

Learning English Via Body Language: Angel Body Language

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Abstract. In this study, the effect of Angel Body Language (ABL) technique was investigated to obtain instant translations between Turkish and English languages. Turkish and English sentence structures are quite different from each other. Especially Turkish students cannot speak English easily. There are 10 different sentence structures in ABL technique. In every sentence structure, a lot of different tasks are given via hands, arms and fingers. Thus, when a message is sent to the brain and by using body with ABL technique, the conversation is performed quickly and accurately. In this research, the study group consisted of 16 volunteer participants. Participants' ages, educational status, professions, English language levels were different from each other. To the participants, 8 English lessons were given using ABL technique and lessons were video-recorded and also observation notes were used. And it was understood that ABL technique helped talk fast in English regardless the capability of person's gender, age, education level and English background.

Keywords: English speaking, ABL, speaking technique, fast speaking.

Introduction

Language teaching gains more importance every day in order to ensure communication in a developing world. Especially English is an international language to learn emerging technologies with longer mandatory one has become.

In order to achieve this development in Turkey, foreign language teaching is given at all levels starting from the 2nd grade in the primary schools, according to the new education system announced by the Ministry of National Education (2012). Apart from public schools, private courses and lessons and foreign language education are provided by various organizations. However, despite such intensive language teaching, language teaching in Turkey is still a problem and has not yet reached the desired level (Can, 2014; Songün, 1984; Gömleksiz and Elaildı 2011; Darancık 2008; Demirel 2002). The main reasons for this situation are; language instruction in the use of traditional methods (grammar-translation), paying more attention to the processing of grammatical structures, using only textbooks and paying more attention to the processing of grammatical structures and teacher-centered teaching and students are not given the chance to go outside the subject and students do not actively participate in the learning process.

Language teaching methods, according to the European Council of Modern Languages Department (AKMDB) dealt with under 14 headings. These methods can be expressed as follows respectively (Memiş & Erdem, 2013).

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- Grammar-Translation Method
- Direct Method
- Natural Method
- Auditory-Linguistic Method
- Cognitive-Code Method
- Communicative Method
- Elective Method
- Suggestions Method
- Group Language Teaching Management
- Silence Method
- All Physical Response Method
- Audiovisual Method
- Task Oriented Method
- Content-Centered Method

Although 14 different methods are specified in foreign language teaching, grammar-translation method is used more among them and this method is no longer effective in foreign language teaching as a traditional method (Richards & Rodgers, 2002). For this reason, it is thought that grammar and speaking education should be given separately in schools. Apart from this, if all of them are given at the same time, foreign language teaching emerges as a complex cognitive activity (Borg, 2013). In Article 5 titled "Purpose of foreign language education and teaching" of the Ministry of National Education Regulation on Language Education and Teaching (2012) ; "The purpose of foreign language education and teaching in formal, non-formal and distance education institutions, in accordance with the general purpose and basic principles of National Education, taking into account the aims and levels of schools and institutions, individuals in foreign languages who are educated and educated ; a) Listening-understanding, b) Reading-comprehension, c) Speaking, d) Writing skills, communicating with the language they learn, and developing a positive attitude towards foreign language teaching."

Generally, it is known that there are problems in learning foreign languages in the public and educational circles. As a result, it is observed that Turkish students who receive more than 1000 hours of foreign language education throughout their education life fail to speak and understand the language at the time of graduation (TEPAV- Economic Policy Research Foundation of Turkey-, 2011).

The problems of this study are the difficulties encountered in simultaneous translation between Turkish and English languages and the problems encountered in the process of speaking English in daily language easily by Turkish- speaking people. In this study, the effect of the Angel Body Language (ABL) technique, which was developed to make instant translation between Turkish and English languages and to enable Turkish-speaking people to speak English in everyday language easily, was investigated. Thus, the purpose of this study is to investigate the effect of the application of "Angel Body Language (ABL)" technique in foreign language teaching on the level of translation from English to Turkish and from Turkish to English.

Importance of Research

In this study, the contribution of the ABL technique to people's English speaking was tried to be determined. While developing the ABL technique, it was aimed to be able to speak comfortably by eliminating the difficulties arising from the different sentence constructions of Turkish and English languages, and it was aimed to eliminate the anxiety that arose in this process. Various studies reveal that this type of anxiety about foreign language is quite different from other types of anxiety (Young, 1990; Price, 1991; Horwitz & Cope, 1986; Gardner, Moorcroft, & MacIntyre, 1987).

Paying more attention to the processing of grammatical structures, using only textbooks and paying more attention to the processing of grammatical structures and teacher-centered teaching and students

are not given the chance to go outside the subject and students do not actively participate in the learning process. According to the researcher who developed the ABL technique, speaking English is like a formula, and the ABL is a technique developed for languages with different sentence structures such as English and Turkish and transformed into a formula to enable people to speak by using their bodies.

ABL is an effective technique developed to provide instant and fluent speaking for the English language regardless of age, gender, education level and ability. It is thought to be successful for other languages with similar phonetic structure and its permanence is high. The ABL technique has been applied by the researcher since 2004 at the high school level in all classes she teaches. As in this study, she teaches according to the ABL technique after asking students to form sentences in the classes she attends. When the translation time of the students is measured again after the instruction, they can speak correctly and fluently in a short time, as in this study. In addition, according to her observations, students' motivation, self-efficacy perceptions and interests increase, and their anxiety levels decrease when they teach with this technique.

When language teaching is mentioned, what comes to mind is the question of how its teaching and scope should be? There are various opinions about foreign language teaching. The method used while teaching a foreign language is important and increases the chances of success in teaching (Memiş & Erdem, 2013; Kocaman, 2012).

Considering this difference, the ABL technique, which is completely independent of grammar-based teaching and has been developed only for speaking English, will allow the person to speak English in a very short time and without any confusion in the brain, using the given patterns. According to the ABL, the age, education level, English level, gender, profession and socio-cultural background of the people are not a (factor) factor in their ability to speak English. Although there are studies in the literature on the effect of different methods for language teaching on success, there are not many studies on speaking. Since ABL is a newly developed technique, there has been no previous study on this technique. In this respect, it is thought that the study will contribute to the literature. Accordingly, the purpose of this study is to investigate the impact of ABL on speaking skills of ELT learners.

