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Body Language in Teaching Communication : The Case of Second Year Middle School

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DEDICATION 1

All thanks to God who makes the impossible possible

I would like to dedicate this work to my parents without whom I won't be standing in this position. My mother "FATIMA" who not only did the impossible so I can realize my dreams but also because she believed that I will do it when no one did. My father "BOUDJAMAA" who was by my side not only in each minute of my life but specially the moments when I use to give up.

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To my friends AMINA, AMIRA and my soul mate K. AMINA without whom this work and even my life wouldn't have been the way it is now .Thank you for being a part of my life .

I would also like to dedicate this work to my guardian angel who encouraged me to work hard .The one who was always by my side and will always be.

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My deepest gratitude goes to God who has provided all that was needed to complete this work

I would like to dedicate this work to my parents beloved ones

To my dearest sisters: Souad and Nouria who were by my

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I offer special thanks to my cousin who gave me moral support.

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Abstract

Abstract

This present work aims at investigating the role of body language in English teaching and learning. Thus, the researchers intend to focus on certain difficulties that middle school pupils may face while learning and understanding the English language. To do so, a case study research was conducted in the middle school of Marsa Ben M'hidi Tlemcen, dealing with second year middle school pupils. Data were collected using pupils' questionnaires as well as teachers' interviews. The obtained results were analyzed quantitatively and qualitatively through the research tools. The researchers discovered that body language presents a great part in English teaching and learning, it is as important as teachers' spoken language. From this standpoint, the main conclusion reached was that the role of teachers' body language plays an integral part if they want their pupils to be put in an adequate learning environment.

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List of Acronyms

BL: Body Language.

EFL: English as a Foreign Language.

JLTR: Journal of Language teaching and Research

General Introduction

General Introduction

General Introduction

Communication is generally referred to as both verbal and non-verbal messages that take place between interlocutors. While verbal communication often refers to the word we use, non-verbal communication refers to communication that is produced by some means including: kinetics, proxemics, paralanguage, eye contact and gestures.

Body language communication plays a very important role in classroom. It creates an impact on the understanding of the learners, which ultimately results in better learning and understanding of the concept.

Teachers often complain about students' motivation, lack of attention and many other problems which may lead to the failure of communication between the teacher and his learners in the classroom. Although, teachers know that learners are more attentive to what they do, the part of body language as a tool of communication is neglected by many teachers.

Previous research suggested that non-verbal communication plays an important role in teaching, yet little attention has been given to practical teaching techniques that will help EFL teachers incorporate this important element into their classrooms.

This research represents a sample where we synthesize body language communication and its role in teaching. To do this study we have involved middle school EFL learners and teachers as respondents.

English language teachers usually use the target language to explain and present lectures to their learners. Yet, we as students of language at university and as former school pupils have memories about some teaching facts that used to prevail in classroom such as the neglect of a language which is as important as the one stated, and which may help student / teacher interaction and this is body language. For this reason, we are trying to investigate this issue, and to do, we have asked two research questions. These are as follow:

1. How often do EFL teachers use body language during their lectures?

General Introduction

2. What impact does body language have on the success or failure of EFL lessons?

From the above mentioned questions, the following hypotheses have been formulated:

1. Generally speaking, most EFL teachers are not aware about the importance of body language and therefore they rarely make use of it to present their lectures.
2. At beginning levels, learners' achievement and comprehension are partly affected by the lack of body language use in classroom.

In order to carry out this study the research has been divided into two chapters: the first chapter is devoted to a literature review about body the language concept in relation to EFL classes, it also holds the definition of the concept besides its forms; kinesics, body movement, chronemics and paralanguage. The second one is practical; it provides the analysis and the interpretation of the previous data collected from middle school pupil's questionnaire and EFL teacher interviews. It also includes a set of suggestion and recommendations to the problematic situation based on the analysis obtained from the previous parts.

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1.1 Introduction

Body language is an inevitable part of everyday communication. Body language as a kind of nonverbal language plays a very significant role in the interaction between the teacher and the learner. The majority of interpersonal communication is nonverbal including: kinesics, facial expression, gestures and body movement .This research work aims at synthesizing the role of body language in teaching. We will also talk about the application of body language in the classroom for a better interaction between the teacher and the learner.

1.2 Definition:

Interest in body language became popular in the early 1970's when the American author Fast Julius wrote a book entitled "Body Language". Then it became the title of many books and the scope of body language around the word. This intriguing subject is defined as being a broad term of communication using body movement or gestures that is to say the way we move our bodies when we are giving or receiving information

"Body language is the process of communicating what you are feeling or thinking by the way you place and move your body rather than by

Words".Hornby, A (2006)

Body language primarily involves the use of our body and the different movement we make rather than the speech we produce.

Body language studies the meaning of all parts of the body, it includes many non verbal behavior , such as eye contact , gestures , postures , facial expression , touch and so on . It can deliver much information, making a set of system which is the same as language signal. For example, a smile and hand shake indicate welcoming, waving ones hand means goodbye.

Body language is more commonly defined as:«**All communication other than language.** »Anderson, A (1999, p.02)

This means physical behavior as opposed to words which are used to express or convey information.

Body language is usually referred to as « Silent language » or « Adaptive language » .Actually, this silent adaptive language has to be combined with a vocal one for humans for an easy communication, clear and sometimes evocative.

1.3 Nonverbal Communication and Body Language

Nonverbal communication is described by Devito and Hechtas: "**All of the messages other than words that people exchange**" .Hecht, M.&Devito, J (1990, p.04)

They mean that messages are symbolic and for that their use is intentional for instance a language learner extends his arm above his head in a stretching motion for the goal of relieving a muscle cramp his attention was not communication. However, if the same motion was done to signal desire to answer a question in the class. The movement symbolizes his willingness to volunteer and would thus be considered as nonverbal communication, and here we conclude that not all behavior lead to communication. The second part of the quotation « other than words » means that no linguistic code such as: body language, facial expression, touch and space ... all these and many others are used to communicate meaning. « people exchange » this last part of Devito and Hecht definition limits nonverbal communication to that which involves an exchange between people, eliminating any kind of messages transmitted between animals or interpersonal communication that occur one person talk to him / herself.

According to Arndt and Janney (1987)

“The idea that there are clear boundaries between verbal and non verbal communication that is possible to distinguish sharply between linguistic and nonlinguistic features of conversational events is rooted more in our own logical and methodological assumptions than in the psychological realities of face to face communication.”

They suggested that people create meaning from the entirety of the communicative event including the verbal; paraverbal communication, and body language rather than adding them up as isolated signs. The verbal modality therefore is only one means of human expression used in face-to-face conversation at any given moment.

1.4 The Origin of Body Language

The use of body language goes back to pre-history times and even pre-language time. After all when we did not know how to communicate verbally all we had was to

communicate with non-verbal signals. The first ethnologist is Charles Darwin whose book «*The expression of the emotions in man and animals*». Some signals are universal; everyone around the world understands them for instance smiling means happiness.

The story of human language and how it spreads through earth is both fascinating and educational. The study of body language is intermittently evolving as it relies on research carried out in multitude of fields such as: archeology, geology, biology ethnology, anthropology and in particular genetics.

A scientific explanation claims that some signals sent directly from the lower brain to facial muscles. The human brain is programmed to raise the corners of the mouth when the individual feels happy or pleased, and turn them down when he is discontent depending on the sensation that reaches the brain. Not all forms of body language are innate but we can acquire it through different cultures and use it when necessary.

1.5 Forms of Body Language

1.5.1 Kinetics

Kinetics is the interpretation of bodily movement , facial expression etc. As an effective means of communication, it is considered as the most powerful form of body language. Ann Bali defines kinetics as **“To effectively communicate it is not always what you say, but your body says.”**Ann Bali (1996)

Kinetics is divided into three main categories:

1.5.1.1 Facial expression

Facial expressions are forms of body language used nonverbally. According to Knapp and Hall.

“The face is rich in communicative potential. It is the primary site for communication of emotional status, it reflects interpersonal attitudes; it provides

nonverbal feedback on the comments of others; and some scholars say it is the primary source of information next to human speech. We pay a great deal of attention to the messages we receive from the faces of others.”Knapp,M&Hall,J(2006,p. 260)

Our faces are the most expressive part of our bodies. We can interpret much meaning from a human face. Facial expression can tell us if the speaker is sad, tired, angry, confused, etc .Facial expression is divided into two sub-categories (Figure 1)

1.5.1.1.1 Grimace

It is an expression where facial features are distorted and out of shape. Grimace acts as a representative for human emotions, it includes: fear, anger, sadness, etc (Figure 2).

