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**THE IMPACT OF BODY LANGUAGE IN ENHANCING EFL LEARNER'S
COMPREHENSION**

Case study: first year students at "IBN KHALDOUN" secondary school.

**Dissertation Submitted to the Department of Foreign Languages in Candidacy for
the LMD Master in English Language and Communication**

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DEDICATION

All praise goes to Allah, the all Mighty and the Most Merciful, who gave me success and payment and enlightened my path to complete this work.

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List of Acronyms

BL: body language.

BLC: body language cues.

DECS: development of effective communication skills.

EFL: English as a foreign language.

FACS: facial action coding system.

NVC: Non- verbal communication.

TLP: teaching- learning process.

VC: verbal communication.

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Abstract

The objective of this study is to inspect the effect of non-verbal communication on improving EFL students' understanding. We start with an overall presentation that contains an issue proclamation, research questions, the review's points, speculations, the sample, information assortment devices, the review's significance, and the review's design. We will cover correspondence and the effect of non-verbal communication on cognizance in the main part. The methodologies used to talk about our concern are canvassed in the accompanying section. The following section examines "Non-verbal communication overviews gave to first-year secondary school understudies." will be talked about in the following part. The distinct methodology was utilized in the review, as well as "the quantitative and subjective strategy," with overviews gave to secondary school understudies in the branch writing office and meetings performed with secondary school English teachers. To acknowledge or dismiss two theories, we should research them utilizing these techniques: (Learners will have a superior comprehension on the off chance that teachers utilize nonverbal correspondence as a steady system; instructors use non-verbal communication in various ways and in various homerooms effectively.). The results confirmed that the powerful utilization of non-verbal communication signs can further develop EFL students' perception. Toward the finish of our examination, we give a few academic suggestions to the two instructors and understudies to help them work together and accomplish great understanding.

Keywords: Body language, communication, comprehension, foreign language, teaching

Résumé

Cette étude examine l'impact de la communication non verbale sur la capacité des élèves à comprendre l'anglais comme langue étrangère. Nous commençons par une introduction générale qui comprend un énoncé du problème, des questions de recherche, des éléments clés de l'examen, des calculs, une illustration, des outils de collecte d'informations, l'importance de l'examen et la conceptualisation de l'examen. Nous discuterons de la correspondance et de l'impact de la communication non verbale sur la compréhension de la composante principale. La partie qui suit la citation sollicite les méthodologies utilisées pour discuter de notre préoccupation. La prochaine section se penche sur "les perspectives sur la communication non verbale fournies aux sous-études de première année du secondaire". L'utilisation d'une méthodologie spécifique sera discutée dans la section qui suit. La méthodologie spécifique qui a été utilisée dans l'examen sera discutée dans la section qui suit, ainsi que "la stratégie quantitative et subjective" et "les aperçus donnés aux sous-études des écoles secondaires dans le bureau de la rédaction de la succursale" et "rencontres avec des professeurs d'anglais du secondaire. Nous devons mener des recherches sur deux théories en utilisant les méthodes suivantes afin de les accepter ou de les rejeter : (Les élèves comprendront mieux si les enseignants utilisent la communication non verbale comme un système solide. À la fin de notre étude, nous offrons des conseils académiques aux deux instructeurs et aux sous-études pour les aider à collaborer et à acquérir une compréhension approfondie.

ملخص

تبحث هذه الدراسة في تأثير التواصل غير اللفظي على قدرة الطلاب على فهم اللغة الإنجليزية كلغة أجنبية. نبدأ بمقدمة عامة تتضمن بيان المشكلة وأسئلة البحث والعناصر الرئيسية للمراجعة والحسابات والتوضيح وأدوات جمع المعلومات وأهمية المراجعة ووضع تصور للاختبار. سنناقش المراسلات وتأثير الاتصال غير اللفظي على فهم المكون الرئيسي. يلتزم القسم التالي للاقتباس المنهجيات المستخدمة لمناقشة مخاوفنا. يبحث القسم التالي في "وجهات النظر حول التواصل غير اللفظي المقدمة إلى طلاب السنة الأولى الثانوية بالمدارس الثانوية". ستتم مناقشة المنهجية المحددة التي تم استخدامها في المراجعة في القسم التالي ، جنباً إلى جنب مع "الإستراتيجية الكمية والذاتية" و "الأفكار المعطاة للدراسات الثانوية للمدارس الثانوية في مكتب التحرير الفرعي" و "الاجتماعات مع اللغة الإنجليزية بالمدرسة الثانوية" المعلمون: نحتاج إلى البحث عن نظريتين باستخدام الطرق التالية من أجل قبولهما أو رفضهما: (سيفهم الطلاب بشكل أفضل إذا استخدم المعلمون الاتصال غير اللفظي كنظام متين. في نهاية دراستنا ، نقدم توجيهًا أكاديميًا لكل من المعلمين والدراسات الثانوية لمساعدتهم على التعاون واكتساب فهم أعمق.

General Introduction

Introduction

Effective communication is the basis of a good lesson, and without this latter, it becomes a hard task for the teacher to transfer information to learners. For students, just like everyone who learn mental and physical skills it is based on explanation, practice and feedback, and the development of effective communication skills (DECS) does not only helps in the skills process, but also helps the teacher to make the course delivered successfully. This study will dig a bit deeper into the most important skill of communication; the unspoken one, in other words « body language ».

Body language (BL) is an unspoken kind of communication that we use to express our true feelings and make our message more powerful. Communication entails much more than simply words. Voice tone, gestures, body movements... are all important nonverbal cues.

Some students fail to follow the teacher's speech for different reasons, in which the lesson cannot be delivered to them. Consequently, understanding non verbal communication (body language) in classroom interaction is critical to the teaching-learning process effectiveness. In classroom, teachers should be able to make an immediate decision to drive their lesson in the appropriate direction, and in this instance, they should strive to be aware of their body language cues.

1- Statement of problem:

Nowadays, a successful teaching and learning process (TLP) takes into consideration the non verbal communication (NVC) aspects of the language. Inside the classroom, teachers use different body language messages with various forms; like using facial expression gestures and body movement which are the main focus of this study.

Non verbal communication is an important tool that teachers use to convey their ideas to students.

In English teaching, teachers transmit information mainly relying on oral language, but using body language attract student's attention is more comfortable.

Miscomprehension occurs when there are some gaps made by either the teachers or by learners' misinterpreting body language. This research is made to recommend the impact of body language as a teaching tool in the classroom that enhances EFL learners' motivation because teaching is psychological rather than pedagogical.

The purpose of the study is to find how it is important to use body language and its cues as a supportive teaching strategy to enhance EFL learner's comprehension and draw the attention of both teachers and learners to one of the most crucial aspects affecting learner's comprehension.

2 -Research questions:

Through our research, we will try to answer the following questions:

- 1-What is the role of body language in comprehension?
- 2-Are Algerian teachers aware of body language?

3 - Aims of the study:

Through this research, it aims to focus the attention of both teachers and learners on one of the most essential aspects affecting learner's comprehension, the major goal is:

- a - To maintain the value of non-verbal communication as a strategy for better lesson delivery.
- b - The raise of Algerian teachers awareness about the importance of their body language in EFL learners 'motivation and education.
- c -This investigation attempts to highlight the effectiveness of body language on teaching process of first year students.

4 - Hypotheses:

Communication will be effective only when there is a perfect blend of non-verbal means of communication. Hence, we propose that:

- * If teachers employ non-verbal communication as a supportive strategy, learners will have a better understanding.
- * Using body language by teachers is important and effective way in teaching English.
- * Teachers use body language in different ways and in different classrooms effectively.

5 - Research Methodology / Data gathering tools

Here we will identify the sample as well as the tools used in the research.

a – The sample:

The case study was designed for EFL learners (first year students at high school, Literature Department); since it was difficult to observe all the groups, the participants of this study were selected randomly; the researcher had no supervisory authority over the potential activity. Once the questionnaire was done online, we immediately sent it to various groups and associations through emails and social media. The whole population are of fifty one (51) students. Unfortunately not all students were cooperative, only 45 of them answered the questions and the rest (6 students) did not participate. We tried to persuade them to participate by highlighting the value of body language in communication, and we explained the goal of the study and the importance of doing our research. The idea of questioning participants online was, in that case, a good way to make them excited to participate and express their thoughts comfortably.

b - Data gathering tools:

This research will take the form of mixed methods: quantitative and qualitative research. In order to conduct this study, we used a questionnaire on a specific population; first year students at high school, but since the process was online, several levels participated.

Starting with the questionnaire: it is used to discover the importance and impact of body language cues in teaching. The next part is the teacher's interview in order to explore if they are aware of body language or not.

After collecting the data, we analyzed it. The results were aimed whether to accept or reject the hypotheses.

6. Significance of the Study

The research is very important for teachers and learners to know that nonverbal communication strategies (in our case, body language) are an essential factor besides speaking to enhance learners' comprehension and motivation.

7. The Structure of the Dissertation

Our research design has been divided into three chapters. The first, theoretical chapter we propose an overview about communication; its definition, types (verbal and nonverbal). Our main focus in this chapter is non- verbal communication, we will mention its history and theory. Also, we will discuss comprehension and body language (their definitions, cues, importance...and relationship between body language and comprehension). The second chapter, which explains the methodology used, and the final one, which is the practical part, analyzed the results gathered from the delivered

students' questionnaire and teacher's interview and we will conclude with pedagogical implications.

Definition of terminology

1-Language: is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings. **Merriam Webster's Dictionary**

2 –Body Language: A type of communication in which physical behaviors, as used to convey the information as opposed to words.

3 –Communication (channel): Communication is an exchange of ideas, facts, opinions or emotions of two or more persons.

William Newman and Charles Summer

4 –Communication skills: Are the abilities that we use when giving and receiving different kinds of information.

5 – Communis: A Latin word meaning "common", used in medical names and description. **Cambridge English Dictionary**

6- Comprehension: An exercise that trains students to understand a language or the ability to understand

Oxford Dictionary

7- Miscomprehension: failure to understand something, or an idea that is wrong because it is based on a lack of understanding.

Cambridge Dictionary

8- Enhancing: enhance something to increase or further improve the good quality, value, or status of somebody /something. **Oxford Dictionary**

9- Cues: a word, phrase, or action in a play, movie...that is for a

performer to say or do something. **Britannica Dictionary**

10- Questionnaire: a set of questions for obtaining statistically useful or personal information from individuals **Merriam-Webster Dictionary**

Chapter I: Literature Review

I. An overview of communication

1) Introduction

Successful relationships are always based on effective communication because it occurs all the time. Communication is the process of transmitting information and common understanding from one person to another. It is critical that ideas and information are communicated in a way, that everyone can grasp and consider what we will say. Communication comes from the Latin communis “ZKLFK PHDQV”, i.e. when we communicate we are trying to establish commonness with someone or we are trying to share information, an idea or attitude (Schramm, 1933).

