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**Psycholinguistic Issues in Learning English
as a Foreign Language**

The Psychology Of Language

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Abstract

This research aims at highlighting the relation between pieces of language, verbal or non-verbal, behavioral or spoken, and users of language. It aims at showing how forms and uses of language help in shaping the speakers' personalities. Indeed, Psychology of language is one of the most difficult fields as it has always been the main interest of many linguists and psychologists. This research is divided into three main chapters. The first chapter presents the concept of language in psychology, as it tackles the speech act theory, visible activity in talk and other relevant issues. The second chapter focuses more practically on the psychology of language in our daily life. It tackles the way language shapes personalities, language as a tool of power, the double personality that bilinguals have and so on. As for the last chapter, much space for practical issues is given through data collection and analysis. A questionnaire and an interview are used as tools of investigation in order to find an answer for the problematic. As a result, language by all its forms and the personality of the individual are tidily related, associated and connected, and that language is the mirror of others.

Keywords: Language psychology, personality, verbal and non-verbal language, language behaviors.

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Dedication

To my mother and father, source of my happiness and success in life.

To my husband Ibrahim, and my sisters Amina, Nour el Houda, and my brothers Mohamed, Mustapha for their unconditional support and encouragement to pursue my interests.

To the sweetest girl in the world Feriel, to my extended family and the many friends, who have been so supportive and encouraged the fulfillment of this work.

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Table of Contents

Chapter One: The Psychology of Language

Chapter Two: Language and Personality

Chapter Three: Practical Issues

List of Figures and Tables

List of abbreviations

LI: First language (mother tongue)

*L*2: Second language

CFS: cultural frame switching

General Introduction

We seek in this work to figure out the mysterious mechanisms of language in various dealings and contacts between the individuals, the last which governs the human beings in their lives. Moreover, we pursue the secret behind the different relations which arise between the

individuals, what they mean by their different codes (language, facial expression, body language...etc.), the reactions between themselves and how do they function by using speech. All these result again in another question, the one which seeks to understand to what extent we can rely on these codes in categorizing personalities?

In this dissertation we will try to give a full image about the relation between the language and its users, and the grammatical relations that govern the language they speak. Therefore, we seek to understand how others view language; in addition, we will try to see if educated and uneducated people, young and adults, professionals and regular people and so one, have the same instinctual mechanisms about language use; that is to say, whether they consider it as just a tool of communication or more.

Basically, we will try find out the real linguistic mechanisms that gather the humans in their daily interactions. What is language, its forms, how people use different forms of language, how do they function through language and how can language shows others' real personalities.

All in all, we are going to focus first, on the relation between the speaker and the speech he makes. The second point is to rather focus on how others perceive all forms of language (signs, verbal non-verbal, behaviorism...etc.).The third point is to figure out how people categorize and value themselves and the others through the use of different forms of language.

Part One

The Literature Review

Chapter One

The Psychology of Language

Introduction

WHAT IS LANGUAGE AND HOW DID IT ORIGINATE?

How did language originate?

Speech Act Theory

Non-verbal Communication and Behaviorism

Introduction

The present chapter attempts to provide readers with sufficient understandings about the language, meanings, and how they are both related. As it starts with an entry to the psychology of language from linguistic and psycholinguistic perspectives, then light will be shed on the Speech Act Theory (S.A.T). In addition, the chapter includes an overview on pragmatics. Then, non-verbal speech will be dealt with as well as the visible activities in talk that are made indirectly in any talk. Finally, the chapter concludes with the aspects of meaning and its relation to culture. Broadly, this part of the study gives a holistic conception to what is used as dealings and connections in daily life.

1.1 What is Language?

Generally, most of us may have the intuitive notion and the simple answer to 'what is language?' A simple definition might be that it is "a system of symbols and rules that enable us to communicate" (Ervin, 1964: p.6). Symbols are things that stand for other things: words, either written or spoken, are symbols. The rules specify how words are ordered to form sentences. However, providing a strict definition of language is not that straightforward. Consider other systems that at first sight are related to human spoken language. Can the communication systems of monkeys be considered as a language? What about the way dolphins communicate, or the dance of honey bees that communicates the location of sources of nectar to other bees in the hive? Is the signing of deaf people a language? There are always some ideas about clear-cut examples of language. Because of that, many psychologists and linguists think that providing a formal definition of language is a waste of time. (Forrester, 1989:p.33)

However, language can be described in different ways. For example, the sounds of the language, or the meaning of words, or the grammar that determines which sentences of a language are legitimate. These types of distinctions are fundamental in linguistics, and these different aspects of language have been given specific names. There are distinctions among semantics (the study of meaning), syntax (the study of word order), morphology (the study of words and word formation), pragmatics (the study of language use), phonetics (the study of sounds), and phonology (the study of how sounds are used within a language). Among those levels, syntax and semantics are concerned with how to make meaningful chunks and units of speech. As for syntax, there will be some space for it in the next chapter. Morphology is concerned with the way that complex words are made up of simpler units, called morphemes. (Brown & Levinson, 1978:pp.16-17)

Psychologists believe that humans store representations of words in a mental dictionary. Psycholinguists call this mental dictionary the lexicon. It contains all the information or pointers to all of the information that anyone knows about a word, including its sounds (phonology), meaning (semantics), written appearance (orthography), and the syntactic roles it can adopt (DeBernardi, 1994:p.82). The lexicon must be huge: estimates vary greatly, but a reasonable estimate is that an adult knows about 70,000 words (Nagy & Anderson, 1984). That means the estimates range between 15,000 and 150,000 words (Bryson, 1990). Word recognition can be thought of as rather like looking a word up in a dictionary; when the word in known, then one can have an access to all the information about it, such as what it means and how to spell it. So when a word is heard or seen, how do people access its representation within the lexicon? How do they know whether an item is stored there or not? What are the differences between understanding speech and understanding visually presented words? Psycholinguists are particularly interested in

the processes of lexical access and how things are represented. (Goffman, 1976: p.21)

1.2. Origins of Language?

There are many linguists talked about the sayings of the evolution of language. (Yule, 2006: p.4-7) mentioned some of them in his book "The Study of Language". Yet, in the respect of psycholinguistic side, it is necessary to see language origins from specific perspective. How did language originate? The origins and evolution of language are not clear. Indeed, there is no fossil record available. Harley (2014) said that when Homo sapiens became differentiated from other species between 2 million and 300,000 years ago, the capacity for language and symbol manipulation must have arisen as the brain increased in size and complexity (p.12). Harley (2014), also, indicated that the Broca's area, a region of the brain associated with language, was present in the brains of early hominids as long as 2 million years ago (p.19). The human organ that makes speech sounds in a way that is not true of animals is the vocal apparatus. In addition, the larynx is lower in the throat not as in animals, even apes. (Greene, 1986: p.27)

As for grammar, there was a sufficient time for it to evolve. Existing cognitive representations, as Greene (1986) argued, were to be communicated to in the evolution of grammar. Greene gave the example of making difference between an area of animals that can eat humans and an area of animals that humans can eat, though humans are able to communicate such distinction to others. Ekman (1973: p.29) mentioned that the evolution of language could be more complex. For that, it was proposed that brain and the language evolved in the same line interactively. Language skills became necessary to manage the increasing number of symbols in the humans' life, thus, even the consciousness improved. Consciousness in humans was preceded by a "bicameral mind" based in the two hemispheres of the brain, with a mentality based on

verbal hallucinations. (Golinkoff, 1983:p.17)

1.3. Speech Act Theory

When a human being speaks, they act and perform an action (e.g., give me the pen). Whenever something is said, it either can be understood like pointed at or completely meant for the opposite. Hence, each sentence has an action; order, request, assertion, offer...etc. speech act is a behavior and any utterance can perform an action. (Grice, 1975:p.9)

By the decade of the 50s and the 60s, curious researches started giving importance to the theories of language emphasizing truth-conditional semantics. Austin (1962) was one among. He took this field into a serious philosophical language aspect. He argues that to say something is to do something. "How to Do Things with Word" is a book where Austin sketched the motivations associated in making utterances, he termed it 'illocutionary force' and as Levinson (1983) explains by isolating three main senses; when someone says something, they indirectly perform distinct act. Illocutionary force is made up by three mechanisms: (Kendon, 1995:pp.32-34)

A **locutionary** *act:* refers simply to the utterance itself.lt creates a specific reaction and referential sense in the speaking sentence.

Example: "*Do* not touch it, it cracks*".* This sentence means the exact equivalent referential sense, which means an order plus details to what happens if he/she touches it on.

An **illocutionary act:** it is the way we perform the utterance and the way we send it, we then show what we attend to by what we have just said.

Example: "do not touch it, it cracks" (by the stress on the N letter of the word "not", and the long air movement for the letter A of the word "cracks".

A **perlocutionary act**: it is the reaction made up by the audience due to the circumstances that our utterance affects them by.

Example: the receiver gets sad from the way he was addressed.

Psycholinguists have found that the speech act such an interesting, helpful and useful field in cross-cultures Richards & Schmidt (1983) plus education Holmes (1983). Within the linguistic field itself, SAT has been implied in a number of extents such as syntax and second language acquisition. Moreover, (Levinson, 1983: p.41) claims that the SAT remains the hub in which the general pragmatic theory must account for. Indeed, the helpful thing about this kind of studies is the windows of conceptions that the SAT presents to the perceivers. It does not stick to one interpretation, but it rather gives several openings to shape the perceptions of speech, therefore, it tries to study speech through many possibilities of understandings under rules and settings that govern the speakers which it happens they are in. The already mentioned concepts and theories were mostly dealing with verbal communications in language, but what about the non-verbal ones?

1.4. Non-verbal Communication

The non-verbal communication brings to mind the idea of body language or body signaling. For sure in the social psychology, each non-verbal communication aids to particular functions. This last has been taken as distinctly different communicative functions regarding to verbal behavior or speech. (Argyle, 1975: p.13-21) explains four specific functions carried out by the non-verbal behaviors: elaborating verbal utterances, showing attentiveness, self presentation, and to help synchronize our speech with our bodily movements. Each of these functions is briefly clarified as follows:

1.4.1 Completing and Elaborating on Verbal Utterances

In talks, both speech and gestures are used. Many people rely on this issue a lot, it is nearly impossible to talk without gestures of hands. Generally, people use gestures unconsciously to elaborate and complete what they really mean from the inside of themselves. One of the funniest things is the way some people talk on the phone to others. They use gestures for example to point at things hidden and try to point where they are located! It remains always how difficult to speak without using non-verbal gestures and to what extent this is culturally a determined phenomenon. Beattie (1983)

1.4.2 Evidence of Attentiveness on the Part of the Listener

Talking implies the feeling whether people are interested in or not, if they like the talk or not. By the looks of others, they feel if they are forced to at least look up and gaze. This last consists on both the speaker and the hearer. What is important here is the behavior that people use in order to receive a talk.

1.4.3 Self Presentation

The way we take a sit or talk to others tells a lot about our background, where do we come from, to what class do we belong to and to what extent are we going to be taken in consideration. Indeed, this last has been the main topic of psychologists and psychotherapists; as yet there are studies which investigate whether the self-representation in the daily life is irretrievable. For example, in context when we get to know a new person through the phone, we then rely a lot on the way he or she speaks since we did not meet him or her yet. Indeed, this last happens a lot to so many people, especially for those who use the electronic emails such as

Facebook. One of them is so interested in the other part, since he/she tries to give a good image on the self. But once they meet and they see well the real self-presentation which was hidden behind the screen or the cell phone. Here happens tow things; one is going to cut the relation once for all, and the second will leave sadly since no talk from the end of the meeting will be delivered on the Net or on the phone by the personality he or she was interested in. the examples are various, but the main point is that the self-presentation as mentioned above; the way we talk or sit down, tells a lot about who we really are. (Burgoon, 1991: p.60)

1.4.4 Managing the Synchrony of Utterances

This function is tidily related to the relation between the timing of the physical gestures orientation and the engagement in a talk. This can be simplified by the research in conversational analysis which indicates that we are very sensitive to exceptions to the norm when interacting with others, where somebody for example seems to be always interrupted by other activity or seems to look away when we are expected to be gazed at.

1.5. The Visible Activities

When interacting with others, we use the parts of the body. Indeed, there are visible reactions and activities that need to be explained. In this part, we try to look at each activity and its function. There are six distinct activities which are visible during a conversation. (Kendon, 1995: pp.32-36)

1.5.1 Gestures

The first things that come to the mind when the word "gesture" is said are the hands and body motions. There are in fact many approaches for the study of gestures, whether gesture is an

important part of human language evolution, whether it is an independent language or not, whether it is natural or learned. Before anything, it is worth to note that gestures belong to speakers when they address their talk to somebody else, as Schegolff (1984) points out that it would be particularly curious when we are speaking to be distracted by the actions of a very gestural listener, which means that there are few conventionalized gestures to show attention (e.g. nod of heads). The interest of the relationship between gesture and speech shows that the talk which accompanies gestures might be seen as physical syntax. This entails that the speech and gestures we make share many underlying qualities. It seems that executing gestures helps to indicate the shared background information that the participants assume Levy & McNeill (1992).

Moreover, gestures are not only activities made to corporate with the talk but also a tool to indicate other precise things. In some cultures, specific gestures are prominently used and has a marked role in indicating not only the type of communication but also the content itself. For instance. Kendon (1995) talked about the gestures in Southern Italy as they refer to the intended meanings of words such as the use of index finger as to intensify or to mark a focus on something. Also, an important thing to note here is the way children learn language. They use gestures to intend a need or a want by linking gestures or pointing. Golinkoff (1983).

