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Enhancing EFL Students' Motivation through Teachers' Kinesics: A

Case Study in the Private School "HiMi" Tizi-ouzou

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Dedication

This Work is Dedicated to All the People Who

Were a Source of

Love,

Support,

Encouragement,

Motivation,

Inspiration, . . .

Aknowledgements

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Abstract

The present study investigates the English foreign language teachers' use of kinesics and its effectiveness in enhancing learners' motivation from a Multimodal approach. This research is centred around three objectives. First, it aims at checking whether private school teachers of English in HiMi at Tizi-Ouzou use their kinesic behaviour (body language) in the classroom when teaching English. Second, it strives to discover to which extent teachers' body language can develop EFL learners' motivation. Third this study seeks to explore the perceptions of the participants towards the teachers' 'use of their body language as language teaching and learning tool. To reach these aims, the mixed method approach is adopted which combines both quantitative and qualitative methods. In addition, a likert-scale type questionnaire has been used to check the attitudes and perceptions of the participants which turned to be positive after the analysis and discussion about teachers' use of their kinesic behaviour to learn better English. Moreover, for the sake of collecting data about the issue addressed in this investigation, a classroom observation is adopted as an additional research tool. On the basis of study, we conclude that teachers'use of their kinesic behaviour is an effective teaching strategy that EFL teachers adopt inside their classes to foster and enhance learners' motivation. We also found that private school pupils favour the teachers who use their body language because it permits them to have positive attitudes towards learning English.

-Key words: EFL, teachers' kinesics, learners' motivation, language teaching.

List of Abbreviations

EFL: English as a Foreign Language

SL: Second Language

HP: Hypothesis

ELT: English Language Teaching

 \mathbf{Q} : Question

NVC: Non Verbal Communication

QCA: Qualitative Content Analysis

L2: Second Language

SDT: Self-Determination Theory

HIMI: Higher International Management Institute

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General Introduction

Statement of the Problem

From the early ages of human evolution, people had a need to communicate in different ways to share information, and feelings. In fact, it has been assumed that language was and has always been the main means of communication; however, using the verbal channel is not the only way to communicate. Indeed, Communication is a process in which people verbally or non-verbally share information and ideas as speech is no longer the only source of communication. In this context, communication is composed of two dimensions: The verbal and the nonverbal (Miller, 1988:4). Verbal communication is defined as the communication with the use of words; it involves both the written and the spoken transmission of knowledge. Whereas, nonverbal is the communication without words (wordless communication) as it does not involve words.

Moreover, scientific research on nonverbal communication and behavior began with the 1872 publication of Darwin's *The Expression of Emotions in Man and Animals*. Since that time, abundant research on the types, effects, and expressions of unspoken communication and behavior have emerged. Indeed, researchers have identified several different types of nonverbal communication generally classified as: Paralinguistics (speech quality), Proximics (use of space), Haptics (use of touch), Chronomics (the use of time), kinesics (body posture and movements) (Hans, 2012:48), etc. Teachers' use of their kinesics will be the core focus of our work. In this context, (Hans 2012:45) stresses that the word *kinesics* means "movement" which refers to the study of hand, arm, body, and face movements.

More precisely, what foreign language teachers often struggle in their own classes is how to motivate learners to learn a foreign language. Students' motivation has continually become a major concern for foreign language teachers because students 'motivation is critical for the effectiveness of language teaching and learning. EFL teachers usually handle effectively classroom management or teaching techniques, but they continue to struggle with motivational problems among students. In fact, A considerable amount of research has been conducted on what "students" do to increase learning motivation, but considerably less has been done on what "teachers" do. The teacher can do much to capture students' interest for learning English and maintaining the students' motivation. One of the ways is through their body language.

Based on what was said previously, Social Semiotic approach to educational research have extended the scope of investigation beyond language to other semiotic resources (e.g. Kess et al; Jewitt & Kress, 2003; O'Halloran, 2000; 2005; Jewitt, 2008b, and Unsworth, 2001; 2006). That means, the traditional views which argue that teaching and learning process is primarily linguistic is no longer prevalent.

Accordingly, the pedagogy of teachers is realized through the deployment of modalities and semiotic resources which can include gestures, gaze, image and movement, alongside with language (Lim,O'Halloran,&Podlasov, 2010). That is to say, learners need not only the linguistic context but also to go beyond the nonlinguistic context of their teachers so that to capture the whole meaning that both verbal and nonverbal communication can provide. In this context, the focus on the educational research is moving towards a Multimodal approach which takes into account the complete range of resources utilized in the classroom in order to gain deeper insights into the pedagogical process and how the classroom is constructed for the students.

Language teaching and learning is an area which more research on the use of kinesics is needed. A deep look in the literature shows that many researches have been conducted about the use of teachers' kinesics as an instructional material: (Peng Hong-li,2011; Pease & Pease, 2004; Butt,2011; Velez and Cano,2008; Özmen,2011; Beebe,1980 and many others). However, none of these studies has discussed the key role of using body languages in EFL

teaching and learning as a means for enhancing learners'motivation in acquiring the English language in the private school HiMi in Tizi-Ouzou. Consequently, the incorporation of kinesics into the teaching and learning processes is an area worthy of investigation is going to be the purpose of this study.

Aims and Significance of the

Motivation is necessary and fundamental in all domains (Dornei, 2004:275). Indeed, in all types of classrooms, teachers'motivation is important and it has been extensively researched and documented. Since, teachers often struggle in their own classes to motivate the unmotivated students, this study aims at shedding light on the prominent role that teacher' use of their body language plays in the learning and teaching process, mainly EFL learners.

Moreover, the objectives of this study are three folds: The first objective seeks to find whether teachers use kinesics in English language classes and determines its place in the teaching and learning process. The second objective consists in investigating the students' attitudes towards their teachers' use of body motion in EFL classes. The third objective strives to discover the extent to which teachers' use of gestures, head movement and posture, eye contact, facial expression as a form of nonverbal communication can enhance EFL learners' motivation, thus investigate and explore the existing relationship between teachers' kinesic behaviours and students' motivation and their academic achievements. Consequently, this study is conducted in order to highlight the importance of teachers' kinesics on first year EFL students in the private school HIMI in Tizi-ouzou. So, this investigation tries to explore this aspect based on the social semiotic multimodal perspective.

Research Questions and Hypotheses

For the purpose of reaching the above mentioned objectives, we attempt to answer the following research questions:

- **1.** Do English language teachers use their body language when teaching in the private school 'HiMi'?
 - **2.** What are the EFL students' attitudes towards the teachers' use of kinesics?
- **3.** To what extent teachers' kinesics contributes to enhance students' motivation in EFL classrooms?

In an attempt to answer these questions, we advance the following working hypotheses:

Hp1: Private school English language teachers use their body language to ensure their pupils' understanding of the message.

Hpt2: The kinesic behaviour of English language teachers improves the quality of teaching and yields learners' positive attitudes towards learning.

Hpt3: Teachers'kinesics promotes students'motivation in EFL education.

Research Techniques and Methodology

Our investigation is a case study which adopts a mixed method research that takes place in the private school 'HiMi'. In fact, in this investigation, we are required to analyse teachers' use of Kinesic behaviour and explore its impact on students' motivation and attitudes. So, both Qualitative and Quantitative methods are adopted for both data analysis and data collection tools. In fact, the research data are drawn from two main resources namely: a questionnaire administered to 45 students in the private school 'HiMi' and a classroom observation. This will pave the way to the investigators to better investigate the issue and gather more valid data needed in our investigation.

For the quantitative data, we have used a descriptive statistical method relying on the rule of three in order to analyse the close-ended questions. As for the qualitative part, we

describe and interpret the results obtained from the classroom observation on the basis of content analysis.

Structure of the dissertation

The present dissertation follows the traditional simple model. It includes four chapters, the general introduction and the general conclusion. The Literature review chapter, reviews the main concepts in the literature and presents the main theoretical perspectives related to our subject. The research design chapter describes the methodology adopted as well as the procedures of data collection and data analysis tools. The Presentation of the results chapter provides the results obtained from the experiment. The discussion of the results chapter compares the results gathered and discuss them in the light of the theoretical framework and the literature review.

Chapter One : Review of the Literature

Introduction

This chapter reviews the main literature and theoretical frameworks used in this study. The first part deals with the field of Multimodality and kinesics as a multimodal resource and its importance in second and foreign language education. It continues to explore 'the discipline of kinesics as a multimodal resource and its importance in second and foreign language education. The second part of this chapter introduces the notion of motivation by providing various definitions and types as well as some theories relevant to our study. Lastly, this review accounts for different implications and approaches that have been adopted to explain motivation as a result of teachers' kinesics.

1. Multimodality

Multimodality is the basic assumption that meanings are made as well as distributed, interpreted and remade through many representational and communicational resources of which language is but one(Jewitt, 2009). Indeed, the theory of Multimodality developed through the work done by Kress and Van Leewuen (2001, 2006) and other scholars (Buldry and Thibauft, 2006; Bezmer and Jewitt, 2009; Royce and Bowcher, 2007). Multimodality contributed to understand how different modes of communication (language, image, graphs, sounds, music, etc) create meanings. Thus it conceives of representation and communication as relying on a multiplicity of modes, all of which have been socially developed as resources to make meaning. In this context, Kress (2010: 01) states that:

Each mode does a specific thing: image shows what takes too long to read, write, names what would be names what would be difficult to show. Color is used to highlight specific aspects of the overall message. Without that division of semiotic labour, the sign, quite simply, would not work. Writing names and images show, while color frames highlight each to maximum effect and benefit.

In this sense, Van Leeuwen (2014: 281) offers a very clear definition of Multimodality "the term multimodality refers to the integrated use of different semiotic resources e.g.

language, image, sound, music in text and communicative events". Based on what has been said earlier and according to Kress and Van Leeuwen "Multimodality focuses on the study of the interrelationships between various communicative modes, no matter whether they are visual or auditory, words or image" (Liu 2013: 1259). This means that multimodality focuses on the other modes of communication such as the visual mode of image, gesture, gaze, posture, color, typography, and composition, (etc). Hence it aimes at studying the contemporary communication and how meaning is made through the combinition of different modes.

