mean scores of the study participants in the post application of EFL listening and speaking self-efficacy

Item	Assessment	N	Mean	S.D	T-Value	D.F	Sig.
EFL listening Self-Efficacy	Pre	50	34.1400	12.63621	36.270	49	0.01
	Post	50	103.5800	7.73566			
EFL speaking self-efficacy	Pre	50	36.2200	10.85205	23.657		
	Post	50	107.1600	16.24225			

Table (7) indicated that the mean scores of the study participants on the pre administration are lower than that of the post administration, where "t-value" is (36.270) for EFL listening self-efficacy and (23.657) for EFL speaking self-efficacy which is significant at the (0.01) level .Thus, the third hypothesis was supported. Before implementing the program most of the students were not motivated enough and avoided communicating orally. They did not have enough vocabulary, grammar and organization. After the implementation, they became motivated, confident. Therefore, the third hypothesis was confirmed.

B . Qualitative Analysis of the Findings

At the beginning of the program, the students were afraid of communicating orally and interacting with others. They have problems in presenting their ideas , their speech was full of grammar mistakes, and the ideas were disorganized. Most students feel anxious and shy in communicating orally and preferred to keep silent. They refused to speak in front of their peers because they are afraid of making mistakes and they thought that they are inferior to their peers .Some of them cannot express themselves in speaking as they lack confidence and efficacy. After participating in multidimensional engagement instructional approach based on communication technology devices, students gained more confidence and began to communicate in a better way. Their participation in the engagement strategies and activities helped them to communicate fluently using correct grammar, pronunciation, vocabulary and expressions. In the interview data, seven students had similar positive reaction towards using multidimensional engagement instructional approach based on communication technology devices. They clarified that participating in the program helped everyone to move forward in a clear direction. Everyone works to achieve common, shared goals. They also worked together, collaborating and co-operating to make progress.

To understand how students perceived the importance of multidimensional engagement instructional approach based on communication technology devices in developing EFL oral communication skills and self-efficacy, some interview questions were asked. Examples from the researcher's transcripts provided insight into the students' perception about the activities in multidimensional engagement instructional approach based on communication technology devices. Students clarified that their oral communication skills were improved because of the various activities that increased their desire to communicate. Therefore, it can be suggested that the steps of multidimensional engagement instructional approach based on communication technology devices included activities and tasks that are effective in improving EFL oral communication skills and self-efficacy. The students' views in this regard are as follows:

Student (1): Using multidimensional engagement instructional approach based on communication technology devices motivated me to communicate with my friends inside the college and outside through social media applications.

Student (2): Multidimensional engagement instructional approach based on communication technology included several strategies. According to me, icebreaker discussion is an effective strategy that helped me to be familiar with the oral activities and enhanced my self-efficacy.

Student (3): Socio-emotional engagement strategies motivated and encouraged my participating where the researcher created non-threatening environment atmosphere.

Student (4): Multidimensional engagement instructional approach based on communication technology devices stimulated thinking positively.

Student (5): Multidimensional engagement instructional approach based on communication technology devices helped our professor to provide us with popular and different topics suitable for our level and interests.

Student (6): I became more confident and my self-efficacy increased. My worries decreased remarkably.

Student (7): Multidimensional engagement instructional approach based on communication technology devices helped us to communicate and interact with our professor offline and online at any time.

Discussion of the Results

The primary purpose of this study was to develop EFL oral communication skills and self-efficacy among fourth year students enrolled in English section at Faculty of Education, Benha University Egypt through using multidimensional engagement instructional approach based on communication technology. The program included variety of tasks and activities for helping students to enhance their EFL oral communication skills and self-efficacy. The results of the study revealed that the program proved to be statistically and educationally significant in developing EFL oral communication skills and self-efficacy among fourth year students enrolled in English section at Faculty of Education, Benha University Egypt.

The Effectiveness of Multidimensional Engagement Instructional

It can be clarified that using multidimensional engagement instructional approach based on communication technology devices in language teaching in general and EFL oral communication skills and self-efficacy in particular helped to increase student teachers' EFL oral communication skills and self-efficacy. In addition, multidimensional engagement instructional approach based on communication technology devices highlighted the role of various engagement activities in enhancing EFL oral communication skills. The use of multidimensional engagement instructional approach based on communication technology devices particularly in language classroom will provide non-threatening and motivating learning environment which is one of the essentials of language learning. It offers various means such as sound, animation, pictures when presenting the information. This will make learning more interactive, effective, interesting and fun. Therefore, these results are consistent with Arnold (2018) who confirmed that the instruction designed for mobile learning environments aims to keep students engaged in learning to take advantage of different interactive opportunities to build and internalize knowledge.

