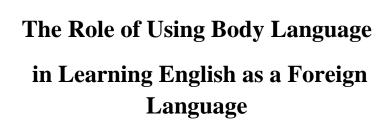
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Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in Language Sciences

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DEDICATIONS

This work is dedicated to our:

Dear parents for their understanding and support

Sisters and brothers

To all our friends, classmates who believe in us,

support us, and encourage us

To all people who are dear to our hearts

We dedicate this work.

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Abstract

Body language is considered as one of the most important techniques that supports and stimulates students' learning. This study attempts to highlight the effectiveness of body language on learning process of first year master degree. As a first step, a main hypothesis is set; if students learn English through focalizing on body language, students' ability of English will certainly and greatly be improved. In order to test out this hypothesis, two questionnaires were administered for teachers and learners which adopts as main means of research. The teachers' questionnaire was directed to ten teachers at the department of English, Jijel University, and learners' questionnaire was administered for fifty students of first year master degree. We proposed to investigate teachers and learners' attitudes and awareness toward the use of body language, the results of this study show that all teachers use body language spontaneously, and they agree that body language is a good technique to support and foster students' learning. In addition, the results reveal that students are aware of teachers' body language, and they consider it as a good technique that supports their learning process.

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List of Abbreviations

EFL English as a Foreign Language

LTM Long Term Memory

NLP Neuro Linguistics Programming

STM Short Term Memory

TPR Total Physical Response

TPRS Teaching Proficiency through Reading and Storytelling

ZPD Zone of Proximal Development

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General Introduction

1. Statement of the Problem

During the 20th and 21St centuries, English language has become the most widely spoken language in the world. It is considered as a universal language. Most of the universities worldwide include English as one of their major subjects and the language of instruction. Hasman argued that over 1, 4 billion people live in countries where English has official status. Over 70% of the world's scientists read English and 90% of information in the world's electronic retrieval system is stored in English (as cited in Mosadac, 2012).

At Jijel University, English was introduced as an independent branch since 2007. It is considered as an important academic subject for pupils, they study it at least 7 years before university. Although this long period of learning English, most students still face difficulties in learning its basic rules and knowledge. In order to overcome this problem, recent researches begin to focus on the use of body language as a technique during instruction to facilitate learning process.

In this study we will explore the effectiveness of body language on 1st year mater degree at Jijel University. Thus, this research is designed to seek out satisfactory answers to the following research questions:

Would body language foster students learning?

To what extent teachers and learners are aware to the use of body language?

2. Aim of the Study

The current study aims at investigating the role of body language in learning English as a foreign language from teachers and learners perspective. Therefore the main objectives of this research are to investigate whether body language foster students learning or not as well as try to examine teachers and learners awareness toward the use of body language.

3. Hypothesis

On the basis of the previous question, a hypothesis was put forward that if students learn English through focalizing on body language, students' ability of English will certainly and greatly be improved.

4. Means of the Study

This study will conduct at Jijel University with teachers and learners of English. In order to get reliable and valid data we will focus on two questionnaires conducted to:

- a. Ten teachers of English at Jijel University.
- b. Fifty students of 1St year master degree at Jijel University.

5. Structure of the Study

This study represents three chapters; chapter one and two are allocated to the literature review and chapter three is concerned with the analysis of teachers' and learners' questionnaires.

Chapter one discusses the concept of learning English as a foreign language beginning with its definition, theories that dealt with learning, types of learners, and the English language obstacles for both teachers and learners. Chapter two is devoted to emphasize on the character of body language including a brief history of body language, definition, body language in teaching methods, forms, functions, and the use of various kinds of body language. The last chapter deals with data analysis;

it contains detailed analysis of teachers' and learners' questionnaires about their attitudes toward the use of body language and their awareness

Chapter One: Learning English as a foreign Language

Introduction

English as an international language is used in many countries adopted for communication. It plays an important role in many fields: business, trade, technology, diplomatic, especially teaching which has been influenced by various learning theories that have been developed during the twentieth century.

1.1. Definition of learning

Learning is the major concern in the field of educational psychology; certainly, it is the most important object sets behind any educational instruction at school which is the fitting place to learn and to get the correct rules given by the teacher to reach proficiency. A learner of a foreign language may be motivated by a desire to join the linguistic community, or the need to pass examinations. According to Yule (2006) learning is a conscious process that should take place in an institutional environment where learner store knowledge; this knowledge demonstrated in tests that show the progress of the learner, after that reach fluency. Also (woolfalk, 1993) claimed that the process of learning being as follows: getting information, keeping them in mind, and lastly utilizing this knowledge, woolfalk consider it as a vigorous intellectual development as well as oxford dictionary perceive learning as a process of acquiring knowledge and skills throughout study, experience or being trained. (Mitchell & Myles, 2004) confirmed that learning is shift from controlled to automatic processing using practice. When this shift arises, restricted practices are untied to move to the superior stages, consequently enlightening step by step the nature of learning is necessary for simple sub-skills and routines to become automatic before more complex ones can be undertake.

1.2. Theories of Learning

Many researchers care about the field of learning second languages; this lead to the appearance of various theories specifically: behaviorism, cognivitism, and constructivism theories.

1.2.1. Behaviorism Theory

In the early decades of the twentieth century, the field of SLL knows the appearance of a new theory that flourished in America, behaviorism, this theory emphasizes a noticeable behavior which can be changed by positive and negative reinforcement method. A visible behavior pattern is repeated until it becomes a habitual behavior. According to (Watson, 1924; Thorndike, 1932; Bloomfield, 1933; Skinner, 1957) language learning is similar to other kinds of learning, as the establishment of habit. Psychologists perceive that learning of any type of behavior is based on the concept of stimulus and response. (as cited in Mitchell & Myles, 2004)

When learning occurs two types of conditioning process are possible classical and operant conditioning.

1.2.1.1. Classical Conditioning to Learning

Before the late nineteenth century, knew the emergence of a classical method of teaching provided the second-language lessons. Those lessons focused on mental repetition and drills as well as lots of reading and translations of ancient texts. Brown argues that languages were not being educated for the purpose of communication, but study for being educated or to increase reading ability (as cited in Taber, n. d.).

1. 2.1.2. Operant Conditioning

Seifert and Sutton defines the theory of operant conditioning is built on the perception that learning results from a change in an obvious behavior. One learns language by producing an utterance (operant), which is reinforced by a response by another (consequence). If the result of the repeated behavior is negative, one does not replicate the behavior; and vice versa if the response is positive, the behavior will be repeated this leads to habit formation. In this vein behaviorists agree on the concept of Francis Bacon and John Lock that human kind is born a tabula rasa and all learning is the effect of outside stimuli. (2009).

1.2.2. Cognitive theory

Seifert and Sutton (2009) "Cognition refers to thinking and memory processes, and cognitive development refers to long-term changes in these processes." (p. 44)

Cognitive theory gives emphasis to mental inner process human beings go through when they are learning. Cognitive theory considers learner as an active member in learning process and not just a receiver to the external stimuli. "The second language acquisition process better by first understanding how the human brain processes and learns new information. The focus here is still very much on the learner as an individual". (Mitchell & Myles, 2004, p. 108). Stocking information goes through stages:

1.2.2.1. Sensory Memory

Sensory Memory embodies the first stage of information processing, related to the senses vision, hearing... these senses aims to grasp knowledge in memory for short time just long enough to be processed. Reysen said" The type of memory with the shortest duration, but with a surprisingly large capacity, is known as the sensory

memory system. Sensory memories are brief representations of the past. (as cited in Salkind, 2008, p. 654)

Reysen stated that there is a separate sensory memory related to each of the five senses, there are sensory memories for visual information (iconic memories), auditory information (echoic memories), as well as for the other perceptual senses such as touch and smell. (As cited in Salkind, 2008, p. 654); however, all are assumed to work in the same way.