1.5.2 Proxemics

The study of the ways people use and interpret special distance as part of their ongoing interactions is called "proxemics". It has two dimensions: the first is the physical space, that is to say being too far and too close during a particular conversation is a variable state. The second is the social distance and power relation. Proxemics is not always a natural matter but sometimes it turns out to be a complex matter to figure out Beattie (1983). Also, we might figure out that

proxemics has its own psychological correlate in figurative language. Kenner & Katsimaglis (1993) said that "...gender seems to be a major factor in determining whether you will sit next to the driver when riding in a taxi" (p.73). We then often give closeness to others to give love and comfort, but in other settings closeness can be also interpreted as threatening and overbearing.

1.5.3 Gaze

One of the pillars of visible activity in talk in non-verbal communication is eye-gaze. A gaze can say a lot about our hidden intentions. It really makes sense if you stare at someone with a weird way, or try so hard and make pointed efforts to avoid eye contacts. When for example you meet someone, a girl or a boy that you do not know, it might happen that you keep staring at him or her, you do not say I want to get to know you because it is not helpful; otherwise, others are going to take you as silly person. But the way you stare and the time you take in doing so, shows a lot about what you really want. Your gaze can tell a lot about what you want; either you want to get know someone, afraid because you hide something or if you want to rub someone and flee! Moreover, the gaze activity has been always the main point of security trainers, whether police, security guards, Special Forces...etc. (Argyle, 1995: p.71)

During talk, there are probably three main ways to think of gaze; where the speaker looks at the listener; where the listener looks at the speaker and mutual gazes when speaking, "you tend to look much more compared to when you are speaking" (Kendom, 1995: p.27). But when someone really wants something from the listener he keeps his gaze focused. Another issue is that the timing of gaze during response to a piece of talk or receiving it, plays a major role, even for children of three years old when. Forrester (1988) notes that children as young as three years of age are sensitive to the appropriate synchrony of eye-gaze; turning and looking, as well as

being able to time their interruptions appropriately where somebody was talking about them. All in all, the gaze is a very important behavior shared by the human beings developed from the childhood which tells a lot about our means. (Forrester, 1988: p.79)

1.5.4 Body Contact

"Haptic" is referred to the intentional and unintentional touching or any kind of body contact that can be related to proximity Graddol, Cheshire & Swann (1987). It differs from one to another, as some found that men, unlike women, cannot notice whether they have been touched during a talk or not Fisher, Rytinne & Resling (1976). On the other hand, Burgoon (1991) has studied the relationship between touch, posture and proxemics; he notes that all these factors affect our haptic perception.

Depending on various settings like sex, age, culture and others, it is impossible to say that the indications of body contact forms and touches are universal. That is to say, hand holding or face touching may indicate intimacy in a country but not in another. A baby who has no idea about language acquisition yet it can also perceive the language of touches and then he stops crying since the first contact in his life is security and love (Gupta & Schork, 1995: p.92).

1.5.5 Posture and Body Orientation

In daily life, each setting has a special body orientation. The way we sit on a chair or lay down is not completely the one that you do it in your job or a wedding meeting. The point is that each posture has two functions; one is to tell your back ground, second is to tell what you are doing. You may have noticed that when you are in a restaurant, the way the waitress leans to ask you what you want to eat is very precise, these postures are unique and they happen in only

places cases hosting. (Golinkoff, 1983: p.39)

The way you stand like a sport man and put your left hand in your pocket and the right hand to move it smoothly while speaking is not the same from one you do it with your wife, you might have done it before with her, but we are sure that it was done the days you were giving her the proposal and trying to convince her that you are worth enough for her. Indeed, Graddol et al (1987) suggest that we should be cautious when interpreting posture and body orientation, noting that what seems important is whether the person is displaying general features of tension or relaxation. (Gupta & Schork, 1995: p.122).

However, it is important to set up each posture to its settings. For example Scheflen (1964) notes with reference to the direction of leaning when sitting in a chair. He said: "such postural behaviors occur in characteristic, standard configurations, whose common recognisability is the basis of their value in communication". (p. 241). As he claimed that some postures are limited by rules which precise where and when they can occur: "A posture such as sitting back in a chair rarely occurs in subordinate males who are engaged in selling an idea to a male of higher status" (Gupta & Schork, 1995: p.125). Therefore, each posture you make should be done in the equivalent settings, thus, it entails who you are, to which level do you belong to, and what you want from this way of behavior.

1.5.6 Facial Expressions

Another important visible activity in a talk is the facial expression. What is called to "pull a face" means giving a particular facial expression to something which is not real. The question is how one could have learnt to deceive or pretend emotions that give others such impressions without developing sophisticated face-pulling skills. This matter can be explained by Iwo trends,

14

where it looks to the real reasons behind facial expressions, hence, our different camps are based on the biological and the cultural views. (Ekman, 1973: p.41)

Darwin (1872) studied facial expressions scientifically. His arguments proved that facial expression of animals helped them through thousands of years to survive and thus they are unchangeable. That is, we are biologically programmed by these behaviors. Some researchers supported the claims Darwin was making. Ekman, Sorenson and Friesen (1969) were among them. They said:

> *Those which showed only the pure display of o single affect' and presented these to people in many cultures, literate and pre-literate, around the world. Each person was asked to categorize the emotion as one of six (happy, fear, disgust contempt, anger, surprise, sadness), and the results were very similar across the cultures. They say, 'our findings support Darwin's suggestions that facial expression of emotion is similar among humans, regardless of culture, because of their evolutionary origin. (p.144)*

The cultural view shows no agreement to the biological one. Ekman (1973) claimed that both biological and cultural views are important in the displaying of emotions. As a whole, facial expression would be better summarized by what Graddol et al (1987) said: "*One reason why the 'meaning' of a particular facial expression may vary across cultures is that in each culture the social contexts in which such an expression could be freely and appropriately displayed will be very different.*" (p. 146)

Generally, when people express their emotions they use unconsciously two aspects, one is the biological instinct that the entire human being share, second is the impact of culture and the environment. In order to understand the intentions of whom we are talking to; the background of this personality, and what they really want from us, it is important to study the six mentioned visible activities altogether. It is then worth to remember that not only tongues speak but also, your way of presenting yourself, looking, sitting, and your face expression can talk in your place

forcedly. (Ekman, 1973: p.64)

1.6. Ethno-methodology and Accountability

Another aspect of language and meaning to the matter of the psychology of language is the conversational analysis taken by Individuals, and its impact on form of accountability. For sure we cannot access to others' minds and figure out what they are preparing to us or what they want to say; nevertheless, we can obtain and guess by the accomplishment which is shared by all the human beings behaviors, since the contemporary study of conversation is dominant by the work of conversational analysts. By the way, if we overlook the tradition people emerged from a branch of sociology which encompassed ethno-methodology and ethnography, then our understanding of the theories and methods of conversational analysis would be hazy and incomplete. In other words, the object of sociological inquiry should be like what Levinson says: "The set of techniques that the members of a society themselves utilize to interact and act within their own social world" *(*1923: p.295)

To understand more ethno methodology, it is worth to mention that this last is always concerned with the rational analysis of the structures, procedures and strategies that participants themselves employ in order make sense out of their everyday life. Beattie (1983) notes that ethnomethodologists conversation is simply there; not to be approached with pre-conceived constructs. Levinson concisely summarizes this outlook where he notes:

> "*Out of ethnomethodology comes a healthy suspicion of premature theorizing and ad hoc analytical categories: as far as possible the categories of analysis should be those that participants themselves utilize in making sense of interaction; unmotivated theoretical constructs and unsubstantiated intuitions are all to be avoided*" (1983: p. 295)

Each behavior made by any person has a particular conversational analysis kept in the

mind. Any move we do, every wink of an eye can illustrate and say things without even saying a word. Therefore, we are responsible on these signs whether they hold intentional or unintentional wills and intentions. Any behavior which is concerned with communication will be accountable and will follow as a result appropriate conventions.

This can be felt sometimes in even in odd moments, where for example; we do not want to meet someone but unfortunately we find ourselves in the bus and there is no other sit available but the one who is next to the person that we do not want to confront. This behavior of winking so fast and turning the head toward the window as if we did not see who is here looking for a place to sit can be conceived by a lack of respect or strengthening and flaming more the argument in general between these two. (Beattie, 1983: p.87)

Goffman considered in detail the nature of accountable displays in his analysis of those odd moments where we find ourselves slightly out of control, he adds that individuals are compelled to chronically display agency to one another, in other words; no matter how small or significant a behavior might be, in each other's company we are always accountable for it. "The sequence of demonstrating to others awareness of the lapse, and that it is only a lapse not to a sign of generalized incompetence of bodily management" (Goffman, 1981: p.101)

The relation is clear now between the behavior and the accountability. The main point from this title is to put focus on the interpretation of our behaviors by others more than the behavior itself. Hence, this last seeks to the impact of behaviors on others, thus each person is responsible on his or her behavior.

1.7. Meaning and Culture

In the "meaning as culture" approach, linguistic meaning is entirely determined by the

cultural context in which the language occurs. It is more than simply saying, if you want to learn all about my culture then learn my language, where the acquisition of language is coterminous with the acquisition of a set of cultural practices. You cannot separate one from the other. As Wittgenstein's proverb says: *"The limits of my world are the limits of my language".* (Hong et al, 1997: p.214)

Even a weak version of this view would propose that language provides both the foundation of a shared cultural identity and the wills for the reproduction of social differences. DeBernardi (1994), for example, makes the point that the acquisition of a language is not the internalisation of a linguistic code only, but also entails to the learning of status and role in appropriate social effect and foundational framework for a 'world view'.

Earlier proponents of this view of meaning as culture developed the idea that the parameters of language were interdependent with culture practices. What was known as the Sapirl Whorf hypothesis, Whorf (1956) was the assertion that language shaped world view, Frawley (1992: p.36) argues that this orientation led to the view that: "Language, culture and thought are all mirrors of each other... so it is possible to read thought off language, and language off culture because linguistic distinctions reflect cultural distinctions, which in turn generate distinctions in thought" (Whorf 19S6: p.46). Certainly the most often cited example of linguistic relativism is the observation that Greenland Eskimos as Frawley (1992: p.37) made, they says that they have approximately fifty words for snow, whereas people in Britain may only have five or six (e.g. slush, snow, sleet, hailstones, snowdrift, and so on).

The culture consists on facilitating the recognition of others when speaking to, thus it is the single key to figure out why a particular person who belongs to a precise identity speaks or

understands such things; whereas, others interpret it completely to other thing. One good example from the Arab world versus the occidental can illustrate the tide relation between language and culture. One might perceive that there is a gull in the campus of the house as a bad sign, and his whole day might be gone for good; however, the Arab host looks at it as the symbol of wisdom. There are other examples where the two axes of cultures do not perceive these signs by the same conception, because what they hold as culture sand rituals are completely not the same. Like for examples the Arabs and the Europeans; they do not have the same principles. Culture is the shape of what do conceptions mean exactly from community to another, from borders to another. (Hong et al, 2000: pp.71-72)

Conclusion

The present chapter provided readers with some clarifications about language and meaning and how they are both related. Language can refer to the degree that each move that you make even unintentionally, can be perceived by others as a bad sign of your personality or otherwise, even one facial expression in the wrong time and in the wrong place can make dispute and hate between you and others for the rest of your life. Hence, another part of the study is devoted to the relationship between language and personality.

Part Two

Data Collection

Chapter Two

Language and Personality

Introduction

How Does Language shape Personalities?

Power of Language versus Power of Personality

The Role of Personality in second Language Acquisition

Extroversion and Introversion Personalities

The Relation between extrovert and Introvert and Second Language Acquisition

Do Bilinguals Have Two Personalities?

Domains in which Personality Express Itself

conclusion

Introduction

In the second chapter, several psychological aspects that have any link to language will be tackled. It is, thus, considerable to couple the aspect of the perceptions of meanings between humans and the study of the human psychology. This part tries to figure out how language shape different personalities in the society does and what makes an individual different from another. Therefore. It seeks to explain why and how people use language as power of communication which seems to be sometimes considered as power of personality.

Moreover, it is necessary to shed light in this part on the role of the personality in the Second Language Acquisition (SLA), the possibility of having two personalities for the fact of being bilingual, and domains where the personality expresses itself. All this aims at identifying personalities that we happen to meet, without forgetting the use of the tools that are mentioned in the first chapter. All in all, in this chapter, the sea of human psychology will be swum through the help of language.