Moreover, students began to reflect on a given topic and exchange views with their peers. Through participating in the program, students were introduced to the topic and they began to think about their own experiences, knowledge and beliefs regarding the specific topic. Then, they exchanged views with their classmates (in pairs or in small groups) .After that, students were asked to prepare a summary of what their classmates' views and experiences were on the topic and how different or similar they were to their own views and experiences .They were asked to post their summary on the group discussion board, Facebook group or Whatsapp group and review their classmates' postings orally in order to communicate with each other. During the study, oral communication skills could be developed through activities such as presentations, open discussions in a class or group. Oral communication skills could be also practiced outside of the classroom through interviews. Therefore, these results are consistent with Iksan, et.al. (2012).

Before participating in the multidimensional engagement instructional approach based on communication technology devices , most of the students did not want to be involved in oral communication activities .They believed at first that it would be difficult. So, the

The Effectiveness of Multidimensional Engagement Instructional

researcher used the first engagement strategy that is setting the stage (The icebreaker discussion). It is considered as a small warmer to motivate the students before going on with the more challenging ones. This helped students to be more willing to participate with their peers and became more familiar with the activities. During the following tasks, it was observed that students did not feel anxious anymore about forming sentences while communicating orally.

Through participating in multidimensional engagement instructional approach based on communication technology devices program, students' oral communication skills were developed. It was noted that students became able to brainstorm and think intensively about what they heard and share ideas with their peers. They also predicted what the speaker talked about in order to get the main idea of what they listened to. Students became competent in listening skills. Through participating in the program their skill in identifying the main idea of the listening text is improved. They became able to understand the listening text and get the main idea and supporting details. They were also trained on how to listen carefully to guess the meaning of unknown words. Their skill in making inferences during and after listening is improved. They knew how to anticipate the answer and draw conclusions. They summarized what they heard and paraphrased it. In addition, participants' fluency skills were developed. They practiced speaking with a logical flow without planning or rehearsing. They used the language naturally without hesitation or pauses, spoke with acceptable and expressed their ideas in different topics. They also used words, structures and pronunciation accurately (accuracy with words and pronunciation). In the same context, the participants began to use communication for specific functions where they used specific phrases for purposes like giving advice, apologizing, etc. They managed conversation by making responses, asking for a response or introducing a new topic or idea. Students also used particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task. They also used words/phrases that organized a talk (e.g. firstly, secondly, on the other hand, to summarize). These results are consistent with Ali (2010), Iksan, et.al. (2012) and Yaman (2014).

Therefore, it can be noted that multidimensional engagement instructional approach based on communication technology devices

helped student teachers at Faculty of Education to develop their oral communication skills and self-efficacy. Students became able to overcome their fears, worries, and anxieties that prevented them from participating in the communication situations. In the same context, the EFL oral communication activities were interesting, motivating, and suitable for students' level. These activities gave students the chance to experience success where success leads to more success. These consistent results with Hossan (2017) who revealed that the engagement principles served as an effective guideline for exploration because there was a strong connection between what participants perceived as important and the five components of engagement. Therefore, the principles could provide a practical guideline for what teachers can do to engage students in classes, including when using technology.

Conclusions

The results of the study revealed that the participants' EFL oral communication skills developed after the implementation of multidimensional engagement instructional approach based on communication technology devices. In addition, their self-efficacy increased, they became much more motivated and encouraged to express their own confidently without fearing. The effectiveness of multidimensional engagement instructional approach based on communication technology devices may be due to the various activities, tasks and strategies the researcher presented to the students. Through the implementation of multidimensional engagement instructional approach based on communication technology devices, major findings of the study were considered as the students' chances for learning by doing and experiences, their belief for better learning and development of learning skills with fun and enjoyment. Moreover, they focused on certain personal developments such as thinking, self-confidence, communication skills and team spirit and their consideration of instructor as a guide for learning.

