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The Impact of Teachers Immediacy on EFL Students'

Motivation: the Case of First year Students at University of

Jijel

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Dedication

In the name of Allah, The most Gracious and Most Merciful, on whom ultimately we depend for sustenance and guidance.

I dedicate this humble work to

*My dear father "**Abd El Madjid",** the reason of what I become today, my biggest supporter, who keeps saying **"Im proud of you"***

*My dear mother **"Fatiha"***

The woman who raised me, the one with whom I share all my joy and sorrow, the one who encouraged me to keep going in moment of despair and disappointment.

*My lovely sister **"Houda",** my dear brothers **"Oussama", "Islam",** and **"Ayoub"***

Thank you for motivating and inspiring me to work hard

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To whom I extend special Thanks for making me confident, courageous and optimistic.

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Thanks for being with me in everything, I really love you. May Allah protect our friendship

*My dear partner **"Nahar"***

*My colleagues in Radiology at **"Mohamed EL Seddik Ben Yahia Hospital"***

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Thank you all for your help

Ahlem

I

All Praise and thanks be to God, who has enabled us to complete this humble work

I am delighted to dedicate this work:

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Nahar

Abstract

Teacher immediacy is a key element in classroom interaction.It pertains to both verbal and nonverbal immediacy behaviours. The present study investigates the relationship between teachers' immediacy behaviours and learners' motivation. It aims at identifying the use of teachers' immediacy in English as a foreign language classroom and its relationship with learners' motivation. That is, the study attempts to explore the nexus between teachers' verbal and nonverbal immediacy behaviours and their learners' motivation in learning English as a foreign language. To achieve the aim of the research, a non-experimental exploratory study was conducted. A correlational research design was opted for, in which 60 first-year undergraduate students of English were involved. Two instruments of data collection were used: a questionnaire directed to 60 (out of 236) randomly selected students, and a classroom observation conducted in Oral Expression classes. The findings revealed that teachers of Oral Expression used both verbal and nonverbal immediacy behaviours. Moreover, the results demonstrated that there was a moderate positive correlation between the teachers' nonverbal immediacy and learners' motivation. More importantly, the results proved that there was a strong positive correlation between teachers' verbal immediacy and the learners' motivation. In the light of the results, some pedagogical recommendations and suggestions for further future research were provided.

Keywords: Teachers' Verbal Immediacy, Teachers' Nonverbal Immediacy, first year EFL students, Motivation.

Lists of Abbreviation and Symbols

EFL: English as Foreign Language

N: Number

NV: Non Verbal

P: Probability

Sig: Significant

SPSS: Statistical Package for Social Science

V: Verbal

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General introduction

1. Background of the Study

Motivation is the most important factor in learning a foreign language. It is a critical aspect in determining success or failure in any field of study, especially the learning-teaching process. During the instructional process, students are influenced by an extrinsic element called teacher immediacy, which is a key concept that improves their motivation to learn the language.

The concept of immediacy was first proposed by Mehrabian (1969), who argued that immediacy behaviours minimize the distance between the interactants and make the relationship linking them closer. This concept includes two essential parts which are verbal and nonverbal immediacy behaviours. Verbal immediacy contains some behaviours such as: calling learners by their names, employing plural pronouns (we and our), encouraging learners to talk during the teaching process, and asking for their feedback about a certain topic (Gorham, 1988) and (Rocca, 2007). On the other hand, nonverbal behaviours are concerned with non spoken action such as body movements, eye contact, the use of vocal varieties, and smiling (Andersen, 1979).

The teacher who uses some of those behaviours during the teaching process can create a comfortable atmosphere where learners can really feel more confident, less stressed, more motivated to answer teachers' questions; and be more engaged in classroom interaction. Moreover, learners who are exposed to teachers' immediacy behaviours may not experience the fear of expressing their opinions and overtly show their enjoyment in the classroom setting. In addition, they also may feel that this supportive climate boosts them to establish a good relationship with their teacher and develop their appreciation for attending their classes. Accordingly, they may push them to work hard and feel more excited in the process of learning.

In previous research, Mehrabian (1981) argued that immediacy behaviours are associated with motivation. Several studies support his argument and demonstrate that immediacy verbal and nonverbal behaviours are helpful in increasing learners' motivation (Butland & Beebe, 1992). Christophel (1990) explored research about the correlation between teacher immediacy and learners' motivation. Hence, the findings revealed an increase in learners' motivation level as an outcome of the use of immediacy behaviours. A research was conducted by Frymier (1993) highlighted that there was a strong positive correlation between teachers' immediacy towards learners' motivation to learn the language in the classroom environment.

However, there is still much to be learned about the relationship between these behaviours and learners' motivation, particularly in the context of Algerian EFL classrooms. Hopefully, the findings of this study can provide valuable insights into the extent to which EFL teachers at the English Language Department of Mohammed Seddik Ben Yahia University implement those immediacy behaviours, vary their uses and how the implementation of these immediacy behaviours increases their first-year EFL undergraduate learners.

Researchers have dealt with that concept in different contexts for the sake of investigating the effect of teacher immediacy on learners' motivation to learn or examining the relationship between the two variables through the use of a descriptive design. Some of them as Bakar (2010) argued that verbal immediacy showed a strong correlation with learners' motivation and some of them as Jung (2006) confirmed that nonverbal immediacy had a relationship with learners' motivation (as cited in Liu, 2021, p.6). Hence, this research seeks to discover if both verbal and nonverbal behaviours correlate with learners' motivation in the process of learning English in the Algeria context, precisely at the English language department of Mohammed Seddik Ben Yahia University Jijel.

2. Statement of the Problem

Immediacy Behaviours, being verbal or nonverbal, are significantly crucial for increasing learners' motivation as highlighted by Velez and Cano (2008). Both scholars elucidated that when teachers use verbal and nonverbal immediacy behaviours, learners may have a greater chance to be more motivated and involved in the classroom. Hence, the more teachers use these verbal and nonverbal behaviours, the more motivated the learners are supposed to be in learning English.

Considering our previous experience, it is noteworthy that there have been limited studies conducted in the aforementioned department regarding the strong relationship between teacher's immediacy behaviours and learners' motivation. Put otherwise, although importance of teachers' immediacy in enhancing the motivation of EFL learner's is recognized, it has not been sufficiently investigated in the English language Department of Jijel University. Furthermore, our own past experience as English students in that department made us think and reflect on our learning process in the classroom setting. Thus, Teachers who relied on the use of these immediacy behaviours were successful in excitement and enthusiastic among us as EFL learners. Contrariwise, in those classes where teachers limited the use of such behaviours were less exciting and motivating.

Therefore, the current study attempts to explore the use of teachers' immediacy in the first place and consider how the latter correlates with first-year undergraduate students of English in that department.

3. Research Questions

This research attempts to answer the following questions:

1. Do teachers use verbal and nonverbal immediacy in EFL University classes?

2. To what extent do teachers' verbal and nonverbal immediacy contribute to enhancing EFL learners' motivation in learning English?

3. Is there a significant relationship between verbal immediacy, nonverbal immediacy and learners' motivation in learning English?

4. Hypothesis

The present research is based on the following hypothesis "The more EFL teachers use verbal and nonverbal immediacy, the more students' motivation increases".

5. Aims of the Study

The present study seeks to identify whether EFL teachers use immediacy behaviours in their classes.

It intends to determine the relationship between the use of teachers' immediacy behaviours and learners' motivation enhancement in EFL classroom setting.

The major purpose of this study is to investigate whether there is a relationship between the two immediacy behaviours of teachers and their students' motivation to learn English.

It aspires to consider the extent to which EFL teachers' immediacy behaviours rise or decrease students' motivation.

6. Structure of Study

The present dissertation comprises two chapters: a theoretical and a practical chapter. As for the first one, it tackles issues in connection with teachers' immediacy behaviours and motivation in learning English as a foreign language. The second chapter, which embodies the practical part of the research, discusses the data collection procedures, explains classroom observation performance, and puts into plain words the findings yielded from the questionnaire. Finally, this thesis ends with providing some suggestions for further research.

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Chapter One: Teacher Immediacy Behaviours and Motivation In EFL Classes

Section One: Teacher Immediacy Behaviours

1.1.1. Immediacy

The concept of immediacy points out to the state of being immediate or happening without any delay. It sheds light on the importance of being present and engaged in the moment of the teaching process, as well as responding to the circumstance at hand in a direct and effective manner. It has gotten a lot of attention and has been defined as communication variable that influences two people's perception of physical and psychological closeness (Richmond, Gorham, & McCroskey, 1987). However, it is a behavior that reduces the perceived gap between the teacher and learners (Rocca, 2007).

1.1.2. History of Immediacy

In 1969, Mehrabian was the first who described the idea of immediacy, which provided insights into communication behaviours and their significance in the classroom. Mehrabian in 1971, defined it as ''communication behaviours that enhance physical and psychological closeness with another'' (as cited in Frymier, 1993). In other words, this term refers to the extent to which a teacher uses specific cues or behaviours in their interactions with learners during the learning process in order to create a sense of approachability and intimacy. Mehrabian (1981) suggested that this concept drives from nonverbal communication theory which includes feelings, attitudes, likes, and dislike. He further supposed that this process is accomplished through the use of symbols that affect our emotional states, interests, and choices. He concluded that immediate nonverbal behaviours raise attraction towards others and can help to decrease the distance between communicators.

Anderson (1979) developed this theory as communication behaviours that reduce the psychological and physical distance between the interactants. Immediacy behaviours

were initially referred to as nonverbal immediacy, then verbal immediacy was added, and it was characterized as positive communication between teachers and learners (as cited in Canbaz & Yavuz, 2016, p.12).

To summarize, immediacy behaviours are the behaviors that a teacher applies to strengthen their relationship with their learners. These behaviours are both verbal and nonverbal cues and they are necessary for any classroom communication.

1.1.3. Teacher Nonverbal Immediacy

Nonverbal immediacy has been studied for over 40 years as a communication concept. However, it depicts such communication behaviours which are employed by teachers, and aim to encourage the intimacy, feeling of warmth, and belonging in a relationship among communicators. So, it is essential in building a good relationship between teacher and learners (Richmond, Gorham, & McCroskey). Richmond et al (1987) identified several types of behaviours that can promote individuals closeness such as: proxemic position, eye contact, facial expression, body movement, body postures, and nonverbal paralinguistic or vocalic variable (p.579).

1.1.3.1. Proxemic Positioning

According to Hesler's (1972)study on teachers' proxemics posture, learners who noticed their teachers sat at, on, beside, or behind their desks were less affected, whereas teachers who positioned themselves in front of the desk or among learners were perceived as more warm, friendly, and effective (Fayer, Gorham, & McCroskey,1993, p.116). This may prove that the physical proximity between teachers and learners can influence the way learners perceive their teachers' warmth and effectiveness.

When teachers move around the classroom while teaching, they check and assess learners' work and see if they have understood the lesson. This highlights the importance of physical distance and proximity in the teacher-learner relationship.

1.1.3.2. Eye Contact

Eye contact is the act of looking into someone's eye. It is an essential aspect of teaching which aids teachers to establish a connection with their learners in the classroom setting. It expresses interest and attention to what is being said (Schulz, 2012).

Airasian (1994) argued that the teacher's use of eye contact in the classroom provides many benefits as: enhancing learning, motivation, interest, and engagement of the learners in any activity. Mohanty (2002) discussed that establishing eye contact in the classroom displays teacher and learners interest in the teaching and the learning process. It also explained that the teacher respects the learners' responses and they have his/her full attention. As Khan and Akbar (2000) commented that eye contact is totally essential because it keeps the class focused (as cited in Atta & Ayaz, 2014 , pp.91-93).

Based on Breed's (1971) research, the absence of eye contact between teachers and learners often leads to unpleasant emotions among learners. Maintaining eye contact with specific learners, on the other hand, may increase the learners' concentration toward the teacher (as cited in Richmond, Gorham, & McCroskey, p.579).

Finally, eye contact and proxemic position can serve to foster a positive classroom climate, that helps teachers to build a strong relationship with their learners, and which in turn, improves their engagement, motivation and achievement.

1.1.3.3. Smiling

According to Anderson (1979), smiling is a key element of immediacy, it refers to how closely and favorably people are seen to be related to one another. However, Mehrabian (1979) argued that smiling is a social behaviour because it includes several people(as cited in Canbaz, &Yavuz, 2016, p.13). When one person smiles the other person is likely to smile back and this smile-to-smile exchange indicates that the two people are

friendly and pleasant with each other (Kendon, 1967, as cited in Fayer, Gorham, & McCroskey, 1993, p.116).

The smiling behaviour of the teacher is considered as a reason that creates a positive impression of him or her as being friendly, which drives to establish a comfortable learning environment for learners. This in turn, may increase learners' motivation to learn, pay attention, and take part in the lesson.

1.1.3.4.Body Movement

When teaching, the teacher's body language has a significant impact on how learners are visually and audibly engaged. It may affect how learners view their teacher's immediacy, which refers to the degree to which the teacher communicates in a warm and friendly way. According to Mehrabian (1979), lot of body movement use in instructional communication can show a sense of collaboration with learners. This may consequently drive the learners to be more involved and motivated to reach the learning outcomes (as cited in Canbaz, &Yavuz, p.13).