Research question

Is "Angel Body Language (ABL)" an effective language learning technique for speaking skills?

a-Qualitative phase

1. How is the conceptual framework of action research based on literature review, the video recordings taken and the observation notes during the lessons and steps applied during the course?
2. How are the translation forms applied to the participants before and after applying the Angel Body Language (ABL) Technique?

b-Quantitative phase

1. What are the scores of the participants in the form of translation from Turkish to English in foreign language teaching before and after applying the Angel Body Language (ABL) technique?
2. Is there a significant relation between the age, gender and graduation status of participants and the time of sentence building?
3. To what extent is it possible to fluently translate Turkish simple sentence patterns, sentence patterns with conjunctions, question-sentence patterns, compound sentence patterns long-line adjective sentence patterns into English by applying the Angel Body Language (ABL) technique?

Method

Research model

In this study, the technical action research design, which is included in the mixed method in which quantitative and qualitative research methods are applied together, (Gunbayi, 2020) was used

Population and sampling

The study was conducted in Ankara with the participation of people from different age groups and professions. The sampling of the research consisted of 16 volunteers. The ages of the participants ranged from 1 to 57. The educational background, professions, and English language levels of the students in the study were determined differently from each other.

When classified according to their professions, it consisted of a group of 11 teachers, 1 civil servant, 1 worker, 1 housewife and 2 high school students. According to their educational status, 3 of them are post-graduates, 9 of them are university graduates, 2 of them were high school graduates and 2 of them were continuing high school education. Three of the participants had never studied English during their education and their foreign languages were German or French.

Data collection tools

In this study, "Pre-Test" and "Post-Test" was applied to a group of 16 participants by applying the "Triple Likert Scale in Table-2" and the "Triple Likert Scale in Table-3". Before applying those to a group of 16 participants starting from the simple sentence structure to the most complex sentence structure, they were asked to translate all these questions from Turkish to English and also, time was kept for understanding the durations of translation.

After teaching with the ABL technique, they were asked to translate the same sentence structure again and the time was also kept during the translation. Descriptive analysis of the times kept before and after the application was carried out and comments were made. The scores of the translation forms "Pre-Test" and "Post-Test" applied to the participants were examined by document analysis.

Data collection and analysis

The participants participating in this study were given the "Pre-Test" and "Post-Test" application and the levels of four variables were determined under the titles "average sentence forming time", "measured sentence patterns", "total lesson time" and "total cost" in the tables, and related translation was applied. The qualitative and quantitative data obtained by conducting the technical action research were analyzed descriptively before and after the technical action research.

Before the application, the participants were asked to translate from Turkish to English about the sentence patterns determined in the sub-problems (starting with the simple sentence), and they were asked to translate. The time was kept until the moment they started. After teaching with the ABL technique, they were asked to translate again with the same sentence patterns and the time was also kept. In addition, all lessons were recorded by video.

In the study, translation was applied under five headings and the translation application was scored as "Triple Likert Scale Questionnaire (poor, average and good)" in Table-2 and Table-3. The qualitative findings obtained based on the video recordings taken during the lessons and the data recorded with the observation notes obtained during the course and the translation forms for each application title was interpreted together with the quantitative data of the scoring of forms.

The limitations of the research

1. The study was limited to a vocational high school located in the city center of Ankara.
2. The study was limited to a total of 16 participants between 15 and 57.
3. The study was limited to 2 times a week with a total of 8 course hours.
4. The conceptual framework of the research was limited to literature review the video recordings taken during the lessons and the data recorded with the observation notes obtained during the course.

Findings**Phase I: Qualitative*****Conceptual Framework based on literature review, the video recordings taken during the lessons and the data recorded with the observation notes obtained during the course******Foreign language teaching in Turkey***

The most important factor determining the development criteria of a country is the level of benefiting from education of the individuals of that country. Within this, the demand for foreign language learning is increasing day by day. Another important point in language teaching is what its scope should be. There are various opinions about foreign language teaching. Memis and Virtue (2013) and Kocaman (2012) in accordance, foreign language teaching the used method is important and teaching success chances increase. The most used methods in language teaching are discussed under 14 titles in the Department of Modern Languages of the Council of Europe. These are "Grammar-translation, direct, natural, audio-lingual, cognitive-code, communicative, eclectic, suggestopedia, community language learning, the silent, total physical response, task based, audiovisual methods" (Memiş & Erdem, 2013). Although 14 different methods are specified in language teaching, until today, grammar-translation method is generally used and this method is now effective in foreign language teaching as a traditional method (Richards & Rodgers, 2002). Another important point in language teaching is what its scope should be.

In Turkey, the National Education Ministry of Language Education and Teaching Regulations (2009), foreign language the scope of education, foreign language teaching in the field of people a) Listening comprehension, b) Reading comprehension, c) speech, d) Writing, acquire skills, also of the people the language she learned to communicate and ensure their positive attitudes to foreign language teaching should be aimed as has been determined.

In Turkey, the foreign language teaching Ministry of Education (2012) by the new education system, according to elementary school from the 2nd grade onwards, it is taught in schools, apart from this, in courses and private lessons by various organizations. Despite such intensive language teaching, language teaching in Turkey is still a problem and has not yet reached the desired (Can, 2014; Songün, 1984, Gömleksiz ve Elaldı, 2011; Darancık, 2008; Demirel, 2002). Language teaching in the traditional methods used (grammar-translation), than many grammatical structures to be processed importance of giving, the course of the book out of neglect, teacher-centered teaching done and students with issues outside out of luck not given, it is to participate in the students actively in the learning process. For many reasons such as this because of foreign language education is difficulty being experienced.

What is the ABL technique?

The sentence structures of the English and Turkish languages are quite different from each other. This makes confusion in the brain of learner. Although there are many studies in the literature on the effect

of different methods for language teaching on success, there are not many studies related to speaking in English.