It can be said that the using communication technology tools with engagement strategies positively influenced oral communication skills and self-efficacy among the participants. Through incorporating technology, the participants were actively engaged in performing the out-of-class learning tasks that indicates that the use of technology was a

successful solution used by the researcher to provide students with opportunities for real learning. In conclusion, the current developments in technology had a positive impact on the interaction of media content and the quality of learning. Thus, there has been an increase in using e-learning tools. The richness of the digital learning resources and communication tools in e-learning promotes engagement in the learning process.

Recommendations of the Study

In the light of previous results, the following recommendations could be presented:

- Teachers of English language should be trained on using multidimensional engagement instructional approach based on communication technology devices, while teaching English to their students in different educational stages.
- English language teachers should emphasize the development of the students' oral communication skills in the early educational stages to develop them in the following stages.
- Curriculum designers should make use of multidimensional engagement instructional approach based on communication technology devices when designing English language courses and overcoming any teaching or learning problems.

Suggestions for Further Research

Based on the findings of the present research, the following implications for further research are suggested:-

- Investigating the effectiveness of multidimensional engagement instructional approach based on communication technology devices in English language learning among student teachers at University level.
- Clarifying the influence of multidimensional engagement instructional approach based on communication technology devices on other language skills such as listening, speaking, reading, and writing.
- Investigating the effectiveness of multidimensional engagement instructional approach based on communication technology devices in enhancing students' critical thinking skills and motivation towards English language.
- Clarifying the effect of using other strategies on developing students' EFL oral communication skills and self-efficacy.

References

- Abd El kader,S. M. A. (2018). *The Effect of Using some Kinesthetic Activities on Developing EFL Language Performance for the Primary Governmental Language Stage Students*. Unpublished doctoral dissertation, Ain Shams University, Egypt.
- Abdel-Haq, E.M., El Dib, M.A. & El-Sweedy, N.A.(2014).Teaching Self-Efficacy vs. Learning Self-Efficacy in EFL Writing Pedagogy. *Journal of Benha Faculty of Education*, 12(52), 2-31.
- Abdel-Haq, I.M.(2002). A Suggested Program for Developing EFL College Students' Self-Efficacy and Reading Comprehension Skills. *Journal of Benha Faculty of Education*, 25(97), 1-26.
- Ahmed, D. A. (2017). *The effectiveness of a cognitive self-regulated strategy based program in developing EFL student teachers' oral communicative competence*. Unpublished master thesis, Mansoura University , Egypt.
- Ahmed, S.Z.(2014). The effect of vlogging on EFL student teachers teaching self-efficacy. *Journal of Arabic Studies in Education & Psychology (ASEP)*,(55),209-240.
- Al. Maghrebi, F.A. (2014). Integrating Authentic Assessment into EFL Classroom to Enhance oral Communication and Reduce Anxiety. *Egyptian Association for Reading and Literacy (EARL)*,(153),1-45.
- Ali, H.S. (2010).*The Effectiveness of a Suggested Self-Efficacy Based Program in Developing EFL Oral communication skills among Prospective Teachers*. Unpublished Master thesis. Faculty of Education, Benha University, Egypt.
- Ali, M.F.A.(2008).The Effect of Comprehension-Monitoring Strategy Training on EFL Low Achiever's Reading Efficiency, Recall and Perceived Self-Efficacy. *Journal of Fayoum Faculty of Education*, (8), 503-551.
- AlSaleem, B.I.(2018). The Effect of Facebook Activities on Enhancing Oral Communication Skills for EFL Learners. *International Education Studies*, 11(5), 144-153.
- Alsowat, H.(2016). An EFL Flipped Classroom Teaching Model: Effects on English Language Higher-order Thinking Skills, Student Engagement and Satisfaction.*Journal of Education and Practice* ,7(9),108-121.
- Arnold,B.A.(2018). *The characteristic mobile learning engagement strategies of international school middle-years students*. Unpublished doctoral dissertation ,Capella University.