1.5.1.1.2 Eye Contact

Ralph Waldo Emerson said that **“the eyes of men converse as much as their tongues, with the advantage that ocular dialect needs no dictionary, but is understood the world over”**. Emerson, R(1860, p. 156)

Eye contact is a form of nonverbal communication and it has a large influence on social behavior. Furthermore, a person’s directions of gaze and the way she/he blocks his/her eyes may convey the meaning of interest,daring,etc. (Figure 3)

1.5.1.2 Gestures

What do you say when you are not saying anything? experts divided gestures into four types which are very important for an effective communication: illustrators, emblems, regulators and effect displays (Erman and Friesen;1969) .The illustrators gestures also known as iconic gestures; it completes the verbal message such as smiling, frowning and gesturing for language learner to determine and understand more speaker’s messages. For instance, when we ask a baby to come into our arms while this later prefers to stay between his/her mom’s arm, we say “come on, come to me” raising our arms toward his/her arms to convince him/her to come to us .In this case we are illustrating our verbal message request using those gestures (figure 4).We

can also draw an invisible circle in the air when we are talking about something round. Generally, we illustrate without being aware. The emblems are nonverbal behaviors that can be translated into words. Their meaning is widely understood within a culture. For example a wave means hello or making “V” sign by the index and the second finger means peace .However, it can be quite different in other countries such as the sideways movement of the head by an Australian indicate a negative response while by Turkish people means yes .Regulators are natural gestures that everyone does in which participant interpret each other meaning and intentions. We can see this type of nonverbal communication in conversations between learner and teacher or between lawyers during the audience and we see it also in meetings. Generally speaking, regulators are gestures replacing or going with “wait a second, I am going to interrupt you” or “I want to add something”. Experts considered effect displays as the last category; these displays are communicated through facial expression like; happiness, anger, fear, sadness, etc. For example, we raise our eyebrows when we are surprised and make a face. Without saying a word a friend may ask you “why are you sad today?” and this is only through the expression you make in your face. (Figure 5)

1.5.1.3 Gaze Behavior

Eye behavior has a higher probability of being noticed than any other bodily movement. May lead to the attention on the eyes during interaction because through the use of eyes we can control interaction, elicit the attention of the others and show an interest in the information being communicated by our interlocutor. (Figure 6)

Knapp and hall defined five functions of gazing: regulating the flow of conversation, monitoring feedback, reflecting cognitive activity, expressing emotion and communicating the nature of interpersonal relationship. All these features contextualize the verbal message and help understanding the spoken words. As an example in the classroom if the learner does not answer, she/he will look everywhere but not to the teacher. However, those who want to answer, they try to catch the teacher’s eye. **Knapp,M&Hall,J. (2006) .**

Facial expressions, gestures and gaze behavior all work together with words to create the meaning and facilitate the communicative process for teachers as well as learners.

1.6 Body Movement

Human beings communicate nonverbally by using different messages which are either voluntary or involuntary. The term voluntary and involuntary apply to human nervous system and its control over muscles. The nervous system is divided into two parts: somatic and autonomic. The first operates muscles that are under voluntary control where as the autonomic nervous system regulates individual organ functions and it is involuntary

1.6.1 Voluntary Body Movement

Voluntary movements are all the movements we make our bodies do such as walking, running or writing, which means that waving to someone in order to say hello or goodbye or hugging a dear friend to show love or appreciation are all kinds of communication made voluntary (figure 7)

1.6.2 Involuntary Body Movement

They are movements which are made unconsciously by the individual like when we drop tears when we are sad or extremely happy, when blushing and many other examples from daily life

One of the best body language secret to know is that wide spaces tend to indicate acceptance for instance feet set a part show that the person is listening openly and accept the conversation while closed spaces means close mind such as folded arms which means that the person does not want a conversation (figure 8)

1.6.2.1 Proxemics

The term proxemics was coined by the anthropologist Edward T. Hall, by profession. Hall defined it as “**The spatial dimension of nonverbal behavior.**”Hall Edward,(1963)

In simple words, proxemics is the study of means in which individuals make use of the physical space on the interaction between people. (Figure 7)

There are three fundamental areas with which the expert in the field categorizes proxemics.

1.6.2.1.1 Distance

This is based on social situation. Hall classifies the distance as (Figure 9)

A-Intimate Distance: This zone is mainly for nonverbal communication, it is limited for members of the family and friends.

B-Personal Distance: Also known as the bubble and it is meant for people who know each other very well. It depends on the personality of the individual and the style of communication.

C-Social Distance: This category is meant for general gathering and business meeting or when interacting with a strange person.

D-Public Distance: It recommends only public interaction, it demands louder voice, more formal style of language and reduced speech rate.

1.6.2.1.2 Space

The term is dealt within Hall’s proxemics, he distinguishes three categories of space.

A- Fixed Feature Space: this space is formed by walls and territorial buildings such as houses, cities classrooms, etc. For instance the use of the classroom space can either make the student motivated or demotivated.

B-Semi- Fixed Space: this category is much concerned with interpersonal communication. Semi- fixed is its self- sub divided in to two: sociofugal space; which keeps the people away from the process of communication, it transmits connotative meanings such as large, cold,etc. And societal space; it brings the people together and stimulates involvement in the process of communication.

C- Informal Space: refers to the private space which people maintain when they interact.

1.6.2.1.3. Modes of behavior and perception:

This last fundamental area describes the eight variables of proxemics behavior identified by Hall which gives an ability to read the behavior of the participant in an interaction.

1.7 Chronemics

Chronemics refers to the study of how time affects communication. Floyd said that **“chronemics is the way we use time.”**Floyd ,K (2008)

It means the way we perceive, structure and react our time. It is a powerful communication .According to Anderson (1999, p.65.66)

Time can be classified into several categories including; biological, personal, and cultural time. Biological refers to the rhythms of living things. Personal time refers to the ways in which individuals experience time and it is based on our mood. Physical time refers to fixed cycles of days, years and seasons. Cultural time refers to how a large group of people view time and it is divided in two time system categories(Figure 10)

1.7.1 Monochromic Time

People tend to schedule their time more rigidly and do one thing at a time. Under this system, time is managed and organized for American, time is a precious resource not to be wasted or taken lightly. Monochromic cultures are: Germany, Canada, UK, Australia, etc. Guerreo , L.K, Hech, M.L and Devito, J.A (1999,p.238)

1.7.2 Polychromic Time

This is a system where many things can be done at one time. Unlike Americans, Arabic cultures use the polychromic time. According to the English classical violinist Raymond Cohen states that: “**polychromic culture is deeply steeped in tradition rather in task**”Cohen. R (1997, p. 34).

Cohan noticed that polychromic cultures are not ruled by a precise schedule or calendars.

Polychromic cultures are: Italy, Spain, Philippines, Algeria, Saoudi Arabia, India, France, etc.

1.8 Paralanguage

Paralanguage refers to the manner in which something is said rather than to what is said. It is the area of nonverbal communication that emphasizes and voice nuances as a mean of expressing thought and feeling. Paralanguage is how we say something rather than what we say, it includes three elements which are as follow:

1.8.1 Speech pace

It is the most important part of paralanguage, it describes the speed at which we say our thoughts out loud, for example talking too high gives the impression that the person is agitated, loves to chat, and lacks of seriousness. In the other side a slow speaker gives the impression of being calm, composed and confident

1.8.2 Pitch

Pitch is the replacement of the voice on the musical scale ranging from high to slow, an example from our daily life is men Vs women, it is known to all that men speak in lower pitch than women.

1.8.3 Volume

It refers to the power of loudness of your voice. For instance, a soft-spoken person is seen as a shy or insecure person while if a person talks with higher volume it gives the impression of someone who may lose his temper easily.

1.9 Appearances

We live in a society that assesses people in accordance with the way they look. And of course we do not need to lose or gain weight. However, we need to look in particular way in some occasions at a specific time and place. Generally, when we speak about appearances the first thing that comes to our minds is color then clothing.

1.9.1 Color

This may not seem as nonverbal communication to most people. But if we take a look to the classrooms colors, they are generally not-descriptive, not attractive at all. Fast food signs are often yellow and red, these colors induce hunger. The red color represents love, while yellow refers to jealousy, as peace is represented through the white color and so on. More clearly every color represents a feeling. Therefore, every color stands for a communication.