According to Anderson (1979), a relaxed body posture also has related with the teacher immediacy. It means that teachers when communicate with learners should have a flexible body position rather than being tense (as cited in Richmond et al., 1987, p.580)

Therefore, adopting this relaxed body posture may aid teachers to create a more comfortable and approachable environment with their learners, and reduce their anxiety in order to contribute in the learning process.

Another body movement that is called Nodding is defined as a physical gesture, which means to move your head up and down in order to display agreement or understanding. In the classroom setting, if a teacher nods when a learner is responding, this denotes that the teacher shows his or her interest, listens carefully to their learners, and engages with them in any given conversation. Thus, the use of this gesture can enhance

learners' motivation to learn and feel respected during the learning process. However, if that teacher is not interested while a learner is expressing his or her point of view, the learner may understand that the teacher does not give any attention or importance to the speech being said. This misbehaviour may result in the lack of learners' motivation not only in answering the teacher's inquiries but also in engaging in any educational activities (Sally, 2018, p.147).

1.1.3.5.Vocal Variety

Vocal variety is a crucial element of teacher immediacy. When teachers alter their tone of voice during the teaching process, it aids them to attract their learners' attention towards the lesson activities, and this immediacy behaviour ceases the teaching to become bored for the learners. So, its use takes part in ameliorating the learning outcomes (Sally, 2018, p.147).

Therefore, incorporating suitable gestures into instructional activities helps learners understand what is being said and keeps things interesting so that they do not get bored.

1.1.4. Teacher Verbal Immediacy

Verbal immediacy indicates the stylistic verbal expressions that teachers use during the teaching process in order to foster a degree of likes or dislikes towards their learners (Velez & Cano, 2008). In other words, it is to the stylistic choice of verbal expressions that educators use. Using effective verbal behaviours help learners to feel that they are very important and more valued in the teaching process. Due to these verbal immediacy behaviours, the learners may either develop likes or dislikes among their teachers, and this may aid them to like the subject being taught, and which in turn may reflect their motivation to be more involved in the learning process. If they develop dislikes towards their teachers. It may negatively affect their learning (Dalonges & Fried, 2016, p.223).

According to Seifu and Gebru (2012) described verbal immediacy as speaking behaviours that include: "calling learners by names", "asking for learners' feedback about the lessons", "referring to the class as we and our or using plural pronouns", "using humour", and "praising learners' work"(p. 80).

1.1.4.1. Calling Learners by Name

The use of learners names has been exposed to build a sense of community in the classroom, increases learners' involvement by making them feel more comfortable, improves their sense of accountability toward the instructor, assure that they have no problem seeking help, and boost their level of satisfaction with in a course (Cooper, Haney, Krieg, & Brownell, 2017, p.7).

In addition, learners like a teacher who cares about them and they feel more comfortable to interact with him or her (Sally, 2018).When the teacher addresses them by names; they express the feeling of belonging to the class and being noticed by the teacher as an individual and not just a member in the course. This drives the learners' to pay more attention to learn. Thus, a learner feels valued by their educator, they develop a desire to attend lessons, actively participate, and put in the necessary effort to learn the language. Furthermore, it contributes to a positive classroom atmosphere (Colquhon, 2022b).

1.1.4.2. Asking for Learners' Feedback

According to Wang (2006) Feedback is defined as "the information about current performance that can be used to ameliorate future achievement"(p.42).Any educational procedure needs feedback since it can considerably improve learner's and educator's performances. Dignen (2014) claimed that giving and receiving feedback is an essential communication skill that is used both outside and inside the classroom, because it is around all the time. It is just different word for effective listening, an opportunity for

motivating, a necessity for performance development, and a means for keeping learning (as cited in Klimova, 2015).

1.1.4.3. Referring to the Class as "we" and "us"

Verbal immediacy improves psychological feeling of closeness among individuals. In other words, it helps people feel more emotionally connected to one another for example; using the word "us" and "we" instead of "you" and "me" fosters the sense of closeness and association (Gorham, 1988).

Utilizing these personal words aid both teacher and learners feel as a small family sharing together the classroom values, facilitating the teaching process since the learners consider their teacher as a close person. Hence, this may help them get rid of the fear of answering or even participating in the classroom. And these consequently lead to enhance their level of learning.

1.1.4.4. Humour

Humour refers to the mental ability to recognize, express, or enjoy something that is funny or amusing (Merriam-Webster, 2007).It is considered as a crucial tool that can aid in the communication process. Due to the significance of this concept, a lot of researchers have looked at how humour is used in the classroom and how learners learn as a result. Moreover, humour has been described as an important element for improving learners' interest and attention which make them feel enjoyable during the learning process. Whilst it can help learners feel more comfortable, relaxed, and more likely to learn and form a bond with the teacher, however, it is essential to note that humour can also have negative effect when it is used in a manner that insult learners or when it involves sarcasm and criticism. Thus, humour can have both positive and negative effects in a classroom (Dalonges & Fried, 2016, p.223).

1.1.4.5. Praise Learners' Work

Praise serves as one of the simplest, strongest and effective ways of teaching that an instructor uses in order to get their learners engaged and motivated (Morin, 2023). It is used to show admiration after achieving an activity or doing a desired behaviour (Dev, 1997, as cited in Al-Ghamedi, 2017). When the teacher employs it properly, it aids learners' to overcome behavioural difficulties and ameliorate their attitudes towards learning. However, teachers who often utilize it develop better connection and relationships among their learners (Morin, 2023). According to Matheson and Shriver (2005), praising learners' achievements maybe possibly sufficient technique in encouraging learners to achieve higher standard of work quality while also developing favorable interpersonal relationships with teachers. Also, it can help to create a pleasant atmosphere in the classroom.

To sum up, expressing these behaviours while teaching may help the teacher to convey the message that it is consists of warmth, closeness, and which allow learners to be more involved in the learning process (Sally, 2018).

1.1.5.Immediacy and other Psychological Aspects

The term immediacy indicates how close and active learners and teachers are regarded to be engaged in the classroom. It can have an enormous effect on learner's self - esteem and self-confidence in the context of EFL classroom.

Self-esteem and self-confidence are two crucial concepts in psychology that are related but they have different meaning. First, self-esteem is an individual's general evaluation of his or her own value and worth as an individual person. It is the extent to which a person believes that he or she is capable, lovable, and a worthy of respect and care. Second, self-confidence relates to an individual's faith in his or her capacity to achieve a specific assignment or goal, it is the extent to which an individual feels confident in their

own abilities, knowledge, and skills to meet the demands of a specific situation (Devito, 2016, p.80).

It is essential to know that self-esteem and self-confidence are not stable aspects that an individual either owns or does not have. Instead, they are both build up concepts that can alter throughout time and differ according to the circumstances and context. When teachers perform immediate behaviours or actions like eye contact, suitable gestures, and calling learners by their names, it can promote a feeling of connection among them and their learners. As a result of this connection, it can lead to boost motivation and involvement, which could improve learners' self-esteem and self-confidence (Burgoon, Bonito, Bengtsson, Ramirez, Dunbar, & Miczon).

On the other hand, the lack of immediacy could cause learners to feel detached and as well as isolated, which can damage their self-esteem and self-confidence. However, teachers can unintentionally show a lack of interest or concern for the progress of their learners whenever they apply low immediacy behaviours as avoiding eye contact, standing far away from the learners, etc. In order to raise learners' self-esteem and self-confidence, EFL teachers can create an ideal atmosphere for learning in the classroom by welcoming learners as they arrive, knowing about learners' interest along with their previous events by asking them questions, and offering feedback that is precise and personalized (Burgoon , et al)

In general, by creating and developing the teacher immediacy and their connection with the learners, the EFL teachers can positively affect learner self-esteem and self-confidence which in turn drives to boost learning outcomes and engagement among learners.

Section Two: Motivation in learning language

A vital psychological factor that impacts a learner's capacity and willingness to learn a second language is known as motivation. This section presents different components and aspects that relate to the motivational construct.

1.2.1. Definition of Motivation

The term motivation is derived from a Latin word "movere", which means "to move"(Dörnyei & Ushioda, 2011, p.3).There is still no agreed definition of motivation that fits all contexts, despite researchers' efforts to offer a variety of explanations.

According to DÖrnyei (1998), motivation is widely used in both educational and research settings. It is surprising that there is a remarkable lack of consensus in the literature about its exact meaning (p.117).Ryan and Deci (2000) stated that "To be motivated refers to be moved to do something",i.e.; being motivated means being stimulated or activated to do something (p.54).

Gardner (1985) argued that "motivation is the cause or causes behind one's actions or attitudes", i.e.; it is considered the reason behind someone's behaviors. By recognizing these reasons, it becomes possible to understand why people act in certain ways. Gardner also defined it as the extent to which an EFL learner works or attempts to learn a second language because of having a strong desire to achieve something (p.10). Therefore, it is the desire for achievement, energy, effort, enthusiasm, and success.

1.2.2. Types of Motivation

Rayan and Deci (2000, p.55) introduced two kinds of motivation, intrinsic and extrinsic motivation.

1.2.2.1. Intrinsic Motivation

Intrinsic motivation is associated with the learner's desire to learn. It is about fulfilling one's curiosity towards leaning. Vallerand, Pelletier, Blais, Brière, Senecal, and

Vallieres (1993) assumed that intrinsic motivation depicts doing an activity for its pleasure and satisfaction. When an individual performs an activity voluntarily just for his or her one purpose of doing it rather than rewards, this person is said to be intrinsically motivated.

According to Brown (2001), one of the factors that help scholars succeed in language learning is intrinsic motivation. There are other factors involved in language learning success. However, if learners are given opportunities in the classroom to practice the language without relying too much on external rewards for their motivation, they will have a better chance for success. Deci and Ryan (1985) provided an explanation of intrinsic motivation, stating that it is evident when learners' innate curiosity and interest energies their learning process. When the learning environment offers suitable challenges, stimulating resources and a sense of autonomy, this intrinsic motivation to learn is likely to enhance (p. 245).

1.2.2.2. Extrinsic Motivation

Extrinsic motivation is more focused on a goal or an achievement. It is also defined by Ryan and Deci (2000) as "a construct that refers to an activity which is done in order to reach some separable outcome" (p. 60).Extrinsic motivation refers to motivation that originates from external sources .i.e. comes from outside the individual. In the context of learning, learners are considered extrinsically motivated when their learning efforts are driven by external factors and done for the sake of rewards such as grades or praise that are not inherently linked to the learning process itself, that is, learners engage in learning or perform well in order to attain these rewards or recognition (Ng & Ng, 2015).

The learner is influenced by either intrinsic or extrinsic motivation when learning a second or a foreign language.

1.2.3. Factors Influencing Learners' Motivation

Ekiz and Kulmetor (2016) stated that both teachers and researchers consider motivation as a key predictor behind the learners' success since it excites them to learn a second language and lets them continue the long journey of the learning process. Moreover, if the learners are unmotivated, then they will unable to learn or achieve their goals.

When thinking about what can affect a person's drive to learn a second or foreign language, it is important to take into consideration a theoretical framework of Dörnyei's (1994).

Dörnyei's (1994) motivational model displays that motivation is divided into three main categories:

1. The language Level: refers to a specific level of analysis in language learning and motivation research. It is concerned with the language-specific components that underlie a learner's motivation to study a language. In particular, it covers different factors that may push a learner to learn a language; such as integrative and instrumental goals. Integrative goals refer to a learner's desire to learn a language in order to integrate into a specific community or culture; While, instrumental goals refer to a learner's desire to learn a language and to achieve a specific outcome (Dörnyei, 1994a, &Yshioda, 2011, pp.51-54).

2. Learner Level: This term refers to the internal factors of the learners that can influence their motivation to learn a second language. These factors can be either psychological or cognitive in nature. Self-efficacy (i.e. the belief in one's ability to succeed), self-confidence, and anxiety are examples of such factors. Learners who experience a lack of self-efficacy or confidence in their capacities may become less motivated to involve in learning a foreign language. Moreover, if they are very anxious,

they will be less willing to engage in any learning process. The learner level is considered as a major factor that influence learner's motivation to learn a second or a foreign language (Dörnyei, 1994a, &Yshioda, 2011, pp.51-54).

3. Learning Situation Level: it refers to the academic environment in which learning takes place. It may have an effect on learner's motivation to learn a foreign language. This level slips out into three components: the teacher, the course, and the group

Teachers, who have a good relationship with their learners, they recognize their diverse needs of their learning styles and they adapt their teaching methods; also they require some behaviour that attracts learners' attention to increase their motivation in the learning process

A course refers to the content and structure of the learning materials; if it is clearly defined and has the ideal relevant materials, it will enhance learners' motivation to learn.

A group refers to a social group in the classroom; the peer effect can be considered as a potent motivator, learners can be influenced by their classmates' behaviours or attitudes while learning (Dörnyei, 1994a, &Yshioda, 2011, pp.51-54).

1.2.4. Importance of Motivation in the Process of Learning

Motivation is a crucial component in academic learning and accomplishment from childhood through adolescence. A learner studies best once he or she sees the need for learning and flourishes the desire to learn. This is achieved through the concept of motivation. Hence, motivation encourages learners to think, focus, and gain knowledge successfully; as Bakar claimed that motivation enhances learning performance. It is a big challenge to motivate learners to learn in any training situation. The instructor should try to ensure that motivation is involved in each classroom session. At the beginning of the course, teachers should try to make their learners interested and draw their attention towards what is to be studied (as cited in Dweck).

