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**Faculty of Letters and Languages**

**Department of English**

# **Investigating the Use of Body Language to Enhance Teacher-Student Interaction in EFL Classroom Discourse**

**Case study: Master One English Students at Abbes Laghrou University**

**A dissertation submitted in partial fulfillment of the requirements for the degree  
of Master in Language and Culture**

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## **Dedication**

**We are dedicating these few words to all people who's been there for us during our journey in writing this piece of paper as well as our college journey.**

**CHAÏMA**

**To Mum the closest person to my heart:**

**If you ever read this, I do not have words to express what I feel in this important moment of my life, but you have been there for me in every down I fall in my whole life, you helped me, you believed in me, you gave me the strength to fight for it, for my dreams, for our dreams. I appreciate this, I do mummy, I love you to eternity.**

**To Lou my baby cat:**

**I know you do not understand either English or Arabic, but I am writing this to you anyway. You stayed up all night with me when I have to, and this person didn't do for me. So, it's a big THANK YOU to you dear.**

**To all my friends whose been there for me:**

**Abir, bestie, bestie I am not going to say much because you already know what's inside my heart. You are precious to me as a rare piece of jewelry. Thanks, pumpkin for all that you did for me and for what you will do in the future. May all your wishes be true, I hope the best for you dear.**

**Imou, well, well, well a sister from another mother. If you asked me in the first of this year about you being my friend and close this much, I would never believe any of this. Thanks for being part of my life, a friend that I didn't expect. I am really happy to have you.**

**Melene, Melene. What a year we had together, working with you was amazing, unbelievable, I am really happy that they decide to work in pairs. You've been such a great friend I had. Thanks for everything.**

**And the best to the last, to the last in the pack, my apologies I cannot write down your name, it's for the great of the good. I hope you know these words are for you. Mr X, I cannot thank you enough for all the help you gave me through the couple last of years,**

**but you have my word I'll make you proud of me. It was my pleasure knowing you, if time goes back millions of times, I would never change the fact that I will keep reaching out to you to have this great friendship. Thank you.**

**RAYANE**

**I dedicate this work to:**

**My dear father, Mr Djebaili Belkacem. May your soul rest in peace. You were a solid pillar for me and my career. Thank you for your unwavering love and support.**

**To my mother, Mrs. Nssighaoui Nadia, this work is a token of my infinite gratitude for your invaluable help and understanding throughout the years. I love you, Mom.**

**To my dear sisters, Hadjer and Kaouthar, may God protect and bless them. I wish them abundant success and unending joy.**

**To my dear brothers, Mohamed and Reda, I wish you a life filled with happiness and fulfillment.**

**And to my dear friends, Sasia, Imen, and Chaima, whom I hold dear, I wish you all a bright and prosperous future filled with joy.**

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## **List of Abbreviations**

- **BL: Body Language**
- **3V: verbal, nonverbal, para verbal**
- **CNS: Central Nervous System**
- **SC: spinal cord**
- **NS: nervous system**

## **Abstract**

This study investigates the use of body language in enhancing student-teacher interaction in EFL classroom discourse. Our research method was a methodological triangulation, we mixed both qualitative and quantitative approaches, as well as, by using a descriptive design. Our research method includes ten classroom observations, interview that was carried out with twelve teachers in two forms (face to face interview, and virtual interview), and a questionnaires that was distributed for sixty-two students in a written copies form. The results of our survey suggest that body language plays a crucial role in enhancing the interaction between teachers and their students, as a result, the use of body language improves students engagement and teachers' effectiveness. The teachers' physical presence affects the learning-teaching process by facilitating the latter and making it more developed and vivid, such as teachers who used dynamic body language were able to create a lively and stimulating learning environment, which led to increased student participation and better academic performance. In addition, it helps in making better communication types for the majority of the students. Implications of this study's results recommend giving teachers special training programs that include instructions on the best way of using body language a in classroom context, which will be helpful for their next years' work, example for that, maintaining eye contact, appropriate hand gestures, and conveying positive emotions through facial expressions.

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## **General Introduction**

One of the most important daily activities of humans is communicating, which is simply the act of transferring information and messages from one person to another, it was defined by DeVito(1986, p. 61) as the Latin word “Communis” which means to make known or to share. It is a meaningful exchange of information between two or a group of people. For Hauser (1996) is a representative, small, sample of ideas about communication from a wide range of disciplines.

We have two main communicative techniques, whether it be verbal or non-verbal. The first one is the useful communicative technique that is used a lot, while the speaker here uses linguistics behavior means that the messages and information are exchanged by using words and grammar. It has two types: written and oral communication. According to Bovee et al "verbal communication is the expression of information through language which is composed of words and Grammar."(1995, p.45). But research has shown that the effective communication process is not based only on the verbal message but also on the meaning that is exchanged through non-verbal communication, while the speaker uses non-linguistic behavior means exchanging messages and information without using linguistic aspects (words and grammar). Where the movements and behaviors of the body are used instead of words to express or convey information.

Nonverbal Communication has a main role in our daily conversations because it's a form of communication that can support what we are verbally saying. Body language is a form of nonverbal communication that includes facial expressions, gestures, posture, eye contact...etc. It is an essential aspect of human interaction, and it can convey information and emotions that may not be expressed through spoken language. The study of body language is an interesting field, and researchers have explored its role in various settings such as in teaching and learning fields because of its main impact in making the teaching process successful.

### **1. Background of the Study**

Verbal communication is an essential activity that we all need in our daily life to communicate with social life, by using language while using linguistics behavior that includes words, grammar rules...etc. And also using non-linguistic behavior that cannot be neglected in the communication process, including gestures, facial expressions...etc. Because verbal communication goes hand in hand with nonverbal communication, according to Arndt and Janney (1987, p.92). The idea that there are clear boundaries between verbal and nonverbal

communication and this is possible to distinguish sharply between linguistic and nonlinguistic features of conversational events is rooted more in our own logical and methodological assumptions than in the psychological realities of face-to-face communication.

While communicating we do not use only verbal behavior but also nonverbal one, because the speaker here expresses his inner thoughts and ideas with words and expressions like hand movements, gestures...etc. The American psychologist Albert Marhabain said people get 55% of their information from expression. Nonverbal communication which is named body language is considered a powerful tool to convey messages, emotions, personal attitudes, and intentions. Body language is defined by DeVito and Hecht (1990, p.4) as "all of the messages other than words that people exchange." According to Andersen, it is defined as "all communication other than language "(Andersen, 1999, p.2). Non-linguistic behavior has an important role in several fields because it is used in the majority of different domains due to its importance and significance.

This study discovered that studies have established that the body has a language known as body language; language may be evaluated and interpreted using machine learning (ML). Because illnesses cause distinct and distinct symptoms in the body, body language will be altered and will have unique characteristics associated with a certain condition. They observed that it is feasible to specialize the characteristics and language alterations of each illness in the body as a result of this research. As a result, they assessed that body language can comprehend and identify illnesses such as pandemic and epidemic diseases, among others.

With the continual modification of teaching techniques in English instruction, body language as a type of nonverbal language plays a very important role in the interaction between students and teachers. It not only can more accurately and effectively express the intention of the speaker, stimulate teaching instruction, stimulate students' interest, optimize the purpose of English teaching, and enhance teaching effectiveness, but it can also help improve students' listening, speaking, reading, and so on.

This article by Yuayuan Tai surveyed many types of body language and their features, significance, and so on, using a literature research induction, and summarization. This study intends to assist English instructors in understanding the use of body language in teaching and to encourage them to experiment with body language. The study concludes that English teachers in new times should use body language properly in their class teaching and bring its function in language teaching into full play to achieve the best teaching effects. Nonverbal communication appears to have a crucial part in second language communicative competence,

according to research, but little emphasis has been paid to actual teaching strategies that would assist English language teachers in incorporating this key aspect into their classes.

The article by Tammy S. Gregersen begins by looking at the importance of the nonverbal communication process. It studied the interplay of body language, notably gesture, facial expression, and gaze behavior, among interlocutors, with a focus on the second language learner and the challenges that might arise while interacting between cultures. Following that, particular exercises that combine the visual and aural channels through film, drama and role play, and interviews are provided to spark instructors' creativity in developing their classroom activities to increase achievement. She concluded that specific activities that combine the visual and auditory channels through video, drama, role play, and interviews are shared to stimulate teachers' creativity in developing their classroom activities to raise students' awareness of how to encode and decode visual and auditory cues in communicative exchanges.

## **2. Statement of the Problem**

In students' daily life routines, they are exposed to intimate body cues that they face out and inside the campus. These cues may help them in one way or another to communicate and understand people around them. Also, it gives students more confidence in their actions and words because body language is an essential aspect of teaching English as a foreign language. It can help teachers to engage learners, convey meanings, and facilitate effective communication.

Meanwhile, in our reality, students may not be that exposed to body language, especially in their classrooms. This issue could be from the students' or teachers' side. So, this matter affects the learner's ability to capture their courses effectively, which will directly affect their enhancing ability and later students' achievements.

## **3. Aim of the Study**

The present study aims to investigate the use of body language in EFL classroom discourse and its impact and importance on the learning and teaching process. Also, we will analyze the teacher's body language during lecturing which means that we will clarify and explain the impact of nonverbal communication in student-teacher interaction.

## **4. Research Questions**

This study aims to answer the following Questions:

1. How can body language enhance teaching EFL?
2. What is the importance of nonverbal communication in classroom discourse?
3. Does body language affect classroom interaction?
4. What are the impacts of body language on student-teacher interaction?

## **5. Research Objectives**

- The investigation of the effectiveness of body language in enhancing teaching EFL.
- The importance of nonverbal communication in classroom discourse.
- The examination of the effect of body language in classroom interaction.
- The study of the impact of body language in student-teacher interaction.

## **6. Research Methodology**

### **6.1. Methodology**

We have reached the stage of methodological triangulation in our dissertation. This involves blending the quantitative and qualitative approaches. Additionally, we are utilizing several data tools, also known as data triangulation, to enhance and gather data and ensure the accuracy of the results.

### **6.2. Data Gathering Tools**

We adopted the triangulation data tool method, which is: First, analytical observation to conduct classroom observation in several modules. We are up to observing the physical presence of teachers in EFL classroom discourse. Second, an interview that was addressed to lecturers, interviewing them about body language and its role. Third, a questionnaire was addressed to master one student of the English Department, Abbas Laghrour, Khenchela's University.

## **7. Significance of the Study**

This study is so important because it will help the teachers and the learners to acknowledge the importance of body language in classroom discourse. Also, knowing the effective use of body language in EFL teaching can help to engage lessons and facilitate effective communication between teachers and students and the interaction between both.

## **8. Research Structure**

Our research design has been divided into two chapters. The first chapter, which is the theoretical part, that includes as well two sections. In the first one, our focus is body language (what is body language). Then, body language cues and their definitions: voice tone, facial expression, eye contact, hand gestures...etc. Also, how can you transmit a message by using nonverbal cues? The second one we focus on the relationship between body language and teaching EFL, through discussing its effects in helping the learner to avoid misunderstandings and its role in enhancing teaching a foreign language. In addition, the impact of nonverbal communication on student-teacher interaction.

The second chapter which is the practical part of the research, is about the methodology had been used (methodological triangulation). As well as, the data gathering tools (analytical observation, interview, and questionnaire), the analysis of the data gathered from each used tool, and the discussion of the result obtained.



# **CHAPTER ONE:**

## **AN OVERVIEW: BODY LANGUAGE**

**Section One: Body Language****Introduction**

Our dissertation highlights the significance and importance of nonverbal cues in EFL teaching. Hence, it is our priority to signify the importance of nonverbal communication in a classroom context. We choose, firstly, to present some knowledge that is necessary to understand the subject matter. Before digging deeper into the second phase which is representing the relation between body language usage in EFL classrooms and the student-teacher interaction which is coming in the second hand of this chapter.

In this part of chapter one, we will define and provide some definitions of the term body language and related ones. Also, we will discover the main or major elements of body language, and speak in depth about the elements we are interested in. In addition, we will discover how the messages are transmitted through body language.

**1. Definition of Body Language**

"Speech is great, but silence is greater" (Kulkarni, 2008). Nonverbal communication has different definitions by different researchers.

Body Language is the process of communicating what you are feeling or thinking by the way you place and move your body rather than words (Hornby, 2006). It is shown that body language is the way how human expresses their inner thoughts and emotions without using vocabulary.

For Furnham, A et al (2010), Body language is communication without words. It is anything someone does to which someone else assigns meaning. Not all of the "signals" a person sends are intentional and often they are not chosen or misinterpreted.

Tai defines body language as a term for various forms of communication using body movements or gestures instead of sounds, verbal language, or other ways of communication. Tai (2014, p. 1205).

Cambridge Dictionary defined body language as the use of physical movements and gestures to convey meanings and emotions.

**2. Elements of Body Language**

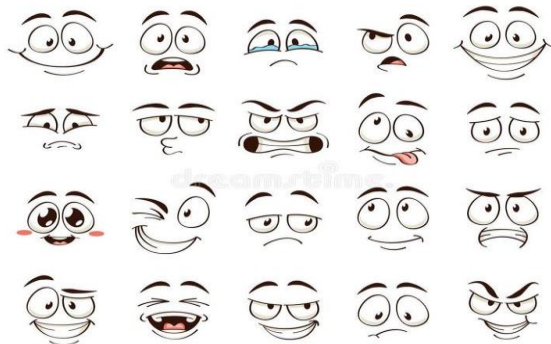
In our dissertation, we are aiming to help the readers to be knowledgeable about body language, and its essential used cues by them, to understand better what each individual means by his/her attitudes in the daily situations they pass through.

Body language has several cues that are used by people to express their different thoughts and emotions. These cues are produced via actions and reactions among a group of people, it could be when arguing with a friend or maybe in a makeup store buying some products, or even in the classroom when your teacher is explaining the courses to you. Human life is full of actions and reactions that help them to understand each other, especially if one can read the second person's body language. It will be easier to avoid misunderstandings between people and understand their deep intentions.

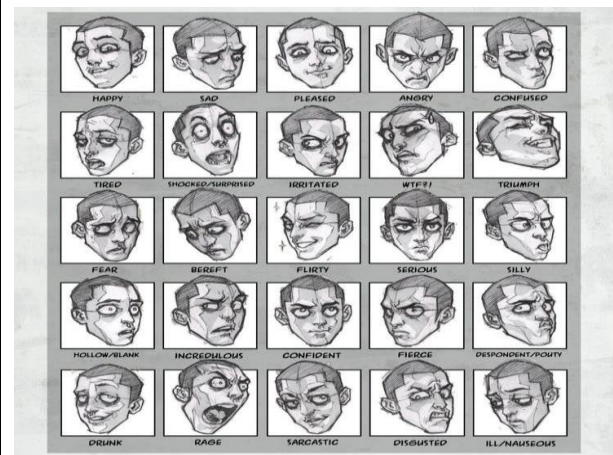
From the most known cues of body language body movements, facial expressions, gestures, postures, eye contact, voice tone...etc.

The table below presents some pictures of body language:

**Figure 1: Picture (1): describes a set of different facial expressions that humans can make by Olga Kurbatova on Dreamstime**



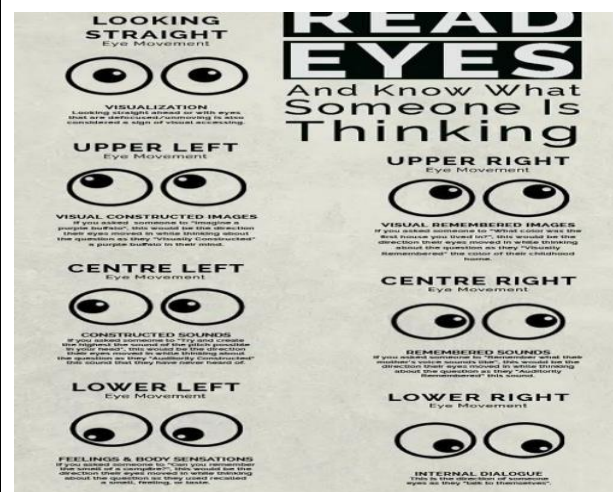
**Figure 2: Picture (2): shows the most essential 25 facial expressions by Nancy Lorenz (2007).**



**Figure 3: Picture (3) reveals the hand gestures and their meanings in body language by Damai Mikaz.**



**Figure 4: Picture (4): represents humans' eye movements from The Minds Journals.**



## 2.1 Body Movements or Kinesics

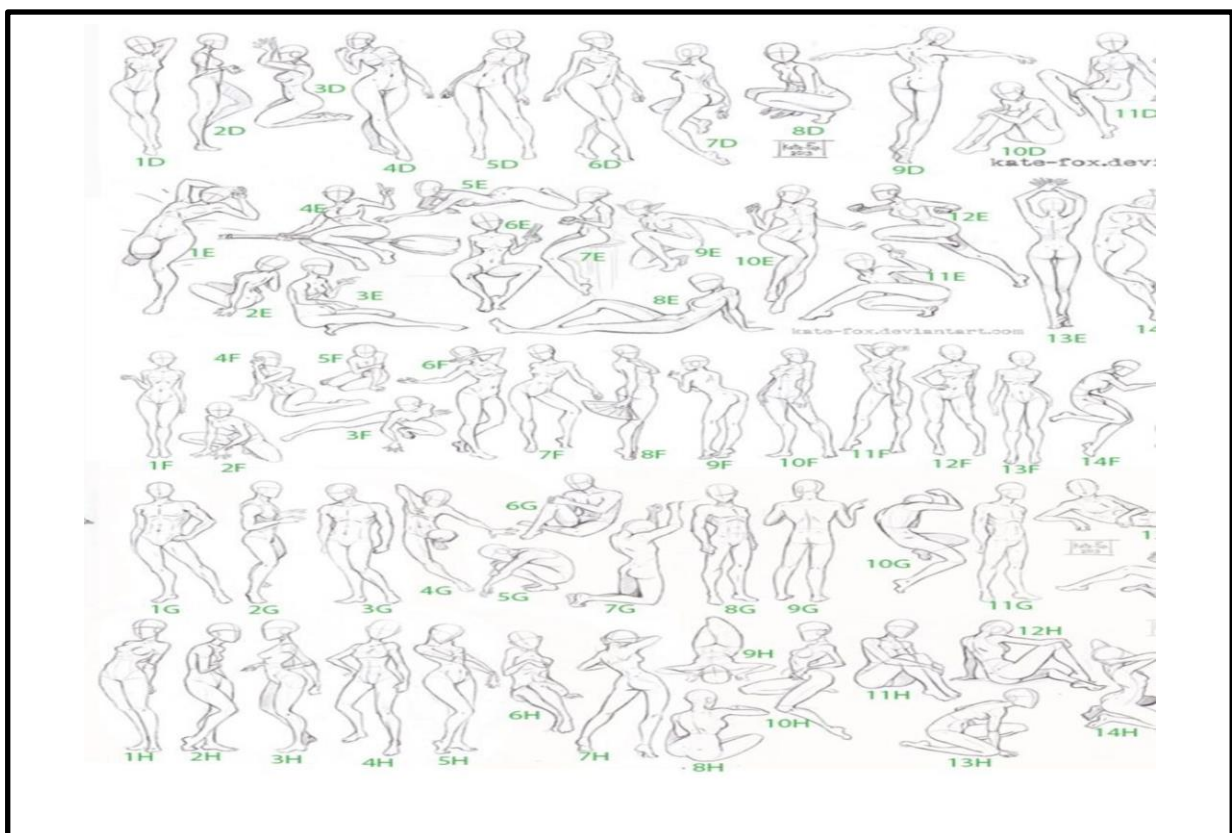
The term kinesics was used first by Ray Birdwhistell in 1952, an anthropologist who wished to be able to study people's behavior and attitudes in different social situations. Birdwhistell argued that all movements have meaning i.e. not accidental and that these non-verbal forms of language or paralanguage have a grammar that can be analyzed in similar terms to verbal language. He also concluded that there are no universals in these kinesic displays (a claim disputed by Paul Ekman's analysis of universals in facial expressions). Birdwhistell, R. L. (1952, p. 13).

According to Oxford Learner's Dictionary body movements or what is called Kinesics defined as the way a person interprets his/her body towards different situations that he/she may face in their daily life. Kinesics is a way to express a person's feelings and thoughts consciously or unconsciously at other times. It includes postures, gestures, and head and hand movements, Spolsky, E (1996, p. 157).

### 2.1.1 Postures

According to the APA Dictionary (American Psychological Association Dictionary), postures are the position or bearing of the body or a rationalized mental position or attitude. Kendra Cherry a psychological rehabilitation specialist had identified a wide range of postural signals as closed-opened postures (these sorts may replicate one's degree of confidence, repute, or receptivity to any other person). Mirroring is considered another postural signal used by humans. According to Kim J. Harrison a writer, author, consultant, and commentator on communication and business, mirroring was defined as coping with someone's movements during a specific situation.

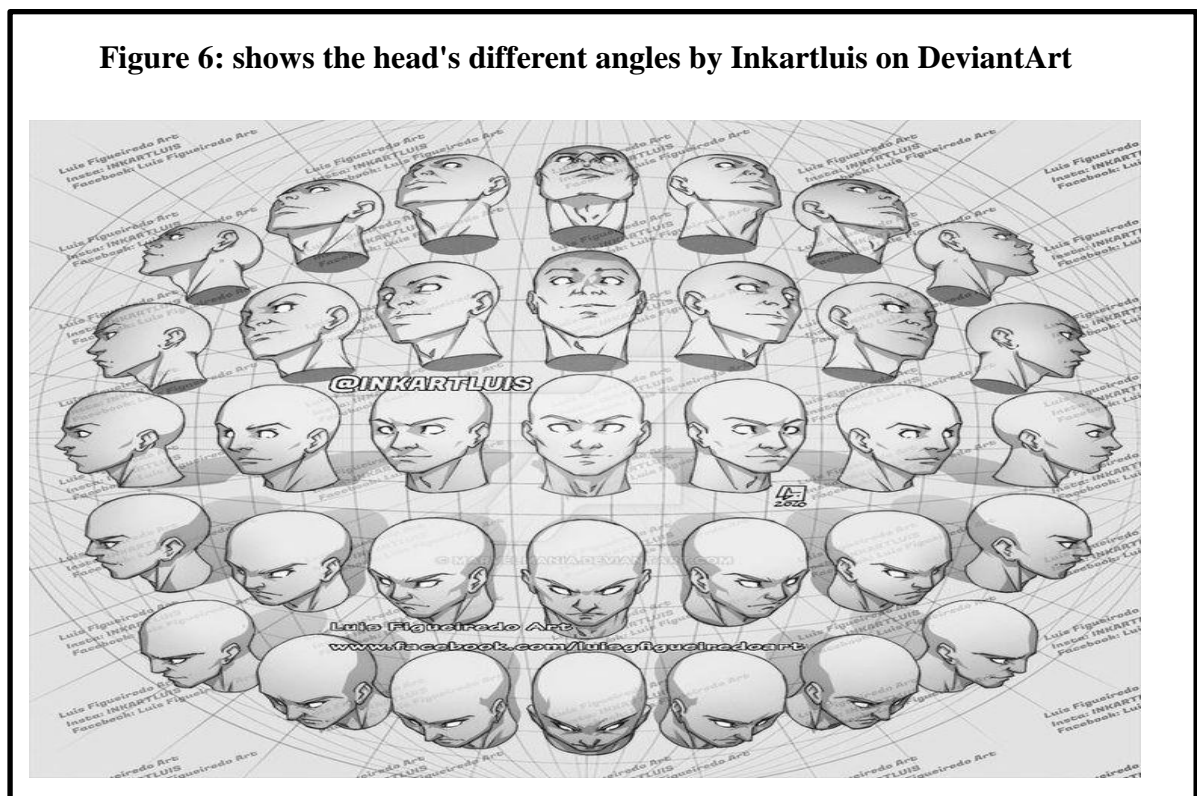
**Figure 5: indicates some of the body movements by Kate Fox**



### 2.1.2 Head Movements

Head positioning is taken into consideration as the maximum sizeable cue that one can recognize while analyzing a person's frame language. The head had a few particular acts that had to be recognized, such as nodding (Generally, nodding the head means agreement and acceptance. When nodding rapidly refers to impatience and wanting to make things in a hurry, otherwise, nodding gently signals appreciation and interest in the subject discussed), shaking (A head shaking from one side to the other signifies a refusal or rejection), tilted (Head Tilted a side refers to trust. That means whenever someone tilted his/her head a side means he/she trusted your words and believed you. On the opposite, when he/she tilted the head while resting it on the hand will give the exact opposite idea)... etc. (Hedwig, L., 2012)

Picture (6).



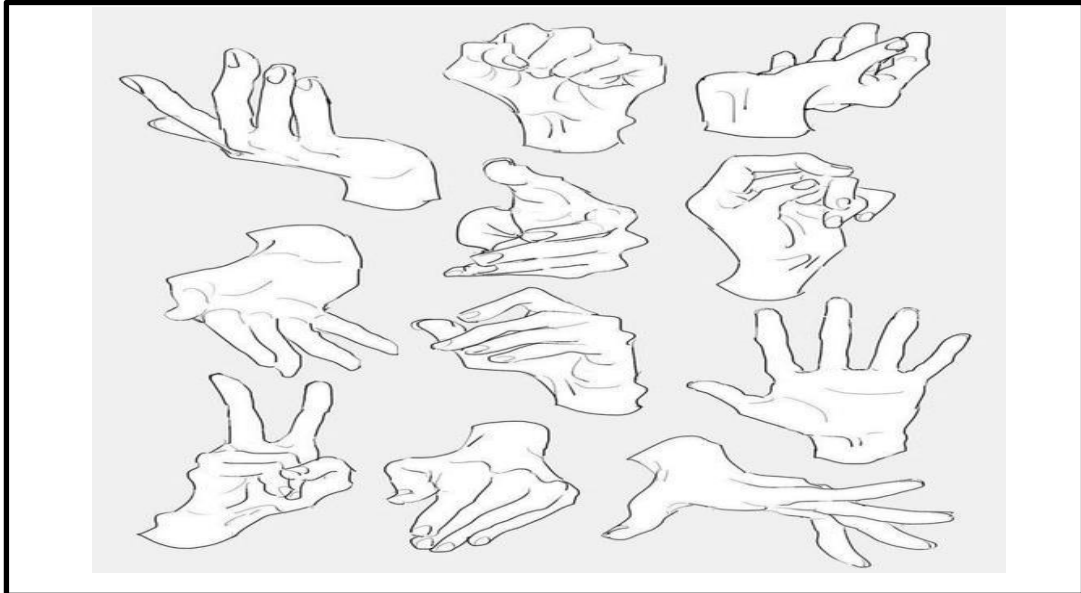
### 2.1.3 Hand Gestures

According to Collins COBUILD Advanced Learner's Dictionary, a gesture is a movement that you make with a part of your body, especially your hands, to express emotion or information. In 1969, Ekman and Friesen proposed five different categories emblems, illustrators, regulators, adaptors, and affect displays.

John. W. Berry had identified Ekman's categories as emblems (gestures called emblems are the ones that work the same as word functions), illustrators (gestures that go hand in hand

with vocab to spotlight on a verbal message are known as illustrators), regulators (regulators are the gestures used to give feedback while discussing), adaptors (a nonverbal behavior that is called adaptors in which satisfy some physical needs). Berry, J. W. Et al (2002, p. 184).

**Figure 7: represents a hand drawing pose by ZETTherobot on Art de Vivre**



## 2.2 Face and Voice

Face and voice are important cues used to communicate between groups of people. A person's feelings and thoughts can be transmitted through his face and his voice. These aspects include facial expressions, eye contact, and voice elements such as pitch, tone, speed of speaking...etc. (Hedwig, L., 2012).

### 2.2.1 Facial Expressions

Since our facial expressions are tied directly to our emotions it would be easy what someone feels or thinks about the situation he/she is in. Facial Expressions are movements that happen in the human face by moving muscles in different directions to convey to the other person your feelings. "The face is mightier than the word" (Givens, 1999). Of course, not most of the time what you express is what you feel, for example, actors when filming must force expressions to match the scene they are part of.

In some situations that might face the speaker in a conversation, is when our facial expressions conflict with our words. An example of that, you are in the hospital in bad condition but still, when visitors ask how it is going, you reply with fine. This latter is known as affect displays. Which is defined as the unintentional facial expressions that give a strong clue to a person's real emotions. Jeffress, M.S., et al (2023, p. 55-56).

David Matsumoto, Ph.D. psychologist, and nonverbal communication expert declared that the human brain is complicated to the degree that makes it able to send messages to produce multiple microexpressions in the same time and period can last than half of the second or even less, which makes most of the people do not recognize the change that happened in the face.

**Figure 8: represents the most common universal facial expressions in different cultures**



One of the most known psychologists is Dr Paul Eckman who made a genius coding system for seeking to read the microexpressions made by the human facial muscles, which is used nowadays by lie detection experts. Dr. Eckman's system was based on the work of more than 50 years of research.

### 2.2.2 Eyes

"The eyes are the window to the soul" anonymous saying, since the eyes are described as a window to our souls i.e. they are capable of revealing one's emotions and thoughts. According to Kendra Cherry as you are engaging in some discussions you must pay attention to the other side's eyes. The common noticeable eye movements during a conversation in eye reading are whether people are making direct eye contact or averting their gaze, how much they are blinking, or if their pupils are dilated.

Let us explain more about the different eye movements mentioned above.



**2.2.2.1 The Eye Gaze (Eye Contact)**

Eye contact is an event in which two people or animals look at each other's eyes at the same time. Cambridge Advanced Learner's Dictionary (2006).

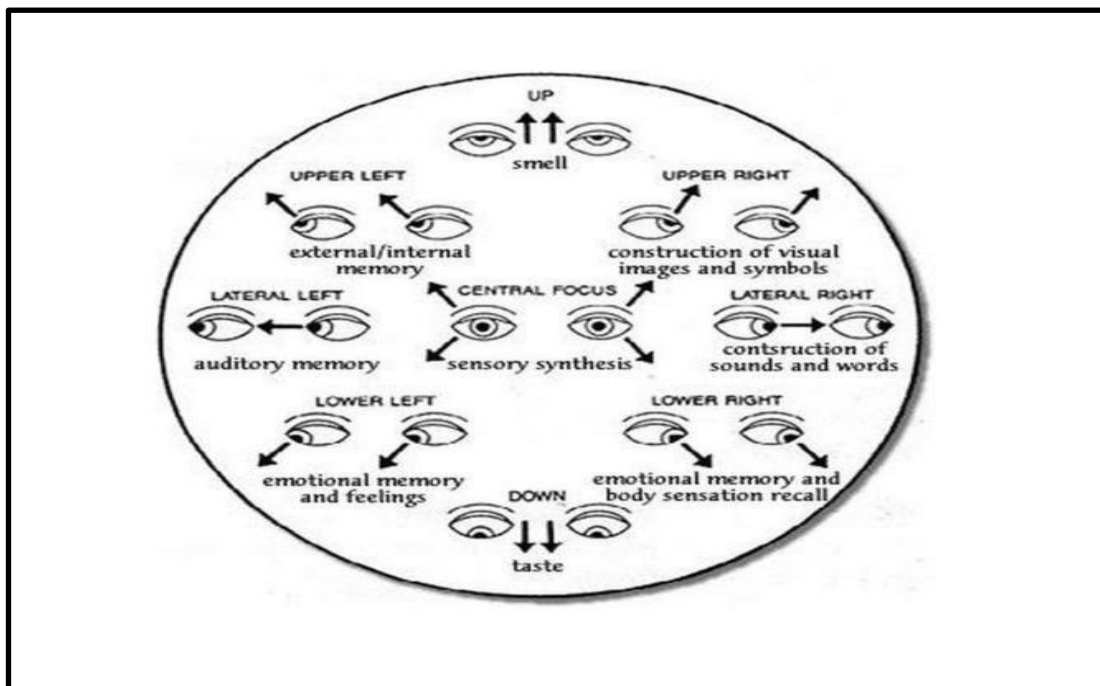
Eye movements might indicate several hidden messages for the second person in the conversation. A good example of that is during a discussion the student looking straight into the teacher's eyes might indicate interest in what the teacher is saying. However, if the student were breaking eye contact and frequently looking away it might refer to an uncomfortable feeling for the student. Also, the prolonged eye contact from the teacher to his student might indicate a feeling of threat.

**2.2.2.2 Blinking**

Psychologist Kendra Cherry declared that blinking is a natural mechanism of eye movements; the average rate of eye blinking is 6-7 times per minute. Humans' feelings and thoughts affect subconsciously our blinking rate. When people blink rapidly they intend most of the time to express their distress or uncomfortable, while infrequent blinking is considered as the intention to control our eye movements.

**2.2.2.3 Pupil Size**

Our pupils are considered one of the nonverbal cues that we can not control, taking into consideration the lightning around us in the sight process (Dilation: pupil size increasing; contracting: pupil size decreasing). For example, a person's pupil dilated when he/she is exposed to something that gets his/her interest. Otherwise, it contracts if you change the interesting material with a less interesting one. Eckhard Hess (1975).

**Figure 9:** describes the different eye movements

## 2.3 Voice

"Voice" can express vocals or vocab. The term voice is more largely than just what is called vocab. In some sort of conversation between maybe a boss and his employer, there are more than words that come out of the boss's mouth. There is what is called tone, pitch; rate, pause, and hesitation these terms are the voice signals that are responsible for the quality of the vocals sent by the boss to his/her employer, by Jeanne Segal, Ph.D., Melinda Smith, M.A., Lawrence Robinson and Greg Boose.

### 2.3.1 Voice Tone

According to Collins Dictionary, tone is a quality in people's voices that shows what they are feeling or thinking. Also, it is considered as the timber of pitch, as in a warm or soft voice that can indicate a person's anger, frustration, surprise, happiness...etc. Said the author Joe Navarro "The Dictionary of Body Language".

### 2.3.2 Voice Pitch

The term "pitch" refers back to the highness or lowness of the voice. It is much like pitching on a musical scale. Usually, high pitches are assumed for women, in contrast, with low pitches for men.

For example, if a boy feels excited about adding a new toy to his collection, his pitch is going to be raised rather than another boy who just lost one of his toys. The second boy's pitch is going to be lowest because of his grief.

From the previous example, we can consider that the pitch of the voice is what determines to others a person's state of feelings. Gamble, T.K., Gamble, M.W. (2013, p. 166).

### 2.3.3 Voice Rate

The concept of "rate" emphasizes the speed of speaking. It assesses how fast someone could be or the reverse (how slow someone can be) during a conversation. It's one of the voice elements that someone should know about. For example, the average rate of speaking is 150 words per minute; if someone was experiencing joy his/her rate would be over the average. However, if he/she was surprised by specific news, he/she will be almost wordless (below the average). Your speaking rate expresses your emotions unconsciously. Gamble, T.K., Gamble, M.W. (2013, p. 166).

### 2.3.4 Voice Pause and Hesitation

A conversation can not be a bunch of endless words, sometimes we fall in lack of words, thoughts, or the right word to reveal so we use some occasional words to fill that lack as "hmmm", "auh", "well", "you know," and sometimes we just keep silence until our next thoughts show. This is what is known as hesitation and pauses. Gamble, T.K., Gamble, M.W. (2013, p. 167). Hesitation can divide into two parts, which are:

- **Filled Pauses:** are "hmmm", "auh"...etc.
- **Empty Pauses:** consist of silence.

## 3. The Use of Body Language to Transmit Messages

Body language is a group of different gestures made by the human body to express emotions and thoughts consciously and unconsciously, but expressing these emotions and thoughts cannot be done randomly. The process of transmitting messages through body language is a combination of the brain's neurological system with the body's organic elements.

The human brain is the most complicated organ in the human body, which allows him to make complicated procedures of transmitting different types of messages such as emotions via actions. According to Fabio Ribeiro Rodrigues's neuroscientist, the connection between the human brain and the human body's organic elements is the "Neurological System". The

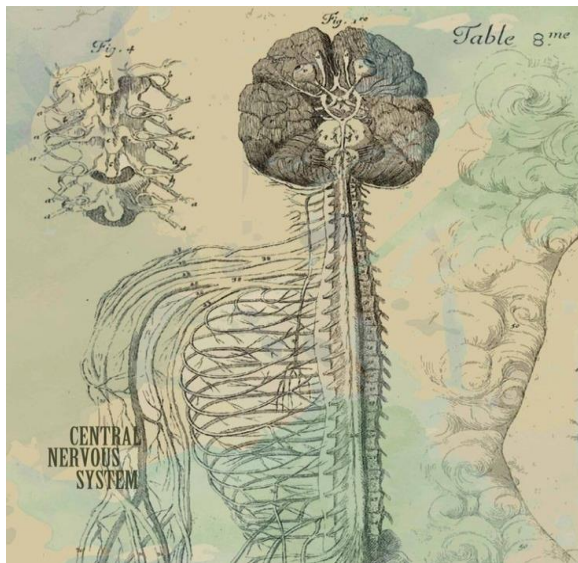
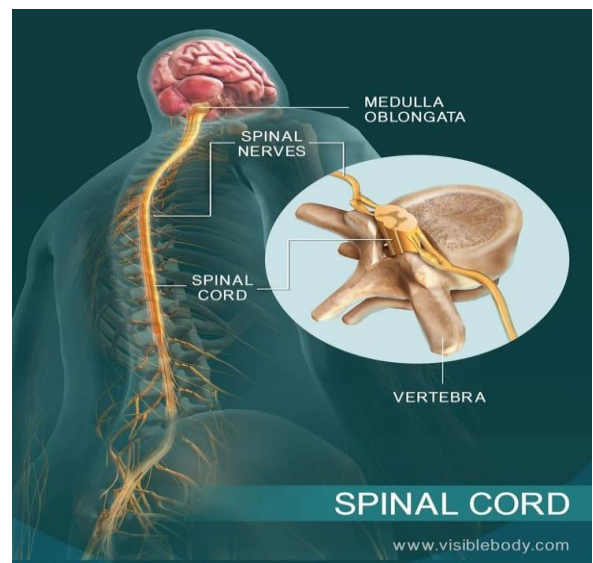
human neurological system is divided into two major components. The "Central Nervous System" which is located inside your head is called the brain and the "Spinal Cord" is inside your spinal column and is your backbone, this combination made the first component. The second component is the "Peripheral Nervous System", this latter contains various nerves, such as Cranial nerves that are situated around your head, and peripheral nerves that go all around your body.

Nerves are bundles of neuronal fibers that transmit indicators, which might be electric-powered impulses. These alerts are transmitted from the periphery, for example, the toe, to the SC and the brain with the aid of using sensory neurons. Signals also can pass in the opposite manner around, from the CNS to the numerous elements of your body, via motor neurons.

In other words, the human body contains trillions of sensory neurons all over it, these sensory neurons are specialized in detecting different types of information, such as the ones responsible for pain, the ones in the ears responsible for sounds...etc. During the detection of any sort of information, the sensory neurons generate an electrical impulse that is transmitted through a neuronal fiber, bundled in a nerve, all the way to CNS. Now, inside the CNS, also, there are many different specialized groups of neurons to process the information and generate the appropriate responses to the information that had been extracted from the environment around us. Those responses are then transmitted as electric impulses down motor neurons to the muscles. This operation happens extremely fast that the human eye cannot detect it.

It is a spectacular matter that the human Nervous System performs all these types of operations all the time for all kinds of information. In addition, to the information absorbed from the world around us, the human NS detects what goes around in our bodies as our muscles activities, breathing...etc. And doing all this work in short periods of less than seconds helps us to respond and communicate fast and effectively to our environment.

The table below represents the Central Nervous System:

**Figure 10: represents the neuro system****Figure 11: represents the central and peripheral neural systems from Visible Body**

## Conclusion

As we see above, body language is the use of our bodies to support our words during communicating with each other. Also, we got acquainted with body language's major elements and their characteristics. In addition, we saw how messages from the world around us can be transmitted through our bodies to our brains and vice versa.

## Section Two: Body Language in Teaching EFL Classes

### Introduction

In our daily life, humans could be in situations that do not only need vocab to communicate in but need their full body to talk back with individuals around them. The human body can explain him and his thoughts even better than words. This latter of communication between individuals' human bodies is called body language or nonverbal communication. What happens during nonverbal communication is a sort of interaction. Example For that, when your teacher makes an angry face and looks straight at you, you will understand that u did something wrong and you need to be quiet.

In our dissertation, we will discuss this interaction between individuals inside the classroom. What can happen when the lecturers be misunderstood, how they can avoid these misunderstandings? Then, we will move to what is the importance of body language in

teaching EFL learners. And in the end, we will provide you with some of the impacts of the positive body language of lecturers on their students.

#### **4. The Importance of Body Language in EFL Classes**

##### **4.1 Social Interaction**

According to APA Dictionary, social interaction is any process that involves reciprocal stimulation or response between two or more individuals.

Proposed by Mr, Docket, B., a teacher at Central Lyon that social Interaction refers to the way individuals behave when they meet or spend time together, and involves verbal and non-verbal communication. It includes different types as exchange, cooperation, competition, conflict, and accommodation.

- Exchange is basically about interacting for some sort of reward, it could be financially, emotionally, or physically. Most people do not make relations with people that cannot benefit from them in one way or another.
- Co-operation is the help that individuals in a specific group of people give to each other and work together to achieve a desirable goal that they share.
- Competition as a natural human characteristic, had been genetically transferred to us by our ancestors. Who competed for different physical and non-physical resources in old times. Competition in our time means to compete for a higher position in your place of work for example.
- Conflict is somehow not sharing the same goals and desires with the group you belong to, or it can occur for example, in two different parties when one offends the other side.
- Accommodation is something between conflict and cooperation, you can think of accommodation as a compromise. Also, it can take the form of mediation when two parties work against a solution for example.

Interaction and language go hand in hand between people; you cannot be truly flexible and fluent in some language without interacting with natives of that language. It is the same for the language of the human body; it cannot be effective and successful in a specific situation if there is no interaction between individuals.

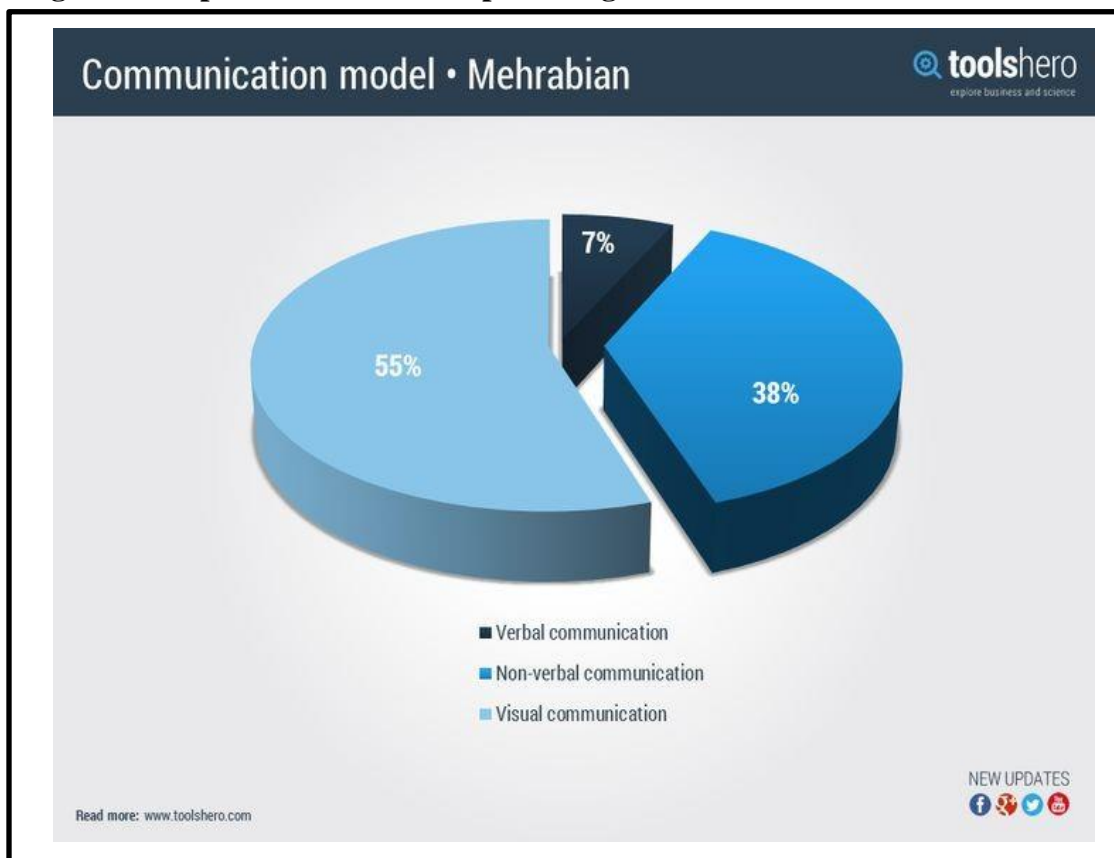
## 4.2 The Use of Body Language in Helping the Learner Avoid Misunderstandings

As we all know, words do matter in a certain percentage, however, with everything we discovered in the first section of this chapter. There is another way that words can be communicated. Nonverbal communication is an important way to express our emotions and thoughts more easily than words Steph Koyfman (2018). For example, when someone declares that he/she is fine, but his/her body language appears the reverse, of course, you will assume that he/she is not okay for the moment.

### 4.2.1 The 3V Rule

According to the example above, we will mention Professor Albert Mehrabian's "The 3V Rule in Communication". Albert Mehrabian is a Professor Emeritus of Psychology at the University of California, Los Angeles. His 3V rule was based on the idea of 38% of vocal which is para-verbal communication (intonation and voice sound), 55% of visual represents nonverbal communication (facial expressions, eye contact,...etc.), and 7% of language itself (what someone is producing).

**Figure 12: represents the 7-38-55 percentage rule of Professor Albert Mehrabian**



After understanding what an effective conversation would be like. Now let's move to the next basic aspect of this element, which is how to avoid misunderstanding through body language in classroom discussion. Before moving to this latter, firstly, we must know what misunderstanding means.

#### **4.2.2 The Definition of Misunderstanding**

According to Oxford Learner's Dictionary, the term misunderstanding is a situation in which a comment, an instruction, etc, is not understood correctly. This means that the term refers to the false assumption that someone can make about someone else body language. In other words, it means the wrong interpretation of a specific situation.

#### **4.2.3 Tips to Avoid Misunderstanding**

Dr. Ernest Chen, Ph.D. in Speech Communication, Speaker, Author, Trainer, Coach of Public Speaking Executive Coach of Buying and Selling Businesses. Dr. Chen suggested some tips to avoid misunderstanding and communication breakdown considering the nonverbal cues and actions which have different meanings brought by the cultural background diversity of people.

- Understanding the cultural background of your students. This latter helps you as a lecturer to avoid using some cues that could be inappropriate in the target culture.
- Avoid unnecessary hand gestures. Not using hand gestures in inappropriate matters only the necessary ones.
- Use a smooth pitch and tone of voice. The more a lecturer sounds calm and kind the more the students enjoy the discussion.
- Use minimum eye contact with your students. Most of the students have a wrong interpretation of eye contact with lecturers. Also, it may make them feel uncomfortable and stressed out, especially during a discussion.

Also, Amy Cuddy social psychologist and the second-most popular TED talk ever pointed out a couple of important tips for avoiding misunderstanding.

- Be aware of your student's personal space. Remember that every one of your students had a personal special distance that needed to be respected.



- Look out for defensive body language signs. As it is important to you to be understood by your students, you must understand them.

### **4.3 The Importance of Body Language in EFL Teaching**

Body language is not just a random, spontaneous movement that one can make. Body language as a non-linguistic behavior is a tool of communication that can be used to facilitate a specific conversation between individuals. This means that body language has an effective role in our daily life conversations.

As we said above, body language is essential for communicating and making a better understanding. This leads us to the point that body language is also needed in EFL classes as an essential helping tool in teaching learners. Nonlinguistic behavior has an important role in teaching English as a foreign language and making the teaching process successful. It is a tool that can make the teacher able to communicate with their students through gestures and physical movements...etc, to know and to communicate with each other and to express their thoughts and ideas.

The positive use of non-linguistic behavior has positive results in EFL classes by motivating the students to comprehend and learn. In addition, body language makes the class active since the teacher who uses nonverbal behavior is unconsciously active and this impacts the class to avoid being passive and boring for students.

Sometimes we communicate a lot more than we realize, and our bodies sent too many messages in short periods (Chen and Watts, 1992). On one hand, using physical movements in class is an effective way to attract the attention of the students and to power the interaction between both students and teachers. On the other hand, it improves students' skills to express them understandably.

### **4.4 The Impacts of Teachers' Positive Body Language on Students' Interaction**

Body language can be considered a tool in helping people to transmit messages and communicate effectively in their professions.

Phil Taylor a data analyst says that teaching as one of those professions needs to be aware of your body language as a lecturer and also to be able to understand your student's body language through the faces they make, the sites they choose, the way they talk, how much they use eye contact on you ...etc. Teachers can be limited when it comes to using vocab with their students when lecturing so body language could be a great instrument in the

teaching field. The reactions of students' body cues are the result of your nonverbal cues, and this is what makes us believe that the lecturer's body language has an impact on the students requiring and receiving knowledge.

Teachers' body cues could make a large distinction in how the lecture room teaches sound. Here are some of the benefits of teachers' positive body language on students in the classroom. Khider, M.K.M. (2017).

- Help students in engagement

Stephen Ceci a psychology professor made an experiment with two classes with different methods, to emphasise how body language changes the academic results of students. His experiment was based on using boring typical body language with one class. While, with the other one was exciting, cheerful, and active body language. He concluded that the second class got good results in comparison with the first one.

- Boost the student's confidence

A health psychology study explained that people who deal with a good body language user in an interview had high self-esteem than others. The confidence in students helps them to explore new ideas and encourages them to develop their confident mindset.

- Improve the low self-esteem of students

Martha Graham, a famous American choreographer said "A body can never lie". Body language is significant in raising the self-esteem and the growth of the mindset of children and students. Also, it helps them to focus only on the positive parts and encourages them to learn about themselves.

- Make them attentive and active

"Whatever you do, your actions speak louder than whatever you say and whatever you say cannot be heard," says Ralph Waldo Emerson, an American essayist, and lecturer. Body Language helps children to stick active and participate more in the classroom. Also, it's good ignoring the distractions that might disturb their studies.

- Helps students to improve social interaction

Body language develops important social skills such as survival skills, interpersonal skills, listening skills, etc. In addition, it helps them to be more flexible and develop strong

bonds with their classmates. As the Australian-British philosopher Ludwig Wittgenstein said "The best picture of the human soul is the body of the human."

- Reduce shyness and awkwardness

Shyness is one of the reasons for many embarrassing situations that students can fall into; these situations can be painful for students. But, if students adapt and learn good body language skills. They will have more chances in changing their classroom problems. Norman Reedus, an American actor said "I am truly an honest person and I can also get socially awkward".

- Boost the persuasive ability of students

"If you want to persuade or influence someone to say, do or buy something, then you should use their gestures and body language", says David Ogilvy a British advertising tycoon. Students, who have good persuasive skills that can influence others, may give a great impression and appear as good leaders.

- Make their life happier and stress-free

Positive body language makes the students more cheerful and happier than the ones with passive ones. It makes them feel more comfortable and stress-free in their lives. William James, an American philosopher and psychologist said "The ability of a person to choose an individual thought over another is one of the greatest weapons against stress."

## **Conclusion**

In this part of our research survey, we spoke about body language in teaching EFL learners. we began with social interaction definition. Then, we mentioned that body language could be misunderstood by some learners who are not familiar with its cue's meaning, and we gave tips for avoiding this matter. Also, we talked about the importance of this latter in teaching, and what are the impacts of using it in classes, and how it can affect learners positively.

We concluded that body language is important in EFL classroom discourse, and to improve teaching quality for students, while, it enables them to avoid misunderstanding of the messages that are transmitted by teachers.

# **CHAPTER TWO:**

## **FIELDWORK**

**Introduction**

The title of the second chapter in our dissertation is "Field Work". This fieldwork is an investigation, first, about whether the lecturers of the Master One degree in Khenchela's University, Abbes Laghrour use body language during lecturing or not, whether they are passive or active lecturers, what body language cues they use while lecturing. All these questions will be answered by the observer after observing the lecturers. Second, the researcher will use another tool which is an interview, the aim of using this tool is to investigate if the lecturers are familiar with body language and its role in enhancing EFL student-teacher interaction. Finally, we used a questionnaire for the students, to explore the students' view of body language, whether are they familiar with it, do they understand their teacher's body language what it says...etc.

**Methodology**

Our work is based on methodological triangulation and data triangulation. In methodological triangulation, we adapted the two methods the qualitative, which is our original method, with the quantitative method, which is a part of our research. Besides, we used data triangulation because we collected data from multiple sources. This latter is used to collect and analyze data from multiple sources to ensure the validity and reliability of our findings. We have used triangulation to analyze data from student-teacher interaction in the classroom, observations of body language, interview with teachers, and questionnaire to students to gain a more comprehensive understanding of the effectiveness of body language in enhancing student-teacher interaction.

In the observation, the observer conducted an open-ended observation, which means using an inductive approach; also, the observer used a note-taking method. The observation made by the researcher was a covert one (passive observation) to avoid the risk of changing participants' behaviors and faking attitudes. The sample was purposely selected according to the ones who used body cues while lecturing. Each of the selected had several attended sessions in the following order: 1st 4 sessions, 2nd and 3rd 3 sessions, and 4th 1 session.

For the interview was done to collect qualitative data. We opted for a structured interview in which the questions that are asked were the same for all the samples. Our sample consists of twelve teachers at Khanchela University. The interview took two different forms which are a virtual interview and a face to face interview.

In this part of the survey, a questionnaire was used to collect data from a sample of 62 students out of a population of 162 students. The sample was selected using a random sampling method, and the questionnaire was administered in a master one EFL classroom setting. The questionnaire consisted of both closed-ended and open-ended questions, and it was designed to elicit information about how body language can be used to improve communication between students and teachers in EFL classrooms.

## 1. Observation

### 1.1. Observation Checklist

**Table 1: The checklist below is what the investigator will focus on while doing his observation.**

	What did you observe?	Rarely(1)	(2)	Occasionally(3)	(4)	Frequently(5)
For Teachers	Do they use body language?					✓
	Do they use facial expressions?			✓		
	Do they use a high voice tone?				✓	
	Do they use a low voice tone?			✓		
	Do they use eye contact while explaining?				✓	
	Do they use hand gestures?				✓	
	Do they understand their students' body language?				✓	
	Do they interact with their students' body			✓		

	language positively?					
	Do they use other cues of body language?		✓			
	Does the body language they use go hand in hand with the topic being discussed?				✓	
For Students	Do they interact with their teachers' body language?			✓		
	Do they use body language as well?				✓	
	Do they use eye contact while discussing with the teacher?			✓		
	Do they succeed in understanding the teacher's voice tone meaning?			✓		
	Do they catch their facial expressions?			✓		

### 1.2. Observation Analysis

According to our observation, many teachers do use body language. But, there are some cases which are fewer users of body cues. This matter may cause some issues with the students' enhancing abilities.

In our observation, we noticed that the lecturers use most of the time voice tone, facial expressions, eye contact, and hand gestures, and occasionally they use other body cues. Later on, we will explain how they used these cues inside the classroom. The next talk will be about

student-teacher interaction according to this phenomenon. Then, we will see how teachers interact with students' body language and vice versa.

### **1.2.1 The Use of Voice Tone**

Using a proper tone of voice can help teachers establish authority, and create a structured learning environment. In this element, we will describe how lecturers used voice tone and pitch to explain courses to their students. As we talked about in the first chapter, the first section, voices have different characteristics, but our focus was only on the tone and the pitch (tone and pitch of the voice go hand in hand).

We noticed that teachers most of the time do use a high voice tone to emphasize two main things, which are order or raising the attention of their students to a specific element. This high pitch of voice when it comes with a soft tone it emphasizes raising attention, while when it comes with a warm tone it expresses order. Example For that, when students do some noise while lecturing, the teacher used a high warm tone to tell them to keep quiet.

Second thing, the lecturers use a low pitch of voice with a soft tone during most of the lecture time. This latter, gave the teacher flexibility in speech, as well as, it gave students endearing to the teacher and the session. Also, it encourages them to learn more from that session.

The third thing is the use of full pauses by the teachers in both cases of explaining or listening to the students' speech. An example of the full pauses that have been used during lecturing is "Learning styles include visual, auditory, reading, hmmm... Writing and kinesthetic. "

The student-teacher interaction could take two different directions positive or negative, according to how both interact inside the classroom and at the exact moment of the situation. In the first case, when lecturers used the high version of the voice, the students immediately obey them. While, in the second case, when it comes to using a low tone of voice, the students do not always obey their lecturers.

### **1.2.2 The Use of Eye Contact**

This element is about the focus of the study which is eye gaze (eye contact). We choose eye contact between the other elements of the eye because it is almost impossible to observe the lecturers' eyes blinking or their pupils' size from a long distance. Also, these two (eye blinking and pupils' size) do change by some specific emotional factors, and this does not



have any relation with our dissertation topic. Here we will try to explain the use of this phenomenon by the teachers inside the classroom, and the impacts of it on the student's interaction.

The use of eye contact by teachers inside the classroom took one single direction. Lecturers did use eye contact with their students all the time, especially during explaining the courses, also, they did use it when discussing with one of them. This phenomenon is used to express the teachers' interest in what their students want to say. In addition, in some rare cases, eye contact is used to emphasize the teacher's warning to one of the students.

The use of eye contact with students has several impacts on them according to each one's personality. For example, for the confident ones, it will have a good impact on them and as a reaction, they will also use eye gaze with the lecturers. While the ones who are less confident will be disturbed by the looks of the teachers, and as a result they will use occasionally eye gaze with the teachers during a discussion. In another case, the ones who are from the shy category will be uncomfortable with their teachers' looks, and even as a reaction, they will avoid looking straight into their teachers' eyes.

### **1.2.3 The Use of Facial Expressions**

Lecturers somehow did not use a variety of facial expressions, they were restricted to four or fewer expressions. Before describing how the lecturers use this cue and the interaction between them and their students. Let's speak first a bit about this later. As we saw in the first chapter, first section, there are a variety of facial expressions that the human brain can make by moving the facial muscles in a short period (half of the second or even less). As a result of this, the naked eye cannot detect all the changes happening on the teachers' faces.

The majority of the lecturers learned to partially control their classes by only using facial expressions. This method helped them in saving their energy, protecting their voices...etc. this latter can be classified as the easiest way to provide directions for the class.

The lecturers used most of the time a strict face (emotionless face) while teaching, this helped in controlling the classroom. Also, it gave the students the sense of perseverance and the desire to learn and focus more on the lecture and this was shown on their curious faces. Teachers at other times utilized happy faces (smiling from time to time), this made the students act more comfortable with the teachers. In another case, when they used an angry face, the students' reaction became wary...etc.

The students' reaction was not always as we described above, I noticed some bored faces, others were confused...etc. The changes happening in the students' faces were not a result of only the facial expressions used by the teachers. There were other factors controlling these changes. For instance, when the teachers use a high pitch with a warm voice tone with looking straight at someone, in addition, to using a disappointed or angry face, immediately, the student's attitude is going to change and be more wary with a careful face.

#### **1.2.4 The Use of Gestures (Hand Gestures)**

Using hands while teaching with the other cues made the session warmer, and funnier in other words made the session energetic. The lecturers most of the time used their hands while explaining the courses to emphasize the student's attention to whatever they are saying.

Manual (hand and arm movements) gesturing helps in forming oral messages, there are some examples of the purpose behind using specific hand gestures, such as for one of the lecturers depending on clapping to have the student's attention especially when they are noisy. Another example is when using representational gestures to depict some words and ideas that are not fully understood by the students. Also, pointing to something written on the board for highlighting its importance in the course.

#### **1.2.5 The Use of Other Body Cues**

As we saw before, body language could be conscious or unconscious, or both, teachers intend to use a specific cue of body language during lecturing, but sometimes they use other cues unconsciously.

Some of those cues used by the teachers are the following, using body movements by the lecturers while discussing with their students, for example walking around while addressing the students. Also, for spatial distance, lecturers used two types of space, the first, which was the most used by them "the public/audience zone" is when the lecturers stand far from the first row at approximately 4 meters. Otherwise, the second type rarely used "the personal/friend zone", was used in checking whether the students do the homework and at the end of the session when gathering around the lecturers to inquire about a specific situation. An extra cue used by the educators is head movements such as head nods to emphasize the yes or no, leaning the head forward to express the interest teacher is giving to the speaker...etc.

### 1.3 Summary

At the end of the talk, the student-teacher interaction was not based on only one cue or two, it was generally based on many usage of different body cues that helped in transmitting a proper message from the teacher to his students. The teachers' body language was perfectly used by them from different angles, highlighting the importance of a specific item by utilizing a bunch of cues altogether harmoniously.

Another point to discuss is whether the students understood their teacher's body language or not. Well, for the majority of the students, yes they did understand their teachers' body language and that was shown through their body language. Otherwise, for the minority of them, they were clueless, this could be due to several factors, as in case they were not following the teacher from the beginning of the course.

## 2. Interview

The interview made by the researcher was addressed to polytechnic lecturers' for the sought of taking their opinions on using body language in the teaching field. This latter includes eight questions that investigate the use of body language in classrooms by the teachers, as well as knowing what types of body language they use while lecturing and for what purpose.

### 2.1 Interview Analysis

- The first question was used to have an overview of the lecturers opinions about body language effectiveness.
- 1. In your opinion, do you think that body language is effective during EFL teaching? Why?
  - The effectiveness of body language during EFL teaching Body language is an important behavior that is used by teachers most of the time while teaching EFL, due to its effectiveness and its positive impact because it facilitates the process of teaching and learning and makes learners captivated and motivated since it enhances the interaction between the teacher and learner As it is mentioned by teachers that we had an interview with.
  - ✓ Teacher 1: body language attracts students and involves them to concentrate on getting the course, also makes students captivated and motivated to learn.

- ✓ Teacher 2: body language enhances the interaction between the teacher and the students and it enables them to get the message transmission.
- ✓ Teacher3: through body language, communication will be more helpful and creates more interaction between the teacher and learners will as it increases learners' motivation, grasps their attention, and makes them feel safe; i.e., in the teaching process, body language takes a big part for transmitting and getting the message across in a successful way. Besides, it creates a supportive environment
- In the next two questions, we questioned the lecturers about their much used body cues and the best timing of using it.

2. What type of body language do you use while lecturing?

- Body language consists of many cues that are necessary to use. In teaching, there is not only a specific type of body cue used by teachers because teachers are different. While lecturing, each one has his method of explaining or transmitting a message, and teachers may use multiple types of body language. So from this point, we get that in class we may find many cues of non-linguistic behavior (gestures, facial expressions, hand movements, body movements, posture....). The answer of teachers prove this and here are some examples that support the idea:

- ✓ Teacher 1: usually I use body movement, posture, and facial expression
- ✓ Teacher 2: I use body language but there is no specific type because body language is used naturally, most of the time I use many cues while teaching without paying attention to which one exactly I use.
- ✓ Teacher 3: I like to mention: the facial expression, hand gestures, nodding, eye contact, looking around the classroom, looking friendly, walking up and down through the classroom, etc.

3. In your opinion, when does it necessarily use body language during lecturing?

- Body language is used all over the time of the session because it is a necessity. There is no specific time to use body cues because it's spontaneous, but we can say that it is used mostly when the teacher feels the stress of the use of it. For

example, the lecturers use it a lot when they face some difficulties. And teachers gave different opinions about this point exactly for instance:

- ✓ Teacher 1: I used it when I feel students are demotivated and getting bored by lecturing, so I attract their attention.
  - ✓ Teacher 2: when the idea is ambiguous and cannot be transmitted easily
  - ✓ Teacher 3: I always use body language in the classroom whatever situation.
- For the next couple questions, we were investigating whether the teachers' body cues are understandable by their learners, in addition, the way they detect this latter.
4. Do you think that your students understand the messages you transmitted through your body language?
- Body language helps teachers to transmit messages and ideas that are unclear and ambiguous to students. Also, they avoid misunderstanding in class because of all the messages that are transmitted directly due to the use of non-verbal behavior while explaining, in reason of that students can understand the meaning of words and the phrases even if they are not familiar with the vocabulary. And teacher agreed with this and justify their answers, for instance:
  - ✓ Teacher 1: yes body language transmits messages and ideas because human beings share common gestures and non-verbal signs of communication.
  - ✓ Teacher 2: yes perfectly and I think they understand the message through body language more than reading something.
  - ✓ Teacher 3: yes, because I can convey the meaning of a word or phrase in a way that is easily understandable to students.
5. If yes, how do you check whether they have got it?
- Because teachers agreed on the idea that students understand messages transmitted through body language, this means that there are multiple ways to check that, this refers to the teacher and his students the teachers that I interviewed with they suggested:

- ✓ Teacher 1: I can detect that through their interaction, their facial expression, nodding their heads showing that they are following the explanation, they say: yes, ok, as they get the message. It means the teacher reads the learners' body language.
  - ✓ Teacher2: by analyzing their feedback (in the form of facial expressions mainly)
  - ✓ Teacher 3: Askg questions and wait for a correct response, if they answer correctly means that they got my explanation.
- We opted to figure the teachers overview on the way body language improves the interaction between them and their students.
6. Do think that body language enhances student-teacher interaction? How?
- Body language is needed in class because its main role is enhancing the interaction between teacher and student by making the teacher able to communicate with active, passion ve students through gestures and physical movements. And also enable the student to express his thoughts and ideas and communicate easily with his teacher. As it is mentioned by teachers who agreed with this idea:
  - ✓ Teacher1: body language is an important factor in student-teacher interactions and can be used to set the tone for a productive learning environment. Through body language, teachers can convey empathy, understanding and encouragement that can help foster positive relationships with their students. Further,e body language can be used to cue students to pay attention and focus on the material being presented. By communicating non-verbally, teachers can also create a more inclusive space that encourages student participation and engagement in their lessons.
  - ✓ Teacher 2: it is like the medium between the teacher and student that breaks the ice between the two.
  - ✓ Teacher 3: it gives the student confidence they need to interact with their teacher in all frankness and spontaneity.

- This last couple questions are seeking to have a general idea about the reason behind the passivity of some teachers, as well as, providing some advice th them.
7. Some teachers can be classified as passive users of body language i.e. using less body language while teaching. Why are they so?
    - In some classes, we have a type of teacher whose are completely passive while the teaching process, since they don't use body language in their class and this hurts the teacher's personalityteacher'sand as well as the student, passive teachers may not use body language for different rereasonsns, for instance, the teachers I interviewed suggest different causes:
      - ✓ Teacher 1: perhaps they are not aware of the importance of the impact of body language. Also, some of them have not been trained in the pedagogical field adequately. And they teach without even thinking about improving their praxis in class.
      - ✓ Teacher 2: maybe because they feel shy in front of the public, they don't have enough experience in using body language.
      - ✓ Teacher 3: due to psychological problems, cannot express themselves well.
  8. Can you give some pieces of advice to those who are passive lecturers?
    - Body language is so useful in teaching EFL due to its importance and effectiveness for teachers and students. Passive teachers should change to active teachers by using non-linguistic behaviour to make the learning-teaching process successful there are many adviadvices that teachers but I choose some of them:
      - ✓ Teacher 1: they should think seriously about involving the students in the lectures through body language because it creates an atmosphere of comfort as it helps in making the interaction more effective
      - ✓ Teacher 2: positive body language is a major part of adequate communication for an efficient teaching process.
      - ✓ Teacher 3: they should open up modern teaching and communication methods.

## 2.2 Summary

After analyzing the interview we find that:

- ✓ The physical presence of the teacher is so important in managing the class.
- ✓ Body language is the positive side of teaching, due to its importance and effectiveness to enable the students to decode and understand what the teacher is saying especially if the students are aware of the body language
- ✓ Body cues enhance the interaction between the student and the teacher thinking a positive relationship between the two sides.
- ✓ Body language enable teacher to teach in lively and active classes to make the student comfortable and relaxed in learning.
- ✓ Also, it improves the teaching quality of English classes.

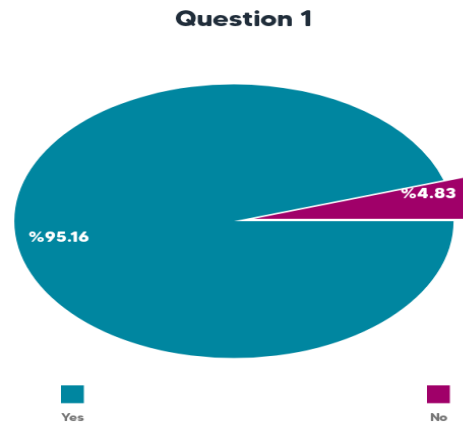
### 3. Questionnaire

This part of the survey made by the investigator was addressed to the learners to investigate the students' knowledge of body language and its cues. It included fifteen questions that intended to major the knowledge of students about body language, its cues, the usage of specific specifiers in a classroom context, catching the meaning behind each cue,...etc. The following section will describe the results of the study and provide an analysis of the findings.

#### 3.1 Questionnaire Analysis

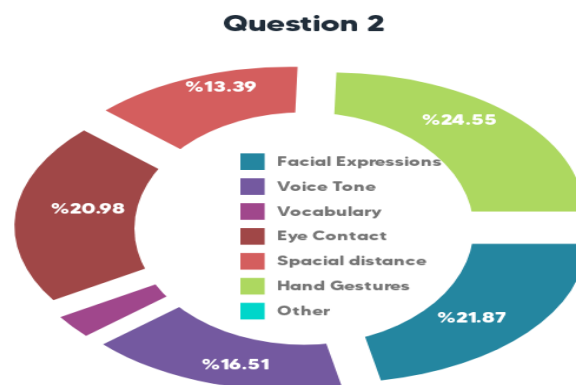
1. Body language is showing or expressing your feelings or thoughts using your body movements rather than using words. Were you familiar with the term?
  - The figure below explains the percentage of the students that answered yes (59 per 62) i.e. they were aware of body language meaning, while only 3 per 62 answered with a no.