1.1. Multimodality in EFL Pedagogy

Multimodality is a theory of communication and social semiotics which emerged in the twentieth century. Today, all communications are and have always been multimodal (kress and van Leeuwen, 1996). That is, meaning is constructed and transmitted using more than one semiotic mode, and more than one medium of communication. To put it differently, Multimodality describes communication practices in terms of textual, aural, linguistic, spatial, and visual resources used to compose a message. In Van Leeuwen's words, Multimodality is "the combination of different semiotic resources in a communicative artifact or event." (Van Leewuen, 2005: 281).

In the EFL education context, multimodal learning environments allow instructional elements to be presented in more than one sensory mode (visual, oral, or written). In this context, Kress et al (2001) argue that "[...]learning can no longer be treated as a process which depends on language centrally or even dominantly, [...] learning happens through all modes as a complex activity in which speech or writing are involved among a number of modes" (2001:1). This may lead learners to improve their attention and learning performance in particular for lower-achieving students.

Nowadays, it is recognized that all communications are multimodal; hence each kinesic behaviour is recognized and treated as a semiotic resource for meaning making. In fact, everything communicates, including, the way we use our bodies, the way they stand, the pitch and the tone of their voice and the way they manage space during conversation (Axtell, 1995:4). Hence, humans cannot stop the flow of communication just by ceasing to use words. Indeed, this investigation seeks to explore the impact of kinesic behaviour of teachers on students' motivation by using a multimodal approach.

1.2. Mode

Since any definition of multimodality centers on the notion of a multitude of modes, the question of what is mode is an important one. Archer and Newfield (2014:185) define mode as an "organized set of resources for meaning making including gaze, gestures, movements, music, speech and sound". Relying on what is said in this definition, every semiotic resource used to present information is referred to as mode. Jewitt (2009: 22) underlines that "considering something as a mode requires a shared cultural sense of a set of semiotic resources". Said differently, something can only be recognized as a mode when it is a usable system of communication within a community.

1.2. a. Kinesics

Communication requires a medium in which the communicated information is understood by both sender and receiver. There are two media from which a message is transmitted: verbal and nonverbal (Negi, 2009:101). Verbal communication refers to all communication aspects of message exchange by using words. Nevertheless, verbal communication is only one facet in the communication process because there exist other means namely the nonverbal communication. The Dictionary of Gestures, Signs and Body Language Cues (Givens 2002:33) gives the following definition of nonverbal communication:

The process of sending and receiving wordless messages by means of facial expressions, gaze, gestures, postures, and tones of voice. Also included are grooming habits, body positioning in space [...]. Nonverbal cues include all expressive signs, signals and cues [...] which are used to send and receive messages apart from manual sign language and speech.

This means that non verbal communication is a type of communication that takes place through non verbal cues which are represented in gestures, eye contact, facial expressions, posture and space and it is well known as paralanguage. Indeed, Smith (1979:631) argues that non verbal communication like the verbal communication is equally important and it has its significant and necessary usage in the iducational setings.

Many educators have provided many different categorizations of nonverbal communication amongst is kinesics. Indeed, the term *kinesics* was mainly grounded on the work of Birdwhistell who use it in 1952 when he wrote *Introduction to Kinesics*. Kinesics was defined as:

Kinesics encompasses facial expression, gestures, posture and gait, and visible arm and body movements. Expressive movements taken as symbolic actions display or emphasize thoughts, feelings, moods, intentions, and/or attitudes and may be used in combination with, or instead of, verbal communication. (Birdwhistell 1970:45; cited in SAGE Publications, Inc. 2009).

In other words, kinesics is an important part of non verbal communication which includes facial expressions, gaze movements, gestures, postures, even subtle movements and still positions. Interestingly, Birdwhistell (1955) believes that body-motion communication is systematic; socially learned (Verma,2005). Said differently, kinesics refers to the interpretation of the movements of the body which maybe culture-bound. In this context, Ekman and Freisen (1969) have developed a taxonomy of kinesics which includes gestures, facial expression, eye contact, head motion and body posture.

1.2. b. Gestures

A gesture is a non-vocal bodily movement intended to express an idea or meaning. Gestures may be articulated with the hands, arms or fingers. In fact, teachers who use consistent gestures while speaking send messages that are more likely to be understood by their students, and in turn create a more effective learning environment. Moreover, the teacher mostly performs hand gestures to complement or reinforce their verbal messages when explaining the material. For example, when a teacher illustrates a physical item, he/she can use his or her hands to show how it is big or how it is small; the hand gesture makes his verbal messages better and more attractive.

Besides, in EFL classroom teaching, for example, the gesture of putting the index finger to closed lips means "be quiet". This is in line with Kusanagi (2005: 386), who stated that "gestures provide more redundant or complementary input to the speech...when a gestural explanation succeeds, students understand the new language well, and as a result their better understanding may increase their motivation and learning". In other words, the teachers' gestures that accompany the verbal message help students deepen their understanding and increase their motivation.

1.2.c. Facial expression

The human face is the primary site for communication. It has the potential of expressing countless emotions without using words. Indeed, Barros and Lazo (2010:09) assert that:

Facial expression is more than an emotion of eyes, lips, nose and other muscles of the face. It is a strong demonstration of people's temperament: for this reason teachers must provide their students with a permanent impression for themselves through their expression

Said differently, the face is the most important part of our body for communication and is very helpful in establishing authentic teaching-learning; in which students will depend mostly on the face of the teacher to enhance the deliverance of the lesson. To illustrate this, when the teachers ask questions, they must use their facial expressions to adopt certain attitudes towards the answer of the student. Specifically, in English language classes, when the teacher raises a question in English, a simple facial expression he may show can encourage students to think carefully and answer actively, Sometimes an unconscious frown can make sensitive student correct his answer immediately. It is much better than just saying "No" or "Wrong", which can offense the student. All in all, facial expression is very useful especially in EFL classes since they have a variety of purposes such as

- Controlling the class
- Creating a connection with students
- Getting the attention of students
- Creating confidence

(Barros and Lazo, 2010:9)

1.2. d. Eye contact (Gaze)

One of the important part in our face, is our eyes and the eye contact we make with other people during communication. According to Laskowski (2004:1) eye contact is the cement that binds together speakers and their audiences. Without a doubt, eye contact has a lot of influence in the student-teacher communication and is one of the most important aspects of kinesics, especially in the classroom settings. In this context, Khan and Akbar (2000) reports that in the teaching and learning process; eye contact is perhaps the most powerful way to communicate. Indeed, longer eye contact is associated with trust, good feelings and participation of the students. Therefore, gaze plays an important role in keeping the class connected.

Moreover, eye contact has a very significant influence in the classroom settings. In this regard, Ledbury et al. (2004) suggest that teachers watch learners and listen to them, particularly when they are performing tasks to look for signs of being bored or being lost. Thus, eye contact is not only to be considered as a tool for the teacher to convey messages but as a means to interpret the messages students can display nonverbally via their eyes. For example, it is not rare that a student avoids the eye contact with the teacher, after he/she poses a question or asks for an opinion, and the student does not know the answer. So, teachers eye contact strengthen class participation and motivate learners.

1.2. e. Head motion

The head is another form of nonverbal communication that EFL teachers use in their classroom environment. In fact teachers' head movements communicate interest and attentiveness to their students. An innate and universal head movement is the head nodding and head shaking side to side which is most often associated with the responses of yes and no. This nonverbal signal begins at birth, even before a baby has the ability to know that it has a corresponding meaning. Babies shake their head from side to side to reject attempts to spoon-feed (Hans & Hans, 2015:48), we also move our head to indicate interest. (Pease and Pease, 2004:232).

Accordingly, Peace (1988) distinguishes three essential head positions. The first is the head up position which signifies that a person holds a natural attitude about what he is hearing. The second position is when the head tilts to one side. This shows that interest has developed. Generally, people tilt their heads when they feel warm towards the speaker or when the speaker is attractive. The third position is the head down position. It indicates either a negative or judgmental attitude. People often use this kinesic behaviour in critical evaluation stances.

1.2.f. Body posture

According to Lobez and Verdugo (2010), body posture refers to the position of the body. In fact, the way we sit, stand, walk, and carry ourselves communicate various messages. In this context, Birdwhistell (1970) explains that within each of these postures there are many variations or *kinemes* which if joint with particular nonverbal cues, can communicate several different meanings. Indeed, Posture can signify differences in status, attitude, emotional level and persuasion (Hargie Saunders and Dickson,1994). That is to say, our posture can communicate our emotions or opinions. For instance, a relaxed posture suggests friendliness, while a closed, defensive posture says "Stay away". For this reason, it is essential for teachers to know about body posture and how to use it and to master the most important postures and relate them to emotional states of the students. Then the teacher's movements are the basis of all active learning.

Indeed, all humans use posture to communicate. There are numerous body postures for a teacher, standing or sitting in a relaxing professional manner is a positive posture which can arouse students' positive attitude, and show that you are approachable, receptive and friendly (Barros and Lazo, 2010:34). So, being comfortably upright, facing the students may be the factors that can help to change students' mood, draw students' attention, or reinforce some ideas.

To conclude, kinesic behaviours including gestures, facial expression, gaze (eye contact), head motion, and body posture are all semiotic resources. In EFL classes, teachers employ all these resources together in association with spoken words for the purpose to form a multimodal ensemble which help both in encoding and decoding messages in language class communication.

1.3. Teachers' Kinesics in the Classroom

Teachers' kinesics, in a way or in another, is of a crucial importance particularly in the process of teaching and learning a foreign language by which it makes language learners more engaged and curious to learn. Accordingly, Orton (2007:16) states tha "the spontaneous use of gestures plays a significant role in natural learning processes, assisting the learner to grasp concepts, develop skills and store a new knowledge including new language in any field". Orton (2007) goes further on this to include that body language is one of the techniques used by teachers to stimulate and engage students in learning.

Interestingly, teachers' kinesics is perceived as an important technique in second language learning and teaching. Cavanagh (2013:07) claims that "to have a good body language, teachers should be centered, open body posture, upright, shoulder back, head up, hand/ arm gestures to emphasize point or convey meaning, inclusive eye contact, relaxed stance, expressive gesture, warm facial expression" (2004:07). This has the effect of establishing the teacher's authority and credibility as well as promoting high level of engagement from the students (Bower, 2013:115). Indeed, Hong-peng (2011) asserts that it is necessary for teachers to learn to use nonverbal cues such as (gestures, facial expression eye contact, etc) to stimulate the quality of classroom teaching.