1.2.5. Techniques used by Teacher to Increase Students' Motivation

Dörnyei(2001) elucidated that teachers use various motivational strategies that encourage learners' motivation. Furthermore, he provided a framework that is divided into four main dimensions.

First dimension is creating a basic condition. Dörnyei(2001) stated that teachers need to establish basic motivational conditions through employing adequate behaviours and creating a suitable relationship with their learners. Teachers who are friendly or enthusiastic during the teaching process affect their learners to admire the subject being taught (p.120). David (1993) added that teacher's enthusiasm is considered as a pivotal factor on learners' motivation. This means that teachers who feel bored when teaching their learners, they will reflect them by sharing the same feeling and automatically feel bored and hatred toward the subject to be learned (p.131).

Dörnyei (1994) argued that there are three features of teachers who promote learning, which are congruent, emphatic, and accepting. Teachers are congruent when they behave and deal in a natural way with their learners. Emphatic teachers are those who are sensitive to learners' needs and emotions. Accepting means that the teacher should accept the complex structure of human beings, with its merits and demerits (p.282). Harmer (2007) commented that the teacher is the main motivator in the classroom but if learners feel that their teacher has a low level of interest in them, this will be reflected on their motivation (p.100). In other words, to motivate learners, teachers need to take their learners' interests into account, which drives them to feel happy and interested to do activities in the classroom. Thus, this strategy may boost the learners' motivation level (as cited in Riyanti, 2019, p.131).

Another way to create basic motivational conditions is by establishing a comfortable atmosphere in classroom setting. Teachers have to support learners to take

risks in their learning by considering their mistakes as a natural process rather than a learner's weakness. In a comfortable classroom, teachers can use humour to let learners feel that this classroom is not threatening them. So, teachers can use this behaviour in order to break the ice with learners and make them feel more relaxed and less stressed. Moreover, teachers should be aware of the use of this behaviour because it can cause embarrassment for some of learners and this may hinder them to learn since they think that their teacher does not respect them(Dörnyei, 2001)(as cited in Riyanti, 2019, p.131-132).

Second dimension is generating initial learners' motivation:DÖrnyei(2001) commented, "The most obvious way to help learners in determining their oriented goals is to initiate the discussion with their learners" (p.125). In other words, making discussion with learners is considered as a useful strategy. It aids to encourage learners to be involved in the learning process by sharing their ideas and interests, determine their aims, and motivate them to participate in the process. By creating a supportive and collaborative environment, teachers can help their learners achieve their goals and succeed in learning English as a second language (as cited in Riyanti, 2019, p.132).

Another way to generate initial motivation is through the use of relevant teaching materials. For example; if they learn this language for passing an examination, it requires specific materials for the examination. However, if teachers have the purpose to enhance learners' motivation, they need to allocate several minutes in each class meeting to do activities that ameliorate their skills (as cited in Riyanti, 2019, p.132).

Third dimension is maintaining and protecting motivation: Holt (2001) proposed that to enhance learners' motivation in learning English, teachers must design interesting lessons and select adequate materials which drive to attract their attention and to avoid boredom in the classroom (as cited in Riyanti, 2019, p.132). Another strategy that aids to maintain and protect motivation is by "promoting learner's autonomy". Dörnyei

(2001) suggested that teachers have to encourage learners to be independent in learning; it means that they need to teach them how they continue their learning by themselves outside the classroom (p.131).

The last dimension is known as a post–actional stage in motivating learners. This stage aims to review whether the motivational strategies used are useful or need to be altered. According to Dörnyei (2001), this stage may be used for students to evaluate the strategies that help them to achieve their goals (as cited in Riyanti, 2019, p.131).

1.2.6. Classroom Interaction (Teacher/Learners)

In recent times, classroom interaction has gained recognition as a significant method in foreign language teaching and learning. It is the participation of two people in face-to-face interactions where language is used for real communication. Classroom interaction "refers to the patterns of both verbal and non-verbal communication and the types of social relationships that occur within the classroom setting; this area of study is closely related to the studies of classroom discourse, teacher talk, and second language acquisition" (Richards, Platt, Platt, & Candlin, 1992, p.52).

There are various elements that teachers must consider when interacting with learners. Harmer (2009) identified three key aspects that teachers should consider during teacher-learner interactions. First, teachers must consider the type of language they employ with their learners in order to ensure that they can understand. Second, teachers should pay attention to what they are going to say to their learners because the teacher's speech serves as a resource for the learners. Finally, teachers should be aware of the forms in which they speak, including their tone, voice, and intonation.

1.2.7. Teacher Immediacy and learner Motivation

In EFL classes, learners are motivated when they feel a desire or need to learn. Using the best curriculum, technology, and assessment does not make difference if the learners do not want to learn. (Hsu, 2006)(as cited in Seifu & Gebru, 2012).

Frymier (2001) indicated that teacher's behaviour is the primary emphasis that a learner should receive in order to be motivated. Russell (1971) explained that teachers consider the most influential determiners of learners' learning motivation. When teachers provide their learners with clear explanation, exchange feedback with them, and employ useful strategies for learning, learners then feel more excited to learn. If teachers direct their behaviours towards the teaching process, they will become active and influential (as cited in Hsu,2006,p.6).

Keller's (1987) model is the relevant theoretical model which depicts teacher immediacy as a mediating variable in learners' motivation. His model involves attention, relevance, confidence, and satisfaction. Getting learners' attention is considered as the most important element that inspires learners to get involved in the learning process. Without their attention, learners will not be engaged; as a result, they will not be motivated to learn. Keller (1987) stated that immediate teachers can increase their learners' motivation by employing verbal and nonverbal immediate actions in EFL classes, such as roaming around the classroom, establishing eye contact, varying their tone of voice, and addressing learners by their names. These behaviours aid teachers to generate a positive feeling among learners, and establishing an atmosphere where they can learn to succeed and to reach their goals (as cited in Liu, 2021, p.3).

Conclusion

Overall this chapter has reviewed teacher verbal and nonverbal immediacy behaviours and motivation in two sections. The first section discussed various information concerning teacher immediacy behaviours. It providing some definitions of teacher immediacy behaviours, their types, and some psychological aspects that it associated with immediacy behaviours.

The second section provided definitions about motivation along with their types, factors influencing learners' motivation, its importance, techniques used by teachers, and classroom interaction with motivation. Finally, we end it by discussing the link that is between teacher immediacy and learners motivation.

Chapter two: Field Work

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Chapter two: Field Work

Introduction

In the previous chapter, the literature review pertaining to probe the relationship between teacher immediacy and learners' motivation in learning EFL was introduced. The second chapter, however, comes as an attempt to discuss the practical part of this study. The chapter then, displays an overview of the research methodology, data analysis, interpretation of the data collected through classroom observation and learners' questionnaire. It discusses the yielded findings and provides some recommendations for future research.

2.1. Research Methodology

The present study aims to examine the relationship between the teacher verbal and nonverbal immediacy and learners' motivation to learn English. In order to answer the research questions and to validate or refute the set hypothesis guiding this study. Mixed methods might be the most appropriate for data collection as it relies on both the "qualitative and quantitative methods". The qualitative research utilizes actual life experiences rather than numerical statistics as explained by (Creswell, 2009). Therefore, it is widely used when examining social and educational phenomenon. As for the quantitative data collection instrument, it explains the phenomena by using numerical data that are analyzed mathematically based on statistics (Aliaga &Gunderson, 2002) (as cited in Apuke, 2017).As stated by Lichtman (2013), the quantitative design relies on obvious standards and evident guidelines instead of creative thinking or speculation that provide incorrect outcomes (p. 4).Hence, since it is based on a set of statistical standards, it helps in gathering valid data and achieving accurate findings.

A descriptive correlation study is performed to carry out this research for the purpose of obtaining the statistical data required to explore the possible connection or

relationship between the teacher immediacy behaviours and the learners' motivation. Correlations research "is a statistical procedure that is employed to determine whether there is a relationship between data of the two variables and how is that relationship" (Nunan and Bailey, 2009, p.396). A positive correlation shows that the two suggested variables are in the same orientation. It means that they are both increasing or decreasing. In contrast, a negative correlation demonstrates that both variables are going in two different directions (Nunan and Bailey, 2009, p. 72). However a zero correlation indicates that there is no relationship between the two suggested variables.

2.2. Sampling Procedures

The study was conducted in the second semester of the academic year 2022/2023 in some classes of English Department of Mohammed Seddik Ben Yahia University, Jijel. DÖrnyei (2007) suggested that conducting a correlation research should consist of no less than (30) learners as a sample (p. 99), as it is extremely challenging to analyze the entire population under investigation. Hence, for this research, a representative sample of (60) out of (236) first year undergraduate students from different groups at the department of English language at the University of Mohamed Seddik Ben Yahia were randomly selected. The identities of the respondents were maintained anonymously.

The basis on which first year learners were chosen was the fact that they are beginners. Moreover, first year learners need to be motivated so as to succeed academically speaking. They need to be interested in their process of learning and this interest can be intensively enhanced by some teachers' classroom practices and behaviours, of which is immediacy.

The data collection was conducted in the oral expression classes. Since oral class is an essential module demands lots of learners' interactions and motivation to speak and learn the language effectively. Moreover, oral expression teachers use certain behaviours

that are supposed to stimulate their learners' attention and motivation. Affected by those behaviours, learners are likely to find the learning process an exciting and comfortable environment.

2.3. Data Gathering Instruments

In order to collect the needed data for the current research, two instruments were used classroom observations checklist and questionnaire designed for students.

2.3.1. Classroom Observation Checklist

In what follows, an analysis of the data gathered from the checklist used in classroom observation is provided.

2.3.1.1. Description of Classroom Observation Checklist

The most basic tool used is a check list, which provides lists of the behaviours to be observed. The researchers verify whether these behaviours are present or absent. The observers investigating several behaviours that might be occur in the classroom. The behaviours in the check list should be easily observable (Ary, Jacobs, Sorensen, 2010, p.217).

To explore whether there is a positive relationship between the teacher verbal and nonverbal immediacy and learners' motivation, classroom observation was conducted through a checklist. Dörnyei (2007) stated that "in classroom observation, however, the researcher is usually not or only minimally involved in the setting and therefore he/she can be described as a 'nonparticipant-observer'" (p.179). It is a systematic process of observing, making notes, and describing the attitudes and the events that occur in the real context setting (Marshall & Rossman, 1989, p.79). It aids the researchers to feel more involved in the classroom setting in which the investigation takes place. Hence, the researchers chose to be non-participant observers for the sake of scrutinizing the implementation of teachers'

immediacy behaviours in classroom and how these behaviours influence learners' motivation.

Classroom observation was carried out in the second semester at the Department of English Language, Jijel University(from23 to 26 April 2023). Six groups out of eight of first-year undergraduate learners were randomly chosen. Classroom observation took place in Oral Expression classes. Six sessions were attended with three different teachers. Each session lasted for one hour and a half. So, that makes nine hours as duration of the whole observation.

Dörnyei (2007) clarified that classroom observation can be either structured or non-structured. Hence, in the current study, a non-structured classroom observation was adopted, in which a self-designed checklist, whose items and statements relate to the literature review, was implemented. The latter comprises three tables: the first table includes an overview about classroom setting, the second one was designed to consider the use of teachers' nonverbal immediacy behaviours, and the last table targeted the use of verbal immediacy behaviours. In the implemented checklist, each behaviour was deemed to be highly observed, observed or not at all observed (See appendix A).

2.3.1.2. Checklist Analysis

As mentioned earlier, the checklist used contained three sections (Classroom Setting General Observation, Nonverbal Immediacy Behaviours, Verbal Immediacy Behaviours). The findings yielded from the checklist are analysed in accordance with the checklist' sections (See appendix A).

1. Classroom Setting General Observation

The general observation section comprises five statements (for further details, see Appendix A).The first item attempted to unveil the extent to which the three teachers, with whom the observation was conducted, made efforts to make their classes a comfortable

setting for learning. The analysis revealed that during the sessions attended with six groups, the three teachers attempted to guarantee a comfortable context of learning for the learners. They did their best to establish a comfortable environment in the hope of fostering their learners to speak and interact with them utmost.

As for the second item targeting to identify teachers' use of teaching materials, the findings disclosed that two teachers did not use any form of teaching materials in the classroom, except for onewhoused the board to write an activity and some difficult words, and she used computers as well exposing them to listening scripts. Using teaching materials of course leads to gain better results on students' motivation as Holt (2001) proposed that in order to enhance learners' motivation in learning English; teachers must design lessons and select appropriate materials that attract their learners' attention.

The third item was set to probe learners' presence. Thus, throughout all attended sessions, it was highly observed that most of learners were absent; in each group there were nearly ten (10) absentees. Hence, having that big number of absent learners may pertain to their demotivation and non-interest in learning English in classroom setting.

As far as the fourth item is concerned, it was designed to investigate whether the teacher clarified lessons' objectives for the learners or not. Thus, the findings showed that this fact was highly noticed as the three teachers began their lessons by identifying the aims behind the proposed activities.

The fifth item in the checklist was set to consider whether classroom setting was noisy or quiet. It was remarked that during the six attended classes, classes were not noisy, because all learners respected their classmates and their teachers as well.