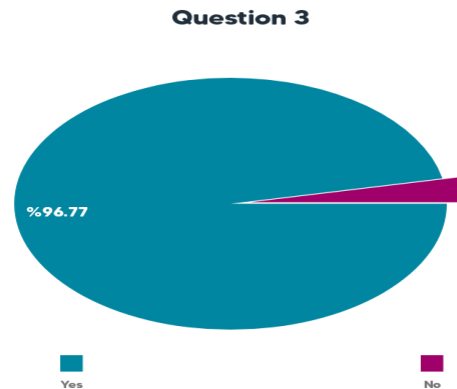
2. In your opinion, which of the next element is a part of body language (you can choose more than one or add other ones)?

- The next figure shows the student's guesses about the cues of body language. As we see below, 21.87% (49 per 62) of the student population choose facial expressions as one of the body language cues. Also, 16.51% (37 per 62) choose voice tone as a part of body language cues. In addition, some students, to be exact, 6 students (9.68%) select vocabulary as an element of body language which was not. On the other hand, a percentage of 20.98 (47 per 62) chose eye contact as a cue for body language, and 13.39% (30 per 62) of them pick up special distance also as one of the body language cues. Lastly, hand gestures were chosen by 55 per 62 students (24.55%) as a body cue.



3. Do your teachers use body language in a classroom context?

- For this question, 60 per 62 (96.77%) students agreed that the teachers do use body language inside the classroom. Otherwise, the two (3, 23%) left said no, teachers do not use body language.

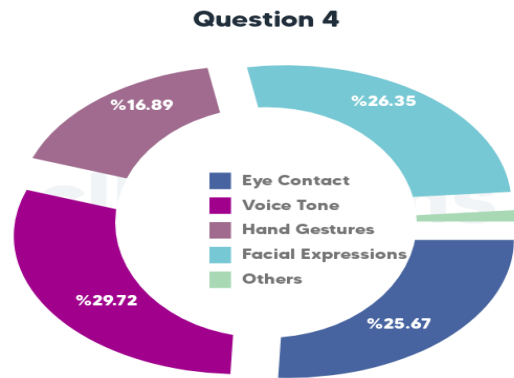


The next question was addressed to the students to seek of known the cues used by the teachers during lecturing.

4. If yes, which of the following cues (elements) does your teacher use?

- The results found by the researcher for this question were as the following:
  - ✓ 25.67% for eye contact.
  - ✓ 29.72% for voice tone.
  - ✓ 16.89% for hand gestures.
  - ✓ 26.35% for facial expressions.
  - ✓ 1.37% for others (they suggested spacial distance).

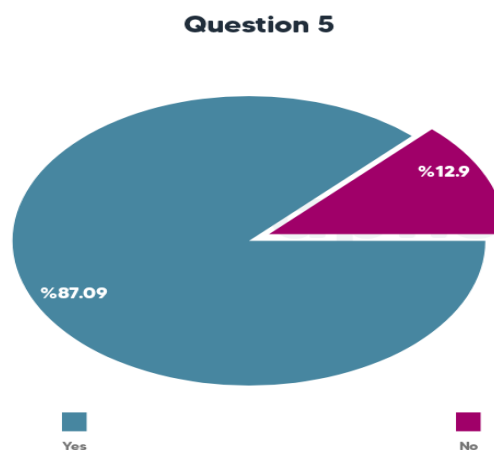
From The results above we notice that most of the students are aware of body language meaning and its cues. Also, we see that they noted that their teachers do use body language and its elements.



Created with clkGraphs

5. Do you get your teachers' body language?

- From the figure below we see that a category of students maybe are conscious of teachers' body language but they are not fully aware of its meanings or the messages it is transmitting.
- ✓ 12.9% (8 per 62) of the students answered with no we do not get our teachers' body language.
- ✓ The other 87.09% (54 per 62) said they do understand their teachers' body language.

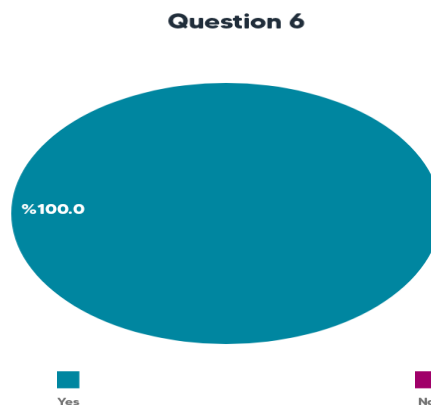


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The next part of the questions was addressed to the students to know their opinions about the use of the cues we are interested in in our study by the teachers in the classroom context.

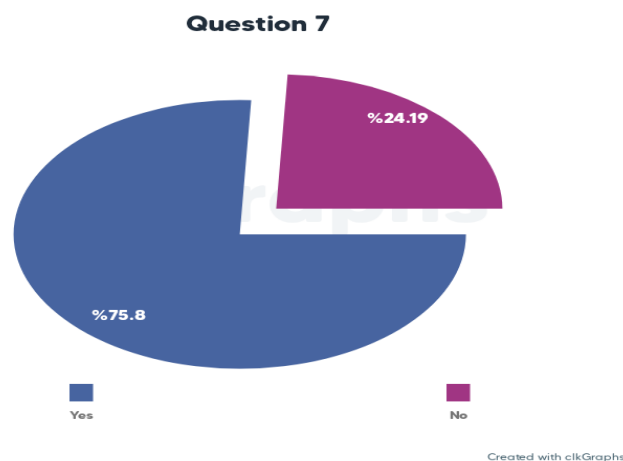
6. Does your teacher use hand gestures?

- The full population (62 students) agreed on using the hand gestures by their teachers which are illustrated in the pie below.



7. Does your teacher use eye contact while explaining the course?

- On the first hand, about using Eye contact by the teachers while lecturing, several 15 per 62 students (24.19%) stated that the teachers do not use eye gaze. On the second hand, according to the figure below, we see that a percentage of 75.8 (47 per 62) declared that yes their teachers did use eye gaze while lecturing.



8. What do you feel when your teacher is making eye contact with you?

- Regarding the students feeling towards using Eye contact on them with their teachers, the majority 76.11% (51 per 62) admitted that this was no issue to them by selecting confidence from the list put by the investigator. While the minority was split into two groups, the first 8.95% (6 per 62) choose feeling anxious, and the second 11.94% (8 per 62) choose feeling embarrassed. Besides what's being mentioned two (3%) of students suggested feeling confused.

Question 8



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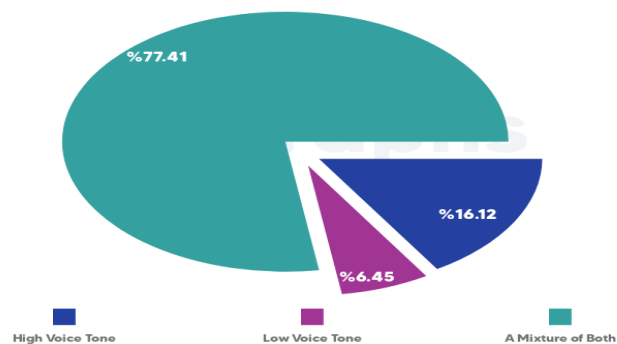
The next couple of questions are about the teacher's use of their voice tone during teaching.

9. Does your teacher use: a high voice tone, a low voice tone, or a mixture of both?

➤ The responses to this question were the following:

- ✓ 48 per 62 (77, 41%) students picked up the last choice on the list, which is the teachers use a mixture of both high and low voice tones.
- ✓ 10 tones 62 (16.12%) learners choose the use of high voice tone by their lecturers.
- ✓ 4 per 62 (6.45%) learners ticked the teacher's use of low voice tone.

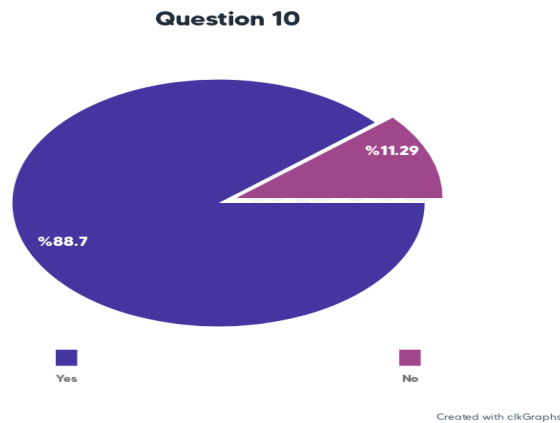
Question 9



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10. Does your teacher's high voice tone attract your attention?

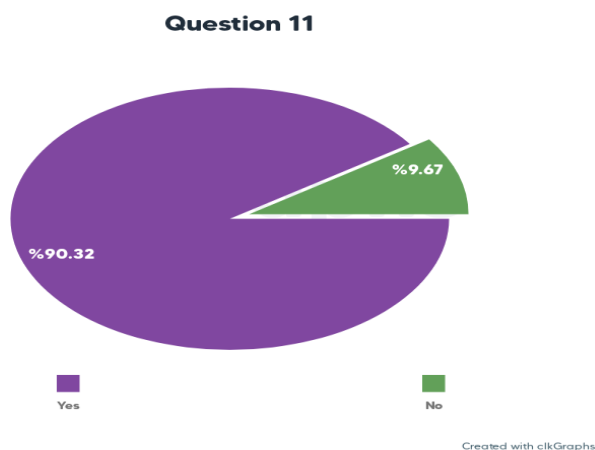
- The percentage of 88.7 (55 per 62) students agreed that their teacher's high voice tone attract their attention to the lectures. Otherwise, 11.29% (7 per 62) of them said that they do not get attracted by their teacher's high tone.



These next two questions are about the usage of facial expressions by the teachers.

11. Does your teacher use facial expressions (happy, angry, serious, confident faces...etc.)?

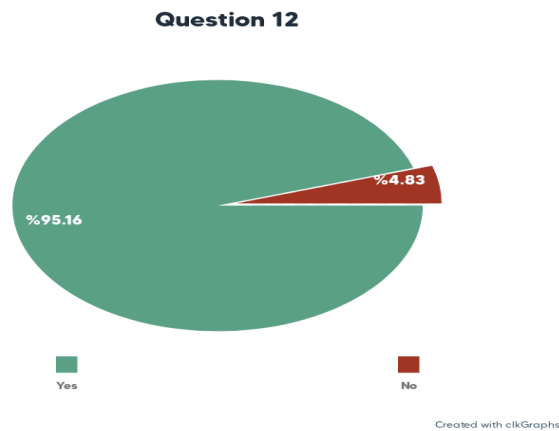
- Depending on the findings by the researcher, the students with a percentage of 90.32 (56 per 62) declared that their teachers do use facial expressions. The others 9.67% (6 per 62) declared they were not using any facial expressions inside the classroom.



12. Do you understand whether your teacher is angry, happy, or disappointed... relying on his facial expressions?

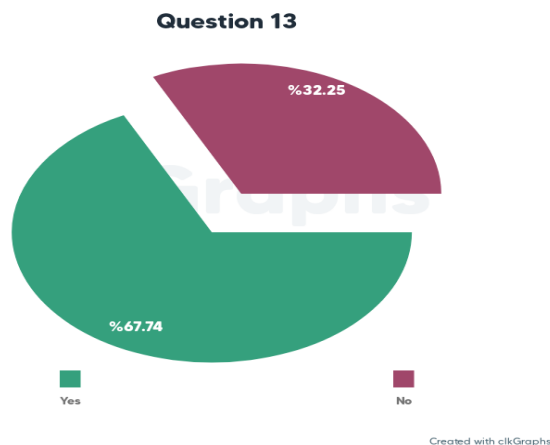
- Several 3 per 62 (4.83%) students stated that they do not get their teachers' emotions relying on facial expressions. On the contrary to those, most of the

lecturers stated that they do get their teacher's emotions through the facial expressions they use.



13. Do you think that your teacher understands your body language (facial expressions, eye contact, and voice tone)?

- The question had a big role in spotlighting the fact that not always teachers do understand the student's body language. Third of the students (32.25%) do believe that their teachers do not understand their body language, while two third (67.74%) say the reverse.