2.1. How Does Language Shape Personalities?

According to the psychologist (DeYoung, 2010: pp.26-33), personality is defined as an affect processing system that describes persistent human behavioral responses to broad classes of environmental stimuli. A unique person is shaped and characterized only by his or her personality since it is involved in interactions and communications. (Adelstein et al. 2011: p.7)

Before dealing with any linguistic aspect in relation to personalities, it is preferable to mention some daily life interactions that our memories keep all the time about those we believe

they hold great personality qualities. Did it happen to you that on one occasion where you liked so much someone's speech? For instance, in a family talk, you are all gathered and discussing different things about life, children, and any familiar thing that the families discuss in order to enjoy the visit and avoid talk gaps. In this meeting, for sure the way that any member among the family gathering talks is not completely the same that another member uses to express herself or himself. That is why sometimes the mother, the daughter or the father likes one precise member among the rest of the others and respects him or her even if they hold age difference to each other. (Adelstein et al. 2011: p.11-12)

Another example, do you ever hear in any given proposal engagement between the two families, family A; the one which is interested in the daughter of family B. They prefer to send only those who have good talk habits to the proposal. At the same time the family B, which is waiting in order to host and discuss the matter about their daughter's proposal, prefer also to use precise members; two or three to the host. They prefer to be accompanied by the sister X and not the Y. What is funny we happened to hear that the daughter ask from her mother to avoid speaking and asking a lot of uninteresting questions. Unfortunately the problem is that in this meeting, the mother's presence is very necessary, otherwise the daughter would keep her away from the living room. Adelstein et al (2011)

In addition, a serious problem issue may happen in your family and all the family members know about it; however, to solve the problem they prefer to send a particular character among the whole family, and not any other person. As a result, and by magical way of talking, the one who is sent calms down the dispute once for all and leaves, therefore, they will remember this brainy act. Whereas if they have chosen another one, they would maybe face another problem, when in order to solve the problem he might make it more serious. Hence, he scrawls

up everything and makes no cure to the problem.

The examples are numerous in daily life, but what is undeniable; the question which we keep to wonder and ask about, is the secret which keeps particular people beloved among both; those who know them and those who do not. They are adored to the degree that we prefer to keep listening when they talk.

As for the example in the first chapter concerning the conversational implicature where the two men were sitting in front of each other waiting to the good news about their wives, if it is supposed that the person A starts complaining that his conditions are not good at work and that at the same time he brought his wife in a bad maternity conditions place, or he tries to begin the talk by any other subject that has nothing to do with the critical situation that they are being through. Now the question is: is the person B going to react and respond to A's subject about the complaints that he made, the same way where A for example have started the conversation by saying with a gentle way: "...it's okay...take it easy man, both ladies are under God's mercy, and we will both walk outside happy". For sure, the reactions are not going to be the same at all. He might even give no response; he nods down his head toward the ground in order to avoid hearing complaints, whereas in the gentle step made by A, B could cooperate by the Implicative made by A smoothly and both of them go on a conversation till they hear the news from the doctors.

Now before summing up the main point about the conversational implicature in relation to personality and good qualities, it is important to remember and mention one of the most interesting stories that have strong link to the title. Tahir-ul-Qadri (2012) narrated an interesting story about one of the most brilliant Islamic scientist preachers named Abu Hanifa. He told that he was sitting once in the temple as always trying to teach his pupils about religious matters, but

at the same time the preacher used to react and speak or use particular body orientations or postures spontaneously in front of his pupils since they all sit together on the carpet of the temple, he only does so because he knows them very well. But only once, and while he was sitting as always between his pupils explaining to them a given religious issue, one man got in the temple and as Abu Hanifa explained; the new man was not like the other pupils, he was well dressed, his perfume can be smelled from meters. When the man was walking through them to ask the permission to sit down, he was walking with such an elegant bizarre way. And what Abu Hanifa did, is that he hold back his feet since he was laying them on the ground, he hold them and he sat again with a very respectful posture even though the man was younger than him. Then the preacher follows that the man approached from him to ask whether he can sit with them in order to learn. The preacher replied with a gentle way that is possible and why not. But the funny thing is that when the man sat down he asked one really bizarre question to the preacher. The question in fact was really ridiculous to the degree that you cannot even think about and it has nothing to do to the lesson. Meanwhile, the preacher reacted to that question without any verbal answer but only by saying; *"...now, it is high time I laid my feet!"* The story is done, but the funny thing is the harsh lesson which was directed to the new man. Only one move from the preacher could tell what was the reality hidden under the elegant clothes of that man (Tahir-ul-Qadri, 2012: pp.102-104). From this story, one can grasp plenty of linguistic options to learn. The non-verbal behavior made by the preacher to show that he gave respect to the new man, thus he did not say well I respect you come in and sit down, however he rather did it indirectly by the non-verbal communication when he gathered his legs. Secondly, the four conversational maxims made by the preacher where the man at least perceived two of them; relevance and quantity because the preacher was strengthening his talk to the pupils by "Al Hadith". Thirdly, there is the cooperative principle where the preacher cooperated and asked the man to sit down and learn what exactly he

is going to explain as new lecture to the pupils. Overall, the man did not give any kind of importance to the obvious settings that he was in; hence, he let both, the preacher and the pupils and by a shameful way, regardless to whatever kind of man he is. (Tahir-ul-Qadri, 2012: pp.107).

Do people know about the conversational implicature, speech act theory or any other semantic psychological aspect? This question should be directly asked to all classes of the community. For sure, hopeful results will be found from only those who have dealt with the psycholinguistic field as specialty to their studies. Here stands the beauty of this psychology. If you speak to somebody, you feel that you want to get to know him more if only everything went well in the beginnings of the conversation, which means that there needs to be a spontaneous mutual acceptance. (Searle, 1976: p.34)

The good thing about the way languages shape personalities is that most of people in general are regular ones. It is true that sometimes they try to accommodate or prove that they are worth even though they have no idea by what is meant by cooperative principle or visible activity in talk. However, here exactly stands again the real beauty of the difference between personalities of the humans. How does the world look like if we had all the same personality? By another word, we want to say that speakers from different classes speak and react under no limits of applying any kind of these psychological aspects; therefore, the way we talk and react even if we do it non-verbally, is then going to be the real identification of who we are. (Searle, 1976, p.39)

2.2. Power of Language and Power of Personality

Language is not the window of communication only; however, in so many cases, it is the tool of power. That term is used to refer to many aspects in daily life. Before any illustrations, it

is important to simplify this idea that language is the tool of power. Do you ever happen you were in a market, or even unorganized market in the street; where they sale different kinds of products. The thing is that they can manipulate you indirectly through language and words use, thus they let you at the end buy at least a single thing. It happens so quickly and magically. They use what we call codes. (Taylor & Taylor, 1990: p.43)

When someone is ill and holds unimaginable pain from their back when they sleep during the night. Now they are walking in this market, and for sure they are not the only ones who have back's problems, nearly all the human beings suffer from this spread illness. Those who sale this cure know very well how to let their customers buy the products.lt is hard to convince the buyers, however they succeed at the end any way. As it is previously said, they use what is called "codes", and these codes are tidily and chronologically related. First, you suffer during the night from your back. Second, you bought of course some cure boxes but it did not work. Third, you hope to be released from this pain once forever. Whorf (1956)

Now, all of us know how the pain of the back is like, but unfortunately the dealers know only how to convince you, whereas they have no idea even about their products. They simply know more how you feel, how your cure should be like, and that you want to stop suffering from this pain. So they keep saying such phrases; come on sir, you suffer from unbelievable pain from your back (yes you do) you tried all kinds of cure and it did not work (yes, you bought almost everything has link to backs but It did not work just like he said) so come on I present to you my cure, one of the best back's treatments, the one which releases you from pain once and for ever (yes indeed you want to be released from this pain). So unconsciously, you buy this box of cure cheaply or expensively, because he gave you what you want to hear and not what you want to

cure by, he then gave you convincing codes. (Taylor & Taylor, 1990: p.51)

The example mentioned above about the boxes of cure is a sample one; however, there must be a comprehension to deal with higher serious matters like the questions which kept the historians asking through ages are; how did Hitler convince peoples to start the war which toke fifty millions people? How could it be possible that the American people elected a black president? How did the FIS in the 90s Algerian parties elections be the 1st rival to the FLN? Or how did Mousy Tongue convince the world that the black man and the white man should share the same sits on the bus equally. The examples in fact are a lot but the sub question which we add to these ambiguities is the enigma about what is the common point between these political characteristics? There is something hidden that their peoples liked in them?

To understand so and figure out the secret behind this, it is important deal with one sample speech which goes back to Dead Prez in the 90s when he says with a strong black American accent

> "I *am not a hunter, but I am told...that in places like in theoretic where indigenous people sometimes ...might....might.... hunt a wolf, they will take a double edged blade, and they'll put blood on the blade and they'll mild the ice, and stick of the handle in the ice so that only the blade is protruding, and that a wolf smell the blood and wants to eat and it will come and lick the blade, trying to eat. And what happens is when the wolf licks the blade of course he cuts his tongue and he bleeds and he thinks he is really having a good thing and drinks and licks and licks of course he is drinking his own blood, he kills himself*" (Harley, 2014, p.135)

The beautiful strong accent of talking and addressing the black people occurred. He added then to this speech

> "White people have cars, why can't I have a car"

> "White people have gold, why can't I have gold" (Harley, 2014: p.136)

By these words, the media said that Dead Prez made his people united under one hope; he made them stronger when they are gathered to talk about their rights as if his words are their drugs, and therefore he succeeded to make them one person. The black people could not gain respect from the government or from the white people, they felt it nowhere else but in men's talk, like Dead Prez, Mousy Tongue, Moufdi Zakaria, Houari Boumedian, Hitler, and Nelson Mandela… etc.

One more other short part from the history of Troy, that is interesting to emphasize the understanding to the idea of "Language as Tool of Power." One of the most unforgettable scenes about the history of Troy as a reference to how wise men should talk, indeed in the past, one word could shape civilizations (Harley, 2014: p.136). According to the movie of Troy, when Achilles killed Hector and tied his legs to the wagon and let his body get crashed by the rocks and the algae of plants of the ground in front of his father till he reached his camp. But in the night, the prince of the thrown named Brayem who is the father of Hector came to Achilles alone at the night and without any single knight to protect him. Brayem then started negotiating with Achilles to let him take his son Hector and bury him. Achilles replied by saying:

> "let you walk out of he here if I let you take him....it does not change
> anything....you are still my enemy in the morning."

> But Brayem answered him by saying:

> *"You are still my enemy tonight, but even enemies can show respect*." (From
> the movie of "Troy")

Meanwhile Achilles was shocked by the way Brayem was manipulating things. But after a moment, he said that he admired his courage and that he is a great leader, and he gave him then

Hector. Through language people can make the difference. They can use another kind of power, not the one which is based on troops, bombs, bloody streets and orphans. It is rather about other psychology; the psychology of the impact of language perception on minds. Words can make power to the person who knows how to apply his words and make a good speech in the good chronological order. Who does not among us today do not know who is Mousy Tongue, ex-president of Algeria Boumedian, Nilsson Mandela, Hitler, Stalin, Nehru, Saddam Hussein, and a lot of other personalities that made their own history.

The point is that, you do not need to be known between people since sometimes even regular people say things remain in the history of your family, at work, in your neighborhood....etc. depending on how these words are well gathered and shaped in good a speech at the good moment. No matter how long the speech could be, a phrase, a word or a proverb; however, the important thing is the impact of these words on the ears of the listeners, and how can they influence their thinking. (Taylor & Taylor, 1990, p.66)

2.3. The Role of Personality in Second Language Acquisition

Second language learners vary on a number of dimensions to do with personality, motivation, learning style, aptitude and age. A second language is defined as the learning and the adopting of new language that has nothing to do with your own native one. Indeed, a number of theories hold that the personality factors have a great deal in whether gaining good results of the acquisition or not, hence the degree of success is based on the individual themselves and not the language. (Gass & Selinker, 1994: p.31) based their research on the hypothesis that some features of the learners' personality might encourage or inhibit second language acquisition. In order to illustrate this last. some definitions will be provided.

2.3.1 Extroversion and Introversion Personalities

According to (Zhang 2008: p.58) an extrovert and an introvert are two distinct characteristics of how one is related to the outside world. An extrovert person is the one who gives more importance to the settings and the events rolling around him more than his thoughts and emotions. The extrovert discovers each time new matters in the world through the various contacts that he already made and experiences of others rather than learning from self-examination or study. On the other hand an introvert is a person who directs his focus only on his emotions and thoughts than things outside himself. He is then shy and unready to make relations with others to go on social activities, he cannot even speak up. Generally speaking, an introvert prefers to stay by oneself. (Zhang, 2008: p.61)

2.3.2 The Relation between Extroverts and Introverts and Second Language Acquisition

Again, according to (Zhang 2008: pp.58-59) he claims that due to some social factors differences, second language learning can be an oddity. Statistics have proved that an extrovert can learn faster a new language better than an introvert does. Moreover, Zhang highlighted the work of Yang (1980). The experiment was done on 72 Canadian students from different grades 8, 10 and 12 who were studying French as a second language. So Yang gave them the entire questionnaire to inaugurate their psychological profiles, which also included French listening, and verbal imitations. He then found out that up to 70% students with the higher grade B and high would consider themselves as extroverts. Indeed, extroverts tend to communicate in class loudly, thus they do not feel shy even though they know that they won't succeed. On the other hand, the introverts tend to keep their answer for themselves. They cannot answer loudly since they fear that their answers might be wrong, incorrect or miss spelt. This last has shown that they

do not give opportunities to others to be taken into consideration to be corrected, and that is why they do not gain progress in learning. (Gass & Selinker, 1994: p.117).

By the way, Wesche (1977) and in a study that gathered 73 Canadian servants in a rigorous French course, found correlation between role playing and proficiency in listening comprehension and speaking skills. Role- playing refers to the willingness of the student to take the part of a character in a dialogue or role-playing situation "with speech characterized by prosodic expressions of feeling appropriate to the context and by accompanying gestures and facial expressions" (Wesche 1977, p.359). Kinginger and Farrell are two scientists who accompanied once interviews with the U.S students after having their study abroad in France in 2003. They found that many of the students prefer to stay away from any verbal interaction with the natives, while others tend to intercourse if they find an opportunity.