2. Nonverbal Immediacy Behaviours

The second section in the checklist included eleven (11) statements. They all attempted to consider the implementation of nonverbal immediacy behaviours in EFL classrooms. The nonverbal behaviours investigated related to smiling, nodding, and coming physically closer to the students, using eye contact...etc. Thus, during the six attended classes, it was highly observed that the three teachers utilized some gestures such as smiling. Furthermore, they made use of smile, as nonverbal behaviour, when talking to their learners, and maintained the use of eye contact in order to display their interest. When learners answered the teachers' questions, the three teachers showed their agreement or disagreement with their learners' responses by moving their heads up and down. In so doing, they surely wanted to show their interest in learners' thoughts. Based on the observation, it was revealed that the three involved teachers used their hands while interacting with their learners in the class. Hence, using hands does play a crucial role in attracting learners' attention and encourage them to take part in the classroom activities.

Moreover, it was highly observed that the three teachers had a relaxed body posture while interacting with their learners and this contributed to creating a comfortable atmosphere for learners and aided at decreasing their anxiety as learners' faces clearly demonstrated their ease and comfort. In addition, during the session attended, it was highly observed that most teachers were very enthusiastic and their interest in teaching and interacting with their learners was obvious. The three teachers attempted to create an active environment with their learners by arranging classroom discussions, which in turn, boosted their learners to participate; feel motivated and decreased the feeling of drowsiness and boredom.

It was highly noted that the three teachers kept using eye contact while interacting with their learners in order to raise their awareness, assess learners' performances, and

function as a controller in the class. However, it was highly seen that the two teachers were looking very little at the board or their notes. Behaving as such may mean that the teachers want to concentrate on learners produced output, show their interest and to make their learners enthusiastic to express their ideas in the classroom. Yet, it is worthy to state that the third teacher chose to use the board to explain some points in the lesson that what led learners to feel bored and decreased their motivation to take part in classroom interaction.

Two teachers kept moving around the classroom in order to be close to their learners, show their interest while answering their questions. Only one teacher preferred to stay in her chair while interacting with her students. Additionally, it was highly observed that the three teachers used different vocal tones i.e. changing their voice levels to attract learners' concentration and express their ideas clearly.

3. Verbal Immediacy Behaviours

The three teachers addressed their students by their names. Thus, this item was highly observed during the six attended sessions. This led learners to feel positivity towards their teachers and enhanced their willingness to interact more in the classroom. As for the use of humor, it was highly observed in the six attended sessions. Each teacher implemented humor for a given purpose such as breaking the ice with learners at the beginning of the session, or drawing their learners' attention to an answer. Concerning the use of some pronouns as 'we 'instead of 'I', it was observed that the teachers preferred to use we instead of I to refer to the whole class instead of referring to himself only. In doing so, the three teachers tried to smoothen the atmosphere and enhance the feeling of belonging inside their students.

During the teaching process, it was clearly seen that all teachers assigned their learners individual and pair works.When the learners did not take the initiative to interact or respond to a given answer, the teachers intervened to make them involved and get them

to talk, participate and share their points of view by calling their names. Immediately after providing responses, it was highly observed that teachers praised their learners' answers and provided feedback and commented their works using some motivational expressions like "excellent, good answer, that is right, nice, and that is what I look for". However, when learners gave incorrect responses, teachers simply responded pleasantly and corrected the wrong answers by providing them a second chance to rethink again.

2.3.2. The Questionnaire

In the subsequent section, the analysis of the questionnaire is provided. It starts by describing the questionnaire and its different sections.

2.3.2.1. Description of the Questionnaire

In the present study, the questionnaire administered was divided into three sections and contained 14 questions and three scales in total. The respondents were asked to answer open-ended questions, tick the appropriate answer (s) from multiple choice questions, choose the degree of frequency adverb on the 05 point Likert scales, and express the degree of their agreement on a 04 points Likert scales.

a. Section one: Background Information

The first section attempted to gather information about the learners. The first and the second questions aimed to discover whether English was their first option to study at the university and whether they really enjoyed learning this language or not. The two last questions meant for identifying their estimation about their level in English (See appendix B).

b. Section Two: Teacher Immediacy Scale

This section started providing the students with definitions of some new terms as the meaning of immediacy, and the teacher Verbal and Nonverbal immediacy behaviours. For the sake of intensifying the validity of the data, a Nonverbal Immediacy Scale that was

designed by Richmond, Gorham, and McCrosky (1987) was relied on in the present study. As for verbal immediacy, Gorham (1988)'scale was implemented. The Nonverbal Scale consisted of 12nonverbal teacher behaviours; only one behaviour existing in the original scale "touches learners in the class", was deleted, as it did not fit the Algerian context. The Verbal Immediacy Scale, however, consisted of 18 items.These two scales could be answered in Likert type "Never", "Rarely", "Occasionally", "Often", and "Very Often".Next to these two sections, the questionnaire comprised 10 other questions that were added to have full statements and justifications to the provided answers of the two scales.

c. Section Three: Motivation

In the final section, a motivation scale offered by Clement, Dornyei, and Noels (1994) was introduced, it contains 10 statements. This scale could be answered by showing the degree of agreement in a four options Likert Scale type: "I strongly agree", "I agree", "I strongly disagree", and "I disagree". The questionnaire ended by addressing a question meant for retrieving information about the nexus between the two variables form the participants' perspective..

2.3.2.2. Administration of Questionnaire

Right after conducting classroom observation that was done with six different groups of first year undergraduate students of English in oral expression classes, a questionnaire, merging between the use of closed-ended items (Likert) and open-ended items, was administered at the end of each group's last session in the presence of the researchers. The questionnaire was randomly handed to 60learners who belonged to six different groups.The participants were given the opportunity to enquire about any ambiguous thing as the concept of immediacy might be unknown to most of them. The questionnaire was distributed and collected in the period between April, 23 [th]to April, 30th,

2023 (six days) during the second semester of the academic year 2022 /2023. The teachers of oral expression classes helped the researchers and gave their learners around 25 minutes of their time in order to respond to the questionnaire.

2.3.2.3. Questionnaire Analysis

In this section, an analysis of the questionnaire is provided so as to be able to respond to the questions guiding this piece of research.

Section One: Background Information

Q1: Was learning English your first option for higher education studies?

Table 01
Learners' Selection of English as the First Option for University Studies

Options	Frequency	Percent%
a.Yes	38	63.3%
b. No	22	36.7%
Total	60	100%

The first question in the questionnaire attempted to determine whether learning English at the university was the learners' primary goal or not. The obtained results indicate that (38) out of (60) learners opted for "yes" option; while (22) said it was not. Having a percentage of (63.3%) reckoning that English was their first preference for higher education denotes that the majority of the learners are interested and motivated to learn this foreign language which may result in having a good academic achievement.

Q2 : Do you enjoy studying English?

Table 02

Learners' Enjoyment in Learning English

Options	Frequency	Percent%
a.Yes	55	91.7%
b.No	05	8.3%
Total	60	100%

The second question attempted to consider whether the students enjoyed studying English or not. As shown in table (2), (55) of the participants with the percentage of (91.7%) said "Yes" while (5) learners representing (8.3%) selected "No" option. Hence, the fact of having the greatest majority of the learners claiming that they enjoyed learning this language indicates that they are likely to be highly motivated to learn English. Put otherwise, the more EFL learners express their appreciation of studying English as a university field, the more motivated they are expected to be.

Q3: What was your first-semester exam overall average?

Table 03

Learners' First Semester Exam Overall Average

Options	Frequency	Percent%
a.Less than 10/20	10	16.7%
b.between 10-12/20	26	43.3%
c.between 12-14/20	15	25.0%
d. More than 14/20	9	15.0%
Total	60	100%

The third question was addressed to inquire about the learners' first semester average. Option "B" (i.e., between 10-12/20) was the most selected choice by (26) learners which represent 43.3%.9 students (15%) reported that their average extended 14 out of 20, while 15 of them (25%) admitted that their average ranged between 12 and 14 out of 20. From the obtained results, a good percentage of the targeted population (43.3%) seems not to have a high academic average, which may mean that they are confronted with some difficulties in learning the language.

Q4: How do you consider your proficiency in English language ?

Table 04

Learners' Estimation of their English Language Proficiency

Options	Frequency	Percent%
a. Excellent	6	10.0%
b. Good	44	73.3%
c. Average	10	16.7%
d. Below average	0	0%
Total	60	100%

The last question in the first section in the questionnaire aimed at identifying the learners' estimation about their proficiency in English. Table (04) demonstrated that (44) out of (60) corresponding to (73.3%) reported that they had "good" English level. (10) Of them representing (16.7%) stated that their proficiency was "average". The remaining (6) with a percentage of (10.0%) rated their proficiency as "excellent" and no one opted for the last option "below average". These findings indicate that most of learners do have high self-esteem as the findings yielded from this question contradict with the ones in the previous question. Put otherwise, the responses collected from question 3 revealed that 43.3% of the respondents reported that their average ranged between 10 and 12/20, which means that their average is ordinary. Yet, in this question, 73.3% of the participants deemed that their English is good.

Section Two: Teacher Immediacy Scale

2.1. Non Verbal Immediacy Scale

Table 05

Learners' Perceptions of Teachers' Non Verbal Immediacy Behaviours

Statements	Options					Total
	Never	Rarely	Occasionally	Often	Very Often	
01. The teacher uses	23(38.	0 (0%)	0 (0%)	18(30%)	19(31.7	60(100

Statement						Total
monotone when talking to the class.	3%)				%)	%)
02. The teacher looks at the class while talking.	0 (0%)	0 (0%)	4 (6.7%)	36 (60%)	20 (33.3%)	60(100%)
03. The teacher smiles at the class as whole, not just individual students.	0 (0%)	0 (0%)	1 (1.7%)	35 (58.3%)	24 (40%)	60(100%)
04. The teacher has a very tense body position while talking to the class.	27(45 %)	0 (0%)	2 (3.3%)	10 (16.7%)	21(35 %)	60(100%)
05. The teacher uses gestures and moves around the classroom while teaching.	0 (0%)	0 (0%)	3 (5%)	35 (58.3%)	22 (36.7%)	60(100%)
06. The teacher sits on a desk or in a chair while teaching.	1 (1.7%)	0 (0%)	7 (11.7%)	35 (58.3%)	17 (28.3%)	60(100%)
07. The teacher looks at the board or notes while talking to the class.	4 (6.7%)	12(20%)	6 (10%)	26 (43.3%)	12(20%)	60(100%)
08. The teacher has a very relaxed body position while talking to class.	1 (1.7%)	5 (8.3%)	8(13.3%)	30(50%)	16(26.7 %)	60(100%)
09. The teacher smiles at the individual students in the classroom.	0 (0%)	1 (1.7%)	5 (8.3%)	29(48.3%)	25(41.7%)	60(100%)
10. The teacher stands behind desk while teaching.	0 (0%)	14(23.3%)	22(36.7%)	19 (31.7%)	5 (8.3%)	60(100%)
11. The teacher uses a variety of vocal expression when talking to the class.	0 (0%)	2 (3.3%)	7 (11.7%)	31(51.7%)	20(33.3%)	60(100%)

The table above identifies some of nonverbal immediacy behaviors that teachers of oral expression exhibit while teaching. In the first statements, learners were required to perceive whether their orals' teachers utilized a monotone voice or not when talking to the class. According to these findings, (23) of the respondents representing (38.3%) opted for "never" option,(19) with the percentage of (31.7%) selected "very often", (18) corresponding to (30%) chose "often" option, but no one opted for "rarely" and "occasional". These results indicate that teachers use a variety of tones.

The second statement asked the learners to observe the teachers' eye contact behavior while instructing them. As it is shown in the table (5), the majority of learners (36) corresponding to (60%) said "often" option, (20) learners representing (33.3%) opted "very often" choice, (04) learners within the percentage of (6.7%) chose "occasionally" item, and the two remain options "never" and "rarely" opted for (0) answers. These results reveal that teachers frequently make eye contact with their learners in order to grab their full attention.

The third statement explored how frequently teachers smiled at the class as a whole. A total of (35) learners representing (58.3%) opted for "often" option, (24) learners corresponding to (40%) picked "very often" item, just one learner representing (1.7%) selected the "occasionally" choice, and (0) for the two items "never" and "rarely". The learners' responses show that their orals' teachers frequently smiled with the whole class as well .This behavior may help learners to feel motivated and actively participate in the learning process.

The fourth statement was set to probe the learners' perception of the teachers' tense body position. The majority of learners (27) corresponding to (45%) said "never", (21) representing (35%) opted for "very often", (10) learners with the percentage of(16.7%) picked "often" option; (2) corresponding to (3.3%) selected " occasionally", and

no one opted for "rarely". These outcomes explain that teachers are not comfortable during the teaching process.

The fifth statement required the learners to perceive their teachers' movement and gestures in the classroom. (35) Learners with the percentage of (58.3%) opted for the "often" option, (36.7%) the percentage of (22) respondents selected the "very often" choice. While (5%) the percentage of (3) learners picked the "occasionally" option, and no one opted for "never" and "rarely". The obtained results indicate that the teachers who move frequently while teaching and use gestures display a high level of attention towards their learners and they are regarded as caring teachers who really strive to cover any thing that occurs in the classroom setting.