For this purpose, the Angel Body Language (ABL) technique was developed in 2004 by the researcher in order to make translation between English and Turkish languages instantly and to actively speak daily English. In this study, the effect of the "Angel Body Language (ABL)" technique, which was developed to make instant translation between Turkish and English languages and to enable Turkish-speaking people to speak English in everyday language comfortably, was investigated. According to Memiş and Erdem (2013), since each language has its own syntactic and phonetic features, this should be taken into account in teaching methods. The phonetic structure (sentence structures) of Turkish and English languages is quite different from each other. Taking this difference into consideration, the ABL technique, which was developed for speaking English only, completely independent of grammar-based teaching, enables the person to speak English in a very short time without any confusion in the brain.

ABL implementation of the technique format

The most important purpose of the ABL technique is to solve the conceptual and structural confusion in the brain that consists of language differences. Although English teaching consists of four basic factors (grammar, writing, listening, speaking), language teaching and scientific studies mostly focus on grammar (Aslan, 2010; Yıldız, 2012; Cesur, 2012). Especially, there are very limited studies on speech in the literature (Hamamcı, 2013).

In the ABL technique, which prioritizes speech, it is aimed that the hand, arm and fingers are given various tasks and automatic instructions are sent to the person's brain, so that the person can speak from the simplest to the most difficult and complex sentence structures in English instantly and fluently.

According to the researcher, when a person uses the ABL technique, the brain codifies the tasks of these regions beforehand, so the burden is relieved, thus enabling them to translate from the simplest to the most complex sentences without confusion and to speak comfortably. In addition, regardless of the educational status, English level, age, gender, socio-cultural background of the people, when everyone who is educated according to the ABL technique is given vocabulary knowledge, they can easily speak English and easily translate between the two languages.

While teaching via ABL technique, 10 sentence patterns from simple to difficult are used. These patterns are encoded with body language and thus language learning becomes very active and practical. The way these 10 sentences are made is given in the pictures below:

a- Method of showing simple sentence structure:

It is a sentence structure which occurs with Subject, Verb and Object in English and Turkish languages. For both languages, the sentence structures are listed as it is shown in below.

- English: I came to school
- Turkish: Okula geldim.

In English, this sentence structure is said in an order which is: subject +verb+ object. But in Turkish subject is not used. Because we understand subject with the suffix which is used at the end of the sentences. For this sentence, Turkish sentence order is "*object + verb*" and the 'm' which is added to verb. Example:

- In Turkish it is said as "Okula geldim" so: "okula" is subject and "geldim" is both verb and object.

As it is seen in sentence structures for two languages, the formation of the elements of the sentence are different from each other. Given a Turkish sentence to translate into English according to the ABL

technique, is showed in picture 1.1, 1.2, and 1.3 in. Accordingly, as can be seen in the picture 1.1, when the right arm bend from the elbow, the elbow is Subject, the middle of the elbow is Verb and the punch is Object. Thus, while making an English sentence, because of giving tasks to the body parts by showing with hands and fingers, the Turkish conceive has disappeared.



Picture 1.1. Showing the place of subject in the sentence



Picture 1.2. Showing the place of verb in the sentence



Picture 1.3. Showing the place of object in the sentence

b-Method of showing simple sentence with conjunction:

This sentence structure composed of adding "with, for, from, by" conjunctions to the end of the simple sentence. For both languages, the sentence structures which are composed with conjunctions are described in the following examples.

- Turkish: Ben hastaneye kardeşimle, annem için, okulumdan, otobüs vasıtasıyla geldim.

If we compare Turkish and English sentences, it is seen that: in Turkish "kardeşim" means "my sister" and in Turkish "kardeşimle" means "with my sister" in English. We say "with" in English but in Turkish it is seen with "-le" by using it at the end of the word. In Turkish "annem" means in English "my mother, in Turkish "annem için" means in English "for my mother" It means that we use "for" in front of the word but in Turkish we use it after the word. "Okulum" means in English "my school" and "okulumdan" means "from my school". We see that we give the same meaning; in Turkish with "-dan" by using it the end of the word but in English, we add "from" in front of the word.

According to ABL; while establishing this type of a sentence, a simple sentence is showed as discussed in the previous item exactly. In fact, as shown in the picture2.1, it is shown in the form of subject, verb and object.



Picture 2.1. Showing a simple sentence with right arm

In this sentence pattern, In addition to the simple sentence structure, by starting index finger, 4 finger represent a different connector as described below:

As seen in Picture 2.2, the pointing finger represent “with”, as seen in Picture 2.3 middle finger represent "for", as seen in Picture 2.4 ring finger represent “from”, as seen in Picture 2.5 little finger represent "by"



Picture 2.2. Showing of "with" which is added to the simple sentence



Picture 2.3. Showing of "for" which is added to the simple sentence



Picture 2.4. Showing of "from" which is added to the simple sentence



Picture 2.5. Showing of "by" which is added to the simple sentence

After finishing simple sentence structure, the conjunctions which are shown above, are added to the simple sentence. The most important point to note is that while you are speaking, each part should be shown respectively with the other hand.

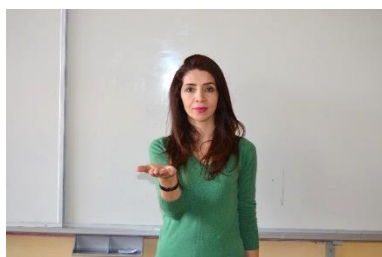
c-Method of showing yes-no questions:

This is a sentence structure in which your answer is "Yes" or "No". For both languages, this sentence structures are as below:

- English: Did you come?
- Turkish: Geldin mi?

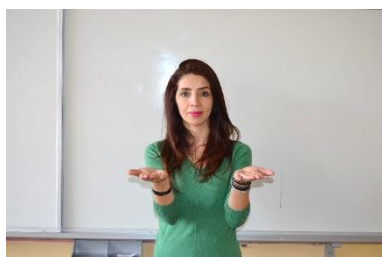
In English, this sentence structure is said in an order which is: tense + subject +verb. But in Turkish subject is not showed with an extra word. It is showed with "din" which shows both tense and subject. In fact, "geldin mi?" is showed with "did you come ?". We see that the sentence structure of two languages are so different from each other.