In communication, at least two people are involved: the sender and the receiver. Each one has their own role. This latter allows for the formation of connections and the organizations of tasks. The sender intends to accomplish something via communicating whether consciously or unconsciously.

Communication is divided into four skills: writing 9%, reading 16%, talking 30% and listening 45%.

In communication we use verbal and non verbal communication (in our situation is body language) i.e.: expression or body movement with something meaningful.

With body language we pay more than 90% of our attention than we do to actual words.

This research demonstrates how nonverbal communication is profoundly ingrained in the brain and the significance of body language in communication.

1. 1 Definition of communication

Since ancient Greece, scholars have been interested in the concept of communication. In 1928, I, A, Ricards, an English literary critic and author, proposed one of the first and best definitions:

"Communication takes place when one mind so acts upon its environment that another mind is influenced, and in that other mind an experience occurs which is like the experience in the first mind, and is caused in part by that experience."

According to Newman and Summer, "communication is the interchange of facts, ideas, attitude or emotions between two or more people". Communication is intercourse through words, letters, symbols, or messages and it is a means through which the members of an organization share meaning and knowledge."

"Communication is an act or an instance of transmitting a message, an exchange of information and the interchange of ideas and opinions." (philippines, 1986, p. 179)

1. 1.1 The process of communication

From different studies, communication took much time to evolve. Accordingly, the theory of communication has been constituted by psychologists through different models, as it will be seen below;

a – Aristotle's Model;

According to Aristotle: "Communication is the process of transmitting a message from the sender to the receiver." As shown below in figure one:

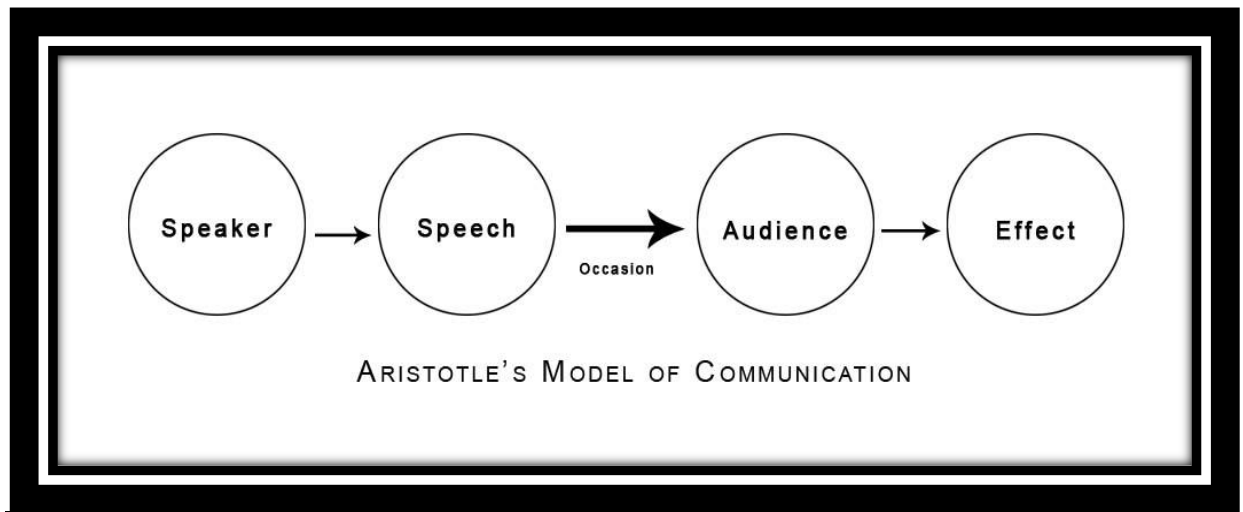


Figure 1.1: Aristotle Model of communication

b – Shannon _Weaver's Model;

"Shannon and Weaver state that communication as a transmission of information (message) from the source point (encoder) to the receiver (decoder) on a given channel.

The listener's response is the feedback as it is shown in figure two;"

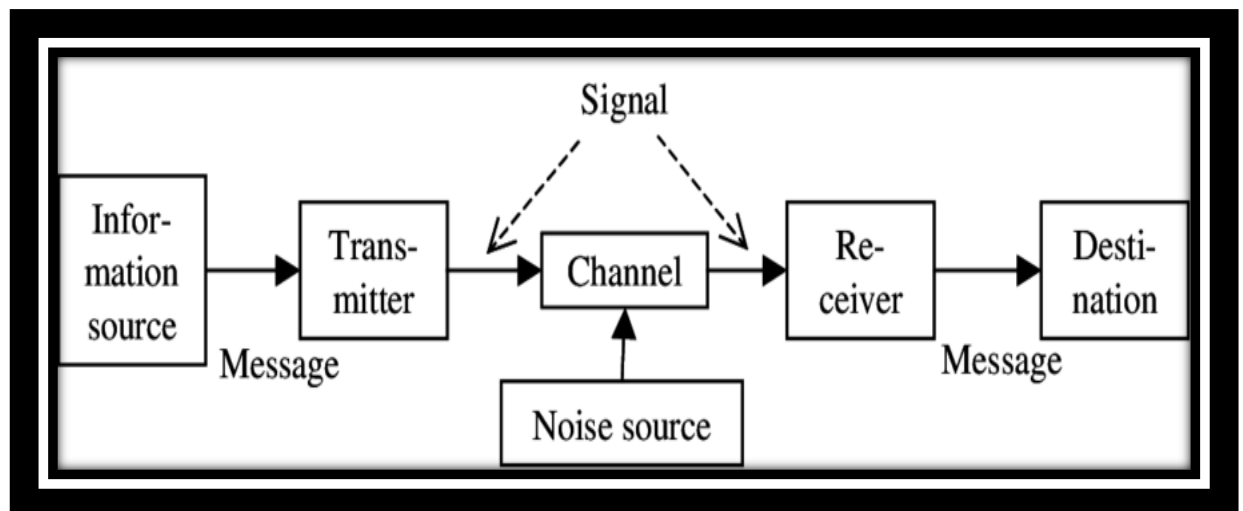


Figure 1.2: Shannon –Weaver Model of communication

Communication is considered as infinite process; it includes three primary components: the sender, the message, and the receiver. Communication has different processes that are detailed below:

1.1.1.1. The sender: "The main aim is to convey a message in a comprehensible language" (Claude Abric, 2000, p. 8)

1.1.1.2. Message: It is the sender's concept.

1.1.1.3. Encoding: the sender's message is encoded symbolically in the form of words.

1.1.1.4. The media It is the method of communicating an encoded message; orally or in writing.

1.1.1.5. Decoding: It is the process of transforming the sender's encoded signals.

1.1.1.6. Receiver: He is the last in the chain and the recipient of the message sent by the sender.

1.1.1.7. Feedback: The communication process is complete once the receiver confirms to the sender that he has received and understood the message.

1.1.1.8. Noise: It refers to any communication-related stumbling block caused by the sender, message, or receiver.

1. 2.Types of communication

1. 2.1.Verbal communication:

The method of communication in which a message is communicated verbally. It happens when people connect with one another by speaking, singing, or writing words that express or send a message. According to Bovee et al., "verbal communication is the expression of information through language, which is constituted of words and grammar." (1995, p. 45).

There are also two sorts of verbal communication:

1.2.1.1. Oral communication:

"Oral communication takes place among the individuals in an appropriate way, when they are located at a distance." It occurs by word of mouth, spoken words, or information that is shared or exchanged between two people.

1.2.1.2. Written communication:

"The Oxford English Dictionary defines the word "written" as a written term or sign that refers to the languages employed in any medium; i.e. it can be spoken or written in any of a number of different languages, including Arabic, English, French, German, Spanish... etc and different media such as: newspapers, handwriting, letters, books... "

1.2.2. Nonverbal communication

Nonverbal communication is the use of body language to convey information to others. NVC could be used both intentionally and unintentionally. For example, we might smile unintentionally when we hear a pleasing or enjoyable idea.

Non-verbal communication is the exchange of information between two or more people through different cues that are illustrated in the following figure:

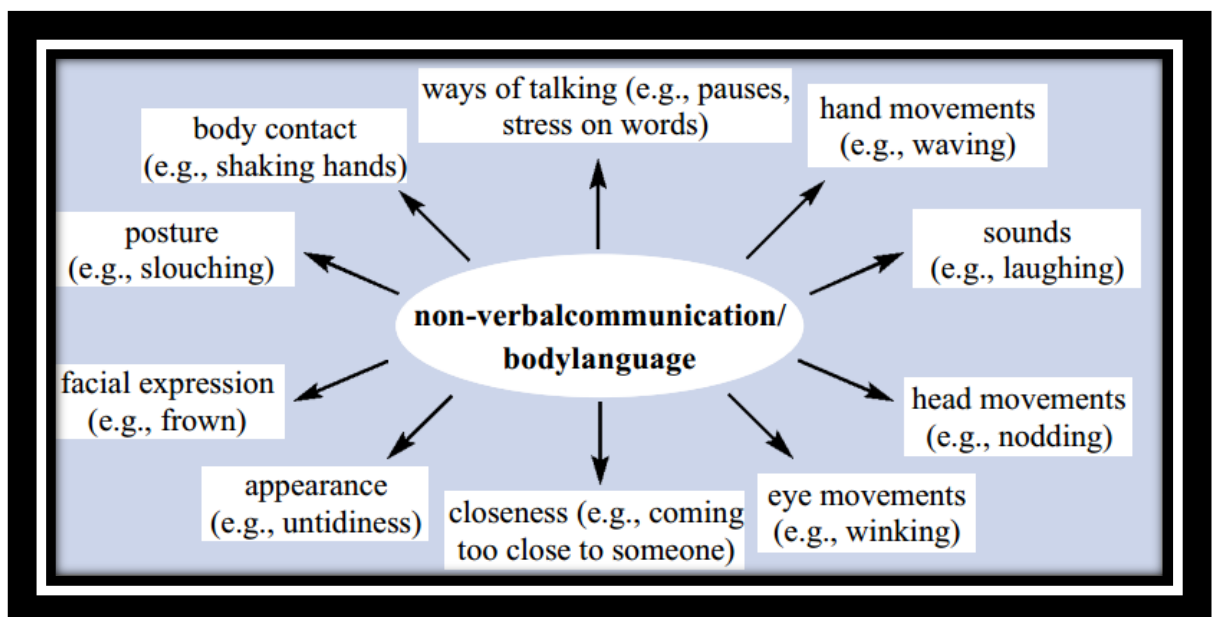
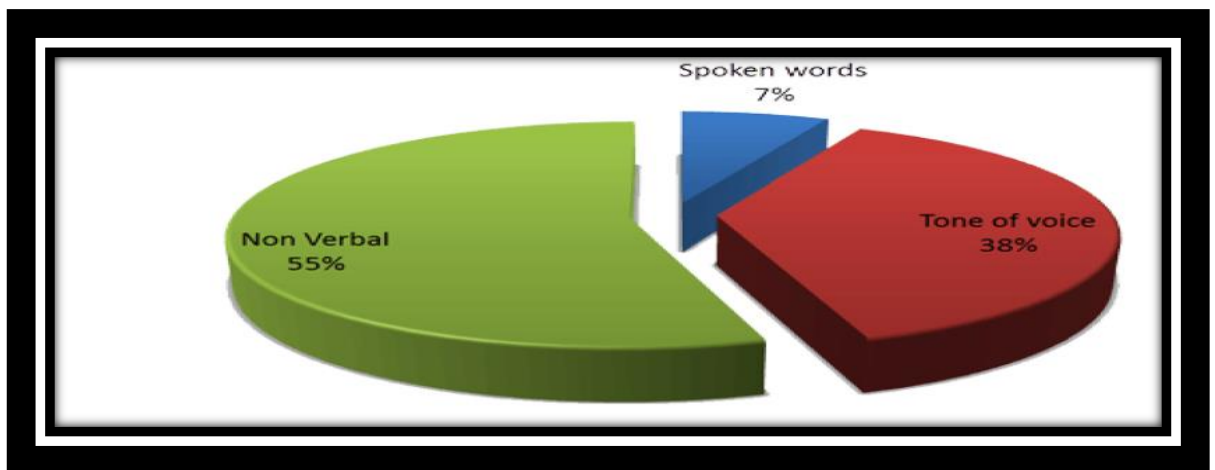