Moreover, Negi (2009) believes that the language of body movements plays a great role in the classroom since it helps teachers to get the students'attention easily, rather than with verbal communication. Similarly, Smith (1981, cited in Chaudhry and Arif, 2012) claimed that teachers who believe that much of our communication takes place at the nonverbal level can encourage students' participation and attention to the lesson. That is to say; kinesics is very crucial for the teachers' and the students' performance (Ledbury et al, 2004, cited in zeki, 2009).

1.4. Kinesics as an Operative Strategy for Motivating EFL Students

Since our concern is based on the teachers' kinesics as a motivational technique, i.e. the impact of teachers' kinesics on students' motivation, it is significant to talk about kinesics as an operative strategy for EFL students' motivation. Indeed, many previous studies like (Burk and Leblanc 1993) capitalized on the importance of kinesics, for it improves the teaching practice and enhances students' motivation, especially in EFL classes. Accordingly, the EFL classroom is an environment where the ultimate goal is to communicate. In fact, several recent studies investigating the impact of body language in the different communication settings support the position that body language plays a major role in affecting peoples' interactions.

Moreover, Al Fatihi (2016:41) says that "the use of kinesics in the classroom is to give feedback, to motivate learners and have a good classroom management". In more precise terms, kinesics that teachers apply in the EFL classrooms is a good strategy not only to make the students more active but also to motivate them to learn. Similarly, Barabar and Caganaga (2005) mention that kinesics is the inevitable part of language teaching which helps to develop teaching quality and teaching methods and helps teachers to get the students' attention more easily. All in all, kinesics is a potential tool of the teaching and learning process, and could make the environment of teaching and learning more effective and interesting, and also it could easily motivate the students (Butt, 2011).

2. Motivation

The concept of motivation is described and defined in various ways according to different scholars and it is differently defined by many dictionaries. Motivation has many different definitions, but it is important to focus on those that are related to the learning and

teaching process. Understanding exactly what motivation is will help teachers decide what actions to take to encourage their students.

In fact, the definition of motivation starts with the root word 'Motive'. Webster's dictionary defines motive as something that causes a person to act. Therefore, motivation can be defined as the act of providing motive that causes someone to act (Shank, 2015:24). In other words, motivation is the attribute that moves us to do or not to do something.

Additionally, Williams (2010:01) defines motivation as, "the predisposition to behave in a purposeful manner to achieve specific, unmet needs and the will to achieve and the inner force that drives individuals to accomplish personal organization goals". In other words, motivation resides in the inner force that pushes someone to behave in a purposeful manner. Oxford and Shearin (1996a) believe that motivation determines the extent of active, personal involvement in foreign or second language learning. Moreover, Jones (1955: 14) states that motivation is concerned with how behaviour gets started, is energized, sustained, directed, shaped and what kinds of subjective reaction are present in the organism while all this is going on. Furthermore, Guay et al (2010: 71) claim that "motivation refers to the reasons underlying behaviour".

In the context of defining motivation, Mayer (2011) suggests that motivation is generally considered to be an internal state that initiates and maintains goal directed behaviour. Also, Rajab et al. (2012:419) mention, 'without motivation, and even gifted individuals cannot accomplish long term goals; whatever the curricula or whoever the teachers are'. To put it another way, motivation is the driving force that leads people to behave according to their goals or orientations.

Interestingly, Gardner (1972) states that "Motivation is a fundamental factor in the learning process. It is a complex multifaceted construct, but it has been considered one of the factors that most influences the success of teaching". Following Gardner's assumption, motivation is one of the psychological factors that influence the success of learning and teaching process.

Motivation was considered as one of the main determinants of the second and foreign language learning achievement because it drives students to learn the language easily and it facilitates the task to teachers. Educational psychologists have long recognized the importance of motivation for supporting students' learning. Indeed, motivation is a fundamental factor which helps to develop capacities and translate them into better performance.

2.1. Types of Motivation

Motivation in learning a second language is divided into four components which have been widely studied by scholars such as Gardener (1985), Gardener and Lambert (1972), Deci and Ryan (1985). These types are explained in the following paragraphs.

2.1.a. Intrinsic and Extrinsic Motivation

In self-determination theory (Deci and Ryan 1985), we distinguish between different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between intrinsic and extrinsic motivation. Indeed, intrinsic motivation is usually defined as motivation which is guided by interest in the task itself in which one is engaged (Deci, 2005). It is related to the internal desires to perform a particular task. People do certain activities because these activities give them pleasure (Walker Greene and Mansell, 2006). Extrinsic motivation, on the other hand, is related to the external factors which generate the behaviour and help the student to achieve his objective. According to

Ryan and Deci (200: 55), extrinsic motivation is "the performance of an activity in order to attain some separable outcomes". For example, in language learning, students who learn the language to gain parents' appreciation or teachers' praise are extrinsically motivated.

2.1.b. Integrative and Instrumental motivation

According to Gardener and Lambert (1972), there are two types of motivation, 'Integrative and Instrumental'. These two types of motivation are essential when referring to second or foreign language learning. On the one hand, Integrative motivation means learning the language with the intention of participating in the culture of its people. That is, studying a language means identifying oneself with the community and the culture that speaks that language. For instance, a learner can be integratively motivated if he inspired to learn a language in order to interact with the group members of that language. On the other hand, instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive such as obtaining a job, gaining a high salary, etc. This means that instrumental motivation is considered as a means to get social and economic rewards through L2. In this context, Cook (2000) argues that integrative and instrumental motivations can affect and control the procedure and outcome of learning second and foreign language.

2.2. Motivation in EFL Classrooms

As the term 'Motivation' is significant in our research, it is essential to provide a conceptual clarification of what motivation in efl classrooms entails.

The term motivation in EFL classrooms is seen by Gardner (1985:10) as "referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". Dornyei (2001) also mentioned that motivational intensity, attitudes, aptitudes, and willingness to target language have a great

impact on learning a foreign language. According to Dornyei (ibid), the teachers' behaviour is a powerful motivational tool and it is also important for teachers to engage EFL students in the learning process and create motivational environment or conditions in the classroom. Motivation then plays a key role in learning a foreign language. Without motivation, learners may not start the act of learning at all and for those who have started to learn, they may not be able to maintain their learning or experience hardship in the process (Gardner, 1985; Palmer, 2009). Consequently, highly motivated learners have been found to have higher achievements in learning English as a second language than those with lower motivation.

In fact, in EFL context, motivation is driven mainly from external sources and exposure to those languages outside the classroom is somewhat limited, teachers can play an important role in enhancing or undermining students' motivation. Similarly, Oxford and Shearin (1996a) believe that motivation determines the extent of active, personal involvement in foreign or second language learning. They maintain that because unmotivated students are insufficiently involved, and they are unable to develop their language skills.

2.3. Motivation as a Result of Teachers' Kinesics

The body language of teachers plays an important role in the teaching process. It refers to the aspect of how the course is presented in an enjoyable, interesting, and motivated way. In this context, Hammer strongly asserts that in order to effectively communicate:

Teachers also use physical movements and gestures inside the class. Many teachers also use gestures to demonstrate things like the past tense pointing back over their shoulders. They use facial expression to show emotions such as happiness and sadness and mime to demonstrate actions such as opening a book or filling a glass. Gestures should become a natural adjunct to the language, especially with students at lower levels (Hammer; 2007: 37).

In the light of what has been said earlier, teachers' kinesics has an impact on the understanding of the students and when used in comprehensive way produces a great impact

on their motivation. Furthermore, Meadow (2006: 211) state that "the gestures teachers produce during instruction could facilitate learning by helping children [and students in particular] understand the words that accompany those gesture". This fact is supported by Ritts and Stein (2009: 06) who affirm:

If one fails to gesture while speaking, may be perceived as boring, stiff and unanimated. A lively and animated teaching style captures students' attention, makes the materials more interesting, facilitates leaning, and motivates students. Head nods a form of gestures, communicate positive reinforcement to students.

In this sense, teachers' kinesics do count as the source where students' motivation in learning comes. Hence, it becomes a fundamental aspect in the teaching of languages especially to non- native speakers.

Similarly, nonverbal factors that teachers use to express themselves are called immediacy behaviours. Indeed, Anderson claims that "immediacy behaviours such as appropriate eye contact, the use of gestures, facial expressions are considered to be highly effective teaching behaviours" (Anderson, 1980: 12 cited in Hsu 1992: 05). Therefore, these nonverbal aspects aid EFL teachers to teach the language effectively and increase students' motivation because the teacher is able to transmit positive characteristic that enables him/her to motivate and captivate students' attention.

Conclusion

This chapter has reviewed the literature related to theories and practices in Kinesics and motivation from social semiotics multimodal approach. A number of key concepts that are related to this study have been examined. This chapter also highlights the primordial role that teachers' kinesics play in the motivation of students. And on the basis of these points tackled in this review, our research attempts to investigate the motivation of students through their teachers' kinesics in the private school English class.

Chapter Two: Research Design

Introduction

This section is methodological. It comprises two parts dealing with the procedures of data collection and data analysis applied throughout our study. The first part of this chapter reveals the type of the research methodology used in order to investigate the issue as well as the context of the investigation and the population, the description of the instruments used for the data collection and the piloting of the students' questionnaire are also included. The second part includes the methods used in the analysis of the data gathered from both the classroom observation and the students' questionnaire. The rule of three is adopted for the analysis of the results obtained from the questionnaire. As for the analysis of the classroom observation, the qualitative content analysis (QCA) is adopted.

1. Procedures of Data Collection

Our present investigation took place in the private school 'HiMi', and the target population included in this study is EFL students. In fact, the total number of the participants involved in our study is made up of 45 students divided into 3 groups; each group number is restricted to 15 students. As concerns the sources of data collection, the investigators designed a questionnaire administered to all the students of the three groups and a classroom observation. And we have attended three sessions with each group in order to notice if teachers'body language has an impact on the teaching as well as the learning of the English language in the private school 'HiMi'. Hence the combination of these two techniques will allow us to bring valuable information which may help us answer the research questions and hypotheses.

2. Data collection tools:

1.1. The Questionnaire

Collecting participant's perceptions about the use of teachers' kinesics is one of this dissertation's aims. For the purpose of reaching this objective, the researchers opted for a survey whose data is collected via means of a questionnaire. In fact, a questionnaire is a valuable research tool which allows the investigators to collect authentic information from the respondents.