ABL technique is shown in the picture 3.1 for this sentence structure. When both arms are in front of the body, as shown in picture 3.1, the right arm is extended forward before, and at the same time, time expressions (did, will, do-does, am-is-are) are said.



Picture 3.1. Showing time expressions with right hand in Yes-No question

Then, as shown in the picture 3.2, left arm extended to the forward.



Picture 3.2. Showing subject with two hands in Yes-No question

At last, as shown in picture 3.3, the verb is said by making like a frame.



Picture 3.3. Showing verb with two hands in Yes-no question

d-Method of showing questions with “Wh”:

It is the sentence structure which is made by adding “Who, When, Where, What, How ...” to the “Yes-No” questions. For both languages, sentence structures are shown as below:

- English: When did you come?
- Turkish: Ne zaman geldin?

This sentence structure is said by adding question words in front of the 3. sentence structure. Although this sentence structure is seen the same in both languages, in reality it is different. Because we say: in Turkish “Ne zaman” means “When” in English. And the other of the sentence is the third sentence structure.

For this sentence structure, ABL technique is given in picture 4.1. As shown in Picture 4.1, with the arms, a roof on top of the head is created. This roof represents one of the 'WH' questions.



Picture 4.1. Showing WH questions with two hands

And then as shown in 4.2, by extending right hand, time expressions (did, do, does, will, am is, are, had, have...) are said as it is in Yes-No questions.



Picture 4.2. Showing time expressions with right hand for 'WH' questions

And then, as it is in picture 4.3 left hand is extended to the forward and subject is said (he-she-it).



Picture 4.3. Showing subject with two hands for “WH” questions

And then, as it is shown in picture 4.4, verb is said by making a frame with two hands.



Picture 4.4. Showing verb with two hands for ‘WH’ questions

e-Method of Showing Complex Sentence Structure:

It is a sentence structure which is made with ‘if, when, after, before, although’. For both languages sentence structures are shown as below:

- English: When I came to school, I saw Ali
- Turkish: Ben okula geldiğimde, Ali’yi gördüm.

This sentence structure is said by adding “-diğimde” to the word “gel” but in English we give the same meaning by using only “when” at the beginning of the sentence. So, when we divide the sentence into two parts, the other parts of the sentences are the same with the first sentence structure. As it is seen, the sentence structures are different from each other. As it is showed in Picture 5.1, by bending both arms, the punches are combined. Both arms represent the first simple sentence structure.



Picture 5.1 Showing of complex sentence structure

In fact, the elbow is subject, the middle of the arm is verb and the punch is representing the object. While starting a translation of combined sentences, we combine our arms and we start to the sentence by saying one of them (when, while, after, before, although, despite, in spite of...) as it is showed in picture 5.2 and then the other sentence order.



Picture 5.2. Showing the place of (when, while, after, before, although, despite, in spite of...) in a complex sentence structure

After saying one of them of (when, while, after, before, although, despite, in spite of...), simple sentence structure is followed in an order in both arms (subject-verb-objective).

f-Method of showing preposition of place (“on, under, in, in front of, behind, next to, opposite”):

While translating a sentence from Turkish to English, these structures’ places are very difficult and these are very different from each other in two languages as seen in the examples.

- English: There is a book on the table
- Turkish: Masanın üstünde kitap var

Turkish “var” means in English “There is” in Turkish “kitap” means in English “book” and in Turkish “masa”, means in English “tabel”. We say “on the table” in English but in Turkish we get the same meaning by adding ‘nın “to the “masa” and by adding “üstünde” at the end of the “ masa”. Prepositions of place are shown with picture according to the ABL technique. Left arm always remains constant, only the right hand is changed according to the place of directions. While saying “on”, left hand cannot be changed, but the right hand is put to the left hand.

As it is showed in picture 6.1 left hand is fixed and right hand is put to the left.



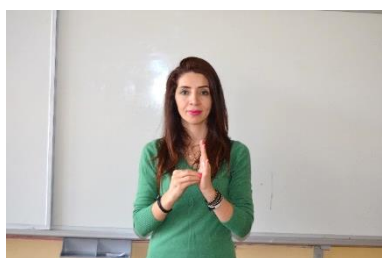
Picture 6.1. Showing the place of ‘on’

To say “under” in English, right hand is put under left hand as it is showed in picture 6.2



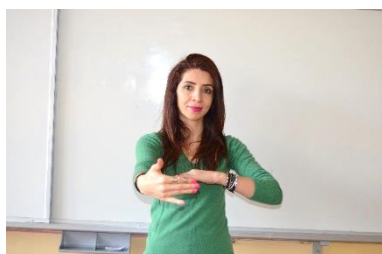
Picture 6.2. *Showing the place of 'under'*

To say “in” in English, left hand is fixed and right hand is put into the left hand as it is showed in Picture 6.3.



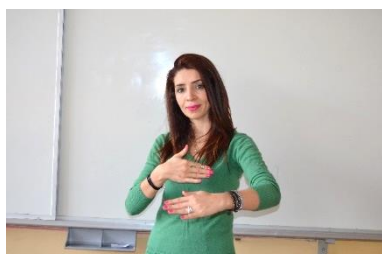
Picture 6.3. *Showing the place of 'in '*

To say “in front of” in English, left hand is fixed and right hand is put in front of left hand as it is showed in picture 6.4.



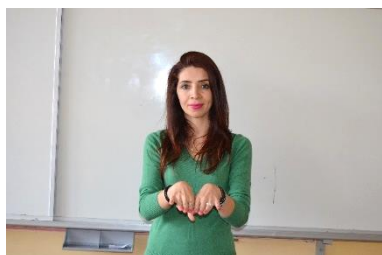
Picture 6.4. *Showing the place of 'in front of'*

To say “behind” in English, left hand is fixed and right hand is put behind left hand as it is showed in picture 6.5.