Figure1.3 A Non-Verbal Communication/Body Language Cues

"Mehrabian (1972) explains how messages are conveyed and how the meaning of a message is communicated. He says that each message that a human produces can only have 7% of the words and 38% of the tone (voice), and 55% represents human body language. In particular, he found the verbal component of a face-to-face conversation is less than 35 per-cents and that over 65 per cent of communication is done non-verbally." (Nalini Ambady and Robert Rosenthal, 2002).

**graph1.1 non verbal communication**

1.3. History of non verbal communication

Nonverbal communication has been studied and theorized since ancient times and with the publication of "the experiment of the Emotions in Man and Animals by Charles Darwin." The history of NVC has been documented in many locations. "According to Knapp (2006), interest in nonverbal communication dates back to Confucius circa 500 BCE, with the first prescriptive theses on how to be persuasive nonverbally originating in Greece and Sicily. Knapp emphasizes the relevance of Aristotle and his five "canons"

of speaking, with nonverbal communication having an especially crucial role in delivery, one that can sometimes outweigh what a speaker says."

"Because non-verbal communication is studied in so many domains, scholars are often only aware of the trajectory of scholarship in their own field." Manusov (2015) claims that the depth and diversity of today's nonverbal communication study environment is the result of multiple histories, or "heritages," as she calls them. Manusov claims that each of these traditions has a legacy: they have led us down specific scholarly pathways, and they may be the basis of some of our field's most vehement debates. For example, the early Western (Greek and Roman) emphasis on morality, which emphasized nonverbal cues as part of the canon of delivery and was led by Plato, Cicero, Aristotle, and others, was the origin of a rhetorical heritage that led to contemporary work on nonverbal cues as a means of persuasion and their interplay with language. Birdwhistell, Hall, and their colleagues left a linguistic legacy, which may today be seen in work on the assessment of particular codes or constructs, such as the Facial Action Coding System (FACS). (Akman& Rosenberg, 1997). The sociological heritage, as exemplified by Coffman and Scheflen's work, is realized in current scholarship on the structure and implications of nonverbal behaviour. Whereas, the psychological heritage, as exemplified by Rosenthal and others can be seen underpinning research on nonverbal cue processing as well as work on individual and group differences. It also had at its core an attempt to comprehend the persuasion processes that can drive individuals to do things they would not expect. This is a research legacy of the twentieth-century wars. Finally, scholarship that emphasizes learning on the one hand and biology on the other reflects the cultural and ethological heritage. According to Manusov (2016), this wide of legacies commits our discipline to a variety of perspectives and breadth of discovery."

1. 4.Theories about nonverbal communication

Nonverbal communication research has lacked the theoretical underpinnings of other fields of study. In some cases, theories derived from other areas are sometimes used in nonverbal environments. For example, in social psychology, attribution theories describe how people attribute qualities like causation and responsibility to behaviour, and these notions have been used to explain and predict how people interpret nonverbal signals from themselves and others. Couples in intimate relationships regularly assign reasons for their partners'(e.g., using specific facial expressions or voice tones); with their relationship satisfaction determining how positively or negatively they perceive those behaviours.

Attachment theory, a developmental explanation for how secure, avoidant, or ambivalent are with others, has been extended to the nonverbal context. One of the most important is the necessity of solid attachment in people's ability to identify vocal tone appropriately. However, there are a few notable exceptions to theories designed exclusively for the nonverbal domain, and they focus on ideas of deception and, more specifically, the manner in which people adapt nonverbally to one another in their interactions. Furthermore, existing large-scale concepts are based on knowledge of nonverbal communication. Semiotics, often known as sign theory, is the study of how people use signals to establish or agree on action meanings. Semioticians, whose roots are in literary analysis, prefer to focus on the nonverbal system's fewer behavioural cues, such as how objects and circumstantial gain meaning. Semioticians are fascinated by people's deep meaning-making in their daily lives as well as the signification we engage in when we give our lives and the events that occur inside them.

1. 5.The role of communication in teaching

Teaching is an important social activity that has a significant impact on a child's learning and overall personality. The teacher is now referred to as a facilitator who assists in all aspects of a child's teaching and learning.

In many aspects of life, communication is crucial. It is an essential part of any culture since it allows people to communicate and comprehend meanings. The term 'communication' comes from the word 'communis,' which means 'to share or make common. It plays a vital role in creating understanding and establishing relationships.

Communication is crucial in all aspects of life, but it is especially critical in the teaching and learning processes. According to studies, education is essentially made up of two components: the teacher's subject knowledge and mastery, and the student's knowledge and mastery of the subject. Knowledge transfer necessitates the ability to communicate.

"Azam and Kingdon (2014) state that teachers have a considerable impact on student accomplishment. Apart from basic information, effective communication is critical in inspiring students, understanding their goals, and understanding their objectives. The issues that they may be experiencing. However, both verbal and nonverbal communications are important. Although great written communications is important, effective verbal communication aids in the development of a successful teacher. The student-teacher interaction serves as a foundation for strong cognitive growth."

Through successful verbal communication, teachers acquire insight into the child's thoughts, ideas, opinion, and issues. While the students learn about the teacher's expectations, knowledge, and talents.

II. Comprehension

1. 6.Definition of comprehension

The ability to comprehend the meaning of a notion or action is known as comprehension. Humans and intelligent systems both have the ability to comprehend abstract thought and reasoning. It is a synonym for understanding; a mental process of comprehension and knowledge assimilation that is subjective in character. It is required to excel in school, at work, and in life.

It's tough to describe what comprehension is. "At its most fundamental level, comprehension refers to the ability to comprehend what has been heard or read." As a result, it is a language action. Understanding is not the same as remembering. It's not about defining terms or repeating sentences when it comes to comprehension. Comprehension is the process of putting sentences, paragraphs, and text choices together to form a cohesive and integrated understanding. The term "integrated" refers to the fact that the reader understands how different portions of the text fit together. The term "coherent" refers to how well a person's entire understanding fits together. There are no missing pieces or portions that aren't making sense."

In 2002, the RAND Corporation's Reading Study Group produced a consensus definition of comprehension. Catherine Snow edited their report, "Reading for Understanding."

Their notion of comprehension is as follows:

"the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (2002, p. xiii).

1. 6. 1.Comprehension strategies:

1.6.1.1. Asking questions

Good readers can ask themselves pertinent questions while they read to aid in the integration of knowledge, the identification of major ideas, and the summarization of material.

1.6.1.2. Making inference

Authors frequently leave cues for readers to "read between the lines," allowing them to make inferences based on the text and their prior knowledge. Rather than depending exclusively on descriptions of events or people, this method asks readers to assess or make inferences from information in a book.

1.6.1.3. Predicting

Predicting is a technique used by good readers to connect their prior knowledge with new information from a text. They may predict what a text will be about based on what they know about the author. The title of a text may elicit memories of comparable texts, helping them to anticipate the substance of the new piece.

1.6.1.4. Summarizing

Summarizing is the ability of a reader to summarize information in a text so as to explain in their own words what the text is about. Summarizing can be an important strategy because it can enable readers to recall text quickly and make them more aware of text organization.

1.6.1.5. Visualizing

According to a study, those who employ 'visualization' when reading are more likely to remember what they have read. This refers to readers' ability to create mental images of a text in order to comprehend processes or events they encounter while reading.

1.7. Definition of miscomprehension

"Miscomprehension is the opposite of comprehension, the least part of comprehending, or even a comprehension-like aspect. M. c Conaughy (1982) said that when a student understands active things passively, we call it a misunderstanding; for instance, a new learner of English may understand the order Stand up! As Stop making noise! That's what may have come to their mind, yet when the teacher uses his hand to make a motion that expresses standing up by lifting his hand up, the student will understand it clearly. Moreover, students may get what the teacher is talking about, but they misunderstand the quality of the verbs. If the teacher is blinking too much, for instance, students will understand his exclamation; when the teacher uses one hand to box the other, students will understand an accident."

1. 8.Relationships between Body Language and Comprehension

Effective teachers use their body language to communicate with learners and make them feel motivated, comprehended and supported. There is strong relation and interaction between teachers and learners in teaching classrooms. Successful teacher's body movement have great role on learner's comprehension, it attract and motivate learners toward the lesson. "Tai (2014) stated that teachers' Body language helps learners to get teachers 'messages effectively and rapidly, it creates a supportive and communicative learning environment in the classroom that leads to learners' engagement and motivation."

III. Body language

1. 9.Definition of body language:

""Body Language" is about how people communicate in many different ways, through words, facial expressions, and body movements." The question is whether all these sources of information can be called language, and what difference it might make if they could or could not be. In other words, it is the use of physical behaviour,

expressions, and mannerisms to communicate non-verbally." Non-verbal behaviour allows people to be at ease, build trust, and connect with others. However, they can also confuse others, generate tension, and even create an uncomfortable environment."