1.2.2.2. Short Term Memory

Yen argued that Short term memory –working memory- is a part of memory where knowledge or information stores for short time with limited capacity which is constrained ultimately for few seconds because the lack of practice, even though; STM plays an essential role in learning, reasoning, and understanding. (as cited in selkind, 2008)

1.2.2.3. Long Term- Memory

Homa agreed that Long term memory is a huge stockroom of retrievable information. It usually remains inactive until set in motion by a particular stimulus. It is separated in two components: episodic LTM, which includes persons' private diaries and what, when, where took place in their procedures have occurred in their past time; and semantic LTM is the persons' store of acquaintance. Research of episodic LTM spotlights on two main types: forgetting and remembering. (as cited in selkind, 2008)

1.2.3. Constructivism Theory

Constructivist learning theory developed in the twentieth century. This theory based on the perception that learner dynamically build knowledge. According to Walsh the writing of Gautama Buddha (560–477 BC) human kinds are what they

think, what they develop within their ideas, with own thought mankind build the world (as cited in Pritchard & Woollard, 2010); so that individuals are constructing their personal unique version of actuality based partially on identical experiences but formed by individual knowledge and prominently, back to what they know before

Constructivism holds up two models of learning; namely, psychological and social perspective.

1.2.3.1. Psychological Constructivism

Psychological constructivism pioneered by the Swiss psychologist Jean Piaget. This theory based on the idea that children and adults are motivated to developed their mental skills through arranging new knowledge and experience. Piaget assumed that children develop gradually complex form that allows them to construct consistency. According to Prawat

The basic notion here is that children, and adults for that matter, are naturally driven to order or make more coherent the diverse, often fragmentary experiences they encounter each and every minute of their lives. Piaget believed that children develop increasingly complex structures or "operations" over time that allows them to create this coherence." (as cited in Salkind, 2008, P.183)

1.2.3.1.1. Schema

Schema is a mental characterization of information that individual has of any given topic (Pritchard & Woollard, 2010). Charles & Chandler agreed that schemas have a mutual correlation with information in that schemas may adjust the sense of information; however, information or data may also lead to adaptation in schemas (as cited in Salkind, 2008). When dealt with new data and set in motion it is measured via the extent to which it is appropriate into a presented schema. In deferent cases new information does not appropriate perfectly into an existing schema. This because

people has the individual has insufficient or no pre-existing knowledge which associates to or tackle the nature of meaning of the latest information. (Pritchard & Woollard, 2010)

1.2.3.1.2. Assimilation

Assimilation is the collecting and organizing of new information. As we have seen in schema which is a representation of what human can do. It consists of distinct objects of acquaintance which are associated to each other by the shared issue of the schema. When new information is bumped into the existing schema it is assimilated. (Pritchard & Woollard, 2010)

1.2.3.1.3. Accommodation

Accommodation is the adaptation of pre-existing thoughts or experiences in the light of new information. When we accommodate a concept, we are adjusting it to fit new experiences. The two mental processes of assimilation and accommodation working simultaneously to create what Piaget called equilibrium which is a balance between reliance on preceding information and openness to new information.

Reaching this step means that any kind of inconsistency to the mental representations of environment is absent. (Pritchard & Woollard, 2010)

1.2.3.2. Social Constructivism

This theory appeared in the twentieth century; established by the Russian psychologist Lev Vygotsky – who considered as the father of social constructivism-, he believes that social interaction is an elementary feature of flourishing cognitive and intellectual development. Vygotsky places great importance on dialogue and other interaction in the learning process. In other words, an individual achievement would be better if supported by a knowledgeable person than if he performing alone. Other fundamental factor of Vygotsky presented the concept of the zone of proximal

development (ZPD) which proposed that a person learn better if exposed to knowledge supported by knowledgeable person. Vygotsky stated that a children can perform under the support of others might be more analytic than what they can do by themselves. (as cited in Pritchard & Woolard, 2010)

To sum up, constructivism see learner as an active member who construct his knowledge out of experience. In one hand, psychological constructivism explained learners' reaction to skills either by assimilating or by accommodating it; however, social constructivism highlighted how interaction and assistance from more knowledgeable individuals give chance for learners to construct knowledge.

1.3. Learners Styles

Knowing which type of learners you are it is important in order to facilitate the process of learning. Harmer states (n. d., p. 43)

Researchers have tried to describe student learning styles in their own words, identifying individual behavior they have observed. They produce caricatures, of course which never quite any particular students. But they do give us some pointer to the kind of people we have in our classroom.

Teachers notice that students have different styles of learning which are: auditory, visual, and kinesthetic learners.

1.3.1. Auditory Learners

This kind of learners prefers to learn through listening; because this helps them to retain information.

"A student may prefer to hear new material rather than see it; he may prefer for you to explain something orally, for example, rather than to see it demonstrated in a video." (Seifert & Sutton, 2011, p. 65)

1.3.2. Visual Learners

Visual learners have the ability to memorize and recall information. They prefer using charts, diagrams, pictures, and seeing information.

Seifert and Sutton (2011) "One student may like to make diagrams to help remember a reading assignment, whereas another student may prefer to write a sketchy outline instead." (p. 65)

1.3.3. Kinesthetic Learners

Kinesthetic learners developed information better through "hands-on" experience. In fact doing movements and actions can be the simple way for them to learn. Sitting still while studying may be easier said than done, but writing things down makes it easier to understand. ("Cuyamaca College," 2003; Landsberger, 2008; Wong, 2006)

1.4. English Foreign Language Classroom Obstacles

1.4.1. Teachers' Common Obstacles in Teaching English

Daccord (2012) stated that a career in teaching can be incredibly rewarding, but it can be demanding as well. Teachers need to master several key skills to be successful in the classroom. New teachers are often so focused on trying to do a good job that they make small mistakes, which can lead to poor student and teacher performance. Since each new school year brings a new group of students with their own unique needs, even professional teachers can make these common mistakes in the classroom.

1.4.1.1. Substituting Assignments for Teaching:

Although most teachers routinely give homework, worksheets, projects and other items as part of their lesson plans, some teachers make the mistake of

equating coursework with teaching. Just because an assignment reflects a learning objective and yields a grade for the grade book does not mean that the objective was taught. Teachers should use assignments to reinforce objectives that they have already taught. coursework can also be used for students' practice or for teachers to assess students' understanding of concepts, but giving an assignment should not be an alternate for teaching.

1.4.1.2. Assuming a Lesson Taught is a Lesson Learned

Most teachers know that different students have different capacities and learning styles, yet many still suppose that once they have finished teaching the lesson, students will have learned it. In reality, the lesson might have worked for some students while leaving others with little understands and much less mastering of the material. Effective teachers are aware of this and develop other methods and skills to present material.

They check student engagement and response to test whether or not their approach is working.

1.4.1.3. Inadequate Planning for Classroom Management

Without suitable classroom management, even the most experienced educators will have trouble teaching effectively. Good classroom management requires teachers to be practical by developing a plan at the start of the school year that allows them stay in control the classroom. Teachers who wait to develop a plan until after they experience behavioral issues will face the difficult, if not impossible, task of trying to take back control often they have lost it.

1.4.1.4. Overly strict, Inconsistent or Unfair Discipline Policies

Effective teachers develop a discipline plan at the start of the school year, communicate it clearly to students and apply it in a consistent and fair manner,

punishing the entire class for the behavior of a few, punishing some students but not others for the same violation or applying rules in a random manner all weaken the teacher's authority and leave students without clear expectations and guidelines for behavior.