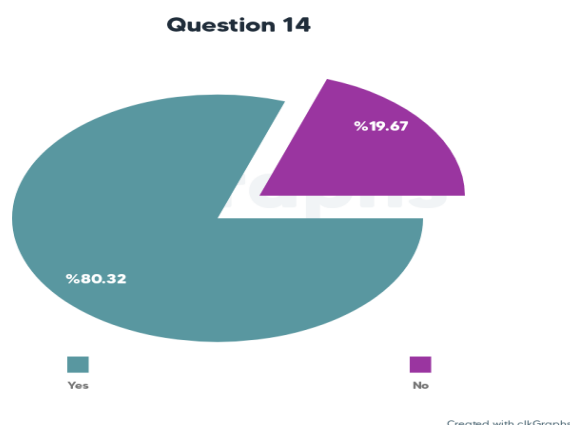


- We asked the ones who said that the lecturers understand their body language about how this is revealing. Their responses were as the following:
  - "I am a very expressive confident individual, who comprehends the fundamentals of body language thus I am capable of being very understandable for the teachers."

- "Since he/she is a teacher, there is no doubt that they are familiar with body language gestures. So, it will be so easy for them to understand what their students want to convey as a message through body language."
- "It's all about psychology, and as we know teachers studied psychology so that they can understand the student's body language easily. Furthermore, even the experience in the teaching domain has a role also."
- "It is a visual act, we can see it."
- "Body language is so important that it should be included in the teacher's training. So, the gestures we make, voice tone, eye contact make teachers decode what we are saying."

14. Do you think that your teachers' body language enhances your learning ability?

- A percentage of 80.32 (49 per 62) of the students choose the first side, which is teachers' body language do enhance their learning abilities. For the second side who declared that teachers' body language does not improve their learning abilities, were 12 per 62 (19.67%) students.



- We asked the students to explain their choices for this question, and their responses were as the following:
  - ✓ If the teacher is confident according to his body language, for example, he will make me feel that I am studying with a teacher who knows what he is doing. I'll feel safe and relaxed during the session, and I'll be more productive.



- ✓ When a teacher is active and moves from one place to another using different gestures that makes u pay more attention to him/her.
- ✓ It increases not only emotional and psychological confidence, but the communicative competence.
- Those who choose the second side also gave some explanations:
  - ✓ Maybe it contributes to creating a comfortable atmosphere inside the classroom but, it does not necessarily enhance the learners' ability to learn.
  - ✓ I do not care about teachers' body language; I focus on the idea itself.

15. In your opinion, how can we integrate body language into EFL teaching?

- For this last question, students gave some suggestions for how can we integrate body language into EFL teaching:
  - ✓ I believe we should make it a module so that the interaction between the students and the teachers increases. Understanding each other will facilitate the teaching and learning process, and it will help us to be good teachers in the future.
  - ✓ Teaching the students body language that will help with good communication.
  - ✓ Through role-plays and consistent practice.
  - ✓ Maybe by using special lessons about body language and how we can develop it in our studies.
  - ✓ We can integrate it via the usage of simple psychology tricks, we cannot force somebody to utilize body language in whichever activity they're doing given the fact that it is a skill that should be learnt as it'll exceptionally beneficial for a person in the future hence we'll have to unconscionably implement the thought of the importance of body language inside a student's head by constantly showcasing and displaying in front of them how it is crucial and helpful in explaining the material and eventually by the time the individual will

sooner or later start imitating the teacher's body language and implement it in their course.

### **3.2 Summary**

To sum up our findings in this part of the survey, we notice that the majority of the students are aware of body language's meaning and cues. Also from their responses, most of them did note and understand the teachers' body language messages during lecturing. From the findings above, we can say that most of what attracted the students to their teachers' body cues was using the high tone of voice and hand gestures. In addition, they gave a good response in terms of explaining their choices about specific issues (questions 13, 14, 15). The students in the last question (15) agreed on one idea, which is making body language a module to teach for the sake of developing their communicative skills.

## **4. Discussion**

Based on the findings of the analysis of interviews with teachers, students 'questionnaire findings and classroom observation, the research comes to light with numerous pieces of evidence to show the effectiveness of body language in classroom discourse, and its role in enhancing the interaction in class between teacher and student.

Using Body Language in the classroom is important for students learning English as a foreign language because it has a positive impact on classroom discourse. Most of them (95, 16%) are aware of this behaviour. And they are familiar with the different cues of nonverbal communication and their function that are used by the teacher (voice tone, eye contact, hand gestures, facial expression, also, spacial distance) to attract their attention. The majority of students are conscious of the meaning and indication of body language. According to their comments, the majority of them did see and comprehend the lecturers' body cues while lecturing.

The physical presence of the teacher affects the learning and teaching process. While it facilitates the process of teaching and makes it more developed and lively. Also, the student became motivated, active and captivated in class, getting a good feeling about their teacher's movements which affect their comprehension positively because students claimed that they concentrate.

Whereas, in classroom observation, we found that most of the teachers use body language in the classroom to enhance the interaction with students and to be closer to them. By using body language cues for example facial expression by smiling, gaze on the students' eye, and hand and body movements that help the teacher to attract the student interest and attention. The teacher-student interaction was not dependent on just one or two cues, but rather on a variety of bodily cues that assisted in delivering a good message from the instructor to his audience.

The professors' body language was properly employed from several viewpoints, such as emphasizing the significance of a certain item by applying a slew of clues all at once harmoniously. Body language plays a crucial role in teaching the classroom since it enhances the effectiveness of communication between teacher and students; it helps the teacher to manage the class and rule it and assists in establishing and maintaining classroom discipline. Nonverbal cues like maintaining eye contact, standing tall and using appropriate gestures can help manage student behaviour. Also, it helps to encourage the student to learn and to develop the student's situation in class to make the passive ones participate actively, seeking help and ask questions ...etc, make the student feel connected, supported and motivated.

Body language in teaching improves communication and interaction, also, as engagement understanding. It adds positive advantages in the classroom context.

## **Conclusion**

This chapter offers more details about the gathered data to inspect the effectiveness of body language in teaching EFL; the results have shown that body language has a great and positive impact on teaching English as a foreign language. In addition to its positive impact on teacher-student interaction. However, the absence of body language in the classroom has a negative impact making the class completely passive and the process of teaching and learning boring and unsuccessful.

## 5. Genral ConclSION

In our research, we endeavoured to investigate the effect of teachers' body language as a supportive technique in teaching EFL, of the Department of Foreign Languages, a branch of English Studies in Khanchela University Abbes Laghrour.

Concerning the results of the study, we tried to investigate the role of body language in teaching EFL, and its impact on the teaching process. To confirm if body language is effective while teaching or not, which is our main objective. In addition, our research discussed a main point which is whether nonverbal communication enhances teacher-student interaction in classroom discourse.

Our research is divided into two chapters: chapter one contains two sections. The first one is about body language in general (definition, elements of body language, and how messages can be transmitted through it). The second section contains body language related to teaching in general and teaching EFL specifically.

Chapter two is the practical one where we used triangulation data: a questionnaire which was addressed to the students, observation in the classroom and a teacher interview. Based on the data findings we conclude that body language is effective in the classroom especially if the teacher used different cues of nonverbal communication, for instance, facial expression, eye contact, gestures and body movements. All of those cues help the teacher to understand his students and attract their attention to facilitate the teaching-learning process. Also, the physical presence of the teacher improves the interaction between him and his students.

Teachers can also realize that students look at the teachers' eyes when they want to understand because linguistic items have limitations, nonverbal signals are powerful, nonverbal messages are likely to be more genuine, nonverbal signals can express feelings...etc. Body language enhances the interaction between student and teacher and this is what we observed in the classroom. The teacher can break the ice between him and his

students and become close through cues of nonverbal communication: smiling, eye contact ...etc.

Body language enhances the interaction between the student and the teacher by making a positive relationship between the two sides. It enables the teacher to teach in a lively and active class. So, nonverbal behaviour is the positive side of teaching and its cues are the techniques.

## **6. List of Recommendation**

These are some recommendations that are suggested by us based on our findings, which could get our reader's interest:

- Investigating the use of technology in enhancing teacher-student interaction in EFL classroom discourse.
- Analysing the impacts of cultural differences on student-teacher interaction in EFL classroom discourse.
- Examining the role of nonverbal communication in enhancing student-teacher interaction in EFL classroom discourse.
- Investigating the effectiveness of teachers' training programs on improving student-teacher interaction in EFL classroom discourse.
- Analysing the impacts of classroom management strategies on student-teacher interaction in EFL classroom discourse.
- Investigating the relationship between teacher's body language and student's motivation in EFL classroom discourse.
- Examining the role of teacher's body language in enhancing students' comprehension of EFL classroom discourse.
- Investigating the effectiveness of teacher's body language in reducing student's anxiety in EFL classroom discourse.
- Analysing the impacts of student's body language on teacher's feedback in EFL classroom discourse.

**7. Limitations**

Research is an important process that the scholar use for the sake of understanding the world around us. But collecting accurate data can be challenging sometimes. The reliability and accuracy of the findings are crucial for making informed decisions, but having limitations in time, as well as, sample size can make it difficult to achieve this goal. In our investigation, we were limited to a short period to get deeper and collect more accurate data. Also, we were limited to the sample size which does not allow us to generalise to a large population (62 per 162 students), many of the students did not provide a properly written answer for the questionnaire. Besides, a number of the lecturers did not have time for making interviews, whether others, accepted a written form of the interview, and the minority, did face-to-face interviews.

# APPENDICES

## **Appendix 1:** Teachers' interview.

Hello dear lecturers

You are kindly requested to answer this written form interview. That is part of a research survey designed to investigate the use of body language to enhance student-teacher interaction in EFL classroom discourse.

Thanks in advance.

1. In your opinion, do you think that body language is effective during EFL teaching? Why?
2. What type of body language do you use while lecturing?
3. In your opinion, when does it necessarily use body language during lecturing?
4. Do you think that your students understand the messages you transmitted through your body language?
5. If yes, how do you check whether they have got it?
6. Do think that body language enhances student-teacher interaction? How?
7. Some teachers can be classified as passive users of body language i.e. using less body language while teaching. Why are they so?
8. Can you give some pieces of advice to those who are passive lecturers?



## **Appendix 2: Students' questionnaire.**

### **Introduction:**

Hello dear master one student, this questionnaire is part of a research survey designed to investigate the use of body language to enhance students-teachers interaction in EFL classroom discourse. You are kindly requested to tick the option you believe is right and provide a written answer when it is necessary.

Thank you in advance.

1. Body language is showing or expressing your feelings or thoughts using your body movements rather than using words. Were you familiar with the term?

- Yes

- No

2. In your opinion, which of the next element is a part of body language ( you can choose more than one or add other ones)?

- Facial expressions

- Voice tone

- Vocabulary

- Eye contact

- Spacial distance

- Hand gestures

- Others.....

3. Do your teachers use body language in a classroom context?

- Yes

- No

4. If yes, which of the following cues (elements) does your teacher use?

- Eye contact
- Voice tone
- Spacial distance
- Facial expressions

Other.....

5. Do you get your teachers' body language?

- Yes
- No

6. Do your teacher use hand gestures?

- Yes
- No

7. Do your teacher use eye contact while explaining the course?

- Yes
- No

8. What do you feel when your teacher is making eye contact with you?

- Anxious
- Confident
- Embarrassed

Other.....

9. Do your teacher use:

- High voice tone
- Low voice tone
- A mixture of both

10. Does your teacher's high voice tone attract your attention?

- Yes

- No

11. Do your teacher use facial expressions (happy, angry, serious, confident faces...etc.)

- Yes

- No

12. Do you understand whether your teacher is angry, happy, or disappointed... relying on his facial expressions?

- Yes

- No

13. Do you think that your teacher understands your body language (facial expressions, eye contact, and voice tone)?

- Yes

- No

- If yes, how?

.....  
.....

14. Do you think that your teachers' body language enhances your learning ability?

- Yes

- No

- How?

.....  
.....

15. In your opinion, how can we integrate body language into EFL teaching?

.....  
.....

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