Picture 6.5. *Showing the place of 'behind'*

To say “next to” in English, left hand and right hand is showed together as it is showed in picture 6.6.



Picture 6.6. Showing the place of 'next to'

To say "opposite" in English, left hand and right hand is showed in an opposite position as it is showed in picture 6.7.



Picture 6.7 Showing the place of 'opposite'

As it is showed in pictures, every parts of body show the meaning of a preposition of a place in ABL technique so it is not forgotten easily.

Action research steps

Teaching of English with ABL technique was given in 8 lessons between the date of 21.05.2015-16.06.2015. During the lesson, the teacher wanted from the participant to sit in a crescent shape without taking any notes but only to watch and listen. At the start of all lessons, to understand the background of the participants' knowledge, some questions which were related to that lessons, were asked and recorded and then ABL technique was taught in a few minutes. The lessons were continued by activating all the participants. During this time, some words were given to the participants for learning.

Lesson 1 (21.05.2015):

In this lesson, the English level and the education of participants were determined. Then the views of participants about speaking English was asked. After then a simple Turkish sentence was asked to translate to English but only one of them make true sentence. Because of this, the teacher started lesson by telling the aim and importance of ABL technique and first of all she told how we could make a simple English sentence by showing this with body language. After showing only one time, making a simple sentence was asked again and it was seen that every participant could make all sentences correctly and fluently between 2 or 10 seconds. The first sentence structure was made correctly by every participant. The teacher asked about the second sentence structure which are conjunctions, but nobody could, make a correct one so she showed the second sentence structure according to ABL technique only once. After then she asked again the same question for the same sentence. It was seen that every participant could make sentences with conjunctions (with, for, from, by) correctly and fluently in a 2-15 second.

Lesson 2 (26.05.2015)

After repeating the first lesson, teacher asked about "Yes or no questions" to the participants to translate English but only 3 of them could give correct answer. After showing them according to the ABL

technique, every of them could do true sentences between 2-13 second. While the participant were doing sentences with “Yes or No questions”, they had some difficulties about tenses especially simple present tense in their Turkish native language. In fact, with ABL, every participant could translate these sentences very easily.

After then, the teacher asked about “WH questions” to the participants to translate English but only 3 of them could give correct answer and they could do this by thinking the similarity between “Yes or No questions” and “WH questions”. Then the teacher showed this sentence structure according to ABL technique only once. Every of them could do true sentences between 2-10 second. Then the teacher made a competition about “WH questions” so they made a lot of pratic by playing enjoyable plays. At the end of the lesson, everyone understood that if we wanted to learn English, first of all we should learn our native language very well. Because during the course, the participants had got difficulty in their own native language not in English.

Lesson 3: (27.05.2015)

The teacher asked about “Complex Sentence Structure” sentences to the participants to translate English but none of them could give correct answer. After showing them according to the ABL technique, every of them could do true sentences between 2-15 second. During the lesson it was seen that the participants had no difficulty while translating sentences but only they mixed some of words and this was a problem in all lessons. At the end of the lesson, teacher gave pronunciation technics. But this was also given according to ABL technique by using body language in emphasis. Firstly, nearly twenty words were written to the board and the pronunciation of them were asked from the participants, but they could not read correctly. Then teacher showed this technique and asked to read again. After only one minute, every participant could read the words in a good pronunciation.

Lesson 4: (01.06.2015)

In this lesson, the teacher asked about prepositions to the participants to translate English but none of them give correct answer. After showing them according to the ABL technique which is a kind of rhythm “on, under, in, in front of, behind, next to, opposite” every of them could do true sentences between 3-17 second. By this way, it was understood that ABL was not only a technique but also it increased the motivation and consantration of the students by teaching with plays and rhythms so it decreased the anxiety of the studens in the lessons.

Lesson 5: (02.06.2015)

In this lesson, the teacher asked to describe any place from the participants in English but none of them could give correct answer so the teacher showed them according to the ABL technique, and then they could describe the directions very easily.

Lesson 6: (11.06.2015)

In this lesson, the teacher asked to translate with “can- must-should, have got, has got” sentences from the participants in English but only 4 of them could give correct answer and the other could do nothing so the teacher showed them according to the ABL tecnique and asked again the same sentences. It was seen that every participant could do them in 1-5 second.

Lesson7: (12.06.2015)

In this lesson, the teacher asked to translate with “Reason and Result” sentences from the participant in English but none of them give correct answer, so the teacher showed them according to the ABL once and asked again the same sentences. It was seen that every participant could do them in 3-18 second. In addition to this, like the other lessons, some participants had some difficulties about not the order of the

sentences but the meaning of some words. Apart from this, it was seen that in all lessons, the student who did not use his body language very well also could not speak very fast as the other participants. In this lesson, the participants translated the sentences not only from Turkish to English but also from English to Turkish.

Lesson 8:(16.06.2015)

In this lesson, the teacher asked to translate with “relative clause” sentences from the participants in English but none of them could give correct answer, so the teacher showed them according to the ABL technique once and asked again the same sentences. It was seen that every participant could do them in 2-15 second.

Lesson 9: (22.06.2015)

In this lesson, the teacher asked to translate every sentence by starting from the simplest sentences to the longest and complex sentences and also the time was measured as it had been done in the other lessons. So it was seen that in a very short time every participants could do sentences correctly and fluently without living any difficulty.

The document analysis of the translation forms applied to the participants

Before the application of the "Angel Body Language (ABL)" technique, which was the qualitative sub-problem of the study (How are the translation forms applied to the participants before applying the Angel Body Language (ABL) Tecnique?), a thematic analysis table was done by creating the "Triple Likert Scale Questionnaire " in five headings in separate tables for the dimensions included in “Table-2” and guiding the research, and a descriptive analysis was done according to the findings obtained as a result of the analysis of these data.

Table 2.

Triple Likert Scale Questionnaire (Before the Application of Angel Body Language-ABL technique) For each sentence, the translation was given a score of “Poor: 1, Average: 2, Good: 3”.

