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Title

**Using Body Language as a Teaching Strategy for Promoting EFL Learners
'Motivation**

The Case study of Fourth Year Middle School Pupils-Aougrouit-Adrar

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Dedication

I dedicate this work to my dear parents who encouraged me a lot and constantly loved and supported me throughout my life, I thank them for everything and may god grant them a long healthy life

I thank my dear brothers ILYAS, ZAKI, LOKMANE and my lovely sister ASMA. I want to thank them so much for helping me whenever I needed them and for offering me a suitable environment to accomplish this work.

To my friends Zahra, MAHDJOUBA, LYNA, SAWSEN AND DJAMILA, without forgetting my cousins NASSIMA and SANA.

My thanks also go to everyone who stood by me through this journey.

Sara

Dedication

All thanks to God who makes the impossible possible

I would like to dedicate this work to my parents without whom I would not stand this position.

My only hope is to see you both happy and proud of your daughter forever

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Abstract

In this study we attempted to examine the use of body language in the classroom and its effectiveness on the learning/ teaching process at Ibn Khaldun Middle School -Aougrouit - ADRAR. It is mainly hypothesized that the use of body language affects the learning process and the learners' motivation. To conduct this study, we have selected 56 Fourth Year Middle School pupils as a sample. We have Adopted a mixed research method (qualitative and quantitative) by using a questionnaire of different types of questions: open-ended, multiple choice, close ended, and we have applied the statistical software programme SPSS to count and quantify the results. The hypothesis was tested, validated and confirmed. Body language (movements, gestures, etc.) as a teaching strategy is powerful and effective enough to improve learners' motivation, communication and vocabulary acquisition and helps teachers to convey meaning as clearly as possible to learners .

Key words: body language, classroom application, effectiveness, motivation, communication.

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General Introduction

General Introduction

Background of the Study

According to Fernando Gonzalez Rey, communication is a process of social interaction, through signs and sign systems, product of human activities. Men in the communication process express their needs, aspirations, criteria, emotions, etc.

Communication can be in many different forms that enable people to convey their messages. It can be a verbal communication using words, speech or it can be a nonverbal communication.

Body language includes all the communication through the non-verbal channel. This can include how we greet others, how we sit or stand, our facial expressions, our clothes, hair styles, tone of voice, eye movements, how we listen, how we breathe, how close we stand to others, and how we touch others. The pressure of body language can especially be felt in emotional situations where body language usually prevails over words.

Body language is also known as an effective way of teaching and delivering messages to student especially in teaching foreign languages in order to do not use the mother tongue. But when teaching, the nonverbal cues need to communicate a different type of leader. These cues convey warmth and empathy, reminding students that you are approachable and there to help them grow.

Significance of the Study

Using body language is an effective language learning method that teachers tend and aim to use. Hence the use of the body language can initiate the current study, therefore, is expected to contribute to the body of the existing strategies. The results of the study may help

better determine the role of the body language in local curriculum and present empirical data regarding the perception of prospective language teachers who are highly encouraged to become autonomous practitioners of language. Therefore, the study, most importantly, may be beneficial in raising attention towards the use of body language at the local level. Second, the results of the study are expected to be significant in promoting the EFL learner's motivation.

Objectives of the Study

This study is intended to find out whether the body language promotes EFL learner's motivation. The following are the objectives of the present study:

- 1- To find out how the use of body language can promote EFL learner's motivation
- 2- To introduce the use of body language as an effective strategy in promoting EFL learner's motivation and communication.

Statement of the Problem

From the observation of the students, we have noticed that the motivation of middle school students of Ibn Khaldun is to some extent weak. The particular reason for the circumstance is that they are living in the same routine for every session. In this study, we have tested the use of the body language in promoting the EFL learner's motivation.

Research Questions

- 1- Does the use of body language enhance the EFL learner's motivation?
- 2- How can the use of body language promote the EFL learner's motivation and communication?

Research Hypothesis

The research hypothesis is designed as follows:

- 1- There is no significant difference between students' motivation who are taught by using the body language and those who are not.
- 2- There are several ways of body language to enhance or promote the EFL learners' motivation and communication.

Methodology

The study was conducted at Ibn khaldoun Middle School:

- 1- The sample was selected randomly among the fourth year Ibn Khaldoun middle school pupils.
- 2- Concerning the instrument of data collection, we used a questionnaire.
- 3- The questionnaire included three types: open ended multiple choices and the close-ended.

Structure of the Study

This study includes a general introduction, three chapters, recommendations and a general conclusion. The first chapter is about the literature review including previous studies about the body language and its aspects. While the second chapter is devoted to the methodology of the research, it displays the research design, population, sample, and data collection procedure. The last chapter contains the findings and discussion.

Limitations of the Study

Since our case study was limited to only two groups of fourth-year students, the results cannot be generalized to all students of the same level. More over students' answers cannot be much reliable because they felt observed, so the answers could be given in order to satisfy the observers.

Definition of the Key Terms

Body language: is a type of nonverbal communication that relies on body movements (such as gestures, posture, and facial expressions) to convey messages.

Classroom application: is the practice that the learners are exposed to in the classroom, for a better understanding and a successful learning process.

Effectiveness: Body language is the use of physical behaviour expression, and mannerisms to communicate non-verbally. Non-verbal behaviours can allow people to be at ease, build trust and connections with others. However, they can also confuse others, generate tension, and even create an uncomfortable environment. Positive body language helps the learner to be more assertive and motivated; the learner carrying a positive body language gets more attention.

Motivation: "Motivation is defined as the power that triggers action that follows" (Cheng, & Cheng, 2012)

Communication: is a means of sending and processing information or ideas through a medium (message) which is both acceptable and familiar to the sender and the receiver.

It follows that there must be shared understanding between the sender and the receiver for effective communication to take place. Devito, cited in Otagburuagu(2009), posits

that 'communication is the act by one or more persons, of sending and receiving message undistorted by noise within a context with some effect and some opportunity for feedback'.

The receiver in turn is expected to send appropriate feedback to the student to show that effective communication has taken place. Communication is subdivided into verbal and nonverbal communication.

Chapter One

**Body Language, Motivation and
Communication**

Introduction

1. Body Language definition

Body-Language and Motivation

2. Body Language and Nonverbal Communication

3. Types of Body Language

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Body Language, Motivation and Communication

Introduction

Teacher-student relationship inside the classroom is a core element for better classroom management. Teachers should figure out effective ways to understand their learners even if they find it hard to express their ideas. Thus, there are several attitudes and actions students tend to do inside the classroom intentionally and unintentionally that makes teachers react in ways to comfort their learners. In this chapter we will give a definition of body language, body language and nonverbal communication, and then we will present the types and the forms of body language, next the body language conception in the class room and finally the importance of the body language ELT.

1. Body Language definition

Body language is a significant part of communication (for some individuals) that backs up the words which are being said whether by movements, facial expressions, or gestures. As Hartland and Tosh described it: “Body Language is instinctively interpreted by us all to a limited degree, but the subject is potentially immensely complex, and perhaps infinitely so, given that the human body is said to be capable of producing 700,000 different movements” (Hartland and Tosh, 2001).

On the other hand, Eric Watson (2010), thinks that Body Language is an integral part of our life he says: “Body Language is a science which put an effect on every part of our life. Factually Body Language is such a system through which a person, not only can have knowledge of other people by seeing movements of one’s body but also can develop himself accordingly and can make himself a successful person. Body Language is an art through which a person can achieve a new goal of popularity.” (Body Language. 2010).

As it is mentioned above, communication is not expressed verbally only, it can be conveyed by movements or gestures, or any other nonverbal reactions. Highlighting this Haya cites in Alibali et Al saying: “Not all of our values, beliefs, thoughts, and intentions are communicated verbally.

In ongoing communication, most of those are communicated non-verbally. In nonverbal communication, our body expresses our feelings and intentions through conscious and unconscious movements and postures, accompanied by gestures, facial expressions, eye contact, and touch. This collectively forms a separate language of the body within an ongoing communication. This is called ‘body language’. Alibali et Al. (1999)

Body-Language and Motivation

Teacher’s body language in a classroom has the benefit to motivate, inspire and engage. It can not only give the teacher the confidence he/she needs to teach but can also reassure pupils that he/she actually know what he/she is talking about. It can even make pupils feel secure and confident enough to communicate in the lessons more regularly.

For an ESL learner, English learning is very boring. As the proverb goes “motivation is the first teacher.” No matter in any domain, a person to be thriving and prosperous, first of all, he must spend a lot of time and energy. Second, he must be motivated to do it. The strong study motivation is the prime motive power of leaning activity. It can prompt and increase pupils’ interest. Thus, before each class, teachers should make good preparation to make sure that the pupils can have strong motivation through a series of body language. For example, to teach: “What are you doing?” teachers can design the following body language for the context: let the pupils make the action of waiting, or drawing together with you. Pupils imitate the body language with teacher, listen and do warm up in the activities to get into the study condition, which can trigger pupils’ enthusiasm for learning greatly. In the classroom,

teachers' behavior will influence pupils' learning attention and concentration. Teachers in their teaching with the use of body language can motivate the pupils, thus they feel more involved and engaged in the learning process.

2. Body Language and Nonverbal Communication

Nonverbal communication is a set of actions done by individuals when expressing ideas and feelings, apart from the normal spoken language. "Nonverbal communication is made up of those unspoken words, which include facial expressions, gestures, eye contact, body posture, tone of voice, hand movements, etc. Such expressions are also called silent or sign language." who is the speaker? It is also mentioned in the Holy Quran in many cases, for hypocrites: "and you will know them by the tone of their speech". And also, Imam Ali believed that one's appearance is the indicator of his/her internal state. When putting the nonverbal communication besides the verbal communication, it plays the role of beautifying the spoken words and giving them more sense and impact. Moreover, body language plays a huge role in nonverbal communication.

Albert Mehrabian(1971), the body language expert, claimed that people pay 90 % to the body language and the voices more than the words for a more effective communication. The importance of body language in communication is shown when the words are being spoken without any gestures or movements. It is usually done unconsciously but it is really important, a job interview, classroom presentation or even in our daily life. Body language manifests the person's personality and it suggests if he/she is approachable or not. Body language consists of many types and forms such as: facial expression, eye contact, gestures. Etc.

3. Types of Body Language

Body language is divided into two main types: positive and negative. (According to 'types of body language- how to use body language to create an impact professionally')

3.1. Negative Body Language: it is the opposite of open body language it gives a negative impact on the receiver as it may hurt his or her feeling. It can be through gestures or facial expressions and it mostly appears unconsciously. According to the Moreno Valley college training book (2020), it is often distinguished when the person does one of the following gestures:

- Crossed Arms
- Crossed legs
- Arm object in front of the body
- Legs crossed when standing
- Minimal or tense facial expression.
- Body turned away from you.
- Eyes downcast, maintaining little contact

3.2 Positive Body Language: it is the type of non-verbal communication that comforts both the speaker and the receiver. It makes them act naturally and totally at ease in any conversation. Also, it is known as open body language. Unlike the closed one, it is easily distinguishable by seeing the person doing exactly the opposite of the gestures mentioned in the closed body language. Here are some examples:

- An open posture
- A smile
- Good eye contact

- A firm handshake

4. Forms of Body Language

There are various types of body language, and the following are the most popular ones:

4.1 Facial Expressions

Basically they are the gestures done by the face muscles in order to deliver a specific message or to support a message is being spoken. Through them the individual can convey his or her feelings such as happiness, sadness, anger, fear, surprise. As they are classified in Dr Haya's book (2018), "The body language", the facial expressions are as follows:

- *Eyebrows: up, down, frowning*
- *Eyes: Left, right, up, down, blinking, eye dilation*
- *Nose: wrinkle, flaring of the nostrils*
- *Lips: smiling, Lips - Smiling, snarling, puckered, kissing, opened, closed, tight.*
- *Tongue: in, out, licking of lips, rolled*
- *Jaw: open, closed, clinched, lower jaw, left or right ‘‘*

Sometimes people do not know how to react to some news or ideas, hence their facial expression do the work. The book of Toastmasters international (2014), talks about gestures: your body speaks highlights this idea: "Facial expression is often the key determinant of the meaning behind a message". And "When you speak, your face communicates your attitudes, feelings, and emotions more clearly than any other part of your body". All in all, your face says exactly what your mouth wants to.

4.2 Eye Contact

Eyes are the most important thing when it comes to body language, they tell the things that can't be spoken. Eckhard Hess rightly says 'Eyes may well give the revealing and accurate of all human communication signals because they are a focal point on the body.(The Tell-Tale Eye: 1964:21).

Eye contact shows how much the person respects and has an interest in the speaker's words, it is the first thing that we notice when we are having a conversation with someone, every part of the eye says a different thing. *"More eye contact leads to more attention. Less eye contact leads to lacking interest."* Shifty eyes and too much blinking shows unfaithfulness, the ways people move their eyes show their intentions and how comfortable they can be. It can also determine the honesty of the person, they say you should not look down or to the side when talking.

Figure1

Teacher-Student Eye Contact



Adapted from Google

4.3 Body Posture

The position of the speaker's body when speaking includes sitting, walking, standing, bearing, and stance. It is considered an important thing to handle in body language. It often shows the character of the person and feelings; boredom, excitement, nervousness, and comfort. Etc. "It is one of the means that provide clues about the communicator; posture can indicate self-confidence, aggressiveness, fear, guilt, or anxiety. Similarly, we look at gestures such as how we hold our hands or a handshake. Many gestures are culture-bound and susceptible to misinterpretation."

Talking about students and teachers, teachers can distinguish how their students are feeling through their posture: "The teacher can also deduce a student's emotional state from his/her body posture. A student who sits sagging in the seat could reveal a feeling of depression or boredom with classroom activities" (Pearson et al., 2005). Comparing it to body gestures, body posture is stable whereas gestures are with movements and they are usually done unconsciously.

4.4 Gestures

Another way of delivering the messages by movements is with hands or heads. It has many forms, for example:

- Waving of hands when saying goodbye or asking for attention.
- Shrugging shoulders to indicate carelessness or unconcern.
- Thumps up when liking something or when wishing good luck.
- And many other gestures that indicate how the person is feeling and what she or he wants to say.

5. Kinesics

It is a Greek word that means ‘motion’, and the term was given by Ray Birdwhistell(1952), the author of the book: introduction to Kinesics. It is included in the body language forms; its message is in what the bodies want to say. Kinesics is the study of human body motion. It includes such variables as facial expression, eye movement, gestures, posture, and walking speed. Furthermore, it refers to Kinesics is the way the body communicates without words, that is through various movements of its parts (Ibid). The nodding of the head when accepting, the head’s movement when disagreeing, and when the person walks fast means he or she is in hurry, are all motions to convey different messages of what the person is doing or wants to do or what he wants to say. Paul Ekman and Wallace Friesen (2004), divided Kinesics into five core elements as follows: emblems, illustrators, manipulators, regulators, and emotional expressions (Ekman & Friesen 2004).

According to some scholars Emblems play the role of words in body language that is understood by all cultures and humans. Illustrators are the backup of the verbal message; they confirm or contradict what is being said. The body touches while having conversations is something common, to others or the self, and that’s what the Manipulators or adapters (as named by Ekman and Friesen) are for. Additionally, Regulators are the movements that regulate the conversation between the speakers. And finally emotion expression or ‘affect display’ as Ekman termed it, are the movements that deliver the emotions.

6. Voice tone

According to Albert Mehrabian (1972), the quality of the speaker’s voice is crucial for conveying speaker emotion and its impact on the audience during communication. The manner we speak, in particular, has a significant impact on how other people hear, understand

and respond to what we are saying and how we are feeling. Additionally, he finds that the tone, inflection and pace of our voices account for 38 percent of our conversation.

Similarly, the importance of using such nonverbal language property represents the tone of our voices as a type of message delivery service. The tone of voice is the manner in which a statement is delivered and it is influenced by the timber, rhythm, loudness, breathiness and hoarseness of our voices.

In addition to the above, mentioned body language forms and types, there are other body language examples we mention but a few:

- Baiting the nails: nervousness or stress. It also shows insecurity and lack of confidence. It is usually done unconsciously.
- Hand on cheek: when the person puts his/her hand on cheek it usually means that he or she lost focus while listening to or watching something.
- Finger tapping or drumming: it indicates impatience and being in hurry.
- Touching the nose: Signal of disbelief, rejection or lying.
- Priskrubbing of the hands: Hands are cold or excitement about something
- Placing finger tips together: also named “ steepling ”, it indicates control or authority
- Locking of ankles: It usually indicates nervousness or trying to comprehend something.
- Stroking the chin or beard: it means that the person is in deep thoughts and trying to make a decision.
- Ear pulling: usually done by indecisive people.
- Lowered head: it indicates many things such as shyness, shame, hidden things or disbelief.
- Head nodding: It signifies agreement and going along with the person.
- Catapult poster: show a relaxed attitude.

7. Body language conception in the classroom

Body language is really important when it comes to teaching, especially from the teachers' side. The gestures that teachers do when explaining and trying to deliver their messages manifest their characters and their confidence as well. Tai (2014) affirms this by stating that teachers' Body language helps learners to get the teachers' messages effectively and rapidly, it creates a supportive and communicative learning environment in the classroom that leads to learners' engagement and motivation. Thus, teacher's physical presence is significant in tutoring.

On the other hand, teacher better understands what pupils want to say from the gestures they make in the classroom. Teachers reflect the teaching process in many ways, and body language is a part of this process. (Brown, 2002, P.367). The way teacher delivers their lessons plays a huge role in the student's acquisition. Therefore, the teacher must accompany his words with gestures, especially Hands use. For instance, English Teachers (ESL) do some actions when they ask their students questions or when they ask them to do something in the classroom.

7.1 Hands Showing

*“Our hands are our trust indicators. This means that when other people can't see our hands, they have trouble trusting us. Whenever you are teaching—in front of a classroom or on camera you always want to have your hands visible. Keep them out of your pockets, don't put them behind your back or under a desk and on camera be sure to get your whole body in the shot”*VanessaVan Edwards.Body Language for Teachers: 5 Tips(2014).

If a teacher is teaching students the lesson of time, using hands to point to his/her imaginary watch would make it easier to understand. Also, if s/he wants to move, stand up, sit

down.s/he can use his/her hands and do the action accordingly. The most common hand movement in the classroom is asking students to raise their hands if they want to answer, the best way is raising one hand and doing eye contact around the whole classroom saying: 'Who wants to volunteer?', 'who has an answer to this question?', 'Raise your hand if you have an answer. etc, another example can be illustrated when asking students to open their books for example; The teacher usually uses his/her both hands to create an imaginary book pretending to open it or to close it and student would easily get what the teacher wants to say. Supposing the teacher wants to call the students to gather themselves (or to make a circle /line), s/he points both hands towards the students asking them to come and do the wanted position.

Crossed arms to say: Time's up/ The game ends/ stop writing... Another prevalent gesture is the 'good job' Gesture, in which the teacher holds his/her thumbs up higher. Working in pairs or groups, the teacher points accordingly to as many as possible to deliver the idea to the students. "Listen to me", grabbing the students' attention or asking them to listen is simply by touching one of the ears. In a nutshell, we can assure that teaching and hand showing (movements) complete each other in language acquisition, especially for Languages Learners.

Figure 2 :Hands Showing in the Teacher's Body Language.



Adapted from Google

7.2 Expressiveness

“Teachers’ emotions have been shown to be associated with students’ attention, memory, and motivation (Fanselow, 2018)”. Teaching involves expressing emotions as well; happiness, satisfaction, anger, sadness, disappointment, joy, pride, shame, guilt... etc. How do teachers express their feelings during teaching ?Bowers e al.(1993) claimed that facial expression, tone of voice, particular body posture, etc., are the primary mode of emotional expression.

- Facial expression is the most used nonverbal communication form done by teachers. They smile when they are satisfied; they raise their eyebrows when astonished...etc.
- Gestures; teachers use their hands when explaining a hard idea when they give orders.
- The tone of voice is also one of the nonverbal expressions done by teachers; louder voice, slower voice, etc.

Nonverbal expressions are usually done all at once, taking Anger as an example, it cannot be expressed without facial expression, a louder tone of voice, and most of the times hands movements. (*Milivojević, 2008*).

7.3 Power Posing

Amy Cuddy highlights the importance of body posing and how much it can give a positive impression to the listener: *“Let your body tell you you’re powerful and deserving, and you become more present, enthusiastic and authentically yourself,”*.

Power posing is the way the teacher stands and presents his/her lesson in a classroom. Not only this, but it also has a heavy impact on the students and their response to the lessons.

Learner’s confidence comes from teacher’s self-confidence. To make this confidence appear to the student, Rachal Swain in her article; managing classroom behaviour affirms that the teacher must always choose the right posture and convenient positions such as:

- Smiling and facing the students while explaining
- Circling the classroom and showing that every student in the classroom matters
- Enthusiasm.
- Adopting a confident stance and showing the students that you know every single detail about the lesson.
- Avoid weak posture, it signifies a lack of confidence or disinterest in the lesson, as a result, the students would not have any respect for their teacher.

8. The importance of body language in ELT

“They use their body language and sound language to create an atmosphere where students' imaginations get along with the teacher's words. It warms up the class environment

and has a strong psychological effect on students'' (Yang, 2017). Body language in ELT Classroom is integral, it allows students to use their imagination in the language besides learning.

8.1 Body language and communication:

The relationship between teachers and students is based on communication which is the most important thing in teaching. Yahia IA (2021), says that there are three main factors in the communication process inside the classroom; signalling (teacher), messages (instructional), and receiver (student). When a teacher sends the message to the students; they receive and respond to the teacher's messages afterward by sending another message accordingly.

There are different ways of communication in a teacher-student relationship it can be verbal or non-verbal. If a teacher has an encouraging manner tailored to the students' status, s/he can achieve effective results with his communication with students. Also, if a teacher uses humiliating speech, his/her relationship with the students will deteriorate. *Gholipour A.2007.*

Body language in teaching starts with a great influential greeting or a warm-up, students will feel energized and teachers would raise their learning eagerness. Students feel comfortable when they fully see their teacher while explaining an idea or a lesson rather than sitting behind the desk. As mentioned previously, a Teacher's hands are something important, s/he must make sure that his/her hands are helping a great deal when delivering the lesson. Looking at the students is one of their favourite things; they feel comfortable and attentive when their teacher cares about them. Students need safety, when they are fearful and afraid of their teachers, they don't give a good income. Thus, the teacher must pay attention to the way of asking questions. *Farhangi A. Human Relationship.1995*

8.2 Learners' Engagement

“Interest is the best teacher. The teachers' application doesn't focus on teaching itself only; and the students can absorb better if they study their own will”. Pamela Cooper,(2010).

How do students get to engage in the classroom through body language? As mentioned previously grabbing their attention by body movement (walking around the classroom, moving hands, voice tones..etc) will enhance their engagement during the lessons presentations. Students follow the teacher when s/he is speaking which means they are giving their full attention to what is being said along with participation in case of asking questions. Therefore, a teacher must never stand in the same place for a long time. To illustrate this, let's suppose that the teacher wants to ask the students” What are you doing?”, s/he needs to do some gestures or point to one of the students and tell them what s/he is doing and then the students will understand the question and they would start giving their answers. When it comes to Teaching English as a second language, teachers tend to avoid the first language, for instance, Arabic. In this case, body language is crucial. For instance, teaching numbers, the teacher would not translate each number, but s/he would use fingers to count numbers. Also, voice tone must suit the words being said. For instance, teachers cannot keep their voices low when explaining important elements. They should get their attention and maintain how much this point is important and that cannot be with a low voice tone. Though, it is not the same case when talking personally to a student, the tone changes accordingly. Despite its huge importance, Hui Yang (2017),believes that body language should not be used too much in the classroom because it may distract students instead of getting them to focus. It sometimes demonstrates a lack of confidence when it is used unnecessarily. Moreover, a teacher has to use only positive body language that helps his/her classroom get great.

8.3 Body Language in Learning Grammar and Vocabulary

Body language helps a great deal in learning vocabulary inside the classroom when the teacher says a new word s/he usually uses concrete examples from inside the classroom or at least draws the thing in the air or on the whiteboard for a better understanding. It can work with different vocabulary learning (Alex Case, 2019):

- Actions: The teacher can do the action when explaining
- Animals: Showing a picture of the animal or showing the shape of its wings, neck, legs, ears...
- Appearance vocabulary (thin, fat, ugly, tall, beard, curly hair, etc). This can be exemplified by calling one of the students and showing the appearance vocabulary to the student.
- Classroom vocabulary (eraser, ruler, etc)
- Clothes (hat, socks, ect)
- Daily routines (housework, morning actions, etc)
- Feelings (happy, sad, etc)
- Food (peeling a banana, picking and eating grapes one by one, etc)
- Household vocabulary (TV, fridge, etc)
- Jobs
- Personality.
- Shapes.

- Transport (plane, train, etc). Transportation can be easily drawn or mimed

Adjectives can be taught by gestures, for instance, the opposite words slow and fast, the teacher can move his/her hands accordingly to explain them. The same with hot and cold, he can pretend to feel hot by pointing to the sun or by imaginary sweat, as s/he can explain being cold by using his hands to warm him/her self. In addition to that, teachers can teach new vocabulary throughout games and drawing activities. Teaching tenses would be beneficial with body language. Hands especially, for the present, the teacher puts his/her hand in front of the chest, past in behind the neck, and the future in the front. This is the most common way and it is effective at all times. Tenses can be demonstrated by stepping forward or backward or in the same place accordingly.

For the present continuous, the best way is to point to the action in the progress by using hands. Like: What are you doing now? You are studying. What am I doing? I am teaching..etc... As he or she can do an action by repeating the verb many times like walking, walking, walking / writing, writing, writing/clapping, clapping, clapping .

Past simple is kind of easy to demonstrate. A teacher can say the verb in the past form by using his or her hand and putting them behind the back to illustrate the past form. For instance: I watched a movie yesterday/ I ate a sandwich / I slept (putting hands on the ears) on my bed... etc. Countable and uncountable nouns are easy to learn by body language. After explaining it literally, the teacher can bring some markers or pens and tell the students their numbers for example these are five markers or pens and bring some sand or water and point to them and explain that we can do the same because they are uncountable. The idea can be applied to other grammar lessons such as superlative and comparative adjectives; the teachers use their hands and make an imaginary ladder. As they can call two students and compare their height (tall /taller than/ the tallest).

The same with possessive adjectives, the teacher can point to him/herself, to another person, or the whole classroom with the same example or change it accordingly: This is my pen/ This is your copybook/ This is your classroom (plural) / These are their chairs (he or she can put his hands behind the neck). Affirmative and imperative sentences require body language when exemplifying. By index, s/he says: You mustn't sleep/ Don't write/ Don't go out. Etc. Prepositions of place such as on, in, inside, in front of, behind. Etc. Can be elucidated by bringing a cup and ball and posing the ball according to the preposition of time.

Conclusion

Body language is crucial when it comes to teaching. It ameliorates the student-teacher relationship in which students feel comfortable and engaged when the teacher shows confidence and the managing power inside the classroom. In this chapter we defined the body language and gave an over view of body language and nonverbal communication. Moreover, we mentioned the types of body language which are: negative and positive body language. After that we listed the body language forms as follows: facial expressions, eye contact, body posture, gestures, kinesics and gaze behaviour. Next, we illustrated the body language conception in the classroom which is represented in hands showing, expressiveness and power posing. Finally, we highlighted the importance of body language in ELT as: body language and communication, learner's engagement and body language in learning grammar and vocabulary.

Chapter Two

Methodology of the study

Introduction

1. Research Design
2. Case Study Defined
3. Population and Sample
4. Instruments of the Research

The Questionnaire

- Students questionnaire :
- Types of Questions

5. Data Collection

5.1 Setting

5.2 Student's Profile

5.3 Research Objectives

6. Data Analysis Tools

6.1 Qualitative Data Analysis

6.2 Quantitative Data Analysis

Conclusion

Methodology of the Study

Introduction

Body language is an important medium in people's communication. It includes gestures and facial expressions. As we know, language is important in communication, but nonverbal communication also can't be neglected.

American psychologist Albert (1970), said, people get 55% information from expressions. How people communicate with each other without using words and what kinds of nonverbal behaviours they exhibit to share knowledge.

Attitudes and skills have become a focus of attention of the researchers interested in different fields like anthropology, sociology, psychology, linguistics, sales and marketing and developing social relations. However, little attention has been paid to the importance of using body language in foreign language learning and teaching.

“In any exchange between two people or within a group, messages are communicated not only through what is said, but also through the underlying dynamics of what is not said”. Nonverbal communication refers to the non-linguistic elements which accompany spoken language. Tone of voice and body language, including gestures, body positioning and facial expressions. All of which assist in conveying meaning. According to experts, “93% communication is nonverbal: body language 55%, tone of voice 38%, and verbal 7%”.

1. Research Design

A variety of research instruments is required to obtain accurate results. A research design includes a general data gathering guideline and attempts to identify difficulties as well as the techniques for analysing the data. A research design, according to Burns and Grove

(2003:195), is a "blueprint for performing a study with maximal control over elements that may interfere with the validity of the findings."

The purpose of a research design is to ensure that the information gained is useful.

2. Case Study Defined

A case study is an in-depth study of one person, group, or event. In a case study, nearly every aspect of the subject's life and history is analysed to seek patterns and causes of behaviour. Case studies can be used in a variety of fields including psychology, medicine, education, anthropology, political science, and social work.

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

3. Population and Sample

The study sample is a subset of the study population that is chosen in a systematic or random manner to reflect the entire study population, and the study sample is studied in order to extrapolate the findings to the rest of the community.

The population of the current study is the fourth year middle school students at Ibn Khaldun Intermediate School in the municipality of Aougrout. The total population includes about 56 students. We randomly selected two sections using the names concerning the sample of the study to examine.

4. Instruments of the Research

This research work has been conducted through the use of a questionnaire which was given to fourth year middle school learners, The aim was to gather information from students in order to clarify the importance of body language in the teaching process.

The Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people.

- **Students questionnaire:**

This questionnaire is given to learners to know their opinions about their attitudes towards learning English as a foreign language. In addition, it helps student to get an idea about their attitudes towards using body language as a technique.

- **Types of Questions**

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

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

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

5. Data Collection

Data collection is an important step in conducting our current case study based research work. It is the process of gathering information that enables the researcher to answer relevant question and evaluate outcomes. The data collection component of research is common to all fields of study including physical and social sciences, humanities and business. The goal of data collection is to capture useful evidence then translates to reach data analysis and allows convincing answer to questions stated by the researcher.

5.1 Setting

In any academic research the collected data should have a certain setting (where and when) they are gathered. In our research work all the information have been obtained from the middle school “Ibn Khaldun “ in the municipality of Aougrou, wilaya Adrar .The work was realised during one year, where all the necessary information were gather during the academic year 2021-2022.

5.2 Student’s Profile

Fourth year middle school students were the chosen subjects. We dealt with **56** learners, selected to respond to a questionnaire about the role of the body Language in Teaching Communication. We focused on the fourth year middle school learners because they are not motivated enough to speak English.

5.3 Research Objectives

The main purpose of our research work is at first place to examine the use of body language during the teaching practice for enhancing learners' performance and motivation during the learning process and to provide some suggestions for using body language in teaching as an important part of teaching a foreign language.

6. Data Analysis Tools

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

Depending on the data obtained, data analysis might be qualitative or quantitative. A series of steps is required for a good data analysis:

- The researcher must be familiar with data analysis techniques.
- The researcher must be familiar with data analysis techniques.
- Determine which methods will be most helpful in answering the research topic.
- After the analysis the researcher must recognize how the limitation in the data affects the conclusions.

6.1 Qualitative Data Analysis

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

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

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

6.2 Quantitative Data Analysis

Quantitative data is information that can be counted or measured—or, in other words, quantified—and given a numerical value. Quantitative data is used when a researcher needs to quantify a problem, and answers questions like “what,” “how many,” and “how often.” This type of data is frequently used in math calculations, algorithms, or statistical analysis.

Conclusion

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

Chapter Three

Results, Analysis and Discussion

Introduction

1. The Administration of the Students' Questionnaire

2. Data analysis

Students Questionnaire Analysis:

Item 1: Do you know what body language is?

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

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

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

Item 6: How can body language help in teaching communication?

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

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

Item 8: Do you prefer your teacher to use their hands in order to simplify ideas?

Item 9: Does body language affect your learning of a foreign language?

Item 10: Does your teacher pat on your back while explaining?

Implications

Conclusion

Results, Analysis and Discussion

Introduction

This chapter is devoted to analysing and discussing the data obtained from the students' questionnaire that was implemented on 56 students in Ibn Khaldun middle School in Aougrou, before applying the vocabulary test. The proposed thesis hypotheses. Using the SPSS statistical software, the questionnaire data and the pre and post results of the vocabulary test will be analysed. The results of the questionnaire and the previous and subsequent grades presented to the students will be presented and discussed within patterns of tables and figures to facilitate the extraction of results. Finally, the results will be clearly shown because they are data collection methods that indicate the quantitative aspect of research.

1. The Administration of the Students' Questionnaire

The questionnaire was sent to fourth year students at IbnKhaldun Intermediate School in Aougrou, Adrar. The two researchers examined a sample of (56) students from a community of 230 students. This sample was randomly selected in order to represent the entire population at this point.

This sample was selected on the basis that fourth year students are still learning English and understanding and acquiring new English vocabulary when they are taught using body language gestures and gestures. The use of this technique or method of teaching is also useful for giving the pupils good communication in English with the teachers. This study was mainly intended for this purpose

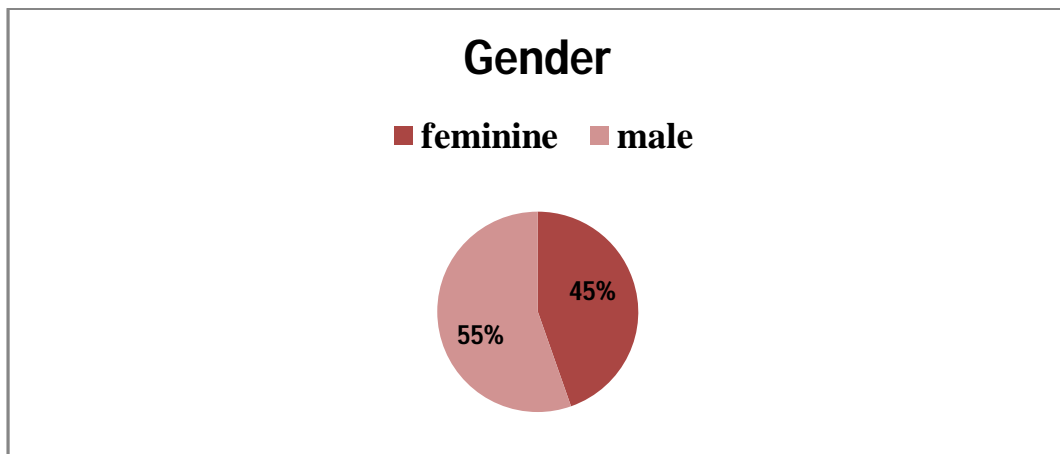
2. Data analysis

First, we analysed the questions given to pupils in order to discover the importance of BL in learning and to facilitate the communication inside the classroom. Therefore, we wanted to look for the role of BL to improve pupils' reaction during lectures. We decided to focus on one kind of participants' pupils, to evaluate the use of BL in learning communication.

❖ Students Questionnaire Analysis:

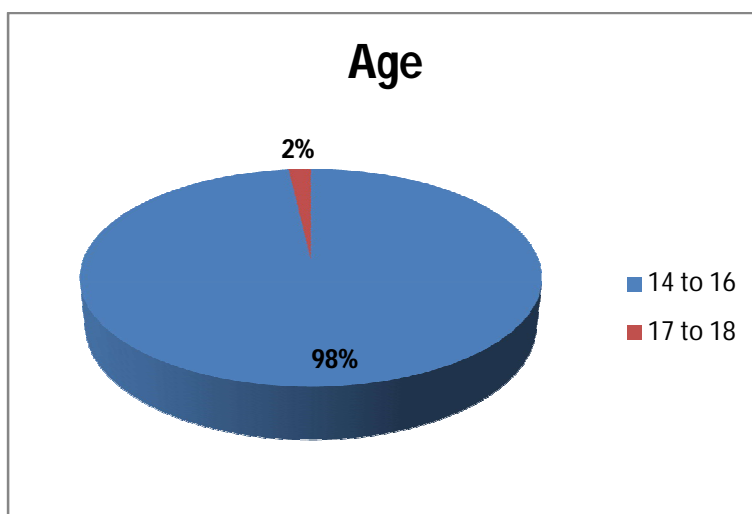
Gender

Figure 3 : Gender of pupils



Age

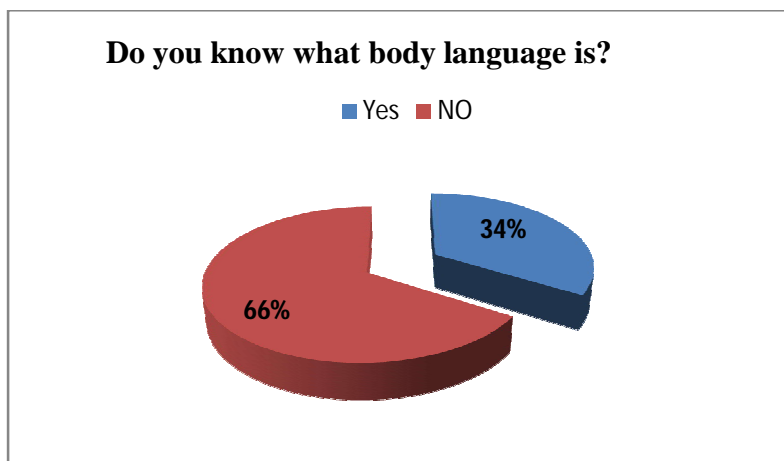
Figure 4 :Pupils' age



Item 1: Do you know what body language is?

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

Figure5:Previous Knowledge about Body Language



Student's awareness about the term body language

In this question, the results indicate that (34 %) of the pupils are familiar with the concept of body language .Whereas, the rest of them (66 %) they do not have any idea about what the concept means.

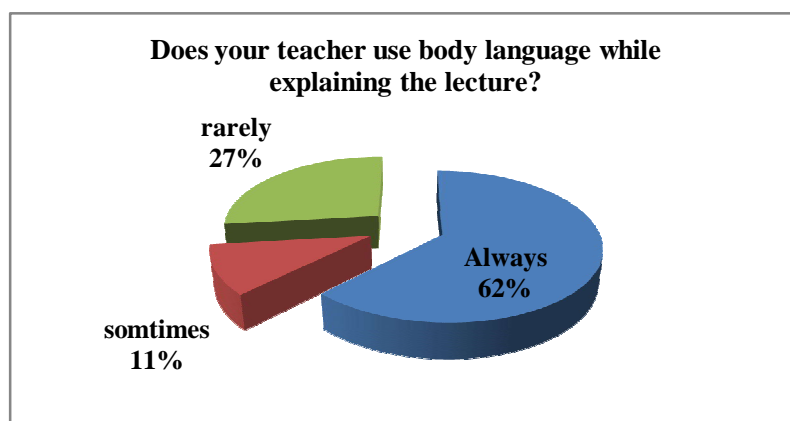
Beside this those who answered by « yes » they were asked to give a simple definition to the term « body language » that are stated as bellow:

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

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

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

Figure 6 :Classification of Teacher's Use of Body Language

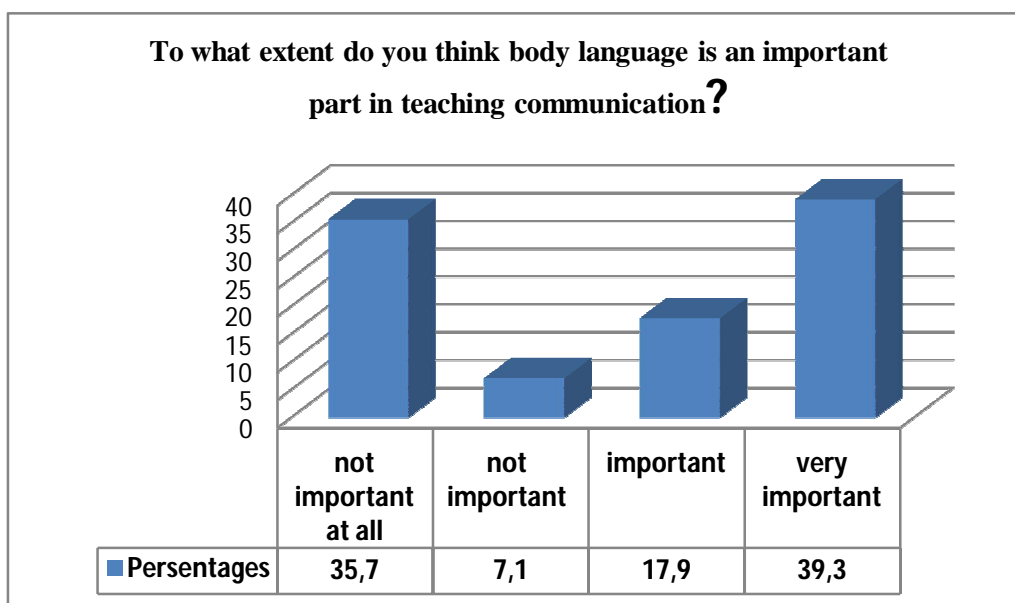


Concerning this question, more than half of the pupils (62 %) stated that their teachers always use body language while explaining the lessons , and (11%) of them answered by sometimes while the rest (27%) say that body language is rarely used by the teachers .

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

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

Figure7: The importance of body language in teaching communication



The pupils were asked to which extent they think that body language is an important part of teaching .Results show that (39.3 %) believe that body language is a very important part of the teaching process and (17.9 %) of the pupils think that it is important. While (35.7%) and (7.1%) think that body language is not important and it's not important at all.

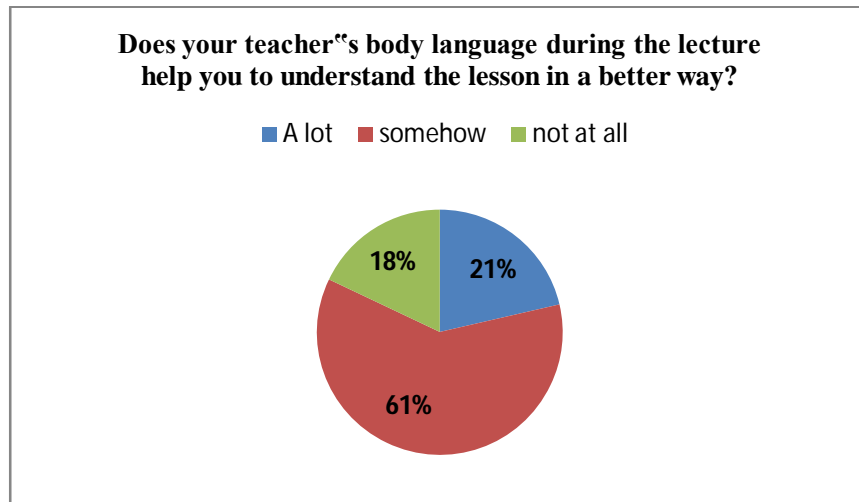
Item 4: Does your teacher's body language during the lecture help you to understand the lesson in a better way?

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

Table 1: The Importance of Body Language during the Lesson

	A lot	somehow	Not at all
Number of Students	12	34	10
Percentages	21.4%	60.7%	17.9%

Figure8: The Use of Body Language during the Lesson by the Teacher

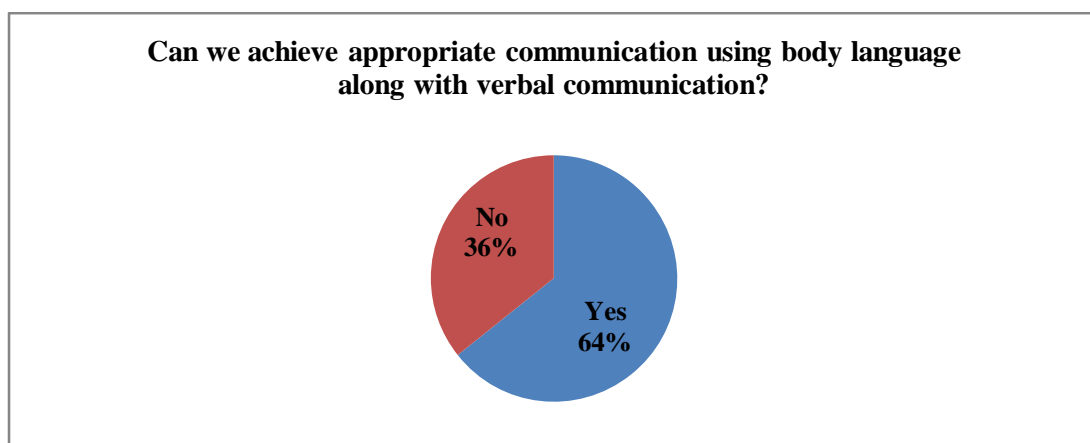


The greater part of the pupils (61 %) think that it somehow help them to understand the lessons, while (21 %) of them. Believe that body language helps them a lot in understanding the lessons in a better way, while (18%) think that it not help at all.

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

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

Figure9: The Appropriateness of Body Language and Verbal Communication Use



Concerning this question, the majority of the participants (**64 %**) agreed that we can achieve appropriate communication using body language along with verbal communication pertraining their answers with these ways that are suggested as follows:

- ✓ It is an easy way to understand the ambiguous terms in English such as the word circle which we would not understand if the teacher does not make the movement with his finger.
- ✓ Because it makes the lecture more interesting and motivating
- ✓ Because body language helps us to transfer specific ideas to the teacher and vice versa .While the rest of the pupils (**36%**) claimed the opposite defending their opinion with the following reasons:
- ✓ Because using body language and verbal communication together will cause Ambiguity
- ✓ Because it makes it more difficult to understand what the teacher means by a specific word.

Item6: How can body language help in teaching communication?

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

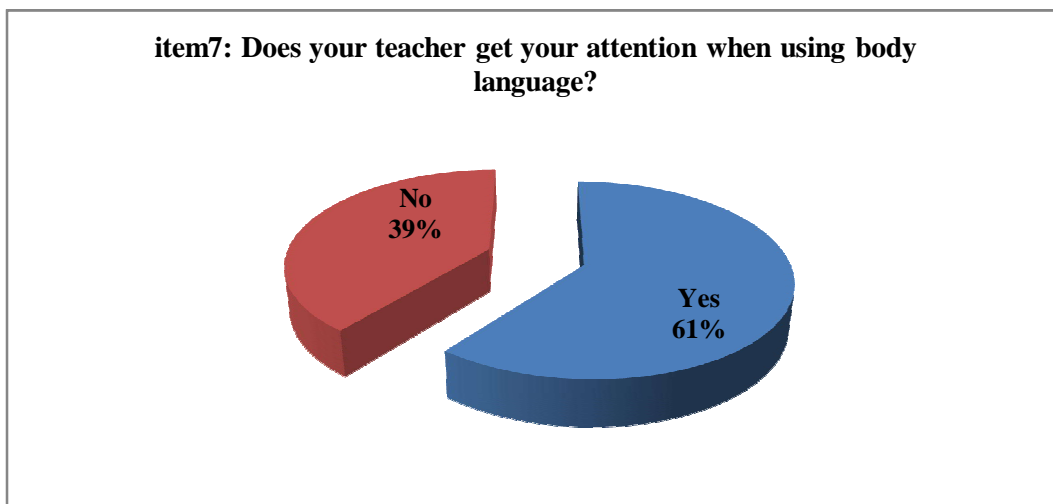
The participants were asked: how can body language help in teaching communication? It was noticed that (**40%**) of the pupils avoided answering the question, whereas the highest percentage (**60%**) provided different reasons that are stated as follow:

- ✓ Body language impacts the energy level from us.
- ✓ It has an important role in the development of the teaching process.

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

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

Figure10: Attentions towards Using Body Language



In response to this question (**61%**) of the pupils say that the teacher get their attention when using his body language while the rest (**39%**) claimed the opposite.

The positive responses were defended by the following reasons:

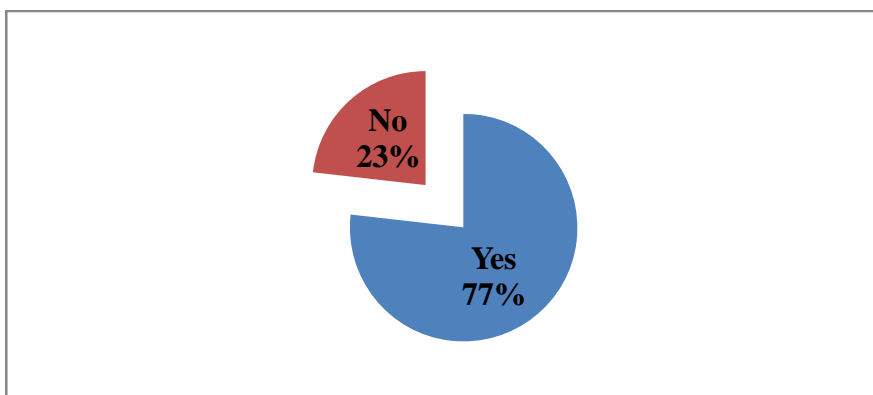
- ✓ Because his body movement makes us attentive and motivated and want to carry on our lecture.
- ✓ It helps us in staying connected with the teacher all the time.

Whereas the negative responses gave the following reasons:

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

Item 8: Do you prefer your teacher to use their hands in order to simplify ideas?

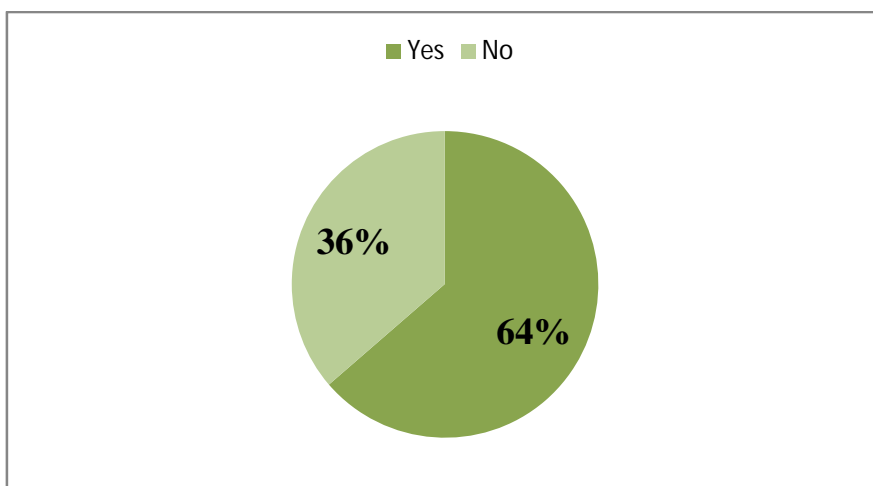
Figure 11: The Preference of Using Body Language during the Lecture



The graph 14 represents that most student 77% need their teacher's hands to be used. This can be considered as the students feeling towards their needs. For that, it is preferable for teachers to use this body language cue during the explanation.

Item 9: Does body language affect your learning of a foreign language?

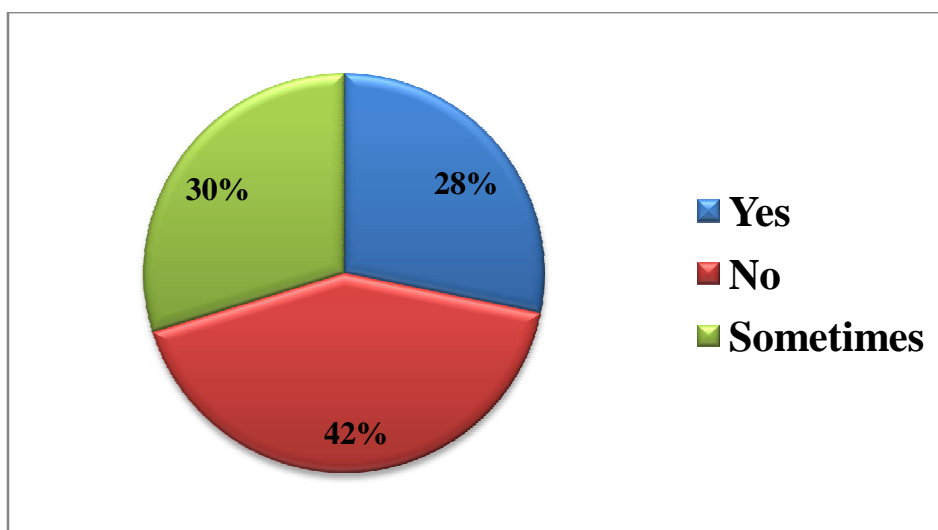
Figure 12: The Effect of Using Body Language on EFL



In response to this question (64%) of the pupils say that body language affects their learning of a foreign language while the rest (36%) claimed the opposite.

Item 10: Does your teacher pat on your back while explaining?

Figure 12: Students Opinion towards Teachers' Touching



According to graph, **42%** of the students do not like teachers to pat on their back, which can be considered as keeping the space between them and their teachers; this can be remarkable through other answers option.

Implications

The results of the present note provide some implications for a fruitful and useful process of English language learning which can be well run and managed. The findings can increase our understanding of the role of body language as a complementary method and how it makes English lessons come alive. Not only is the use of body language important, but also the medium(s) who use this technique. There are other factors surrounding the use of body language in the teaching/learning process and they greatly affect English language learners and their acquisition of language skills. Here we mention some of the results of the study as follows:

- Body language postures, movements, gestures and proximities are powerful tools for improving some English skills for the learners who are being taught using them.

- In general, pupils' perceptions of the usefulness of using body language to improve communication and get the meanings of new vocabulary skills were positive. This method makes the pupils feel that learning English was much easier and more enjoyable. They also believe that using this technology to teach them English allows them to learn faster, more effectively and more comprehensively.
- Speaking skill is a vital ability for English learners. On the other side, good communication isn't only verbally, especially when foreign subjects are involved in a life situation and one of them doesn't have adequate verbal background. In such situations, the role of body language comes virtually and solves these problems of not communicating well.
- The main core point of the research which is using body language by teachers as a helping method to convey the meanings of new vocabulary without hurrying up to use dictionaries was proved to be a thorough technique and achieved many positive effects on the students that were exposed to the use of it during vocabulary teaching.
- From another view, the sample students who underwent the experiment reported that English vocabulary meanings were easy and quick to perceive than before (i.e. without applying body language movements).
- In my own experience, it has been proven that using body language will help them express their thoughts accurately and lively. The purpose is to ensure that students can understand them clearly. Thus, educational activities can be carried out accordingly without any misunderstanding or confusion.

Finally, all of the above statements are positive results of the study supported by scientific analysis of the study tools. As a matter of fact, this study came out with very useful, practical and appropriate results in the use of body language forms as a support for teaching some English language skills to learners of English as a foreign language. Some students in the experimental group agree that using this technique for teaching English vocabulary and

communication is an effective strategy that all teachers should adopt to develop their own teaching methods.

Conclusion

The main objective of this study was to examine the effectiveness of using body language in different forms, movements and gestures as a supportive and effective teaching method for teaching English to fourth year intermediate students in IbnKhalidun-Aougroutin middle School. It is mainly used to develop and improve the basic English language skill, which is language communication English with teachers or classmates. This study was conducted and applied to fourth year students. In addition, the current research was conducted to investigate the factors that can prevent learners of English as a foreign language from mastering English if body language is used inappropriately. Finally, the current research attempted to reveal and shed light on the importance of using this technique as an effective method of fruitful advertising in learning the above-mentioned English language skills.

Based on the results obtained from the statistical analysis of the research tools, this chapter includes the results of the research and some of the recommendations that the research reached. In addition, it includes a conclusion of the study as well as some suggestions for further research in the future in this field of study.

General Conclusion

General Conclusion

English language teachers at Ibn Khaldun intermediate school use body language to reinforce their messages, but the majority of them use it randomly because of the lack of awareness of this attractive tool in a positive way, and the students also not knowing the true meaning of body language.

After formulating the research questions and hypotheses, the two researchers presented theoretical framework as the first chapter to gain new insights from literature by explaining the main concept and provide background information about the research problem. The second chapter was devoted to the experimental stage in this context, while the last chapter was devoted to analysing the results obtained from the questionnaire submitted to the fourth year students at Ibn Khaldun Intermediate School to make the research results more reliable. Moreover, the data collected analysed and interpreted. The results obtained from the collected data validated the two hypotheses mentioned.

Effectively, the researchers also included some of the suggestions and recommendations in order to increase students' motivation and interest in appropriate use Teacher's body language.

Recommendations and Pedagogical Implications

Depending on the findings of this study and as there are different factors affecting developing and improving English language acquisition and mastering its skills, the following recommendations are directed towards the associated components that have great effects on these skills.

- ✓ English learners should always try their best to develop their vocabulary background and communication proficiency. Focus and belief in success. English language skills are not difficult for those who practice more using different methods of learning and try to focus on the positive body movements of their teachers.
- ✓ Explicit goals are a substantial aspect of any curriculum. For a curriculum to be successful, it should not only set clear goals but also achieve those goals through its outcomes. The targeted outcomes should be based on learners' needs. As it was proven in this study, most EFL learners need and aspire to be proficient in English language. Some of the language skills are highly focused on by most teachers and EFL learners.

Suggestions for Further Studies

Within the results and findings of the present study, the following topics are suggested for further research:

- Researches should be done on the impact of applying body language as a beneficial and impressive technique for developing and improving vocabulary acquisition skill.
- More studies are recommended to be conducted for investigating the effectiveness and effects of body movements and gestures on weak students and how their levels are developed and progressed by using these techniques in English teaching.

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Appendix

Appendix

Questionnaire

The questionnaire is addressed to pupils of fourth year middle school Augrout-Adrar. It aims at knowing their attitudes towards body language that is used on an EFL class, and if they prefer it or not.

Thank you in advance.

Please read carefully the questions, put a tick (✓) in the right box and write full statements whenever necessary.

Section one: Personal information

Female Male

Age:

14-15 15-16

Section two: Body language knowledge and pupils 'perspectives

1. Do you know what body language is?

Yes No

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

Always sometimes rarely

3. To what extent do you think body language is an important part in teaching Communication?

Not important At all not important important very important

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

A lot

Somehow

Not at all

5. Can we achieve appropriate communication using body language along with Verbal communication? Why?

Yes

No

6. How can body language help in teaching communication?

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

8. Do you prefer your teacher to use their hands in order to simplify ideas?

9. Does body language affect your learning of a foreign language?

10. Does your teacher pat on your back while explaining?

ملخص

هذا البحث العلمي يتضمن استكشاف دور لغة الجسد في اللغة الإنجليزية تعلم لتعزيز التعلم وتحفيز الطلاب والأفضل تفاعل المعلم / الطالب. يوفر منطقة مفصلة للتحقيق في مستوى السنة الرابعة متوسط لحل قلة اهتمام الطلاب والعديد من الأمور الأخرى والصعوبات. الشيء الجدير بالملاحظة هو أن لغة الجسد تشجع وتحفز الطلاب على الفهم والتعلم بشكل أفضل في محاضرات اللغة الإنجليزية.

Résumé:

Cette thèse est conçue pour explorer le rôle du langage corporel en anglais apprendre pour améliorer l'apprentissage et motiver les étudiants et les meilleures interactions enseignant/élève. Fournit une zone détaillée pour l'enquête au niveau de la quatrième année du collège pour résoudre le manque d'attention des élèves et de bien d'autres problèmes. La chose à noter est que le langage corporel encourage et motive les étudiants à mieux se motiver, comprendre et apprendre dans les cours d'anglais.

Summary:

This thesis is designed to explore the role of body language in English Learning to enhance learning and motivate students and the best teacher/pupil interaction. We provide a detailed area for investigation of the fourth year level of middle school to solve the lack of students' attention and many other difficulties. The thing worth noting is that body language encourages and motivates pupils to better understand and learn better in English language lectures.