The Effectiveness of Multidimensional Engagement Instructional

- Astleitner, H. (2018). Multidimensional engagement in learning an integrated instructional design approach. *Journal of Instructional Research*, 7, 6-32.
- Awad, R. A. A. (2016). *The Effect of Using a Blended Learning Program in Phonology on Developing Second Year English Majors' Phonological Awareness, Oral Communication Skills and Attitude towards Language Learning*. Unpublished doctoral dissertation, Minia University, Egypt.
- Badr, S.A.M. (2008). Effect of blended communicative output activities supported with utilizing anxiety management techniques on EFL learners language apprehension and oral communicative skills. *Journal of Psychological and Educational Research*, 23(1), 2-53.
- Baleghizadeh, S. & Masoun, A. (2013). The Effect of Self-Assessment on EFL Learners' Self-Efficacy. *TESL CANADA JOURNAL / REVUE TESL DU CANADA*, 31(1), 42-58.
- Baleghizadeh, S. & Mortazavi, M. (2014). The Impact of Different Types of Journaling Techniques on EFL Learners' Self-Efficacy. *PROFILE*, 16(1), 77-88
- Banafa, F.H.H. (2004). *The impact of the internet and multimedia on pronunciation and oral communication of Arab college students learning English in the United States*. Unpublished doctoral dissertation, New Mexico State University.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122-147.
- Bandura, A. (1986). Cited in Heidari, F., Izadi, M. & Ahmadian, M.V. (2012). The Relationship between Iranian EFL Learners' Self-efficacy Beliefs and Use of Vocabulary Learning Strategies. *English Language Teaching*, 5(2), 174-182.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press.
- Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York: Freeman.
- Banna, J., Lin, M.-F. G., Stewart, M., & Fialkowski, M. K. (2015). Interaction matters: Strategies to promote engaged learning in an online introductory nutrition course. *Journal of Online Learning and Teaching*, 11(2), 249-261.
- Baresh, E.F., Ali, S.M. & Darmi, R. (2019). Using Hybrid Problem-based Learning (HPBL) Approach to Enhance Libyan EFL Students'

The Effectiveness of Multidimensional Engagement Instructional

- Engagement with English Language. *International Journal of Education & Literacy Studies IJELS* , 7(2), 9-20.
- Barker, A.(2010).*Improve your communication skills*. London: KoganPage.
- Behnam, B., Jenani ,S., & Ahangari, S.(2014). The effect of time-management training on test-anxiety and self-efficacy of Iranian intermediate EFL learners. *Iranian Journal of Language Teaching Research* 2(1), 45-61.
- Bergil, A.S. & Sariçoban, A.(2017). The use of EPOSTL to determine the self-efficacy of prospective EFL teachers: Raising awareness in English language teacher education. *Journal of Language and Linguistic Studies*, 13(1), 399-411.
- Bonyadi,A., Nikou, F.R. & Shahbaz, S.(2012). The Relationship between EFL Learners' Self-efficacy Beliefs and Their Language Learning Strategy Use. *English Language Teaching*, 5(8),113-121.
- Byrne, D. (1991). Cited in Şimon, S.(2014).Enhancing the English oral communication skills of the 1st year students of the Bachelor's degree program "Communication and Public Relations". *Procedia - Social and Behavioral Sciences* 116 ,2481 – 2484.
- Campbell, C. (2009) cited in Yoble, G.S.(2014). *LAPTOPS and language learning: a mixed methods study of technology integration and student engagement*.Unpublished doctoral dissertation, University of Nebraska.
- Campbell, V.(2018). *ESOL and Content Teachers' Instructional Strategies and the Impact of Engagement on English Language Learners' Academic Success*. Unpublished doctoral dissertation, Northcentral University.
- CASTILLO, M.L.(2016).*Using a virtual world as a communication space to supplement an online course platform for teaching oral communication skills to adult English as a second language learners*. Unpublished doctoral dissertation, Texas A&M University-Kingsville.
- Çetinkanat, C. (1998) cited in Güleç, S. & Lylek,B. Ş.(2018). Communication Skills of Classroom Teachers According to Various Variables. *Universal Journal of Educational Research* 6(5), 857-862.
- Chakraborty, M.(2017). *Learner engagement strategies in online class environment*.Unpublished doctoral dissertation , Texas A&M University.
- Chang, A.(2014). *ELL student engagement in computer-assisted language learning tasks*. Unpublished doctoral dissertation, Washington State University.