Types of Sentences	Level (Poor: 1, Average: 2, Good: 3)		
	Poor	Average	Good
Simple Sentence Examples			
1 I watched the movie I love today.		+	
2 Ahmet went to school without studying for his classes.		+	
3 My friends did not do the job assigned to them.		+	
4 There were seven people in the class yesterday.		+	
5 My sister gave me a birthday surprise.		+	
Sentence Examples with Conjunctions			
6 I worked so hard but I couldn't pass the exam.	+		
7 My flashlight was also on the bag but I can't see it.	+		
8 I work both part time and study at university.	+		
9 She didn't tell her family or talk to her friends.	+		
10 I went to Istanbul because my relatives are there.	+		
Question Sentence Examples			
11 Can you take this to your mother?	+		
12 Which poem will you read for me?	+		
13 When can you help me with my homework?	+		
14 Where did the children playing in the park go?	+		
15 How is the teacher in your classes?	+		

Table 2 Continue

Types of Sentences	Level (Poor: 1, Average: 2, Good: 3)		
	Poor	Average	Good
Compound Sentence Examples			
16	The thief who stole my phone was caught days later.	+	
17	He fell down the stairs and hurt his foot.	+	
18	Although he knew me, he did not recognize me.	+	
19	If the weather is good tomorrow, we will go for a trip.	+	
20	You should listen carefully before applying.	+	
Long Sequence Sentence Examples			
21	When I arrived on the scene last night, the notorious murderer had already fled.	+	
22	After the children have their meals, they went to park with their loved friends.	+	
23	A good tree does not grow easily; the stronger the wind, the more the trees it will be solid.	+	
24	First we form our habits, then our habits make us creates.	+	
25	The beginning of everything is timing; when to do something, how to do it is important	+	

Note: A single score will be determined for that sentence type by taking the average of the total scores given for each sentence group.

Before the application of the "Angel Body Language (ABL)" technique, 16 participants were asked about their level of proficiency in the translation of the 1st theme "Simple Sentence Examples" into English.

According to the answers given by these 16 participants, it was seen that the average sentence formation was $\bar{x} = 2$. In fact, it corresponded to the "average" value as data.

According to the answers given by these 16 participants regarding their level of proficiency in the translation of the 2, 3, 4 and 5 themes of "Conjunctive Sentence, Question Sentence, Compound Sentence and Long Sequence Sentence Examples" into English, the average score was $\bar{x} = 1$. In fact, it was found to coincide with the "poor" value.

After applying the "Angel Body Language (ABL)" technique, which is the qualitative sub-problem of the research (How are the translation forms applied to the participants after applying the Angel Body Language (ABL) Technique?), a thematic analysis table was done by creating "Triple Likert Scale Questionnaire" under five headings in separate tables for the dimensions included in "Table-3". In this table, a descriptive analysis was done according to the findings obtained as a result of the analysis of these data.

Table 3.

Triple Likert Scale Questionnaire (After Application of Angel Body Language (ABL) Technique) For each sentence, the translation will be given a score of Poor: 1, Average: 2, Good: 3.

Types of Sentences	Level (Poor: 1, Average: 2, Good: 3)		
	Poor	Average	Good
Simple Sentence Examples			
1 I watched the movie I love today.			+
2 Ahmet went to school without studying for his classes.			+
3 My friends did not do the job assigned to them.			+
4 There were seven people in the class yesterday.			+
5 My sister gave me a birthday surprise.			+
Sentence Examples with Conjunctions			
6 I worked so hard but I couldn't pass the exam.			+
7 My flashlight was also on the bag but I can't see it.			+
8 I work both part time and study at university.			+
9 She didn't tell her family or talk to her friends.			+
10 I went to Istanbul because my relatives are there.			+
Question Sentence Examples			
11 Can you take this to your mother?			+
12 Which poem will you read for me ?			+
13 When can you help me with my homework?			+
14 Where did the children playing in the park go?			+
15 How is the teacher in your classes?			+
Compound Sentence Examples			
16 The thief who stole my phone was caught days later.			+
17 He fell down the stairs and hurt his foot.			+
18 Although he knew me, he did not recognize me.			+
19 If the weather is good tomorrow, we will go for a trip.			+
20 You should listen carefully before applying.			+
Long Sequence Sentence Examples			
21 When I arrived on the scene last night, the notorious murderer had already fled.			+
22 After the children have their meals, they went to park with their loved friends.			+
23 A good tree does not grow easily; the stronger the wind, the more the trees it will be solid.			+
24 First we form our habits, then our habits make us creates.			+
25 The beginning of everything is timing; when to do something, how to do it is important.		+	

Note: A single score will be determined for that sentence type by taking the average of the total scores given for each sentence group.

According to the answers given to this question by 16 participants, it was seen that in all kinds of sentences (Simple Sentence, Conjunction Sentence, Interrogative Sentence, Compound Sentence and Long Ordered Sentence Examples), the average sentence formation time was $\bar{x} = 3$. In other words, it was seen that it corresponded to the "good" value qualitatively.

Again, the data supporting this finding are included in Table 1. When the relevant table was examined, according to the "post-test" score averages after the application of the (ABL) technique, the average

sentence formation time of the participants was $\bar{x} = 3.51$ seconds. According to these data, the time was shortened to the maximum, with a decrease from minutes to seconds.

Based on the qualitative document analysis findings, it can be said that the use of the ABL technique in translation affected the translation time by a large margin. The qualitative and quantitative findings of the study below also supported each other.

Phase 2: Quantitative

The scores of the participants in the form of translation from Turkish to English in foreign language teaching before applying the Angel Body Language (ABL) Technique

For each application title, the findings obtained from the qualitative data were also interpreted together with the quantitative data. Data supporting this finding are presented in Table 4. According to the "Pre-Test" scores done before the ABL technique was applied, the average sentence formation time was $\bar{x} = 4.51$ minutes. According to the findings obtained from the participants, the time to form sentences was perceived as much longer.