So here exactly stands the theory which emphasizes that the teacher should not embarrass the student when he makes any kind of participation mistakes at the class. So for example instead of focusing on the mistake itself again and again, it is worth to focus on the correction again and again so that the student knows his fault.

Overall,   an extrovert is the one who can participate in class without any psychological complexity, whereas an introvert is the one who has difficulties in expressing himself in class. These illustrations help a lot later on, therefore when we hear someone speaks a foreign language fluently, it means he is an extroverts, however, an extrovert person does not hold the same qualities that the introvert holds. Thus, the degree of language fluency of others shows what kind of characteristics they hold about their personalities. (Gass & Selinker, 1994, p: 123).

2.4. Do Bilinguals Have Two Personalities?

A research done by a group of psycholinguists from different cultures and in cooperation with different universities such as California, Texas and Cambridge. Nairan Ramirez- Esparzaa, Samuel D. Goslinga,Veronica Benet-Marti'nezb, JeVrey P. Potterc and James W. Pennebakera, they made indeed many researches to figure out the reality of the personalities kept by bilinguals. Therefore, they unleash their focus notably on Spanish-English speakers. (Ramírez-Esparza et al, 2006: pp.90-120)

"*Learn a new language, and get a new soul*" (Czech proverb)

In their work they found that; by some estimates, half the world's population is bilingual and many others are multilingual Grosjean (1982). It is remarkable that sometimes bilinguals use different personalities in different languages, which means to each language they give special self-expression. Indeed, Ralston, Cunni V, & Gustafson (1995) supported this idea. One of he most compelling theoretical explanations for this phenomenon. "*A Cultural Frame Switching*" is a book explains that bicultural individuals shift values and attributions in the presence of culture-relevant stimuli. Bicultural individuals are those who have two internalized cultures that can guide their feelings, thoughts, and actions (Hong et al, 2000; La Fromboise, Coleman, & Gerton, 1993). For instance, in one research, they have found that Chinese Americans display different cultural emotional reactions when they are exposed to for example to "superman" subject and then "the great wall" (Benet-Martinez, Leu, Lee, & Morris, 2002; Hong et al., 2000).Similarly, Hong Kong Chinese and Chinese Americans generated more collective self-descriptions when their Chinese identity was activated, than did North Americans. On the other hand, North Americans and Chinese Americans generated more individual self-descriptions, when their

American identity was activated, than did Hong Kong Chinese (Hong et al, 2000: pp.120-125).

Indeed, bilinguals tend to be bicultural. The emotions and believes that that hold in home are not the same when they are abroad, this trend which says that of language can primes bilinguals' responses. The survey was provided and supported by Bond & Yang (1982) and Yang & Bond (1980). The study have shown that Chinese bilingual speakers hold norms and habits which are associated with only the English world speaking; whereas, when they gave them the same questions in Chinese, the values and norms were not the same, the answers belonged rather to the local Chinese world. (Ralston et al, 1995: p.96)

The problem that the researchers found each time is that the samples were not giving pure answers due to so many social and historical events across cultures. This last means, the results depends on the two cultures, whether these cultures hold already mutual rituals or completely historical hates. To illustrate, (Bond & Yang 1982: pp.49-54) gave one good explanation to this phenomenon; to the reason why results are not pure. They referred to the term "cultural accommodation". They meant that the samples complete the questionnaire according to the norms that these two distinct cultures have similarities, believes, values and norms. By another word, these samples complete the questionnaires in manners which fulfill, accommodate and favor the culture associated with the language they are using. So any research on CFS has shown that bilinguals react to the questionnaires by different responses, attitudes and norms when responding to different language. (Ramírez-Esparza et al, 2006: p.107)

The weird thing sounds as if there is no need to ask whether bilinguals do really have two personalities or not since there are no pure answers to this phenomenon. Among all, one research would investigate well with focused research which can sum up at the end of neat and subjective

results. They chose the Spanish English bilinguals as samples since it is wide spread answers to this phenomenon. Among all, one research would investigate well with focused research which can sum up at the end of neat and subjective results. They chose the Spanish English bilinguals as samples since it is widespread that these two communities hold completely different rituals and believes (Benet-Martinez & John, 2000: p.36). Moreover, they based their work on Ervin (1964) and Hull (1996). In fact, these two had already presented a questionnaire work on English-Spanish bilinguals. So they tested whether Spanish-English bilinguals display different personalities in Spanish and English in ways that reflect the personality inclinations connected with each language-culture.

They first of all started generating predictions for the specific cultural differences between English and Spanish speakers. Then, they tested the robustness of the CFS effects by seeking replication across samples. They found that they had first relied on bilinguals who met very high standards of bilingual proficiency, because the advantage was that participants are very confident in using both languages. And when they use lower standards of bilingual proficiency then they directly fail, and the language effect would be inconclusive. So from samples, they judged the robustness of the effects of by their reliability across independent samples rather than their statistical significance. (Benet-Martinez & John, 2000: pp.44-45)

Now as a link to the first chapter from the title "The Concept of language Versus Meaning", language is defined from different aspects in relation to meaning since the intended aim from any interaction is the comprehension and the perception of means, beliefs, and norms. The last few lines, from the title Language and Culture of the first chapter which talks about language versus culture, focus on how do we rely and trust the definitions of meanings; whereas, one ambiguous question needs an answer, that is if bilinguals have two personalities or not, since

personality is defined as the accumulation of believes, attitudes and norms of the individual under only one given cultural Again, if the individual has two personalities, is he then pointing at two meanings? Because, the conclusion that they have found in their research of CFS includes a claim that the phenomenon reflects the tendency of bicultural individuals to change their interpretations of the settings around them depending on their cultures. (Hong et al, 1997)

They add that CFS can be primed with something as subtle as the language and it can as well affect both their attributions and values, which means affection of their personalities. Well, the point from this title is not to seek precisely for the truth behind whether bilinguals have two personalities or not, but the concern is about the relation of meanings which is interpreted from one personality to another. That is to say if the individual shows one particular perception or reaction to a given settings, it means that there is no change in his talk activities. On the other hand, if he shows different personality to each language, we should then better look again to his real intentions from using a particular activity talk or speech in general. (Ralston et al, 1995: p.91)

As an answer, these illustrations have to be linked to what have been mentioned in the previous chapter. Semantics did not neglect any detail about language in use, where each aspect has both its own reference and meaning. Language should be understood in relation to its people and its region. One thing can mean something in the south and can as well mean completely something else in the north. It comes clear now to figure out the reality of the conceptions of meaning about individuals in relation to their cultures. That is to say, if a bilingual does show two personalities when shifting from one language to another, then we should not expect that he has only one facial expression; he has in fact one to each language, that means one facial expression can mean something in LI however it means completely something else in the L2.

As a result, if we are in front of a foreigner who masters two languages, but at the same time he shows only one personality, then the procedures that are taken from the conception of meaning discussed above in chapter one will be the same; depending on the culture that he relies on when he speaks. However, if he shows two distinct features to his personality when shifting from one language two another, then we should be very careful in perceiving his taking interpretations into consideration. The bicultural would not show the same reactions and activities in talk in the first language as he would show in the second one, since the perceptions of meanings and symbols differ completely from one culture to another. (Wesche, 1977: pp.74-76)

2.5. Domains in which Personality Expresses Itself

The aim in this title looks and seeks again to the relation between the different understandings aspect of language in relation to the human psychology and personality expression. The human beings differ precisely in the way they behave. Even twins, they share nearly the same copy of the physical shape, but they for sure do not share the same psychology and the self-expression although they use the same language. By the way, each individual acts and reacts by his own unique qualities in relation to the personality's characteristics. On the other hand, some of our attributes are voluntarily modified. The features of stability and consistency shaped by one person cannot be the same of other's. To understand so; it is worth to mention the Functional Domain Attributes discussed by both Michel Herison, Jay C. Thomas (2006) where they explain that their research at this point identifies a number of the major domains and attributes of personality that they believe it possess a theoretical, research and clinical significance. (Ramírez-Esparza et al, 2006: p.112)

In fact, they shed light on both functional and structural domain. As they labeled

Functional Domain Attributes, this seeks to the active progressions that emerge within the intra psychic world and between the individual and his psychological environment. They add that functional personality attributes represent generally expressed modes of monitoring action as behaviors, cognitions, perceptions, affects, and mechanisms that manage, adjust, transform, coordinate, balance, discharge, and control the give and take of inner and outer life. Indeed, each individual uses and manipulates his own modes.

As Wesche has put it (1977):

> "*The way a person performs a common behavior is sometimes quite revealing. One person ordinarily eats and makes love fastidiously; another person is given to gluttony in both circumstances. The more idiosyncratically expressive a common behavior is ... [the more it is] attributable to a relatively stable personality and behavioral organization*" (p. 75).

Michel Hersen and Jay C Thomas (2006) distinguish four functional domains relevant to the personality.

- ***Expressive Behavior Domain:*** this tells to the observables of both physical and verbal behavior. It centers on what the speaker or the individual in general does and how did he do it! And what is more important is what the individual wants us to take a particular tendency for him or her. Yet, it is worth to focus that the speaker exhibits particular kind of language whether behavioral one or verbal and how does he use and shape it in order to get a particular image about this individual.

- ***Interpersonal Conduct Domain:*** at this part they shed light especially on the interpretation of the speaker's habits, thus the results of formulating a particular attitude towards a given character is not going to be the same to all people; it changes then from one person to another. One may understand that the speaker wants something by his speech disrespectfully; whereas other may conceive that the speaker is simply trying to be elegant.

- *Cognitive Style Domain:* at this level, they focus on how the person organizes his thoughts, attitudes, speech, or the way he perceives his environmental information and makes the links between events and so on. These last is the useful key to figure out how this personality functions.

- *Regulatory Mechanism Domain*: the internal intentions are completely other mechanisms where the speaker does not know consciously how to organize his wills in any situation; he cannot control him or herself, thus he expresses his internal emotions by words or any kind or behavioral language. This last tells a lot about his personality especially whenever he is in unconscious situations.

The most important thing to drop from this title is that even the identifications of different personalities rely strongly on the language. As mentioned earlier, language itself can take many shapes whether verbal, written, or behavioral. All these get in "language and meaning". Again, the results of the interpretations of personalities from the ample sight without language will lack of proficiency in précising the results of the categorizations of personalities (Wesche, 1977: p.80).

Conclusion

This chapter tackled the different aspects of personality in relation to the language. By the end, there are different mechanisms for the human psychologies in order to understand what humans want from their codes. These small reactions are tidily related to the understandings of language and the types of meanings. The human beings share some general instinct programming in understanding others.

Introduction

After the theoretical look at the psychology of language and its relation to personality, the present chapter offers the practical issues that the study tackles. This research aims at investigating the tide relations between pieces of language, be them verbal or non-verbal, behavioral or spoken, and users of language. Also, it aims at showing how forms and uses of language help in shaping the speakers' personalities. In order to reach that goal, a questionnaire is used as the tool of investigation. This chapter includes the details of the questionnaire content, samples, analysis of the answers and general discussion of the results.

3.1. Methodology

The questionnaire is the main instrument employed. Both sampling and systematic sampling were used in determining which subjects to be questioned. The sampling focused on educated people and also on those who have good experience in their dealings with individuals, which means that their jobs oblige them spontaneously to interact with so many people frequently; whereas, the systematic is prepared to regular people like women, old men that go usually to mosques or those who work in markets. The data are then qualitatively and quantitatively analyzed.

The questionnaire contains both closed and open questions. It is divided into three parts. The first part is directed to educated people, uneducated ones, professionals (a colonel, a judge, a lawyer, a police officer and other professional teachers), and the deaf people. The second part is about open questions directed to children of six and five years old. The last part is also about open questions directed to a judge, a colonel, a police officer and a lawyer. The questionnaire was originally written English and then translated into Arabic or uttered and explained in Algerian

spoken Arabic for those who do not know how to write and read in order to avoid misunderstanding of the questions and thus gain pure results.

The questionnaire is sought to reach the entire holistic imaginable questions that one could guess about the psychology of the language. Each part of the questionnaire has its own focus. The first part is based on twelve questions directed to five distinct samples from the society. They are going to receive all the same questions but separately. The sample consists on; educated people, uneducated people, professionals (judge, colonel, police officer, lawyer, psychiatrist, and other teachers). The aim from all this is to find out if the whole samples have nearly the same vision about language use even though they do not hold the same volume of knowledge. The second part of the questionnaire includes opened questions directed to children of five and six years old. The aim is to see the effect of language and codes on their emotions and behaviors. The third part is directed to five professional people, where their jobs consist on daily social interactions with citizens, thus language is the only tool to discover others and take their words in consideration or not. The aim is to give and learn by real knowledge about the hub of the matter.