1.9.1. Features of body language

1.9.1.1. Intuitional feature

In the classroom, teachers utilize body language to communicate with their students. Visual body language might help a learner become more interested in studying English. For example, when teaching the word "cry," the teacher can make a teary-eyed expression.

1.9.1.2. Communicative feature

Students must grasp communicative English, which necessitates greater active participation in class. When traditional teaching approaches fail to engage pupils, teachers can use body language to create an engaging setting.

1.9.1.3. Suggestive feature

Students have a strong imagination and can infer a great deal from teachers' body language. For English training, body language has distinct qualities. In English classrooms, a good teacher should be able to use his or her body as a teaching instrument. Body language may become a recognized tool in education in the future.

1.9.2. Body language cues

Body language extends to the use of physical behaviour, expression, and mannerisms to communicate non-verbally. In order to send accurate nonverbal cues; we need to be aware of our emotions and how they influence us.

We select these cues since they are the most essential in the student's academic path; they could put learners at ease, build trust and undermine what teachers are trying to convey. Let's start with:

1.9.2.1. Eye contact:

It shows confidence on the speaker's part. When we make eye contact while speaking, we can understand what the other person is actually saying. Eye contact also helps to:

- Comprehend even the unspoken words.
- Keep interest and attention
- Regulate the conversation.

"Eye contact is far more intimate than words"

Anonymous



Figure1.4: eye contact

1.9.2.2. Voice tone

Tone of voice refers to how our company's personality comes out in our written or spoken phrases. It's not so much about what we say as it is about how we say it and the impression we leave on everyone who reads or hears it.

“According to Albert Mehrabian (1972), the manner we speak affects how others perceive us and respond to what we're saying as well as how we feel. He discovered that

38% of the time, the tone, inflection, and pace of our voices are used to convey our messages.”

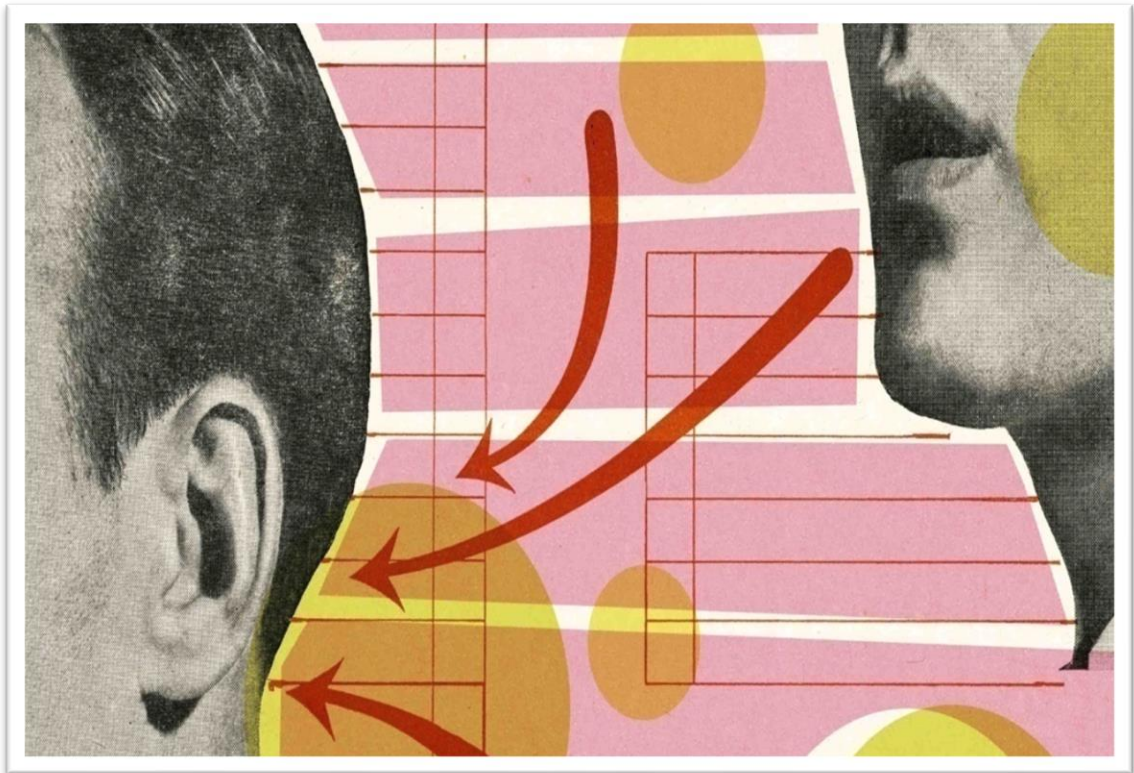


Figure1.5: voice tone

1.9.2.3. Facial expressions

Humans perceive facial expressions as conveying meaning. It's about what is going on in our minds. They show our emotional attitude. Facial expressions should be in sync with our words or actions.

“According to Ekman (1979.1991) there is a set of innate facial expressions which indicate that the individual producing that face is expressing an emotion; for example, brow rising means "I feel surprised."

Facial expressions are for happiness, sadness, anger, surprise. ..As is shown in the next figure:



Figure1.6: facial expression

1.9.2.4. Hands movements

"Hands movements are forms of body language that indicate particular messages in reference to the conversation. Thus, the ability to perform various and skilful tasks using the hand is one of the critical characteristics of the human as the most refined primate discriminating against other mammals." (cartmill, 1974)



Figure 1.7: hands movements

1.9.2.5. Body movement

Communicative skills are built up with the ability communicating with others while we communicate with all their body movements. Body movements, including other gestures, motions, signals, and body reactions, are also of significant importance in affecting the way we communicate.



Figure 1.8: body movement

1.9.2.6. Spatial distance (proximity)

It's the way we communicate with others in terms of position, way, place, and posture is a key clue that compensates for a nonverbal interactive feature." There are two types of doors: open and closed." Closeness can indicate a person's level of trust, position, or openness to others. Its significance in enhancing the skill of « from-afar communication» resides in the fact that determining if such postural proximity is indicative of openness, interest in someone, or a reading-Listening ability, comfort or discomfort, or simply a brief response to a question.

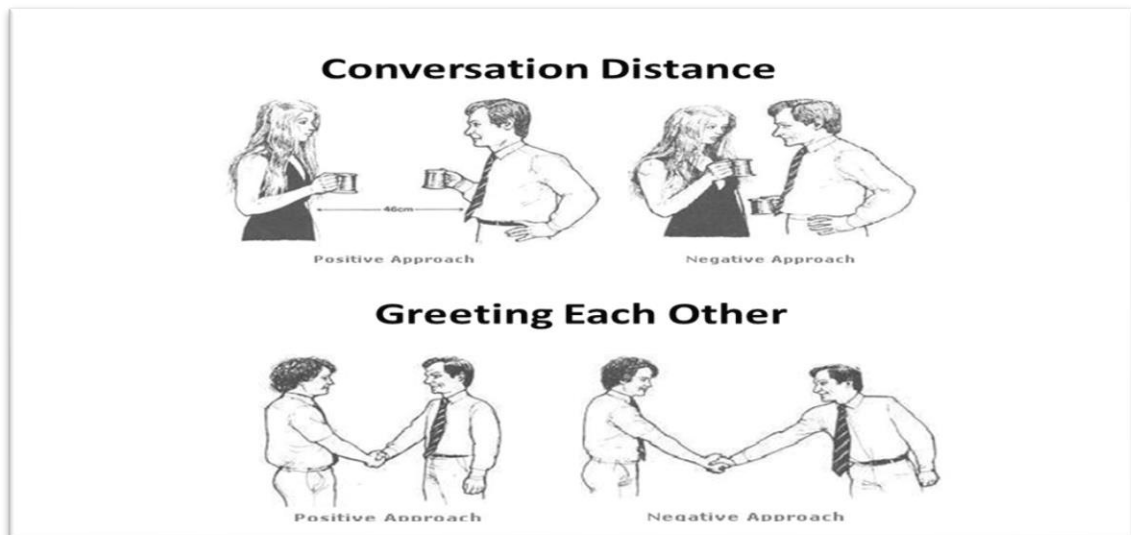


Figure 1.9: spatial distance

1.9.3. The importance of body language in ELT

Body language is an important method for teachers to learn about their students by noticing their body language. In classroom teaching, body language has the ability to motivate, inspire, and engage.

* It can not only give us the confidence that we need to teach, but it can also reassure our students that we actually know what we are talking about.

* Body language increases the effect of sound language.

*Body language has an effect on:

1.9.3.1. Body language and communication:

"Pease (1984), claims that postures, locations, and distances hold communicative activities. According to Kinsbourne and Jordan (2009), body language such as facial emotions, gestures, and head movements play an important role in communicating. In a study of videotaped social encounters, Goodwin (2011) discovered that gestures and intonation can transmit hidden meanings." The impact of body language on our own brand is what makes it so important. Being approachable, attentive, and open to new ideas and recommendations are all signs of positive body language.

Body language is frequently used unconsciously in communication. When the boss is discussing the monthly sales goals and someone in the conference room is yawning or tapping their fingers on the table, they will be perceived as bored and anxious. Improving our posture will give the appearance that we are interested and concentrated on what we are doing. "The use of body language is one method of communication. Body language can transmit messages that are more powerful than words spoken aloud." Our subconscious controls our body language so the receiver can judge us by our actions and predict the difference between what we are thinking and saying.

Effective communication based on both the verbal message and the meanings that are exchanged through non-verbal language. "Communication between teachers and students occurs on several levels, involving the integration of various semantic and semiotic resources, that all contribute to the transmission and reception of signals." Mitra (2014) mentioned that teachers use their body language to describe different objects in the lesson. EFL learners do not rely on teachers' words alone; they interpret difficult words and messages through teachers' gestures and facial expressions. EFL

teachers need to use body language to simplify learners' understanding of messages and to communicate more effectively."

1.9.3.2. Body language and teaching /learning

We have been talking about the significance of body language in social communication. Communication between the teacher and their students is the foundation of interaction. The value of body language in conveying meaning to learners cannot be overstated. Pease (1984) concluded her work with a prediction: "... I predict that its impact [body language] and meaning in human communication will be part of formal education." Pease's prediction has been confirmed; according to Atkinson (2001), research carried out by cognitivists, anthropologists, and educationists showed that body language has a great impact on both learning and teaching; "... there has been research in cognitive science, anthropology, and education showing the importance of both embodied activities ex: gesture, gaze, bodily orientation, textbooks, maps, and patterns in the terrestrial environment in learning and teaching." (p. 151).