Table 4.

Before using the "ABL" technique (Pre-Test) and after using (Post-Test) scores, participant types and time to correctly construct sentence patterns in English and score difference

n	Gender	Age	Graduation	Average Score Pre-test (Minutes)	Average Score Post-test (Seconds)	Pre- test / post- test score difference (Minute)	Total Course Duration (Hour)
1	Male	57	Under Graduate	5,62	6.20	5.5	8 hours
2	Male	54	Under Graduate	5.49	4.89	5.4	8 hours
3	Female	44	High school	5,59	4.69	5.5	8 hours
4	Female	45	Under Graduate	6.05	3.75	5.5	8 hours
5	Male	54	Under Graduate	6,03	2.63	6.6	8 hours
6	Female	52	Under Graduate	4,08	1.58	4.0	8 hours
7	Male	16	High school	4.22	2.22	4.1	8 hours
8	Male	15	High school	6,09	3.89	6.0	8 hours
9	Female	50	University	3.44	1.44	3.4	8 hours
10	Male	37	Graduate	3,52	1.32	3,5	8 hours
11	Female	36	Graduate	1.50	4.00	1.4	8 hours
12	Female	50	Graduate	5,53	2.33	5.4	8 hours
13	Female	28	Under Graduate	4,06	1.46	4.0	8 hours
14	Female	26	Under Graduate	4,58	2.18	4.5	8 hours
15	Female	36	High school	4,02	1.62	4.0	8 hours
16	Female	51	Under Graduate	3.43	1.83	3.4	8 hours
Average				4.51	3,51	4.47	

When "Table 4" is examined, the differences between the "Pre-Test" and "Post-Test" scores can be seen in the sentence types and the correct formation of sentence patterns in English. Accordingly, before using the ABL technique, it was seen that the average sentence formation of the participants was $\bar{x} = 4.51$ in minutes. After using the ABL technique, it was seen that the average sentence formation of the participants was $\bar{x} = 3.51$ seconds. So, the average "Pre-Test and Post-Test" score difference is $\bar{x} = 4.47$.

The relationship between participants' ages, gender, graduation status and the time of sentence-building

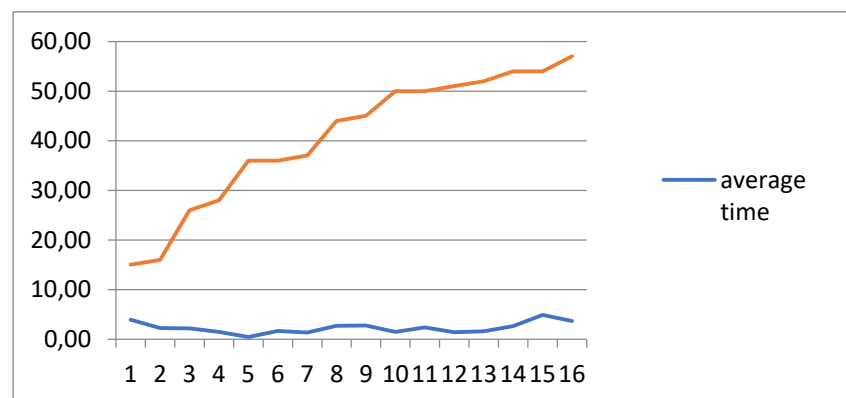
In Table 5 the average time of sentence-building is given by regarding the gender, age, graduation and status of the participants

Table 5.

Information about the participants

Participants	Gender	Age	Graduation Status	The Average Of Building Sentences
1	Male	57	University	6.20
2	Male	54	University	4.89
3	Female	44	High school	4.69
4	Female	45	University	3.75
5	Male	54	University	2.63
6	Female	52	University	1.58
7	Male	16	High school	2.22
8	Male	15	High school	3.89
9	Female	50	University	1.44
10	Man	37	Master	1.32
11	Female	36	Ph.D	4.00
12	Female	50	Master	2.33
13	Female	28	University	1.46
14	Female	26	University	2.18
15	Female	36	High school	1.62
16	Female	51	University	1.83

Because of a statistical analysis could not be done, the relationship between the participants' ages and the time of building sentence is shown in Graphic 1.



Graphic 1. *The relationship between participants' ages and the time of building up the sentence*

As it can be seen in Graphic 1, there was no a difference between participants' ages and the time of making sentence. So, it can be said that the technique was independent from the age.

The relationship between participants' gender and the time of building up the sentence

For testing the time of making sentence of the participants to understand whether it was changing according to the gender differences in ABL technique or not, Mann Whitney U test were testified and the results are summarized in Table 6.

Table 6.

Mann Whitney U test results which is indicating the relationship between the ages of participants and the time of building up the sentences.

Group	n	Mean rank	Sum of ranks	U	p
Man	6	11.17	67	14	0.083
Woman	10	6.90	69		

As it can be seen from Table 5, according to the value of p ($p = 0.083 > 0.05$) there was no significant difference between men and women according to the average time. Although there was no difference, considering the of sum of runks, it can be said that men were more successful than women.

The relationship between the ages of participants and the time of building up sentence and the the status of participants' graduation

For the purpose of testing whether there was a significant difference between the time of building up sentences and the schools from which they graduated, Kruskal Wallis H-Test was used to the participant and the obtained results are summarized in Table 7.

Table 7.

Kruskall Wallis H-Test Results which is indicating the relationship between the status of participants' graduation and the time of building of sentence

Graduation status	n	Mean rank	sd	X ²	p
Students who go to school	2	12	3	3.50	0.321
Graduated from high school	2	9			
Graduated from university	9	9			
Gratuated from master	3	4.33			

According to the result which was obtained from Table 6, it can be said that there was no significant difference between the graduation status of participants and the time of making sentence ($p = 0.321 > 0.05$)

The differences between the "Pre-Test" and "Post-Test" scores of the participants before and after using the ABL technique

According to the findings given to the quantitative sub-problem questions of the research (To what extent is it possible to fluently translate the phrases "simple sentence, conjunction sentence, question sentence, compound sentence and long-order adjective sentence by applying the Angel Body Language?), it was observed that there was a very significant difference between this technique and the time it took to form sentences in translation. The data supporting this finding are included in Table 8.