1.9.2 Clothing

Clothes are another form of nonverbal communication. A skirt or a jean, what we are wearing gives a strong impression of who we are as it identifies our personality. The way a person gets dressed may let us know what he/she likes or dislikes. What kind of person he/she is without saying a single word.

1.10 Haptics

Haptics refers to the study of communication. It includes handshakes, holding hands, kissing arms, wrestling (during play), slapping (during physical conflict), high-five, a pat on the shoulder and so many other messages. This positive power of touch

make the connection between persons easier when words alone cannot and they may send messages that reveal the feelings of one's communication.

1.11 Congruence in Body Language

The word congruence, as it relates to body language, refers to the degree to which body language cues in a person matches one another in terms of their meaning .for instance, if a person is speaking with his/her palms up, which is an honest gesture ;we can say that the body language and the verbal language are congruent. In more simple words ,his/her honest words matches his/her honest body language .However if a child with their hands in their pockets, which is a dishonest gesture saying that he/she did not steal the cookie is incongruent because their verbal language does not match their body language.

In other words, congruence is when the verbal and nonverbal cues support one single outcome or message .Another example, suppose that a person is asked about her opinion about the party she is in and she responses saying « it is boring. » then the verbal and nonverbal message are congruent. However, if she says that she is having a really good time then the verbal and nonverbal messages are incongruent (sending mixed messages). (Figure 11) .

To sum up this aspect, the science of body language gives us the tools to describe ways in which person's bodies and voices may represent emotions that have nothing to do with their verbal message .As it can be used to clean up problems which stem from giving off mixed messages.

1.12 Body Language in Teaching

Teachers often complain about lack of attention, motivation, absent- mindedness of some learners and many other problems that lead to a breakdown and failure in communication between teacher and the learners. It is well known that speech is only one part of communication, yet teachers often forget about the importance of non-verbal communication.

The use of body language in the classroom environment plays a crucial role in encouraging learner's participant during lessons, also monitor and control learners 'behavior. Presenting gestures, eyes contact, proxemics and other types of non- verbal communication in the classroom not only help learners become more communicative and comprehensive in their target language, but it will also improve the quality of their learning that is why teachers become more aware about the effect of body language communication in understanding and command over knowledge in the classroom especially for memorizing. In class, most of the learners are often more attentive to what teachers do rather than what they say.

Body language has become the necessary media; they help teachers express their ideas and thought to maintain long- term memory.

1.14 Conclusion

Body Language describes the various nonverbal signals which you communicate subconsciously. The study of body language includes: kinesics, gestures, gaze behavior, body movement, chronemics, paralanguage and haptics.

The purpose was to spark the attention of English Language teachers about body Language as a technique of teaching that goes with the auditory channel.

ELT teachers should be encouraged to use this skill in order to enhance the interest of learners and make them attentive and motivated during the lecture .By using methods that raise learners consciousness about the integral role of body language in speaking and listening in the classroom .we have tried to make the first step in helping them to become not only bilingual, but be-kinesics as well.

The second chapter is practical; it provides the analysis and the interpretation of the previous data collected from middle school pupil's questionnaire and EFL teacher interviews. It also includes a set of suggestion and recommendations to the problematic situation based on the analysis obtained from the previous parts.

Chapter Two: Field Study



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2.1 Introduction

Body language of teachers creates interest and attentiveness among EFL learners. Therefore, teachers should consider such process to convey different messages to their students.

The current chapter is devoted to give a general idea about the research methodology followed in the research work. It attempts to investigate the interest and the attentiveness of the body language used by the teachers in order to convey the messages among all the learners.

This chapter is also concerned with the description of the research instruments that were used to carry out this study as well as the analysis and interpretation of the obtained data. Throughout this chapter, researchers have provided some important suggestions and recommendations to improve teacher's use of BL in order to motivate students and create an enthusiastic class atmosphere.

2.2 Research Design

To achieve correct results, a combination of research instruments is needed. A research design includes a general guide line of data collection, and tries to identify the problems as well as the procedures through which the data will be analyzed. In this respect Burns and Grove (2003:195) define a research design as a “blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings.”

The function of a research design is to ensure that the evidence obtained enables you to effectively address the research problem logically and unambiguously.

2.3 Case Study Defined

A case study is an in depth study of a particular research problem, it is often used to narrow down a very broad field of research into one or few easily researchable examples. Yin 1984 defines case study research method as **“an empirical inquiry that investigates a contemporary phenomenon within its real-life contexts, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used.”** Yin, R.K, (1984, p.23)

The case study provides holistic presentations of specific phenomena in order to provide a general principle by making generalization and drawing conclusions, it is the most appropriate design to test whether specific theory applies to phenomena in the real world .The design of a case study should take into consideration the following elements: the elicitation, identification of hypotheses and specification of the units of analysis.

2.3 Data Collection

Data collection is an important step in conducting our current case study based research work. It is the process of gathering information that enables the researcher to answer relevant question and evaluate outcomes. The data collection component of research is common to all fields of study including physical and social sciences,

humanities and business. The goal of data collection is to capture useful evidence then translates to reach data analysis and allows convincing answer to questions stated by the researcher.

2.4.1 Setting

In any academic research the collected data should have a certain setting (where and when) they are gathered. In our research work all the information have been obtained from the middle school “Boukouran Mimoun” .The work has been made for one year, where all the necessary information were gather during the academic year “ 2017-2018”.

2.4.2 Student’s Profile

Second year middle school learners were the selected population .We dealt with 127 learners who were selected to respond to a questionnaire about the role of body language in teaching communication. We focused on second year middle school because they are still learning English which is a foreign language for them.

2.4.3 Teacher’s Profile

Additionally, we have chosen ten (10) EFL teachers from different middle schools. Three of them are from “Marssa Ben M’hidi” and the rest are from schools in “Ghazaouet”.

2.5 Research Objectives

The main purpose of our research work is at first place to provide a sound understanding concerning the role of body language in teaching English as a foreign language.

Our second aim is to examine the use of body language during the teaching practice for enhancing learners’ performance and motivation during the learning process.

Our final aim is to provide some suggestions for using body language in teaching as an important part of teaching a foreign language.

2.6 Research Instruments

This research work has been conducted through the use of a questionnaire which was given to second year middle school learners, and an interview directed to English Language Teachers. The aim was to gather information from both students and teachers in order to clarify the importance of body language in the teaching process.

2.6.1. The Questionnaire

The questionnaire is a set of written questions used to collect two types of data: facts and opinions questionnaires ask the respondents about facts while an inventory questionnaire asks informants about attitudes. However, data about facts and opinions can be collected within the same questionnaire.

Bill Gillham (2007:2) states that **“Questionnaire is just one of a range of ways getting information from people usually by posing direct or indirect questions.”** Generally speaking, questionnaires are just tools of collecting data that give the researcher the advantages to gather diversified of data within a short period of time.

2.6.1.1 Types of the Questionnaire

The researchers have used the three different types of questionnaires: open-ended, multiple choice and the close-ended .The three types differ from each other in several ways.

- Close-ended questions require **Yes/No** answers.
- Multiple choice questions involve a set of responses and the informants are required to select one answer or more.
- Open-ended questions require respondents to provide long answers

- In fact, close-ended and multiple choice questions provide quantitative data and the open-ended questions provide qualitative data.

2.6.1.2 Strength of Using Questionnaires:

The questionnaire has a formal structure to be appropriate in any research work. Therefore, the questionnaire should begin by an introduction that elicits the purpose and asks for the consent of the informant. It is advisable to use a simple style of writing and to provide clear instructions. Double-barreled questions should be avoided so as not to force the informant to choose answers that may lead to inaccuracies in the attitudes being measured. Questionnaire also minimizes bias by hiding one's personal opinion and subjectivity. It is worthy important to reflect on the advantages and disadvantages of the questionnaire:

Advantages:

- The data collected are analyzed easily. Data can be quickly gathered when the sample is large.
- Informants can answer anonymously which may produce honest answers.

Disadvantages:

- Is time consuming.
- The informants may lack the motivation to complete the questionnaire.
- Answers might be inaccurate if the informants misunderstand the questions.

2.6.1.3 Procedures

We distributed (127) questionnaire forms to the learners belonging to four middle school classes. In each class there were between 30 to 34 learners. We have received back 127 forms; all of them were suitable and useful for analysis. The questionnaire embodied (07) questions: close-ended, multiple choice, and open-ended. They were written in English as well as in Arabic so that the learners will not have difficulties in

understanding and answering them. It is to be mentioned that all the learners have filled in the Arabic version.