1. 10.Conclusion

To conclude, the most crucial aspect is communication. It is important to sharing out our thoughts and feelings to live a fuller and happier life." The more we communicate the less we suffer and the better we feel about everything around." The latter involves more than just words; it is also a combination of body language cues which are important in teaching classrooms. We may communicate effectively our message by using our voice tone, gestures, body movement...Body language and communication play important role in classrooms, they create an impact on the understanding of the learners.

In the next chapter, we will deal with the methodology that we use it to investigate the impact of teacher's body language in enhancing EFL learner's comprehension.

Chapter II: Methodology

2) Introduction

In this research, we intend to discover and investigate the impact of body language in teaching English as a foreign language. This study aims to explore whether or not English teachers use this strategy effectively in their classrooms and if students understand the concepts to be communicated.

Hence, this chapter will shed light on some of the procedures undertaken by this investigation. Starting with research question, hypotheses, and the methodology used to collect data, research design, case study, the sample being under investigation, and we conclude with data collection and data analysis.

2.1. Research questions:

Through our research we will try to answer the following questions:

- 1-What is the role of body language in comprehension?
- 2-Are Algerian teachers aware of body language?

2.2. Hypotheses:

Communication will be effective only when there is a perfect blend of non-verbal means of communication. Hence, we propose that:

- * If teachers employ non-verbal communication as a supportive strategy, learners will have a better understanding.
 - * Using body language is important and effective way in teaching English.
 - * Teachers use body language in different ways and in different classrooms effectively.
- .

2.3. Methodology

"In fact, the choice of the method highly depends on the nature of the subject being examined, "...the suitability of the particular method to their research aims and questions." (Phakiti, 2014, p. 8). Accordingly, a questionnaire and interview are administered as a complementary research tools to discover whether or not teachers aware of body language and if learners understand them."

"Many educational research challenges lend themselves well to descriptive approach. According to Travers (1978) consolidates Gary's definition:"the descriptive method's objectives are to explain the nature of a situation as it exists at the time of the research and to analyse the causes of particular events." (cited in Adanza , 1995).

For this study, we will rely on a quantitative and qualitative method that has been adopted for data collection and analysing non-numerical data. So; we'll use different tools which are: student's questionnaires and interview with five English teachers.

* **Questionnaires:**

- We chose it because it offers a fast, efficient and inexpensive means of gathering large amounts of information from sizeable sample volumes.

* **Interview:**

- Its more flexible approach, it allows us to pose questions to the teachers about body language.

- It focuses on the data we obtained from the questionnaires.

" Teachers of foreign languages are required to participate actively in class, for example to dancing , making vivid gestures as if they were actors, they are no longer supposed to be gentle and cultivated or simply stand resolutely on the platform."

(Guo Xuehua)

For this purpose, we decided to investigate teachers' body language in Algerian schools; we took high school "Ibn Khaldoun" as a sample.

In the case of questionnaires, we use questions according to the different cues of body language and we submit them to first year students at high school at the literature branch in order to collect different responses. We also conducted interviews with several teachers who taught at the same level and in the same school.

We select first year students because they are fresh to learn academically foreign languages and they are interested in the use of body language.

2.4. Research Design

To provide a plan of the study, and achieve correct results, we need research design. That is defined as: " a researcher's framework for selecting market research approaches and techniques." "According to Creswell (2014), research design is the specific procedure used in the research process, which includes data analysis, data collection and report writing."

The purpose of research is to guarantee that the evidence we gather allows us to clearly and rationally address the research challenge.

The current study is conducted with experimental design to answer our research questions and accept or reject the hypotheses.

2.5. Case study

A Case study is considered as an examination of a specific study subject. It is frequently used to condense a large field of research into one or a few easily researched cases.

Yin 1984 defines the case study research method as "an empirical inquiry that investigates a contemporary phenomenon within its real-life contexts, when

the boundaries between phenomena and context are not clearly evident, and in which multiple sources of evidence are used.” Yin, R.K, (1984, p. 23).

2.6. The sample

The case study was designed for EFL learners (first year students at secondary school, Literature Department); since it was difficult to observe all the groups, the participants of this study were selected randomly; the researcher has no supervisory authority over the potential activity. Once the questionnaire was done online, we send it immediately to various groups and association through emails and social media. The whole population are of fifty one (51) students. Unfortunately not all students were cooperative, only 45 of them answered the questions and the rest (6 students) did not participate. we tried to persuade them to participate by highlighting the value of body language in communication and we explained the goal of the study and the importance of doing our research .The idea of questioning participants online was ,in that case , a good way to make them excited to participate and express their thoughts comfortably .

2.7. Data collection

Data collection is an essential part of our present case study research project. "It is the methodological process of gathering information about targeted variables." It's critical to guarantee that our data is complete and gathered legally and ethically during the collection process." The data collection component of research is common to all fields of study, including physical and social science, the humanities and business."

The main purpose of data collection is to:

*Gather information in a systematic manner to ensure accuracy and facilitate data analysis. Because the information acquired is intended to offer content for data analysis, it must be of the highest quality to be useful.

* Collect important evidence, which subsequently leads to data analysis and a convincing answer to the researcher's queries.

2.8. Data analysis

Data analysis is the final step to answer our research question." its technique that typically involves multiple activities such as: gathering, cleaning, and organizing the data with the goal of discovering useful information, informing conclusion, and supporting decision-making."

Data analysis simplifies and improves the accuracy of data analysis. It assists researchers in clearly interpreting data so that they do not overlook anything that could aid them in deriving insights from it.

"The study's construction phase is represented by Data analysis. It can be qualitative or quantitative depending on the collected data. For a successful data analysis, a set of steps are important:

- ✓ The researcher must be familiar with data analysis techniques.
- ✓ Data analysis must be planned ahead of time by the researcher.
- ✓ Understand which methods will help more in answering the research question stated before.
- ✓ Highlighting the collected data.
- ✓ After the analysis, the researcher must recognize how the limitation in the data affects the conclusion."
- ❖ "Quantitative data analysis focuses on statics and statistical techniques that are employed for the description and analysis of information. It includes the use of descriptive statistics that contain frequencies, which refer to numerical data and numbers, percentages, tabulation, and graphic representation, which gives the work more scientific direction."

2.9. Conclusion

This chapter offers the method that we used it in our research in order to inspect the effect of teacher's body language on their student's comprehension.

In the next chapter we will deal with more detailed about the gather data, analyze and discuss the results. We will discuss more deeply student's opinions about the use of body language cues in classrooms (eye contact, , voice tone, hands movements, body movement, touching and proximity).

Chapter III: Results and discussion

3) Introduction

In this chapter, we look into student's perceptions of their teacher's use of body language cues, and how it can be useful tool for improving student's comprehension. Two different strategies have been used to do this: student's questionnaires and teacher's interview. The information acquired by these two different methods is evaluated and reviewed and the findings expressed in variety ways.

3.1. Description and analysis of the questionnaires

3.1.1. Description of the questionnaires:

This survey is about body language use and comprehension ; it aims to understand the mechanism of body to make a clearly understood language without spoken one .

The information was gathered through the internet using an electronique questionnaire .

The interrogation is devided into many sections : the first on obviously is about age and gender (personal data) . The second part is body language at first and then it varies into other sections each one treats a cue from the most important ones in the non verbal communication process .

In the following parts , findings from the survey will be presented and analysed .

3.1.2. Analysis of the Students' Questionnaires

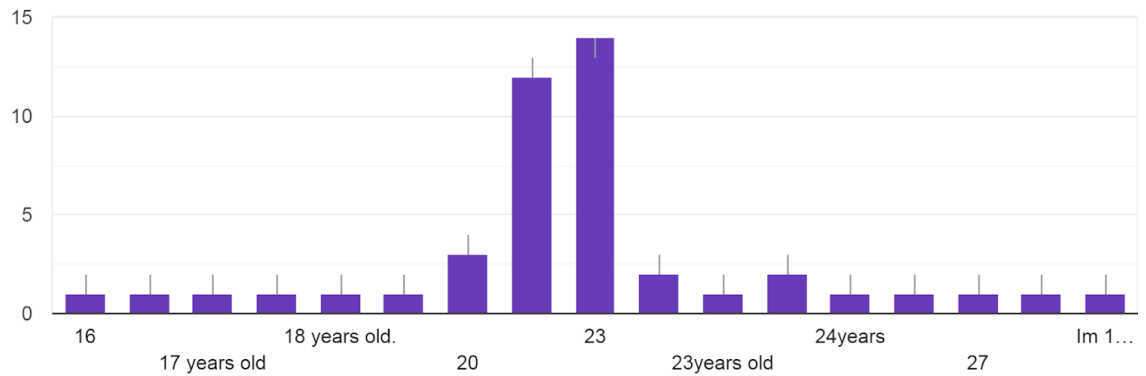
3.1.2.1. Section one: Personal data

The first and second questions were about age and gender as a start:

Question 1: How old are you ?

How old are you ?

45 réponses



graph1.2: Personal information (age).

From this graph, age limitation was between 16 and 27 years old , the age amount differs because the investigation was open and participants who were intrested in the topic answered.

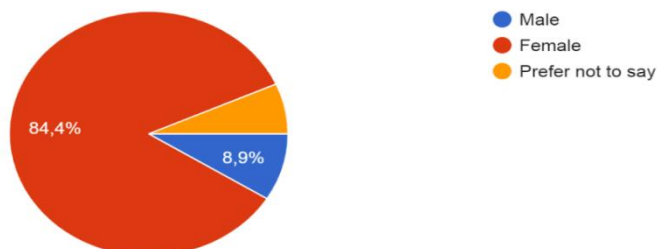
Question 2: What is your gender?

male	female	Prefer not say	Unlimber
4	38	/	45

Table 1.1: Student's gender.

What is your gender

45 réponses



Graph 1.3: Personal information (gender).

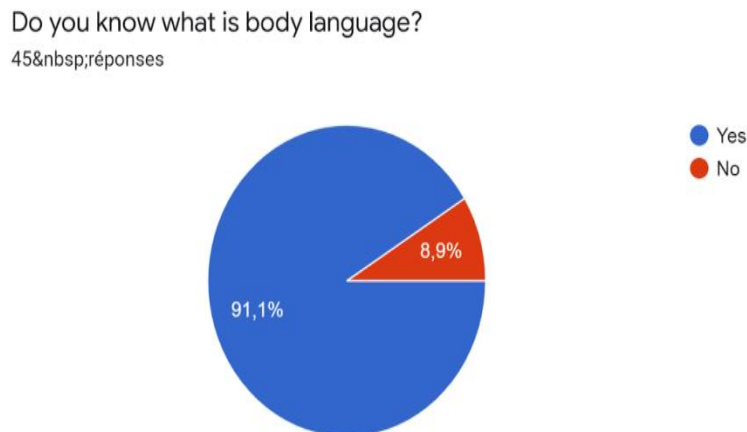
Graph and table show student's gender. From it we deduce, 84, 4% which means 38 of the participants are females, 8, 9% (4) males and the rest preferred to not mention.