The sixth statement was addressed to determine whether their teachers sit on a desk or a chair. Majority of learners (35) representing (58.3%)picked the "often" option, (17) learners with the percentage of (28.3%) selected "very often" option, (7) corresponding to (11.7%) chose "occasional" option, just one learner representing (1.7%) opted for "never", but no one picked "rarely" . These findings reveal that their oral teachers frequently sit on a desk or a chair while teaching, which decreases their learners' enthusiasm to participate.

In the seventh statement, first -year learners were targeted to see whether their teachers look at the board or their notes while speaking. The revealed results showed that the majority of respondents (26) corresponding to (43.3%) chose the "often" option, (12) corresponding to (20%) opted for "very often", (12) learners with the percentage of (20%) picked " rarely" choice, (6) learners representing (10%) selected "occasionally", and (4) with the percentage of (6.7%) chose "never" option.. The obtained outcomes indicate that the oral teachers of the first year frequently stare at their notes when they forget some information or look at the board when they write something significant which needs to be clarified.

In the eighth statement, learners were asked to perceive whether their teachers have a relaxed body position while talking to the class. (30) Learners corresponding to (50%) selected "often" option, (16) representing (26.7%) opted for "very often", (8) with the percentage of (13.3%) chose "occasionally" choice, (5) representing (8.3%) picked "rarely", and one learner with the percentage of (1.7%) went for "never" option. These findings indicate that teachers have a high confidence and a relaxed body to teach their learners.

The ninth statement was targeting whether the teachers smile at the individual learners or not. (29) learners representing (48.3%) picked "often" choice, (25) of them representing (41.7%) selected "very often" option, (5) corresponding to (8.3%) chose "occasionally", (1) with the percentage (1.7%) went for "rarely", and no one opted for "never" option. The results show that teachers frequently smile with their learners as individuals in order to break the ice between them.

The tenth statement addressed learners to perceive whether their teachers stand behind their desks while teaching. (22) learners representing (36.7%) selected "occasionally", (19) corresponding to (31.7%) chose "often", (14) with the percentage of (23.3%) picked " rarely", (5) corresponding to (8.3%) went for "very often", and no one opted for "nerve". These findings state that teachers sometimes stand behind their desks. This means that teacher position plays an important role in learners' motivation.

The last statement was required to see whether the teachers use a variety of vocal expressions or not. The majority of learners (31) with the percentage of (51.7%) selected "often" option, (20) learners corresponding to (33.3%) chose "very often", (7) representing (11.7%) picked "occasionally",(2) with the percentage of (3.3%) went for "rarely", and no one opted for "never". These outcomes show that teachers frequently alter their vocal tone in order to attract learners' attention.

2.2. Verbal Immediacy Scale

Table 06

Learners' Perceptions to Teachers' Verbal Immediacy Behaviours

Statements	Options					Total
	Never	Rarely	Occasionally	Often	Very Often	
01. The teacher asks questions or encourages students to talk.	0 (0%)	2 (3.3%)	7(11.7%)	8(13.3%)	43(71.7%)	60(100%)
02. The teacher gets into discussion based on something a student brings up even when this does not seem to be part of his / her lesson plan.	4(6.7%)	11 (18.3%)	19(31.7%)	12(20%)	14(23.3%)	60(100%)
03. The teacher uses humor in class.	2(3.3%)	17(28.3%)	15(25%)	17(28.3%)	9(15%)	60(100%)
04. The teacher addresses students by names.	0 (0%)	3 (5%)	6(10%)	17(28.3%)	34(56.7%)	60(100%)
05. The teacher gets into conversation with student before, after, or outside class.	6 (10%)	19(31.7%)	19(31.7%)	9(15%)	7(11.6%)	60(100%)
06. The teacher refers to the class as "our" class or what "we" are doing.	1(1.7%)	2(3.3%)	15(25%)	14(23.3%)	28(46.7%)	60(100%)
07. The teacher refers to the class as "my" class or what "I" am doing.	40 (66.7%)	15(25%)	5(8.3%)	0(0%)	0(0%)	60(100%)
08. The teacher provides feedback on individual work to comments on papers, oral discussion.	2(3.3%)	6(10%)	14(23.3%)	26(43.4%)	12(20%)	60(100%)

Item						Total
09. The teacher calls on the students to answer questions even if they have not indicated that they want to talk.	0 (0%)	8 (13.3%)	12(20%)	19(31.7%)	21(35%)	60(100%)
10. The teacher asks how students feel about an assignment or a discussion topic.	4(6.7%)	6(10%)	7(11.6%)	19(31.7%)	24(40%)	60(100%)
11. The teacher invites students to telephone or meets with her/ his outside of class if they have any questions or want to discuss something.	10(16.7%)	18(30%)	20(33.3%)	12(20%)	0(0%)	60(100%)
12. The teacher asks questions that solicits view points or comments.	0(0%)	4 (6.7%)	9(15%)	22(36.6%)	25(41.7%)	60(100%)
13. The teacher praises students' work, actions, or comments.	1(1.7%)	5(8.3%)	8(13.3%)	26(43.3%)	20(33.3%)	60(100%)
14. The teacher criticizes or points out mistakes in students' work, actions, and comments.	15(25%)	9 (15%)	14(23.3%)	16(26.7%)	6(10%)	60(100%)
15. The teacher will have discussions about things unrelated to the class with individual students or with the class as a whole.	0 (0%)	26 (43.3%)	18(30%)	16(26.7%)	0 (0%)	60(100%)
16. The teacher uses personal examples to talk about experience he/ she had outside.	2(3.3%)	19 (31.7%)	11(18.3%)	17(28.3%)	11(18.3%)	60(100%)

17. Addresses the teacher by name.	37 (61.6 %)	21 (35%)	2(3.3%)	0(0%)	0(0%)	60(100 %)
18. The teacher asks questions that have specific, correct answers	0 (0%)	7 (11.7%)	17(28.3 %)	22(36.7 %)	14(23.3 %)	60(100 %)

The first statement was set to know whether the teacher asks questions or encourages learners to talk. As shown in the table above, the results indicated that the majority of learners (43) representing (71.7%) picked "very often" option, (8) of the learners corresponding (13.3%) selected "often" item, (7) of them with the percentage of (11.7%) chose "occasionally" choice, (2) learners corresponding to (3.3%) selected "rarely", but no one picked the options of "never". These results show that teachers usually ask questions in order to encourage learners to engage in the learning process.

The second statement addressed whether the teacher get into discussion based on the learners ideas. Most of the learners (19) corresponding (31.7%) chose the option "occasionally", (14) with the percentage (23.3%) said that it is used "very often", (12) learners representing (20%) opted for "often" item, (11) corresponding (18.3%) picked "rarely", and (4) with the percentage of (6.7%) chose "never". These results indicate that teachers sometimes get in discussion with learners when they bring random topics which are not a part of the lesson plan.

The third statement is targeted to set whether the teacher employs humor in the classroom or not. The results shown in the table indicated that (17) learners with the percentage of (28.3%) opted for "often", and other (17) learners chose the "rarely" option, (15) representing (25%) said "occasionally", (9) corresponding to (15%) chose "very often", (2) representing (3.3%) selected "never". This may mean that the humor behavior is not negligible in the class.

The fourth statement addressed whether the teacher calls learners by names or not. The table (6) illustrates that (34) representing (56.7%) selected "very often" option, (17) corresponding to (28.3%) picked "often" item, however (6) learners with the percentage of (10%) opted for "occasionally", and (3) learners representing (5%) chose "rarely", and no one went for "never". These outcomes reveal that teachers prefer addressing their students by name.

Statement five aimed at showing whether the teachers are involved in a discourse with learners before, after, or outside the class or not. The majority of learners (19) representing (31.7%) picked "rarely", and other (19) learners chose the "occasionally" items, (9) with the percentage (15%) selected "often", (7) corresponding to (11.6%) opted for the "very often" option, and (6) representing (10%) picked "never" option. These results display that teachers time to time get into conversation with learners.

Statement six, learners were required to identify whether their teacher refers to the class as "our or my" class. These findings showed that the majority of learners (28) representing (46.7%) said that their teacher "very often" refers to the class as "ours", (15) learners with the percentage of (25%) opted for "occasionally", (14) corresponding to (23.3%) selected "often" option, (2) with the percentage of (3.3%) chose "rarely", and just one learner picked "never" option. The results indicate that teachers are more likely to use the term "our" in order to show a sense of collaboration in the classroom.

Statement seven, learners were required to identify whether their teacher refers to the class as "my" class or what "I" am doing. the majority of learners (40) representing (66.7%) said that their teacher "never" refers to the class as "my", (15) learners with the percentage of (25%) opted for "rarely", (5) corresponding to (8.3%) selected "occasionally" option, and no one picked "often" and "very often" option. The results

indicate that teachers do not use this personal pronoun so that they do not let their learners feel as if they are strangers.

The eighth statement addressed learners to see whether their teacher provides feedback on their work. The majority of learners (26) corresponding to (43.4%) selected "often" option, (14) representing (23.3) chose "occasionally", (12) with the percentage of (20%) picked "very often", (6) representing (10%) went for "rarely", and (2) learners corresponding to (3.3%) opted for "never". These findings reveal that teachers frequently ask for learners' feedback.

The ninth statement was targeted to see whether the teacher calls on learners to respond to questions. A great number of learners (21) with the percentage of (35%) who opted for "very often" item, (19) learners representing (31.7%) picked "often" option, (12) corresponding to (20%) chose "occasionally", (8) with the percentage of (13.3%)selected "rarely", however no answered for "never". These outcomes reveal that teachers look for other learners who do not participate in the classroom.

The tenth statement was targeted to know whether the teacher asks for learners' feelings about a given assignment. (24) Learners with the percentage of (40%) opted for "very often" choice,(19) corresponding to (31.7%) selected "often", (7) representing (11.6%) picked "occasionally", (6) learners with the percentage of (10%) opted for "rarely", and (4) corresponding to (6.7%) went for "never". The results indicate that teachers are interested in letting the learners share their feelings about any given assignment.

The eleven statement was targeted to see whether the teacher telephone or meet their learners outside the class. The majority of learners (20) learners with the percentage of (33.3%) chose "occasionally", (18) representing (30%) picked "rarely", (12) corresponding to (20%) selected "often", (10) with the percentage of (16.7%) went for

"never", and no one opted for "very often". These findings show that teachers remain in contact with their learners even outside the class for further information or explanation.

The twelfth statement was targeted to see if the teacher gave questions that solicited viewpoints. The majority of learners (25) learners with the percentage of (41.7%) chose "very often", (22) representing (36.6%) picked "often", (9) corresponding to (15%) selected "occasionally", (4) with the percentage of (6.7%) went for "rarely", and no one opted for "never". These findings show that teachers actively encourage learners to express their own opinions and perspectives.

The thirteenth statement was required to see whether to know how frequently teachers praise learners' work. Most of the learners (26) corresponding to (43.3%) chose the "often" option, (20) representing (33.3%) picked "very often", (8) with the percentage of (13.3%) selected "occasionally", (5) corresponding to (8.3%) opted for "occasionally", (1) representing (1.7%) went for "never". the results revealed indicate that the teacher encourage learners to continue their efforts and which increase their motivation to learn.

The fourteenth statement was targeted to see whether teachers criticize or point out the learners mistakes. Most of the learners (16) corresponding to (26.7%) chose the "often" option, (15) representing (25%) picked "never", (14) with the percentage of (23.3%) selected "occasionally", (9) corresponding to (15%) opted for "rarely", (6) representing (10%) went for "very often". the given results depict that teachers frequently point out learners' mistakes in order to help learners to be aware of their errors.

The fifteenth statement was selected to see if teachers discuss with their learners in unrelated topics with individuals or the whole class. (26) Representing (43.3%) opted for "rarely" option, (18) corresponding to (30%) picked "occasionally", (16) with the percentage of (26.7%) selected "often" option, and no answer for "never and very often".

These outcomes denote that teachers rarely engage in discussion of unrelated topics with learners so they can explore new ideas and share experiences.

The sixteenth statement was set to probe the teacher's use of personal examples to talk about their experience. (19) Representing (31.7%) opted for "rarely", (17) corresponding to (28.3%) selected "often", (11) with the percentage of (18.3%) chose "occasionally", (11) representing (18.3%) went for "very often), and (2) corresponding to ((3.3%) picked "never". The results show that teachers rarely share his or her personal experiences and this may aid learners to maintain their interest and make the content memorable.

The seventeenth statement aimed at identifying whether the learners address their teachers by name or not. the obtained results showed that most of the learners (37) representing (61.6%) opted for "never", (21) corresponding to (35%) selected "rarely", (2) with the percentage of (3.3%) chose "occasionally", and no one went foe "often" and "very often". These findings indicate that learners respect their teacher and never call them by their names.

The eighteenth statement was set to see whether teachers pose questions that require specific answers. The majority (22) representing (36.7%) selected "often", (17) corresponding to (28.3%) chose "occasionally", (14) with the percentage of (23.3%) opted for "very often", (7) representing (11.7%) picked "rarely", and no one selected "never". These findings denote that teachers often ask them precise questions in order to assess their understanding of the subject being taught.

2.3. Tick and clarify when it is necessary

In this part of section two, the participants were asked nine questions in hope of having more information pertaining to the use of teachers' immediacy in EFL classroom. The findings obtained from these questions are discussed subsequently.