3.2. Data Analysis

2.1 Analysis of the first part

2.1.1 Question one: Do you consider body language and all what is non-verbal communication as an important kind of connection and messages?
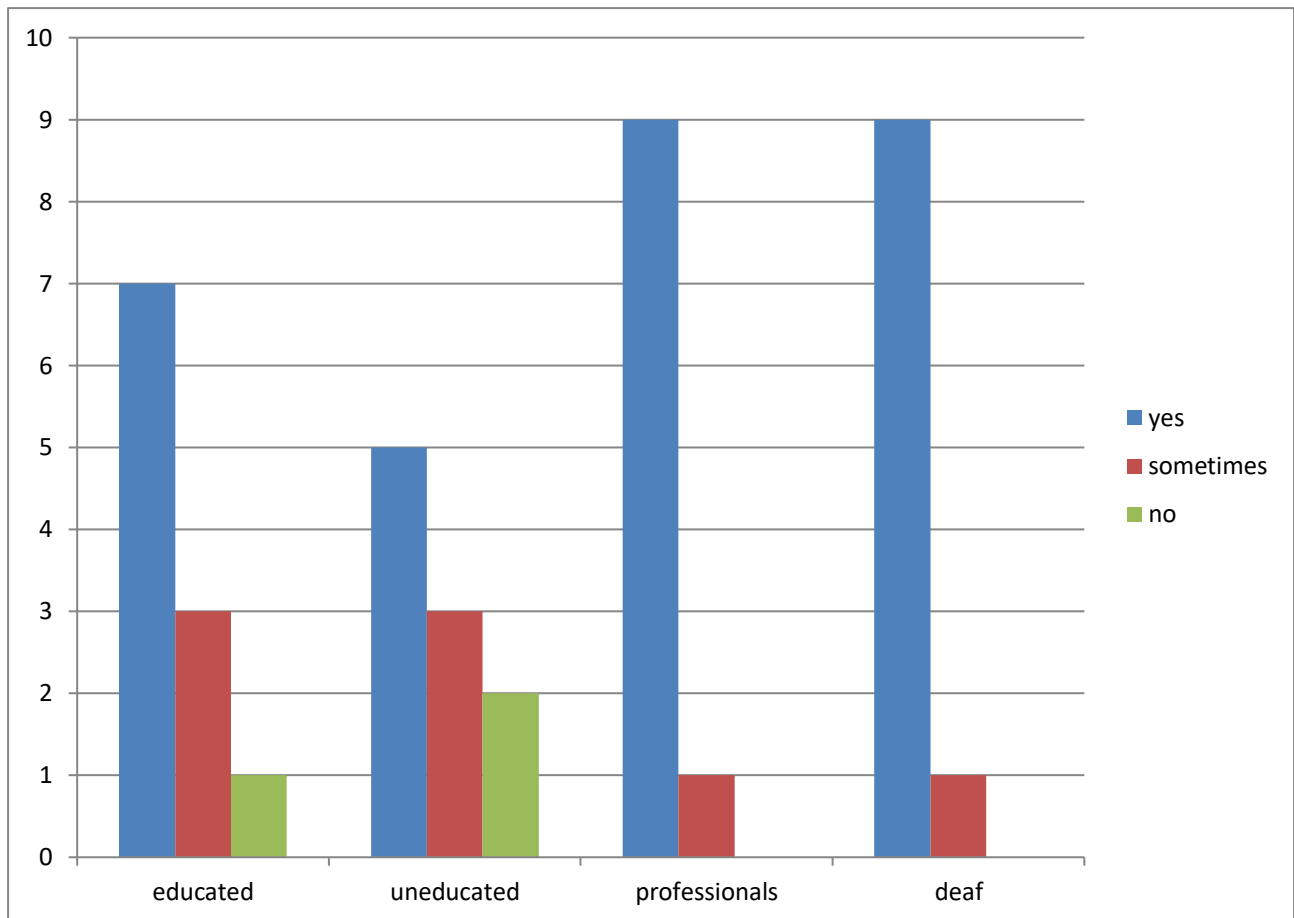
Figure 3.1 Non-verbal communication as an important connection

This warm up question focuses on the acceptance of this idea, whether they agree or not on this point of body language as another type of communication. The dropt remark is that it is impossible to control the answers of this type of closed questions since they always add comments like "it depends" we hear this type of comments especially from the uneducated people or young educated people, however; the professionals and the deaf do not so, they just answer simply by yes or no.70% of the educated people ticked a Yes. 50% of the uneducated peoples ticked yes. 90% of both the professionals and the deaf sample ticked a Yes.

Question two: Does the formulation and manipulation of language point out what others mean or hide?
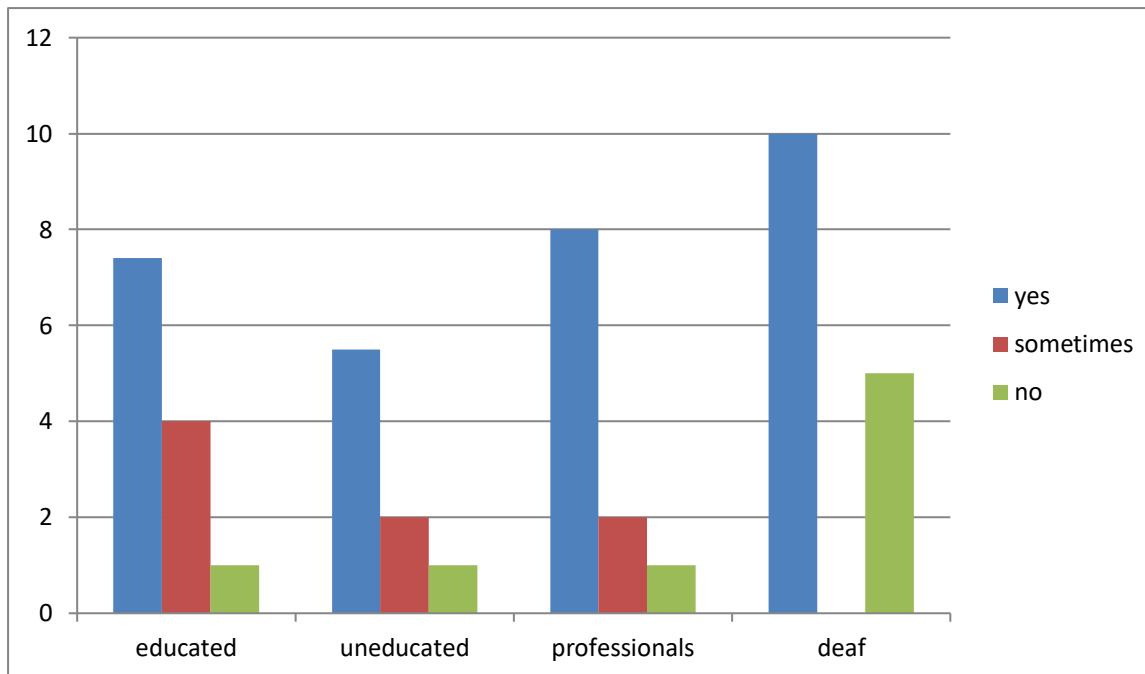
Figure 3.2 The role of language formulation in its meaning

At this point, we discovered that manipulation in general helps a lot to show what others want, especially for the professionals, the educated and comes at the end the uneducated sample. This goes for the dealings of language in daily life, which means the educated can take less time in understanding what others want even though they are just pointing, but this does not mean that uneducated people do not so. The statistics showed that 50% of them agree on this point. On the other hand the deaf cannot reach the manipulation since they focus only on gestures and real word formulation of words, which means they focus on hands and mouth movements, however the diverted way of expending the message let the deaf turning in an empty circle where they do not get the point.

Question three: Can you guess what people are through the way they form words and sentences?
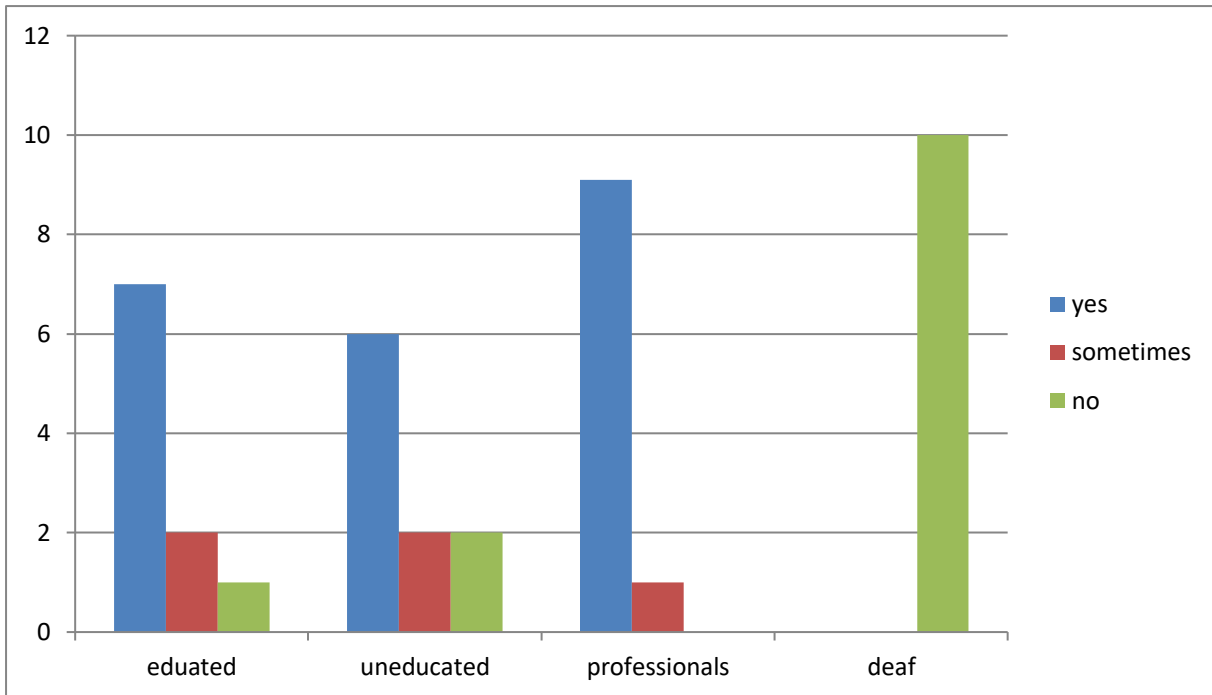
Figure 3.3 Who people are through their language

In the third question we collected 70% of the educated sample ticked a Yes, 50% of the uneducated ones ticked, 90% of the professionals ticked a Yes, and 100% of the deaf sample ticked Yes.

Question four: Do you think that the way others talk to you shows what they want even though you did not hear well the whole part?
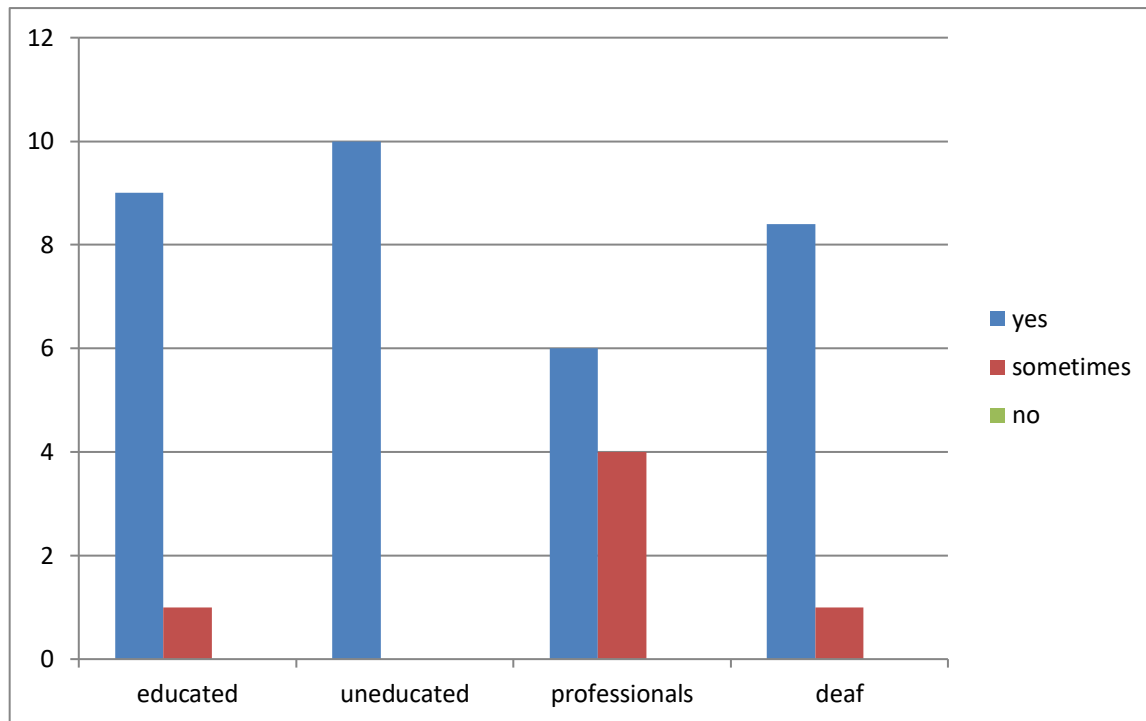
Figure 3.4 The relation of meaning to the way people talk

90% of the educated people ticked yes, 100% of the uneducated people ticked a Yes, only 50% of the professionals ticked a Yes and 90% of the deaf ones ticked a Yes. At this level, the visible activity that people make is very important especially when it is accompanied by talk; it is then reliable to such degree to all samples. But what is remarkable is that professional people do not really rely on visible activities alone, especially the colonel, the police officer, and the teacher. The colonel adds that the criminal might point to dangerous thing. The police officer adds that the person maybe wants to hide something or to point to do a dangerous thing, the teacher adds that maybe sometimes the student asks about something, but he just want to cheat.