2.6.2 The Interview

The interview refers to the conversation between the researcher and the informant, its main purpose is to collect data about people's opinions and attitudes. It includes three types:

- Structured interviews which take the form of oral questionnaires.
- Semi-structured interviews embodying outline of the topics that will be discussed.
- Unstructured interviews which take the form of general discussion.
- The structured interview maybe used for collecting qualitative and quantitative data, on the other hand, the semi-structure and unstructured interviews provides qualitative data.

2.6.2.1 Structured Interviews

The structured interview takes the form of an oral questionnaire. The structured interview may be used for the collection of quantitative and qualitative data .The aim of this approach is to ensure that each interview is presented with exactly the same questions in the same order .This ensures that answers can be reliably aggregated .

2.6.2.2 Strength of using an interview

In any interview the researcher should prepare a plan in advance .When meeting the informant start with an oral introduction involving greetings and consent of the respondent .The researcher should avoid questions that increase bias and make the informant feel at ease while listening. Take notes or record the speech while listening to the informant.

2.6.2.3 Advantages of Structured Interviews

The structured interview is one of the best methods in any research work. It allows the researcher to restrict the number of questions as well as records the informant's answers. Therefore; the interviewer can control and manage the sample.

2.6.2.4 Procedures

The interview was addressed to ten EFL teachers from four different middle schools. In order to gather data about body language, its use, and its role. The interview consists of six questions. All the questions are from open-ended to close-ended questions. The questions were given to EFL teachers a day before the interview.

2.7 Data Analysis

Data analysis is a process of inspecting, clearing, transforming and modeling data with the goal of discovering useful information, suggestions, conclusions and supporting decision making. It is an important step in reporting research findings

Data analysis represents the construction phase of the study, it includes the selection of the suitable analysis to conduct for each question, preparing data for analysis, and summarizing results

Data analysis can be qualitative and quantitative depending on the collected data. For a successful data analysis a set of steps are needed:

- The researcher must understand the data analysis methods.
- The researcher must make an early planning for data analysis.
- Understand which methods will help more in answering the research question stated before.
- Highlighting the collected data.
- After the analysis the researcher must recognize how the limitation in the data affects the conclusions.

2.7.1 Quantitative Data Analysis

It formulates textual information .Qualitative data analysis focuses on the use of the technique of coding which means summarizing the content of each response and classifying answers together according to their content.

After collecting data the research engaged in a two-step process of qualitative analysis which are as follow:

- Data reduction which refers to the process of selecting and using field notes or transcription to interpret data.
- Data display which includes: matrices, graphs, and charts illustrating the patterns and findings.

2.7.2 Quantitative Data Analysis

Quantitative data analysis focuses on statistics and statistical techniques that are employed for the description and analysis of information. It involves the use of descriptive statistics which include frequencies which refer to numerical data and numbers, percentages, tabulation and graphic representation which gives the work more scientific direction.

2.8 Conclusion

Thus, this part offers a discussion of the rationale behind the choice of the case study as a research design and the choice of the methodology used to conduct the work .The different instruments were highlighted and fall within the paradigms of both quantitative and qualitative research .finally we provide the method of data collection, sampling, analyzing and procedures. The following part is devoted for the analysis of the data obtained . The researchers will also present a set of suggestions and recommendations to deal with the given situation.

Part Two: Data Analysis

2.1 Introduction

This part is designed to demonstrate the description of the students' questionnaire and teachers' interview, analyze the findings obtained from the tools used during the empirical study namely: the questionnaire given to second year middle school students and from interviewing some EFL teachers, which will be discussed and analyzed quantitatively and qualitatively. Also we will provide some suggestions and recommendations.

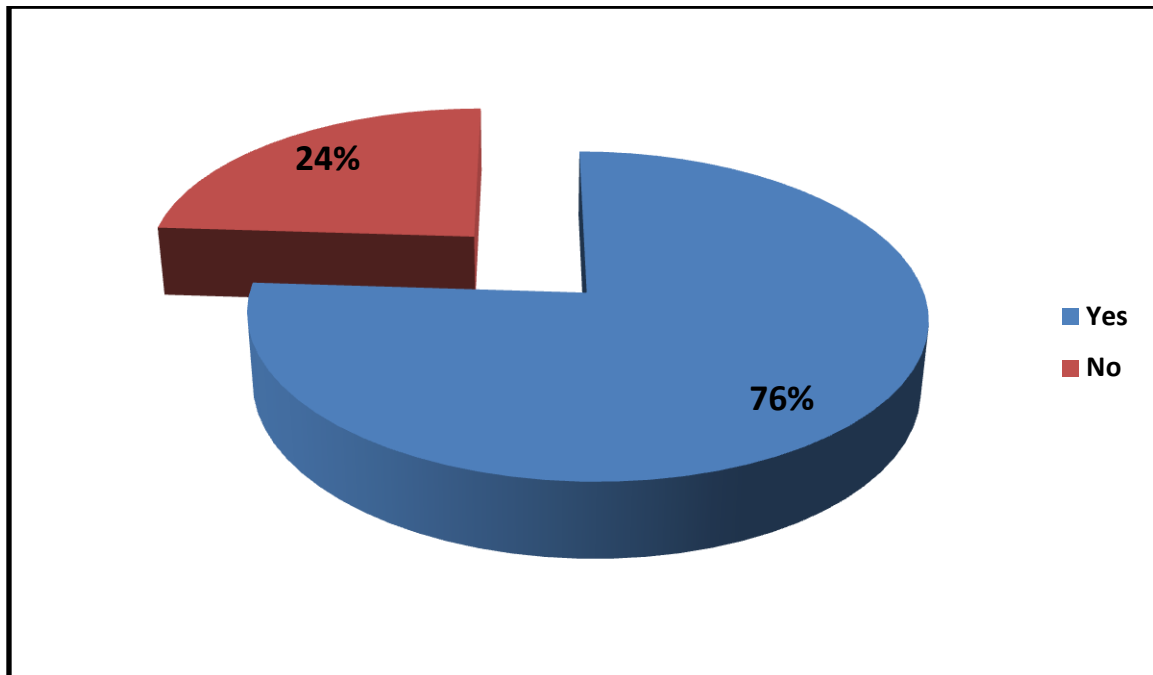
2.2 Data Analysis

First, we analyzed the questions given to pupils then, the teachers' interviews in order to discover the importance of BL in teaching and learning and to facilitate the communication inside the classroom. Therefore, we wanted to look for the role of BL to improve pupils' reaction during lectures. We decided to focus on two kinds of participants' teachers and pupils, to evaluate the use of BL in teaching and learning communication.

2.2.1 Students Questionnaire Analysis

Item 1: Do you know what body language is?

- This question was asked mainly to show if all the learners have heard about the term "body language".



Pie chart 2.1: student's awareness about the term body language

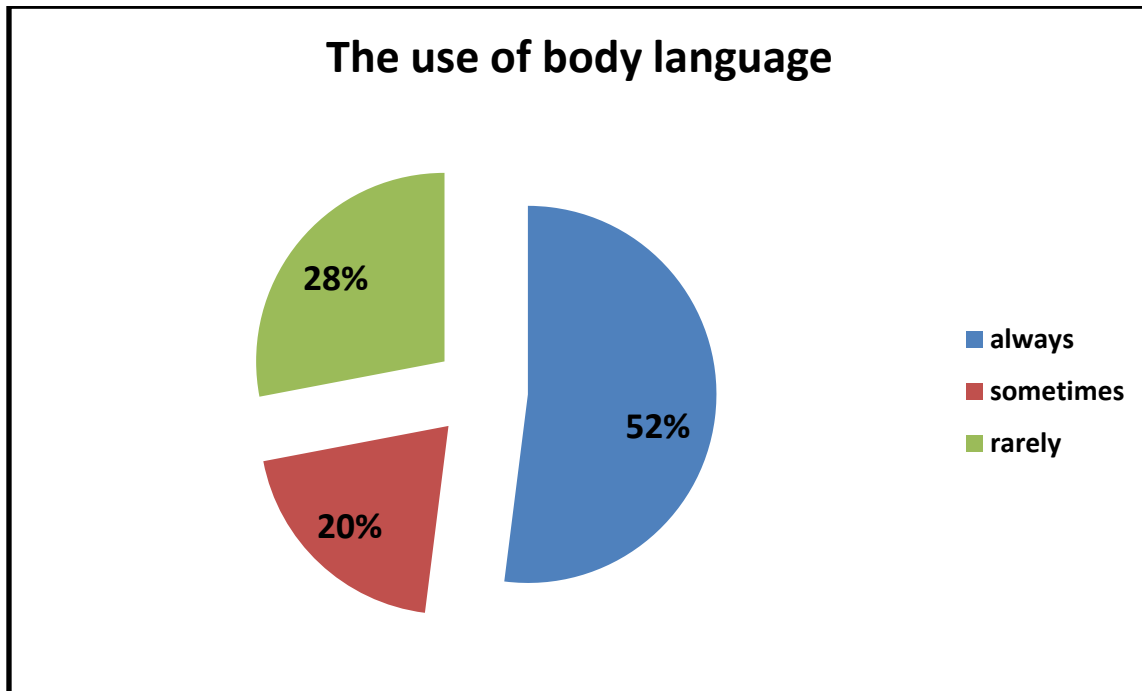
In this question, the results indicate that (76 %) of the pupils are familiar with the concept of body language .Whereas, the rest of them (24 %) they do not have any idea about what the concept means.

Beside this those who answered by « yes » they were asked to give a simple definition to the term « body language » that are stated as bellow:

- It is the use of our body in order to explain more the lesson.
- Body language is a method that helps us to understand the lesson and it gets our attention when it is used by the teacher.
- Body language is the different gestures that the teacher uses while explaining the lecture
- It is a very important method for us.

Item 2:Does your teacher use body language while explaining the lecture?

- By this question we want to know if EFL teachers use body language in their lectures.

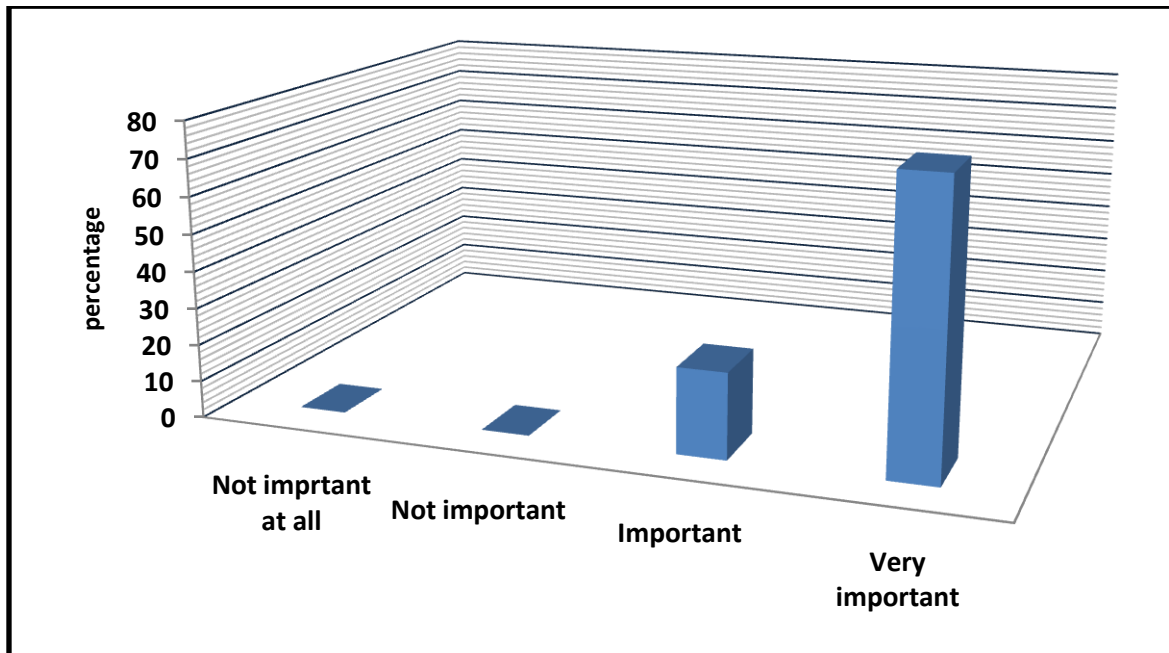


Pie chart 2.2: classification of teacher's use of body language

Concerning this question ,more than half of the pupils (52 %) stated that their teachers always use body language while explaining the lessons , and (20%) of them answered by sometimes while the rest (28%) say that body language is rarely used by the teachers .

Item 3: To what extent do you think body language is an important part in teaching communication?

- This question aims to show the importance of body language in teaching.



Bar graph 2.3: The importance of body language in teaching communication

The pupils were asked to which extent they think that body language is an important part of teaching .Results show that (77 %) believe that body language is a very important part of the teaching process and (23 %) of the pupils think that it is important .

Item 4: Does your teacher’s body language during the lecture help you to understand the lesson in a better way?

- We asked this question to ensure if we can consider body language as an integral part in English lectures.

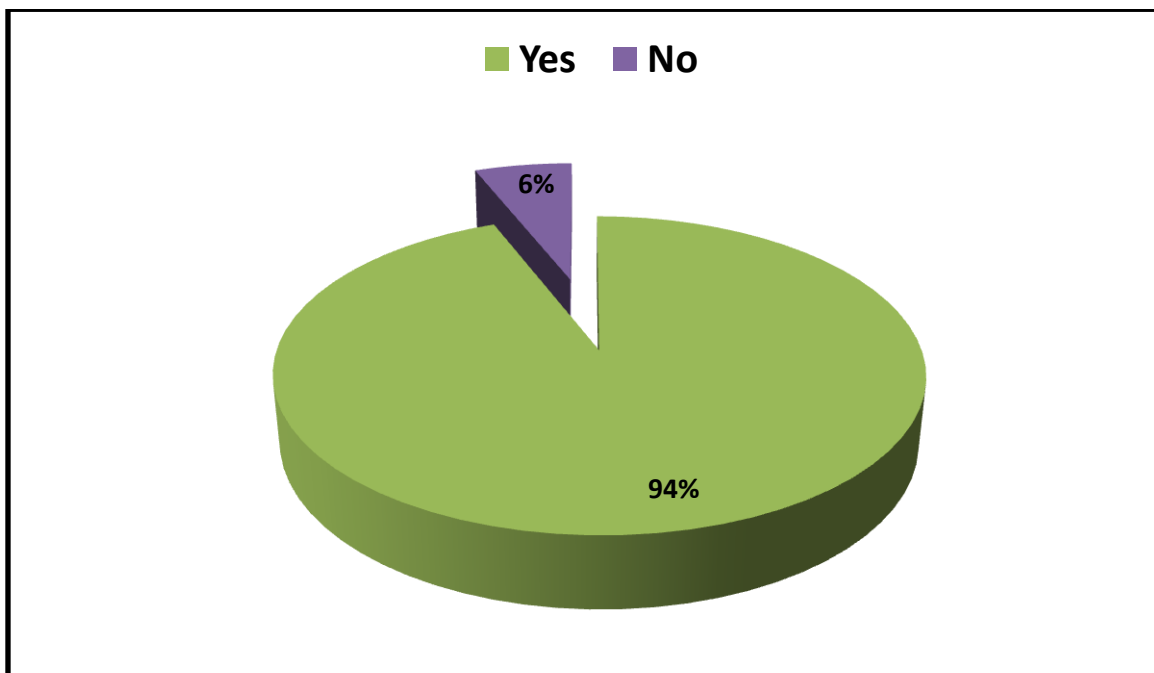
Table 2.4: The Importance of Body Language during the Lecture

Answers	A lot	Somehow	Not at all
Number of Students	100	27	0
Persentages	79%	21%	0%

No one of the participants declare that teacher’s body language during the lecture does not help at all .However the greater part of the pupils (79 %) believe that body language helps them a lot in understanding the lessons in a better way, while (21 %) of them think that it somehow help them to understand the lectures.

Item 5: Can we achieve appropriate communication using body language along with verbal communication? Why?

- The purpose behind this question is to show the relationship between verbal and nonverbal communication.