In an attempt to define a questionnaire, Brown (2001) says that a questionnaire is "any written instrument that presents respondents with a series of questions or statements to which they react either by writing out their answers or selecting from among existing answers." (Brown, 2001:06 cited in Dorhyei, 2003:06). In other words, a questionnaire is a set of designed items given exactly in the same form for a group of participants in order to get soft data. This questionnaire is administered as a primary source of data collection to EFL students of the private school 'HiMi'. It solicited the information from the students regarding Kinesics and its importance in the learning and teaching process. In fact, all the questions in the questionnaire designed for this research were close-ended questions, meaning that the participants are given ready-made alternatives to choose from. We have submitted the questionnaire to the students in the period of 04th to 11th November 2018. Moreover, the respondents were asked to indicate their degree of agreement with a given statement by way of ordinal scale. The Likert-type questionnaire collects necessary data which are relevant to the above mentioned objectives (Likert, 1932). It is used in this research for the reason that the Likert-type scales use fixed choice response formats and are designed to measure attitudes or opinions (Bowling, 1997; Burns and Grove, 1997).

2.2 Piloting of the Questionnaire

In conducting an investigation by a means of a questionnaire, we need to make a pilot study. The pilot may be regarded as a trial and error step. It enables the researchers to get a clear idea about the questions to be asked in the study, their potential usefulness and relevance and the population's reaction to them. In this context, Moser and Kalton (1971:49) state that "the pilot study allows the researcher to gauge the tare of non-response to be expected". This means, the probable number of refusals can roughly be estimated from the pilot study.

In similar vein, Stephen and Michael (1981:34-5) argue that the pilot study may lead to the changing of some of the suggested hypotheses, dropping some, developing new hypotheses when called for. They add that the pilot study may help the researcher to be aware of some weaknesses related to the wording and the context of the question.

Before collecting the data, the questionnaire was piloted by five (05) EFL students. This stage took place in the private school 'HiMi' in Tizi-Ouzou where we had distributed five questionnaires to both male and female students in order to check if all the question items are clear and comprehensible. Some minor adjustments were made in the questionnaire according to the feedback received from the pilot.

2.3. Classroom Observation

Classroom observation is used in our study as a research tool for gathering data in a natural setting. Bell (1987:88) defines classroom observation as "a technique that can often reveal characteristics of group of individuals which would have been impossible to discover by other means". In fact, we chose the private school HiMi in Tizi-Ouzou and we attended three sessions with each of the three groups of the private English classes. Moreover, the

observation took over three weeks, from 14th November to 4th December. Moreover, in order to gather the data, we have designed a checklist which is based on some criteria related to teachers' use of Kinesics during teaching in addition to the impact it has on the motivation and the attitudes of EFL students.

3. Procedures of Data Analysis

In order to analyse the data obtained from the questionnaire and the classroom observation, we opted for both the quantitative and the qualitative methods. As it was already stated in the introduction of this chapter, the rule of three is used to analyse the data obtained from the students' questionnaire, while the qualitative content analysis is used for the analysis of the data obtained from the classroom observation.

3.1. Quantitative Data Analysis

The quantitative analysis of the data dealt with the closed-ended questions and the likert-scale questions by using statistics and percentages. Indeed, "quantitative content analysis is the process of transforming raw data into standardized form". (Babbie, 2001:309). More clearly, this data analysis technique entails a coding operation, i.e. it transforms answers obtained from data collection tools into numerical and statistical data. Indeed, the results are interpreted in terms of numerical data manually coded in a Microsoft Excel document in the form of percentages, then presented in form of pie charts and diagrams. The percentages are calculated by means of the rule of three which is used as follow:

$$X = \frac{z \times 100}{v}$$

X stands for the calculated percentages, Z is the value of the answers and Y is the total number of the respondents. That is to say, you multiply the value of the answers by 100 and then you divide it by the total number of the participants to get the percentage.

3.2. Qualitative Data Analysis

The second method we used in our study is the Qualitative Content Analysis (QCA). In fact, this method is applied to analyse the results obtained via the Classroom Observation and the open-ended question. QCA is "a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns" (Hsieh and Shannan, 2005: 1278). Similarly, Dezin and Lincoln (1994:02) held that Qualitative method involves studying things in their natural settings, attempting to make sense of, or to interpret the phenomena in terms of the meaning people bring to them. Said differently, QCA is a method used by the researchers in order to build a deep understanding of the topic under investigation. Hence, it is used primarly to analyse the results obtained from the qualitative research.

Qualitative method excludes the collection of numerical data in favour of natural data in the form of researchers' field notes. In this present study the QCA is used to analyse the classroom observation findings; thus, this method relies on coding i.e. summarizing the results of the observation into condensed and broad categories about the phenomenon being investigated.

Conclusion

To sum up, this part of the dissertation has presented the research methodology followed in this work. It first sheds light on the means of data collected throughout our investigation as well as the procedures of data analysis used to interpret the results of both the questionnaire and the classroom observation. Moreover, it includes the description of the two research tools used in this study. That is to say the students' questionnaire and the

researchers' classroom observation. Finally, this chapter has also opted for explaining the methods of data collection and data analysis. For the analysis of the data gathered from the questionnaire, the rule of three has been adopted while for the classroom observation; the content analysis is used to interpret the results. Throughout our investigation, we opted for this methodology in order to know if teachers' kinesics influences EFL motivation in the private school 'HiMi'.

Chapter Three: Presentation of the Findings

Introduction

This chapter is devoted to the presentation of the findings gathered through our investigation. It displays first the results obtained from the students' questionnaire that have been addressed to 45 students of first year of the private school and a classroom observation we have conducted in the same school in Tizi-Ouzou. The aim of this chapter is to show whether or not teachers of English use kinesics as a form of their nonverbal communication and if it is effective in enhancing EFL pupils' motivation of learning English. The findings of the questionnaire are presented in percentages and shown in histograms, and pie charts. The results of both the questionnaire and the classroom observation are followed by some comments in order to interpret them.

1. Presentation of the Results of the Questionnaire

1.1. Section One: Students' Familiarity with Multimodality

Q 01: Have you ever heard about Multimodality?

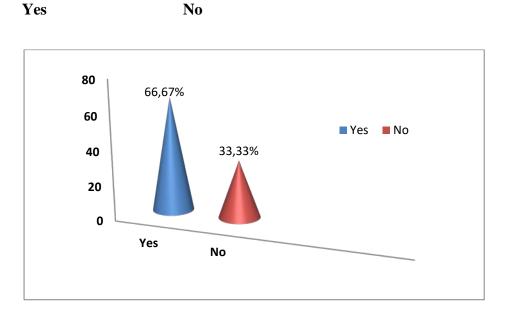


Diagram (01): Students' Familiarity with Multimodality

The diagram (01) above demonstrates clearly that the majority of the participants have already heard about multimodality. This majority represents 66.67% of the participants, while 33.33% of them have not.

Q 02: Tick the appropriate answer: Two answers are valid

Multimodality is described as:

- a. an interdisciplinary approach that views Communication as a process involving multiple modes or semiotic resources beside language.
- b. An approach that focuses on meaning making.
- c. The combination of various communicative modes no matter whether they are visual or auditory, words or images.

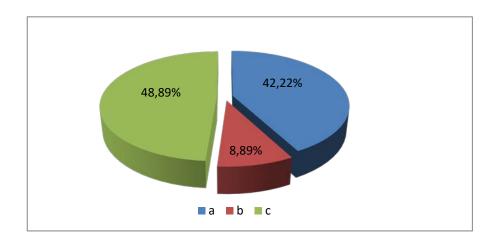


Diagram (02): Students' Definition of Multimodality

The above diagram represents students' definition of multimodality. It shows that 48.89 % of students have defined multimodality as an interdisciplinary approach that views Communication as a process involving multiple modes or semiotic resources beside language, an answer which is considered as a correct one. 42.22 % have also succeeded in their definitions of multimodality, which they consider as the combination of various communicative modes. However, the remaining participants did not succeed in providing the right definitions of multimodality.

1.2. Section two: Students' Attitudes toward Kinesics.

Q 03: Are you aware of kinesics in the classroom?

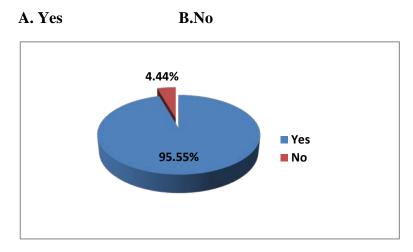


Diagram (03): Students' Awareness of Kinesics in the Classroom

This pie chart indicates that forty three (43) students out of forty five (45) opted for "Yes" they are aware of kinesics in the classroom with (95.55%). A percentage of (4.44%)said "No". That is, they are not aware of kinesics in the classroom.

04: Do you pay close attention to Kinesics in the classroom?

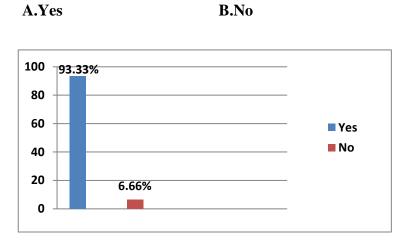
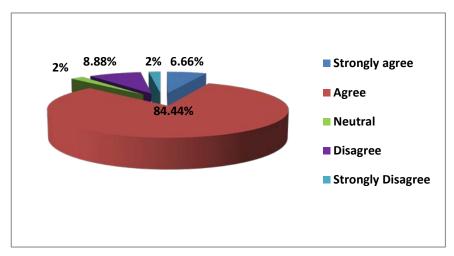


Diagram (04): Students' Attention to Kinesics in EFL Classroom

This diagram demonstrates that a large number of forty two (42) students with a percentage of (93.33%) pay close attention to Kinesics in the classroom. A small number of three (03) students (6.66%) stated that they do not pay close attention to Kinesics.

Q 05: Teachers' Kinesics helps you in understanding more the concept he/she is teaching.



Diagram(05): TheImpact of Teachers' Kinesics on Students' Comprehension

The majority of thirty eight students (84.44%) agreed to the statement that teachers' kinesics helps to comprehend the lesson in the classroom while (2%) strongly disagreed to the aforementioned statement. A fact that demonstrates the importance of teachers' body language during teaching.