Q5. How do you feel when your teachers use eye contact while interacting with you?

Table 07

Learners' Perception towards Teachers' Eye Contact

Options	Frequency	Percent%
Anxious	05	8.3%
Motivated	25	41.7%
Shy	20	33.3 %
Threatened	00	0%
Anxious +motivated	02	3.33%
Anxious + shy	03	5%
Motivated + shy	05	8.3%
Total	60	100%

This multiple-choice question was targeted to express the learners' feeling while the teacher maintains eye contact during the teaching process. The table above demonstrates that the majority of learners (25) representing (41.7%) felt "motivated", (20) learners with the percentage of (33.3%) expressed the feeling of "shyness", whereas (05) representing (8.3%) experienced the "stress" feeling, and no one opted for the last option, (05) learners corresponding to (8.3%) opted for "motivated" and "shy" options, (03) presenting (5%) went for "anxious" and "shy" options, and (02) with the percentage of (3.33%) chose "anxious" and "motivated" options. These results indicate that the majority of learners express positive feeling as motivation toward the teacher's eye contact which aids to establish a good relationship with their teachers.

The participants were requested to add any further experienced feeling resulting from teachers 'eye contact use in option(e).Nonetheless, no respondent did.

Q6: Does the teacher listen to learners' ideas or thoughts during in classroom interaction?

Table 08

Teachers' Attention to Learners' Ideas in Classroom Interaction

Options	Frequency	Percent%
a. Yes	60	100%
b. No	0	0%
Total	60	100%

This question was set to know whether teachers give attention and listen to their learners' expression of ideas in the classroom interaction or not. According to the recorded results in the table above, all of the learners (60) corresponding to (100%) confirmed that their teachers pay listened their opinions, ideas, and paid attention to their answers. These results indicate that the teachers do care about their students and give priority to their ideas. Thus, this attention is exhibited in teachers' nodding behaviour in which attempt to show their interest to their learners In so doing, they may help their learners to feel more engaged, encouraged, and motivated to participate in the classroom activities (as explained in the subtitle 1.3.4).

Would you justify your answer?

The participants were requested to justify their answers, so the major ones are listed below

➢ The teacher seems interested when we express our ideas and opinions.

➢ When we give our ideas, the teacher takes care and attempts to explain it.

➢ The teacher always tries to listens carefully to our answer, ideas, and corrects them if they are wrong.

➢ Of course the teacher does it. She/he gives priority to what we say, and whenever someone has something ambiguous, she explains it.

Q7: What are the immediacy behaviours that the teachers use in the classroom?

Table 09

Learners' Responses to their Teachers' Immediacy Behaviours Use in Classroom

Teachers' Behaviors	Frequenc	Persentages%
Smiling	36	60%
Eye contact	29	48.3%
Humor	25	41.6%
Using gestures	22	36.6%
Vocal variety	15	25%
Relaxed body position	13	21.6%
Praise learners' work	17	28.3%
Calling learners' by their names	19	31.6%
Encourage learners' to talk	31	51.6%
The use of personal examples	5	8.3%
Moving around rows	23	38.3%

This open question was intended to deduce the teachers' immediacy behaviours that were perceived by the learners in the classroom. The results indicates that (36) learners with the percentage of (60%) said that their teacher smiles with them, (31) learners representing (51.6%) reported that their teacher encourages them to talk, (29) learners corresponding to (48.3%) perceived that their teacher maintains eye contact during the teaching process, (25) learners with the percentage of (41.6%) claimed that their teacher uses humour effectively, (23) representing (38.3%) stated that their teacher moves around the rows while teaching, (22) learners corresponding to (36.3%) said that their teacher utilizes some gestures when teaching them, (19) learner with the percentage of (31.6%) stated that their teacher recalls them by their names, (17) learners presenting (28.3%) showed that they receive positive comments from their teacher, (15) learners corresponding to (25%) declared that their teacher uses different vocal tones, (13) learners with the percentage of (21.6%) reported that their teacher have a comfortable body position, and (5) learners presenting (8.3%) indicated that their teacher uses personal

examples while teaching. These findings show that the oral teachers display both verbal and nonverbal immediacy behaviours in the classroom.

Q8: What are the most immediacy behaviours used by the teacher in the classroom?

Table 10

Learners' Perceptions about the Most used Behaviours in the Classroom

Most of the learners answered this question by giving us their perceptions to their teacher's behaviors in the classroom which are:

Teachers' behaviors	Frequency	Persentages %
Eye contact	23	38.3%
Smiling	27	45%
Body movement	16	26.6%
Humour	20	33.3%
Vocal variety	10	16.6%
Encourage learners' to talk	21	35%
Praise learners' work	10	16.6%
The use of gestures	25	41.6%

This question invited learners to perceive the most immediate behaviours that used by their teacher. As shown in the table above, the most immediacy behaviours that teachers used are: smiling with the percentage of (45%), the use of gestures corresponding to (41.6%), eye contact representing (38.3%), encourage learners' to talk with the percentage of (35%), humour representing (33.3%), body movement corresponding to (26.6%), vocal variety representing (16.6%), and praise learners' work with the percentage of (16.6%). These outcomes conclude that the teacher employs both immediacy behaviours while teaching them. These behaviours boost their concentration, create a comfortable atmosphere, and encourage them to involve in any debate or any activities.

Q9: Does the teacher use these behaviours spontaneously?

Table 11

Learner's Perceptions towards the Spontaneity of their Teachers' Behaviours Use

Options	Frequency	Percent%
a. Yes	57	95%
b. No	02	3.3%
c. Somehow	01	1.7%
Total	60	100%

This question aimed to identify whether the teacher use these immediacy behaviours spontaneously or not. The recorded results indicate that the majority of learners (57) representing (95%) answered 'Yes'. However, (02) learners with a percentage of (3.3%) replied by ticking 'No' option. Only one participant reported that s/he viewed these behaviours were somehow spontaneous. Hence, the results indicate that teachers are aware of the significance of using these behaviours in order to attract their learners' attention in the classroom and to motivate them in the learning process as discussed in section 2.5.

Q10: Do you feel comfortable in the classroom when the teacher smiles and acts friendly?

Table 12

Learners' Feeling to their Teacher's Smiles and acting friendly

Options	Frequency	Percent%
a. Yes	60	100%
b. No	0	0%
Total	60	100%

This question was designed to describe the learners' feeling towards teacher's smiles and acting friendly. Table (12) demonstrates that all learners (60) with a percentage of (100%) chose the first option "Yes". These results indicate the participants do have positive attitudes towards the fact of having their teacher smiling and acting friendly with

them. Hence, this only but shows the significance of smiling-as a nonverbal behaviour in boosting EFL learners' motivation and arousal of positive feelings in the class such as feeling comfortable and less anxious.

Q11: What do you think about the teacher who uses gestures and movement while teaching?

In the above question, learners were requested to voice their standpoints about their teacher's gestures and movements in the classroom. The followings are the most common reported statements:

- ✓ A good teacher who attempts to reach the information and explanation to the students through the use of these behaviours.

- ✓ The use of gestures and movements can be really an effective strategy in teaching, and can help to create a positive and welcoming classroom environment. For me as a student, I really enjoy my classes with the active teacher who uses gestures and movement, this help me to concentrate and motivate me to learn more.

- ➢ When the teacher employs these behaviours, he/she creates a friendly atmosphere where learners feel less anxious.

- ➢ These behaviours help us to pay attention to what the teacher explanation, and get ride the feeling of being bored.

- ➢ A good way to make the learner feel comfortable and at the same time motivated to express their points of views.

- ➢ A good way that may aid learners to use it in their future careers as teachers or at the same time they can use it during the oral presentation to express their feeling or in order to explain lessons for their classmates

- ➢ These behaviours have a positive impact on students, the teacher through the use of it helps them to understand well and all the students looking for an active teacher

Q12: How do you feel when your teachers remember your name?

This question, which is an open-ended one, was set to elicit information about learners' feelings when their teachers call them by their names. The followings are some of the collected responses:

➤ To be honest, it gives me a good feeling. It makes me sense that I am doing better and I feel less stressful.

➤ It makes me feel that I am an active student that why she recalls my name.

➤ I feel somehow special and appreciated by her.

➤ When the teacher calls my name, I really feel that I am an important student in the classroom.

➤ When I heard my nice name, I feel so happy and very motivated to talk and discus things with her.

➤ I feel comfortable, over the moon when she records my name because I feel that I am a good student.

➤ When the teacher calls my name, I feel appreciated and respected. It shows that the teacher really pay attention to my response.

➤ I feel proud of myself because it drives me to work hard in order to admire her and become an excellent student.

➤ I feel like she loves me that why she calls my name, since she recalls me, I have to be ready to answer any question in a good manner.

To conclude, as it is mentioned in section1.4.1; addressing learners by their names is likely to make them experience more the feeling of belonging to the class and to betreated by the teacher as an individual whose presence is assuredly valued by the teacher . Hence, this can only by lead to boost their motivation in learning the language.

Q13: Does the variety of vocal expression aid the teacher to hold the students attention?

Table 13

Learners' Perceptions toward their Teachers' Vocal Variety Significance in Dragging their Attention

Options	Frequency	Percent%
a. Yes	60	100%
b.No	0	0%
Total	60	100%

Question (13) was designed to probe learners' attitudes towards the significance of their teachers' use of vocal variety in maintaining and dragging their students' attention. According to their responses, all of learners opted for "yes" option (i.e., 100%). These outcomes indicate that the change of teachers' voice does aid learners to pay attention to what they say.

Section Three: Motivation

Q14: Choose the answer you see as the most appropriate.

Table 14

EFL Learners' Motivation Scale

Statements	Options				Total
	I strongly disagree	I disagree	I strongly agree	I agree	
I really like learning English.	0(0%)	32(53.3%)	7(11.7%)	21(35%)	60(100%)
Studying English is necessary to me because it will enable me to know new people from different parts of the world.	0(0%)	0(0%)	18(30%)	42(70%)	60(100%)
Studying English is significant to me because I would like to learn as many foreign languages as possible.	0(0%)	1(1.7%)	22(36.7%)	37(61.6%)	60(100%)

Studying English is notable to me because an educated person is supposed to be able to speak English.	0(0%)	0(0%)	35(58.3%)	25(41.7%)	60(100%)
Studying English is prominent to me so that I can be more knowledgeable person.	0(0%)	14(23.3%)	22(36.7%)	24(40%)	60(100%)
Studying English is noteworthy to me so that I can broaden my outlook.	17(28.3%)	9(15%)	3(5%)	31(51.7%)	60(100%)
Studying English is obligatory to me because I need it later (for job, studies).	11(18.3%)	13(21.7%)	6(10%)	30(50%)	60(100%)
Studying English is substantial to me so that I can understand English speaking films, videos, TV, or radio.	3(5%)	20(33.3%)	18(30%)	19(31.7%)	60(100%)
Studying English is consequential to me so that I can read English books, newspapers or magazines.	0(0%)	14(23.3%)	18(30%)	28(46.7%)	60(100%)
Studying English is salient to me because I would like to spend some time abroad.	0(0%)	10(16.7%)	30(50%)	20(33.3%)	60(100%)

The first statement aimed to know whether the learners like learning the English language or not. The majority of learners (32) corresponding to (53.3%) opted for the "disagree" option, (21) representing (35%) selected "agree", (7) with the percentage of (11.7%) chose "strongly agree", and no one went for "strongly disagree". These findings indicate that most learners are not likely motivated to learn the language.

The second statement referred to the importance of learning English for the purpose of connecting with people from different parts of the world. Based on the given responses, the majority of learners (42) representing (70%) picked "agree", (18) learners with the

percentage of (30%) selected "strongly agree", just (1) learner corresponding to (1.7%), and no one went for "strongly disagree". These finding indicate that learners recognize the value of this language.

The third statement was set to identify the significance of learning English for the purpose of learning many foreign languages. Based on the results shown in the table above, the majority of respondents (37) corresponding to (61.6%) picked "agree", (22) with the percentage of (36.7%) opted for "strongly agree", and just one learner corresponding to (1.7%) went for "disagree" option. The findings denote that learning English is a significant factor that may aid them to acquire new languages.

The fourth statement highlighted the ability of an educated person to speak English. The results shown that most of respondents (35) representing (58.3%) strongly agreed with that statement. (25) Learners corresponding to (41.7%) picked "agree" . The revealed results depict that any educated person should speak English since it is considered as global language and used in different fields.

The fifth statement was set to know whether or not learning English is prominent for learners to become more knowledgeable person. As reviewed in the table above, the majority of learners (24) corresponding to (40%) strongly agreed with statement, (22) of them representing (36.7%) picked "agree", (14) out (60) with the percentage of (23.3%) selected "disagree" option. These outcomes indicate that studying English may help learners to gain wide information, and become more knowledgeable.

The sixth statement was targeted to see whether studying English is noteworthy for learners to expand their perspectives or not. (31) Out of (60) learners representing (51.7%) agreed to this statement, (17) Learners representing (28.3%) strongly disagreed, (9) of them with the percentage of (15%) chose "disagree", and (3) respondents corresponding to

(5%) strongly agreed to this statement. The revealed outcomes show that studying English aids learners to extend their perspectives through being exposed to many English materials.

The seventh statement aimed to identify different learners' perspectives about their obligation to learn English. As shown in the table above, (30) learners representing (50%) agreed, (13) learners with the percentage of (21.7%) disagreed, (11) learners representing (18.3%) expressed their strongly disagreement to this statement, and (6) corresponding to (10%) opted for "strongly agree" option. The results show that the majority of learners need English in their future studies or jobs.

The eighth statement referred to show that learning English is substantial to understand English films, videos, TV, and radio. The results above indicated that (20) learners representing (33.3%) strongly disagreed with that statement, (18) learners with the percentage of (30%) went for "strongly agree", (19) learners corresponding ton (31.7%) chose "agree" option, however, just (3) learners strongly refused this idea. The findings denote that studying English helps learners to watch and comprehend English films, videos and other shows.

The ninth statement was set to shed light on the importance of learning English to read English books or articles. The results shown in the table explained that the majority of learners (28) with the percentage of (46.7%) agreed with that statement, (18) learners corresponding to (30%) selected "strongly agree", (14) learners with the percentage of (23.3%) disagreed with this statement. The findings depict that studying English is highly significant because it provides learners with a great vocabulary that contributes to read and comprehend English books.

The last statement was about the benefit learning English to use it abroad. Majority of learners (30) representing (50%) opted for "strongly agree", (20) with the percentage of (33.3%) went for "agree" option, however, just (10) learners corresponding to (33.3%)

picked "agree" option. The findings indicate that learning English is important for different purposes as using it abroad to spend time.

Q15: Do you think that the use of the immediacy behaviours in the classroom increases your motivation to learn English?

Table 15

Learners' Attitudes towards the Use of Immediacy Behaviours

Options	Frequency	Percent%
a. Yes	60	100%
b.No	0	0%
Total	60	100%

The last question in the third section aimed to explore whether the use of these immediacy behaviours enhance learners' motivation or not. The table above demonstrates that the entire sample said "yes". Having such a result denotes that EFL learners hold positive attitudes towards the use of their teachers' immediacy behaviours as they reckoned that these behaviours surely motivated them.

If they say "Yes":

a. Takes more risks in learning English

b. I feel comfortable

c. These behaviours' use decreases my anxiety

d. These behaviours' use increase learners' concentration and attention

e. These behaviours enhance the learners / teacher goal relationship

f. These behaviours encourage learners to take part in the lesson

Table 16

Learners' responses for those who said "Yes"

Items	Frequency	Percent%
A+b+e	07	11.7%
A+c+d+f	08	13.3%

B+d+e+f	**11**	**18.3%**
B+c+d+f	**06**	**10%**
B+e+f	**13**	**21.7%**
C+d+f	**10**	**16.7%**
All of them	**05**	**8.3%**
Total	**60**	**100%**

As shown in the last table, the researchers let the participants to choose more than one choice. (7) Learners with the percentage of (11.7%) chose the options of "takes more risks in learning English", "feels comfortable", and "aids to enhance the learners/teacher relationship". (8) Learners corresponding to (13.3%) picked the options of "takes more risks in learning English", "decreases my anxiety", "ameliorate learners concentration and attention", and "encourage learners to take part in the lesson". Most of learners (11) with the percentage of (18.3%) selected the options of "feels comfortable", "ameliorate learners' concentration and attention", "aids to enhance the learners/teacher relationship", "encourage learners to take part in the lesson". (6) of the participants representing (10%) opted for the options of "feels comfortable", "decreases my anxiety", "ameliorate learners concentration and attention", "encourage learners to take part in the lesson". Most of participants (13) corresponding to (21.7%) went for the options of "feels comfortable", "aids to enhance the learners/teacher relationship". "Encourage learners to take part in the lesson". (10) Learners with the percentage of (16.7%) chose the options of "decreases my anxiety", "ameliorate learners concentration and attention", "encourage learners to take part in the lesson". Only (5) of the participants corresponding to (8.3%) opted for all options "takes more risks in learning English", "feels comfortable", "decreases my anxiety", "ameliorate learners concentration and attention", aids to enhance the learners/teacher relationship". "Encourage learners to take part in the lesson". These findings indicate that the use of immediacy behaviours in the classroom increases learners' motivations in several manners

2.3.3. The Relationship between Teacher Immediacy Behaviour and learners' Motivation

To confirm the results, a correlation between the teacher's immediacy and the students' motivation was computed using SPSS version. This correlation was carried out with the use of Spearman's (rho) coefficient which is considered to be the most suitable coefficient might be used to calculate the correlation between two variables (for the current research teachers immediacy behaviours and learners' motivation).

The Spearman correlation coefficient is a measure of the strength and direction of the monotonic relationship between variables. It ranges from -1 to 1.-1 that refers to a perfect negative correlation, 0 for no correlation and 1 indicating a perfect positive correlation. Moreover, the p- value is the probability that is used to test the hypothesis in order to determine whether there is any significant relationship between the variables. Hence, it viewed to be significant if the is p-value < .05 or .01. According to Guilfords' (1973), the interpretation of the correlation coefficient is summarized in the following table:

Table 17

Guilford Interpretation of the Correlation Coefficient

The correlation coefficient	The relationship between the variables
.00 to .20	Negligible (positive or negative)
.21 to .40	Low (positive or negative)
.41 to .70	Moderate (positive or negative)
.71 to .90	High (positive or negative)
.91 to .99	Very high (positive or negative)
1	Perfect

Table 18

The Relationship between Teachers' Nonverbal Immediacy and the Learners' Motivation

		Correlations		
			NV _1	S_1
Spearman Coefficient (Rho)	**NV_1**	**Spearman Coefficient**	1.000	**.677****
		Sig (2 tailed)		**.00**
		N	60	60
	S_1	**Spearman Coefficient**	**.677****	1.000
		Sig (2 tailed)	**.00**	
		N	60	60
Sig = Significant. ** The Correlation is significant at the Level 0.01				

The table above illustrates that the correlation between teachers' nonverbal immediacy behaviours and the learners' motivation using the Spearman's coefficient. As shown in the table above, a moderate positive relationship was found between teachers' nonverbal immediacy behaviour and the learners' motivation with a Spearman's value of (**.677****) and significance of (**.01)** level which denotes that this correlation is statistically significant.

Table 19

The Relationship between Teachers' Verbal Immediacy and learners' *Motivation*

		Correlations		
			V_1	S_1
Spearman Coefficient (Rho)	**V_1**	**Spearman Coefficient**	1.000	**.731****
		Sig (2 tailed)		**.000**
		N	60	60
	S_1	**Spearman Coefficient**	**.731****	1.000
		Sig (2 tailed)	**.000**	
		N	60	60
Sig = Significant. ** The Correlation is significant at the Level 0.01				

As shown in the table 19, the correlation between teachers' verbal immediacy behaviours and learners' motivation using the Spearman's coefficient was statistically high. Hence, a strong positive relationship was found between the two variables. The

Spearman's coefficient value is (**.731****) which signifies a high positive and correlation that it is significant at (**p =.01**) level.

2.4. Discussion of the Overall Results

The findings of both classroom observation and the questionnaire addressed to first year undergraduate EFL learners revealed that teachers made use of both verbal and nonverbal immediacy behaviours in their classes. Thus, body language and gestures were highly used by teachers to make their learners aware of the committed mistakes. Moreover, teachers also kept nodding in order to show their agreement/disagreement with learners' responses. The use of facial expressions, such as smiling, is considered an important tool that aids to establish a comfortable learning atmosphere all along with eye contact which reflected teachers' care, and interest. Furthermore, teachers kept moving around the rows so as to get closer to their learners and to establish a good relationship with them. Furthermore, teachers made use of a variety of vocal tones as in so doing; teachers could successfully make their learners motivated and attentive.

As far as the verbal immediacy behaviours are concerned, the most common behaviour used in EFL classroom was calling learners by their names in hope of strengthening students and learners 'relationship. Learners, as revealed in the questionnaire, felt highly motivated when their teachers applied this verbal behaviour in the classroom. Similarly, the use of humour was of great help to teachers, who reported that humor could make them create an enjoyable and funny atmosphere for learning. Likewise, teachers attempted to use alternative immediacy behaviours such as encouraging their learners to participate, discuss and interact in the classroom. Hence, the use of these behaviours affected the learners positively as they boosted their motivation and led them to feel comfortable in the process of learning the language as admitted by the students in the questionnaire.

Conclusively and in the light of the results obtained, it was concluded that the EFL Algerian three teachers involved in the study implemented immediacy behaviours, being

verbal or nonverbal. Moreover, the significance of these behaviours were positively reflected in first year undergraduate EFL learners' motivation to learn English, as a higher education field of study. Hence, the relationship that relates the two variables, namely teachers' immediacy behaviours 'use and learners' motivation was deemed highly positive as it was statically proven to be significant at $p = .01$ (rho: NV $=.0677**$, V$=.731**$).Although Spearman Correlation Coefficient showed a moderate correlation between teachers' nonverbal immediacy and learner's motivation, teachers' verbal immediacy behaviours strongly correlated with learners' motivation increase.

2.6. Pedagogical Recommendation and Suggestions for Future Research

The concept of teacher's immediacy is highly important in boosting EFL learners' motivation. So, based on the obtained results, some pedagogical recommendations and are introduced subsequently:

- Teachers need to consider the significance of using both verbal and nonverbal immediacy behaviours to boost their learners' motivation, increase their risk-taking and involvement.

- Teachers should strive to make their classes maximally learner-centered. In so doing, they will ultimately make the learning process healthy for their learners as their affective filter is highly to decrease and less anxiety might be experienced. Therefore, learning would take place and motivation increases.

- Teachers should pay attention to learners' individual differences in terms of characters. Put otherwise, they should be aware of their learner's character since shy, reticent and introvert learners might be prone to negative affective variables when being exposed to some verbal or nonverbal immediacy behaviours as revealed in the questionnaire (05).

- EFL Teachers should be more tolerant in offering feedback to their learners' responses in classroom interaction. They should try to be less rigid in using their facial expressions and body movements as nonverbal behaviours.

    Based on the findings of the present study, we highly recommend researchers in the future to conduct investigation on the following fields:

- Exploring the impact of verbal and nonverbal immediacy behaviours on other EFL learners' affective variables such as self-esteem and language anxiety.

- Examining the long-term effects of teachers' verbal and non verbal immediacy behaviours on students' learning outcomes, motivation, and academic performance.

- Investigating how different classroom contexts influence the use and effectiveness of verbal and nonverbal immediacy behaviours.

- Examining the role of verbal and nonverbal immediacy behaviours in fostering positive teacher-student relationship.

- Exploring how immediacy behaviours can be adapted and applied in different academic modules than oral expression in the department of English of Mohammed Seddik Ben Yahia University to enhance student engagement and learning outcomes.

- Exploring how teachers' verbal and nonverbal immediacy behaviours influence various forms of motivation (intrinsic, extrinsic motivation)

- Examining how cultural factors influence the relationship between teachers' verbal and nonverbal immediacy behaviours and student motivation.

- Investigating how the relationship between teachers' immediacy behaviours and students' motivation can be influenced by specific instructional strategies or approaches.

Conclusion

This chapter discussed the present research's fieldwork. It discussed plainly the results obtained from the different instrument used to collect data, namely classroom observation checklist and learners' questionnaire. In the light of the findings, some pedagogical recommendations and suggestions for further research were introduced

General conclusion

The purpose of this study was to examine at the relationship between EFL teachers' verbal and nonverbal immediacy behaviours and students' motivation. Hence, the present study is divided into two chapters .While the first embodied the literature review; the second chapter presented the fieldwork. The review of literature was divided into two sections. The first provided an overview of the most important concepts in relation to verbal and nonverbal immediacy behaviours of teachers. It explored the terms of immediacy, verbal immediacy, nonverbal immediacy, and other psychological factors. Furthermore, other key concepts associated with immediacy behaviours were highlighted within the frame of the section. As for the second section, it discussed issues in connection with motivation as concept it first dealt with the definition of motivation along with its primary types, importance, and factors that influence learners' motivation. Second, it provided insight into classroom interactions (learners/teacher) and motivational techniques employed by teachers in EFL classes. It concluded by stating the significance of teachers' immediacy in enhancing learners' Motivation.

Similarly, the second chapter was concerned with the discussion of the practical part of the present piece of research. The data were collected using first a self-constructed classroom observation checklist, whose items stemmed from the literature review. Second, a questionnaire, comprising pre-existing other scholars' suggested scales of measuring both motivation and teachers' immediacy behaviours in EFL classroom, was addressed to 60 (out of 236)First-year undergraduate learners of English at Mohammed Sedik Ben Yahia University.

The results were analyzed and computed using Spearman Correlational Coefficient via SPSS. The findings revealed the existence of a positive correlation between both variables, namely teachers' immediacy behaviours and learners' motivation. Conclusively,

the findings confirmed the set hypothesis guiding this research as there was a significant

relationship between learners' motivation and teachers' immediacy behaviours

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Appendix "A"

Classroom Observation /Check-list

N	General Observation of the Classroom Setting	Observed	Highly Observed	Not Observed
01	The teacher makes classroom setting comfortable.			
02	The teacher utilizes teaching materials in the classroom.			
03	Are all the learners present?			
04	Does the teacher clarify the objectives of the lessons for learners?			
05	Is the classroom setting noisy during the process of teaching?			

