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The Role of Body Language e in Enhancing High School Learners' speaking Proficiency, case of study "Cheikh Bouamama" Pupils

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment of the Requirements for the Master's Degree in Linguistics

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Dedications

In the name of Allah, the most merciful and compassionate. Allah who gave us the strength and patience to continue our career despite the obstacles we faced. Hence, thank you Allah for this blessing.

I dedicate this work to the darling people to our hearts, our parents for their love, patience, support and prayers.

To the persons who brightened our paths and accepted our mistakes without complaining. To our family and dearest friends with whom we shared the university experience in joy and sorrow.

And for all our teachers without exception.

Abstract

The purpose of this study is to identify the positive effects of the integration of body language cues as an effective tool to enhance student's oral performance. The study also sheds light on the most frequent constraints pertaining to oral communication encountered by students of English at "Cheikh Bouamama" high school. For this, a mixed methodology was employed. We used a questionnaire designed for students (N=35) and an interview with teachers (N=4) to collect data. Results showed that positive body language use has a good impact on students' oral communication performance. The findings also revealed that learners' oral communication is dependent on many factors such as anxiety and teaching strategies. However, in spite of the limitations of the study, we could test our hypothesis and show to what extent teachers' body language cues are important in the context of teaching and learning.

Key Words:

Communicative performance. High school context. Body language. Oral Proficiency.

List of abbreviation

FL: Foreign Language.

E. g: Example.

i.e.: In other words.

SSR: Sustained Silent Reading.

P.: Page.

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General introduction

1. Introduction:

Body language is an important medium people's communication, that involves the body movements "Gestures" in which most of our value, beliefs, thoughts and intentions are communicated through it consciously or unconsciously .The process of teaching and learning requires using both the verbal and non-verbal communications. Wondering what body language has to do with teaching ?.....Expertise in teaching follow the suitable techniques of teaching using the non-verbal signals which can be in different types .facial expressions ,body movements.. etc, in order to get a successful educational process . In this study we will focus mainly on the teacher body role in enhancing high school learners speaking proficiency, and the communication practices used in the classroom by teacher to develop the learners' speaking skill.

2. Statement of the problem:

Focusing on the oral language development has largely been neglected in the classroom the sense that the language in the classroom is carried by the teacher more than the learners, which is the main cause behind the lack of grammatical knowledge and the ability to use the appropriate language on different situations. The teacher can use the appropriate body language and gestures to make teaching process more effective and interested; so that when the learners are attracted by the teacher they often imitate him, his words' pronunciation, his actions …..And sometimes subconsciously therefore, the teachers should understand the body language correctly to master its methods and principles. The study is a suggestion to focus on the body language in learning process and reinforces its use to develop the oral presentation and speaking skill therefore the body language reflects the improvement of the classroom management.

3. Significance of the study:

By choosing this topic for discussion, we hope to pinpoint the main causes and the possible solutions behind the phenomena and humbly put forward possible solutions to help increase student's level of speaking a language .The classroom is the most formal setting for teaching and learning .this is the content in which the interaction between learners and teacher takes place and learning goals are set and achieved.

4. Aims of the study:

Through this study, we aim to: - Spotlight on the difficulties faced by the learners to learn a language. - To find out how the mechanism of the body language role in teaching and learning's process. Through this study we are trying to raise the awareness on the problem faced by most of language learners, which is the lack of the oral presentations and the decrease of speaking skill among students.

5. Research Question:

How can teachers use their body language in the classroom? What is the effective body language to be used in the classroom? What body language has to do with teaching? What is the relationship between teacher's body language and the enhancement of the speaking skill?

6. Hypothesis:

As a first attempt to answer the preceding questions: the research hypothesis that if the teacher uses his body language effectively in teaching, learners' speaking difficulties will be improved?

7. Research Methodology:

The research is taking the form of collective research method, which is based on the existing relationship between the use of body language and the enhancement of speaking skill .The researcher decided to choose; questionnaire and observation as a tool techniques to collect and analyze data. The research attended several classes, he choose tow teachers. One with positive body language role and the other do not pay attention to this body language, so here the researcher is going to make a comparison between the tow classes, the one in which the teacher is representing using his body language positively to add some missing aspects to embody the whole effect role of body language; whereas the classroom with the teacher who neglected it his class will be observed as it is, and this observation will last for approximately five weeks. By observing the learners in academic lesson and examine the influence of the body language on the learners speaking proficiency skill, and whether the teacher may use it as a tool to enhance the learners speaking motivations. Also the teacher will give a questionnaire for learners to have compelling details about the use of body language and

the analyze and discussion of the results of both techniques led to decide whether teacher's body language has an effective role in developing speaking skills of the learners or not .Since this study is about to spotlight on the effects of the body language in the process of teaching .the researcher has chosen the high school learners as a case of study ,to know their interaction with their teachers in the classroom .

General Introduction

Language is a means of communication, yet we tend to think of it as spoken only. Hence, many tools are used by people beside the verbal communication to deliver the message and establish an authentic relationship between the addresser and the addressee. These are the non-verbal means of communication, which collect allthe aspects of face-to-face communication.

In the process of learning, the body language is quite similar to that of learning the spoken one for the reason that both of them are acquiredunintentionally from childhood. The difference is that at the same time as our linguistic mistakes are corrected, our body language mistakes can be misinterpreted, so we grow up interacting not in the way we should.

Therefore, the body language implementation in the learning and teaching process became a necessity; for the reason that it has been noticed that students' oral performance and competency are not satisfactory whilst it is more than ever needed inside and outside classroom settings. Nowadays developing oral presentation competences or skills contexts becomes an essential goal so as teachers should be aware of the correct use of their body cues as a means to develop learners' speaking performance which has been the key to success for securing positions.

This dissertation is divided into three chapters. The first one gives an overview about communication providing it with its main types. The second chapter is also an overview about the four main skills and their significance, focusing on the speaking one, its role and importance. Finally, the third chapter is the case study devoted to show the correct use of body language that helps learners improve their speaking skill performance including students' questionnaire and teachers' interview providing an analysis of the data collected, interpretation followed by some suggestions and recommendations proposed by the researchers to raise teachers' awareness to the significance of using

their body language during the lesson explanation to help students improve their oral performance.

Chapter one

An overview of communication

Introduction

Learning is the process of obtaining comprehension, new knowledge, understanding attitude, skills and many other aspects. the process of learning needs the integration of several methods and techniques in order to be successful. Hence this chapter will discuss the way to implement the body language in teaching and learning's process and its importance to learn a language in the classroom setting, and especially to enhance the learner's speaking skill using the non-verbal cues. In addition this research will also submit the effects of the body language implementation in the process of teaching to develop the learner's speaking skill features

1.1. Definition of Communication

The word "Communication" is originally Latin, derived from the word "communis" which means to share. Communication refers to the social interaction between individuals of groups; it can be defined differently by different persons. For instance the researcher Barker (1984) claimed that communication is a dynamic process which always changes, without ends. Because it makes the entire world more active and progressive. And according Fred G.Meyer considers that communication is an interdiscours of words. On their part Rickheit and Strohner (2010), communication Is means of exchanging information between two parties or more, It is the process of transmitting and exchanging information, ideas, opinions, messages, and facts between the sender and receiver.

Communication is an acquired process in which people do not born with the ability to communicate unless they make some efforts to progress and develop this ability.it necessarily requires its elements which are the sender, a message and an intended recipient to addresser and convey intended meanings, ideas, Information to the addresser.

1.1.1. Types of Communication
1.1.1.1   Verbal Communication

It refers to the form of communication in which the transmission of messages is done verbally that   means to use mouth in spoken words, pieces of writing aiming at making people understand what you are trying to say .It includes face to face conversations, speech .It's the type of communication that is influenced by volume, speed and clarity

of speaking. Kukulska - Hulm (1999) identified that "verbal communication through language is about presenting a comprehensible message to the user, as well as understanding people's use of language." (p. 15).

Although it would be impossible to exchange ideas, thoughts and information without the verbal communication, it's not enough alone .Because the successful message need both the verbal and the non-verbal use of language.

1.1.1.2 Non-Verbal Communication

Communication is wide concept which is collect equally both verbal and non-verbal aspects of communication. People can not communicate using only verbal language, but they need paralinguistic features such as gestures and facial expressions ext , and that what is claimed by research; that our communication consists of 35% verbal communication and 65%non-verbal communication ,According to Berko, Aitken, Wolvin (2010) the term nonverbal communication such as body language can greatly affect the way a message is perceived, it refers to communication affected by means or behavior other than words. Furthermore, Johnson (2012) claimed that body language and non-verbal communication are two terms that can be used exchangeable, that help people to send and receive meaningful cues to convey effective messages.

1.2   Definition of Body Language

Callahan (2012) declared that "Body language is the unspoken or non-verbal mode of communication that we do in every single aspect of our interaction" (p.4).so even our bodies are able to speak and transmit messages but different to f the verbal language, throughout the physical behaviors, attitude and manner .Every part of the body can speak as words, and it is considered as an integral part of our speech. Hence when someone speaks, the listener's judgment will not be only on what they hear but also as well as on what they see. Therefore the non-verbal language can give an equivalent meaning to the verbal one to emphasis and clarifies the speech and convince the audiences before you. Body language is regarded as a valuable tool to make people remember your message by assimilating attention and affecting on their opinions.

The awareness of using the body language is the key to successful personal relationships and it enables peoples to manage an effective communication in different conversations. For example, several recent publications in the domain of foreign

language teaching show that body language forms of communication are very important not only for teaching foreign language but also for raising learners' interaction and motivation inside the classroom.

Body language is a beneficial means to build self-confidence, being conversational. Which are the powerful instrument to convince audiences of our earnestness, sincerity and enthusiasm. And to sum up, body language is a kind of language through gestures, Facial expressions and body movements that makes the communication more effective, vivid, and powerful and create active atmosphere.

1.3 Aspects of Body Language

1.3.1. Gestures

Gesture is a term used to describe particular position or movement of the hands, arms, body, head, or face that are expressive of an idea, opinion, or emotion. Goman made a relation among the five C's of gestures. The relation represented the context that can change the meaning of gestures, the receiver can decode the gestural clusters that are congruence with the verbal messages, taking in consideration the cultural background, if the non-verbal messages are coherent and consistent with the verbal messages, the message will be sent effectively!

Pease (1988) wrote a book about How to read others' thoughts by their gestures, the author tackled how gestures can help the speaker to send effective and successful messages. Pease claimed that like any other language, body language consists of words, sentences, and punctuation. Each gesture is like a single word and a word may have different meanings. In addition to looking for gesture as an integral part of the communication, also gestures should be considered in the context in which they occur. Moreover, in the book of Goman (2008) the advantage of nonverbal communication, the author introduced The Five C's of Gestures which are; Context, Clusters, Congruence, Consistency, Culture.

Gestures may also be carried out in teaching and learning process to enhance demonstration and explanation by teachers in lecturing, and facilitating understanding and the functioning of certain mechanism among learners.

1.3.2 Facial Expressions

Our faces are the part that conveys much more meanings in comparison to the other parts of our bodies. It is also considered as a vital part of communication. The face reflects our mind's thought to communicate the unspoken language between people; so that the expressions reflected through the face are the primary source of information in which people are able consciously or unconsciously to show their internal feeling such as happiness, sadness or anxiety, without the need to use a word. In addition facial expressions play a significant means to keep the listener motivated during the conversation. For instance showing an angry face during the conversation indicates an uncomfortable position. unlike showing a smile when talking to someone this will help him to be more excited during the interaction.

1.4.Negative and Positive Body Language.

1.4.1. Negative Body Language

Negative body language refers to any kind of body movements: head, eyes that affect negatively on someone's internal feelings; such as being the reason someone is unhappy, annoyed or displeased by someone else. it may create misunderstanding in people's relations and discourage them from approaching and establishing a connection with one another. Claridge (2010) suggests that negative body language may simply be a bad habit that affects individuals' perception about the speaker. Louis supported this idea (2006),stating that it includes :Standing on one leg: standing on one leg does not give a direct negative impression still It can decrease the overall positive impression which means that a confident person will usually stand with his both legs.

1.4.2 Positive Body Language

Positive body language can be defined as these non-verbal movements and gestures that are communicating interest, enthusiasm, and positive reactions. It is defined by Goman (2008).it must place us in a comfort, dignity and likeability .It is also considered as an important aspect of communication as it sends different positive and negative signals.

People use different body language messages In the communication process, which have relevant and meaningful meanings that support and encode the content of verbal messages. So they feel comfortable in the interaction. If the body movements convey the opposite, then body language is not positive and hence, needs to be improved, the usage of positive body language includes: The use of open body position: upper body relaxed and keeping shoulders back, show hands and use open-palm gestures.

A lot of conversations happen while sitting as well. Job interviews, group discussions, or even can did talk with friends a lot while sitting in a restaurant, café or library. A lot of attention needs to be given to body language while having a conversation in the sitting position. Like facing the person, Avoids lush and screaming of importance etc

And as we can see in a school education, body language plays the central part in both the class teaching and shaping the student's character, therefore the teachers should understand correctly the application their body language. Hence the students imitate their teacher's actions, words and so on .So teachers in new times should help the learners grasp foreign language using new techniques. And the body language can play the role.

1.5.Kinesics

Kinesics cues are the visible body shifts and movements. They are considered as an important part of body language communication. They are defined as those, which can send messages about the needs of the other person. Kinesics behaviors as said by Simonds & Cooper (2014) "is the study of facial expressions, eye contact, and gestures" (p.128). Malandro also from his part (1989) stated that kinesics serves six functions: complementing, substituting, accenting, contradicting, repeating, and regulating verbal messages

1.6 Aspects of Body Language

1.6.1 Facial Expressions Aspects

Studies reveal that the most expressive way humans display emotions is through facial expressions, they are the primary source of information, next to words, that determining an individual's internal feelings or intentions As Ducheme et al (1992) claim that the human face as a book to be read, having hidden pages and various secret-tellers.

Facial expressions are those muscles used to communicate and to convey the mood Ekman (1977).claimed that faces are rich of the information about individual identity, and also about mood and mental state. McCormack (1984) showed the importance of facial expressions in his famous expression "I will often fly great distances only to meet someone face-to-face" (p.16)

1.6.1.1Smiling

The smile defined in Cambridge Dictionary as the act in which the ends of the mouth opened slightly, with the lips moving apart so that the teeth can be seen. This smile causes happiness and satisfaction because it has the power to release stress, calm down, and make the difference in the stream of conversation. A smile is known as a "universal language" in human beings society, it means that every body around the world can communicate with the smile, no matter what the person's attitude or disposition; they usually put their negative manners and aside for the moment and smile directly when they receive it. Humans can show their feelings and emotions through their smile, such as happiness and warm which create positivity and motivated environment.

1.6.1.2 Eye Contact

Eye have such a huge importance in any conversation or interaction that if the language of the eyes go wrong the whole conversation and the character of the individual go wrong too ; so that the eye contact is the act of looking directly in to someone's eyes, it means that meeting of the eyes of two persons. According to Cambridge Advanced Learner's Dictionary, "Eye contact occurs when two people look a teach other's eye sat the same time." Eye contact is important in the communication process. This technique speaks louder than words; it can show interest, understanding, respect, and appreciation of the audience Eye contact also has the power to regulate conversation and hints about submission and dominance as well. Some of the messages conveyed by the eyes are: the dilating and the constructing of pupils, the eyebrow flash when saying hello for instance.

1.6.2 Mimicry

Oxford advanced learner's dictionary defines mimicry as the action or skill of imitating someone or something", and it is originally a Greek word. comes from the word "mime" which means the performer who imitates silently gestures and expressions, according In the 1960s Asher, an American professor of psychology creates an approach was called "Total Physical Response". The TPR is an effective technique for teaching, particularly for teaching English to EFL learners, which combining movement with language. For example, instead of teaching new words like 'close' and 'door' in tradition always, the teacher can relate between the word and movement by asking each learner to get up and close the door whilst he/she says the word, because actions facilitate learning memorizing the new words, and get vocabulary faster. Here we

suggest the TPR technique which is a great to keep the classroom active, focused, and motivated in teaching and learning process.

1.6.3 Proxemics

The term Proxemics refers to the means by which humans direct space during the interaction, according to Axtell (19 95) proxemics study the way people stand from their interlocutor conveys something about their personality and relationship with the interlocutor.

1.6.4 Postures

Our bodies have specific attitude presented by different positions. The way someone stands is able to convey messages and affect on the impressions perceived by people surrounded; so that Posture is the position or the carriage of a body while standing or sitting. Miller claimed that (1988) postures are the different ways of body position, which can express self-confidence, energy, or fatigue. Thus Postures are an significant source able to express different messages. For example; standing up tall makes u feel better and look better and increase your self-confidence when talking to someone else

1.7   The Implementation of Teachers' Body Language in the Classroom

1.7.1 Body Language and Teachers' Attitude

Curriculum Standard recommends the integration of Task-based Approach in teaching so as to do things with words and promote students' comprehensive competence of using the language. So letting students play in learning, learning in play raise their awareness and interest in learning, Teachers should use helpful attitudes through creating suitable and enjoyable atmosphere such as by designing a variety of activities, in order to accomplish classes in enjoyable activities, As a result students may be good at imitation and easier to accept new things. Therefore, the use of body language is advocated aiming to provide an image and communication space for students to accept easier. In addition Body language is considered as a helpful tool for teachers to manage the class, express their affection, and can easily handle the teaching of language knowledge at the same time. For example, the smile can relieves stress, it is known that it is the best medicine, and it is true. Elevates mood, and enhances motivation, it is also good to establish teachers-learners relationship. The use of positive body language like

a smile in the classroom plays the major role to build up the relationships between teacher and learners rather than breaking it down

The implementation of body language in the process of teaching is an important medium to helps students improve their skills by arousing their interest in studying and enhancing the effect of studying. As a result a positive attitude brings out greater overall effort on the part of language learners and typically results in greater success, Moreover Henrik (2006) shown that a large percentage of communication and how people perceive others comes from their body language. This includes; gestures, and facial expressions, and body movements. Teachers' body language can be the key that motivates and facilitates the learning process.

1.7.2 Positive Body Language in the Classroom

The integration of the body language cues in the process of teaching and learning became a priority, due to the benefits obtained behind it in term of comprehension, improvement of skills and assimilation of the students' their interest in studying. Here we mentioned some expressions and cues of the body and the effects of their implementing during the lesson explanation.

1.7.2.1 Teachers' Smiling

It is believed that teachers smile during the lecture has a magical effect of the students' outcomes and so as the world's science also proves that the teacher's smile is a means to say: "I'm not aggressive. I'm not there to hurt you. ".Keith, Tomatzky&Pettigrew (1974) noted the importance of the teachers' smile in affecting learners' positive perceptions of their instructors. For instance, when the learner gives a wrong response instead of criticizing him/her with an angry face, it's better for the teacher to support him/her with a smile. Therefore the teachers need to keep learners confident, hopeful ,comfortable and happy in learning process, No matter how bad the learners are feeling ,teachers' smile has them mysterious function, that change the atmosphere and their mood

1.7.2.2 Making Eye Contact

The eyes are the center of attention they are the first thing that attract anyone in any conversation .Some of the eye contacts are controlled others are automatically; so that in the process of teaching and learning it seems more self-assured and confident to maintain eye contact, otherwise the learners may not take what is saying seriously or they may lose their attention if the teacher lose eye contactor focus on something else.

This last may create a lack of attention and interest among learners. Miller (1988) affirmed that teachers can have individual contact with every learner in the classroom, through eye contact. Furthermore, the eye contact conveys the inner thoughts, emotions, and desires, of the teacher that can establish the connection with learners. So there are tow types of eye contact use by the teachers in the classroom. One is looking around .it is the kin that may be used as a means to control the whole class and attract the learners' attention. The other kind is to look attentively when criticizing the student's work for example.

More rapport and trust may be established by teachers through Eye contact, In spite of the fact that teachers' body language behavior affects the educational process, it shows that the teacher is interested by the learners. Davis (1975) discovered that teachers were not completely aware of the influence their body language behavior had upon their learners.

1.7.2.3 Pay Attention to Posture

The position of the entire body plays a fundamental role in expressing non-verbal language. AndTaking in consideration postures in the process of teaching is so significant; learners do not listen seriously to someone who appears unconfident or weak: however teachers standing with a good posture appear more confident to learners. When teachers stand or sit with down position (shoulder and face down) that displays a lack of confidence to learners, this position says that I am unsure of my self; so that Teachers need to walk tall and with straight shoulders, to reflect their confidence on the learners which will make the latter more motivated and willing to learn.. Yang (2016) stated that the students have a happy mood and help the students to stimulate their interest, Instead, if teachers loaches when talking to students, their behavior can distract the students' attention and make them be fed up with the teacher.

1.7.2.4 Voice Modulation

According to Wang (1995) all voices can convey number of things; namely, psychological arousal mood and emotions. Likewise, the importance of modeling teacher's voice in lecturing is so important since student's learning capability depends strongly on their teacher's clarity of speech in lecturing, so it is considered as a connection between the teacher and the student, Albert Mehrabian (1992) declares that the voice quality plays an important role in the signaling of speaker affect, and its effect role on the audience during the communication process.Therefore while presenting a

new material a variety of intonations can be used; such as while teaching opposite words like huge and tinny for example, harsh and soft voice maybe used to express them. This method of teaching works on tow levels, the first is to attract student's attention during the session and the second is to help them memorize new words. So as a result a successful lecture maybe reached.

1.7.2.5 Thumbs up

In order to show satisfaction and appreciation toward a student's answer, it would be better from the teacher to use the tactic of the thumb up, which can make a huge difference in changing the classroom's mood and affecting on the way the learners perceive the lesson. So instead of praising every single student verbally all the time, The action helps them to gain time from one hand, and from the other hand to motivate the whole class members, for instance; when stating an answer, the teacher call out: thumb up and thumb down. The rest of the class should put their thumb up if the answer is right and thumb down if the answer is wrong.

1.7.2.6 Body Movements

A body movement is to shift or to change from one place or position or posture to another one (Cambridge Dictionary). And explaining the course behind the desk is considered as traditional method proved to be failed with the majority of the students, and especially in comparison to including body language in teaching, Teacher's are able to deliver a whole lecture using his body   to make a good atmosphere in the classroom from one part , and help the students improve their abilities of speaking ,writing , reading and listening from the other. Anderson & Myers (2010) noticed that classrooms are interactive social environments where teachers need to experience the curriculum through their bodies, in order to engage learners physically and mentally with what they are learning. Creating a good atmosphere by teachers using body language is considered as the source of energy in the classroom

1.7.3 Body Language and Symbolic (codes-signals)

Both the conscious and unconscious signals and actions that are included to our daily life conversations and speech convey meanings and every part of our bodies may speak and probably louder than words Pease (2004) noticed that many body language messages could replace verbal words and expressions in an effective way. And

including body gestures in teaching is considered as the most vital techniques for making the classroom language memorable and understandable

1.7.3 Power Posing

Power posing or in other word "body taking up space". So The first thing that attract the learners attention during when during the lecture presentation is the teacher's self-confidence this later is affirmed by Harvard Business School researches; that the position of people from shoulders back, open the chest, and the head up, show that the person is self-assured and confident the most confident is perceived by others. This is called power posing. (Wilmuth, Carney, &Cuddy, 2012. Here are some signals that show someone's self-confidence; such as when your hands form a pyramid, this signals express feeling comfort and confidence at the same time .Putting the hands to the side with thumbs backward (like a police)shows dominance

1.7.3.1 Hands

Teacher may express many ideas throughout his hands**.** That is why he should keep his hand shown and out of his pockets because the hands are considered as one among the trust indicators. For instance while the participation time, when the teacher select one student to answer on a question, and his answer isn't quit right. Teacher can hold out one hand with the palm down twisting his wrist back and forth to express that it was a good try and do not frustrate the student.

Including hands in teaching can also be used to teach new vocabulary; such as when holding and gathering hands as if we are praying to say either pardon or I beg your pardon. The action maybe helpful to memorize the new word

1.7.3.2 Smiling and Nodding

Both are used to express the teacher's satisfaction and acceptance during the classroom discussions between the teacher and the learners

1.7.4 The Power of Body Language inside the Classroom

The effective teaching method is knowing how to make learners feel motivated and supported including the body language to communicate with them. Tai (2014) stated that teachers' Body language helps learners to get teachers' messages effectively and

rapidly, it creates a supportive and communicative learning atmosphere in the classroom that leads to learners' engagement and motivation. Successful teachers use their physical presence to enhance teacher-learners motivation and interaction in the classroom. So there is stable interaction between teachers and learners in teaching and learning process, gestures, consequently facial expressions and body movement work as tools that attract and motivate learners toward the lesson.

1.7.5 Body language and high school Learners

An effective communication rests not only on the verbal message but also on the meanings that are exchanged and implemented through non-verbal language to develop the communicative capability and competence as an essential part of communication. Through the integration of different semantic and semiotic resources, Teachers-learners communication takes place at multiple levels, which all contribute to the transmission and reception of messages. Mitra (2014) from her part mentioned that teachers use their body language to describe different objects of the lesson, high school learners do not depend on teachers' words alone, they interpret difficult words and messages due to teachers' gestures and the facial expressions. High school teachers need to interfere their body language in the classroom to facilitate learners understanding messages and to communicate more effectively. For example; when bringing the palm at shoulder level and shaking the fingers forward and backward. the teacher represents the past times and is likely to be used with expressions like 'once upon a time', or 'a long time ago'. According to Angelo & Cross (1993) stated that "through close observation of students in the process of learning…teachers can learn much about how students learn and, more specifically, how students respond to particular teaching approaches" (p. 3).Also Grazia (2015) from her part stated that "body language can play a major role in EFL classroom, include promoting lexical disambiguation, enhancing comprehension and create an enthusiastic atmosphere where learners stay active, curious and motivated about the lesson.

1.7.6 Body language and supporting

Guajardo (2011) claimed that teachers must be conscious of the powerful impact that they can have on their learners' and make every effort to ensure that they impact positively rather than negatively. That is to say that the teacher is the most powerful source of pupils' motivation in the classroom. Moreover learners' performance and motivation depend mainly on the teacher's behaviors which can be used as a tool to reinforce learner' self-confidence and capability, Hence learners' who believe they can,

they will do well and they are much more likely to be motivated and supported in terms of effort, persistence, and behavior than learners who believe they are less able to succeed. Therefore improving teacher must implement body language correctly to enhance the quality of teaching. Kelly (2012) emphasized that effective learning in the classroom is related on the teacher's ability to maintain the interest and motivation that brought students to the course in the first place

1.7.7 Body Language and Energy

Body language aim is to reflect positive energy of the teachers, in order to keep learners motivated, engaged and enhance their understanding and performance. Teachers should create movement and excitement while standing in front of classes to avoid boring atmosphere which affects negatively on the learning process.

1.7.8 Body Language and Memory

Motivation is defined as the condition of being inspired to act or work with energy according to Cambridge Dictionary. In the classroom, motivation is the source to increase the amount of energy and effort to achieve academic success. Learners are most likely to show the beneficial effects of motivation when they are engaged with the teacher performance, it is the responsibility of the teacher to keep the classroom active during the explanation, through the use of verbal and non-verbal communication.

According to Ford (2010), the positive body language can create motivation atmosphere in the classroom. It is the energy of teacher that can be reflected to learners' motivation and it is the leader to success in the process of language learning, such as the use of smile in the teaching process. Whereas negative body language can create a lazy atmosphere which leads to learners demotivation, such as using anger face in the process of teaching

Behaviorists from their approach consider body language as it plays a great role in memorizing different words and foreign language expressions or phrases. Hoge (2014) presented a series of videos and books that connect different EFL new words with body actions (gestures, facial expressions, movements) that represent their meaning. For instant, the new word is "loathe" which mean "to hate intensely" when the word used in the phrase like; He loathes ice cream. The EFL learner needs to think about movement connected to the meaning. Like a face represent hate, because the movement of the

body shows the meaning of the word or phrase. Hoge (2014) mentioned that body language and the meaning are connected to the mind so the EFL learners can explore their body language to memorize foreign language subconsciously, more deeply, automatically, and with high energy and with physical experience.

Conclusion

To conclude, this chapter gives a clear idea about the implementation of positive body language in teaching and learning process. Because, Teachers' body language can engage, motivate, and activate learners' performers. For that reason, teachers need to be aware of the positive and the negative features of their body language. In order to use their body language positively to create the best context where learning can take place effectively which reflect directly to learners' enthusiasm, and enhance teaching and learning effectiveness

Chapter two

THE FOUR BASIC LANGUAGE SKILLS

Introduction:

The four basic keys for learning any language which are also commonly known as the four principle skills are listening, speaking, reading and writing. These principles play a vital role in teaching as well as learning and they are closely related with each other in an interdependent way. Therefore, learners must be aware about their importance and have a well command on all these for essential tools (Baker &Westrup 2003). First, you have to listen then on behalf of this listening you will be able to talk and communicate with others. In a similar way, a good reading makes a good writer. The child's acquisition of a language is the perfect example to illustrate this as he acquires speaking basically from what he has listened to. The same thing can be said about writing since he takes support from speaking as well from good vocabulary and books reading. In regard to that, we devoted this chapter to deal with the importance of the four basic skills of learning any language and the impact on developing an effective teaching.

2. 1. Language and Language Learning:

Many definitions were given to a language which shows its importance for linguists .According to Chomsky, "it is appoints of bounded or unbounded of sentences, each bounded has a length and built–up out of bounded set" (1957: 13). This holds correct for all natural languages since they have a bounded number of phonemes or letters and each sentence is a bounded sequence .According Block &targer: "a language is a system of arbitrary vocal symbols by means of which a social group operates"(2015).For Allen, "a language is a means of communicating thoughts (2015).Whereas, O ,Jesperson considers it as "is a set of humans habits, the purpose of which is to give expression to thoughts and feelings"(1933). From the above definitions, and according to Logman Dictionnary, we conclude that language is a system of contacts either spoken or written words, utilized by the persons of a specific region or country.

Learning concepts plays an essential role in the student's way of dealing with the study of behaviour in top (literacy) education, because "we see the world through the eyepieces of our understanding, explaining and idealizing in agreement with our comprehension of the world" (Barron 2003). Robbins said that language learning is an energetic practice that starts at birth and persists throughout life .Students use it to

express their thought, feelings, and experiences .It also helps them to establish relationships with friends and cribs members, and as well as to build a sense and order of their world (1998).Wenden considers it as a conscious practice, is the generative of either self –study program or starter learning situation (1986).

2.2. Definition of Speaking:

Speaking, as a productive skill, is an interactive process that helps us to construct meaning that ensures outputting, receiving and treating information (Brown, 1994). Milloord (2001). The form and meaning of speaking is dependent on the context in which it happens in addition to the comprising operatives, collective experiences, as well as the physical milieu and the aims for speaking. It is often spontaneous, and it is considered as the translation of language through the mouth. It involves creating sounds using many parts of our body such as the lungs, the vocal tract, vocal chords, tongue, teeth, lips …That is why this skill can be considered as a productive one(Milloord (2001). In our own language, speaking is the second language necessities that we learn among these four: listening, speaking, reading and writing. On the one hand, it could be formal which takes place when meeting persons for the first time, in business or academic situations. On the other hand, it could be informal which is used with collective persons, family, friends or people/developing the macro skills in a competence based curriculum(Nunan, 2003). This skill is important from the other three skills. You need to be influent in speaking because when you speak you have to speak clear and with a correct pronunciation. You have to know how letters, syllables, and words should be uttered. The correct loudness and slowness of your speaking voice affects your personality. All the four skills are equally important and each one depends on the others (Lorena ManajSadiku 2015).

In Many ways speaking is devalued skill. Maybe this is because we can approximately all speak, and take the skill for awarded. People thought that it is a popular form of expressions which uses the unprestigious slang'. Thus, literary skills are on the whole more valued. This relative carelessness may perhaps be due to the certainty that speaking is ephemeral and extemporized. Therefore, it can be viewed as easy, surface, or hank (Martin Bygate 1987). To speak a mother language target language, learners have to be fluent in conversation. It will help them carry out their basic needs. If you are skillful enough, you can make friends otherwise you will lose

them. It will help you in many fields of life like business, social life …. And it gives respect in the society. Through speaking, we can learn other languages.

In short, speaking is very important for learning a language. Therefore, it has an equal importance with the other three skills .In fact, all the four skills are equally important. Each one depends on the others (Lorena Manajsadiku 2015).However, speaking is regarded as one of the most difficult sides of language learning. Most language learners find it difficult to express their thoughts effectively. They would stop talking because they may face psychological obstacles due to a lack of cultural background or can not find the suitable words and expression.

2.3. The Components of the Speaking Skills:

2.3.1. Vocabulary:

In the past, little importance was given to the teaching of vocabulary since nearly all teaching approaches neglected this skill. In the grammar translation method, learners were supposed to translate classical literature to their mother tongue. In the twentieth century, and because of the criticism attributed to this method, new methods appeared. This includes the direct method, the audio lingual method and the communicative approach. The main idea behind the direct method is that languages are learnt through hearing their speaking and engaging in conversation. In this method, no translation is permitted and teachers resort to miming, sketches, or explanation FL as if learners were pledged in a linguistic island (Larsen –Freeman, 2000).Yet ,vocabulary did not get the importance that it deserves .It is until recently that interest has been attributed to vocabulary teaching and many researchers have suggested strategies to deal with the vocabulary issue. According to Lehr et al. (on-line pages) and Langenberg et al (2000: 4-15/16), the term vocabulary refers to the knowledge of words and their meanings. However ,this definition is too limited because words come in two forms: oral and print. Oral vocabulary refers to the words we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Word knowledge also comes in tow kinds: receptive and productive. By receptive vocabulary, we mean the words that we recognize when we hear or see them. Productive vocabulary includes the words that we use when we speak or write.

Richard defines vocabulary as the nub element of language proficiency and purveys much as possible of the norm for how well learners speak, listen, read and write (2002:255). Though there are many terms that are used by linguists who deal with this subject, Harmer say that the terms vocabulary, lexis and lexicon are synonymous and can be used to refer to the same thing (2007). In addition, Richard state that vocabulary is a set of lexeme, including single words ,compound words, and idioms(1985) .

To summarize these definitions of the term vocabulary, we can say that it is defined as the knowledge of words and word meanings in both oral, print language in productive and receptive forms, or to put it in another way ,vocabulary refers to the kind of words known by students to read a text with comprehension.

In conclusion, we may say that the learning of vocabulary is an important segment in foreign language learning therefore it is considered as a basic element in language teaching for a foreign language learner .Modicum researchers indicate that teaching vocabulary is a total disability and some teachers are not forsooth about the best exert in teaching and they do not even really grasp to form a perceptive concentrate on learning vocabulary (Pintrich 2003).

2.3.2. Fluency:

Fluency is the contribution to read text narrowly and for successful reading. It consists of three components: accuracy, rate, and prosody (expression). These abilities support students' comprehension of author's message (Hudson,2011). Fluent readers read more and due to this they have grow-up prospects to develop their word admitting skills, expand their vocabulary, and background knowledge of the world. They also promote their comprehension abilities. Fluency is considered as the key contribution to reading development as characterized in the report of the national reading panel (Thornbury, 1999).In the past, it has been the subject of reinvaded attention as stated by Kuhn et al (2010) owing to its important for reading comprehension.

The relevance is so occluding that fluency and comprehension can be seen as interdependent. Fluency can occur when the readers comprehend the material as it is read in order to grasp their contextual meaning suitably .In the same way, when reading is scrupled and disjointed, meaning will be mislaid. The two elements serve each other (Rasinski, 2006) .

On the contrary, language teachers and applicative linguist utilize the expression of fluency to refer to the liquidity or abate with which the second language is spoken (Bashir & Hook,1986).Thus, a few decline proficiency second language learners may be considered as fluent not with standing because they have only primal grammatical ability ,finite knowledge, and indigent pronunciation. So in this content prescribing decline proficiency learners as fluent means to comprehend that the language acquaintance they do have is readily approves, and oral language is produced without un-excusable frequency (Achiba2003).

Wenden (1986), associated the term fluency to automaticity. According to him, when the speaker's ability to produce language reaches a certain level and becomes automatized, it will be easier for him to plan and retrieve the appreciate lexicon and grammatical patterns to convey his messages. Thus, there will be no more need to pause in the midst of the turn to focus one's attention on how to reformulate the utterance or to look for the more precise word.

2.3.3. Grammar:

Grammar is viewed by the research community as a multidimensional phenomenon involving elements like, meaning, language use and language learning .Batstone (1994:244) conceives it as a "frame work, a set of categories and forms which help us to see language as structured and systematic….or a source which language users exploit as they navigate their way through discourse" .Grammar is then considered as the process that preserves the structure of the language.Harmer defines grammar as "the prescription of the roads in which words can change their forms and how can be collated into sentence in the language" (2001:12).Also, it is said by (Brazil,1999) that it is the set of rules that helps students to know what must and must not be said when speaking language of the gregarious educated class. So grammar is considered as the study of the courses of words, their relations ,inflections and function in the sentence of language ,and how the sentence is decoded properly when the paradigm of grammar is utilized suitably .

The term grammar is also used to refer to some idealized set of principles to master the rules that govern the form of the language's sentences (Thornbury, 1999).(Thomson & Martinet ,1989), defines grammar roughly as "the way a language manipulates and combines words (or bits of words) in order to form longer units of

meaning" (p.4). In a similar way, Greenbaum (1991) uses the word 'grammar' to refer to "the set of rules that allow us to combine words in our language into larger units"(p.1),Harmer (2007:12) includes in this understanding morphology-the structure of words or "the ways in which words can change their forms" ,and syntax-how words are combined into sentences .It includes also "other properties of words, such their grammatical classes (e .g, noun, verbs, and adjectives)".Rutherford (1987:189 cited in keh 1991:17) views grammar as "a part of a larger interrelated whole". This whole includes: discourse (e.g., ordering of propositions between sentences),semantics (which includes collocation, lexical properties ,and cohesion),and grammaticization–the process of achieving linguistic expression through recourse to grammatical rules.

As it can be noticed ,grammar has different interpretations though what important is how teachers and students regard it .Larsen –Freeman (2000:10) considers that "properly the most common association that language teachers and their students make with the word "grammar' is the word 'rules' .He means by this that both teachers and learners look at grammar as the set of rules that guides them in their production so as not to fall in mistakes .However, these rules "are not always very precise, nor systematic" (Luama,2004).They are arbitrary, and thus, have no fixed principles; they change as the language changes .This constitutes a major obstacle in language learning, because there are no fixed rules to what is good or bad (Higgins,1995). In the same stream, Biber& Conrad (2002) claims that there are no natural boundaries to grammar.

With regard to the previous definition, Thornbury(2005:13) suggests that grammar is "a description of the rules for forming sentences, including an account of the meanings that these forms convey" and that it "adds meaning that there are not easily inferable from the immediate context". This definition is probably the most representative description of what grammar is.

2.3.4. Pronunciation:

Cook(1996 as cited in Pourhosein Gilakjani, 2011), defined pronunciation as outputting of English sounds .He stated also that it is educated by treating the sound and patching them when they are produced imprecisely .During the process of learning pronunciation ,learners automatically face many problems resulting from the overshadow of their first language on the learned language. On the other hand, Yates (2002 as cited in Pourhosein Gilakjani, 2016) claimed that "pronunciation, as it is sited

in oxford dictionary, states that it is the cause way which a specific word or sound or language is spoken. For example, if anyone is said to have "true pronunciation", then it refers to a particular accent.

Kenworthy (1987) mentioned that there are two major paces for how learning to pronounce a Language:

-Receptive /listening stage: this one deals with how we learn to distinguish the regarded sound and modes by listening to the language.

-Productive /speaking stage: this one deals with what we have learned before, either to speak or to product.

Thus, pronunciation is labeled as one of the most difficult skills to gain and learners must spend a lot of time to develop and improve their pronunciation (Aliaga Garcia,2007).To understand pronunciation well is one of the essential requirements of learners' competence and it is one of the most important features of language instruction. The objective of pronunciation is not asking learners to pronounce like native speakers. Nice pronunciation performs result in well education whereas seamy pronunciation enhances to great difficulties in learning language (PourHosein Gilakjani, 2012).

2.4. The Concept of Listening:

Cheung defined listening as the energetic practical to make sense of what we hear (2010). Also Rost said that the term listening is the rationalism practical of building meaning from spoken contribution (1990:279). Alder (1983),"listening is a fundamental language skill ,but it is often ignored by foreign and second language teachers". However for Bommelje (2011), listening is an active process of what is said not what is talked. Anyone can listen like blank mall or like brilliant auditorium which the sounds reduces opulence. Listening often is contrasted with hearing. Flowerdew & Miller distinguished between listening to physical work and listening to mental work .She related it to our physiological ability to receive and manipulate sounds (1996). Problems with our ability to listen can hinder our listening. Consequently each of must examine our hearing if we believe it could affect our listening ability. Unlike hearing, listening has to do with determining the meaning of stimuli that the brain receives.

Listening according to Nichols and Hill (1997), is the attachment of "a meaning to the perceived auditory symbols" .

We will keep this specific distinction between hearing and listening, here, although in daily use ,words can be used interchangeably. We might say "I did not hear you. But we heard, we just did not fully attend and so we did not listen.(Sometimes, if we quickly focus our view on what has been said, we can still remember what was said .Words remain in short –period of time and can be remembered). There is also a confusion in our daily use because parents tell their children "you don't listen". What a parent often means is "you don't obey". In the Germanic roots of the Anglo-Saxon language, there is a feeling that "listening" means "obedience". Hearing and listening will have accurate meanings in this context.

There are many distinct definitions of listening, and there is little agreement on which is better; it shouldn't be there. Each definition represents a different viewpoint of listening, and with many methods of listening, there must be a number of definitions. Hewings ,(2007) lists in the journal of the international hearing associate fifty different ways of describing listening. This list is not exhaustive He notes, however, that listening is portrayed differently depending on how people intend to apply the definition. For example, researches versus those who interpret listening, versus consultants who provide training in listening skills in the workplace can use a practical albeit different term for listening .A Glen analysis of the contents of the fifty definitions found that the concepts often included in the definition of listening are: perception, attention interpretation, response and spoken and audible cues.

Throughout western history, we assumed that listening was automatic and requires no attention .We didn't care about study and training in the art of listening .Listening however is not automatic .In order to be a better listener ,we need to understand the elements of the listening process and work with it for purposes, whatever the definition of listening that we choose ,we must know that (1) listening can be heard,(2)listening is an active process, involving the mind and body ,with verbal and non-verbal processes working together ,and (3) listening allows us being receptive to other's needs, interests and information, as well as the environment around us (Hewings,2007).

2.5. The Importance of Listening:

Communication has various parts which could be effective with a view of improving the productivity and effectiveness of interaction .Listening is one part of communication that must also gain a huge priority by both teachers and learners. Anything which is useful and beneficial must be interpreted in a proper way and reacting upon it as an art which is required to be learned in a proper way (Nicholas & Leonard, 1957)

Many people do not realize that listening is not merely the act of hearing a sound but of paying close attention to what someone is saying and trying to understand the message that they are trying to transmit to the listener .Most times, people say they are listening when in all actually they are merely hearing you but not even attempting to understand what is being spoken of (Barbara , Dominick ,1958). Listening can affect many parts of our life .It is an important virtue when it comes to communication.

People should be taught from childhood the importance of learning how to listen. If we realize how much we would benefit from being good listeners, things would change .Lack of listening skills affects our relations .If a husband and wife for example learned to sit down and listen attentively to each other they could avoid many misunderstandings that many times lead to disputes, separation and ultimately divorce .Lack of understanding between children and parents is a very frustrating situation .Further, effective listeners always remain attentive and disciplined as they understand situation as well. Thus in this way ,the organization can definitely increase their efficiency through effective listening .So effective listening benefits family, the individual ,and friends, business and carries of bug – eyed toads (Montgomery, Robert,1981)..

Listening is one of the most important parts in communication. Language learners can improve their own pronunciation, enrich their vocabulary correct their grammatical mistakes and communicate easily through listening which is a pivotal part in the learning process. Some studies related to language skills acquisition prove that listening is the most effective competence in comparison to the other competences that is why the learning and teaching of listening started to receive more attention, though it is difficult and complicated to be taught(Renukadevi , 2014).

2.6. The Concept of Reading:

Commonly reading is after listening and speaking in the hierarchy of communication capacities to be advanced, reading is a floridly practical including a diversity of factors that interplay with one another (Kim2002). The worker consist in reading include sub reading skills (likes canning, skimming, word acknowledgement, sentence comprehension, getting the topics, etc).

Researchers have given different definitions of reading but there is no complete convention on one concept .According to Smith (1975: 99-102) "reading faultily is regarded as the interpreting of letter to sounds […] but reading consists of articulations, prescribing and analysis .So reading is eliciting information from a text" .In this case, reading is more than decoding the sounds conceived by the letters; it goes beyond the messages from inscribed text. Smith also mentions :two kinds of information that are important in reading: visual information attained from typed page and non-visual information which includes our intimacy with the theme, our comprehension of language , our commonalty competence in reading, and our acquaintance of the world .

Other researchers who also underline the idea of sending a message from the scrivener to the reader utilizing the imprinting as a symbol is   Davies. She said: "reading is special. It is a rational and perceptive process which embraces a reader attempting to follow and replied to a message from a scribbler who is a far in time and space" (Davies, 1995:1). Alderson (2002:3) also gave the same idea. He defined reading as interplay between a text and a reader, a practice which is called a process. Other direction of reading is stressed by Goodman who defines reading as "a psycholinguistic estimating moppet in which the reader replays as better as he can a message which has been ciphered by a writer as a schematic display" (Goodman, 1967; cited in Samuals & Kamil, 1988:23).

According to Allington (2006), there are some points to develop pupils reading skill in English; the teacher may consider the following ones:

1) Make this skill more interesting, not a boring stint. It is necessary that pupils do not labor ended each word, whether they are skimming the text in general or scanning it to choose out particular information.

2)When pupils are selecting texts, consider not just the difficult situation ,but also their blithe or their Attentions that is why children will want to read for the same cause and they read in their own language: for knowing something new and to be amused.

3) With listening activities, it is necessary to accomplish all the time posing for the Assignment by utilizing the illustration (an ordinary peculiarity in reading activities for children),Corkscrew vocabulary aid the pupils to anticipate the common secured of the text. Ask question and search the topic to getting language and to catalyze the pupils before they start reading.

4) While they are reading the text, shuttle around the classroom adducing subsidize if pupils need it. Also empower pupils to work out the meaning of vocabulary, utilizing assigning illustrations and utilizing the context.

5) Pupils lose the confidence to read text aloud, only if the reading activities are oriented for comprehension. Reading aloud should be used just as an activity to enhance our pronunciation, to recite a poem, to educate a play, or admit the nexus of the sounds and the written symbols. Also reading aloud troops and precludes pupils to focuses on what they say as opposed to what they read and the meaning is often getting lost.

6) Reading skill is a feasted act. We have brilliant fictions and interesting persons who can be met in books. With reading everyone can experience calamitous, comedy, victory, disenchantment, prospering charm, errancy.

7) Teacher's consider the most significant function to assist students' downfall in love with books ,so when pupils retrofitted with a diversity of texts which foregather their language efficiency. It is important to purvey ten or more minutes of silent continued reading time in every English class.

According to Allington (2006),last studies show that children in primary age spend fewer ten minutes a day preoccupied in genuine reading experiences .Johnson (2008) claims that limiting opportunities to engage in real reading experiences is one of the surest way to retard children's reading progress and limit their intellectual development.

To sum up, we can get close to a definition of reading which complies all the trends. Thus ,reading involves the interpreting of codes and their explanation. This skill

is not only enclosed to the words themselves but goes beyond them to the reader's predated acquaintance of the subject and the relevant information .In other words, we can say that there are three theories (Vaezi, 2006 online pages): the conventional view which concentrates on the typed form of the Text. -The perceptive view that ameliorates the turn of background acquaintance in addition to what seems on the typed page. Finally, the meta-cognitive view which is based on the grips and rigged that the reader can have on the idealization of understanding a text.

2.7. Types of Reading:

Reading includes many types and researchers have discriminated specific types. Davies (1995) signals four types: Scanning that is reading for a certain segment of information receptive as regards of reading narratives ,and skim reading which is discriminated by fast setting up of what the text discusses before reading it, He also induces other two types of reading of a text "practice read" and "listen read". These latter are regarded as a striving through the text utilizing rereading or scrupling strategies.

Other researchers in the domain of reading as Grellet (1981), Nuttall (1982), and Alyoucef (2005) have agreed on four types of reading.

2.7.1. Skimming:

It is the most primal type of reading, this means galloping the eyes over a typed text to get the main ideas .Nuttal (1982:34) defines skimming as "glancing rapidly a text to determine its gist" .This works through the beginning and the end of the paragraph or only reading the topic sentences of each paragraph certainly, this will conserve effort and time on the part of the reader.

2.7.2. Scanning:

It is a skill that requires reading quickly while looking for particular information. Nuttal (1982) also imparts a definition when she says that this skill is descrying quickly through a text either to get an incipiently impression of whether the text is appropriate for a given goal (e.g. whether a book on gardening deals with the cultivation of a specific vegetable) or to find a particular piece of information (e.g. a name or a date).

Generally, scanning is a technique that is helpful when you are looking for the answer to know question.

2.7.3. Extensive Reading:

It is the silent reading for long time by individual students, interesting texts (like novels, or books), it involves 'reading for pleasure' or 'sustained silent reading' (SSR) (Penny Ur, 2012).This category of reading assists the learners to develop their reading capacity and submits texts that are directed to every language speakers and that are deployed in the original language (Hedge,2003; cited in Alyoucef, 2005), there are many things to empowering students to read a lot of in the target language in both cases inside and outside the classroom. We can help by:

- Providing a library of reading includes articles ,newspaper, leaflets, etc ;
- Educating learners to choose the appropriate reading stuff and the ways to how read it;
- Saving an ambient of a 'book club' that empowering learners in order to choose the books to purchase and the suitable for them, taking into account the favorite books ,and participate them with each other.
- Allowing clips from the classroom unvisited for students to read; a few teachers who have five or six lessons from a week put aside one of these lessons as precisely reading time, Jim Scrivener (2011).

2.7.4. Intensive Reading:

Plamer (2007) says "intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself" .It involves learners reading in detail with specific learning aims and tasks .

2.8. Defining Writing:

Writing has a multiplicity definitions; every researcher has a particular vision towards it. According to Nunan (2003), writing is a process that endeavors to find the idea and thought about the way to express and order them into a statement or a paragraph that is comprehended by anyone. It means that the scribes are claimed to appear the thinking and regulate them into a perfect construction. However for White (1988), writing is a practical thinking which requires pundit efforts, and it involves

procreating ideas, target setting, planning, observing, assessing what is going to be written besides to what has been written, and utilizing language for showing precise meaning. That is to say that the process of writing comprises phases that must be worked on by the writer in imparting the letter of writing. In addition, Raimes (1987) defines writing as "an act of posing schematic symbols". That means collecting letters for making letters and ideas concrete. He beholds it as the configuration of pings into words in anzz imitative format; words on their part: are regulated jointly to make sentences. He mentions that writing consists the coding of a letter of some category that it is to interpret our thinking into language (Raimes, 1987).

Also writing in a spacious concept means "not only putting one's thoughts to paper as they occur, but actually using writing to create new knowledge" (Berry,2004). It is "encoding international representation (ideas) into written text" (Hyland,2002).Galbraith(1999), labeled writing as "composing (i.e. writing as a skill enabling us to say what we wish to for which some language knowledge is required" .Burke (2003) regards it as "marks on a page or a screen, a coherent arrangement of words, clauses, and sentences ,structured according to system of rules". Also, he sees writing as "composing skills and knowledge about texts, contexts, and readers" (ibid:xv) .For Emig (1977),it is "a learned behaviour which in turn can become a source of learning" .Berry (2004) declines that writing is neither easy nor involuntary; it requires foresighted effort. He districted the difficulty of writing problems into three kinds. The first kind is exactly psychological in that the scribe confronts the trouble of fewness on interplay and feedback between the writer and the receiver, i.e. the reader .The second kind is discriminated by linguistic problems. For example we have to express ourselves in conspicuous and more federal method. The third kind is comprised of perceptive problems in that writing has to be guru through official regulations where the organization of our ideas in written contacts has to be elaborated.

Eventually, we believe that there is no point anticipating that writing is not facile .Writing is a process that necessitate on numerous perceptual assignments ambit from the fittest sides of writing to the more complex acts of concocting. Thus, writing requires utilizing our productive strength provides ideas and grant them a scribed beneath the format of a text which is topic to the bases of grammar and vocabulary. Therefore ,the capacity to write perfect is development and learned through experience.

2.9. Approaches of Writing:

2.9.1. The Product Approach:

Nunan (1989: 86) defines the product approach as"…. A product oriented approach, as the title indicates focuses on the end result of the learning process, what is expected from the learner is to as fluent and competent user of the language". Brown (1995) said that the teachers emphasis on the end result of the learning process and procedure it against standard of "vocabulary use , grammatical use, and mechanical consideration ,such as spelling, and pronunciation, as well as content and organization". Adler said that the formal conducting is to impute a chop of writing, gather it, and then reduce it for banish auditing with the mistakes either observed for the student to do the inoculations or rectified (1983). The objective of this approach is to make students qualified in the language when writing a piece of writing relevant and cohesive .The students while writing the text are based on examples based approach, i.e.to equitably sternly defined principles of missives and organization which are submitted as 'norms' of these approach (Dougherty,2012).Hoge (2015) recapitulates the significant principles of the product approach as the following. The product approach empowers emphasis official text modules or grammatical peculiarities of texts. That means the product approach emphasis is on the format of texts: how words in sentences are collated, for example. It is based on the paradigm based approach, in other words, in the product approach, students are taught by purveying them with paradigm based approach; it is the certainty that the teacher and student must have' vocabulary options and linguistic discerning, i.e. to convenient the examining of the different paradigms accoutered.

2.9.2. The Process Approach:

In the centre of 1970s, the process approach starts to substitute the product approach which includes four phases in writing: (1) prior, (2) writing, (3) authoring/drafting, and (4) editing (Zoellner, 1969).These phases are recursive, or non-line and they can interact with each other during the writing process. For example, many book return to pre-writing activities during the review process phase to develop a new idea or improve a view .The process approach emphasizes audit, and also comments from others, so students may produce many more drafts cross the sentences

and move in the paragraphs. Correction dictation and punctuation are not of central importance in the early stages.

According to Graves (1983), the process approach has been criticized because she sees the process as the same for all writers, no matter what is going on writing and who is writing, as well as it gives insufficient importance for the purpose and social context of the piece of writing. However, the method of operation is widely accepted and used because it allows students to understand the steps involved in writing, and realize what the learners bring the writing class contributes to the development of writing skill.

The significant criticism to the process approach is the difficulty perjuring under students brains and make them grasped about the practical process writing (Radcliffe,1972).

2.9.3. The Genre Approach:

For genre approach in the 1980s, the genre approach becomes popular along with the ideas of the students .Writers can benefit from studying various types of written texts .As Nunan& Lamb(2000) explained, "Various types of writing are categorized by the structure and grammatical forms that reflect the communicative purpose of the type ".

According to Cobb and Raimes (1987), the genre approach has three stages: (1) similar to the target type for students, (2) the text shared is designed by teacher and students, and (3) the text is built independently by every student. Smith (1994), the approach admits that writing is done in a social situation, and reflects a specific purpose. Learning can consciously happen through imitation and analysis, which facilitates clear instruction. The qualitative approach has been criticized for reducing its value and the processes necessary to produce the text and see the learners largely negative.

The genre approach shows students how different letters are required for different structures .In addition, the introduction of original texts reinforces the students' participation and brings importance to the writing process. The most principle that underlies the genre approach is that 'language is functional', i.e. we actualize assigner aims through language (Skibniewski ,1988).

Conclusion:

In this chapter, we have dealt with the four essential skills listening ,speaking, reading and writing   .It is needless to say that the more we put effort in teaching preparation, the more skills we improve. We should consider the facts that we cannot attain all skills at the same time in each lesson. So we need to build our lesson preparation to get the skills respectively .These skills give learners scaffold support, opportunities to create contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important ,confidence.

Chapter Three

Field Work and Data Analysis

Introduction

This chapter seeks to investigate the improvement of students' speaking skill and attitude towards their teachers' use of non-verbal communication. This subject has been mainly ignored by teachers during the session. Students need to be provided with relevant learning experiences and opportunities in order to learn and observe the world from a variety of angles and to analyze, categorize, and really delve into the problems they encounter in learning as well as in lives. So it could be a helpful mean in facilitating the students' oral expression. For that, two distinct techniques have been employed: a questionnaire and an interview. Those techniques led us to gather two assessed and evaluated data so as the results are represented via different means.

3.1 Research Method

The research's aim is to investigate students' attitude toward their teacher non-verbal actions while explaining the lesson and its positive effects on their speaking skill. Two data collection tools were used: a questionnaire and an interview using the descriptive method that seeks to describe the situation's nature as it is happening at the same time as the exploration of the study."(Cited in Adanza, 1995, p39)

3.2. Population and Sample

The population of present study is the second year high school learners of "Cheikh Bouamama" using a questionnaire. Considering that, the oral expression or the speaking skill is perceived hard to be improved among learners. Particularly in learning a new and foreign language, English for instance. Hence this research sheds the light on teacher's body language to simplify the process of learning through creating a motivated atmosphere in the classroom.

3.3. Description and Analysis of the Questionnaire

Since our research problem is about discovering the students' attitude towards their teachers' non-verbal cues during the lesson explanation and the improvement strategies to enhance the learners' speaking skill, our research has to be descriptive. We distributed our questionnaire to 35 students from "Cheikh Bouamama" high school to answer it. Under the aim of examining their abilities to decode their teachers' body language, utilize it as a development tool and whether they are aware of the importance

of non-verbal communication in the process of teaching and learning. The items used in the questionnaire that was built according to the data collected about body language cues.

3.4 Analysis of the Students' Questionnaire

The analysis of the data showed a diversion among students, those who admit the effect of teachers' body language on the improvement of learners' four skills.

3.4.1. Part one

In this part, we have chosen 35 students to answer our questionnaire and the results were as follow;

Question 01

Does your teacher motivate you to learn English?

Table 1: Role of Teacher In Motivating Learners In The Classroom

Options	Number of students	percentage
Yes	33	94%
No	02	6%
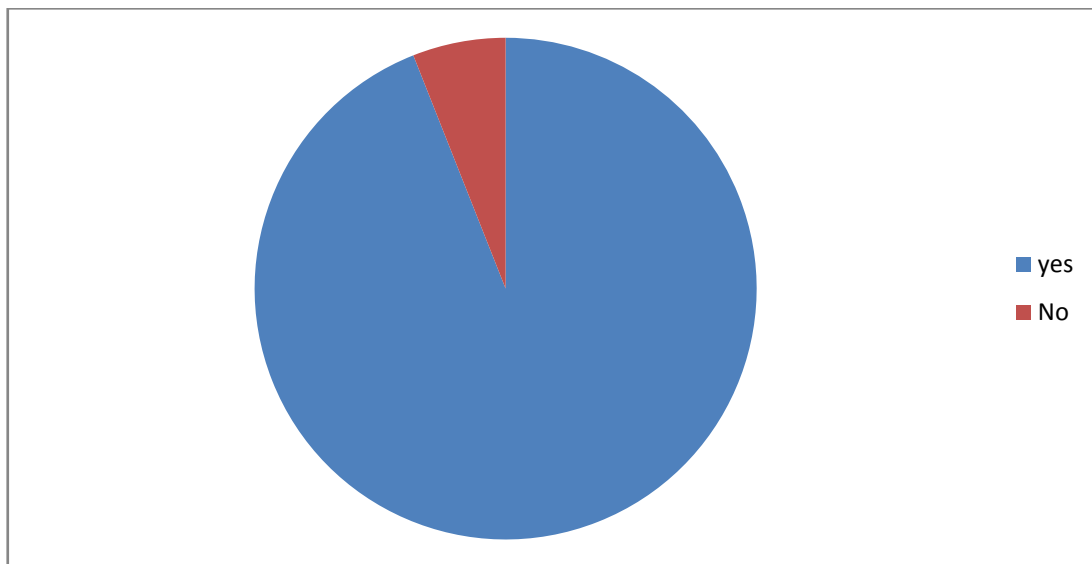
Figure 01; Role of Teacher to Motivating Learners in The Classroom

The table shows that there are two different views among learners, those who affirm that they have been motivated by their teachers to learn English language and others who deny their teacher's role in learning. From the table (33)of the learners answered "Yes" which means that they were affected by their teacher to learn English, and (2)

learners answered "No" showing that teacher's role in learning was not that much important for them.

According to the graph,more than (94%) avowed that being interested in the English language is due to their teachers' efforts, the rest (6%) see that learning English language was not due tothe support of their teacher.From the results, it's obvious that the idea gained acceptance from the majority of participants, which maybe dueto the learners' belief that the teacher's performance play the major role in helping their process and supporting, in addition to the necessity of the teacher's motivation that indicates that learners maybe strongly affected by their teacher in the classroom.

Question 2

Do you feel happy and willing to be more engaged in the lesson when the teacher uses his smile when teaching? And why?

a. Yes   b. No

Table 2: Teacher Smiley Face In The Classroom

Option	Number of students	percentage
Yes	**34**	**97%**
no	**01**	**03%**

Figure 02: Teacher smiley face in the classroom

According to the table (34) students declared "Yes" that their teacher smiley face during the lesson explanation and after the wrong answers support them to show continuous follow to the lesson's presentation, and only (1) student said "No" which means that they give no interest to it.

The graph indicates that more than ¾ see that the teacher's smile affects the learners' psychology during the session; it makes them feel secure and free to express themselves without anxiety.

In general, during the interaction the teacher smiling face is considered as one of the factors to create a relaxed atmosphere in the classroom.

Question 3

Do you understand what your teacher tends while using his eye language (to emphasis, think, ignore…) something**?**

Table 3: Learners' Understanding of Their Teacher Eye Language

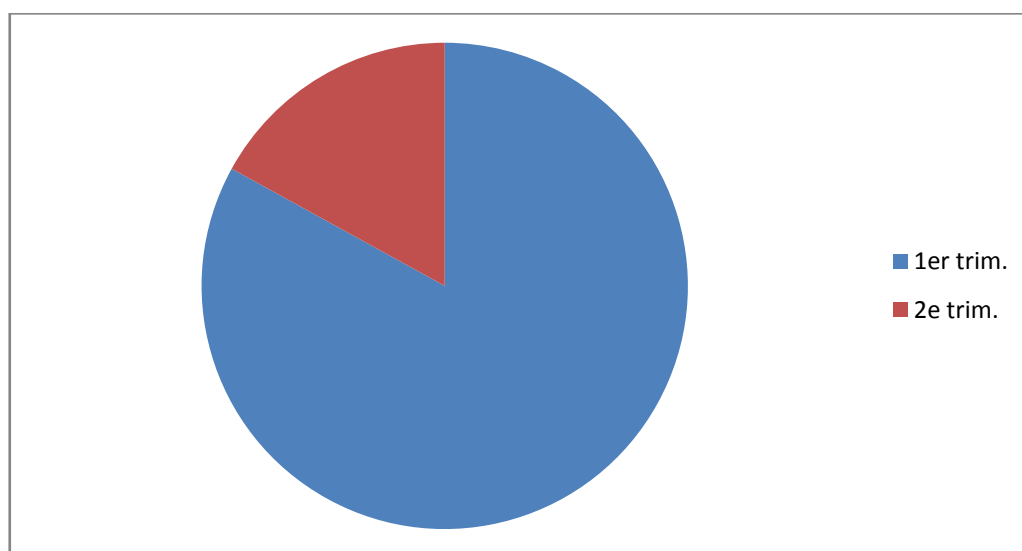| Options	Number of students	percentage
yes	29	83%
no	06	17%

Figure 03: Learners' understanding of their teacher eye language

The table shows that (29) students answered "Yes" which mean that they are able to decode their teacher's eye language while interaction; however (6) answered "No" which means that they do not understand it.

The results show that learners prefer the teacher-student appropriate eye language during interaction, as a way to help understanding by giving signs with the eyes during the explanation. Hence, the teacher should detect whether this method is acceptable from learners or confusing.

Question 4

Do you grasp more when the teacher uses intonations while explaining? And why?

Table 4: Learners 'understanding of their Teacher's Use of Intonations

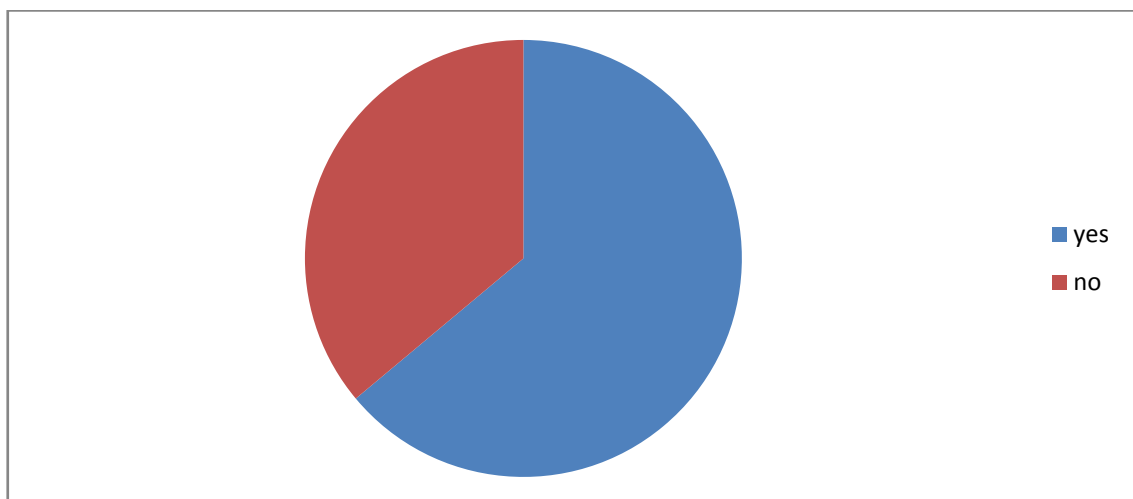| Options	Number of students	percentage
yes	22	62%
no	13	35%

Figure 04: **Learners' understanding of their teacher's use of intonations**

According to the above table, (22) answered "yes" which means that their teachers intonation and voice modulation make them grasp more during the session, while the (13) students answered "No" which means they are unable to decipher it.

The graph shows that most candidates (62%) are able to accommodate what their teacher want to say, and (37%) are unable to decode it, which creates understanding problems among them.

Question 5

What if your teacher uses hot correction to correct your mistakes, will you participate again?

Table 5: Learners' Reaction Towards Their Teacher Angry Face

options	Number of students	Percentage
yes	6	17%
No	29	83%

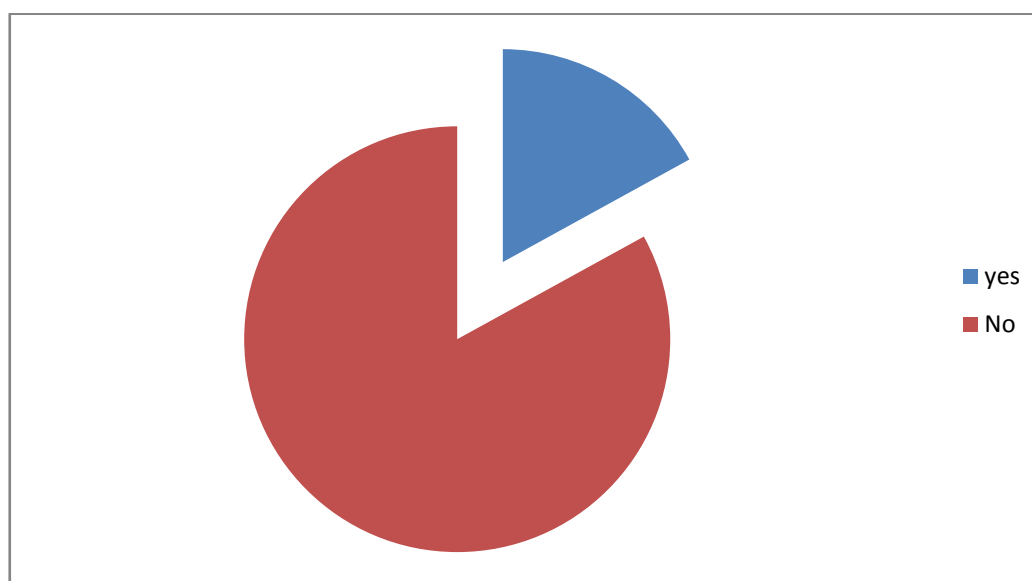**Figure 05: Learners' reaction towards their teacher angry face**

According to the results of the table (29) students answered "No" that when their teacher show them anger during their wrong answers, this will not help them participating again. Whereas (6) students answered "Yes" that their teacher reaction will not prohibit them from participating again in spite of their teacher angry face.

From the graph, (83%) of the learners chose to avoid participating again if the teacher uses hot corrections to correct their mistakes. While (17%) chose to participate again.

The result obviously indicates that learners prefer the flexibility and acceptance of mistakes from the teacher, which encourage them to do better. Therefore, teachers have to be aware enough of the influence of his facial expressions on the learner's mood, that the teacher can create either a relaxed or a threatening environment using his facial expressions. Thus, many features make the teaching process more effective such as being a friendly and flexible teacher to help learners being more motivated during the session.

Question 6

Do you feel bored if the teacher explains the lesson from the desk?

Table 6: The Learners' Impression Toward Explanation of The Lesson From The Desk

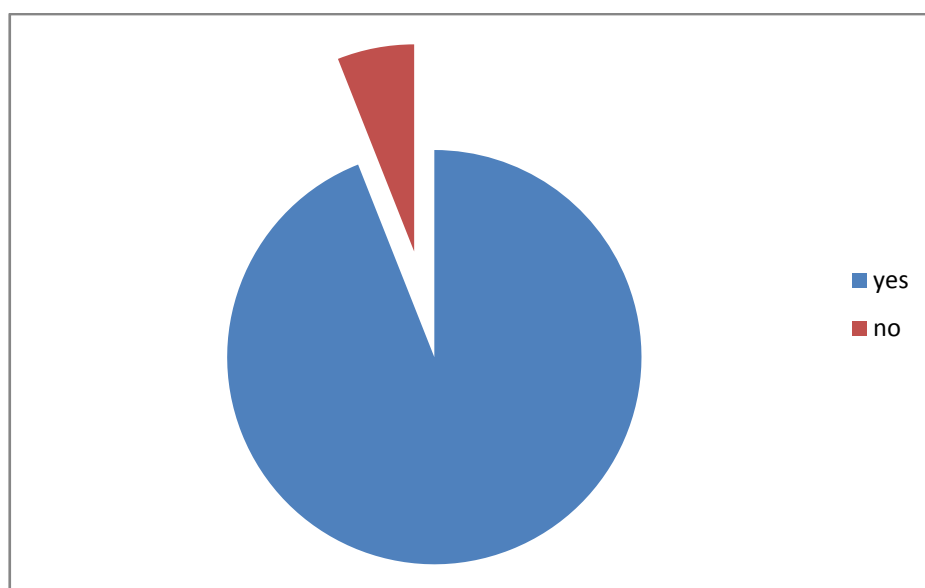| Options	Number of students	percentage
Yes	33	94%
No	02	6%

Figure 06: The Learners' impression toward explanation of the lesson from the desk

According to the table, (33) students answered "Yes" that the lesson explanation from the desk creates boredom among them, whereas (2) students answered "No" showing the opposite.

The graph above clearly summarizes the results that (94%) participants believe that remaining on the desk during the lesson explanation makes them feel passives, demotivated and the lesson bored. However, (6%) agree with the use of the desk during the explanation. Consequently, there are some principles should be followed to reach success in the lesson explanation; such as using the desk appropriately to avoid the lesson's boredom among learners.

Question 7

Do you feel motivated if the teacher modules/changes his voice during the lesson explanation to facilitate understanding and enhancing your speaking skill (pronunciation, vocabulary …)?

Table 7: Voice Modulation Impact On Learners' Speaking Skill

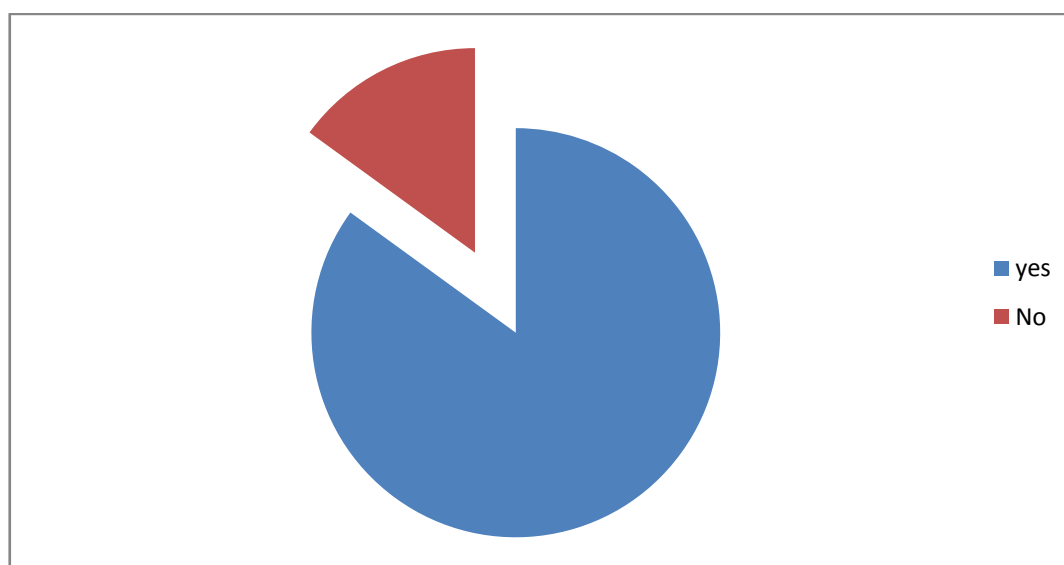| options	Number of students	percentage
Yes	30	85%
no	05	15%

Figure 07: Voice modulation impact on the learners' speaking skill

Considering the results of the table, (30) students chose the "Yes" option that when the teacher modules his voice tone during the lesson explanation this may help them to show continues follow during the session, however (5) others took the "No" option that their teacher voice tone has nothing to do with their motivation during the session.

The graph shows that (85%) from the respondents answered "Yes" for the teacher voice modulation and (15%) answered "No" expressing the opposite. The result clearly indicates that learners' motivation and speaking skill enhancement depend on the active atmosphere created by the teacher. Using the voice modulation to stimulate the learners' awareness towards their teacher's voice tone changing which make them recognize the correction from the feed-back giving. This technique is commonly used by foreign languages teachers to help students improve their skills especially the speaking one, to enrich their vocabulary and correct pronunciation mistakes using different voice sounds. For instance when the teacher uses the word "small", he may use the gestures and the voice to indicate the word small closing his fingers with reducing his voice tone.

Question 8

 Do you feel motivated when your teacher shows no care for your efforts in classroom?

Table 8: Learners' Reaction When Ignoring Their Efforts

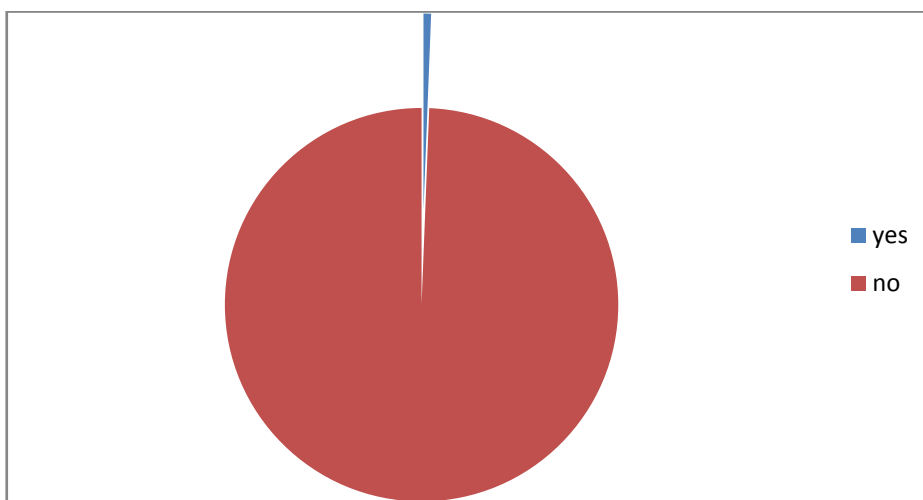| Option	Number of students	Percentage
yes	1	2%
no	34	98%

Figure 08: Learners' reaction when ignoring their efforts

Based on the table results (01) respondent answered "Yes" which means that showing no care to the efforts he makes will not demotivate him to participate again, whereas (34) respondents answered "No" showing the opposite.

From the graph, we see that (2%) of the learners answered positively that ignoring students' efforts during the correction answer will not demotivate them, in comparison (98%) who are against showing no care towards their participation. Learners prefer the teacher who takes their efforts in consideration, so positive reactions encourage them to work and participate more in the classroom. Thus, the teacher should be aware enough to give attention to all classroom members and appreciate their efforts, instead of giving attention to a special group or ignoring them.

Question 9

Do you like learning English? And why?

Table 9: Leraners' Impression towards English Language

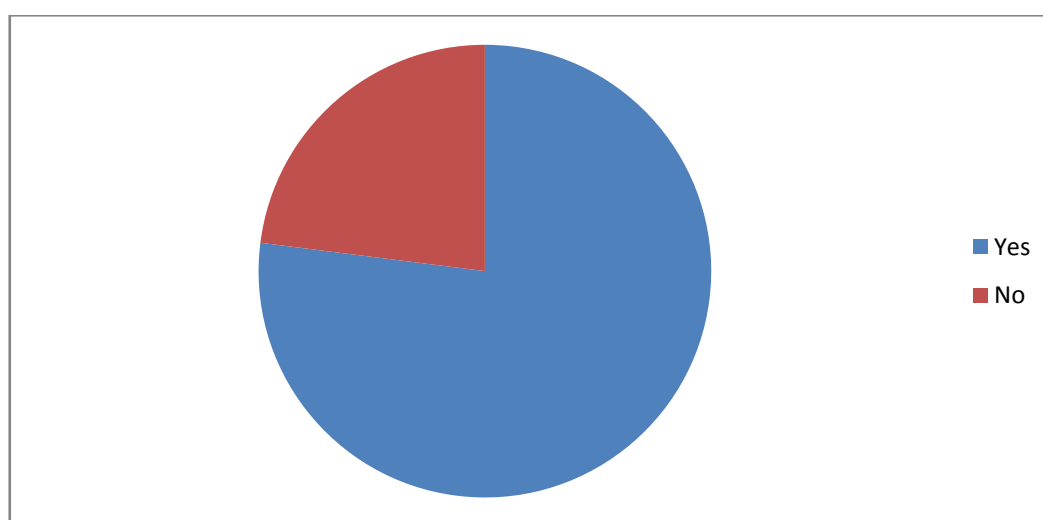| Option	Number of students	Percentage
Yes	27	77%
No	08	23%

Figure 09: learners' impression towards English language

From the table, (27) respondents indicate that English is their favorite language, whereas (8) others indicate the opposite.

The graph shows that (77%) of learners like the English language, and (23%) do not like it. The result clearly indicates that majority of students consider English language as their favorite language, for the reason that they find it easy to learn and of its importance being the global language. The others part those who indicate that they do not like English language they certainly prefer other languages than English. Thus, teachers should follow some specific techniques to make learners like the English language from one part and to improve their awareness regarding its position among other languages nowadays from the other.

Question 10

Does your teacher motivate you to practice in the speaking skill at the expense of the other skills (listening, reading and writing)?

Table 10: Teachers' Motivation to Practice Speaking Skill

Options	Number of Students	Percentage
yes	24	69%
no	11	31%
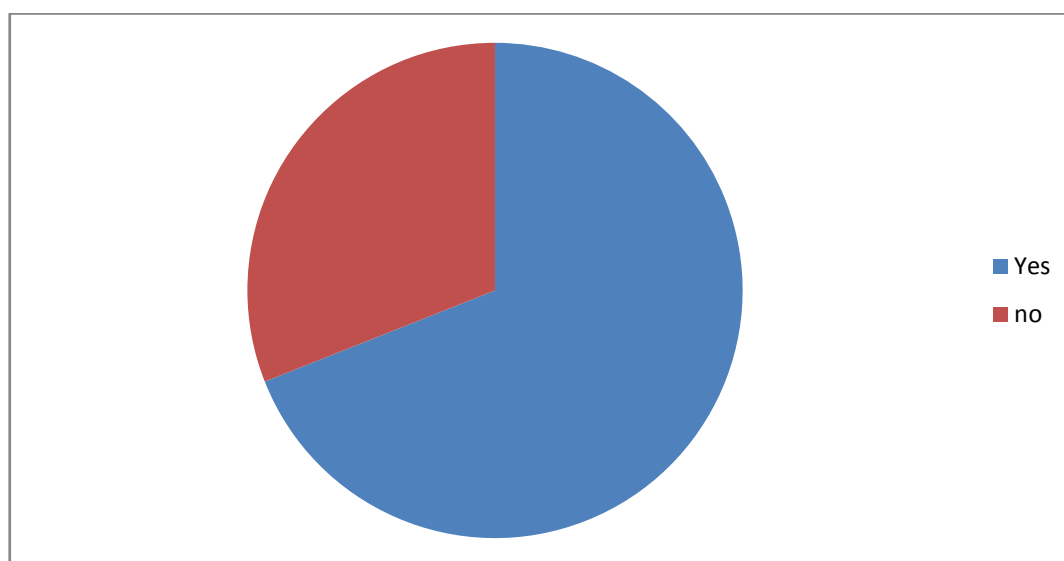
Figure 10: Teachers' motivation to practice speaking skill

The table shows that (24) respondents answered "yes" that they were motivated by their teacher, whereas (11) said no because they do not agree.

According to the graph, (69%) are motivated by their teachers to practice speaking skill in the expense of other skills, while (31%) say the opposite. It means that the teacher is the first responsible of the skills' practice and improvement for the reason that the classroom atmosphere depends a lot on the way he conduct the session. Thus, the teacher should pay attention to the whole classroom members giving opportunities to every single one of them to express his thought.

Question 11

In your opinion, do you agree that the requirements of the speaking skill (vocabulary, fluency, grammar…) are easy to be master? And why?

Table 11: Requirements of Speaking Skill

Options	Number of students	Percentage
Yes	31	88%
No	04	12%
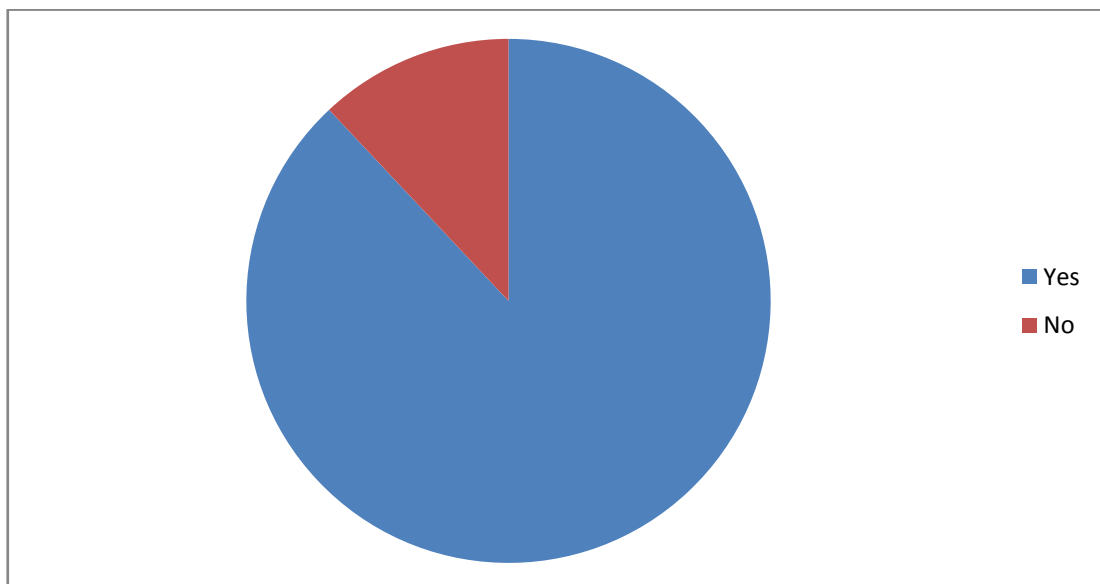
Figure 11: Requirements of speaking skill

The table indicates that (31) students agree that the requirements of speaking skill are easy to be master at the same time (04) students disagree with them.

From the graph (88%) choose "Yes" option which means that they find out easy to master the speaking requirements of a language and (12%) think the opposite. The result obviously shows that the majority believes that speaking requirements are easy to learn once the learner work hard on him-self, since majority of learners realize its importance. From the other part (12%) believe the opposite. they actually do not figure out the right techniques to follow them. Thus, the teacher should take in consideration all learners capacities in order to deal and improve them.

Question 12

Do you think the way the teacher presents the course can affect the learners' speaking skill? And how?

Table 12: The Effect of Teachers' Presentation On Learners Speaking Skill

options	Number of students	percentage
Yes	31	89%
No	4	11%
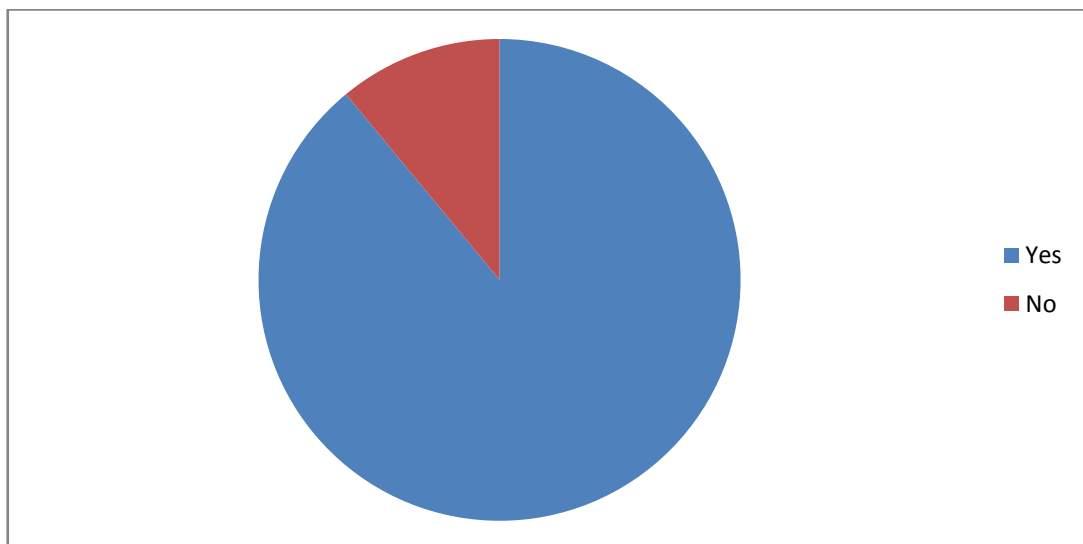
Figure 12: the effect of teachers' presentation on learners speaking skill.

The table shows that (31) students answered "Yes" which mean they agree on the opinion that teacher's presentation affect the students speaking skill whereas (11) others think the opposite

According to the results represented by the graph,(89%) confirm that their teacher's presentation of the lesson strongly affects their speaking skill either positively or negatively. (11%) see the opposite that the way the way teacher presets the lesson has nothing to do with the student's improvement of skills .As a result the majority Most of the learners when they get affected by their teacher they directly imitate him; the reason why teacher should be cautious concerning his pronunciation and body language communication during the lecture.

Question13

Do you think that when your teacher uses his hands in correspondent with the word he says, is a successful method to improve the learner's vocabulary and pronunciation?

Table 13: Hands Movements Effects On Learners

Options	Number of students	percentage
Yes	32	91%
No	03	08%
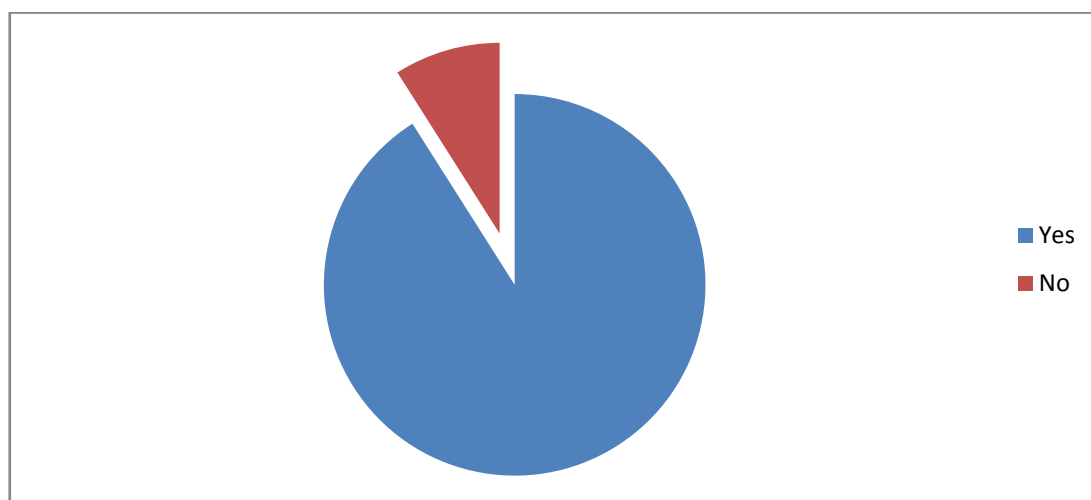
Figure 13: Hands movements effects on learners

According to the table,(32) students answered positively to the idea that teacher hands movements may improve the learners' pronunciation and vocabulary, whereas only 3others say the opposite.

From the graph, We found only (9%)are disagree with this method, which indicates the students' unawareness of importance of their teacher body cues, without ignoring the majority that answered positively that they focus on the way the teacher use his hands as a helping tool during the lesson explanation. Thus teacher should be aware of the appropriate use of hands movements which may encounter a misunderstanding among students.

Question 14

Is the product approach in writing important to improve the speaking components (accent grammar fluency …) of the learner? How?

Table 14: The Product Approach In Writing Importance In Developing The Speaking Skill

Options	Number of students	Percentage
yes	22	63%
no	13	37%
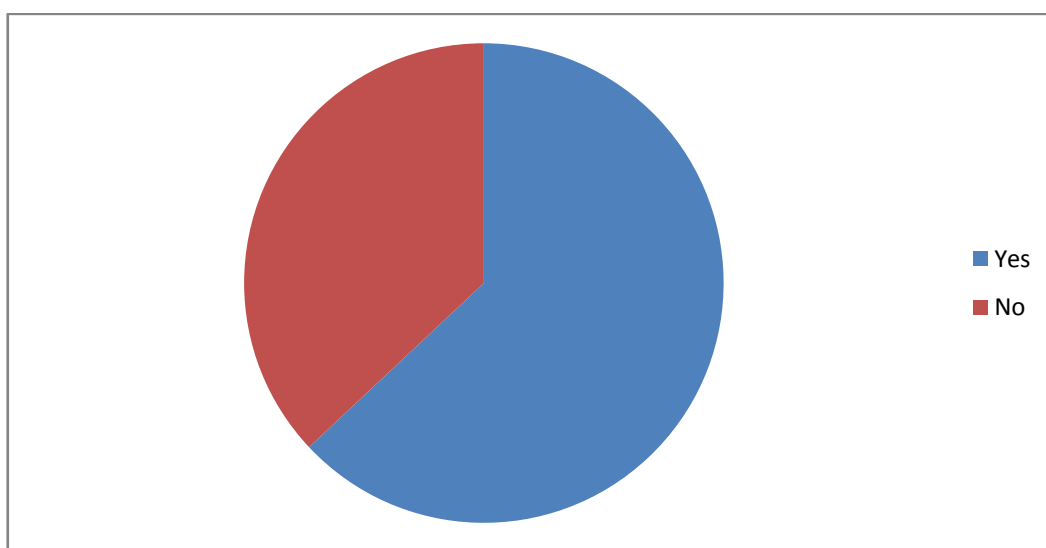
Figure 14: The product approach in writing importance in developing the speaking skill

According to the table (22) participants answered positively that they consider the importance of the product approach in writing to enhance their speaking skill, and the (13) others answered negatively, which indicates the opposite.

The graph shows that (63%) learners are with the use of the product approach as a helping tool to develop their speaking skill. Getting used to write often makes the student acquire new words that he can use in his speech. The other category which makes (37%) thinks that there are many methods other than writing should be followed to enhance their speaking skill. Thus teachers should program sessions for students in order to enhance their writing capability, as it has an advantage in developing their skills in general and specifically the oral skills.

Question 15

Do you think that the type of extensive reading is beneficial to enhance speaking skill more than other types (skimming, scanning, intensive reading)? How?

Table 15: Learners' Opinion Towards Extensive Reading

option	Number of students	percentage
yes	28	80%
no	7	20%
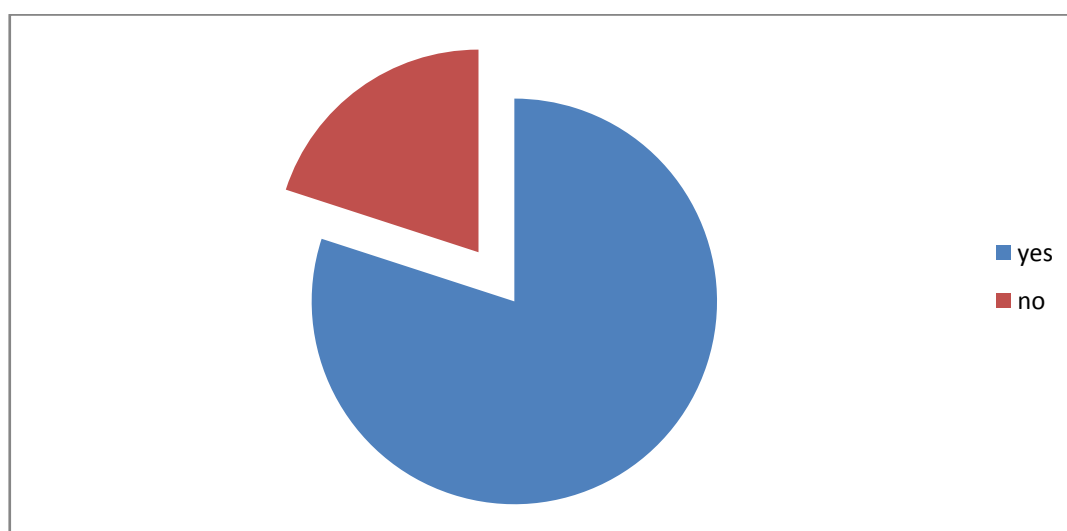
Figure 15: Learners' opinion towards extensive reading

According to the table (28) students answered yes that they recognize the importance of extensive reading to enhance speaking skill in comparison to the other types of reading while (7) others think the opposite.

The graph clearly shows that the majority of learners hold the view of the importance of extensive reading in learning a language to gain both aural and oral competences .On the other hand extensive reading also works on the growth of vocabulary, correction of accent and pronunciation mistakes and increasing the motivation. The (20%) who deny the importance of the role of extensive reading in learning foreign language's speaking skill of, they do not believe on the advantages of extensive reading so they often encounter problems in mastering it. Therefore teacher have to stimulate learners to read extensively to develop into autonomous learners.

Question 16

Do you face any other difficulties in learning a language? And how u deal with them?

Table 16: Difficulties Faced In Learning A language, And The Way They Deal With Them.

Options	Number of students	Percentage
yes	11	31%
no	24	69%
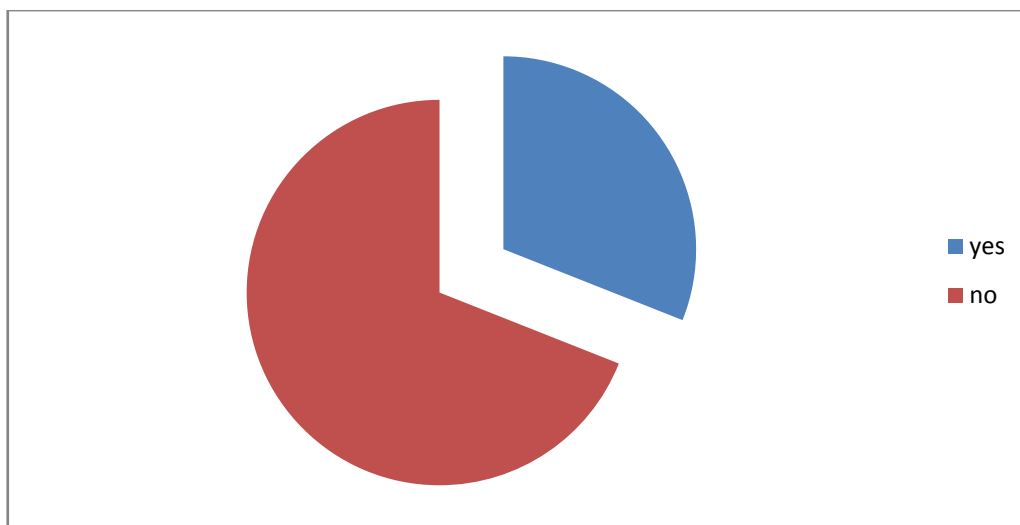
Figure 16 difficulties faced in learning a language

Based on the results of the table (11) students claimed that they face difficulties when learning a language, when (24) other do not face any other difficulties**.**

The graph shows that (31%) of the learners say there are different difficulties that prohibit them from learning a language. these difficulties are considered as obstacles in teaching-learning process. And (69%) say that they face no difficulties in learning a new language, it must be due to the efforts they make because depending too much on the teacher will not create an autonomous learner. Therefore both teacher and learners are responsible in the process of teaching and learning, Teachers need to be qualified enough to deliver the lecture successfully and give equal opportunities to all learners to participate while learners need to take learning a language seriously to achieve the goal.

Question 17

Do you do extra school activities to improve your skills? And why?

Table 17: Students' Interest Toward Extra School Activities

Options	Number of students	Percentage
yes	15	43%
no	20	57%
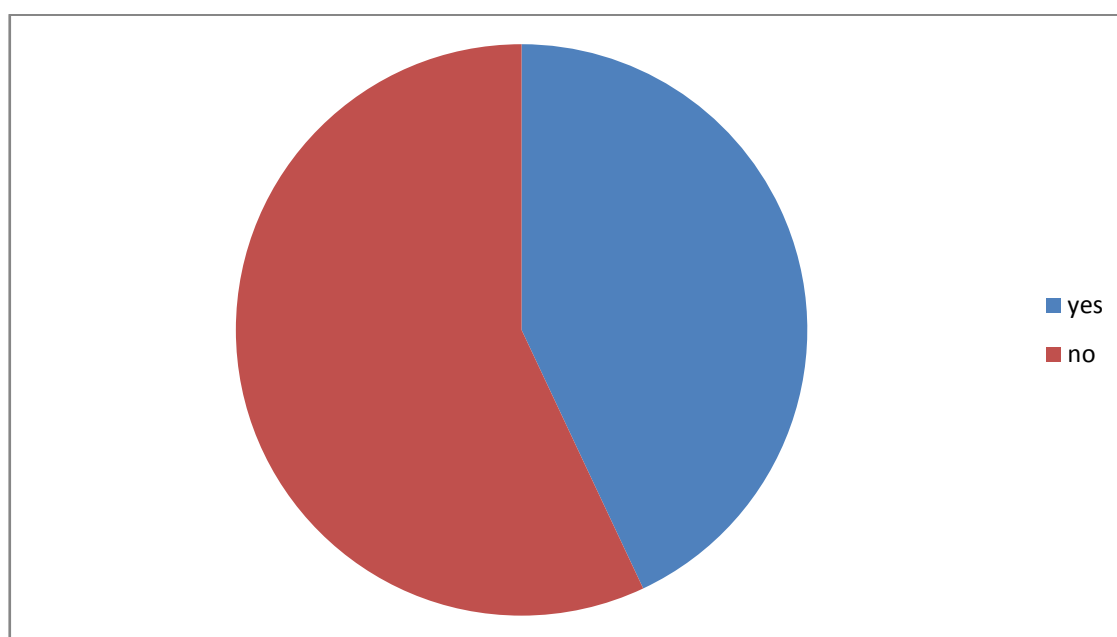
Figure17: Students' Interest toward Extra School Activities

The table shows that 15 learners do extra school activities while the 20 others do not.

The graph summarizes the results that (43%) who answered positively claimed that they need additional sessions and home works to clearly understand the lecture for the reason that their teachers are not qualified enough or one hour is not sufficient for them so they need more practice. On the other hand, (57%) who chose the negative option think that they do not require added sessions to ameliorate their level and the extra school activities may create confusion among them. They are satisfied with the activities done in the class. Consequently, learners have to take the idea of the extra school activities in consideration and seriously for the reason it is beneficial for them to enhance their level.

Question 18

Do you think that working in groups/ pairs helps you as learners to your develop you oral capacities?

Table 18: Students Opinion Concerning the Study Individually And In Group

Options	Number of students	Percentage
yes	31	87%
no	4	13%
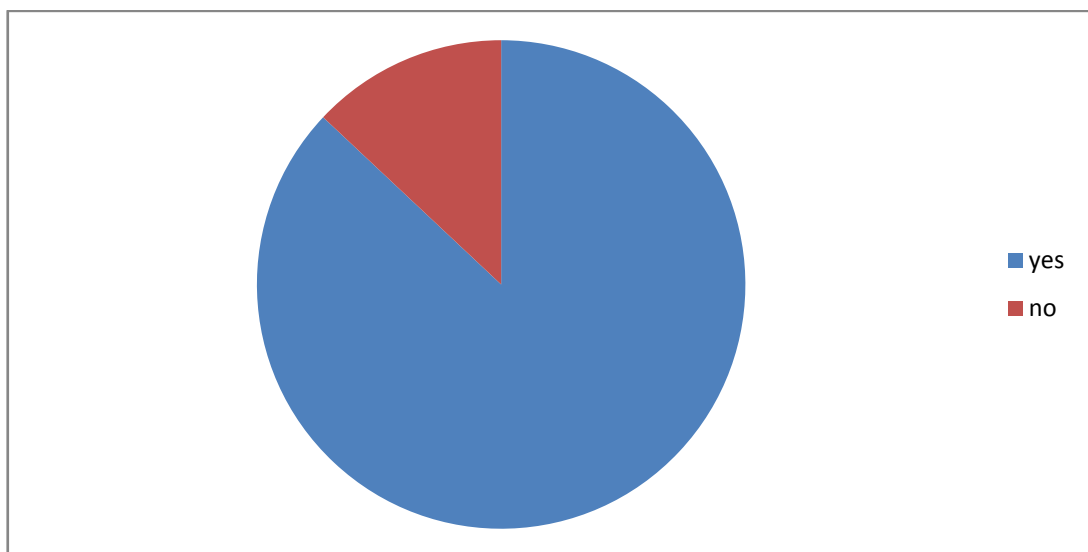
Figure18: Students' Opinion Concerning the Study Individually and In Group

The graph summarizes the results that most of the learners (87%) are aware of the importance of working in-group, which according to them it led to the cooperation between the members where the students with high achievements help those with the low achievements. This method will make the group members feel responsible to reach success in addition they will learn and develop their oral expression through repetition, practice and passion. The other participants who prefer to work individually in the class think that working in a group create confusion among them and the development of the oral   expression   it   is   matter   of   practice   and   hard   work

Teacher's Interview

Here are the questions that were used in the teachers' interview

1- How long have you been teaching the English language?

2- Have you ever tried to motivate your learners to improve their skills in English, or simply encourage them to learn English?

3- What are learners' attitudes towards the use of body language?

4- Do you agree with the idea "to learn a language you must speak it"?

5- Do you agree that the speaking skill helps the learners to be good users of language without the other skills (listening, reading and writing)?

6- Do you think that learners acclimate with the use of body language?

7- Do you notice any reactions or comments from learners when using body language?

8- What do you think about the importance of the listening skill?

9- Do you think that body language enhances speaking?

10- Does the useof body language hinder your learners' attention?

11- Do you use methods or techniques to highlight the main ideas of the lectures

3.5.1. Description and analysis of the Interview:

The interview consists of 10 questions asked to teachers of English working at 'Cheikh Bouamama' high school at Tiaret. The choice of teachers was done at random and the questions were generally simple and not asked in the learners' questionnaire. The goal is to collect as much as data as possible in order to compensate what we could not achieve through the learner's questionnaire

Analysis and Interpretation of the Teachers' Interview:

The interview was carried out with 04 teachers at "Cheikh Bouamama" high school in Tiaret. The analysis shows teachers' number of years of experience varies between 05 and 13 years. This means that some teachers have a long experience in teaching whereas others have started teaching recently. Both categories will be beneficial for our investigation.

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

Table 15 Teachers' experience

Teacher One	Teacher Two	Teacher Three	Teacher Four
5 years	5 years	13 years	10 years

The first question being asked to the interviewed teachers was about their experience in teaching English. Everyone has special and adequate years' experience in teaching English. The first two teachers claimed that they are 05 years in the domain of teaching English, whereas the two ones claimed that there are more than 09 years in this domain.

Question 2: Have you ever tried to motivate your learners to improve their skills in English, or simply encourage them to learn English?

Questioned about learners to improve the motivation of teachers toward learners to improve their skills in English or just encourage them to learn it. All teachers confirmed that they have good performance to encourage them and give them the best to study this new language in order to study with relax.

Question3: What are learners' attitude towards the use of body language?

According to the answers provided by the interviewed teachers, we notice that most of student's interplay with the use of body language. 03 teachers out of 04 said that some student interact with it in a positive way. The other teacher confirmed that sometimes body language misinterprets them as an indirect act of posing one's authority over the classroom manipulate their behaviour it means that it could be a double edge sword so they must take care and pay attention to the use of body language. The aim of this question is to detect learners' position towards body language.

Question 4: Do you agree with the idea "to learn a language must speak"?

Teachers questioned on their opinion about learning a language by speaking it. The interviewees gave various answers. The first, second and third one claimed that it is very necessary and they must know other skills because are also with great importance. In addition, one teacher stressed that it is not necessary and you must at least know one of the grammatical rules. This confirmed by saying that "the good speaker takes most of the speech compared to the less effective speakers this is done generally purpose as a good by the group members".

Question 5: Do you agree that the speaking skill helps the learners to be good user of language without the other skills (listening, reading, and writing)?

The reason behind this question this question is to determine the stature of speaking from other skills. We notice that 02 teachers agreed that speaking is not enough to learn a language and all the four skills are strongly interrelated in the process of learning a language, and none can claim that it can be achieved by ignoring them. We noticed that those teachers put some conditions and stimulate learners to lookup more behind the speaking skill because it is not enough to be good users of the language. One said that everyone has his own point of view about which skill should come first, in order to practice and achieve effective language among EFL learners. Another one claimed that speaking is the most important one because it enables learners to pay attention to spelling grammatical errors and pronunciation. and S/he stated that

"Learners will gain experience of spontaneous interaction. It also helps students in working in team as well as individuals in order to use language purposefully and cooperatively. Finally, this will make the student understand the communicative knowledge and integrate language skills.

Speaking skill is seen by all teachers as an effective tool to develop their learners' communicative skill. In addition, they believe that all the four skills are equally they are separate yet bound with an inseparable bond

Question 6: Do you think that learners acclimate with the use of body language?

The aim of this question is to know if the learners acclimate with the using of body language, whether positive or negative. The answers were positive and it is stated as follow: the first one said that learners acclimate with this body because it is so important in the process of learning, he believes that in order to communicate communicatively one requires is this cues. The second teacher affirms that it is important to pay attention to the use of body language Thus, we can acclimate with it, and negative body language may hinder the thinking of learners. The third one said that learners sometimes can acclimate with the non-verbal communication also plays a vital role in conveying effective and meaningful messages and perceived it. The fourth one also claimed that body language and non-verbal communication are two terms can be used exchangeable, that help people to send and receive, so the relationships between them is that one can serve the other one.

Question 7: Do you notice any reactions or comments from learners when using body language, what do you think?

Principally, the reason behind this question is to know if learners imitated the teachers when using body language. All the teachers responded by yes, and claimed that body language helps learners and facilitate the process of communication to embody abstract ideas into visual learning situation. Thus, learners pay more attention and interact with it

Question 8: What do you think about the importance of listening?

This question aimed at measuring the value and the importance of listening. All the teachers claimed that listening has great importance in our life. Therefore, it helps us to improve the speaking skill as well as it gives the learners a way about how should be written, and also helps student in the process of reading. This latter commonly after listening and speaking in the hierarchy of communication capacities to be advanced.

Question 9: Do you think that body language enhances speaking?

The aim of this question is to know the useful of language and how can influence the speaking skill. The first teacher said no, it does not enhance speaking only, it enhances all the

four skills that it is to say body language is an umbrella and the absence of is mere death of communication. Whereas the other ones do not totally share this opinion and they said yes it helps the speaking skill and it helps teacher in many ways. For them body language is enough to develop one's communication competence

Question 10: Does the use of body language hinder your learner's attention?

According to the answers provided by the interviewed teachers, most of them said yes and they claimed we must use it seriously not always that it is to say if we use it too much; it may hinder learner's attention. Therefore, when teachers using body language in an effective way, the learners stimulate these encompasses listening, speaking, reading and writing.

Discussion of the result:

This part will shed light on the discussion and interpretation of the main results collected from the learners' questionnaire and teachers' interview.

As mentioned previously, the questionnaire is done in one part. In the first question the findings revealed that the majority of the learners acclimate with the using of body language and can learn the four basic skills (Listening, Speaking, Reading, and Writing), during the educational field.The obtained data from question 1 show that learners are motivated by the teacher and more than 90% answered by yes. In the second and the third questions most of the student see that the teacher smile during the lesson can affect them during the session that is to say that everyone are able to interpret their teacher's eye language therefore it can emphasis, think, ignore something. The voice modulation makes student grasp more during the session and hot correct to correct their mistakes affect themselves and will not help them to participate again. In the fifth and six questions, the learner do not prefer to participate again if the teacher uses hot correction to correct his / her mistakes this means indicates that learners prefer the resilience and acceptance of mistakes from the teacher which encourage them to do the best ,in the same way learners feel bored if the teacher explains the lesson from the desk and more than 90% said that this means that the explanation from the desk during the lesson makes them feel passives, and demotivated. In contrast in the seven question the learners feel motivated when the teacher change his voice during the lessons explanation to facilitate understanding and enhancing your speaking skill includes (pronunciation, vocabulary, fluency ,grammar),and more than 80% answered buy yes this indicates that learners ' motivation and speaking skill enhancement depend on the energetic atmosphere created by

the teacher. We move to the eight and nine question the learners also answered positively that disregarding students' efforts during the correction answer will not demotivated them and more than 97% answered by yes, and that's why the majority of student consider English language as the favourite language. In the ten questions, the most of learners are motivated by the teachers to practice the speaking skill in the expense of other skills. Despite this in the eleven question students are agree that the exigencies of speaking skill are easy to be master and more than 85% mention it. Meanwhile in the twelve all the students agree on the opinion that teacher's presentations affect the learners speaking skill, and 89% answered by yes. Also, in the thirteenth question all of them are not agree with teachers when using his hands in correspondent with the word he says, is successful method to improve the learner's vocabulary and pronunciation. So in the fourteenth question 63 % from learners are with the use of the product approach as a assisting implement to develop their speaking skill, and in the question fifteen also most of the student considers the type of extensive reading is beneficial ,while in the question sixteenth more than 65% don't face any other difficulties in learning a language. Therefore, teachers need to be qualified enough to hyphening correct the lecture in a successful way and give equal opportunities to all learners to participate while learning to achieve their goal. So from all the above questions, the question before the last ,it shows that learners don't rely on teachers and are not looking more to develop their skills and to improve their talent this means that most of them they need additional session to clearly improve a learning language and 50% answered by yes. In the final question more than 87% answered by yes that the working in groups helps learner to develop oral capacities through the repetition and practice.

Furthermore, the findings revealed that the use of body language in the classroom helps to form communicatively competent students, Henrik (2006). Since this strategy focuses on the communicative aspect of language rather than its form, it helps in developing learners' speaking skill. This is seen clearly in the participant 'responses. Besides, it helps to develop the communicative competence of EFL learners (Richards& Rodgers, 2001).

Concerning the teachers' interview, the analysis of the results shows that the idea that every teacher has about body language is different from one to another. However, most of the teachers agree that it is not easy to generalize their perception on all students. This is because learners' level is different. That it is to say, we can find students with good interaction during the lectures and students with limited skills and others who display poor oral communication (Hartas, 2012). Indeed, many techniques can affect the students' abilities. Moreover, the

findings revealed that if teachers do not pay attention to the use of body language this may hinder them.

Through the teachers' responses, we notice that EFL learners are generally affected by the use of body language during the lectures. Each teacher uses his /her specific cues to create a good atmosphere in the classroom and most of them use it in a positive way.

Conclusion:

This questionnaire is determined for second year high school learners at Cheikh Bouamama in Tiaret during the academic year 2019/2020. The participants of this study are 35 students from one group; they were appreciating the manner that the teacher using body language in enhancing speaking proficiency. The questionnaire is made up of 18 questions that are classified under one type: "closed questions" in which they were asked to answer either by "yes" or "no". Whereas the teacher's interview is made up of 10 questions and every one of them has own opinion. Both of teachers and of students they were asked to give their personal points of view.

General

Conclusion

General conclusion:

The current study was conducted to investigate the teacher's body language role in enhancing high school learners speaking proficiency. Our main objective is to confirm and verify the hypothesis as well as to raise the awareness on the problem faced by most of language learners, which's the lack of the oral presentations and the decrease of speaking skill among students, also to find out how the mechanism of the body language role in teaching and learning's process. In order to achieve the set objective, we relied on the quantitative and qualitative methods through the use of student's questionnaire and teachers' interview. The dissertation is comprised of three chapters.

Our human body speaks through the conscious and unconscious movements and postures, hand gestures, facial expressions, eye movements and touch. Each of these physical movements of the body parts could be seen as separate words and can be interpreted differently by other human beings within a given context of communication.

So, communication skills can be considered as the manner to contact with anybody by means of passing on or interchanging the news, information and feeling in the ways of listening, speaking, reading and writing (and sometimes sign language) M Su Maung 2014. Among these skills, speaking believed to be the most important productive skill and the difficult task since it requires special abilities to be mastered.

Due to this fact, some prime activities were proposed on behalf of reinforcing the speaking skill inside and outside the classroom for further competence. These activities were suggested for oral expression achievement and to approach knowledge with more energetic and motivated students who will certainly trust their own abilities and become positive.

In this vein, the work has been taped in two parts: theoretical part and the practical part. The theoretical part contains two chapters; the first is the literature review of body language whereas the second one is about the four basic language necessities. and the third chapter was the practical part of this essay.

Moreover, the result showed that learners agree that the use of body language during the lesson can be the successful process in enhancing the speaking skill. This explains that the using of this cue has great influence. We can see that in the responses provided by the interviewed teachers where most of them claimed they can generalize their perception on student's during the using of body language. The interview results also revealed that should

more attention paid to the use of this cues because it could a double edge sword. In addition to these findings, 04 teachers confirmed that the use of body language plays a souled role in any language learning and teaching.

Finally, we end this dissertation by customizing the most considerable recommendations that we hope will help learners as well as teachers in the process of learning and teaching.

Recommendations:

After conducting this research, we recommend additional researches on the following:

1-Positive body language can create an active environment and energy in the classroom, which can reflect and change classroom atmosphere and stimulate learners' positively so they get motivated to perceive the lesson.

2-Teachers' positive body language should be taken into consideration in order to get learners' satisfaction, happiness, and enthusiasm, which make the schooling experience an amazing one that will be unforgettable.

3-Teachers' need to use positive body language during the lecture, so the lecture will be full of positiveness, which is the best context for learning to take place and it reflects directly to learners 'motivation.

4- We also suggest that there more attention should paid to the use of body language because it could be a double edge sword. In addition, teachers should benefit from their training and experience to reform the teaching process, and it should more introduced to language learners as maybe a medium in the curriculum to foster their ability in learning foreign languages.

Limitations of the Study:

The study conducted as any academic research has faced some limitations including the following:

1. The lock-down, which was a great obstacle for us to meet teachers and students.
2. The selected learners were hesitating to answer our questions.
3. Teachers refused to record the interview.
4. Time restriction.
5. Teachers strike of high school.

6. The fear of being affected by Covid 19

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Résumé:

Les facteurs psychologiques et les problèmes linguistiques sont les principales raisons qui affectent les performances des élèves en classe et en particulier lors de l'apprentissage de l'anglais. Ces problèmes constituent des obstacles sur le chemin des étudiants qui les empêchent d'améliorer leur expression orale; la raison pour laquelle de nombreux étudiants ne veulent pas étudier l'anglais. Cette recherche vise à intégrer le langage corporel dans le processus d'enseignement et d'apprentissage pour sensibiliser les enseignants à l'utilisation des indices corporels comme outil pour améliorer la performance orale des élèves.

Le présent travail est mené avec des élèves du secondaire de «Cheikh Bouamama» dans le but d'enquêter sur les avantages de l'utilisation correcte du langage corporel sur l'amélioration des performances des élèves en parlant. La présente recherche tente d'examiner de plus près les compétences en communication orale des élèves du secondaire; et explore l'importance d'améliorer ces compétences pour une meilleure maîtrise de la communication. Le but de cette étude est d'identifier les effets positifs de l'intégration des indices du langage corporel comme un outil efficace pour améliorer la performance orale de l'élève. L'étude met également en lumière les contraintes les plus fréquentes en matière de communication orale rencontrées par les élèves anglophones du lycée «Cheikh Bouamama». Pour cela, une méthodologie mixte a été employée. Nous avons utilisé un questionnaire conçu pour les étudiants (N = 35) et une entrevue avec les enseignants (N = 4) pour recueillir des données. Les résultats ont montré qu'une utilisation positive du langage corporel a un bon impact sur les performances de communication orale des élèves. Les résultats ont également révélé que la communication orale des apprenants dépend de nombreux facteurs tels que l'anxiété et les stratégies d'enseignement. Cependant, malgré les limites de l'étude, nous pourrions tester notre hypothèse et montrer à quel point les signaux du langage corporel des enseignants sont importants dans le contexte de l'enseignement et de l'apprentissage.

ملخص الرسالة باللغة العربية

تعتبر العوامل النفسية والمشاكل اللغوية من الأسباب الرئيسية التي تؤثر على أداء الطلاب في الفصل وخاصة عند تعلم اللغة الإنجليزية. تشكل هذه المشاكل عقبات في طريق الطلاب التي تمنعهم من تحسين تحدثهم ؛ سبب عدم رغبة العديد من الطلاب في دراسة اللغة الإنجليزية. يهدف هذا البحث إلى دمج لغة الجسد في عملية التدريس والتعلم لزيادة وعي المعلمين تجاه استخدام إشارات الجسم كأداة لتحسين الأداء الشفهي للطلاب.

يتم إجراء العمل الحالي مع طلاب المدارس الثانوية من "الشيخ بوعمامة" بهدف التحقيق في مزايا الاستخدام الصحيح للغة الجسد في تعزيز أداء مهارات التحدث لدى الطلاب. يحاول البحث الحالي تقديم نظرة فاحصة على مهارات الاتصال الشفوي لطلاب المدارس الثانوية ؛ويستكشف أهمية تحسين هذه المهارات لتحسين إتقان الاتصال. الغرض من هذه الدراسة هو تحديد الآثار الإيجابية لدمج إشارات لغة الجسد كأداة فعالة لتحسين الأداء الشفهي للطالب. تلقي الدراسة الضوء أيضًا على القيود الأكثر شيوعًا المتعلقة بالاتصال الشفوي التي يواجهها طلاب اللغة الإنجليزية في مدرسة "الشيخ بوعمامة" الثانوية. لهذا ، تــم استخدام منهجية مختلطة. استخدمنا استبيانًا مصممًا للطلاب (العدد = 35) ومقابلة مــع المعلمين (العدد = 4) لجمع البيانات. أظهرت النتائج أن الاستخدام الإيجابي للغة الجسد له تأثير جيد على أداء التواصل الشفهي للطلاب. كشفت النتائج أيضًا أن التواصل الشفهي للمتعلمين يعتمد على العديد من العوامل مثل القلق واستراتيجيات التدريس. ومع ذلك ، على الرغم من قيود الدراسة ، يمكننا اختبار فرضيتنا وإظهار مدى أهمية إشارات لغة الجسد للمعلمين في سياق التدريس والتعلم