3.1.2.2. Section two: About body language

Question1: Do you know what body language is?

options	Number of students	percentage
Yes	41	91.1%
No	4	8.9%

Table 1.2: Student's awareness about the term body language.



Graph 1.4: Student's awareness about the term body language.

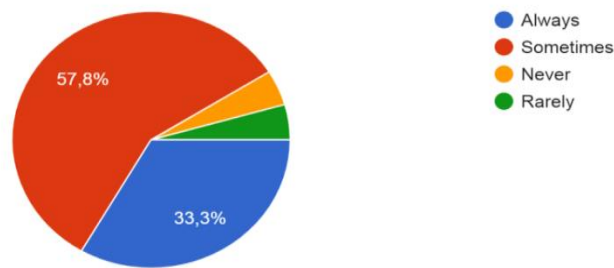
The question was asked mainly to show whether the term « body language » is familiar to them or not. The results indicates that the majority 41 (91.1%) of students are familiar with the concept of body language unlike the rest of them 4 (8.9%) do not have any idea about it, perhaps because it's not used either by them or by the teachers.

Question 2: Does your teacher use body language while explaining the lesson?

Options	Number of students	percentage
Always	15	33.3%
Sometimes	26	57.8%
Never	/	/
Rarely	/	/

Table 1.3: Classification of teacher's use of body language.

Does your teacher use body language while explaining the lesson ?
45 réponses



Graph 1.5: Classification of teacher's use of body language.

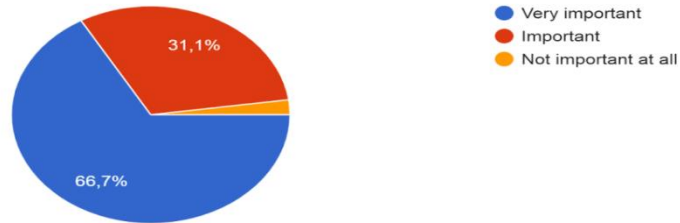
Asking this question is on purpose to know how often body language is used in the classroom. This question was given with multiple choices; it appears that 57, 8% of participants that is around 26, claimed that their teachers sometimes use body language while explaining, while 33, 3% (15) stated that body language is always used during the lectures .

Question 3: To what extend do you think body language is important?

Option	Number of students	percentage
Very important	30	66.7%
important	14	31.1%
Not important at all	/	/

Table 1.4: The importance of body language in teaching communication.

To what extend do you think that body language is important?
45 réponses



Graph 1.6: The importance of body language in teaching communication.

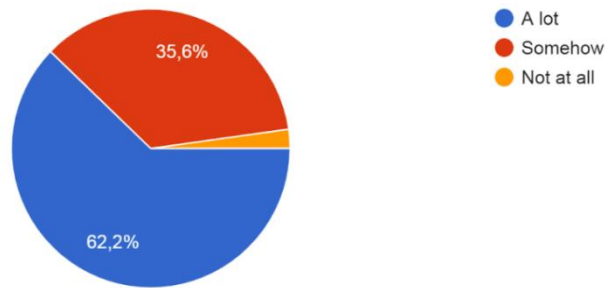
The students were asked to rate how significant they believe body language is in teaching .According to findings from the table, the most of students (30) think that body language is a very important part of teaching and just 14 agree (important).

Question 4: Does your teacher’s body language help you to understand the lesson better?

Options	Number of students	percentage
A lot	28	62.2%
Somehow	16	35.6%
Not at all	/	/

Table1.5: The importance of body language during the lesson.

Does your teacher's body language help you to understand the lesson better?
45 réponses



Graph 1.7: The importance of body language during the lesson.

From the graph and the table the majority of students 62, 2 % or 28 believe that body language aids them in better understanding classes, whereas 35, 3% or 16 believe that it helps them understanding lectures.

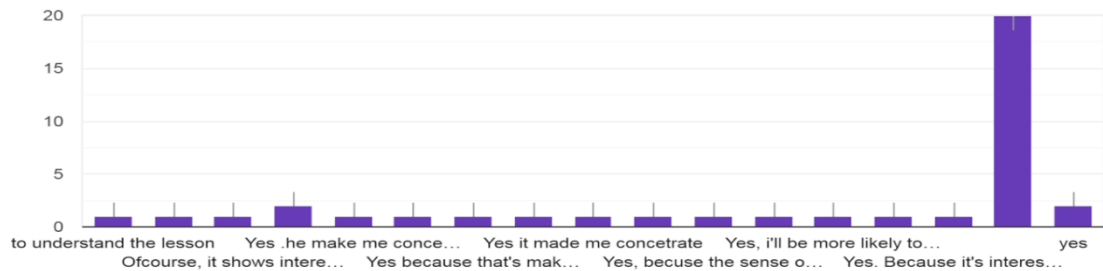
Question 5: Does your teacher get your attention when using body language and why?

This is an open ended question, to allow participants to drop their opinion and to know if body language is helpful to get student's attention, all of them confirmed (yes); and according to their justifications they said:

- ✓ To understand the lesson.
- ✓ Of course, it shows interest and imposes attention.
- ✓ It stimulates concentration.
- ✓ Yes, they do because body language can improve the way to explain more details about the lesson.
- ✓ Yes, I will be more likely to hear what he has to say.
- ✓ Yes, because I find it useful.
- ✓ Body language is something interesting
- ✓ Yes it does, well maybe because brains are programmed to follow the moves and interactions; means something important is about to happen.
- ✓ It prevents me from getting distracted.

✓ Yes, because the sense of sight is the most used in our daily life.

Does your teacher get your attention when using body language? Why?
38 réponses



Graph 1.8: Student’s opinion concerning body language usage and attention.

3.1.2.3. Section three: Cues of body language

3.1.2.3.1. Part one: Eye contacted:

Starting to deal with the most important cue of body language « EYE CONTACT » the following questions are to figure out the effectiveness and strength of eye contact.

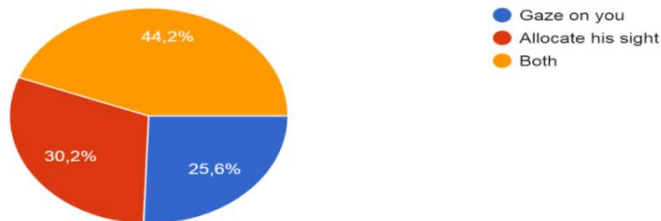
Question 1: Do you like your teacher to:

- a: Gaze on you
- b: Allocate his sight
- c: Both

Options	Number of students	percentage
Gaze on you	11	25.6%
Allocate on you	14	30.2%
Both	20	44.2%

Table1.6: Emotional desire opinion.

Do you like your teacher to :
43 réponses



Graph 1.9: Emotional desire opinion.

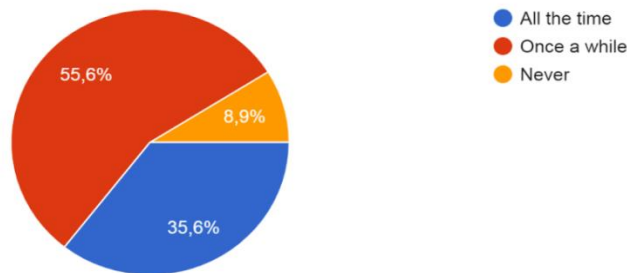
From the graph 1.9; the findings reveal that 44, 2% of students like their teacher to switch between allocating and focused eye contact as needed, we noticed also that 30.2% who said allocating their sight and the rest 25, 6%prefer to gaze on them. It is apparent that the majority of the students like their teachers to maintain as much eye contact as possible because this allows them to concentrate better.

Question 2: Do you like your teacher to make a direct eye contact on you?

Options	Number of students	Percentage
All the time	16	35.6%
Once a while	25	55.6%
Never	4	8.9%

Table 1.7: Student’s desire for the direct eye contact.

Do you like your teacher to make a direct eye contact on you ?
45 réponses



Graph 1.10: Student’s desire for the direct eye contact.

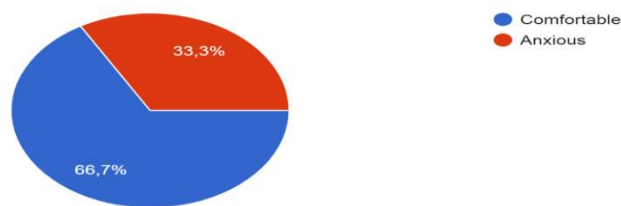
From this graph 1.10; 55,6% of the candidates wants their teacher to make once –in – a- while eye contact during explanation , although 35,6% believe it is better to be utilized all the time ; those who said never 8.9% show their shyness and neglect from previous experiences maybe.

Question 3: While direct looking you feel: a: Anxious b: comfortable

Options	Number of students	Percentage
Comfortable	30	66.7%
Anxious	15	33.3%

Table1.8: Students desired feeling to the direct eye contact.

While direct looking. You feel :
45 réponses



Graph 1.11: Students desired feeling to the direct eye contact.

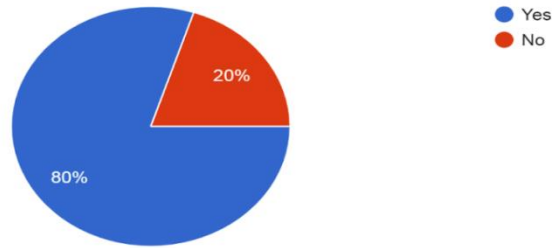
From the table 1.8, it is apparent that the majority of students feel the urge to be in front of their teacher's eye ; 30 feel safe when his eyes are on them , while 15 feel anxious, which could indicate a focus problem .

Question 4: Do you look in the eye of the teacher directly while answering?

Options	Number of students	Percentage
Yes	36	80%
No	9	20%

Table1.9: Student's reaction towards their teacher's eye contact.

Do you look in the eye of the teacher directly while answering?
45 réponses



Graph 1.12: Student's reaction towards their teacher's eye contact.

They represent student's position in classroom while answering the teacher, 80% approximately 36 students said that have directly look and the others (20%) look in different classroom places.

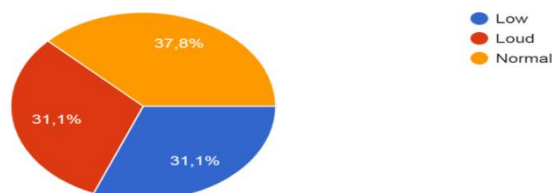
3.1.2.3.2. Part Two: Voice Tone

Question 1: Do you notice any changes in the teacher’s voice while feedback?