Nu	Non Verbal Immediacy Behaviours	Observed	Highly Observed	Not Observed
06	Teacher Smiles with learners while talking to him/ her.			
07	Teacher uses some gestures during the teaching process.			
08	Teacher is enthusiastic in teaching.			
09	Teacher has a relaxed body posture.			
10	Teacher nods along learners' responses.			
11	Teacher comes closer to learners when teaching.			
12	Teacher looks at the class while teaching.			
13	Teacher uses vocal variety while teaching.			
14	Teacher looks very little at board or notes.			
15	Teacher has an eye contact with learners.			
16	Teacher moves around classroom and between rows when teaching.			

Nu	Verbal Immediacy Behaviours	Observed	Highly Observed	Not Observed
17	Teacher calls learners by their names			
18	Teacher uses humor during the teaching process.			
19	Teacher refers to class as "our" class or what "we" are doing.			
20	Teacher provides feedback on individual work through comments on papers, oral discussions…..ext.			
21	Teacher asks questions or encourages learners to talk			
22	The teacher calls on learners to answer questions even if they have not indicated that they want to talk.			
23	Teacher praises learners' work, actions or			

	comments.			

Appendix "B"

"Students' Questionnaire"

Dear learners,

This questionnaire is a part of our research. It is carried out in the framework of a master degree and designed for first year license students at the University of Mohammed Seddik Ben Yahia Jijel. It aims at investigating the relationship between the teacher immediacy behaviours and students' motivation in learning English as a foreign language. Your response to this questionnaire will be helpful and it is considered as a great value to the researcher. The results will be kept confidential and will be used only for the research purposes. Receive in advance our sincere gratitude for your assistance.

Please tick (√) the appropriate box (es) and make full statements when it is necessary.

Thank you for your cooperation.

Section 01: Background Information.

1.Was learning English your first option for higher studies?

a. Yes ☐   b. No ☐

2. Do you enjoy studying English?

a. Yes ☐   b. No ☐

3. What was your first-semester exam overall average?

a. Less than 10/20 ☐

b. between 10-12/20 ☐

c. between 12-14/20 ☐

d. More than 14/20 ☐

4. Do you consider your proficiency in English language?

a. Excellent ☐

b. Good ☐

c. Average ☐

d. Below average ☐

Section 02: Teacher Immediacy scale.

2.1. Definitions:

➢ **What do we mean by Immediacy?**

The quality in something that makes it seem as if it is happening now, close to you, and is therefore important and requires attention quickly. It is the state of being immediate or at the same time. And it has two kinds:

a. **Non Verbal Immediacy.**

It includes behaviours such as smiling, gesturing, eye contact, and having relaxed body language. It is a means of showing affections, expressing emotions, and aid in relationship, satisfaction, and maintenance.

b. **Verbal Immediacy**

It includes behaviours such as, calling students by names, using humor, encouraging students input and discussion, using personal examples, and praising others.

2.2. Non-Verbal Immediacy Scale.

Tick (√) in the right column indicating the teacher behaviour in the class on which you are reporting using the following scale.

Statements			Options			Total
	Never	Rarely	Occasionally	Often	Very Often	
01. The teacher uses monotone when talking to the class.						
02. The teacher looks at the class while talking.						

03. The teacher smiles at the class as whole, not just individual students.					
04. The teacher has a very tense body position while talking to the class.					
05. The teacher uses gestures and moves around the classroom while teaching.					
06. The teacher sits on a desk or in a chair while teaching.					
07. The teacher looks at the board or notes while talking to the class.					
08. The teacher has a very relaxed body position while talking to class.					
09. The teacher smiles at the individual students in the classroom.					
10. The teacher stands behind desk while teaching.					
11. The teacher uses a variety of vocal expression when talking to the class.					

2.3. Verbal Immediacy Scale

N	Statements	Never	Rarely	Occasionally	Often	Very Often
01	**The teacher asks questions or encourages students to talk.**					
02	**The teacher gets into discussions based on something a student brings up even when this does not seem to be part of his/ her lesson plan.**					

03	The teacher uses humor in class.					
04	The teacher addresses students by names.					
05	The teacher gets into conversation with student before, after, or outside class.					
06	The teacher refers to the class as "our" class or what "we" are doing.					
07	The teacher refers to the class as "my" class or what "I" am doing.					
08	The teacher provides feedback on individual work to comments on papers, oral discussion…					
09	The teacher calls on the students to answer questions even if they have not indicated that they want to talk.					
10	The teacher asks how students feel about an assignment or a discussion topic.					
11	The teacher invites students to telephone or meets with her /his outside of class if they have any questions or want to discuss something.					
12	The teacher asks questions that solicits viewpoints or opinions.					
13	The teacher praises students' work, actions, or comments.					
14	The teacher criticizes or points out mistakes in students' work, actions, and comments.					
15	The teacher will have discussions about things unrelated to the class with individual students or with the class as a whole.					
16	The teacher uses personal examples to talk about experiences he/she had outside of class.					
17	Addresses the teacher by name.					
18	The teacher asks questions that have specific, correct answers.					

2.4. Tick (√) the appropriate answer and clarify when it is necessary:

5. How do you feel when you teachers use eye contact while interacting with you?

a. Anxious ☐

b. Motivated ☐

c. Shy ☐

d. Threatened ☐

e.Others please specifies ……………………………...

……………………………………………………………………………………..

6. Does the teacher listen to learners' ideas or thought during the classroom interaction?

a. Yes ☐ b. No ☐

Justify your answer………………………………………………………………….

……………………………………………………………………………………

7. What are the immediacy behaviours that teacher uses in the classroom?

a.…………………………………......b……………..…………………………….

c.…………………………………......d……………………………………………

e.……………………………………f……………………………………………..

8. What are the most immediacy behaviours used by the teacher in the classroom?

……………………………………………………………………………………

……………………………………………………………………………………..

9. Does the teacher use these behaviours spontaneously?

a. Yes ☐ b. No ☐

Clarify your answer………………………………………………………………….

……………………………………………………………………………………

10. Do you feel comfortable in the classroom when the teacher smiles and act friendly?

a. Agree ☐ b. Disagree ☐

11. What do you think about the teacher who uses gestures and movements during

teaching?

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

12. How do you feel when the teacher remembers your name?

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

13. Does the variety of vocal expression aid the teacher to hold the learners attention?

a. Yes ☐   b. No ☐

Section 03: Motivation

14. Tick (√) the appropriate answer for you.

N	Statements	I strongly agree	I agree	I strongly disagree	I disagree
01	I really like learning English				
02	Studying English is necessary to me because it will enable me to know new people from different parts of the world.				
03	Studying English is significant to me because I would like to learn as many foreign languages as possible				
04	Studying English is notable to me because an educated person is supposed to be able to speak English.				
05	Studying English is prominent to me so that I can be a more knowledgeable person.				
06	Studying English is noteworthy to me so that I can broaden my outlook.				
07	Studying English is obligatory to me because I may need it later (for job, studies).				
08	Studying English is substantial to me so that I can understand English-speaking films, videos, TV, or radio.				
09	Studying English is consequential to me so that I can read English books, newspapers or magazines.				
10	Studying English is salient to me because I would like to spend some time abroad.				

15. Do you think that the use of Immediacy behaviours in the classroom increases your motivation to learn English?

a. Yes ☐   b. No ☐

For those who say No could you explain?

……
……

If yes, is it because:

    a. Takes more risks in learning English
    b. I feel comfortable
    c. These behaviours' use decreases my anxiety
    d. These behaviours' use increase learners' concentration and attention
    e. These behaviours enhance the learners / teacher goal relationship
    f. These behaviours encourage learners to take part in the lesson

Appendix C

```
GET
  FILE='C:\Users\star\Desktop\nahar ahlem.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
NONPAR CORR
 /VARIABLES=NV_1 S_1
 /PRINT=SPEARMAN TWOTAIL NOSIG
 /MISSING=PAIRWISE.
```

Nonparametric Correlations

[DataSet1] C:\Users\star\Desktop\nahar ahlem.sav

Correlations

			NV_1	S_1
Spearman's rho	NV_1	Correlation Coefficient	1,000	,677**
		Sig. (2-tailed)	.	,000
		N	60	60
	S_1	Correlation Coefficient	,677**	1,000
		Sig. (2-tailed)	,000	.
		N	60	60

**. Correlation is significant at the 0.01 level (2-tailed).

Nonparametric Correlations

```
COMPUTE V_1=MEAN( V1 to V18).
EXECUTE.
NONPAR CORR
 /VARIABLES=V_1 S_1
 /PRINT=SPEARMAN TWOTAIL NOSIG
      /MISSING=PAIRWISE.
```
Nonparametric Correlations
Correlations

			V_1	S_1
Spearman's rho	V_1	Correlation Coefficient	1,000	,731**
		Sig. (2-tailed)	.	,000
		N	60	60
	S_1	Correlation Coefficient	,731**	1,000
		Sig. (2-tailed)	,000	.
		N	60	60

**. Correlation is significant at the 0.01 level (2-tailed).

DESCRIPTIVES VARIABLES=NV_1
 /STATISTICS=MEAN STDDEV MIN MAX.

Descriptives
 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
V_1	60	1,61	4,33	3,3519	,78658
Valid N (listwise)	60				

DESCRIPTIVES VARIABLES=V_1
 /STATISTICS=MEAN STDDEV MIN MAX.

Descriptives
 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
V_1	60	1,61	4,33	3,3519	,78658
Valid N (listwise)	60				

DESCRIPTIVES VARIABLES=S_1
 /STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
S_1	60	2,50	3,80	3,2150	,36071
Valid N (listwise)	60				

Résumé

Les comportements d'immédiateté des enseignants sont un élément clé dans le domaine de la communication. Cela concerne à la fois les comportements d'immédiateté verbale et non verbale. La présente étude examine la relation entre les comportements d'immédiateté des enseignants et la motivation des apprenants. Il vise à identifier la mise en œuvre de l'immédiateté des enseignants en classe d'anglais langue étrangère et sa relation avec la motivation des apprenants. Autrement dit, l'étude tente d'explorer le lien entre les comportements d'immédiateté verbale et non verbale des enseignants et la motivation de leurs apprenants à apprendre l'anglais comme langue étrangère. Pour atteindre l'objectif de la recherche, une étude exploratoire non expérimentale a été menée. Une conception de recherche corrélationnelle a été choisie, dans laquelle 60 apprenants d'anglais première année de premier cycle ont été impliqués. Deux instruments de collecte de données ont été utilisés: un questionnaire adressé à 60 élèves (sur 236) sélectionnés au hasard, et une observation en classe menée dans des cours d'expression orale. Les résultats obtenus ont révélé que les enseignants d'expression orale utilisaient des comportements d'immédiateté verbale et non verbale. De plus, les résultats ont démontré qu'il y avait une corrélation positive modérée entre l'immédiateté non verbale des enseignants et la motivation des apprenants. Plus important encore, les résultats ont prouvé qu'il existait une forte corrélation positive entre l'immédiateté verbale des enseignants et la motivation des apprenants. À la lumière des résultats, certaines recommandations pédagogiques et suggestions pour de futures recherches ont été introduites.

Les mots clés : L'immédiateté verbale de l'enseignant, L'immédiateté non verbale de l'enseignant, Etudiants de première année, Motivation

الملخص

تعد سلوكيات الأستاذ الآنية عنصرا أساسيا في التفاعل الحواري في القسم، وهاته السلوكيات قد تكون لفظية وغير لفظية. تهدف هذه الدراسة إلى البحث عن العلاقة بين سلوكيات الأساتذة الآنية وتحفيز المتعلمين. كما تهدف الدراسة إلى الكشف عن استخدام الأساتذة لهاته السلوكيات في أقسام اللغة الإنجليزية كلغة أجنبية وعلاقتها بتحفيز المتعلمين، أي أن الدراسة تسعى إلى استكشاف العلاقة بين سلوكيات الأساتذة الانية اللفظية وغير اللفظية وعلاقتها بتحفيز متعلمي اللغة الإنجليزية كلغة أجنبية. لتحقيق الهدف المرجو من البحث، تم إجراء دراسة استكشافية غير تجريبية. تم اختيار تصميم بحث ارتباطي ، شارك فيه 60 متعلما سنة أولى ليسانس لغة إنجليزية. تم توظيف أداتين لجمع البيانات: استبيان موجه إلى 60 (من أصل 236) طالبا تم اختيارهم عشوائيا، ومعاينة ميدانية في حصص التعبير الشفهي. كشفت النتائج التي تم التوصل إليها أن أساتذة هذا الفصل استخدموا كلا من سلوكيات الآنية لفظية وغير لفظية. علاوة على ذلك ، أظهرت النتائج أن هناك علاقة إيجابية معتدلة بين سلوكيات الآنية غير اللفظية للأساتذة وتحفيز المتعلمين . والأهم من ذلك ، كشفت هاته الدراسة أن هناك علاقة إيجابية قوية بين سلوكيات الآنية اللفظية للأساتذة وتحفيز المتعلمين. على ضوء النتائج المتحصل عليها ، تم تقديم بعض التوصيات البيداغوجية واقتراحات لإجراء المزيد من البحوث المستقبلية.

الكلمات المفتاحية :السلوكيات الآنية اللفظية للأستاذ، السلوكيات الآنية غير اللفظية للأستاذ ، التحفيز .