Pie chart 2.5: The Appropriateness of Body Language and Verbal Communication Use

Concerning this question, the majority of the participants (94 %) agreed that we can achieve an appropriate communication using body language along with verbal communication .Pertaining their answers with these ways that are suggested as follows:

- Because it helps us to understand in a better way.
- It is an easy way to understand the ambiguous terms in English such as the word circle which we would not understand if the teacher does not make the movement with his finger.
- Because it makes the lecture more interesting and motivating
- Using body language along with verbal communication help us as students to communicate in a better way with our teacher.
- Because body language helps us to transfer specific ideas to the teacher and vice versa
- Using both verbal and body language at the same time when communicating helps in simplifying different concepts and stabilizing them in our mind.

While the rest of the pupils (6%) claimed the opposite defending their opinion with the following reasons:

- Because using body language and verbal communication together will cause ambiguity
- Because it makes it more difficult to understand what the teacher means by a specific word.

Item6: How can body language help in teaching communication?

- This question was asked in order to investigate the role of body language in teaching.

The participants were asked: how can body language help in teaching communication?. It was noticed that (9%) of the pupils avoided answering the

question, whereas the highest percentage (91%) provided different reasons that are stated as follow:

- ✓ Body language helps in learning not only English but any foreign language.
- ✓ It facilitates the job of English teachers.
- ✓ It has an important role in the development of the teaching process.

Item 7: Does your teacher get your attention when using body language? Why?

- The purpose of this question was to know if body language is a helpful method to get the learner's attention.

In response to this question (94%) of the pupils say that the teacher get their attention when using his body language while the rest (6%) claimed the opposite. The positive responses were defended by the following reasons:

- When the teacher uses a particular body movement, raise his voice or make eye contact he gets our attention right away.
- Because his body movement makes us attentive and motivated and want to carry on our lecture.
- It helps us in staying connected with the teacher all the time.
- Because it helps us avoid lack of attention and motivation.

Whereas the negative responses gave the following reasons:

- Because we mostly do not understand a particular gesture the teacher makes. It make us confused and Finllay bored

2.2.2 Teachers'InterviewAnalysis

Item 1: What is body language for you?

- This question was asked to show how EFL teachers see body language.

Dealing with this question, EFL teachers provided different definitions of body language which are summarized below:

- ✓ Body language is a set of gestures we make to clarify or explain the meaning of some unfamiliar words or constructions.
- ✓ It is an important part of teaching which includes all items used in teaching a foreign language.
- ✓ Body language is a kind of non-verbal communication that we need while doing our skills clearly and in a correct sense when teaching.
- ✓ It is a procedure taken by teacher to effectively transmit the message to the learners instead of words.
- ✓ It is an important tool of communication in teaching that includes all aspects of communication except the use of words.

Item 2: Do you use body language during your lectures?

- The purpose of this question is to know if EFL teachers use body language while explaining the lessons.

Pertaining to this question, all teachers agree that they use B.L during their lectures since it help them in transmitting the message in an easy way, as it is necessary to use it when we guess that our words do not convey a specific idea. Quoting from one of the EFL teachers « **After all you should be an actor before being a teacher** ».

Item 3: For which situation do you use body language?

- This question sought to show in which cases EFL teachers think it is necessary to use body language.

In this question, all EFL teachers we interviewed specify the main situations where they believe it is important to use body language as a method during their lectures. Which are listed as follow?

- We use B.L to convey a specific message when the verbal form proved to be inadequate especially with elementary students.
- When we face some difficulties to explain some words and reveal our true feeling and message we are sending.

- We use B.L when the teacher does not possess visual aids to explain a word or a situation
- We use it in all skills but especially listening and speaking in order to avoid the use of the standard Arabic or the mother tongue.
- Effective teachers use B.L to communicate with students, build rapport with them and make them feel comfortable and supported to express themselves.

Item 4: Do you think that body language is an integral part in teaching communication?

- We asked this question in order to investigate if teachers consider body language as a method of teaching.

EFL teachers were asked if B.L is an integral part in teaching .The results were all positive .Teachers add that the quality of classroom teaching can be improved by effective use of non-verbal communication others think that it is necessary since the abilities differ from one student to another.

Item 5: How important is body language (gestures, movements, tone of voice...) in the profession of teaching?

- In this question we want to clarify the importance of body language in any EFL teacher's profession.

In this response, teachers reveal several reasons why they think that B.L is important in the profession of teaching. They said:

- ✓ It is very important, it would be better to interpret the meaning of the wording in gestures rather than the use of the mother tongue.
- ✓ Body language has a strong impression on learners; it involves most of them and motivate them.
- ✓ It has a great role in removing ambiguities and improving students 'comprehension.
- ✓ Pupils have different needs so teacher should think of the most appropriate way to help his learners and B.L is of these.

- ✓ In a classroom, there is contact between students and their teacher .Elements such as gestures, facial expressions attract much attention and motivates learners and help making a good teacher.
- ✓ It is important because the students initiate their teachers and also it can lead to a good leaning and good results.
- ✓ Teachers use body language to enhance learning as it help to understand the significance of some ambiguous terms.
- ✓ Because teaching is based on the way of presentation and the way of using a dynamic style that enables students to be more attracted to the lessons and also to facilitate the way of learning through an easy and correct style.
- ✓ « Actions speak louder than words » .It means that sometimes we can communicate things much more better than a word .Things we say which our body can help us reinforce what we say.
- ✓ The use of B.L in some situations can be more effective than words, it help teacher to gain time when explaining as it helps to clarify some abstract notions such as: emotions, feelings, psychological aspects and it has a great role in improving the classroom management.
- ✓ Because it can express the speaker's intention more accurately and effectively, simplify the teaching instructions, stimulate the students' interest, optimize the purpose of English teaching and enhance teaching effectiveness. It can also help improve the students' ability of listening, speaking, reading and so one.

2.3 Data Interpretation

In this section, the researchers will try to interpret the results which were obtained when analyzing student's questionnaire and teachers' interview. The central aim from this study was to explore the role of body language in EFL teaching and learning to make students more motivated and for a successful and effective interaction between teacher and students during the whole lecture.

2.3.1 The Interpretation of the Students Questionnaire Results

The main results of the data collected explain that the teacher's body language has a crucial role to motivate his students. This important teaching tool that is underestimated by many EFL teachers who do not make use of it appropriately and carefully. So, these results may validate the first hypothesis which stipulates that most EFL teachers are not aware about the importance of body language and therefore they rarely make use of it.

It is assumed from the achieved results of pupils' questionnaire, those EFL learners are aware of the term Body language as it great role in motivating learners during the whole lecture. They believe that BL and verbal or spoken language is of the same importance which means that they both can engage in the success or failure of EFL learning and teaching. The results attained from pupils' questionnaire confirm that appropriate use of Body language will be of a great importance in the progress of EFL learning and teaching and vice versa. Thus, this partly confirms the hypothesis which state that learners' achievement and comprehension are partly affected by the lack of BL use in classroom.

2.3.2 The interpretation of the Teachers Interview Results

The results from teachers' interviews reveal that they consider body language as an important part in teaching English in order to clarify ambiguous terms and different instructions. However, many EFL teachers do not consider its importance in making students more motivated and interesting toward the lessons. According to the carried results, researchers have noticed that most EFL teachers believe that the main reason behind using BL is only to avoid the use of the Standard Arabic. While interviewing English teachers, researchers have noticed that many EFL teachers were unaware of the term BL in the first place researchers had to provide a simple introduction to clarify the term.

2.4 Suggestions and Recommendations

2.4.1 Specific Use of Body Language in English Teaching

In teaching English language, body language plays a positive role not only in class teaching but also in shaping students' characters. EFL learners often imitate teachers' words as well as actions either consciously or subconsciously. Which is why teachers should understand the BL correctly, the use of his facial expressions, gestures and his body movement should be well done and useful.

A. The Art of Using Facial Expressions

As seen before, facial expressions is a universal language in human being's society. Through which people can express their happiness, sadness, sorrow or fear...etc. Therefore, EFL learners should know exactly how to utilize different facial expressions to deal with different situations they face in the classroom. The appropriate use of facial expressions would create a good atmosphere and enhance English learning. Studying English is comparatively difficult especially for elementary pupils. Thus, teachers need to keep them optimistic and motivated. Some pedagogic professors proposed once « **teachers should use smile with love to conquer a student's mind** ». (JLTR, September 2014, p.1207). A teacher's warm smile could give his students confident studying surrounding even if this last mistaken, they would feel encouraged to try over and over.

In other words, if EFL teacher can use his facial expressions diplomatically, he can create a perfect classroom teaching results.

B. The Art of Using Gestures

The use of gestures has a crucial role in transmitting teacher's messages, minds and shows their feeling. Gestures can help EFL teachers to express what they want students to do. For example if the teacher want to explain the expression « he suffers from obesity » he may splay his hands around his haunch. Vivid gestures help students deepen their understanding of English. Such as the explanation « it is ok » using his thumb upward.

Generally speaking, gesture has most expressions in body language therefore teachers must use them carefully otherwise it will create confusion among students.(ibid)

C. The Art of Using Eye Contact

As stated before eyes are the window of the human soul through which we can know a person inner feeling and attitude. So eye contact is important as much as spoken words. EFL teachers should use their eyes as a communicative tool with their students. The teacher may catch students' regenerative information from their eye contact, for example if the teacher notice a doubt or sparkle in his student's eyes the teacher can know whether he / she understood the lesson content. In the same time teacher must use his eyes in order to make them motivated and interested for instance the teacher may look around the whole class which can let students feel the teacher's pertinence.

Overall, if the teacher has expressive eyes he can control the classroom in a better way. (ibid)

D. The Art of Using Body Distance

The distance between people still has a strong informative meaning. Body distance is very important in English classroom teaching, teachers stand in different position which give student different feelings. If a teacher suffers from student's lack of attention the teacher needs to go nearby place that would change the student's behavior. The teacher's body distance in middle school is very important in making peoples more attentive and interested. Id the teacher walks around a classroom properly he can draw pupils attention, push them to participate which would create a good learning environment which would not happen if the teacher is standing next to his table.(ibid)

2.4.2 Concrete Application of Body Language in Different Aspects in English Teaching

The use of body language has an important role in teaching middle school pupils in order to improve students' different skills; listening, speaking and reading ... etc.

A. The Application of Using Body Language in Listening

Listening comprehension is one of the most important skills in English teaching for middle schools pupils. In this process of training students listening ability if the teachers use the BL properly they can achieve better effect. For example a teacher can extend his/ her arms slowly when saying « a very big city » and open his/her eyes widely with mouth opened when saying « it was a really beautiful fascinating house ». As a result the students will have a deep impressions that the city is big and that the house is beautiful.(ibid)

B. The Application of Using Body Language in Speaking

During developing students speaking ability BL can play a positive role to overcome students' passive attitude. Students differ from one to another, we may find good English speakers but because of being shy they prefer to stay in the shadow. In such cases, teachers should not only use BL themselves but also make students make use of it according to different situations such as, in dialogues where to students are introducing themselves to each other. The student would subconsciously smile when saying « hello » or shaking hand when saying « nice to meet you »

Indeed, the application of BL in different situation will help to create an interesting and successful lesson.(ibid)

C. The Application of Using Body Language in Reading

Body language is useful in improving student reading ability. Reading aloud while using BL would be of a great benefit not only to achieve good pronunciation and intonation of English but it would also raise their deepen understanding of the

language and its beauty. As a famous saying goes « **A poem is not a poem until it is read** » (jltr 2014, p.2208)

Teachers must tell their students to use proper BL whiling reading loudly; to pay attention to where to raise or lower our tone, when to speak softly and when not.(ibid)

Overall, fluent English with appropriate BL would motivate learner's reading ability.(ibid)

2.4.3 Body Language a Part in English Teachers Training

One of the previous studies made by Cook and Goldin,M (2006) states that gesturing can free up mental capacity, and influences the process of information exchange between teachers and students. For a successful interaction between the teacher and his/ her students, he /she should be carefully trained to use BL positively and correctly. Thus, it must be included in English teachers training program. They should not only improve their BL use but also learn how to read their student BL

- **Teachers Body Language**

Teachers' appropriate use of BL can help in promoting a more encouraging atmosphere, to raise students' attention. However, teachers must be aware of the different body movement and gestures that would help in the teaching process because it is what student would ultimately respond to.

There are some techniques that English teachers must follow to make his BL appropriate:

- Stand near the door when classes start. When the teacher stands next to the door while student are coming in, they always do so more calmly. The calmer teacher gets his student before a class starts, the more productive the next hour is going to be.
- Project your voice: address your class with a loud, clear and upbeat voice; it is the only way to command students 'undivided attention.

- Avoid standing behind the table too long: by doing so you are establishing a physical barrier between yourself and the students. It would create gaps in communication and in the classroom.
- Use the whole classroom: walking around the classroom establishes your ownership of the space, establishes your authority in the class, stride confidently from end to end. If a teacher does this he would put his students on their toes.
- Stand next to misbehaving students: if a teacher suffers from misbehaving students what the entire teacher needs to stand next to their seats.
- Stoop to their level: not figuratively but literally, when you want to address specific students one by one, it helps to physically get down on their level better than standing in the front.
- Stand tall: maintain an exact posture when you are speaking in front. A sagging posture communicates a lack of confidence, it would make your students doubt your credibility in more than one way. It also would encourage trouble makers to start misbehaving since they feel that your authority is challengeable.
- Move slower: the teacher must make his movements deliberate, whether he is walking across the room, writing on the board or demonstrating a pose, avoid rapid nervous movement because most students will respond in a similar manner.
- Talk slower: as stated above, slowing down your speech demonstrates confidence and helps calm down your students while talking rapidly will make your students that you are unsure of what you're talking about.
- Keep your hands in plain view: putting your hands in your pockets signal that you're either nervous or hiding something even if it is not the case.
- Don't be afraid of silence: a teacher should not be afraid from silent movements in the class because those pauses will show down the pace of the lessons, which give the students the opportunity to absorb the previous ideas.

These body language principals should be learned one at a time, integrating them one by one in to how you conduct yourself in the class will help the teacher to be more successful in implementing his students.

2.5 Conclusion

Throughout this part, the collected data were analyzed quantitatively and qualitatively after being gathered by different procedures. Furthermore, the results were interpreted in order to validate or invalidate the given hypotheses. The current study reveals that the use of body language can have a great role in determining the success or failure of English learning and teaching. This chapter also includes some suggestions and recommendations that were based on the basis of the main findings. The main aim behind these suggestions is to confirm the role of teacher's body language in English teaching and learning success. Throughout this chapter, researchers have provided some important suggestions and recommendations to improve teacher's use of BL in order to motivate students and create an enthusiastic class atmosphere.

General Conclusion
General Conclusion

General Conclusion

General Conclusion

The current study was prepared to investigate the role of body language in English teaching to enhance pupils' attention and interest. The researchers' main concern was to draw EFL teachers' attention to the crucial role BL plays in the classroom. There is no doubt that EFL teacher's face some challenges to teach English as a foreign language to middle school learners. Therefore, the present work was carried out with EFL middle school teachers and pupils for the sake of solving the problem.

Typically, the study started by formulating questions which were about teachers' awareness of this language that seems to be neglected and its impact in the success or failure of the lecture. In order to restrict the investigation scope, the researchers proposed a number of hypotheses to be validated or rejected which are as follow:

1. Generally speaking, most EFL teachers are not aware about the importance of body language and therefore they rarely make use of it to present their lectures.
2. At beginning levels, learners' achievement and comprehension are partly affected by the lack of body language use in classroom.

After formulating the research questions and hypotheses, the researchers provided a theoretical framework as the first chapter to gain new insights from the literature by explaining the key concept and offering background information on the research problem. The second chapter was devoted to empirical phase in this context, two research instruments, namely students questionnaire and teachers interview, were used to make the findings of the research more reliable. Furthermore, the collected data were analyzed and interpreted. The results obtained from the collected data validated the two stated hypotheses. Effectively, researchers also discuss some suggestions and recommendations in order to raise students' motivation and interest using proper teacher body language.

All in all, the present dissertation shed light on the significant role of body language in the success or failure of English teaching and learning. The proper use of body language can be of a great help in encouraging student to learn, to motivate them in order to create an enthusiastic class. This study remains limited regarding the results

General Conclusion

obtained that need further research to broaden the understanding, the question may be raised about how far can body language help in English teaching and learning?.

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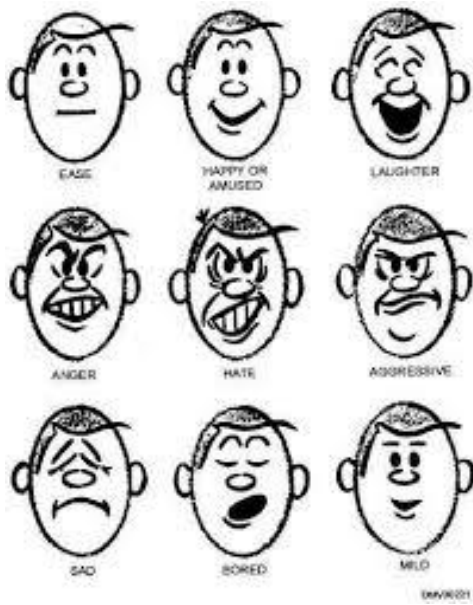
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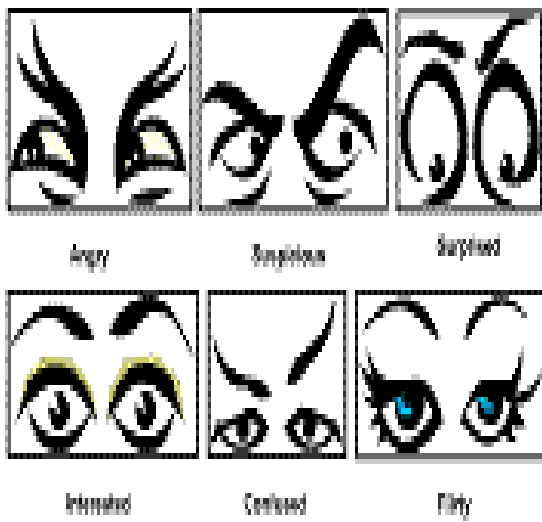
Appendix A : List of Figures



(Figure 1)



(Figure 2)



(Figure 3)



(Figure 4)



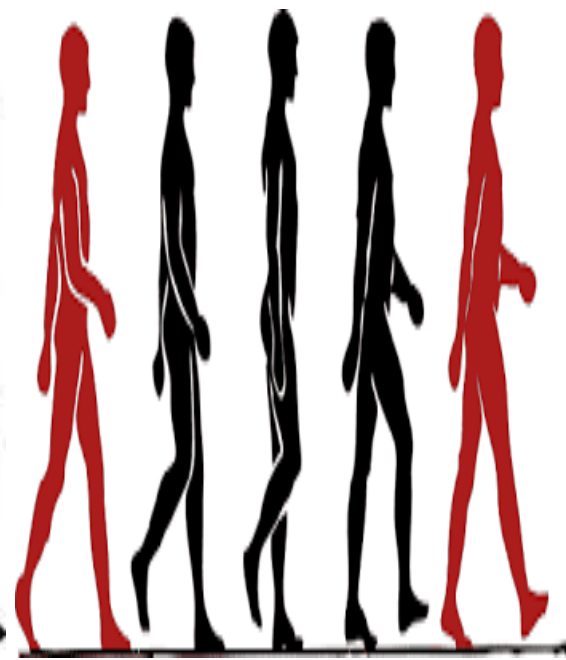
(Figure 5)



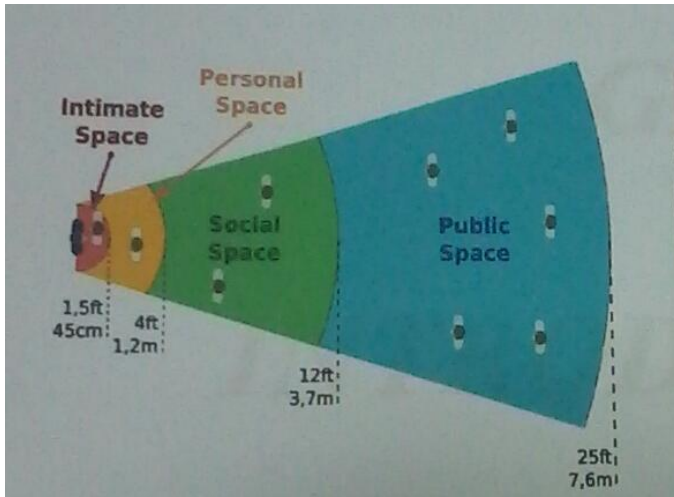
(Figure 6)



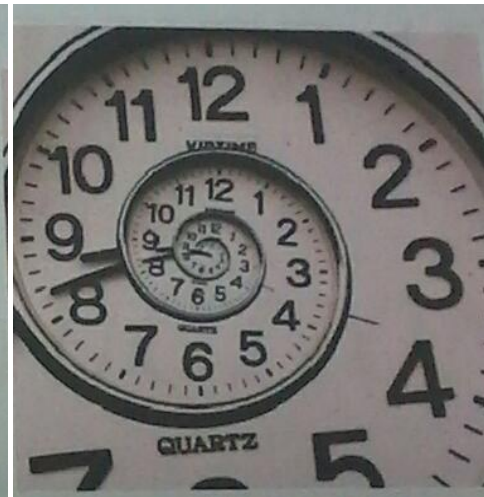
(Figure 7)



(Figure 8)



(Figure 9)



(Figure 10)



(Figure 11)

Appendix B: Pupils' Questionnaire

Dear pupils,

We would be very thankful if you could answer the following questions for the sake of our research that focuses on the role of body language in teaching and learning communication.

Please, tick (✓) appropriately and make full statements whenever necessary.

01. Do you know what body language is?

هل تعلم ما معنى لغة الجسد؟

Yes

No

If yes, what is for you?

إن كانت إجابتك نعم. فما هي بالنسبة لك؟

.....
.....
.....

02. Does your teacher use body language while explaining the lesson?

هل يستعمل أستاذك لغة الجسد أثناء الشرح؟

Always Sometimes Rarely Never

03. To what extent do you think that body language is an important part in teaching communication?

إلى أي مدى تعتبر لغة الجسد جزء مهم في التعليم؟

Very important Important Not important Not important at all

04. Does your teacher's body language during the lecture help you to understand the lesson in a better way?

هل لغة جسد أستاذك تساعدك في فهم الدرس بطريقة أفضل؟

A lot Somehow Not at all

05. Can we achieve an appropriate communication using body language along with verbal communication? Why?

هل يمكننا بلوغ التواصل المناسب عن طريق استعمال لغة الجسد جنبا إلى جنب مع التواصل اللفظي؟
ولماذا؟

.....
.....
.....

06. How can body language help in teaching communication?

كيف يمكن للغة الجسد المساهمة في التعليم

.....
.....
.....

07. Does your teacher get your attention when using body language? Why?

هل يلفت انتباهك الأستاذ عند استخدام لغة الجسد؟ ولماذا؟

.....
.....
.....

Appendix C: The questions of the Interview

01. What is body language for you?

02. Do you use body language during your lectures?

03. For which situation do you use body language?

04. Do you think that body language is an integral part in teaching communication?

05. How important is body language (gestures, movement and tone of voice...etc) in the profession of teaching ?

ملخص اللغة العربية:

الأطروحة التي قمنا بمعالجتها تمحورت حول قراءة استكشافية لدور لغة الجسد في التدريس. ونموذجنا في اللغة الإنجليزية كان متمركزا على تعزيز التعلم وتحفيز التلميذ وتحسين التفاعل بين المدرس وتلاميذته. إنها توفر عملية تكاملية ترابطية. البحث اقتصر على السنة الثانية من التعليم المتوسط. الجدير بالذكر أن لغة الجسد تشجع وتحفز التلاميذ لاستيعاب وتعلم دروس اللغة الانجليزية.

الكلمات المفتاحية: لغة الجسد ، التحفيز ، التفاعل بين الأستاذ وتلاميذته ، تدريس وتعلم اللغة الانجليزية.

Résumé en Français :

La thèse que nous avons traitée est centrée sur la lecture détective du rôle de la langue du corps dans l'apprentissage et notre corpus est fondée sur la consolidation du l'apprentissage, motiver l'apprenant et améliorer l'interaction entre l'enseignant et ses apprenants. Celle-ci permet de créer une action relationnelle et de complémentarité. La recherche est basée sur la deuxième année moyenne et ce qui est à côté c'est que la langue du corps motivé et incite les élèves à comprendre et à apprendre l'anglais.

Mots-clés : la langue du corps, la motivation, l'interaction entre l'enseignant et ses apprenants, enseignement et apprentissage de l'anglais.

Summary of English:

The present dissertation is designed to explore the role of body language in English teaching and learning to enhance learning, motivate students and for better teacher/students interaction. It provides a detailed zone of investigation at the level of second year middle school to resolve students' lack of attention and many other difficulties. The most worth noting thing is that body language encourages and motivates pupils to have a better understanding and learning in English lectures.

Key words: Body Language, motivation, teacher / students interaction, English teaching and learning.