Options	Number of students	Percentage
Low	14	31.1%
Loud	14	31.1%
Normal	17	37.8%

Table 1.10: Student's preferable voice tone while explanation.

While feedback, do you notice any changes in the teacher's voice?
45 réponses



Graph 1.13: Student's preferable voice tone while explanation.

The majority of students 17 prefer the teacher’s usual voice tone which may help them concentrate more on explanation. Others, however, enjoy the loud voice (14students), it

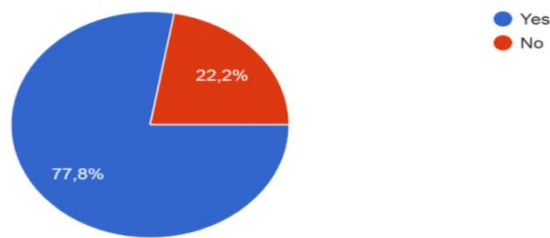
could be due to their classroom position as a compelling factor, and the rest indicated that low voice tone is better since it indicates the proximity of their physical location.

Question 2: Do you understand what is your teacher saying from the voice tone?

Options	Number of students	Percentage
Yes	35	77.8%
No	10	22.2%

Table 1.11: Student's awareness of their teacher's voice tone during explanation.

Do you guess /understand what's your teacher is saying from his/her voice tone ?
45 réponses



Graph 1.14: Student's awareness of their teacher's voice tone during explanation.

From the graph 1.14; 77,8% The candidates can detect their teacher’s voice changes and adjust to what their teachers wish to convey , 22,2% are unable to decipher it , which could lead to variety of comprehension issues .

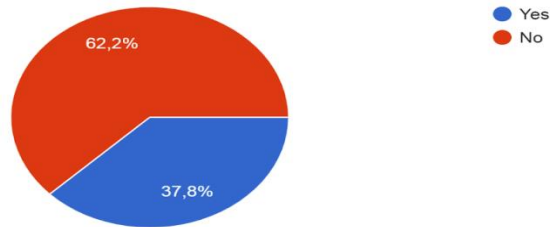
3.1.2.3.3. Part Three: Hands Movements

Question 1: Do you like pointing at you?

Options	Number of students	percentage
Yes	17	37.8%
No	28	62.2%

Table 1.12: Preferable option in hand movement.

Do you like pointing at you?
45 réponses



Graph 1.15: Preferable option in hand movement.

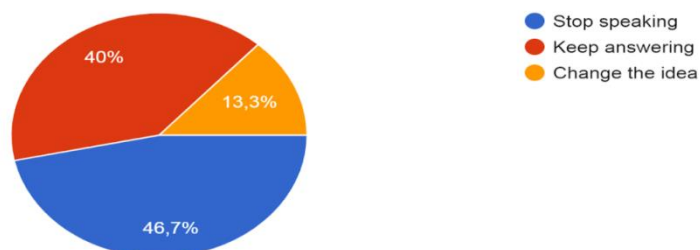
We can plainly see that there is a little difference between students in terms of their preferred option: 62, 2% or approximately 28 answered that their teachers pointing while giving feedback is preferred while 37, 8% said the opposite; this can be illustrated such as answering, asking, or even requesting.

Question 2: While answering, what would you do if the teacher point at you?

Options	Number of students	Percentage
Stoop speaking	21	46.7%
Keep answering	18	40%
Change the idea	6	13.3%

Table1.13: Student's reaction when teacher’s pointing correction.

While answering, what would you do when the teacher point at you?
45 réponses



Graph 1.16: Student's reaction when teacher’s pointing correction.

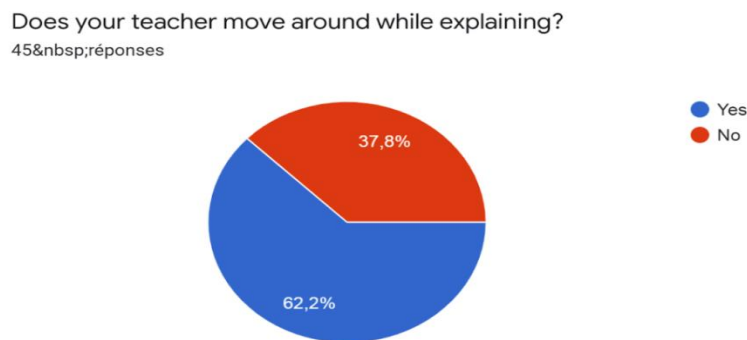
Graph 1.16 shows, 40% of Students said that in case of giving answers they respond to their teacher's pointing as a cue for keep answering. But minor number 13, 3% said that the teachers pointing are a cue for changing the idea. The majority 46, 7% can receive it as a warning cue and they prefer to stop speaking.

3.1.2.3.4. Part four: Body movement

Question 1: Does your teacher move around while explaining?

Options	Number of students	Percentage
Yes	28	62.2%
No	17	37.8%

Table1.14: Students Awareness towards Teachers' Movements.



Graph1.17: Students Awareness towards Teachers' Movements.

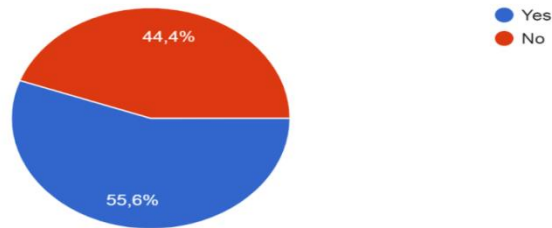
Teachers on this position may develop concentration among students and the anxiety may be decrease. 62, 2% answered that their teachers are using body movement in full time of explanation, and the others 37.8% refused.

Question 2: Do you feel concentrated by the teacher's displacement?

Options	Number of students	Percentage
Yes	25	55.6%
No	20	44.4%

Table1.15: Student's Opinion towards Teachers Displacement.

Do you feel concentrated by the teacher's displacement
45 réponses



Graph 1.18: Student's Opinion towards Teachers Displacement.

The table shows that 25 students said yes for the teacher's replacement; the others (20) refused. Teacher's body movements should be changeable and in order to make learners feel comfortable for better understanding too; it is a preferable cue for the students when they feel satisfied, this is not happening unless that cue is used in a changeable way from time to time.

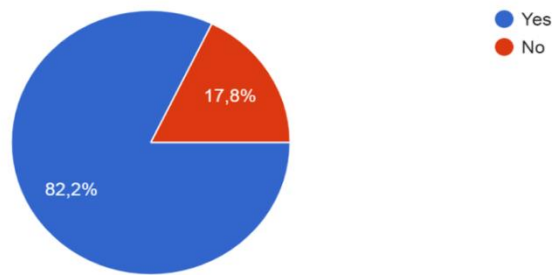
3.1.2.3.5. Part five: Touching

Question 1: Do you prefer your teacher to touch you in order to simplify things?

Options	Numbers of students	Percentage
Yes	37	82.2%
No	8	17.8%

Table 1.16: Students desire option towards their teachers' movements.

Do you prefer your teacher to use hands to simplify things
45 réponses



Graph 1.19: Students desire option towards their teachers' movements.

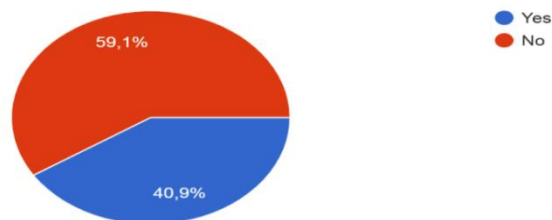
Table 1.16 and graph 1.19 indicate, the majority of students (37) confirmed that it is preferable for them and the rest (8) did not support the idea.

Question 2: Does your teacher pat on your back while explaining?

Options	Number of students	Percentage
Yes	18	40.9%
No	27	59.1%

Table 1.17: Student's opinions towards teacher place while explaining.

Does your teacher pat on your back while explaining?
44 réponses



Graph1.20: Student's opinions towards teacher place while explaining.

According to the participants, 40, 9 % (18) are likely to get patted on the back as a result of exemplifying or explaining answers. However, most students responded

negatively 34.1%, (15) indicating that this type of body language could be related to religious or social restrictions.

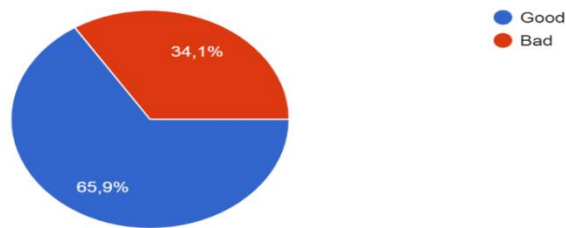
3.1.2.3.6. Part six: Spatial distance:

Question 1: If your teacher gets closer to you, you feel: good / bad

Options	Number of students	Percentage
Good	30	65.9%
Bad	15	34.1%

Table 1.18: Students Feeling Towards Teachers Closeness.

If your teacher gets closer to you, your feeling is :
44 responses



Graph1.21: Students Feeling Towards Teachers Closeness.

According to the graph, the majority of participants 65, 9% said that teacher's proximity is preferable, which might be attributed to their proffered professors and manner of thinking. Whereas 34, 1% do not desire their instructor to be close to them; which could be perceived as a result of their nervousness or other issues that arise as a result of their proximity.

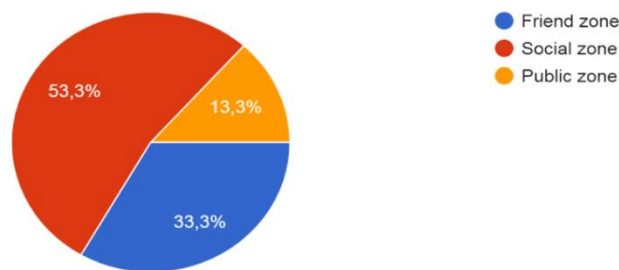
Question 2: What distance zone do you like your teacher to keep with you?

- A- Friend zone
- B- social zone
- C- public zone

Options	Number of students	Percentage
Friend zone	15	33.3%
Social zone	24	53.3%
Public zone	6	13.3%

Table 1.19: Students Countering Their Teacher's Zone Space.

What distance zone do you like your teacher to keep with you
45 réponses



Graph 1.22: Students Countering Their Teacher's Zone Space.

Students are separated into two groups based on their preferences. The first denotes a friend zone 33, 3% approximately 15 students that is more than teaching –learning relationship; while the second denotes a social zone 53, 3% or 24 students. Those who favor the public zone, which may be considered solely for sharing of knowledge, account for 13, 3% (6 students) of the total.