Having an overly aggressive or severe approach leaves the teacher without the flexibility to adjust rules to fit the situation. A teacher who is flexible enough to hold different learning styles and arrangements can create a classroom that fosters learning while preserving behavioral borders.

1.4.1.5. Low Expectations for students

Generally, students will seek to perform at a level consistent with performance expectations-teachers who teach in low- performing schools are particularly disposed to making the mistake of sitting low expectations for students' achievement. In other cases, teachers set low expectations based on their perception of what a student is able to do. Teachers can avoid making this mistake by setting high expectations that are reasonable and appropriate and by communicating their belief in their students' ability to achieve goals.

1.4.1.6. Speaking too Fast in the Classroom

Speaking too fast in front of the classroom is a common mistake made by most EFL teachers, either they are nervous or they tend to speak quickly in front of large groups. The bottom line is teachers should always be conscious of their speaking space with students. If they are getting bored, it is time to make some changes. Speak slower, cut out any slang or unnecessary words, and add gestures and mime your ideas. Over 70% of communication is non-verbal, so try to make use of body language to help students interacting in the classroom through their new language

1.7.2 Five Most Common Mistakes in Learning English

"Learning a new foreign language is never easy, but it is a lot harder if you fall into these five common traps", says Merritt (2012).and she proposed 5 most common obstacles that faces learners during the process of learning as follow:

1.7.2.1 Not Listening enough

There is a school of linguistics that believes language learning begins with a "silent period", just as babies learn to produce language by hearing and parroting sounds. Language learners need to practice listening in order to learn. This can reinforce learned vocabularies and structures as well as help learners see patterns in language.

1.7.2.2 Lack of Curiosity:

In language learning, attitude can be a key factor in how a student progress. Linguistics studied attitude in language learning in the 1970s in Quebec, Canada, when tension was high between Anglo and Francophone. The study found that Anglophones holding prejudices against French Canadian often did poorly in French language learning even after studying French for years as a mandatory school subject. On the other hand, a learner who is keen about the target culture will be more successful in their language studies. The culturally curious students will be more receptive to the language and more open to forming relationships with native speakers.

1.7.2.3 Rigid Thinking:

Linguistics has found that the students with a low tolerance of ambiguity tend to struggle with language learning. Language learning involves a lot of uncertainty.

Students will encounter new vocabulary daily, and for each grammar rule there will be a dialectic expectation or irregular verb. Until native like, fluency is achieved; there

will always be some level of ambiguity. The type of learner who see a new word and reaches for the dictionary instead of guessing the meaning from the context may feel stressed and disoriented in an immersion clan. Ultimately, they might quit their language studies of out of sheer frustration. It is a difficult misdealt to break but small exercises can help. Find a song or text in the target language and practice figuring out the gist, even if a few words are unknown.

1.7.2.4 A Single Method:

Some learners are most comfortable with the listen and repeat drills of a language tab or podcast. Some need a grammar txt-book to make sense of a foreign tongue. Each of these approaches is fine, but it is a mistake to rely on only one. Language learners who use multiple methods get to practice different skills and see concepts explained in different ways, what is more, the variety can keep them from getting stuck in a learning rut. When choosing a class, learners should seek a course that practices the four language skills (reading, writing, listening and speaking). For self-study, try a combination of text-book, audio lessons and language learning apps.

1.7.2.5 Fear and shyness:

It does not matter how well a person can write. In foreign script, conjugate a verb or finish a vocabulary test. To learn, improve and truly use your target language, we need to speak. When students could calm down and feel shyness or insecurity, under all their hard work. In Eastern cultures where saving face is a strong social value. EFL teachers often complain that students despite years of studying English simply will not speak it, they are afraid of burgling the grammar or mispronouncing words in a way that would embarrass them.

The key is that those mistakes help language learners by showing them the limit of language and correcting errors before become ingrained. The more learners speak, the quicker they improve.

Conclusion

Learning a foreign language is a complicated process; many researchers dealt with this matter which led to the development of different theories: behaviorism, cognitivitism, and constructivism. Accordingly, learning from a behaviorist vision, can be supposed as a permanent modify in noticeable behaviors and can be realized through classical and operant conditioning. Also it is perceived as the acquirement of acquaintance and sense by emphasizing on the important role that plays by human brain and mainly memory as holds the cognitive theory. Learning can clarified as a vigorous production of knowledge and understanding of the world out of personnel experiences. Else in this chapter, we also tackled the different learning styles; auditory, visual, and kinesthetic. In addition we stated the most common obstacles that faced both teachers in teaching and learners in learning.

Chapter Two: The Character of Body Language

Introduction

Communication in general is the process of sending and receiving messages that enable Humans to share knowledge, thoughts, ideas and emotions. It is composed of two dimensions: verbal and non verbal communication. Verbal communication means communicate by using words, whereas non verbal communication is usually defined as communication without words. There have been various definitions of this term depending on the researchers' theoretical background; However, most scholars tend to use this term to refer to the use of paralinguistic expressions and body movements such as postures, gestures, eye contact, and facial expressions in our daily interactions. In order to be successful in communication with others, we need to be competent and experienced in both verbal and non verbal interactions. In this vain we cannot exclude EFL classes where most teachers use their gestures either intentionally or unintentionally during instructions to convey their messages.

2.1. Brief History of Body Language

According to Chapman (2009), Philosophers and scientist link human physical behavior to meaning, mood and personality for such long era, thus the living memory has the study of body language impresses itself and becomes a complicated and detailed as it is nowadays. In the mid of 1900, a great interest was given to body language studies and written works by the ancient Greek philosophers, especially Hippocrates and Aristotle through their interest in human personality and behavior as well as Romans, particularly Cicero linking gestures to feeling and communications.

In more recent times, isolated studies of Body Language emerged by a lot of scientists and philosophers such as Francis Bacon in his book *Advancement of Learning*, in which he explored gestures as a reflection and even an extension to spoken conversations. John Bulwer in his book *Natural History of Hand*, published in 1644, and considered hand gestures. In 1806, Gilbert Austin published his book *Chironomia* in which he focused on the use of gestures to improve speech-making. In the late 1880, a serious scientific view concerning Body Language studies was introduced by Charles Darwin who pioneered much ethological thinking which began as a science of animal behavior; it became properly established during the early 1900 and increasingly extends to human behavior and social organization. Where ethology considers animals' evolution and communications, it relates strongly to human body language.

Ethologists have progressively applied their findings to human behavior, including body language, reflecting the evolutionary origins of much human non-verbal communication, and society's growing acceptance of evolutionary rather than creationist theory. Julius Fast, the American award winning writer of fiction and non-fiction work, dealing especially with human physiology and behavior in his *book Body Language* was among the first to bring the subject to a mainstream audience Fast stated that body language has not entirely exploited as a matter of study (as cited in Chapman, 2009). Sigmund Freud and others in the field of psychoanalysis in the late 1800 and early 1900 would have had good awareness of many aspects of body language, including personal space, In fact they neither focused on non verbal communication nor might developed body language theories have eschewed such great concern in tackling distinct aspect. Among other psychoanalysts and psychologist, Freud was the pioneer in shading light on behaviorism and

therapeutic analysis rather than the study of non- verbal talks the real scientific research on non verbal communication and behavior was started in 1872 with the publication of Charles Darwin's book, the expression of the emotions in Man and Animals, in which he argued that all mammals, both humans and animals showed emotion through facial expressions. He attributed these facial expressions to serviceable associated habits which are behaviors that earlier in our evolutionary history had specific and direct function. Freud assumed that people carried on making facial expressions because they have acquired Communication value through evolutionary history (as cited in Chapman, 2009). Thus, facial expressions are used by Mankind as an external evidence of their internal state. Darwin's basic views of non verbal communication came as a result of the various researches and investigations regarding body language and human's behavior.