Q 06: Do you believe that teachers' use of nonverbal behavior is a good strategy in classroom teaching

A. Yes B.No

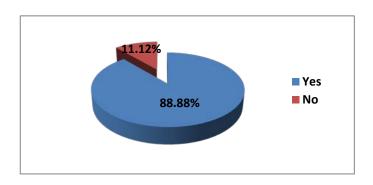


Diagram (06): Students' Opinions about Teachers' Body Motion as an Effective Tool in Teaching a Foreign Language

The data highlighted in diagram (03) explained that a substantial number of forty respondents (88.88%) consider teachers' kinesics as a vital means in teaching EFL learners. Only five (05) students representing (11.12%) manifest a negative view towards kinesics. In fact, those who answered by "Yes" provided some reasons such as teachers' kinesic behaviour targets students' attention easily rather than with verbal communication and it helps learners to get teachers' messages effectively and rapidly.

Q 07: Which of the following forms of body language are used by your teacher in the classroom?

- a. Gestures b. Facial experience c. Eye contact
- d. Body posture e. Head motion f. All of them

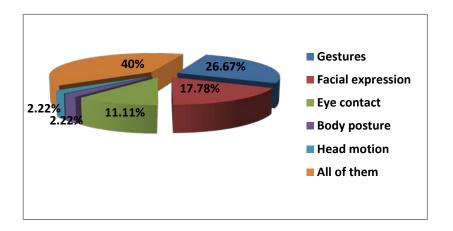


Diagram (7): Factors of Kinesicsare used by Teachers while Teaching

The aforementioned pie chart showed that the majority of students (40.00%) opted for the choice (f), which means that their teachers rely on all factors of Kinesics during the teaching process. However, a considerable number of students stated that their teachers rely more on gestures (26.67%) and facial expressions (17.78%) during lesson delivery.

Q 08: Does teachers' kinesicsattract your attention in the class more than any other means of communication?

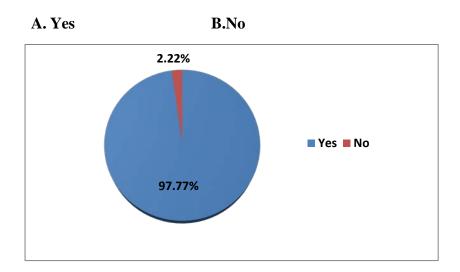


Diagram (08): The Impact of Teachers' Kinesics on Students' Concentration

The pie chart above indicates that a substantial number of students forty four out of forty five (97.77%) opted for "Yes"; that is, teachers'kinesicsattracts their attention in the class while a negligible number of students (2.22%) said "No", meaning that teachers' Kinesics does not influence their concentration.

Q 09: Do you think that teachers' kinesics positively affects your motivation?

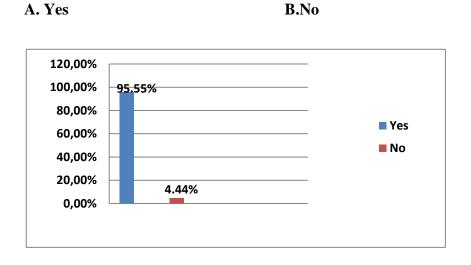


Diagram (09): The Impact of Teachers' Kinesics on Students' Motivation

It is evident from the data presented in the above diagramthat teachers' kinesics is associated positively and significantly with students' motivation. However a negligible number (4.44%) of students opted for "No" meaning that teachers' body language does not enhance their motivation.

Q 10: What is the percentage that represents the degree to which kinesics enhances your motivation?

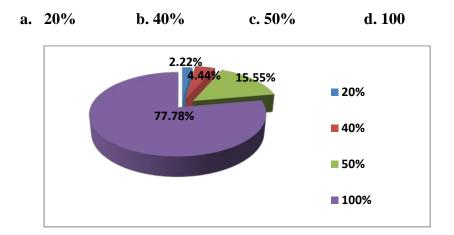


Diagram (10): The Impact of Teachers' Kinesic Behaviour on Students' Motivation

The pie chart above shows thatthe majority of students (93.33%) opted for the choice (d), meaning that kinesics enhances their motivation to the extent of (100%). However, three students (6.66%) chose (c); that is, teachers' kinesics influence their motivation to the extent of (50%). This in fact leads to the claim that the nonverbal behaviours that teachers produce during teaching have an effect on learners' motivation.

1.3. Section Three: Students' Behaviour towardsKinesics.

Q 11: Please indicate which factors of Kinesics motivate you.

a. Gesture b. facial expression c. eye contact

d. body posture e. head motion f. all of them

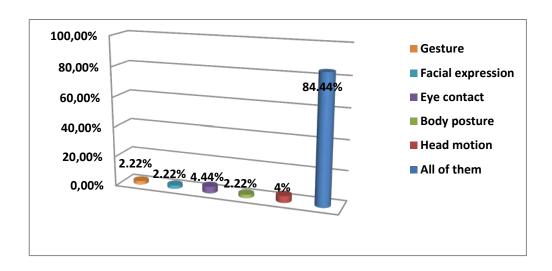


Diagram (11): Motivational Factors of Kinesics for Students

The results clearly demonstrate that the highest rate is for the choice (f)with (84.44%); that is, all factors of Kinesics do motivate students. 4.44% opted for (c), meaning that a teacher's eye contact is the only nonverbal behavior that enhances their motivation.

Q 12: Teachers' gesture helps me to takean interest in the learning process.

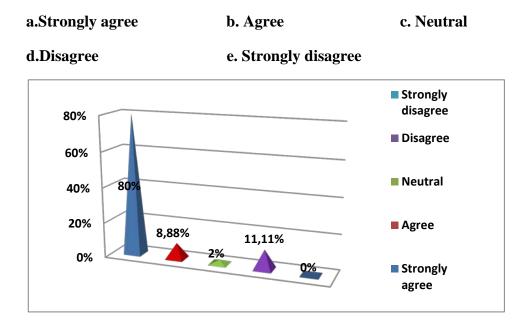
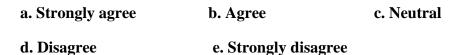


Diagram (12): The Impact of Teachers' Gestures on Students' Interest in Learning

The data reflected in this diagram indicates that a large number of respondents(80%) strongly agreed to the assumption that teachers' gestures help them to takean interest in the learning process, and (8.88%) agreed with this assumption. Only 11.11% (five students)

disagreed to the given statement. And it is worth mentioning that nobody opted for the choice (e).

Q 13: I become much more motivated when my teacher appreciates my involvement in the studies through his/ her facial expressions in the class.



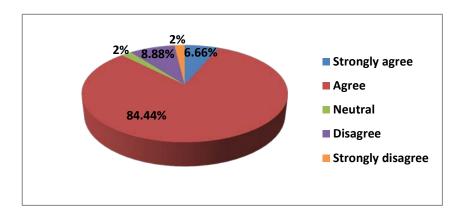
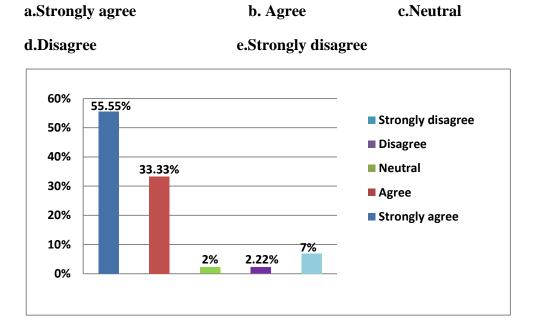


Diagram (13): The Impact of Teachers' Facial Expression on Students' Engagement in Learning a Foreign Language

The results indicate that (88.89%) of students agree with the above mentioned statement. Besides, (6.66%) strongly agreed with this view. Only two students (4.44%) strongly disagreed.

Q 14: Teachers' eye contact makes me attentive in the class.

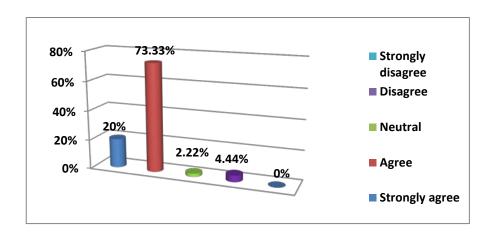


Diagram(14): The Impact of Teachers' Eye Contact on Students' Concentration in the Class

The aforementioned diagram reveals that a substantial number of respondents (55.55%) strongly agreed to the view that teachers' eye contact makes them attentive in the class. Asizeable number (33.33%) agreed to the given statement. However, a small number of students (11.11%) strongly disagreed.

Q 15: I enjoy learning English when the teacher moves his/her hands, shoulders and head.

a. Strongly agreeb. Agreec. Neutrald. Disagreee. Strongly disagree



Diagram(15): The Impact of Head Motion on Students' Learning

Thirty three students representing (73.33 %) agreed that they enjoy learning english when teachers' head motion is involved during the teaching process, while (20%) strongly agreed to this view. However, two students (4.44%) disagreed and only one student (2.22%) remained undecided.

Q 16: I lose interest and feel demotivated when my teacher sits on the chair during teaching process.

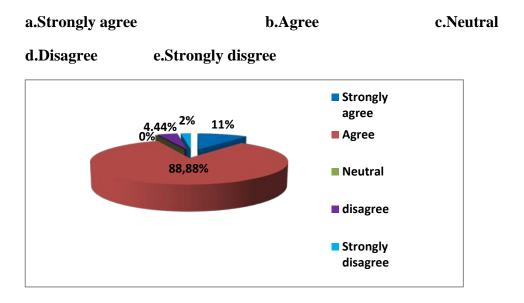


Diagram (16): The Impact of Teachers' Body Posture on Students' Motivation

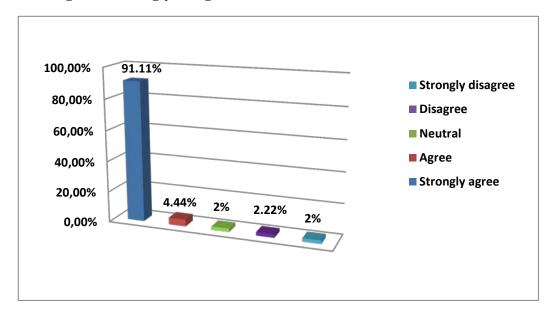
The aforementioned diagram indicates that the majority of students(88.88%) agreed that they feel unmotivated when their teacher sits on the chair during teaching process. We

notice that four informants representing (11.11%) strongly agreed about the previous statement.