Table 8.

The differences between the "Pre-Test" and "Post-Test" scores of the participants before and after using the ABL technique

Sentence Types	Average Sentence Score Pre- Test (Minutes)	Average Sentence Score Post-Test (Seconds)	Pre- Test / Post-Test Score Difference (Min.)
Simple sentences	4.58	6.10	4.86
Conjunctive Sentences	5.32	4.50	5.45
Question Sentences	5.50	4.55	5.75
Compound Sentences	6.03	3.55	5.99
Long-Sequential Adjective Sentences	6.02	2.59	5.99
Average	5.49	4.25	5.74

When Table 7 is examined, the differences between the "Pre-Test" and "Post-Test" scores of the participants in the correct time to construct the sentence types in the table in English are seen. Accordingly, before using the ABL technique, the participants translated the given sentence types in an average of $\bar{x} = 5.49$ minutes, while after using the ABL technique, the participants translated the same sentence types in an average of $\bar{x} = 4.25$ seconds. The average of the "Pre-Test" and "Post-Test" scores difference was $\bar{x} = 5.74$.

Conclusion and Discussion

In this study, the contribution of the ABL technique to people's English speaking was tried to be determined. With the ABL technique, the difficulties arising from the different sentence constructions of the Turkish and English languages of the participants were eliminated and it was ensured that they could speak comfortably. Most of the educational studies were carried out in the classroom environment of the students during the course hours.

Before the start of the instruction, the opinions of the participants about speaking English were taken. The participants stated that when they were going to say a sentence in English, they had to constantly think for a long time in which order they will say the words, they were often confused, they were not sure whether they were correct when they made a sentence and said it, and they felt great stress and anxiety.

Contrary to all these concerns, the participants did not take notes, did not lecture except for a few minutes' explanations, and the researcher, who carried out the teaching, ensured that the participants were only constantly active, and successfully switched from Turkish to English and from English to Turkish as soon as possible enabled them to translate. Based on the quantitative findings obtained after the study, it was found to be $\bar{x} = 4.51$ minutes on average according to the "pre-test" scores before the ABL technique was applied. After the participants' sentences according to the "post-test" scores, the durations were observed to be $\bar{x} = 3.51$ seconds on average. According to these data, in line with the findings obtained from the participants, the time of making sentences with the ABL technique decreased from minutes to seconds, and the time was shortened to the maximum.

The fluent translation level of "Turkish Simple Sentence Phrases into English" was found to be $\bar{x} = 5.32$ minutes on average before using the ABL technique. But after using the ABL technique, the same sentence types of the participants were averaged $\bar{x} = 5.45$ seconds and the average of the pre-test post-test score difference was $\bar{x} = 4.86$ minutes.

The fluent translation level of "Turkish Conjunctive Sentence Patterns into English" was found to be $\bar{x} = 5.32$ minutes on average before the ABL technique was used. But after using it, it was seen that they turned in an average of $\bar{x} = 5.45$ seconds and the average of the pre-test post-test score difference was $\bar{x} = 4.86$.

The fluent translation level of "*Turkish Question and Sentence Patterns into English*" was found to be $\bar{x} = 5.50$ minutes on average before using the ABL technique. But after using the ABL technique, it was seen that they translated within $\bar{x} = 4.55$ seconds and the average of the pre-test and post-test score difference was $\bar{x} = 5.75$ minutes.

The fluent translation level of "*Turkish Compound Sentence Patterns into English Fluently*" was found to be $\bar{x} = 6.03$ minutes before using the ABL technique. But after using the ABL technique, it was seen that they translated within $\bar{x} = 3.55$ seconds and the average of the pre-test and post-test score difference was $\bar{x} = 5.99$ minutes.

The fluent translation level of "*Turkish 'Long Serve Adjective Sentence' patterns into English fluently*" was found to be $\bar{x} = 6.02$ minutes on average before using the ABL technique. But after using the ABL technique, it was seen that they translated within $\bar{x} = 2.59$ seconds and the average of the of the pre-test and post-test score difference was $\bar{x} = 5.99$ minutes.

In other words, when this technique of the relevant sentence pattern according to the ABL technique was given to the participants, it was determined that all participants were able to translate correctly in a very short time. In addition, it was stated that the participants do not need to do extracurricular work before or after the lessons.

There are many approaches to foreign language teaching. Bamford and Mizokawa, 1991; Akdogan, 2004; Ansin, 2006; Demirezen, 2003; Roth, 1998; İltir and Er, date?? argue that those who start foreign language teaching at an early age in 2007 will be more successful in cognitive, social and academic terms than those who start at an older age. According to the results of this study age was not a factor in the ability to speak English with the ABL technique. Considering the age range of the participants in this study when English sentence formation times before and after ABL were examined, it can be said that there was no significant difference between the ages, gender and the status of graduation of the participants and the time they formed sentences. That is, according to the ABL technique, it was thought that age, gender and graduation were not significant factors in the sentence formation time of the participants.

Recommendations

According to the researcher, who developed ABL technique, speaking English is like a formula and the ABL is a technique developed for languages with different sentence structures such as English and Turkish, and formulated to enable people to speak using their bodies.

According to the results explained above, the ABL is an effective technique developed to provide instant and fluent speaking for the English language regardless of age, gender, educational status and individuals' abilities. It is thought that it would be beneficial to include this technique in the curriculum in schools.

The ABL technique is not a grammar-based teaching method. Students need to be constantly active in order to speak a foreign language. It is predicted that the ABL technique will provide great convenience to students for speaking.

For researchers, the effect of the ABL technique on permanence, self-efficacy perception, motivation, anxiety level and for languages whose sentence constructions are similar to Turkish can be suggested as research topics.

For all these reasons, it is predicted that the results of this study may contribute to the solution of the problems in foreign language teaching in our education system, and it is thought that its effects should be observed with a more comprehensive study.

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