In this respect, the emergence of behaviorism in 1920's paved the way to further investigations on non verbal communication; as far as behaviorism is concerned being a theory of learning that describes people behavior as acquired through conditioning. Behaviorists' namely B. F. Skinner trained Pigeons to engage in various behaviors to demonstrate how animals engage in behaviors with reward. Another study of non verbal communication began in 1955 by Adam Kenton, Albert Steffen and Ray Birdwhistell. They scrutinized the movie by means of purely analytic method named context analysis which depends on transcribing observed behaviors by means of codified result. This method was applied in studying the sequence and structure of human greetings, social behaviors in the case of parties, and the function of posture during interpersonal interaction. Birdwhistell was behind the original study of nonverbal communication, which he called kinesics. He assumes that human can make and recognize around 250,000 facial expressions (as cited in Chapman, 2009).

Chapman stated another research conducted by a number of psychologists during the mid 1960's studied the Relationship between eye contact and conversational distance. Ralph V. Exile examined patterns of looking while speaking and listening. It is to be noticed at this level that this field of research witnessed a very significant progress i.e. both: Robert Sommer who conducted an enquiry tackling the relationship between personnel space and environment and Robert Rosenthal who revealed a set of expectations addressed by investigators whom themselves stated that those expectations might influence their outcomes. In 1970's, psychologist suggested the development of research such as Shirley Seitz's book non verbal communication and Marianne LaFrance and Clara Mayo in her book Moving Bodies. There are also other popular books involving body language, which emphasize upon the way non verbal communication is used in order to attract their interlocutors' attention in generally, and how to read people lips particularly. (2009).

2.2. Definition of Body Language

"In any exchange between two people or within a group, messages are communicated not only through what is said, but also through the underlying dynamics of what is not said". (Fast, 1991, p. 12). Nonverbal communication refers to the non linguistic elements which accompany spoken language i. e. Tone of voice and body language, including gestures, body positioning and facial expressions. All of which assist in convening meaning. According to experts, "93% communication is non verbal: body language 55%, tone of voice 38%, and verbal 7%". (Shan, 2007)

Our bodies send messages constantly and often people do not recognize that they are communicating a lot more than recognize. As we gain awareness of body language by trying to interpret others, we become more conscious of our own body gestures. Thus improving the way in which we both give and Receive messages. Most of the basic non verbal communication gestures are the same all Over the world, such as smiling. However, there are some significant differences in non verbal communication between cultures, languages and even dialects.

The Oxford English dictionary (revised 2005) defined it as: on one hand it has been defined as the conscious and unconscious movements and postures by which attitudes and feelings are communicated. As it is illustrated in the following example; his intent was clearly expressed in his body language. On the other hand The Oxford Business dictionary offers a slightly different definition. Appropriately and interestingly the Oxford business English dictionary emphasizes the sense that body language can be used as a tool, instead of being mere involuntary effect with no particular purpose. In this vain needless to mention that Body Language the process of communicating your feelings and thought based most of the time upon the ways one moves according to different situations rather than relying on words on the ground of this framework we can evoke the idea of The course trains sales people in reading the customer's body language. More over according to oxford Kinesics-The technical term of body language- depends on the interpretation of Non- Verbal Communication, yet a matter of fact Kinesics- the study of the way in which certain body movements and gestures serve as a form of Non-Verbal Communication. In fact the body language in it broader sense, goes far beyond these concise and brief definitions. In that it certainly encompasses where the body is in relation to the others accordingly body Language includes very small bodily movements such as facial expressions and eye movements. (Chapman, 2009-14)

2.3. Body Language in Teaching Methods and approaches

There are some teaching methods and approaches which refer to the use of body language or the non verbal communication techniques. Among these approaches total physical response (TPR) and the neuro linguistic programming (NLP).

2.3.1. The total Physical Response Approach

Total Physical Response is an approach to teach a second language focalizing, first and foremost, on listening and this is linked to physical actions which are designed to reinforce comprehension of particular basic items. ("Macmillan English Campus", 2013). TPR is a language teaching method developed by James Asher - professor of psychology- built around the harmonization of speech and action; it endeavors to teach language through physical activity. Kennedy (2000) stated that doctor Usher decided to generate a method that facilitate learning second language basing on the same methods used in the mother tongue.

2.3. The Neuro Linguistic Programming Approach

"NLP is how we use the basic language of our mind to consistently achieve the results we want in life." (Stevenson, 2008). NLP is used to offer solutions to teaching and learning problems especially for those concerning communication skills in both first and second language. This approach is supposed to help achieving excellent performance. (Mellrood, 2002)

Beale stated that Neuro-linguistic programming begins with curiosity: curiosity as to how condition works. This leads to reproduce top performers and the

educated skill can be shifted through a number of NLP attitudes, techniques, and tasks. (2013)

2.3.3. Teaching Proficiency through Reading and Storytelling

Teaching Proficiency through Reading and Storytelling is developed by Blaine Ray in California during 1990's. Ray had found great initial success teaching using Total Physical Response, but was disappointed when his students stopped finding this technique to be interesting. TPRS is a method of teaching foreign languages, based on a mixture between reading and storytelling to help students learn a foreign language in a class. The method works in three main steps; beginning with setting the meaning of new vocabulary, the second stage, put this knowledge into practice in order to acquire the second which is the final stage. TPRS based on some techniques such as: eye contact, tone of voice; to catch students' interest and motivate them. (Goad, 2008)

2.4. Forms of Body Language

Non verbal communication has scientific notions which are widely speared all over the world. The common names are as follow: Kinesics, Oculesics, Haptics, Proxemics, Paralanguage and Physical Appearance.

2.4.1. Kinesics

Kinesics refers to the use of body movements and gestures, facial expressions such as smile, frown, wrinkling the bow and the movement of the head and limbs which are parts of the human non verbal communication. They are referred to as "The silent language." According to Axtell

The world is a giddy montage of vivid gestures-Traffic police, street

vendors, expressway drivers, teachers, children on play grounds, and athletes with their exuberant hugging and clenched fists and high fives; people all over the world use their hands, heads and bodies to communicate expressively." (as cited in Elfatihi, 1998, p. 2)

2.4.2. Oculesics

Oculesics looks at the influence of visual contacts on the perceived message that is communicated. Khan stated that "Eye movement and eye contact depict the focus, direction and duration of gaze in relation to other participants. For example our eyes narrow when we are concentrating and pupils dilate when we are excited." Negi (2009)

2.4.3. Haptics

It a Greek word, it means to be able to grasp or perceive. It describes touching behaviors. This category consists of physical contacts such as handshakes, patting on the shoulders and so on. ("What is Haptics?" 2014)

2.4.4. Proxemics

Hudson defined Proxemics is the study of measurable distances between people as they interact with one another. The distance between people in a social situation often discloses information about the types of relationships between the people involved. (as cited in Elfatihi 2005, 2006)

2.4.5. Paralanguage

Paralanguage is concerned with the non verbal audio part of speech such as tone, pitch, intonation and pause which come alongside spoken

Language. According to Janak, Masterson Paralanguage parts as "Vocalic". Elfatihi

2.4.6. Physical Appearance

2005, 2006)

Physical Appearance refers to the attributes of image such as attractiveness, height, weight, body shape, hair style, and dress and so on. These attributes can be classified into two categories; controllable, e.g. clothes, hair style...etc and less controllable, e.g. skin color, height, body shape (Negi, 2009)

2.5. Functions of Body Language in English Teaching

Teachers use body language' techniques during their instructions either intentionally or unintentionally. Non verbal behaviors occur simultaneously with the verbal message and they repeat, complement, substitute, regulate and contradict the verbal message. Amos (2013) cited as follow:

2.5.1. Repeating

This sort of body language is used to repeat what you're saying verbally. For instance, when you ask your learner to open up the door, you might also point to the door as a way of repeating the verbal direction. Through this action, your learner doesn't need to repeat the English verbal sentence "Open the door", he immediately understands your order and goes to open the door.