Q 17: I consider teachers' Kinestics as an important if not a vital tool for students' motivation in EFL classes .

a. Strongly agree b.Agree c. Neutral

d. Disagree c. Strongly disagree



Diagram(17): Students' Views about Teachers' Kinestics as an Important Factor for their Motivation

From this diagram, we notice that most of the informants(91.11%) strongly agreed; that is, they consider teachers' Kinesics as an important tool for their motivation. Three students(6.66%) chose "agree". This demonstrates that the body language that teachers produce during teaching plays a significant role in the learning and teaching process.

2. Presentation of the Classroom Observation Results

For the sake of collecting qualitative data on teachers' use of kinesics in first year private english classes of HIMI, a classroom observation was used as a research tool. In fact, during the observation process, we attended three sessions with each group (3 groups) in the

private school 'HiMi' in Tizi-Ouzou. And a checklist was designed to observe the learners' attitudes towards teachers' behaviours (See Appendix 02).

During the observation sessions with the students of the English language in the private school "HiMi", we have noticed that there were many cases of teachers' use of kinesics. We have seen that the majority of first year English language teachers use their body language like gestures, facial expression, eye contact body posture, and head motion during the teaching process. This mainly occurs when learners lack motivation. Also, in our attendances, we have noticed that teachers use their kinesics frequently in order to replace the verbal message and to create a connection with their learners. In addition to this, we have noticed that teachers' use of kinesics encourages more the learners to develop their communicative abilities and stimulate a supportive classroom atmosphere and augment students' participation during the learning process. Also, we have found that the majority of learners are motivated and participate during the lesson when teachers use their body motion when explaining the lesson.

During the observation session with the second group, we have seen that EFL learners react to teachers' kinesics using their body motion. For example, when a teacher asks a question, learners noodtheir heads so as to replace the verbal message (yes). So, we can say that kinesics gives learners opportunities to express themselves better in English language classes. Moreover, we have noted that the most common types of teachers' kinesics serve as a supportive feedback to learners. This mainly occurs when teachers comment their students' responses. For instance, the teacher's thumb up indicates satisfaction and approval about a given answer.

Moreover; when the class is interrupted by the noise teachers tended to use more their gestures to control the class. By way of illustration, instead of using the word shush the teacher accompany his verbal message with the non verbal one. He puted his finger on his lips

to tell the learners to be quiet. However, in our observation we have seen that there are almost three teachers who are static, that is to say, they don't move their bodies or use kinesics as facial expression, head motion, gaze... during the lesson delivery. Indeed, the most common tools used instead are visuals aids like pictures, colors, or language. But, we have found that learners are less motivated and they don't participate as their mates in other classes where teachers use kinesics when explaining the lessons. In addition to this, teachers' lack of kinesics; That is, teachers who don't use their body movements while teaching create students' negative attitudes towards the teacher and the teaching process as there were many cases where the majority of students lose their interest.

Additionally; the teachers observed use their eye contact to get students' attention. Infact, teachers direct eye contact with learners affects the learners' attention and creates their interest in learning. Students then tended to be more attentive than when teachers did not act in such manners. Furthermore, teachers' different facial expressions communicate various emotions to EFL learners. Indeed, most facial expressions that teachers made in reacting to their learners are kind of surprise, disgust, and fear. For instance, teacher raised her eye brows and she slightly squinted her eyes to express disgust towards some students making noise during lecture.

Finally, from our observation, it appears that most learners favor the use of body language when teaching since this strategy helps them to enhance their motivation for learning English. In short, the results of the classroom observation allowed us to notice that EFL teachers in the private school "HiMi" in Tizi-Ouzo are aware of the importance and the effectiveness of using kinesics in the classroom when teaching the English language. From the obtained results, we have found that pupils prefer an animate teacher. That is to say, teachers who frequently use their kinesic behaviour, enhance students' learning, understanding, participation, and motivation.

The obtained results also bring evidence that teachers' kinesics is significantly connected with students' engagement in learning. It creates an active environment and energy in the classroom which stimulates learners' positively; hence they are motivated to perceive the lesson. Then teachers' lack of kinesics creates negative impression towards the instructor and the instructions. That is the number one proof that kinesics is a good strategy for EFL students' motivation.

Conclusion

The results of both the students' questionnaire and the classroom observation have revealed that teachers' kinesics is a common technique that takes an important place in the process of teaching and learning English as a foreign language. Indeed, the results reveal that kinesics as a form of nonverbal communication that teachers' use during the lesson delivery is a helpful strategy in enhancing students' motivation and their understanding. We have noticed from our observation that English language teachers frequently use their body language including their gestures, facial expression, eye contact, head motion and their body posture when teaching. In addition, as the results show, pupils prefer the teachers who use their kinesics because according to them this enhances their motivation and creates positive attitudes towards learning English language.

Chapter Four: Discussion of the Findings

Introduction

This chapter discusses the main results obtained from the two research techniques: the questionnaire and the classroom observation that are used in order to collect data which will bring answers to the research questions and will check the accuracy of the advanced hypotheses. It is divided into four main parts the first main part deals with Multimodality and its significance among the EFL. Part two is devoted to kinesics and English teaching in the private school 'HiMi'. It discusses the results obtained from the classroom observation. Part three deals with the students attitudes towards their teachers use of their body language. It discusses the results obtained from the questionnaire addressed to the students in different groups. Part four deals with the impact of English language teachers'use of kinesics on students' motivation.

1. Multimodality in EFL Private Classes of HIMI

Taking into account the results obtained from the first part of the questionnaire which concerns students' familiarity with multimodality, as it is presented in the previous chapter, we deduce that first year EFL students in the private school 'HiMi' at Tizi-Ouzou have a certain knowledge about Multimodality. In other words, most of the students have already heard and noticed the existence of Multimodality in English Language classes. Hence, the result of the second question reveals that the majority of the students (86, 76%) succeeded in their definitions of Multimodality, a fact that conveys the idea that students are aware of teachers' use of multimodality in the classroom. Because *language is no longer the only means for communication and representation*(Jewitt, 2009:14). Hence; learners cannot understand through the use of language alone, they have to think about other ways such as the use of body language, objects, images..etc to enhance their pupils learning process.

In Addition, from the above clarification, we notice that language is not the only medium of communication used by both teachers and students in EFL classes. In this context, Kress & van Leeuwen (2001) Jewitt (2009) assert that "Multimodal perspectives on teaching and learning build on assumption that meanings are made through many forms of which language is one— gesture, gaze, body posture, writing, speech, and so on". This indeed upholds the findings of the investigation which reveals that English Language teachers possess many resources when teaching foreign language students. Thus, teaching and learning a foreign language requires necessarily and fundamentally the use of body movements, visuals, objects...etc in addition to language.

Furthermore, the different modes that teachers use within the classrooms to transmit knowledge can play an important role in enhancing the students' learning process since "the use of such modes is considered as being part and an integral part to meaning and learning" (Jewitt, 2008:242). Indeed, 86.67% of the pupils believe that when varying the ways of teaching that is associating language with other nonverbal modes they become more motivated to learn English. All this means that in multimodal learning, learners' knowledge is no longer limited to their ability of reading and writing in its traditional sense, rather, it requires their ability of reading, understanding and interpreting the information transmitted through the diverse modes of communication. In fact, Kress et al (2001) explained this in detail [see 1st chapter: 09]. For example, in a classroom, teachers can use words and accompany them with kinesic behaviour such as facial expressions, eye contact, body posture, head motion to better express meaning to their learners.

All in all, the first year EFL students in the private school 'HiMi' are aware of the existence of Multimodality in the classroom and it has become prominent in language education. Hence, the EFL classroom is fundamentally Multimodal since the English language teachers employ different resources in their classes including body language,

visuals, and objects. This indeed reveals that teachers use many modes when teaching the English language.

2. Teachers' Implementation of Kinesics in the Classroom

As far as teachers' implementation of kinesics is concerned, the outcomes of the classroom observation reveal that most of the English language teachers use their kinesic behaviour while teaching. This means that they rely on all forms of kinesics such as gestures eye contact, facial expressions, and body posture, head motion to ensure learning understanding and improve their knowledge in the target language as well as develop their capacities concerning English vocabulary. This in fact goes with Richmond &Mc Croskey's (1995:261) claim which assert "Many teachers discovered that body language help them to be better controllers, managers, helpers because kinesics is more subtle and can be used more often".

Thus, the majority of teachers under investigation use their body language in their lesson in order to explain ideas and ensure learners understanding of new concepts. For instance, when one teacher was introducing the word "to jump" he started jumping to make it real for the learners. Generally speaking, learners, especially young learners, are more attentive to what the teacher does than to what the teacher says. Furthermore, teachers use their kinesic behaviour to comment on their students' responses or to reply to Yes or No questions. To illustrate this, one of the male teachers used the sign of thumb up to indicate to the students that the answer was right or he appreciated their work.

The observation also reported that teachers who tended to use more their body language during the lesson delivery promote their learners' understanding and arouse their interest in English studying. This means that there is a direct link between teachers' kinesics and students' learning. For example, when a teacher gave the explanation of the sentence "he is fat" to his learners, he splayed his hands around his haunch and this in turn helped the

students to get the meaning of the sentence. This leads to the claim that teachers' body language is one of the rich expressive means in language teaching. Because using kinesics suitably not only can avoid using the mother tongue to explain English but also can promote teachers and students to communicate and deepen their understanding of English language. Thus body language is helpful in language learning.

In addition, we have noticed from our observation that three teachers do not rely on kinesics during teaching; learners are less motivated and get bored. However, the results obtained from diagram (7) reveal that some teachers tend to use more gestures (26,67%) and facial expressions (17,78%) in their lessons which means that other factors of kinesics such as eye contact, , body posture , head motion are less used or sometimes neglected. Indeed, "nonverbal behaviour tends to be neglected or poorly understood and controlled by most teachers" (Anderson, 1986:2). This can be a negative factor that contributes to the students' demotivation. In this sense, Mc Crosky Richmond (2000:86) suggested that "the more communicators employ body language, the more others will like, and the less communicators employ body language the more others dislike, evaluate negatively and reject such communicators". In fact, some teachers do not use kinesic behaviour during teaching, this is clearly noticed in the students' answers to the seventh (7th) item of the questionnaire concerning factors of kinesics used by teachers in the classroom. These teachers lean on their desk and cross their arm, or put their hands in their pockets for quite a long time. And this makes the students demotivated and, above all, bored. Thus, body movements and postures are potential means of communication that teachers need to use cleverly to show interest in their students' learning and motivate them.

3. Students' Views about the Use of Teachers' Kinesics as a Supportive Means to Enhance their Positive Attitude

Results of the classroom observation and the questionnaire revealed that the big majority of the participants have a positive view about the use of teachers' kinesics in the classroom which is meant to develop their positive attitudes. In fact 94% of them agreed to say that they are aware of kinesics in the classroom and only the minority of them that equals 4.44% replied by no. That is; they are not aware of the teachers'use of kinesics in the classroom. In this respect, Anderson (1985) asserts that kinesics decreases physical and psychological distance between people, sensory stimulation, and conveying interpersonal warmth. This implies that learners prefer to see their teachers miming and acting and moving when delivering a lesson and those pupils don't like the teachers who are steady and narrate a lesson like a story. For example, when a participant teacher explained the verb to run to her pupils, she performed this action with her feet and clenched fists. This body posture indeed helped her learners to understand the meaning of the verb 'to run'.

Additionally, the study supports the statement in the questionnaire that indicates *Teachers' kinesics helps you in understanding more the concepts he/she is teaching.* Indeed, students who connect interpersonally with teachers are more likely to develop a positive attitude towards the learning material and expected classroom behaviors (Andersen, 1981; Pogue & AhYun, 2006). Consequently, students possessing a positive attitude towards the instructor, course material, and learning outcomes are more motivated to learn.

Students can give positive feedback when they receive desired behavior or needs and, it will well noticeable in their body movements. To notice their feedback, we take a seat behind the desk to be in front of students and observe all their positives movements. Student attention is indicated by their participation and head nodding, they smile when they understand the

meaning of words or when the teacher smile head tilting is also indicated when students are interested to teacher's inputs.

Moreover, students reported that motivation was determined by themselves and demotivation determined by the teacher,. Teacher's behaviours perceived by the student as negative had a greater impact on demotivating the student then positive behaviors had on motivating the student. Increased teacher immediacy behaviors have the ability to improve student's affective learning. In this context, Wainwright (2010:156) suggests that "smile lively and expressive facial expressions evoke positive responses from others, providing information about us which words cannot supply». For example, during one of our observed session, we noticed that some teachers use their body language namely when they were explaing to their pupils a dialogue, they were imitating the role of the shopkeeper and that of the customer with his body movements in a comic manner, and they mimed the action of serving and giving something with two hands. Beebe (1980:6) mentions in his paper several researchers and their studies which focused on the notion of kinesics. The first study was conducted by Mehrabian in 1971 and he came to the conclusion that teachers who use more gestures during teaching will foster positive student attitudes. The second one was conducted by Seals and Kaufman (1975) who also found that more active teachers elicit more positive perceptions from students than inactive teachers. The Third one was conducted by Willett (1976) who compared the nonverbal behaviours of effective and average teachers then came to a conclusion that effective teachers use more motions in student-teacher interaction, when focusing student attention or when demonstrating certain concepts.

97.77% of the EFL pupils think that using body language when teaching attracts their attention in the classroom this indeed shows that learners are aware of the importance of kinesics in language teaching and learning as it makes them enjoy the class, take part in the role activities and understand more the lesson.

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4. The Impact of Teachers' Kinesics on Students' Motivation

On the basis of the results of the classroom observation and the students' questionnaire concerning the impact of teachers' kinesics on students' motivation, we notice that teachers' kinesics enhances EFL students' motivation [see diagram 09 and 10] in the previous chapter. This means that there is a direct relationship between teachers' kinesics and the motivation of students in the private school 'HiMi'. Indeed, body language has a positive effect on the motivation of students because it creates a comfortable and an interesting atmosphere which helps the learners to feel more active and more willing to learn. This is consistent with Marwijk's claim that "teachers use kinesic behaviour in the classroom to make students more motivated and enthusiastic to the lesson" (Marwijk,2002:01 cited in kusanagi, 2005:392); this can be explained in the fact that teachers' kinesics and students' motivation for learning are correlated at a significant level as they cause students to increase learning motivation.

Body language plays an important role in foreign language learning and teaching. In fact, language teachers often use body language in interpersonal communication in the classroom for a wide variety of reasons, including the reason of making students more motivated and enthusiastic to the lesson, establishing a warm and humorous classroom atmosphere. For instance, we have noticed that the teacher may say that is s/he is worried about some students having a bad mark in the exam through words but her/his body language may be saying loud and clear that s/he is not. This can be very perplexing for the students in that classroom.

Indeed, from the outcomes shown in diagram (11), it has been noted that all factors of kinesics motivate EFL students. In other words, the majority of the informants (84.44%) favour their English language teachers' use of kinesics in the process of learning and teaching the English language because of its importance in promoting their motivation. In this sense,

teachers who are aware of kinesics and they appropriately use it in classroom, they will manage, control and achieve an effective teaching and learning. This goes in line with Anderson's (1979) claim [see 1st chapter: 23].

Indeed, during our observation, we noticed that when a teacher explained the lesson using kinesic behaviours, the majority of students listened, heard, and observed the behaviour of their teacher to reinforce their understanding. This in turn creates a comfortable and an interesting environment which helps the learners to feel more motivated to learn because teachers' acting is more memorable than teachers' words. In contrast, if the teacher delivers the lesson relying only on verbal communication, the learners get bored and lose interest in learning and this study proved this claim.

Concerning students' views on the fact that teacher's gestures help them to take an interest in the learning process, it is shown that the overwhelming majority of respondents give a positive answer which are varied between agree and strongly agree as it appears in the diagram (12). That is to say the majority of students agreed on the fact that teachers' gestures are of paramount importance in the classroom. In fact, the obtained results seem to be in conformity with Cook's and Meadow's (2006) point of view. They believe that teachers' gestures have an impact on students so that they become motivated in language learning and also follow their teacher (2006:233). This provides evidence that gestures are effective devices which help teachers and students to communicate messages to each other and ensure a comfortable learning environment for students because they focus more on teachers' gestures than teachers' words, the use of which has been found to motivate them in class. By way of illustration, a teacher explained the word "mountain" to his student by connecting two hands to demonstrate a triangle symbol that would illustrate a mountain. This hand gesture helped the student better understand the topic being discussed.

Additionally, the teachers observed use a wide variety of gestures, but the more used gestures were the hand gestures and the head gestures. The most common used of head gestures are head nods and head shakes, this is done in order to present language items, provide feedback to students, and managing the classroom. For example; when the teacher gave a puzzle to his student and he was waiting for the answer, the teacher was rubbing his palms and he said "who can give me the answer!" this in fact stimulates the learner to look for the right answer. Thus the majority of students taking part in this study said that teachers' gestures help them capture their attention in the learning process.

The study also reported that the overwhelming majority of students (84, 44%) agreed on the fact that teachers' facial expressions make them more motivated in the classroom. In fact, the facial expressions of the lecturers kept the students motivated and interested during the lectures. This is consistent with Barros' and Lazo's (2010) point of view that teachers' facial expressions is very useful especially in EFL classes since they allow teachers to control the class, create a connection with students, get the attention of students, and create confidence. Facial expressions are the primary source of information, next to words, in determining individual's internal feelings. For instance, as it was noticed in our observation the teachers tend to use Eyes opening wide and raising Eyebrows to communicate positive emotions to the learners. In other words, teachers' facial expressions are a powerful tool in the hands of the teachers which can develop their understanding of the students by attracting their attention to grasp the ideas given by the lecturer and most importantly reflecting positive response to the lecture.

Moreover, students would definitely pay heed to the expression of the teachers which eventually lead to stimulate their motivation. This noticed from the observation and the 13th item of the questionnaire. For Instance, one teacher chose to explain the word 'Surprise' by raising her eyebrows when saying the word surprise to mime the action of being surprised

thus this way helped the learners to guess the meaning that the teachers intended to convey and this noticeably arose the students' attention.

As far as teachers' eye contact is concerned, the findings of the study shown in diagram (14) reveal that the majority of students agree and strongly agree on the fact that teachers' eye contact (gaze) makes them attentive in the classroom. As a matter of fact, the results obtained from the students' questionnaire and the classroom observations confirm that teachers' gaze is instrumental in making learners connected to the lesson taught. For example, if the students do not understand the content of the lesson, they either have doubt or a sparkle in their eyes. With the aid of eye contact the teachers also demonstrate to the student who is talking that she recognized him or her. This optimizes the view of Horgan who argues that "a teachers' eye contact with the learners provides the crucial opportunity to collect information about the learners, as well as their engagement in the lesson can strengthen class participation, and motivate learners" (Horgan, 2004:06, cited in Ledbury & Darn, 2014).

Head motion and body posture are also significant teaching tools to be taken into account while teaching a foreign language. In fact, this claim is supported by the students view depicted from the results presented in diagrams (15, 16) where the majority of the participants reveal that they enjoy the learning process when teachers use their body movements and head motion to explain the lesson. These basic findings are directly in line with the previous studies which have been carried out by Barros and Lazo (2010), Hall & Horgan (2014), who found that teachers who use kinesics during teaching and learning process such as head motion and body posture can affect students' positive attitudes and guarantee an effective learning environment than those who do not. By way of illustration, the teacher nodded his head to give a strong agreement to the students' responses and this positive gesture invites the learner to follow, to participate and to interact in the classroom.

Teachers' kinesics is a good strategy and a vital tool for EFL students' motivation. In fact, this study supported this claim since the majority of participants strongly agree and agree, this is clearly presented in diagram (17). Therefore, it is obvious that teachers' use of kinesics is of positive effect to students' motivation in EFL classes. That is, students are motivated to learn more when their English language teachers use body motion because it is believed by most scholars like Grazia (2015); Richmond and McCroskey (1995); and Shakman et al. (2009) that kinesics plays a major role in EFL classes, including promoting lexical disambiguation, enhancing comprehension, and creating an enthusiastic atmosphere where learners stay active, curious, and motivated about the lesson. The authors' previous assumption leads to conclude that teachers' kinesics is a fundamental tool in the teaching and learning processes which teachers are expected to promote in their classroom in order to make their learners more attentive and enthusiastic to learn. And this is reflected in the students' answers and the results of classroom observation.

At last, the use of kinesics is significant in EFL classes owe to the fact that it contributes to clarify ambiguities and in explaining subject matters. It is also used as supplement to facilitate learning and teaching processes. It often helps in creating an interactive atmosphere inside the classroom, and it is used as an assisting tool to deliver information to students and to motivate students' participation.

Conclusion

In conclusion, this chapter has discussed and interpreted the data of the students' questionnaire and the classroom observation done with first year EFL students in the private school 'HiMi' in Tizi-ouzou. The corpus has been analysed in the light of the review of the literature.

Based on the above results, teachers' kinesics helps first year EFL students in the private school to stimulate their motivation and this what we have noticed in the classes we have

attended and in the answers of the students' questionnaire that kinesics is of great importance. Furthermore, this chapter discussed the main results of the classroom observation submitted to the participants which reveal that students have positive attitudes towards their teachers' kinesics as an effective language learning strategy. Moreover, all the participants favoured like their teachers' use of body language in the classroom. This chapter has provided evidence to be used in the general conclusion in order to test the hypotheses set in the general introduction.

General Conclusion

General Conclusion

The present study aimed at casting some light on the educational potential of teachers' kinesics in developing EFL learners' motivation in the private school "HiMi". It also sought to discover the extent to which teachers' kinesic behaviour can enhance learners' motivation to learn English language. And it investigated the students' perceptions and attitudes about the use of teachers' kinesics as a means for language learning purposes. It also strove to discover whether EFL teachers use their body language in the private school HiMi.

This study conducted in the light of a theoretical framework based on a multimodal approach for SL or FL teaching and learning theory of motivation. Hence, the study tried to shed light on the role of teachers' kinesics in promoting their pupils' learning process.

In this research, we used the mixed method research which integrates both the quantitative and the qualitative techniques in the process of data analysis in order to answer the research questions and test the accuracy of the advanced hypotheses and while the quantitative technique used to examine the results of the questionnaire. The qualitative method adopted to analyze the participants' perceptions about the use of teachers' body language as a language learning tool collected by means of a classroom observation.

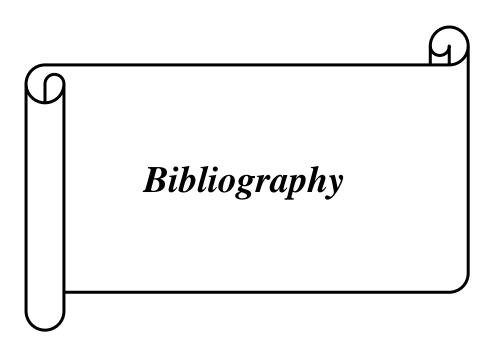
The results of both the questionnaire and the classroom observation answered the research questions and confirmed all the hypotheses stated in the general introduction. Indeed, the results of the questionnaire revealed that the majority of English language teachers in the private HiMi in Tizi-ouzou used their body language, namely gestures, facial expressions ,body posture, head motion in their EFL Classes as a source for English language teaching to make their message comprehensible to their pupils. It also revealed that body language used in the educational setting which serves as a teaching and communicative strategy beside language as it plays a positive role in the field of English language teaching and learning. As

far as the participants' perceptions about the teachers' use of kinesics to enhance their motivation is concerned, the results revealed that the majority of them expressed their agreement on the fact that their positive attitudes are developed through their teachers' use of their kinesic behaviour.

As concerns the classroom observation, it revealed that the majority of the teachers used their body language in the class to achieve many purposes. For instance, to emphasize a point, encourage learners' motivation and participation, enhance their positive attitudes, etc. Additionally, during the observation sessions, teachers tended to use their body motion when they presented their lessons due to the learners' difficulties in understanding some difficult words. Thus, the more teachers used their body movements, the more learners understood better the subject matter.

However, we cannot deny the fact that this study encountered some limitations. To begin with, a small number of participants who represented only three groups that constituted first-year EFL students in the private school "HiMi" were the target population of this study. Second, the findings of this investigation cannot be generalized to the remaining levels the students in private school at tizi-ouzou since our participants were only first-year students. Third, the scope of the data should be improved to make the findings more convincing. That is to say, to make the research more reliable, the observation should have been conducted for the whole year not just for few weeks.

We hope that this humble work will open opportunities for further research in this field of study to explore the use of teachers' body language in learning disabled students. In addition our study is limited to the first year level in the private school. Further research in the same study can be conducted with different levels.



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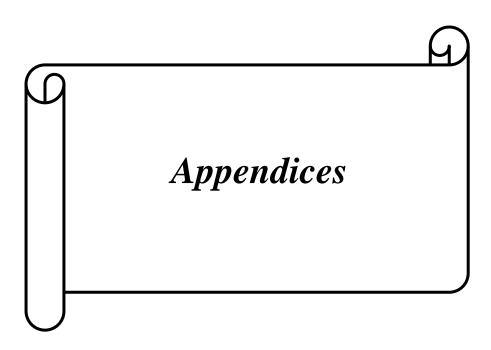
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Appendices

Appendix 01: Students' Questionnaire

The questionnaire in this research accounts for students' perception about the use of teachers kinesics during lesson delivery. It consists of a short introduction and three sections. The introduction informs the respondents about the subject of the study. The first section is about the students' familiarity with multimodality. The second section deals with students' attitudes towards kinesics. The third section concerns students' behavior towards kinesics.

Dear student,

This questionnaire is floated in order to elicit information about EFL students' motivation through teachers' kinesics. Your cooperation and support would go a long way to complete this research. The information would be kept confidential and useful only for this research.

Please tick $(\sqrt{\ })$ the appropriate answer and answer the questions to the best of your knowledge.

Thank you for your collaboration.

Section One: Students' Familiarity with Multimodality

1.	Have you ever heard about Multimodality?
	Yes No
2.	Tick the appropriate answer:
N	Multimodality is described as:
a.	an interdisciplinary approach that views Communication as a process involving multiple
	modes or semiotic resources beside language
b.	. An approach that focuses on meaning-making

c. The combination of various communicative modes, no matter whether they are visual or auditory, words or image
Section Two: Students' Attitudes towards Kinesics
3. Are you aware of teachers' kinesics in the classroom?
Yes No
4. Do you pay close attention to kinesics in the classroom?
Yes No No
5. Teacher's kinesics helps you in understanding more the concepts he/she is teaching?
a. Strongly agree
b. Agree
c. Neutral
d. Disagree
e. Strongly disagree
6. Do you believe that teachers'use of nonverbval behaviour is a good strategyl in classroom
teaching?
Yes No
If yes, say why
7. Which of the following forms of body language are used by your teacher in the classroom?
a. Gestures
b. Facial expression
c. Eye contact
d. Body posture
e. Head motion
f. All of them
8. Does teachers' kinesics attract your attention in the class more than any other means of
communication?

Yes		No					
9. Do you think that teachers' kinesics positively affects your motivation?							
Yes		No					
10. What is	the percentag	ge that represents the degree to which kinesics enhances your					
motivation?							
a.	20 percent						
b.	. 40 percent						
c.	50 percent						
d.	. 100 percent						
Section Thre	e: Students'	Behaviour towards Kinesics					
11. Please inc	dicate which f	Factor of kinesics motivates you more?					
a.	Gestures						
b.	Facial expre	ssion					
c.	Eye contact						
	Body postur						
e.	Head motion	n					
f.	All of them						
12. Teachers'	gesture helps	me to take an interest in the learning process.					
a.	Strongly ag	ree					
b	. Agree						
c.	Neutral						
d.	. Disagree						
e.	Strongly di	sagree					
13. I become much more motivated when my teacher appreciates my involvement in the studies							
through his/her facial expressions in the class.							
a.	Strongly agr	ree					
b.	Agree						
c.	Neutral						
d.	Disagree						

e.	Strongly disagree
14. Teachers'ey	ye contact makes me attentive in the class.
a.	Strongly agree
b.	Agree
c.	Neutral
d.	Disagree
e.	Stongly disagree
15. I enjoy learni	ing English when the teacher moves his / her hands, shoulders and head.
a.	Strongly agree
b.	Agree
c.	Neutral
d.	Disagree
e.	Strongly disagree
16. I lose interes	et and I feel demotivated when my teacher sits on the chair during the teaching
process.	
a.	Strongly agree
b.	Agree
c.	Neutral
d.	Diasagree
e.	Strongly disagree
17. I consider te	eachers' kinesics as an important if not a vital tool for students' motivation in
EFL classes.	
a.	Strongly agree
	Agree
	Neutral
	Disagree
e.	Strongly disagree

Appendix 02: Classroom Observation

Observation Checklist

In order to observe teachers' kinesic behaviour during teaching, we designed a checklist. It contains seventeen (17) parameters related to teachers' use of their body language during teaching-learning process, students attitudes towards their teachers' kinesics as well as the impact it has on students motivation.

Enhancing EFL students' motivation through teachers' use of kinesics

Date:	Session Number:
Time:	

	Frequency					
The observed items	Always	Often	Sometimes	Rarely	Never	
1 : Do English teachers use kinesics in EFL classrooms?						
2:Do teachers use their kinesics as a form of nonverbal message to replace the verbal message?						
3:Teachers use their eye contact (gaze) to create connection with the students and get their attention						
4:Teacher's different facial expressions communicate various emotions to EFL learners						

	T		
5: Do teachers use their			
gestures (fingers, arms, hands)			
to control EFL large classes if			
it is interrupted by the noise?			
6: Do teachers use their body			
•			
postures to stimulate a			
supportive classroom			
atmosphere during the lesson			
delivery?			
FO 1 did 1			
7: Teachers use their head			
movements (headshaking,			
nods) to reply to Yes or No			
questions			
8:Do teachers comment on			
their students' response using			
kinesics(giving feedbacks)			
kinesies(giving recubeks)			
9:Do EFL learners react to			
teachers' body language?			
10:Is there any relationship			
between teachers' kinesics and			
students' engagement			
(motivation)?			
11: Does the absence of			
teachers' body language create			
negative impression towards			
the instruction and the			
instructor?			
12: students' motivation is			
developed by teachers' body			
- ·			
motion			
13:Do students react to			
teachers' kinesics using			
kinesics?			
14:Does teachers' kinesics			
give students opportunities to			
express themselves better in			
EFL classes?			
15:Does teachers' lack of			
kinesics create negative			
attitudes and hinder students'			
motivation?			
	<u> </u>		

16:Does teachers' use of body movements augment students' participation in English Language classes?			
17: Kinesics is a good strategy for EFL students' motivation			

Thank you

Thank You