The Effectiveness of Multidimensional Engagement Instructional

- Chen, P. S. D., Lambert, A. D., & Guidry, K. R. (2010). Engaging online learners: The impact of Web-based learning technology on college student engagement. *Computers & Education*, 54(4), 1222-1232.
- Chickering, A. W., & Gamson, Z. F. (1987). cited in Martin, F. & Bolliger, D.U.(2018). Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment. *Online Learning* 22(1), 205-222.
- CHURCH , K.(2005). *Effective oral communication in the foreign language classroom*. Unpublished master thesis, University of Colorado
- Davoudi,M. &Chavosh, M.(2016). The Relationship between Multiple Intelligences and Listening Self-Efficacy among Iranian EFL Learners. *English Language Teaching*, 9(6), 199-212.
- Demir,S.(2017). An Evaluation of Oral Language: The Relationship between Listening, Speaking and Self-efficacy. *Universal Journal of Educational Research* 5(9), 1457-1467.
- Demirel, Ö. (2004) cited in Tekin, İ , & Parmaksız, R.Ş.(2016). Impact of Video Clips on the Development of the Listening Skills in English Classes: A Case Study of Turkish Students.*Journal of Education and Training Studies*,4(9), 200-208.
- Diyab,E.A., Abdel-Haq, E.M. &Aly , M.A.(2013). Using a Multimedia-Based Program for Developing Student Teachers' EFL Speaking Fluency Skills.(An Online ERIC database Full text NoED 539987).
- Doğan, C. (2016). Self-efficacy and anxiety within an EFL context. *Journal of Language and Linguistic Studies*, 12(2), 54-65.
- Elsayed, A.M. M. (2017). *Developing EFL Student-Teachers' Oral Communication Skills in Light of the Toastmasters Approach*. Unpublished master thesis, Ain Shams University, Egypt
- EROZKAN, A.(2013). The Effect of Communication Skills and Interpersonal Problem Solving Skills on Social Self-Efficacy. *Educational Sciences: Theory & Practice* , 13(2) , 739-745.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. (2004). School engagement: Potential of the concept: State of the evidence. *Review of Educational Research*, 74, 59–119.
- Genç, G., Kuluşaklı, E., & Aydın, S. (2016). Exploring EFL Learners' Perceived Self-efficacy and Beliefs on English Language Learning. *Australian Journal of Teacher Education*, 41(2), 53-68.
- Güleç, S. & Leylek,B. Ş.(2018). Communication Skills of Classroom Teachers According to Various Variables. *Universal Journal of Educational Research* 6(5), 857-862.
- Guo , Y.(2018). The Influence of Academic Autonomous Motivation on Learning Engagement and Life Satisfaction in Adolescents: The Mediating Role of

The Effectiveness of Multidimensional Engagement Instructional

- Basic Psychological Needs Satisfaction. *Journal of Education and Learning*, 7(4), 254- 261.
- Hassan, A. K. A.(2011). *The Effect of an Aural-Oral E-Learning Program on Developing Faculty of Education First Year English Majors' Oral Communication Skills*. Unpublished doctoral dissertation, Minia University, Egypt.
- Heidari, F., Izadi, M. & Ahmadian, M.V.(2012). The Relationship between Iranian EFL Learners' Self-efficacy Beliefs and Use of Vocabulary Learning Strategies. *English Language Teaching*, 5(2), 174-182.
- Helwa, H.S.A.A.(2013). *The effectiveness of a self- autonomy based program in developing EFL student teachers' communicative competence* . Unpublished doctoral dissertation , Benha University.
- Hew, K. F. (2015). Towards a model of engaging online students: lessons from MOOCs and four policy documents.*International Journal of Information and Education Technology*, 5(6), 425-431.
- Hew, K.F. (2016). Promoting engagement in online courses: What strategies can we learn from three highly rated MOOCs . *British Journal of Educational Technology*, 47 (2), 320–341
- Hew,F.K., Qiao, C. & Tang, Y.(2018). Understanding Student Engagement in Large-Scale Open Online Courses: A Machine Learning Facilitated Analysis of Student's Reflections in 18 Highly Rated MOOCs. *International Review of Research in Open and Distributed Learning*, 19(3), 69-91.
- Homes, M.A.(2012). Effects of a self-instruction communication skills training on skills,self-efficacy , motivation and transfer. (An online ERIC database abstract No. EJ979594).
- Hossan, S.A.(2017) *.Saudi female students' engagement in Language learning*. Unpublished doctoral dissertation, Washington State University.
- Huang,D.; Leon,S.; Hodson, C.; Torre,D.L.; Obregon, N.& Rivera, G.(2010). Preparing Students for the 21st Century: Exploring the Effect of Afterschool Participation on Students' Collaboration Skills, Oral Communication Skills, and Self-efficacy. An online ERIC database fulltext No.ED520429).
- Husain, F.M. , Ganapathy, M. & Mohamad, A.(2015). Analyzing ESL Students' Perceptions towards Oral Communication for Social and Occupational Purposes. *Advances in Language and Literary Studies*, 6(6), 187-194.
- Hussein, M.A. & Al Ashri, I.I.E.A.(2013).The effectiveness of writing conferences and peer response groups strategies on the EFL secondary students' writing performance and their self-efficacy :(A

The Effectiveness of Multidimensional Engagement Instructional

- comparative study).(An online ERIC database full text No. ED540769).
- Ibrahim, B.S. M.(2016). *The effectiveness of a task based instruction program in developing the English language speaking skills of primary stage pupils*. Unpublished master thesis, Ain Shams University, Egypt
- Iksan, Z.H.; Zakaria,E.; Meerah,T.S.M.;Osman,K.; Lian,D.K.C. ; Mahmud, S.N.D. & Krish,P. (2012). Communication skills among university students. *Procedia - Social and Behavioral Sciences* 59, 71 – 76
- Kassem, H.M.(2015). The Relationship between Listening Strategies Used by Egyptian EFL College Sophomores and Their Listening Comprehension and Self-Efficacy. *English Language Teaching*, 8(2),153- 169.
- Kean, A.C, Embi, M.A.& Yunus,M.M.(2012). Incorporating ICT Tools in an Active Engagement Strategy-based Classroom to Promote Learning Awareness and Self-monitoring. *International Education Studies*, 5 (4), 139- 149.
- Kearsley, G., & Shneiderman, B. (1998). Engagement theory: A framework for technology-based teaching and learning. *Educational technology*, 38(5), 20-23.
- Khaghaninezhad , M.S. & Jafarzadeh, G.(2014). Investigating the Effect of Reduced Forms Instruction on EFL Learners' Listening and Speaking Abilities. *English Language Teaching*, 7(1),159-171.
- Khalil, A. M. M. (2015).*The Effectiveness of a Training Program Based on Instruction Technology on Developing the Listening and Speaking Skills for Faculty of Education English Majors*. Unpublished doctoral dissertation, Ain Shams University.
- Khan, S.M.(2015). Influence of Speech Anxiety on Oral Communication Skills among ESL/EFL Learners. *Advances in Language and Literary Studies*, 6(6), 49-53.
- Khodabandeh, F.(2018). The impact of storytelling techniques through virtual instruction on English students' speaking ability. *Teaching English with Technology*, 18(1), 24-36.
- Kırmızı, Ö., & Sarıçoban, A (2018). Prospective EFL teachers' locus of control and academic self-efficacy in Turkish context. *Journal of Language and Linguistic Studies*, 14(3), 308-324.
- KOÇ, M.& DÜNDAR, A. (2018). Research on Social Anxiety Level and Communication Skills of Secondary School Students. *Asian Journal of Education and Training*, 4(4), 257-265.
- Koroğlu, Z.C.& Cakır,A.(2017). Implementation of flipped instruction in language classrooms: An alternative way to develop speaking skills of pre-service English language teachers. *International Journal of*

The Effectiveness of Multidimensional Engagement Instructional

- Education and Development using Information and Communication Technology (IJEDICT)*, 13(2), 42-55.
- Koura, A. A.(2004). Multiple Intelligences, FL Achievement, and Self-efficacy in Pre-university Classrooms. *Studies in Curriculum and Instruction* ,(99),1-33.
- Kyriakopoulos, P.(2008).*Using Practiced Improvisation and Role-Play to Improve Oral Communication Skills for English Second Language Learners*. Unpublished master thesis, Concordia University, Montreal, Quebec, Canada.
- Martin, F.& Bolliger, D.U.(2018). Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment. *Online Learning* 22(1), 205-222. doi:10.24059/olj.v22i1.1092
- Mohammadi, M., & Safdari, N. (2015). Pedagogical values of mobile-assisted task-based activities to enhance speaking skill. In F. Helm, L. Bradley, M. Guarda, & S. Thouèsny (Eds), *Critical CALL – Proceedings of the 2015 EUROCALL Conference, Padova, Italy* (pp. 416-420). Dublin: Research-publishing.net. <http://dx.doi.org/10.14705/rpnet.2015.000368>.
- Moore, M. J. (1993) cited in Martin, F.& Bolliger, D.U.(2018). Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment. *Online Learning* 22(1), 205-222. doi:10.24059/olj.v22i1.1092
- Moussa, M. I. S. (2018).*The Effect of using Computer Mediated Communication Theory in Developing Oral Proficiency of EFL Secondary School Students*. Unpublished master thesis, Ain Shams University, Egypt.
- Mustafa, H. I.F. (2016).*The Effect of Using a Program Based on Drama Techniques on Developing Sixth Graders' Aural - Oral Communication Skills*. Unpublished master thesis, Minia University, Egypt.
- Nasr, K.A.M.(2015).The impact of explicit grammar instruction on EFL learners' oral communication skills..*SUST Journal of Humanities* ,16(1), 144-157.
- Nixon, J.C., & Dawson, G.A. (2002) cited in Zhang, L. (2005).*Development of oral communication skills by Chinese students in Canada: case studies*. Unpublished doctoral dissertation, The University of Western Ontario.
- Oghyanous, P.A.(2017). The Effect of Brain-Based Teaching on Young EFL Learners' Self-Efficacy. *English Language Teaching*, 10(5), 158-166.

The Effectiveness of Multidimensional Engagement Instructional

- Pajares, F. (1997). Current directions in self-efficacy research. In M. L. Maehr, & P. R. Pintrich (Eds.), *Advances in motivation and achievement* (Vol. 10, pp. 1–49). Greenwich, CT: JAI Press.
- Panhwar, A.(2016). *Using cooperative learning to enhance student engagement with language support classes in Pakistani higher education*. Unpublished doctoral dissertation, Anglia Ruskin University.
- Picard ,M.& Velautham,L.(2016). Developing Independent Listening Skills for English as an Additional Language Students.*International Journal of Teaching and Learning in Higher Education* 28(1), 52-65.
- Pintrich, P. R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16(4), 385–407.
- Pintrich, P. R., & Schunk, D. H. (2002). Cited in Kırmızı, Ö., & Sariçoban, A (2018). Prospective EFL teachers' locus of control and academic self-efficacy in Turkish context. *Journal of Language and Linguistic Studies*, 14(3), 308-324.
- Qutob,M.M.(2018). The Relationship Between EFL Learners' Satisfaction Within the Classroom Environment and Their Speaking Skills. *English Language Teaching*,11(7),116-124.
- Raoofi, S., Tan, B.H. & Chan, S.H.(2012). Self-efficacy in Second/Foreign Language Learning Contexts.*English Language Teaching*,5(11),60-73.
- Rashid ,T.& Asghar, H.M.(2016). Technology use, self-directed learning, student engagement and academic performance: Examining the interrelations. *Computers in Human Behavior* 63 ,604-612.
- Rashidi, N. & Moghadam, M.(2014).The Effect of Teachers' Beliefs and Sense of Self-Efficacy on Iranian EFL Learners' Satisfaction and Academic Achievement. *The Electronic Journal for English as a Second Language, TESL-EJ* 18(2),1-23.
- Revere, L., & Kovach, J. V. (2011). Online technologies for engaged learning: A meaningful synthesis for educators. *The Quarterly Review of Distance Education*, 12(2), 113–124.
- Richards, J. C. (2008). *Teaching listening and speaking from theory to practice*. New York: Cambridge University Press.
- Rostaminezhad , M.A., Ayati ,M. & Zamaniyan,M.(2018). Informal Learning and Academic Engagement Mediate The Negative Impact of Social Networking on Academic Performance? *Malaysian Online Journal of Educational Technology (MOJET)*, 6(4),13-28.
- Rupert,M.L. (2013). *Best practices for an online oral communication class*. Unpublished master thesis,Gonzaga University