2.5.2. Complementing

Perfect interpretation of messages makes nonverbal and verbal communications complete each other. Nonverbal cues can be used to detailed on verbal messages to strengthen the information sent when trying to achieve communicative goals; messages have been shown to be remembered well when nonverbal signals affirm the verbal exchange.

2.5.3. Substituting

Sometimes, teachers tend to use non verbal communication to convey their messages to learners as far as facial expressions, body movements, and body positioning are corresponding with specific feelings and intentions. Nonverbal signals can be used without verbal communication to convey messages; when nonverbal behavior does not effectively interpret a message; the verbal one enhance understanding.

2.5.4. Regulating

Non verbal behavior is also used to regulate verbal behavior. The major means of non verbal behavior is to control the flow of conversation between interactions. In conversations, the change of the tone, eye contact a nod, a moment silence or merely a smile may send messages. In short, non verbal behavior helps controlling the situation.

2.5.5. Conflicting

Your body language may say something different from your verbal communication when that happens; mean that there is disagreement. if you tell your

boss her presentation was terrific but you have trouble making eye contact, when making that statement your body language is saying something opposite from your words. Most people tend to believe that body language over verbal communication when the two are in variance.

2.6. The use of various kinds of body language

There are many different types of non verbal communication using differently by teachers. The most common ones are; Facial expression, Eye Sight, Gestures and Tone of Voice.

2.6.1. Facial Expression

Facial expression is innate in humans and universal. Studies focusing this aspect of body language began in 1872 with Charles Darwin in his *book The Expression of Emotions in Man and Animals* (Chapman, 2009). Facial expression is the reflection of emotions, feelings and attitudes. Teachers supply the students with messages through their own expressions. In the classroom, teachers show or express their connecting; happiness and profound trust to the students. They will feel vigorous and dynamic. Teacher's pleasure, annoyance and depression should appear at the right moment or it will affect negatively the student success. Teachers should keep their own passive morals out of the classrooms. ("using body language", 2004)

2.6.2. Eye Sight or Eye Contact

As the proverb said"Eye are the window to the soul". That's why in daily conversations, most people spotlight on the eyes during interaction. So through

visual contact the interlocutors can perceive individuals who want to take part in communication by showing interest and desire. Whereas those who clearly avoid eye contact are sending the opposite message. (Gregerson, n. d.), an excellent teacher is the one who can speak and transmit messages through his eyes. Teacher', who encourages eye contact, would make him more positive and self-assured. The lack of teacher-student eye contact often indicates unconcern, inattentiveness or even dislike for the teacher and vice versa. ("Using body language", 2009)

2.6.3. Gestures

Gestures are the most important part of body language. They may be made with hands, arms or body and also include movements of the head, face and eyes. The English classes interest in communication activities. Boring and arid communication will create a kind of unpleased feeling, but vivid, vital and even overstated actions and gestures can enliven the teaching environment, making the activities go off without any hitch. If the teacher gives a ball's shape through his hands then carries out the action of shouting a basket when teaching the word basketball. All of the students can guess the meaning of it. When the teacher teaches the verb, it will be more correct to do a simple gesture to the students, and then teachers' repetitive explanation and students can keep it in mind with a deep impression. (Gregerson. n. d)

2.6.4. Tone of voice

Sometimes, tone of voice refers to us "Paralinguistic". It includes a multitude of components; rhythm, pitch, intensity, nasality and slurring that draw the truth of the message. In the classroom, tone of voice has cues and it is considered as a powerful tool. That has an effect on students' participation. Generally, if the answer is correct, the teacher supports by his positive response and acceptance using vocal pitch or tone. Tone of voice is often accompanied by smile or other forms of non verbal approval. In the case when teacher does not like the response. Early studies found that large difference of tempo, force, pitch and quality produced higher level of memorizing than did messages delivered without these variations. (Gregerson, n. d)

Conclusion

Throughout this chapter, we find out body language or non verbal communication as a technique used during instructions either intentionally or not to repeat, complement, substitute, regulate, and conflict the verbal one.

In this chapter, we also mentioned the most common techniques of body language used in classrooms such as: facial expression, eye contact, gestures, and tone of voice as well as their impact on EFL learners.

This part also reviewed the relevant literature for the theoretical background in relation to the use of body language in teaching methods.

Chapter Three: Field Work

Introduction

In the first and second chapters, we have presented a literature review about

the role of body language in learning English as a foreign language. In this chapter,

we take into consideration different views from various books. To determine this work

we allocated a practical chapter.

This study established to determine the role of body language in learning

English as a foreign language. Thus, we have selected to work on first year students'

master degree. In this work, we are going to use a questionnaire to investigate the

hypothesis. This questionnaire is administered to teachers and students at the

department of English, Jijel University. It aims at supplying an idea about learners'

attitudes towards learning English as a foreign language linking to body language as

a technique. In addition, this part of study seeks teachers' attitudes towards learning

process and their awareness about the use of body language.

3.1 Description of the Questionnaires

3.1.1 Teachers' Questionnaire

The questionnaire is designed to gather information about how teachers

evaluate students' level in learning process and their awareness about the use of

body language. It is composed of fourteen questions. Teachers are required to give

answers to some questions by Yes or No and in other questions they are asked to

pick up the right answer and to full statement whenever necessary.

30

3.1.2 Students' questionnaire

This questionnaire is given to learners to know their opinions about their attitudes towards learning English as a foreign language. In addition, it helps student to get an idea about their attitudes towards using body language as a technique. Learners are asked to answer by Yes or No with brief justification whenever necessary. Sometimes, they choose the right answer from different options.

3.2 Administration of the Questionnaires

3.2.1 Teachers Questionnaire

We handed this questionnaire to ten teachers of English language to elicit to what degree they are conscious and aware to the use of body language in the classroom. To gain more relevant and in-depth data and getting ensure that research was conducted appropriately.

3.2.2 Students Questionnaire

As we have said, we are going to work with first year master degree as a population. The questionnaire administered to fifty students and they answered immediately.

3. The Analyses of the Questionnaire

3.1 Students Questionnaire

Section One: General information

Question 1: How many years have you been learning English?

Options	Subjects	%
3	1	2,08%
4	21	43 ,75%
5	1	2,08%
10	2	4,16%
11	21	43 ,75%
12	2	4,16%
TOTAL	48	100%

Table 01: Students' Path of studying English

This table illustrates the number of years that spent by students in learning English. 43, 75 % studying English for 4 years and the same proportion for those who spent eleven years. This helps us to get beneficial results because students have a long path in learning the language and they can provide us by strict information.

Question 2: What is your language ability in English?

Options	Subjects	%
Low	3	6,12%
Good	44	89,79%
Very good	2	4,08%
Total	49	100%

Table 02: Students' Abilities in English

Table 02 shows that 89, 79% of students evaluate themselves as good learners of English, because of their curiosity to learn more about the language which becomes the language of technology and computer sciences.

Section two: Students' Attitudes towards Learning EFL

Question 3: Do you think learning English is:

Options	Subjects	%	
Easy	16	33,33%	
Difficult	32	66,66%	
Very difficult	0	0%	
Total	48	100%	

Table 03: Students' Attitudes towards Learning English.

66, 66% of students consider English as a difficult language to learn, because of its complex grammar and the huge number of vocabulary, while 33, 33% believe that English is a language which can be learnt easily, because they often listening English music, watching TV series, and videos that has a great effect in improving their English.

Question 4: How do you find English learning process?

Options	Subjects	%
Interesting	44	89, 79%
Boring	3	6,12%
Very boring	2	4,08%
Total	49	100%

Table 04: Students' Attitudes towards Learning Process

In this question students are asked about the learning process if they find it interesting, boring or very boring. 89, 79% find it interesting, because of the use of media computers, data show, audio tracks. That is making students motivated and arouses their interest

Question 5: According to you, who takes more responsibility in learning process?

Options	Subjects	%
Teachers	5	10, 20%
Learners	13	26,53%
Both	31	63,26%
Total	49	100%

Table05: The Responsible in Learning Process

63, 26% of students see that both teachers and learners take the responsibility of learning process. Both teachers and learners are responsible because they complete each other, in order to achieve successful learning outcomes and so the collaboration between them makes learning process better. While 26, 53% say that learning is the responsibility of learners and should make effort to develop their skills in learning.

Questio6: Do you like attending English classes?

Options	Subjects	%
Yes	41	85, 41%
No	7	14, 58%
Total	48	100%

Table06: Students' Attendance in English Classes

85, 41% of students like attending English classes, because they like the method used by teacher also their interest to reach a native like pronunciation provoke them to attend all classes.

Question 7: Are You:

Options	Subjects	%
An auditory learner	19	34, 54%
A Visual learner	33	60%
A kinesics learner	3	5, 45%
Total	55	100%

Table07: Students' Types of Learning

60% of students are visual learners, thus they prefer to learn through seeing. This type of learning helps them to concentrate. While 34, 54% of learners prefer listening because in such type of learning they can pronounce correctly.

Section Three: Students' Attitudes towards using body language

Question 8: What do you like better the teacher use while explaining?

Options	Subjects	%
Speech	1	2, 04%
Gestures	0	0%
Both	48	97, 95%
Total	49	100%

Table08: Students' Attitudes towards teachers' explanation

Almost all students, 97, 95% prefer using gestures and speech. They think that the use of both gestures and speech allow all types of learners to understand, and to be motivated.

Question 9: Do you think that teachers' gestures help students to understand English Language?

Subjects	%
46	95, 83%
2	4,16%
48	100%
	46

Table09: Students' Attitudes towards Using Gesture

Table 09 Shows, most of students 95, 83% prefer gestures as a technique that helps them to understand; moreover, there are some items or words that need explanation with gestures instead of using the mother tongue.

Question 10: Teachers' movements in the classroom while explaining, helps me to pay attention and concentrate

Options	Subjects	%
Strongly agree	9	18, 75%
Agree	25	52,08%
Disagree	10	20,83%
Strongly disagree	4	8, 33%
Total	48	100%

Table10: Students' Attitudes towards Teachers' movements

52, 08% of students prefer the teacher who is dynamic, active, and keep moving in the class. That pushes them to be motivated and concentrated on subject matter as well as keep them focusing on the teachers' explanation. Whereas 20, 83% disagree because a teacher who keeps moving in the classroom makes them confused, nervous, and stressed.

Question 11: When the teacher focuses on his / her tone of voice while explaining that make me understand well.

Options	Subjects	%
Strongly agree	36	75%
Agree	10	20,83%
Disagree	1	2,08%
Strongly disagree	1	2,08%
Total	48	100%

Table11: Students' Attitudes towards Teachers' Tone of voice

It appears from the table 11that the majority of students 75% strongly agree that teachers' who focuses on his or her tone of voice helps learners' to grasp the key words of the lesson and foster their instruction. And 20, 83% agree with the statement. This shows that the teacher who focuses on his/her tone of voice make students' understand better and being enthusiastic and active.

Question 12: Well use of eye contact during a lecture encourages students to take part in the lesson

Options	Subjects	%
Strongly agree	18	37,5%
Agree	27	56,25%
Disagree	2	4,16%
Strongly disagree	1	2,08%
Total	48	100%

Table12: Students' Attitudes towards Teachers' Eye contact

The result of table 12 shows that 56, 25% of learners are agreed that teachers' eye contact affects on their learning i.e. When the teacher explains the lesson and he or she looks angry, this gives negative results on students outcomes and participation in the classroom, and vice versa if the teachers use eye contact well.

Question 13: How important do you think body language affect your learning process

%
2, 08%
0%
47,91%
50%
100%

Table13:Students'Attitudes towards Body Language

It can be seen in table 13 that 50% of students' are conscious of the importance of body language, and they are aware of its effectiveness in the learning process. 47, 91% confirm and support the opinion of the highest rank.

Teachers' questionnaire

Section One: General information

Question 1: How many years have you been teaching English?

Options	Subjects	%
1	1	10%
2	3	30%
3	1	10%
4	2	20%
7	1	10%
9	2	20%
Total	10	100%

Table 01: Teachers' Experience in Teaching English

Table 01 show, 30% of teachers teaching English for 2 years, 20% teach for 4 years, and 20% for nine years. These different experiences help to obtain different points of view that reach our topic.

Q2: Have you received any training on how to use body language techniques (gestures, eye contact, facial expressions ...)?

Options	Subjects	%
Yes	0	0%
No	10	100%
Total	10	100%

Table02: Teachers' Body Language Training

In this table, it is obvious that teachers don't receive any training on how to use body language in EFL classes. This leads us to look for how teachers use their body language even they do not receive any formal training.

Section two: Teachers' Attitudes towards Learning Process

Question 3: How could you evaluate the general students' level in learning English?

Options	Subjects	%
Good	0	0%
Average	8	80%
Bad	2	20%
Total	10	100%

Table 03: Teachers' Evaluation of Students' Level

80% of teachers see that students' level is average, and they still face difficulties in grammar and vocabulary. In addition, the majority of students are passive, and they prefer receiving from teachers rather than taking part during instructions.

Question 4: Do you think that student difficulties to learn English in the classroom are because of?

Options	Subjects	%
Its hard accent	1	5,88%
Its various vocabularies	6	35,29%
It has a complicated grammar	1	5,88%
Listening comprehension problems	8	47,05%
All of them	1	5,88%
Total	17	100%

Table04. Students' Difficulties

In table 04, teachers see that listening comprehension is the common problem that faces students 47, 05%. This back to the lack of concentration as well as poor vocabulary.

Question 5: To what extent your students' are able to understand the essence of what is said or presented?

Options	Subjects	%
Good	0	0%
Average	8	80%
Bad	2	20%
Total	10	100%

Table05: Students' ability to understand

About 70% of teachers see that students are able to understand and grasp what is said in the classroom. While 75%. And 30% of teachers argue that students are able to get the half of what is said.

Section three: Teachers attitudes towards the use of body language

Question 06: How often do you care about intonation while explaining important words?

Options	Subjects	%
Always	4	40%
Sometimes	5	50%
Rarely	1	10%
Never	0	0%
total	10	100%

Table06: Teachers' awareness about their intonation

50% of teachers answer that they sometimes care about intonation, and 40% are always cares about it. While 10% of them, rarely care about intonation.

Question7: To what degree do you focus on body language and tone of voice while teaching?

Options	Subjects	%
Always	1	10%
regularly	6	60%
Sometimes	2	20%
seldom	1	10%
Total	10	100%

Table07: Teachers' Attitudes towards Using Body Language and tone of voice 60% of teachers' using their tone of voice and body language regularly, and 20% of them use it sometimes. While 10% they say that they use it always and 10% answer seldom.