Question five: Can you talk without making visible activities and manner in your talk at all?
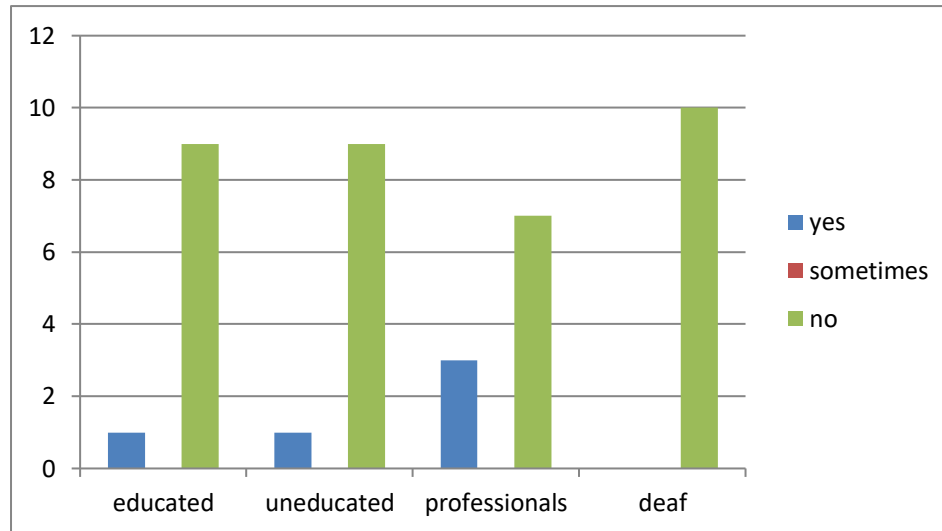
Figure 3.5 The ability of talking without visible manners

Nearly all the samples vote for No, where 90% of the educated people ticked No, 90 % of the uneducated sample ticked a No, 70% of the professionals ticked a No and 100% of the deaf ones ticked a No.

Question six: Do you find simplicities and complete image about your ideas in accompanying them by visible talk and manners?
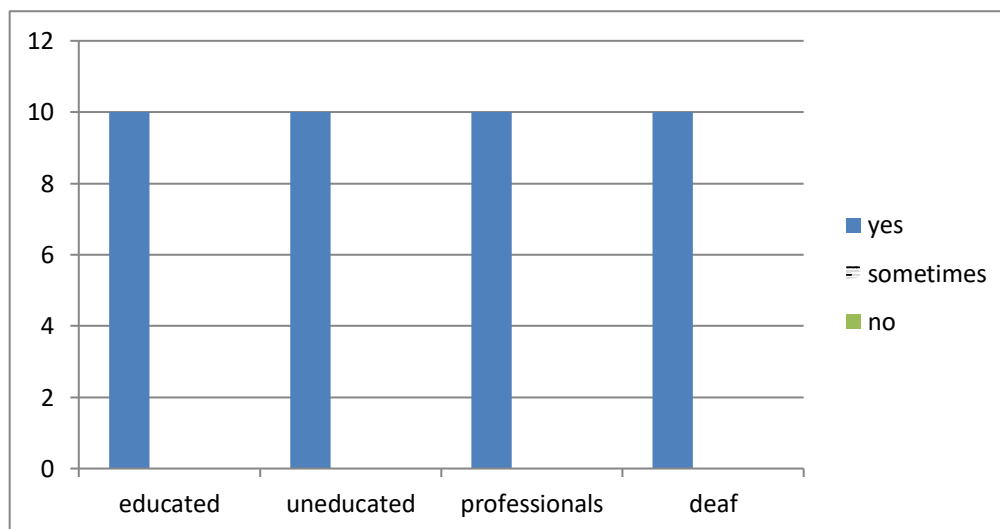
Figure 3.6 The importance of using visible manners while talking

47

100 % of each sample ticked a Yes, even the deaf people, which means that all of them prefer to use manners to transmit the message as they really see.

Question seven: Do you think how others mix chronologically their speeches with gestures and manners show the type of their personalities?
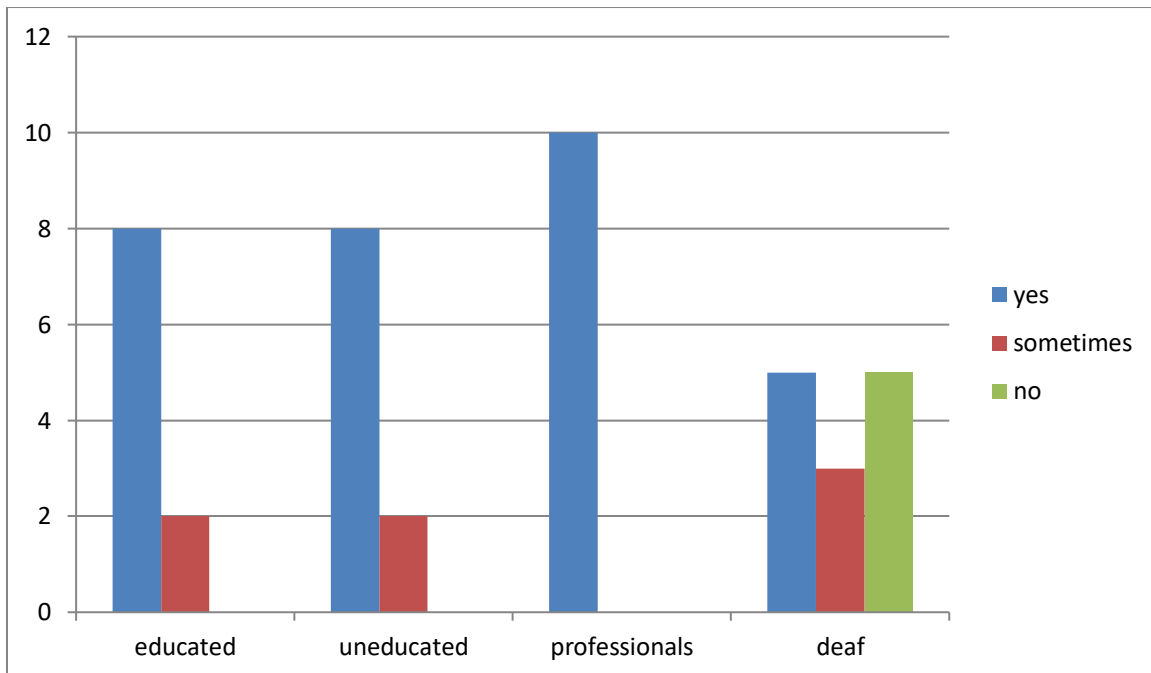
Figure 3.7 Mixing speech with gestures to show personality

80% of both the educated and uneducated people ticked a Yes. On the other hand, 100% of the professionals ticked a Yes, whereas only 60% of the deaf people ticked a Yes,

Question eight: Does the way people react to talk and use it in reasoning helps in determining what kind of personalities they have?
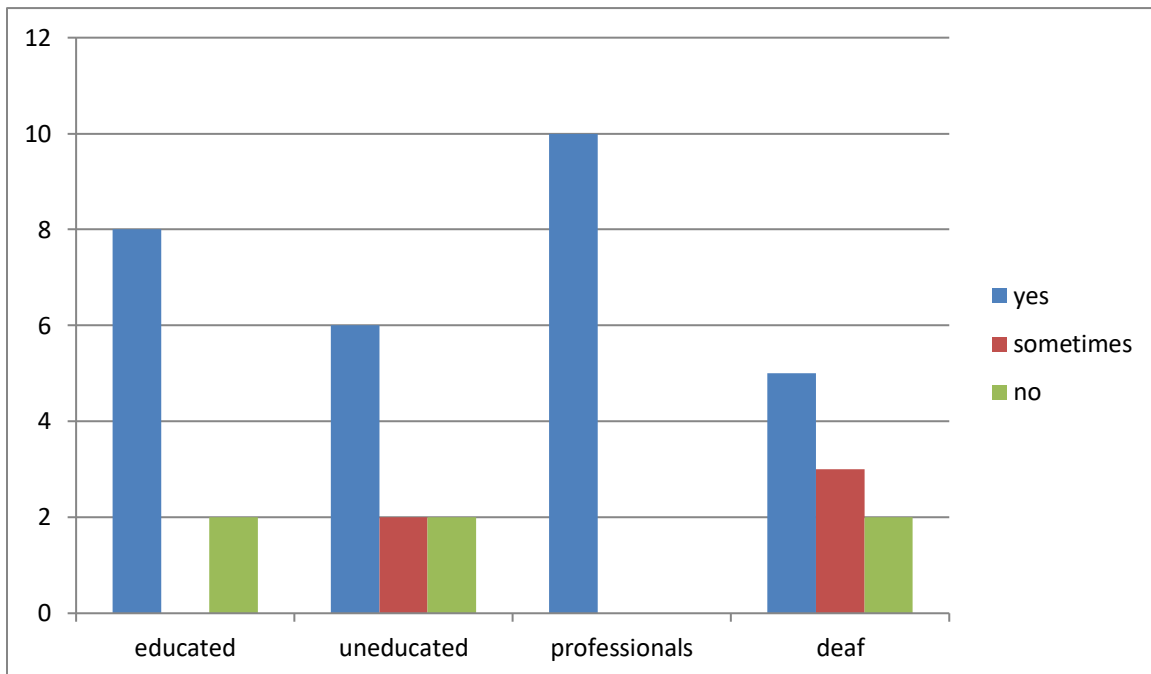
Figure 3.8 Reactions to talks show personality

Most samples vote for positive answers, where 80% of the educated people ticked a Yes, and only 20% of them did not take it in to consideration. In what concerns the uneducated people 60% of them ticked a Yes where 50% of the remained percentage ticked Sometimes and the second half for No. for the professionals, 100% of them ticked Yes. On the other hand, 50% of the deaf sample ticked Yes, 30% of them for a Sometimes, and 20% of them ticked a No.

Question nine: Do you consider what others, that you already know them very well say as speech accompanied by negative visible activities, is accountable for you?
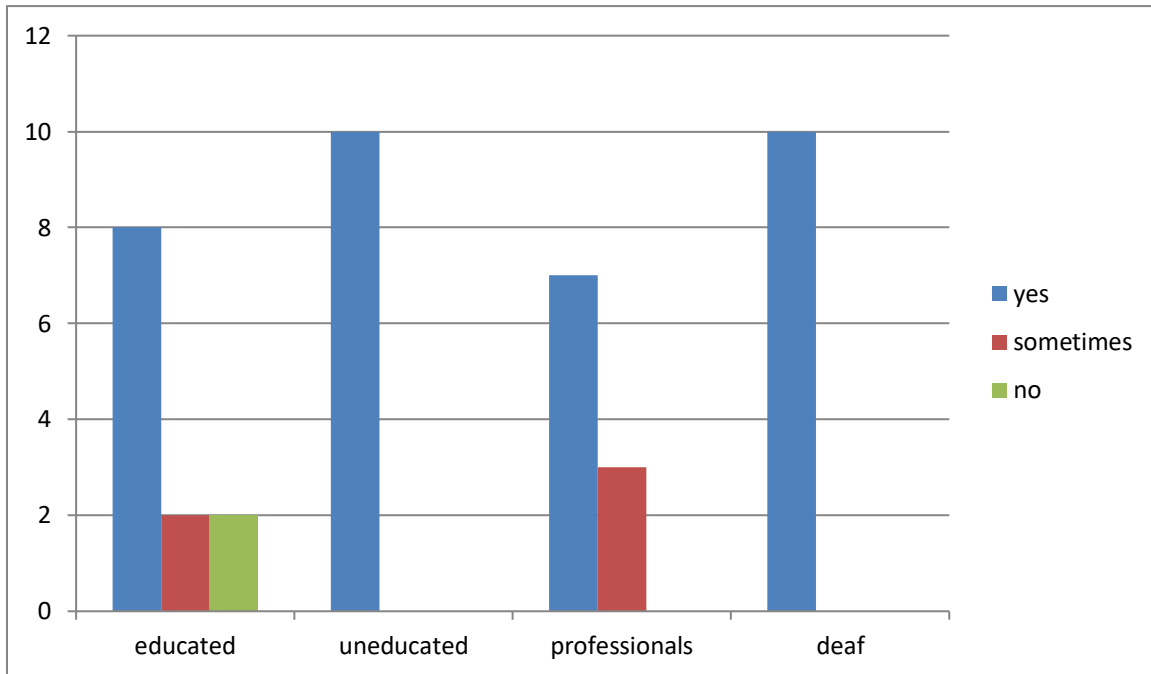
Figure 3.9 Speech with negative visible activities

We see that 80%of the educated sample ticked Yes and only 20% choose to say Sometimes. For the uneducated people, they take this matter seriously when 100% of them ticked a Yes. On the other hand, 70% of the professionals ticked a Yes and 30% of them ticked a No. In what concern the deaf sample, 100% of them ticked a Yes answer.

Question ten: Can one word, sentence or any code of language like facial expression for example change your life or at least change the whole situation for you?
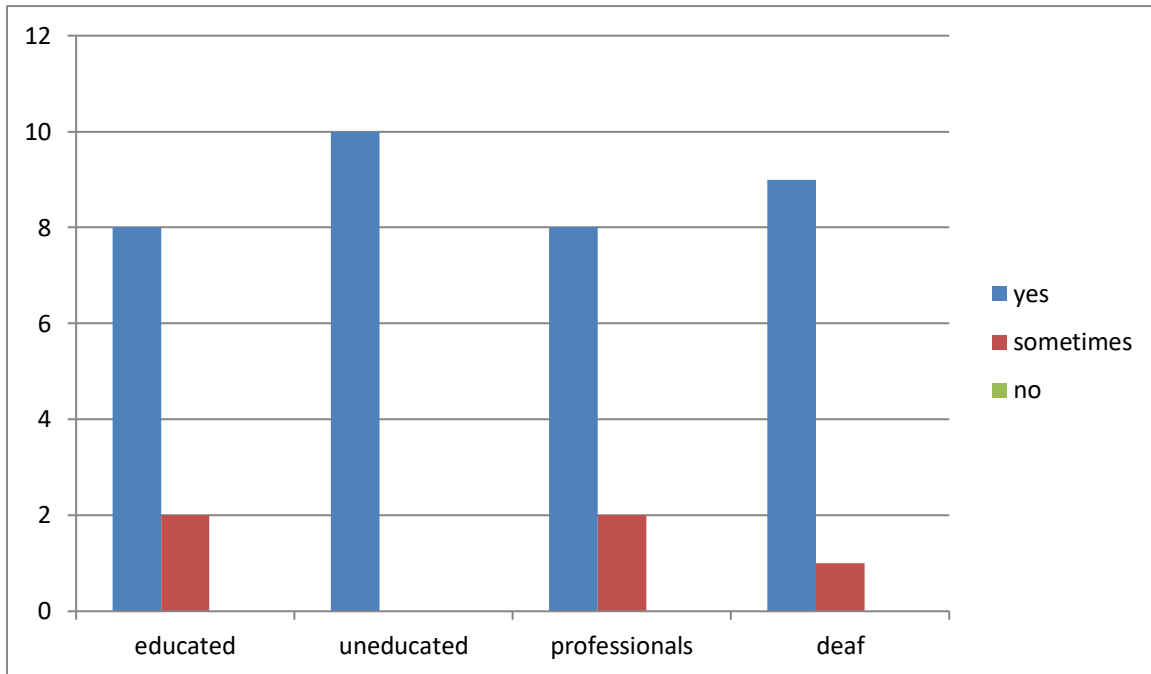
Figure 3.10 Changing one's life because of forms of language

S0% of the educated sample ticked a Yes answer, where only 20% of them ticked Sometimes. 100% of the uneducated sample ticked a Yes answer. The professionals 80% of them ticked Yes, whereas only 20% choose Sometimes. On the other hand, 90% of the deaf sample ticked a Yes, where only 10% of them choose to say Sometimes.

Question eleven: If someone talks to you by your own local language and then switches to another language like French for example, does that change indirectly your impression towards him?
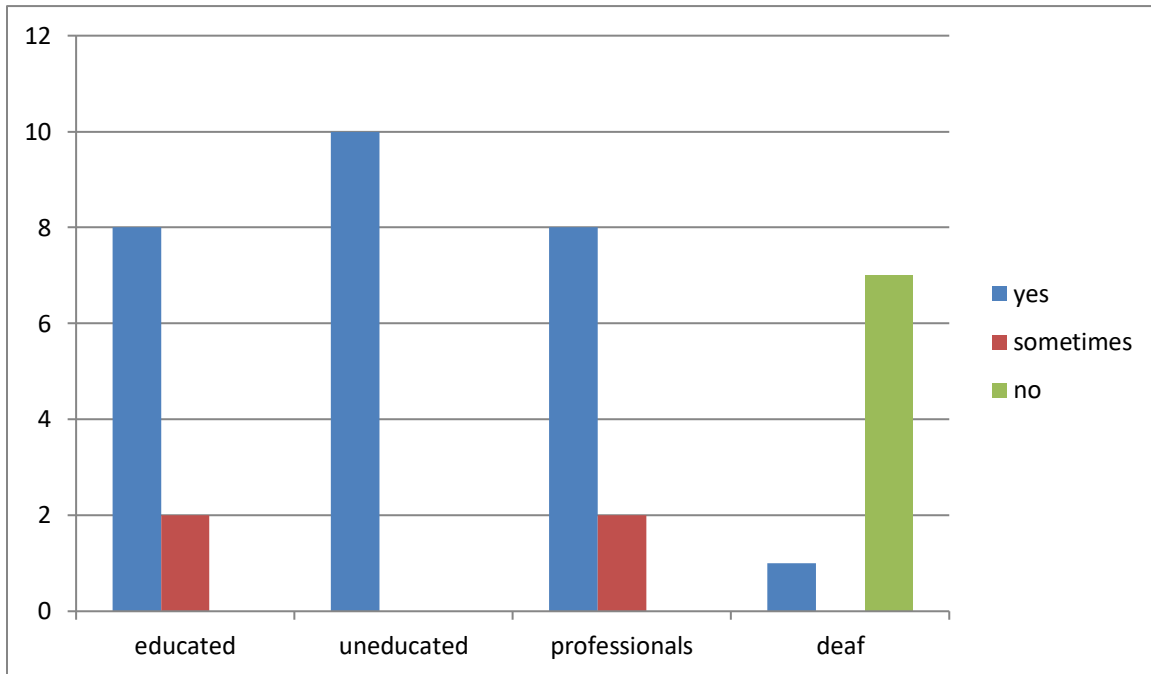
Figure 3.11 Switching the code as switching the impression

In this figure we have 80% of the educated sample ticked a Yes; whereas, only 20% of them ticked for a No, indeed, the professionals have the same statistics as the educated ones. 100% of the uneducated people sample ticked for a Yes answer, whereas only 10% of the deaf sample ticked a Yes, and 90% of them ticked for a No answer.

Question twelve: It is true that there is what we call appearances of language and body orientation?
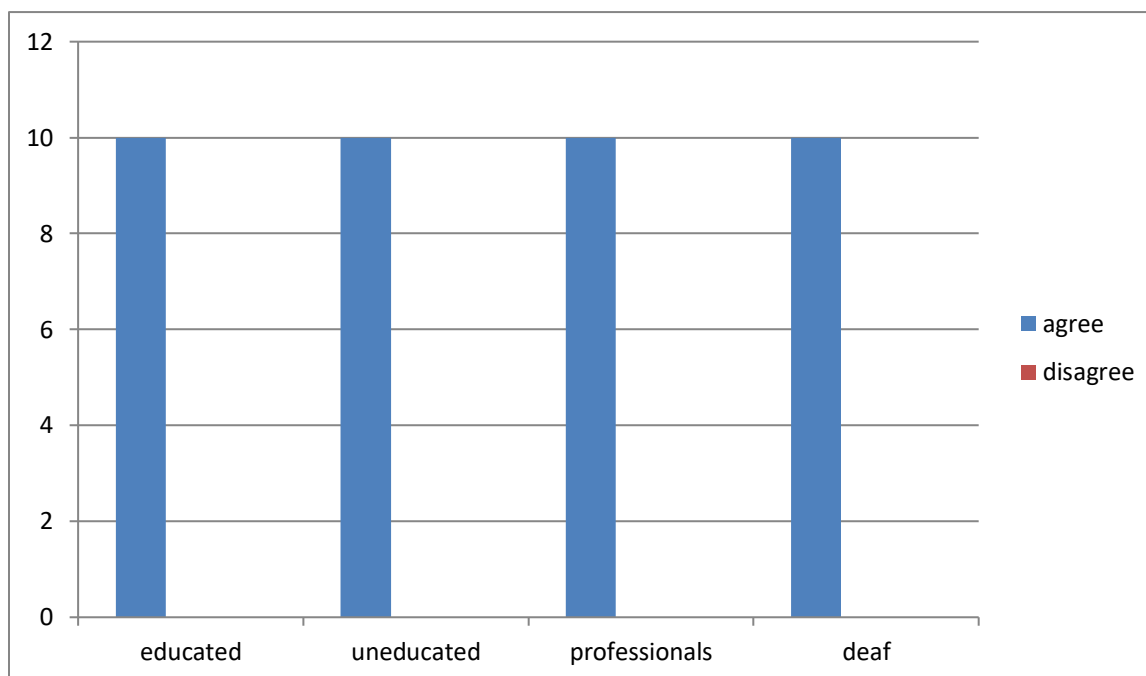
Figure 3.12 Language appearances and body orientations

100% of each sample without exception agreed on the point which is raised in question.

2.2 Analysis of the second part

This part is directed to children between five and six years old. They have been given all the same open questions. Then, we check out the differences of their answers. Both the questions and the answers are all gathered in the following table:

Questions	First child's answers	Second child's answers	Third child's answers	Fourth child's answer	Fifth child's answer
Who do you like most at home	mummy	Grand sister	father	Uncle Farid	mummy
Why?	She hugs me strongly till I sleep	She takes care of me	He takes me every where	He brings me chocolate and makes watch on my hand skin	She is always with me

Who do you hate most at home?	My father	My mother	Aunt Salima	My big brother	My grand mother
Why?	He beats me a lot and tell me that **1** am a donkey in front of my friends	She screams all the time.	she whispers to me that she cuts me and eats me	He pushes me a way when we want to eat on the table	She prefers amine better than me
Who do you like most among your friends?	Amine	Mounir	Khadija	AEK	Sofiene
Why?	He defends on me when we get out of school	He is funny	She brings me sweets and money all the time	He brings me video games and we play to gather all the time at home	Because 1 beat him once with a stone, but he still talk to me
Do you like the head master of your school?	no	no	no	no	No

Table 3.2The second part of the questionnaire's answers

2.3 Analysis of the third part

At this level of the questionnaire, an open question was given to five people who hold professions: a psychiatrist, a judge, a colonel, a police officer and a lawyer. One single important question is the key to many answers.

To what extent can you consider any piece of language and any single body movement which convey codes and significations, an important tool to understand the psychology of the self?	
The police officer	Our work pushes us to rely both half percent on each side; the body language and people's reports. Through time we can guess if someone is bad or good from their way of walking and speaking to others. Sometimes we arrest people and check their IDs we rely a lot on their speeches accompanied by behaviors and reactions to our questions. Each single move or eye glance is accountable. Moreover, if the body language reactions do not fit the speech, then there is something wrong and therefore we make the known procedures. It is also possible to guess somebody's

	personality from their way of talking and the talk itself, we see that the choice of words and their orders in the sentences are important. This method helps a lot in whether we enlarge the procedures; and this takes time, or we simply formulate the folder and send it to the next stage. The way others talk is very important and it helps a lot besides of course other matters like clothes, the face, and state of the person and so on, but the speech comes in the first place.
The judge	Due to the nature of work, we are not allowed to use emotions because what you are saying may affect me and my decision in the court. Besides, the file is completed and all what the accused have to say, the two who have a kind of dispute or whatever are only going to defend themselves appropriately in what the law reliefs. However, through experience it becomes obvious what people want. In the court, the accused will act just by their original natures since they are limited by laws. But we can feel sometimes, as I said through experience, that people lie; body language which does not fit what they say or the quality of the talk itself of course means simply lies and that is why we postpone the sits of the court. Sometimes we know that A is innocent through his speech, his talk, his face .. etc. In the early beginnings of our stages, we have been taught and well trained about this phenomenon of language versus individuals. In our field, what people say is very important, indeed our job is about speeches and discourses. People keep talking and giving reports and we try somehow to couple these reports by whether body reactions and behaviors were strange, then we see where the gap is. But the most important thing to keep in mind is that the way of talking tells much thing, and it can even tell forty percent of how are going to be the results.
The colonel	In fact, what you are saying is only one part of our job, since our detachment is a collection of so many activities, and the work in the city is not the same where in the frontiers or somewhere else. But I can tell you that the relation between the speech of the citizen and behaviors in general helps mainly in what we call the check points or reports. I can illustrate to you this by one simple example when you travel by bus. When our units settle down halts on various national roads, people might notice that when the unit stops the bus aside and check out its passengers, the inspector who is on the bus chooses some citizens that might seem normal to the

	rest of you but we do not see them the way you do. There is a secret relation between the posture and the eye gaze that the citizen does not convey anywhere else but in critical situations like he is right now in the time the inspector is approaching from the passengers to check out their faces, and that is why we ask some of them outside the bus to check their papers and packages carefully. Indeed the examples are a lot, but the relation between the person and his behavior in several situations is the key to many procedures we are dealing with. One of the funniest things is when the inspector asks the citizen like; "what is your name...where are you from" then some of the citizens reply "who...Me..." and some of others reply normally in an appropriate brief answer. Here stands the deference, the answer can tell a lot about the self-identification of the person we are talking to, whether he is educated or not, whether he is just afraid and does not hold anything or not and so on... but I sum up that the behavior and the speech works in a psychological mechanism side by side, and it is the another key to know with whom we are dealing with.
The lawyer	The individuals are more intelligent than you think whenever they are limited in critical situations. My job is to defend people's rights in the court, but at the same time, believe or not, when the citizen presents the case for me, I can tell whether he is lying or telling the truth in the first three to five minutes. I am not talking about the physical aspect itself since we do not believe in appearances in our profession, but rather in the way how individuals make speech. When people talk in critical situations like these, I can easily figure out their fake roles in order to avoid to be set behind bars, because the narration of the events accompanied by gestures and several reactions to my questions can tell indirectly with whom I am sitting and which kind of cases I'm supposed to hold. You might have noticed that some lawyers do not accept particular cases, they might accept the case in the early beginnings but they change their minds after and refuse it, this last does not take much time, especially for those who hold more than twenty years in defense, they can even smell with whom they are talking to. Coming back to your question sir, the thing is that the way people talk is very obvious, it does not need explanations, once you are in the field you know all the samples of people and this goes back to

	their behaviors and natures.
The psychiatrist	I receive here in my desk some people with elegant suits, you might not even think that they have mental problems, and I myself think that they need help to other persons in their families or their friends. What happens when I listen to them is that most of the time I am simply shocked and I want to say: "...oh....my....god...you need a serious help". I cannot figure out the person's mentality, his issue, or the degree of his illness unless he or she talks. The elegant smiles and asks "may I come in?" with a gorgeous smile. At this stage I do not debt that he has something wrong, but when he starts speaking, managing his talk and believing in it, I am shocked. I assert to you that, the way people talk mixing it by behaviors can tell a lot about what is wrong with them and what kind of people they are. In the field of human psychology, even one hand movement or eye gaze can tell a lot about the psychological situation of the person. You might have noticed for example, that in television shows like when the channel expose social problems in the city; families struggles in general, shows about criminals who caught with weed, or those who addict weed, then the camera focuses on their hands and how they manipulate their fingers when they are asked. The way they shake hands, fingers and even ankles can tell whether they are in critical situation or other thing. You might even notice that sometimes your brother, your mother, your teacher or anybody else cuts so fast his or her fingernails, and she or he does not stop or control it even though you tell him to stop doing so. He cannot stop it, because what is inside the brain does not stop squeezing to find a solution. Well, the examples are a lot but the talk and behaviors of the person can tell a lot more than you can imagine but unfortunately people do not pay attention to these signs. Sometimes they want to give help but they drive things worse.

Table 2.3 The third part of the questionnaire's answers

3.3 Findings and Discussions

After showing the answers of all parts of the questionnaire, this section highlights the main results of all analyses, as it discusses the results of each part.

3.3.1 The first part

There was a fear that they might understand the questions wrongly, especially with the uneducated sample and the deaf sample. The plan was in fact positively understood, indeed, nearly all of them tick a Yes answer most of the time, particularly for the educated people, the professionals and the deaf ones, whereas in fact the uneducated people did it randomly. Maybe this is the reason why they do not think about what they say or what they act by in dialogues or arguments, they just utter any thing comes to their minds. So most of them hold the idea which entails that language can take many shapes during communication.

In the next step, they were asked whether they can guess the intended messages by relying on the body language as an example. Nearly all of the educated people, the uneducated ones and the professionals had the same results, but the matter is that they always add comments like "appearances". On the other hand the deaf people rely strongly on the body language and the facial expressions since they cannot hear the intended messages. They rely always on either; the shape of the mouth or the body language orientation. This last helps them a lot in what others want or what they hold as emotions for them, especially answers which make them feel that they are like ignored and rejected. The external movements of the body do really show the intended messages to the rest of the samples any way.

For the next question, the one which seeks whether the formulation of speech itself helps or not in determining what are others. a very low acceptance is found from the deaf people. In fact the reason for this last might be clear since they cannot even hear, therefore, when someone talks to them, he cannot directly send his message and leave it alone without body explanations and hands moves formulation. The choice of verbal formulation of words is unreliable for the

deaf people to guess what others are. The professionals asserted that the formulations of speech help to determine what people are when they speak. However, both of the educated people and the uneducated ones have nearly the same percentage as answers to this question. This inferiority regardless the professionals may go back to the degree of proficiency itself; however, at least there is a kind of acceptance from the rest of the samples to the notion which entails that the way speech is formulated helps in identifying others.

In the fourth question, the uneducated people had the highest percentage since all ticked a yes answer, then comes after in the second place all from the educated people and the deaf ones, whereas seemingly, the professionals do not take this matter into consideration, as if they do not rely on the verbal communication alone or behaviors alone. There have a kind of mechanism to understand what others are, or what they want. In fact our aim from this question was not to go deeper in the psychology of the brain functioning which is something else at this level; however, we rather wanted to look for the degree of acceptance of this idea which was presented on a form question to the samples.

The curious question was the possibility of talking without even making one single gesture or body orientations. This idea was unaccepted for the deaf, since their talk itself is based on gestures. On the other part, all from the educated people and the uneducated ones had the same percentage of acceptance to the question's answers. Another point is that the professionals do not really rely on this matter, even though most of them ticked a Yes answer, however, the rest of them ticked for a Sometimes answer. This may go back to their natures of jobs which influenced their reasoning.

In what concerns the unconscious visible activities observed in our speech and its relation

to the feelings or ideas that we want to expose when we talk, the samples found themselves relaxed in accompanying their speeches by behaviors, as if their ideas won't be clear if they do not use the gestures. In fact, no one can ignore that these gestures and manners are very helpful to expose our messages and emotions. Sometimes without gestures, the message will be transmitted hazily. The sender finds a free method in expressing his ideas by using behaviors. Sometimes, gestures or visible activities are themselves a message without accompanying them with any verbal utterances like nodding or moving up the shoulders .Hence, visible activities and behaviors in general is an essential important part of our communication, where sometimes what others talk about can be guessed even though cannot be heard.

The following question sought to the chronological talking accompanied by manners and gestures, and whether it helps or not in identifying others. In fact, the professionals rely a lot on this issue; they find it very helpful in their job. Sometimes, they take procedures to their personal daily life issues from what they have learnt in their jobs. It is not surprising to find that all the samples' members ticked for a Yes answer. On the other hand, the educated and the uneducated samples have closely the same statistics, where the majority of them ticked for a Yes answer. Well, in kind questions the deaf people always gain negative results since they rely a lot on hands moves and mouths shapes.

In the following question, people take visible activities and behaviors in general too serious, especially for the deaf people since their samples ticked for a Yes answer. In fact, the question was very obvious, it was accompanied by the clause "...that you already know', which means that the answer will be set according to people we know since we know automatically how their mentalities. For example, at home with your brother or your sister, each single visible activity that she/he does shows to you a particular code that you understand and that's how you

accumulate these activities' interpretations through time. Yet, when you know every single activity in talk about someone, whether he means or not, then it is going to be either accountable for you or not, therefore it can let you feel a particular emotion or attitude towards the addressee.

Another difficult question to think about deeply was whether one word, a sentence or one facial expression can change our lives or at least the whole situation for us that we happen we are in. As a shocking vision, most of the samples gave positive answers, and maybe that's why many people take this matter seriously, indeed, sometimes a single word can tell what paraFigures cannot tell. Again, it is true that sometimes one bad expression can change our lives with someone forever. By the way, some women for example take this matter seriously even with their beloved husbands; they cannot accept to be humiliated in front of their friends, it is out of question to accept these kinds of treatments by their husbands. This for sure leads to bad paths and maybe the whole family will be gone for good because of one bad expression.

By the end of the questionnaire, a very familiar matter in the Arab world was highlighted. By the way, in Algeria, the customer who speaks Algerian spoken Arabic is not well hosted as well as the one who speaks French. In Dubai; customers who use English are not completely held like those who speak only Arabic. It happens sometimes when one person speaks to another one by only using local Arabic, and what happens meanwhile, is that the receiver mistreats the addressee, upon this, if the speaker switches to the second language; the language of ease and elites like French. Indeed, this phenomenon is well spread in Algeria; the speakers can categorize and guess what kind of people they are speaking to. Again, we remind that bilingualism in our daily lives' interactions is very important.

One final important point to frame the analysis of the first part of the questionnaire was

about the notion which tells that sometimes people agree on the fact of appearances of language and body orientations as being for example elegant, a preacher, a salafist and so on. In what concerns the appearances of those we know, it is too infrequent to get betrayed since we can guess their moves and natures any way. But the most important thing about the second point to grasp from the last question is that people still rely on the mixture of language formulations itself with behaviors to identify others and what they want, which proves that a large number of people take this point into consideration in dealing with others.

3.3.2 The Second part

In the beginning, the main focus was on the mechanism of speech and its forms for adults, but later on, it became interesting to discover whether speech for children has its own mechanisms' effects. The weird thing about the interrogations is that all the children were given the same questions, but not all of them replied with the same answers. When we ask for example "which one you like most at home", if the answer is between the mother or the father, it is then a reasonable answer since there are those who prefer their mothers more than their fathers or otherwise, and these miniscule differences are wide spread in the entire world any way. However; the problem was about the answers we found like "I hate my mother" or "I hate my father"

In fact, the answers were formulated by the children due to the interpretations of these codes that they catch in their environments like; talk, body language, facial expressions, eyes gazes...etc. They receive these codes from those around them like the father, the mother, the sisters and the brothers, the grandmother or grandfather, the aunt or the uncle and so on from all those who have daily frequent contacts to the child. Well, the surprise is that children are much sensible dangerously towards speech and codes more than the adults.

Upon this point of research, children responded most of the time wrongly towards speech and codes interpreted into again wrong emotions. The risks are not on the wrong interpretations of talk and codes themselves, but rather on the use of these interpretations in their real life. The most dangerous matter is the influences of these interpretations on their personalities' formulations. We agree that most of children at this age of five and six years old start to shape the colors of their moods and personalities; hence each one of them is going to use the atmosphere which he was raised in, in order to build his own character.

Upon here, still there is no focus on the way children express their answers, whether wrongly or appropriately, but we rather focused on the way how they take the speech and codes of others into consideration, since each word means a lot to them. The choice of words is very important to children for their educations at home even though they do not know what is happening to them; is it education, is it my\ father hate me, is it my parents want me away from them**.** We see that the choice of language which we use with our children is very important to rise We do not find it odd any more when sometimes a boy of 16 years old acts like a grown man whereas his cousin still feels shy and he cannot take the simple responsibilities, simply because the first father knows how to encourage his son, whereas the second father keeps on saying "you donkey, come here" or "you fat looser" in front of his friends outside.

Moreover the effects of the wrong interpretations of speech for children are important more then we think. For example, a boy plays outside with his friends and suddenly his father comes and starts screaming like labeling him by such animals' names and humiliating him in front of his friends does not work, it just drives things worse. The bad words are still there in the brains; in the child's brain and in his friends' brains. Then what happens next, is that the friends will call him maybe whatever and ignore him. This last exactly influences his personality hugely

more then we believe. Generally, the speech, the eye gaze, the facial expressions and even words that we use, are very important to choose with the children around us, even in teasing them.

3.3.3 The Third part

In order to discover the hidden similarities that the professional people say about the psychology of language, the five professionals focused on the matter of speech which is accompanied by behaviors. They all agreed that the way how people manage talk in relation to behaviors and manners can tell a lot about what they want or hide. Thus it reveals what kind of people they are. The questionnaire showed that in order to figure out how people function, we need then to hear them speaking. And if happens that they are in situations when they do not talk, we can guess what they hide from their body language and what they want. The professionals insisted on that talk and behaviors are tidily related and thus they cannot be separated in understanding others, otherwise the reasoning identifications about them are not careful and lack certitude.

Conclusion

All in all, language is part of the personality and the latter is the mirror of the former. Throughout the present part of the study, all what is mentioned in the previous chapters has been put in thought by the analysis of the answers. This chapter closes after shedding light on how people think of their language. The practical part was to fulfill all the psychological conceptions about the relation between the human being, and both his language and behaviors in different situations.

General Conclusion

Any regular individual, whether educated or not, young or old, considers behaviors and manners as non-verbal communication. Language has its unuttered aspect and nature. Within the human talks, language and manners or behaviors are tidily inseparable. That is strongly related to the psychology of the human being. All the categories of people are equipped by common mechanisms, whether s/he is a dentist, an uneducated or educated, a beggar, a scientist or a thief, poor or rich. All human beings share the same reasoning and functioning to understand and categorize themselves.

Behaviors and manners alone can tell what thousands of words cannot tell. Even one glance of an eye can hide an unsupportable sorrow. Self- expression is most of the time used naturally and spontaneously without paying attention. Every single move that we do is accountable for others whether we did it on purpose or not, or whether we show good intentions in the way we did it or not. Language and behaviors are intimately related, and this helps in figuring out what others want from us.

The findings of the research proved the hypotheses. Many thoughts and ideas are delivered to the listener by the mixture of uttered and unuttered forms of language. Body movements and facial expressions help the speaker to intensify or fake the meaning. As for the personality issue, language is the spoken personality, the door of personality and the most significant promoter and shaper of personality. Further, language is the mirror, not only for the personality, but for the human psychology.

The examples about language-personality relation are many. However, it will be better to keep in mind that what you utter, how you utter it, by which manner you present your utterance, and how you function on others' speeches, is the identification of who you are. Language, whether verbal or non-verbal, is an important tool in our life. We can use it to gain others, to destroy them, to tell them what we want and what they want and who we are. It is the tool through which we understand what they are, how they function, and what limits of thinking they have. One single body orientation or facial expression can explain and tell about you what you

can tell about yourself in hours.

Despite all what is said, language is still a complicated mechanism, phenomenon, and matter that all the human beings are equipped by. It is the identification of everyone. Language is still full of secrets that further researches are hopefully required to find. The human psychology is also an ocean of thoughts, feelings, rituals and so many things that even any form of language cannot express it. That may open the door to many researchers and help them raise questions and initiate new conceptions about language.