The Effectiveness of Multidimensional Engagement Instructional

- Sayed, M. M. (2005). *The effect of using a multiple intelligences-based training programme on developing English major's oral communication skills*. Unpublished master thesis, Assiut University, Egypt.
- Schaufeli, W. B., Salanova, M., Gonzálezromá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3(1), 71–92.
- SENER, S.& EROL, S.K.(2017). Motivational Orientations and Self- Efficacy Beliefs of Turkish Students towards EFL Learning. *Eurasian Journal of Educational Research* 67 ,251-267
- Shabana, N.M.M., ALSheikh, A.A. & El-Bassuony, J.M.(2014). The Effectiveness of Blended Learning in Developing English Oral Communication Skills of Al-Azhar Experimental Secondary Institute Students. *Journal of Faculty of Education, Port Said University*, 15, 718-733.
- Sharaf, A. S. S.(2018).*A Discourse Analysis Based-Program for Developing Pre-service Teachers' EFL Oral Communication Skills*. Unpublished Master thesis, Menoufia University, Egypt.
- Shehata, A. G. A.(2015). *The Effectiveness of Using Project Based Learning Integrated with ICT in Developing Second Year Prep-School Students' Aural-Oral Communication Skills*.Unpublished master thesis, Minia University, Egypt.
- Shehata, M. G.M. (2013). *The Effectiveness of an E-Conversation Course in Developing Faculty of Education English Majors' Aural-Oral Communication Skills, Cultural Awareness and in Reducing Oral Communication Apprehension*. Unpublished doctoral dissertation, Minia University, Egypt.
- Şimon, S.(2014).Enhancing the English oral communication skills of the 1st year students of the Bachelor's degree program "Communication and Public Relations". *Procedia - Social and Behavioral Sciences* 116 ,2481 – 2484.
- Skinner, E., Furrer, C., Marchand, G., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic?. *Journal of Educational Psychology*, 100(4), 765-781.
- Tabrizi,H.M. & Saeidi,M.(2015). The Relationship among Iranian EFL Learners' Self-efficacy, Autonomy and Listening Comprehension Ability. *English Language Teaching*, 8(12), 158- 169.
- Tekin, İ , & Parmaksız, R.Ş.(2016). Impact of Video Clips on the Development of the Listening Skills in English Classes: A Case Study of Turkish Students.*Journal of Education and Training Studies*,4(9), 200-208.

The Effectiveness of Multidimensional Engagement Instructional

- UCAR, H. & BOZKAYA , M.Y.(2016). Pre-service EFL teachers' self-efficacy beliefs, goal orientations, and participations in an online learning environment. *Turkish Online Journal of Distance Education-TOJDE*, 17(2), 15-29.
- Ul-Haq ,Z. Khurram, B.A. & Bangash, A.K.(2017). Development of Speaking Skills through Activity Based Learning at the Elementary Level. *Eurasian Journal of Educational Research* 69 ,241-252.
- Wang, H.C.(2018). The influence of creative task engagement on English L2 learners' negotiation of meaning in oral communication tasks.*System* 80 , 83-94
- Yaman, I. (2014). *EFL students' attitudes towards the development of speaking skills via project-based learning: an omnipresent learning perspective*. Unpublished doctoral dissertation, GAZI University, ANKARA.
- Yamini M. & Mandanizadeh, F.B.(2011). Relationship between EFL learners' self – efficacy and imposter Phenomenon and Their Effects on learners' writing ability. *Advances in Language and Literacy Studies*,2(1), 70-80.
- Yoble, G.S.(2014). *LAPTOPS and language learning: a mixed methods study of technology integration and student engagement*. Unpublished doctoral dissertation, University of Nebraska.
- YURT ,S.U.& AKTAŞ, E. (2016). The effects of peer tutoring on university students' success, speaking skills and speech self-efficacy in the effective and good speech course. *Educational Research and Reviews*,11(11),1035-1042.
- Zafarmand , A., Ghanizadeh, A., & Akbari, O.(2014). A Structural Equation Modeling of EFL Learners' Goal Orientation, Metacognitive Awareness, and Self-efficacy. *Advances in Language and Literary Studies*, 5(6), 112-124.
- Za'Za' , M.S.(2002).A Correlational Study of Writing Self- efficacy Beliefs and the Writing Performance of EFL Majors at the Faculties of Education. *Journal of Benha Faculty of Education*, 12(50), 62-91.
- Zhang, L. (2005).*Development of oral communication skills by Chinese students in Canada: case studies*. Unpublished doctoral dissertation, The University of Western Ontario.