Question8: Focusing all the time on your tone of voice is it:

Options	Subjects	%
Natural	1	11,11%
Spontaneous	8	88,88%
Just a habit	0	0%
Total	10	100%
i Olai	10	100 /

Table08: Teachers Tone of Voice

The majority of Teachers use their tone of voice spontaneously 88, 88%, without taking into consideration key words of the lesson.

Question9: Do you think that body language techniques can stimulate students' interaction?

Options	Subjects	%
Yes	9	90%
No	1	10%
Total	10	100%

Table09: The Role of Body Language in Stimulating Students' Interaction

Table 09 illustrates that 90% of teachers accede that body language can stimulate students' interaction in the classroom. Because they consider it as a technique through which students exposed the target language.

Question10: How pertinent is body language in teaching process?

Options	Subjects	%
Unimportant	0	0%
Slightly important	2	20%
Important	6	60%
Very important	2	20%
Total	10	100%

Table10: Body Language Validity in Teaching

The result reveals that the majority of teachers 60% consider body language as an important technique which is relevant in teaching process and improves understanding skills.

Question11: Do body language techniques (gestures, eye contact, movements...) have an impact on students' motivation?

Options	Subjects	%
Yes	9	90%
No	1	10%
Total	10	100%

Table11: The Impact of Body Language on Students' Motivation

Table 11 illustrates that most teachers believe that body language motivates students and arouses their awareness.

Question12: Is it important for teachers to recognize their body language and tone of voice to express more positive/negative emotions?

Options	Subjects	%
Unimportant	0	0%
Slightly important	1	10%
Important	9	90%
Very important	0	20%
Total	10	100%

Table12: The Importance of Recognizing Body Language and Tone of Voice

About 90% of teachers recognize their body language and tone of voice to express

more positive/negative emotions because it affects on students' outcomes. In

addition, these techniques are required to get the first impression.

Question13: What do you think students notice?

Options	Subjects	%
Words spoken by teachers	7	43, 75%
The body language used by teachers	6	37, 5%
Tone of voice used by teachers	3	18, 75%
Total	10	100%

Table 13: Teachers' Attitudes towards Students notification

43, 75% of teachers agree that students notice more words spoken by teachers. And 37, 5% of teachers reveal that students notify the body action.

Question14: Do you think that using body language is practical alternative to promote teaching process?

Options	Subjects	%
Yes	6	66, 66%
No	3	33, 33%
Total	9	100%

Table14: Teachers' Attitudes towards the Use of Body Language as an Alternative Process

66, 66% of teachers agree on the use of body language as an alternative to promote teaching process because they consider it as a successful strategy. And most of them see that get a formal training in such case could be useful.

Conclusion

The present study reveals that students find learning English interesting; however, they still face some obstacles to achieve the objective. The use of body language can not only attract the students' attention, but also deepen their understanding and imagination, so students' ability of English will be certainly and greatly improved.

Teachers notice that the use of body language affects on students learning, and they consider it as a helpful technique to convey meanings and clarify concepts; whereas, they use it spontaneously and are not completely conscious because they do not have any formal training on how to use these techniques .

At the end, we reach the result that body language has a positive effect in learning process, and it plays a significant role in EFL classes.

General Conclusion

Learning is one of the primary objectives of learners in the classroom; almost everyone knows that language learning, especially English learning, becomes more important to the students, due to the weaknesses of English teaching, teachers supposed to ameliorate the teaching methods in order to arouse the students' interest in English and assist them to learn better. There are numerous practical and suitable methods and techniques to obtain the purpose; one of them, is the use body language.

This research attempts to shed light on the role of body language in fostering and supporting learning English. Hence, the aim of this research is to find out the actual facts and beneficial effectiveness that body language brings to learners. In this work, there are three chapters; the first and the second chapters are descriptive parts which are related to the literature review. The first chapter dealt with learning English as a foreign language; its definition, learning theories, types of learners, and the English language obstacles for both teachers and learners. Chapter two was allocated to the character of body language; brief history of body language, definitions of this technique, methods that based on body language, forms, functions, and the use of various kinds of body language.

This research investigation was carried out in order to provide an answer to the research questions: whether body language fosters students learning or not, and reveals to what extent teachers and learners are aware of the use of body language. The hypothesis formulated: if students learn English through focalizing on body language, students' ability of English will certainly and greatly be improved. And interpreting the result obtained via means of research; a questionnaire for teachers of

English at Jijel university. According to the finding the majority of teachers admitted that they are not aware of the use of body language, but they consider it as a good technique to support students learning as well as students agreed that they are conscious to teachers body language, and they see it as a beneficial technique that fosters their understanding; it helps them to interact effectively in the classroom as well.

To sum up, body language has a positive effect on students' learning; it promotes their understanding, attracts students' attention during instruction as well as motivates them to learn better.

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Appendices

a. Low

b. Good

c. Very good

Appendix 1: Students' Questionnaire

Your willingness to fill in this questionnaire will furnish us with the necessary data to bring our Master's dissertation to an end. It aims at gathering information about the usage of body language (gestures, eye contact, tone voice...) as techniques facilitating the learning process. Your answers will be treated in the strictest confidence whereby they will be used only for the purpose of research.

Thank you in advance for your contribution.

Guidelines: For each item, please tick the right box or write in the space provided Section one: General Information

1. How many years have you been learning English?

2. What is your language ability in English?

Section Two: Students' Attitudes towards Learning EFL

a. Easy	
b. Difficult	
c. More difficult	

3. Do you think learning English is:

4. Ho	w do you find English learnin	g process?
a.	Interesting	
b.	Boring	
C.	Very boring	
5. Acc	cording to you, who takes mo	re responsibility in learning process?
a.	Teacher	
b.	Learner	
C.	Both	
Pleas	e, justify why:	
6. Do	you enjoy attending English	classes?
a.	Yes	
b.	No	
7. Are	you:	
a.	An auditory learner (learn by	y hearing)
b.	A visual learner (learn by se	eing)
C.	A kinesics learner (learn by	touching)
Section Three: Students' Attitudes towards Using Body Language 8. What do		
you lik	ke better the teacher use whil	e explaining?
a.	Speech	
b.	Gestures	
C.	Both	

Please	se, justify why	
0 D.		bala atu danta ta un danatan d English
9. Do	you think that teachers' gestures	help students to understand English
langua	age?	
a.	Yes	
b.	No	
If yes,	, justify:	
10 Ta	eachers' movements in the classr	oom while explaining, helps me to pay
		oom wrille explaining, helps me to pay
auenu	tion and concentrate.	
a.	Strongly agree	
b.	Agree	
C.	Disagree	
d.	Strongly disagree	
11. V	When the teacher focuses on his	her tone of voice while explaining that help
me u	understand well	
a.	Strongly agree	
b.	Agree	
C.	Disagree	
d.	Strongly disagree	

12. W	ell use of eye contact during a lectur	re encourages students to take part in the	
lessor	n.		
a.	Strongly agree		
b.	Agree		
C.	Disagree		
d.	Strongly disagree		
13. Ho	13. How important do you think body language affect your learning process.		
a.	Unimportant		
b.	Slightly important		
C.	Important		
d.	Very important		

Thank you so much for your collaboration.

Appendix 2: Teachers' Questionnaire

Dear Teachers,

This questionnaire is part of master study aiming at investigating the role of body language in learning English as a Foreign Language from Teachers and learners perspective. I would greatly appreciate your taking the time to complete this questionnaire. All information you provide will be kept strictly confidential and under no circumstances will your individual responses be released. Thank you in advance for your contribution.

Tor your contribution.			
Section	Section One: General questions		
1. Hov	w many years have you been te	aching English?	
2. Hav	2. Have you received any training on how to use body language techniques		
(gestures, eye contact, facial expressions)?			
a.	Yes		
b.	No		
If yes, to what extent was it benefit for you?			
Section two: Teachers' Attitudes towards Learning Process			
3. Hov	w could you evaluate the genera	al students' level in learning English?	
a.	Good		
b.	Average		
C.	Bad		

4. Do	you think that student difficulties to le	earn English in the classroom are because
of?		
a.	Its hard accent	
b.	Its various vocabularies	
C.	Its complicated grammar	
d.	Listening comprehension problems	
e.	All of them	
Other	'S	
5. To	what extent your students' being able	e to understand the essence of what is said
or pre	esented?	
a.	100%	
b.	75%	
C.	50%	
d.	25%	
Secti	on three: Teachers attitudes towar	ds the use of body language
6. Ho	w often do you care about intonation	while explaining important words?
a.	Always	
b.	Sometimes	
C.	Rarely	
d.	Never	
7. To	what degree do you focus on body la	inguage and tone of voice while teaching?
a.	Always	
b.	Regularly	
C.	Sometimes	
d.	Seldom	

8.	Foo	cusing all the time on your tone of vo	ice, is it:
	a.	Natural	
	b.	Spontaneous	
	c.	Just a habit	
9.	Do	you think that body language technic	ques can stimulate students' interaction?
	a.	Yes	
	b.	No	
lf y	yes,	how?	
10	. H	ow pertinent is body language in tea	ching process?
	a.	Unimportant	
	b.	Slightly important	
	c.	Important	
	d.	Very important	
11	. Do	o body language techniques (gesture	es, eye contact, movements) have an
im	pac	t on students' motivation?	
	a.	Yes	
	b.	No	
lf y	yes	justify:	

12. Is it important for teachers to recognize	e their body language and tone of voice to
express more positive/negative emotions?	
a. Unimportant	
b. Slightly important	
c. Important	
d. Very important	
13. What do you think students notice?	
a. Words spoken by teachers	
b. The body language used by teachers	3
c. Tone of voice used by teachers	
14. Do you think that using body language	e is practical alternative to promote teaching
process?	
a. Yes	
b. No	
Justify in both cases:	
Section Four: Further Suggestions	
15. What would you suggest to improve te	eachers performance focusing on the use of
body language techniques during instruction	ons?
Thank you so much for your collaborat	ion.

Appendix 1: Students' Questionnaire

Dear Students,

Your willingness to fill in this questionnaire will furnish us with the necessary data to bring our Master's dissertation to an end. It aims at gathering information about the usage of body language (gestures, eye contact, tone voice...) as techniques facilitating the learning process. Your answers will be treated in the strictest confidence whereby they will be used only for the purpose of research. Thank you in advance for your contribution.

Guidelines: For each item, please tick the right box or write in the space provided		
Section one: General Information	n	
1. How many years have you been	learning English?	
2. What is your language ability in	English?	
d. Low		
e. Good		
f. Very good		
Section Two: Students' Attitudes	s towards Learning EFL	
3. Do you think learning English is:		
d. Easy		
e. Difficult		
f. More difficult		
4. How do you find English learning process?		
d. Interesting		
e. Boring		
f. Very boring		

5. ACC	cording to you, who takes mo	ore responsibility in learning process?			
d.	Teacher				
e.	Learner				
f.	Both				
Please, justify why:					
6. Do you enjoy attending English classes?					
C.	Yes				
d.	No				
7. Are	you:				
d.	An auditory learner (learn b	y hearing)			
e.	A visual learner (learn by se	eeing)			
f.	A kinesics learner (learn by	touching)			
Section Three: Students' Attitudes towards Using Body Language 8. What do					
you like better the teacher use while explaining?					
d.	Speech				
e.	Gestures				
f.	Both				
Please, justify why					

9. Do you think that teachers' gestures help students to understand English					
language?					
C.	Yes				
d.	No				
If yes, justify:					
10. Teachers' movements in the classroom while explaining, helps me to pay					
attention and concentrate.					
	Strongly agree				
f.	Agree				
g.	Disagree				
h.	Strongly disagree				
11. When the teacher focuses on his / her tone of voice while explaining that help					
me understand well					
e.	Strongly agree				
f.	Agree				
g.	Disagree				
h.	Strongly disagree				

12. Well use of eye contact during a lecture encourages students to take part in the					
lesson.					
е	.	Strongly agree			
f.		Agree			
g	١.	Disagree			
h	۱.	Strongly disagree			
13. How important do you think body language affect your learning process.					
е) .	Unimportant			
f.		Slightly important			
g	J.	Important			
h	۱.	Very important			

Thank you so much for your collaboration.

Résumé

Le langage du corps est considéré comme une des techniques les plus importantes qui soutiennent et stimulent l'apprentissage des élèves. Cette étude tente de mettre en évidence l'efficacité du langage du corps sur le processus d'apprentissage de première année master. Dans un premier temps, nous avons mis la lumière sur une hypothèse principale; si les élèves apprennent l'anglais à travers focalisant sur le langage du corps, la capacité de l'anglais des élèves sera certainement et considérablement amélioré. Afin de tester cette hypothèse, deux questionnaires ont été administrés pour les enseignants et les apprenants qui ont adopté comme principal moyen de recherche. Les enseignants de questionnaire a été réalisé à dix enseignants au département d'anglais de l'Université de Jijel, et les apprenants de questionnaire a été administré pendant une cinquantaine d'étudiants de première année master. Nous avons proposé d'enquêter à l'égards de l'apprentissage, les enseignants et les apprenants attitudes envers l'utilisation du langage du corps et leur prise de conscience envers l'utilisation de cette technique. Les résultats de cette étude montrent que tous les enseignants utilisent le langage du corps spontanément, mais ils ont convenu que le langage du corps est une bonne technique a fin de soutenir et promouvoir l'apprentissage des étudiants. En outre, les résultats révèlent que les étudiants sont conscients de langage du corps des enseignants et qu'ils considèrent comme une bonne technique qui prend en charge leur processus d'apprentissage.

ملخص الدراسة

تعد لغة الجسد واحدة من أهم التقنيات التي تدعم و تحفز تحصيل الطلاب إذ تحاول هذه الدراسة تسليط الضوء على مدى فعالية لغة الجسد في عملية تعلم اللغة الإنجليزية لدى طلاب السنة الأولى ماستر. كخطوة أولى, تم تسليط الضوء على فرضية رئيسية واحدة , حيث أن تعلم الطلاب من خلال التركيز على استعمال تقنيات لغة الجسد, حتما سيحسن قدراتهم و يمكنهم من استيعاب اللغة بشكل كبير.

من أجل اختبار هذه ألفرضية و كذا تقصي آراء و مواقف الأساتذة و الطلاب اتجاه استعمال هذه التقنيات, تم توجيه استبيانين كوسيلة بحث رئيسية , أحدهما لأساتذة اللغة الإنجليزية و الأخر للطلبة.

كشفت نتائج هذه الدراسة إن كل الأساتذة يستعملون استراتيجيات لغة الجسد بشكل عفوي, إلا أنهم اتفقوا على أن لغة الجسد هذه هي أسلوب جيد و فعال في دعم و تعزيز عملية تعلم الطلاب للغة بالإضافة إلى ذلك, فإن الطلاب بدور هم أقروا بأن هذه التقنيات المستعملة من طرف الأساتذة من شأنها دعم عملية استعابهم و تمكنهم من اللغة.