The teacher /learner relationship is influenced by distance because it allows the teacher to manage, guide or even be friend the students. It can also have beneficial impact on students 'perceptions of their teachers, which is an excellent reason to encourage learning in classroom.

3.2. Description of teacher's interview

In order to complete the research process, we decided to support our study with another research tool: We conducted an interview with a group of secondary teachers in Ibn

Khaldoun high school. The researcher had a strong relationship with one of the teacher which made the process flexible and easy keeping in mind that she was a student there in the past.

The interview consists a bunch of questions that has relation in the main topic. They were printed to provide an existing material proving that we are conducting a research.

Permission was requested from the professors and they were informed of the nature of our research and how to work with justification for why we chose them as a sample.

Everyone expressed their pride in seeing one of his students follow the example of success and have reached this position through hard work and perseverance.

The interview was designed for five teachers. Unfortunately, only two teachers accepted the process.

3.2.1. Interview analysis:

3.2.1.1. Script:

Teachers: Mrs. Ayyache (A) and Mrs. Noumeri (B)

Interviewer: How long have you been practicing the teaching profession?

A: I have been teaching for 19 years.

B: 19 years.

Interviewer: In your opinion, is there a good or bad teaching technique? How

A: Yes of course there is.

B: I think the best teaching technique is done through making mistakes, working as a team, learning from experience and integrating technology.

Interviewer: Are you aware of using body language in class? Explain how

A: Yes of course I'm, because of its great importance while teaching.

B: Of course. Eye contact, using gestures, open your arms and smiling.

Interviewer: While explaining, do you make direct eye contact with your students?

A: Yes I do.

B: Yes.

Interviewer: Exemplify the different cues in the classroom?

A: Eye contact, gestures, body movement.

B: Hand gestures, pictures; spell out important words, speak loudly and slowly, repeat words for emphasis, stress certain words.

Interviewer: Do you find that the use of body language is helpful in the lesson delivery? Illustrate

A: Body language is so useful since it allows us to build trust and connections with other, and also motivate.

B: Of course. It helps us to be engaged, motivated, to understand and imagine what the speaker is saying.

3.2.1.2. Discussion

According to Mrs. Ayyache, body language is extremely important to maintain the relationships with her students and keep trust and connection between the teacher and the learner. She linked her answer to her personal experience during the academic path ; she said :” I believe that everything we studied throughout our academic career is completely different from what we acquire ... Skills , habits and even commitments that we had intended to adopt upon graduation , but in reality , gained experience overcome all our tribal gains .“

Mrs. Noumeri confirmed the idea of her colleague and showed her impression of the topic and she emphasized that it is an important and basic topic in education, as she confirmed that it’s difficult to deliver lessons without using any feature of body language. It seems to the learners that the teacher is reading the lesson rather than

explaining it, and this leads to difficulty in understanding and create learning obstacles.

Finally, the teacher stated that it is a wonderful gesture to re-polish her talents and adopt a different and vital method in the classroom in order to raise its level.

3.2.2. Conclusion:

This chapter delves deeper into the collected data in order to examine the impact of teachers 'body language on their learners understanding.

According to the findings, body language has a significant impact on students' comprehension. Furthermore, students who do not recognize body language cues, on the other hand, will find it hard to decode what is said to them. Hence, it causes miscomprehension.

General Conclusion

"Learning foreign language has benefits beyond just learning the language". Foreign language becomes a required language for most learners; it improves student's ability to use English. Students gain the most understanding of grammar and expand their vocabulary in the foreign language classroom. Foreign language learning not only broadens student's worldviews, but also helps them gain a better knowledge of their own cultures.

In our research, we aim to investigate the effect of teacher's body language as a supportive technique on their student's comprehension of the department of literature at the division of first year students secondary school at "Ibn Khaldoun".

Our major goal was to see if teacher's body language may assist EFL students understand better, and if it is a useful strategy to use to get students to fully realize. In addition, our study that tackled significant issue in FL setting was divided into three main chapters: the first chapter which was about communication in general and body language, comprehension in specific. However, the second chapter is devoted to the methodology that we use it to discuss the use of body language. Whereas, the third chapter is highlighted to the practical part, the main focus is to prove our hypothesis by collecting valuable data and analyze them.

"Communication is simply the act of transferring information from one person, place or group to another"; every communication involves at least one sender, a message and receiver. Communication composed into two dimensions: verbal communication (VC) and non-verbal communication (NVC).

According to Deborah Bull, non-verbal communication (.i.e. Body Language) "is very powerful tool, we had body language before we had speech, and apparently 80% of what you understand in a conversation is read through the body, not the words."

Body language affect on student's comprehension ,if teachers use it well as students like ,they will have better understand ,but if body language's teachers misuse it learners will miscomprehend.

This research focuses more the need of body language in teaching classrooms as a powerful tool to open learning environment.

"Allan and Barbara Pease said that why important is how to say and not what you say; indeed the way you express influence the receiver's mind as Albert Mehrabian claimed that words account for only 7% and the rest is expressed nonverbally."

In the present research, we suggest two principle hypotheses: the more teachers employ body language cues correctly and effectively, the better students' comprehension will be. We use two key instruments (student questionnaire and teachers interview) to accomplish this work. We gathered evidences that demonstrate the importance of body language cues in improving kids' understanding. The results of the survey clearly showed that; correct eye contact and all body movements have a significant impact on students' awareness can successfully get communications from their teachers. Also teacher's interview confirmed the awareness of teachers around the use of body language in classroom teaching. So, the facts backed up our main hypotheses.

We concluded that there is a strong link between students' grasp of the issue and their professors' correct use of body language signals as a supportive method throughout the study's duration. furthermore, our findings show that English teachers are aware of using body language in their classes.

Overall, this dissertation illuminated the critical significance of body language in the success or failure of English teaching. The right use of body language can be extremely beneficial in motivating students to learn.

Pedagogical implications and recommendations

It's based on our research finding .This study offers some pedagogical implications for language teachers as well as for learners:

Recommendations for teachers

Suggestions will be depending on teacher's problems, they often face problems while they are in classrooms (explaining the lesson or correcting student's mistakes). Here, we provide some pedagogical recommendations that may help teachers:

*"Our hands are our trust indicators"; this means that when students cannot see teacher's hands, they have trouble trusting. So, in classrooms teaching teacher's hands must be visible, in order to students understand the concept better and will not face difficulties, they develop their comprehension strategies.

*We recommend teachers to have an overall vision in the class where they have to see all the students' .i.e. not concentrating on the front and neglecting the others.

*Teachers have to move around the whole class not focus on few students .i.e. if they move around all the students, they will make all of them follow ,but if they concentrate just on the active students, the other will lose interaction and increase students boredom, where the teachers face problem to get students engagement in classroom .

*Teachers need to raise their voice especially in large classes to make all students listen and pay attention to them.

*Teachers should adopt a positive attitude by fostering a conducive and relaxing environment.

*Finally, Teachers must selecting appropriate body language cues that are acceptable for occasion in order to elicit unique interest from students.

Recommendations for learners

*Learners should be aware that their comprehension is dependent on their teacher's body language. So; they are obliged to pay attention to it.

*Learners have to follow each cue and estimate what their teachers are trying to say mentally in order to remember the concept quickly.

* Promoting student's comprehension should not slowly be centred on teacher's body language, as this is only a method for students to intelligently acquire what they need to know.

Limitation of the study

This study aims to discover some body language cues that are used to enhance student's comprehension. From our research we tried to collect data about body language cues that can be used in teaching as supportive technique, we submit different questionnaires to first year students secondary school (literature department). This study focus on the impact of body language cues on student's comprehension. Through student's questionnaires and teacher's interview, we guess that it would be better to conduct different researches, which can describe and analyse other body language cues that can be used by teachers and students.

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Appendices

Appendix 1: student's questionnaires

Dear participants, you are kindly requested to answer the questions below .Your answers are very important for the validity of our research, we will highly appreciate your responses.

Section one: personal data

Question 1: How old are you?

Question 2: What is your gender? Male Female

Section two: About body language

Question1: Do you know what body language is?

Yes No

Question 2: Does your teacher use body language while explaining the lesson?

Always Never Sometimes Rarely

Question 3: To what extend do you think body language is important?

Very important Important Not important at all

Question 4: Does your teacher's body language help you to understand the lesson better?

A lot Somehow Not at all

Question 5: Does your teacher get your attention when using body language and why?

Yes No

Section three: About body language cues

Part one: Eye contact

Question 1: Do you like your teacher to?

- a- Gaze on you
- b- Allocate his sight
- c- Both

Question 2: Do you like your teacher to make a direct eye contact on you:

- a) All the time
- b) Once a while
- c) Never

Question 3: When the teacher is directly looking at you, you feel:

- a) Comfortable
- b) anxious

Why

.....

Question 4: Do you look in the eye of the teacher directly while answering?

- a) Yes
- b) No

Part two: Voice tone

Question 1: Do you notice any changes in the teacher's voice while feedback?

- Low
- Loud
- Normal

Question 2: Do you understand what your teacher is saying from his voice tone?

- Yes
- No

Part three: Hands movements

Question 1: Do you like pointing at you?

- Yes
- No

Question 2: While answering, what would you do if the teacher point at you?

A- Stop speaking

B- Keep answering

C- Change the idea

Part four: Body movement

Question 1: Does your teacher move around while explaining?

Yes

NO

Question 2: Do you feel concentrated by the teacher's displacement?

Yes

No

Part five: Touching

Question 1: Do you like your teacher to touch you in order to simplify things?

Yes

No

Question 2: Does your teacher pat on your back while explaining?

Yes

No

Part six: Spatial distance

Question 1: If your teacher gets closer to you; your feeling about it will be :

a- Good

Bad

Question 2: What distance zone do you like your teacher to keep with you?

a- Friend zone

b- Social zone

c- Public zone

Appendix II: teacher's interview

We are second year master students from foreign languages department specialized in "Language and Communication". We are investigating the effect of body language to enhance the understanding of learners of English as a foreign language. In order to accomplish our research, we designed an interview dedicated to five high school English teachers as our studies required.

The main question is «Are Algerian teachers aware of body language? »

After an adequate introduction, we made a short interview asking few questions to fulfill the needs of our topic.

A: How long have you been practicing the teaching profession?

B:

A: In your opinion, is there a good or bad teaching technique? How

B:

A: Are you aware of using body language in class? Explain how

B:

A: While explaining, do you make direct eye contact with your students?

B:

A: Exemplify the different cues you use in the classroom?

B:

A: Do you find that the use of body language is helpful in the lesson delivery? Illustrate

B: