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Exploring The Pedagogical Role Of Paralanguage In Behavioral Regulation: The Case Of First Year Middle School

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Abstract

The transition of pupils from elementary school to middle school requires a certain level of learning maturity in order for them to face unfamiliar knowledge in different subjects and to develop learning skills that would help them direct their focus towards their learning and facilitate that process. However, most of pupils display disturbing behaviors in their first year of middle school as a result of their learning immaturity. These disturbing behaviors hinder their learning process and create an unhealthy learning environment. Furthermore, they create a huge obstacle for teachers, especially in their classroom management. Luckily, teachers can regulate these behaviors and help their pupils develop learning maturity using different communication techniques. Regarding pupils' fragility and age, paralanguage seems to be a great assistant for teachers while regulating their pupils' behaviors since it offers a variety of non-verbal cues that can deliver teachers' feelings, attitudes, and opinions about their pupils' behaviors without expressing them verbally, and can be easily captured and understood by kids around that age. However, in such cases, paralanguage shouldn't be used randomly or spontaneously; a pedagogical and strategic use needs to be followed to make the best use of these tools and to effectively regulate pupils' behavior.s.

Key terms: Paralanguage, Non-verbal cues, Pedagogical, Behavioral Regulation

Dedication 1

I lovingly dedicate this work to my dear parents for their immense love, support and the sacrifices they have so far done,

To my dear research partner and friend, alongside you, this journey has been a memorable one.

To my dear friends, your encouragement and will to help have always provided me with a wave of relief,

To the ones far in distance but close to heart, thank you for everything you provided, for your help and belief.

-Amira

Dedication 2

To my beloved ones:

Bouchlaghem Hadra

Rahal Kamal

Rahal Asma

Jim

Bouzidi Amira

-Aya

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List of Tables

Table 01: Frequency of teacher (01) use of paralanguage.....	38
Table 02: Frequency of teacher (02) use of paralanguage.....	38
Table 03: Frequency of teacher (03) use of paralanguage.....	39
Table 04: Frequency of teacher (04) use of paralanguage.....	39
Table 05: Frequency of teacher (05) use of paralanguage.....	40
Table 06: Frequency of teacher (06) use of paralanguage.....	41

List of graphs

Graph 01: Teachers' nationalities.....	36
Graph 02: Frequency of teachers' use of paralanguage	49
Graph 03: Frequency of teachers' need to regulate behaviors.....	42/50

List of figures

Figure 01: Section 1 of teachers' questionnaire.....	58
Figure 02: Section 2 of teachers' questionnaire.....	59
Figure 03: Section 3 of teachers' questionnaire.....	60
Figure 04: Section 4 of teachers' questionnaire.....	61

Table of Contents

Abstract

Dedication

Acknowledgments

List of tables

List of graphs

Table of contents

GENERAL INTRODUCTION

1. Introduction	12
2. Problem statement.....	12
3. Research questions.....	13
4. Research significance.....	13
5. Methodology.....	13
6. Literature review	14

CHAPTER ONE: THEORETICAL PART

1. Communication definition.....	18
1.1 Communication components	19
1.2 Models of communication	20
1.2.1 Aristotle's model of communication	20

1.2.2	Berlo’s model of communication	20
1.2.3	Shannon and weaver mode	21
2.	Nonverbal communication	21
2.1	Types of nonverbal communication	22
2.1.1	Gestures	23
2.1.2	Posture	23
2.1.3	Facial expressions	23
2.1.4	Eye contact	23
2.1.5	Vocalics	24
2.1.6	Proxemics	25
3.	Behavioral regulation	26
4.	Paralanguage in teaching	27
5.	Conclusion	29

CHAPTER TWO: METHODOLOGY, FINDINGS AND DISCUSSION

1.	Introduction	31
2.	Research methodology	31
2.1	Research design	31
2.2	Sample and setting	32
2.3	Data collection tools	32
3.	Data analysis and findings’ discussion.....	34
3.1	Data analysis of teachers’ questionnaire.....	34
3.1.1	Section one.....	34
3.1.2	Section two	35

3.1.2.1 Analysis of the first question.....	35
3.1.2.2 Analysis of the second question.....	36
3.1.3 Section three.....	40
3.1.3.1 Analysis of the first question	40
3.1.3.2 Analysis of the second question.....	41
3.1.4 Section four	45
3.1.4.1 Analysis of the first question	45
3.1.4.2 Analysis of the second question.....	45
3.1.4.3 Analysis of the third question.....	46
3.2 Findings discussion.....	47
3.2.1 Question 1.....	47
3.2.2 Question 2.....	47
3.2.3 Question 3	48
3.2.4 Question 4	49
3.2.5 Question 5.....	51
3.2.6 Question 6.....	51
3.2.7 Question 7.....	51
3.3 Conclusion.....	51
4. General conclusion.....	52
5. Limitations.....	53
6. Recommendations for further research.....	53
7. Résumé.....	55
8. Appendix.....	56
9. References.....	57

GENERAL INTRODUCTION

1. Introduction

Communication is the sum of what happens in an interaction between living species, it encompasses all actions involved in creating a mutual understanding. Communication is indispensable; it is essential as a basic function of all living species and as a basic function of the fusion of knowledge, especially in daily human life. Giffin et al ,1976 : “around human terms we suggest that death is denoted by the absence of communication and that to live is to communicate.”

Non-verbal communication is seen as the greatest device in performing communication as it cannot be avoided in the ways we vocalize the interaction in terms of voice qualities and characteristics, body language and facial expressions used in it. Through nonverbal cues, humans deliver and communicate unintentionally certain thoughts and feelings. Nonverbal communication devices are often labelled as "paralanguage" in communication science research. Excluding the use of words, paralanguage covers a variety of channels that interfere in the communication process.

Seeing that paralanguage holds such crucial significance and uncovers powerful human cues, it is used by many fields to improve the communication that happens within their organizations. Teaching as a field that directs the education of generations makes greater use of paralanguage. not only in enhancing the delivery of information and increasing the chances of understanding, but also in regulating learners' behaviors , managing and controlling the classroom environment.

2. Problem Statement

Paralanguage are the aspects of nonverbal communication used by individuals non-restrictively to alter and shape meaning, as well as add intent and layers of intensity and depth

to meanings that cannot be expressed through words. However, to effectively employ paralinguage, it must not be employed at random; rather, a teacher must take great care in selecting the appropriate paralinguage channels within the suitable context at the right time to direct the classroom. Therefore, a pedagogical use of paralinguage is required as an assistive instrument in regulating classroom behavior.

3. Research Questions

This research addresses the following questions:

- How do teachers use paralinguage in behavioral regulation?
- What are the most commonly used paralinguage channels in the process?
- What are the most effective paralinguage used by teachers in achieving behavioral regulation?

4. Research significance

This research investigates the forms and shapes by which paralinguage assists teaching in controlling the classroom and how teachers sculpt the use of paralinguage in regulating students' behavior, and it concludes whether their perception of paralinguage matches their application of it. This study aims to demonstrate the value of paralinguage as a pedagogical aid in the teaching process.

5. Methodology

In this descriptive and exploratory study, a mixed method approach is used in which both qualitative and quantitative data collection methods are adopted, the research design is both descriptive and analytical. A questionnaire is used as a tool to collect both quantitative and qualitative data that are later objectively described and critically analyzed, this

questionnaire aims to explore teacher's perceptions of paralanguage and to describe their use of paralanguage in the classroom and the strategies they follow when using them in addition to its effects on directing students' behaviors. This mixed-method questionnaire seeks to ensure the validity and reliability of the data obtained. The qualitative aspect provides precise and authentic perceptions and comprehensive information and showcases different attitudes displayed by teachers in certain situations. On the other hand, the quantitative aspect provides the frequency of paralanguage used by teachers and of its use in behavioral regulation.

This study was conducted in 2021/2022. The chosen sample is a group of six teachers from different nations who are in charge of first-year middle school classes. The sample was selected through the voluntary response sampling technique.

The class level was decided upon based on the fact that the transition from primary school to middle school requires some learning maturity that can be gained with teachers' help through behavioral regulation.

6. Literature Review

Lunenburg (2010), agrees that the word communication originated from the Latin word "communis", however he asserts that it means (common), which suggest that it must be a common understanding...

Communication refers to the set of words, symbols, and messages by which members of an organization exchange meaning and information. Since communication is viewed not only as a basic indicator for human existence but also as a crucial instrument in maintaining human relationships.

In the words of Fotheringham, 1956 "Communication is a process involving the selection, production, and transmission of signs in such a way as to help a receiver perceive a

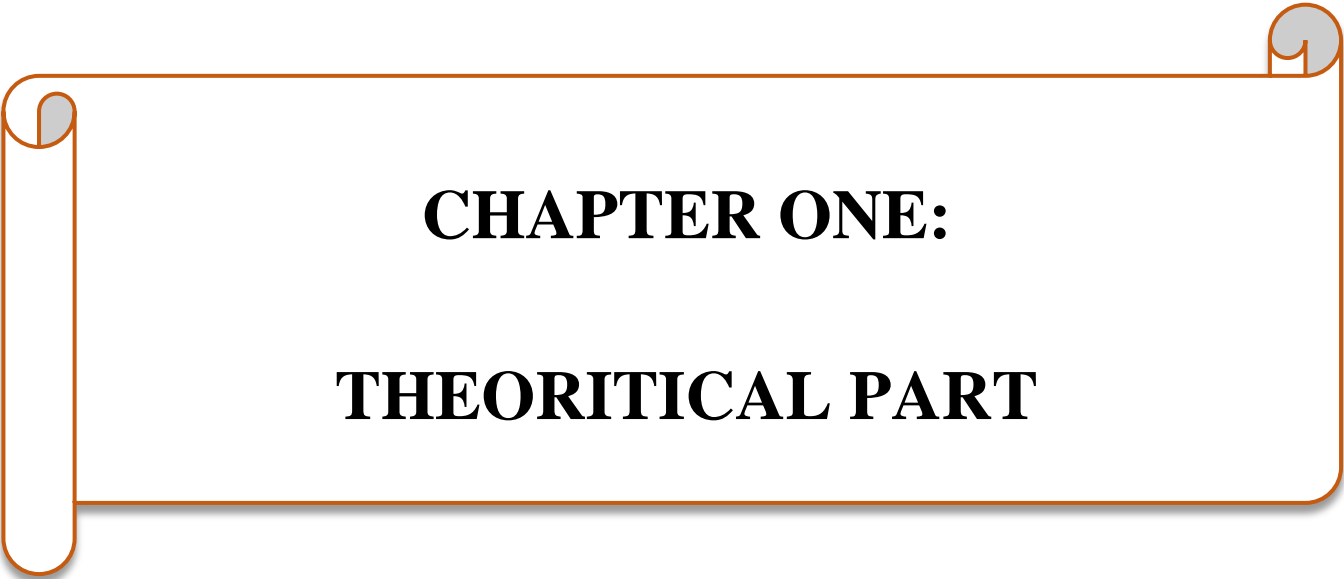
meaning similar to that in the mind of the communicator.” It is impossible to not communicate since every behavior performed by humans indicates something and deliver, whether intentionally or unintentionally a message. Our body language/facial expressions, how we vocalize the interaction in terms of voice qualities and characteristics such as intonation, pitch, volume variation, mixed signals, pause and other qualities.

Birdwhistell(1970/158) stated that words probably convey no more than 30/35% of the social meaning of a conversation or interaction. This supports researchers’ claim that nonverbal communication accounts for 60/70% of human communication. Stevick (1982,163) also stated: “If verbal communication is the pen which spells out the details, nonverbal communication provides the surface on which the words are written and against which they must be interpreted.” This oriented the use of non-lexical components that convey information beyond the actual verbal message and reflect supplementary meanings and emotionally loaded aspects of speech, providing given contextual information that allows individuals to appropriately understand and interpret the message being conveyed.

The main difference between verbal and nonverbal communication is that a single channel is used (words) when we communicate verbally versus multiple channels used when we communicate nonverbally; Vocal cues refer to the external stimuli that involve spoken and written words and include style and sequential arrangement along with emotional and logical content, whereas nonverbal cues include all the other external stimuli besides written and spoken words, such as facial expressions and nonverbal cues. “People’s emotions are rarely put into words, far more often they are expressed though other cues. The key to intuiting another’s feelings is in the ability to read nonverbal channels, tone of voice, gesture, facial expression and the like” Daniel Goleman.

The mastery of these paralinguistic cues leads to communicative competence which is highly needed in teaching. Miller(1988) indicates that teachers’ mastery of nonverbal

communication in the classroom allows them to deliver the lectures more proficiently and successfully. However “educators are not only demanded to be effective in teaching and learning activities (transfer of knowledge) but also in their personal relationships and modeling (transfer of attitudes and values), for both the learners as well as the all members of the school community” Akhtim Wahyuni. This implies that teachers are responsible for guiding their learners towards a better control of their emotions, to illustrate the right behaviors for them and correct the wrong ones through a pedagogical use of paralinguistic features.



CHAPTER ONE:
THEORITICAL PART

1. Communication definition

Lunenberg (2010) agrees that the word communication originated from Latin word 'communis'. However, he asserts that it means 'common', which suggest that there must be a common understanding of the message between the source and the receiver concerning the message being communicated.

It is seen as a sign of life by so many communication scientists who consider that human death is denoted by the absence of communication.

Communication is a natural phenomenon and is a basic living instrument for all living species: "Animals live without knowing how they live, and they communicate without knowing how they communicate. By and large, so do we. Unlike animals, however, we speculate about how we live and how we communicate," John R. Pierce.

Indeed, unlike animals, communication for humans is more than a tool to achieve their daily needs or to assure their survival; it is a basic function of the diffusion of knowledge in all its forms. "The word communication will be used in a very broad sense to include all the procedures whereby one mind affects another. This involves not only written and oral speech but also music, the historical arts, the theatre, ballet, in fact all human behavior" Warren Weaver.

Oxford Advanced Learners' Dictionary of Current English (2004) defines communication as the activity or process of expressing ideas and feelings or of giving people information. This definition, like many other dictionary ones, is monologic because of its emphasis only on the stimulus response process, unlike the definitions provided by communication scientists, which are dialogic because they view communication as an exchange of attitudes, ideas, beliefs, and feelings that intentionally or unintentionally influences the behavior of both parties.

T.R. Nelson highlighted two different definitions of communication. The first being the one that limits the phenomenon of communication to stimulus response, which is an intentional transmission of a message aimed towards evoking a response, while the other definition includes unintentional communication that involves the reactions of one to another that are based on some visual, auditory, or sensory cues.

1.1 Communication components

Every communication situation differs in a way or another. Therefore, in order to establish a general statement about the communicative process, we have to isolate the communication components that all communication situations have in common.

- The information source: is mostly the speaker, the sender, the one responsible for selecting and producing the desired message.
- Message: is the context of the desired information, it carries the aim of communication.
- Transmitter: it is what changes the desired message into signals, i.e., it operates upon the message and converts it into an appropriate form, which is signals, in order to be transmitted through channels.
- Channels: the medium of transmission, which allows the receiver to capture signals.
- Receiver: captures and transmits signals into messages and interprets them.
- Noise: received information that was not intended by the information source. which can cause both negative and positive effects by strengthening or weakening the entered effect of the message. They can be internal results of the receiver's own thinking or external from other sources.

- Destination: if the intended receiver captures and interprets the message successfully, then he represents the destination. However, if another intended receiver receives the message, then he is referred to as the destination.

1.2 Models of communication

1.2.1 Aristotle's model of communication

He was the first one to propose and design a model of communication. This model was created before 300BC and it places a huge emphasis on the role of the speaker in communication, making it a speaker-oriented model. According to Aristotle, the speaker takes full charge of the communication and controls the message; thus, he must be a very good speaker and must take time to prepare his speech and choose his words wisely, making sure they convey his thoughts and the intended meaning, with the objective of influencing the listener/receiver. He needs to understand his audience and pay attention to his body language.

1.2.2 Berlo's model of communication

Unlike Aristotle's model, which considers the speaker to be the main figure and responsible for communication and disregards other elements or aspects, this model takes into account the emotional aspect of the message and it operates on the SMCR model, which stands for:

S: source

M: Message

C: Channel

R: Receiver

- Source is also called the sender; the owner of the thought and transmitter of the message. The sender is able to successfully and effectively transmit the message by using communication skills, attitude, knowledge, social system, and culture.
- Message: the process of converting thoughts into words, also known as encoding. A message consists of the following elements:

Content/element/treatment/structure/code

- Channel: refers to the medium used to deliver the information. It could be one of the five senses: touching/hearing/tasting/smelling/seeing.
- Receiver: the process of trying to understand what the sender wants to convey, also known as decoding

1.2.3 Shannon and weaver model

It is a very popular model, which led to it being called "the mother of all models.

This model takes communication as a two-way process, and it primarily seeks to analyze how messages are sent and received and how they can also be disoriented and misinterpreted in the process. This model provides a trendy framework that includes the basic communication concepts of sender, encoder, channel, noise, decoder, and receiver.

2. Nonverbal communication

According to Birdwhistell, the nonverbal band carries 65 percent of the accuracy of communication in an interaction, while words carry only 35 percent.

Linguists and communication scientists assign great importance to the human capacity to produce words. However, there's another parallel track of nonverbal communication which reveals indeed much more than words do. All external stimuli consisting of spoken or written words and including logical and emotional content, sequential arrangement, and style are referred to as "verbal cues," while all external stimuli other than spoken and written words and including facial expression, posture, characteristics of voice and appearance, any effects of the physical setting, and so forth are referred to as "nonverbal cues." Sereno, Kenneth k. et al.

Nonverbal communication refers to insights conveyed by the way the interactor articulates and performs words; the way he acts over and above the message. It involves a wide range of voice characteristics and other interpersonal perceptions such as body language, posturing, gestures, and a variety of nonverbal communication types that reflect people's attitudes, emotions, and states of mind, whether intentionally or unintentionally, in addition to the desired message without the use of any verbal cues. It reveals much more about the interactor as Edward Sapin believes "nonverbal communication is an elaborate secret code that is written nowhere, known by none, and understood by all".

Nonverbal communication has the potential to be extremely powerful in both establishing a successful understanding in the interaction and completely misguiding the interaction by revealing and reflecting unexpected and uncontrolled powerful cues. In reference to what Daniel Goleman said: "People's emotions are rarely put into words; far more often they are expressed through other cues." The key to intuiting another's feelings is in the ability to read nonverbal cues like tone of voice, gestures, facial expressions, and the like as they often used by us on a daily basis to convey certain messages. We can uncover various implicit meanings or ancillary ones through the way someone talks, their choice of tone, pitch, posture, and the hand or body gestures they use.

2.1 Types of nonverbal communication

2.1.1 Gestures

They are a form of nonverbal communication that can be demonstrated in visible and observable movements or actions using different parts of the body. They are used to communicate a particular message, feeling, or thought, whether in place of speech or in conjunction with it. They can involve the use of a single body part like a head nod or multiple body parts like head nodding and clapping.

Gestures can express things such as approval, discomfort, hostility, and so on.

2.1.2 Posture

The way or manner of how you sit or stand. A posture can indicate your level of comfort, professionalism, and emotional state, as well as information about your interactions with other people or situations, as well as personality traits such as confidence, and so on.

2.1.3 Facial expressions

The use of the eyes, nose, lips, and other facial parts and muscles to convey meaning and express messages. The face is the most expressive part of our body. Some of the basic facial expressions that are typically easily recognizable by all people are happiness, sadness, anger, and such. Facial expressions are powerful communicative signals that can convey emotions, moods, personality traits, or requests.

2.1.4 Eye contact

The eyes represent the visual sense and are typically the body part that receives the most attention during communication. When communicating, people usually tend to maintain eye contact with each other, so it can be an assistive nonverbal tool in communication. Eye

signals can be used to prompt people to speak or to indicate our desire or readiness to speak. It can also convey various emotions such as surprise, fear, and amazement. It can be used to monitor or control the interaction.

2.1.5 Vocalics

They refer to the vocal yet nonverbal parts of a message that are utilized in communication. These vocal qualities include:

- Pitch: refers to the highness and lowness of someone's vocal tone. It helps in delivering meaning and transmitting the intensity of a message. Through the changes in someone's pitch, we can identify questions, greetings, orders, and such.
- Volume: similar to pitch; it is the power of your voice, how loud and how low or soft you speak. It can be affected by these variables:

- Mode of communication, whether you are speaking on the phone or in person. For example, if one is talking on the phone, typically his voice would be low, but if he is speaking in a conference room, his voice would be loud.

- Size of audience: how many people you are addressing when talking. A large audience would require your voice to be loud on the opposite, if it's a small gathering it would be lower.

- Emphasis on words: when wanting to emphasize a certain word or phrase you will typically raise the volume of your voice when saying it so that it stands out from the rest of the speech.

- **Tone:** this one is about the shade of your voice. It is the one that demonstrates emotions in your voice such as warmth, coldness, agitation, relaxation and so on. Through the tone of someone's voice, we can identify their mood.
- **Vocal fillers:** they refer to the filler words or sounds we make when speaking or during the pauses that occur when speaking such as uhm and uh.

2.1.6 Proxemics

Refers to how space is used by humans and contextualized in relation to culture. How does this space and changes in proximity affect their behaviors and experiences, as well as how communication is affected. Proxemics introduced and measured space types:

1/Intimate space: communication in this zone is done within less than 1.5 feet of our bodies. The intimate zone includes close friends, family, and romantic or intimate partners. It is difficult to ignore people within such a close distance. Human contact here is both verbal and physical, and sometimes only one of the two is present.

2/Personal space: This zone extends four feet from our physical body and contains much of our daily communication with friends, close acquaintances, and significant others. This zone is divided into two subzones that help us manage our close interactions with those whom we aren't necessarily close to interpersonally (McKay, Davis, & Fanning, 1995). The outer-personal zone extends from 2.5 feet to 4 feet. It can be used for private conversations that occur between people who aren't intimate with each other. The inner-personal zone extends from 1.5 feet to 2.5 feet and is reserved for intimate communication with people who are interpersonally close. Some subtle touching can be used in this zone to indicate the comfort level within this space and ease the conversation flow.

3/Social space: communication within this zone is four to twelve feet away from our bodies. It is usually in a professional or a casual context, and it is not intimate nor public either. Distance in this zone rules out the possibility for intentional or unintentional touching, and people within that distance are usually acknowledged, which leads to some sort of interaction.

4/Public space: the least personal zone, starting 12 feet away from a person. Communication performed in this space is not intimate and it is mostly formal, such as a person performing a public speech for an audience or a celebrity surrounded by body guards and away from the public. The lack of physical proximity makes it difficult to engage with others on a deep level, and so interactions or acknowledgments are not expected within this space.

3. Behavioral regulation

Behavior, in an overall view, is an activity or an action performed and can be observed and measured. It is the accuracy of an organism's action or reaction. It is the process of an inner entity bringing bodily movement or other outcomes. It is often described as a response that is mostly influenced by internal stimuli (i.e., the nature of the person) and external stimuli (i.e., the nature of the situation).

Behavior is the center of all behaviorism movements and studies. These studies assume that behavior is either a reflex evoked by the pairing of the previous stimulus (internal or external). These stimuli are captured in the environment or are consequences of the individual's history, including reinforcement and punishment contingencies provided by others.

According to these studies, behavior may be modified and directed according to feedback or stimulus provided by others and defined by social norms. This feedback is represented as reinforcements or punishments that modify the organism's behavior. In this way, human behavior is regulated and norms are established that let us differentiate normal behavior from abnormal behavior and the appropriate from the inappropriate. This kind of modification was famously studied in B.F. Skinner's box experiment, which was mainly applied to animals. This experiment relies on an operant conditioning chamber that allows the researcher to control the environmental conditions and stimuli that aim to direct the animal's behaviors and modify them by punishment and reinforcement. In this chamber, the animal receives punishment for the unwanted behavior in a systematic and measured form until it is corrected into a wanted behavior that is to be performed repeatedly by providing rewards every time. At the end of this experiment, the researcher achieves the elimination of the unwanted behavior and establishment of the wanted one. This philosophy is called radical behaviorism. However, in human social norms, Skinner used the previous philosophy, trying to regulate human behavior through applied behavior analysis as a replacement to the term "Behavioral modification". This modification is done under an operant conditioning and modified setting, in which there is a control over the environmental stimulus that will result in some change or regulation of social significance and the individual's behavior.

The behavioral regulation process is defined by one's ability to manage and direct his own behavior and others by eliminating any inconvenient behavior that would cause distraction and disturbance to the mechanism that encompasses ; emotional maturity and social connections, obtaining knowledge and directing attention, and every procedure that contributes to the shaping of one's personality.

4. Paralanguage in teaching

During an interaction with other people, the verbal message being conveyed is the center of interest and attention. The person is focused on the other person's words, disregarding his body language, and this leads to a failure in receiving the nonverbal signals the body is trying to send. According to many scholars, facial expressions, eyes, tone of voice, gestures, posture or movement, touch, and sight are the most frequently used non-verbal communication channels. Nonverbal behaviors are inevitable and constantly practiced. They are an integral part of the communication we perform. It is almost impossible to interact with someone and talk without some changes happening to our facial expressions, tone, posture, and such. Thus, this emphasizes the importance of knowing and understanding those changes in order to use them as a subtext or an assisting tool in our communication and in order to be able to fully perceive, interpret, and respond to meanings and messages in the intended way.

In education and teaching, paralanguage plays a vital role in supporting and boosting the communicative competence of both teachers and learners:

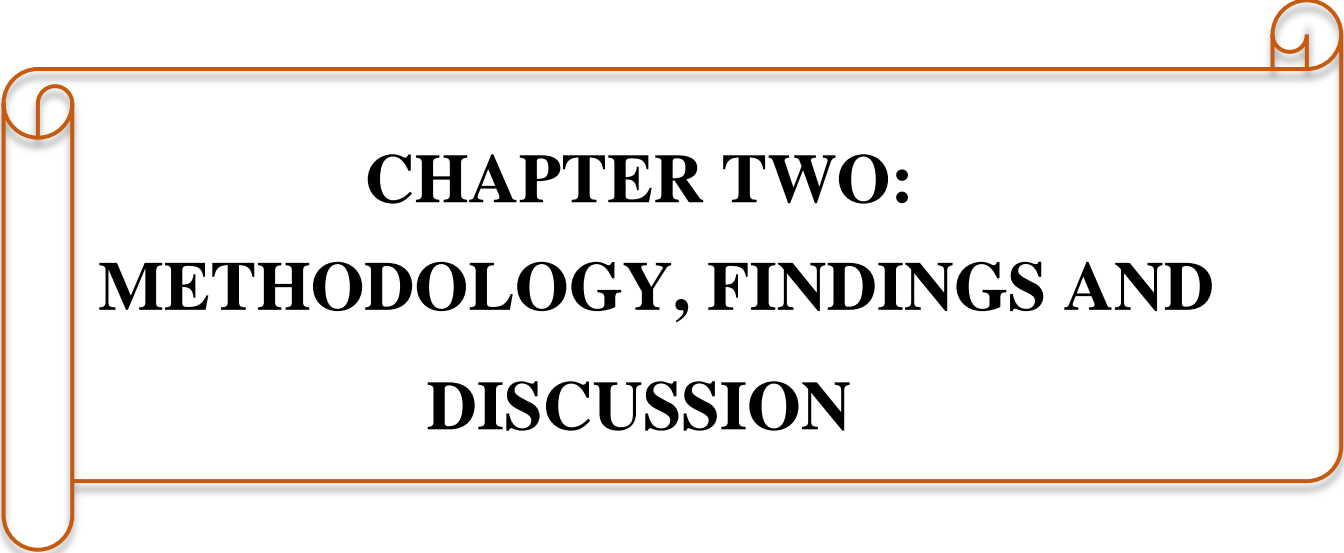
"Nonverbal communication within the classroom is very important because the teacher and pupils often have more confidence in the nonverbal than in the verbal message" (Neill, 1991, p.23). Teachers make use of paralinguistic features in their lesson presentations to enrich the information and meanings they are conveying and to facilitate the process of its reception by learners. Many researchers have pointed out that we communicate nonverbally around 90% of the time. Nonverbal cues can express various meanings and messages and reflect emotions and thoughts. Miller (1998, p.18) states that students receive the body message positively and with enthusiasm. This proves that paralanguage is positively influencing the learning processes of students. However, that isn't always the case because it isn't easy to manage a classroom and get learners to be on the same wavelength as you in order for them to comprehend the message.

Teachers are faced with daily challenges when it comes to inspiring and motivating their learners and getting them to be active participants in the learning process. People in the teaching sector often complain about issues like lack of attention, disruption, and other behaviors that disturb and negatively affect the learning environment and atmosphere. Classroom discipline is a critical issue for them, and paralanguage can be a source of help to them since learners are responsive to nonverbal behaviors. According to Gomer and Walters, the main uses of eye contact in the classroom are to show a student who is talking that the teacher is taking notice; to check that everyone is concentrating; to indicate to a student that you want to talk to him to do something; to encourage contributions when one is trying to elicit ideas; and so on.

Gestures such as eye movement can be an example of how paralanguage is used by teachers to regulate their learners' behaviors in the classroom. If the teacher perhaps witnesses a misbehavior done by one of the students, a glare aimed towards him can signal him to behave.

5. Conclusion

In this chapter, a variety of descriptions have been provided for every significant area of this study (communication, paralanguage, behavior regulation). Despite the correlation between all areas defined in this chapter, a good understanding of each one individually was felt necessary by the researchers in order to establish the foundation of the subsequent methodology chapter. This chapter therefore lays the background for the interpretation of obtained data.



**CHAPTER TWO:
METHODOLOGY, FINDINGS AND
DISCUSSION**

1. Introduction

This research was conducted to collect teachers' perceptions on using paralanguage in their classrooms as an aid in regulating their learners' behaviors. The researchers used an appropriate procedure and analyzed the data to reach some valid conclusions. Accordingly, this chapter demonstrates the steps of the methodology which have been followed and selected regarding the nature of the study objectives. It introduces the sample population, how the obtained data was collected by both qualitative and quantitative data collection tools, and provides a detailed description and schematic analysis of these data. Finally, this chapter enriches the study with a discussion of the main findings and supplies a number of pedagogical implications, recommendations, and suggestions for further research.

2. Research methodology

This part provides a description of the methodological choice of this research and its process. It illustrates the research design, sampling size and sampling technique, and the tools for data collection.

2.1 Research design

A research design is the 'procedures for collecting, analyzing, interpreting, and reporting data in research studies' (Creswell & Plano Clark 2007, p.58). It is mainly a structured plan that the researcher sets out and follows to tackle his research questions and hypothesis. It determines how he will collect the required data and how he will later analyze it and which methods are to be used while doing so.

The nature of the present process requires a mixed method design to explore it at varying levels of depth. In particular, an exploratory and descriptive design. The purpose of exploratory research is not only to increase the understanding of the study subject but also to gather different perspectives on it and to obtain insights for further research. It is the type of

research design that is chosen when little is known; Its focus is to address new problems on which little or no prior research has been done because it does not try to provide complete and conclusive solutions to the research questions; rather, it only explores the study topic in varying depths. There has been some academic research on the correlation between the use of paralinguistics in teaching and other variables such as motivation, academic achievement, and student assessment. But the use of paralinguistics in behavioral regulation has not been widely explored in any previous studies. The purpose of descriptive research is to provide a picture of a certain situation or phenomena and show how the variables that exist within the phenomena are related. The descriptive design will provide the research with an overview of the use and contribution that paralinguistics has provided the teaching discipline, especially in the behavioral regulation process.

2.2 Sample and setting

The current research population is middle school teachers who are in charge of teaching first-year middle school classes (2021–2022). The chosen sample consists of six teachers from different nationalities, which were collected through the voluntary response technique. These classes contain learners who have recently transferred from primary to middle school, carrying with them their learning immaturity and some disturbing behaviors that will certainly appear and interfere in their process of obtaining new levels of knowledge, facing new subjects, and directing their attention and focus while learning.

2.3 Data collection tools

A mixed-method questionnaire was designed for this research to investigate teachers' perceptions of paralinguistics and their followed strategies in applying them. It was administered online to six teachers from different nationalities who are in charge of first-year middle school classes, using a Google Form application from Google Services.

The questionnaire provides teachers with its objectives as an opening act, asking them kindly for honest responses. This questionnaire consists of ten questions divided into four sections. With some of the sections containing an introduction to the concept that the questions revolve around. The first section has general personal questions to confirm the match of the required conditions (first-year middle school teachers). The second and third sections consist of qualitative and quantitative questions. The qualitative questions are designed to provide the researchers with soft data that will help to develop ideas and hypotheses based on the teachers' statements and responses. On the other hand, quantitative questions are designed to gather hard data that will quantify the behaviors and attitudes of the teachers for more precise and reliable assumptions. Finally, the fourth section contains qualitative questions that will provide the researchers with a deep insight into teachers' perceptions of paralanguage in regulating behaviors and they will have a clear view of the contributions of paralanguage in their classes.

Section one: as for its form, a general statement that introduces the objectives of the questionnaire to the teachers and kindly requests their honest and serious cooperation, is followed by three questions that will confirm the conditions required in the research, which is targeting teachers who are in charge of first-year middle school classes, and will confirm that the questionnaire will provide a wide range of perceptions on paralanguage from people of different nationalities.

Section two: begins with an introduction that provides an important entry. This entry explains that the terms paralanguage and non-verbal communication are used interchangeably; however, under the circumstance of this research, paralanguage is regarded as an umbrella of all nonverbal communications, followed by two questions; a qualitative one that targets the teachers' different perceptions of paralanguage, and a quantitative one that targets the frequency of teachers' paralanguage use.

Section three: This section focuses on behavioral regulation, beginning with an introduction that explains why first-year middle schoolers require the most behavioral regulation, followed by a qualitative question that focuses on the frequency of behavioral regulation need in these classes. To obtain vivid and objective data about teachers' real interactions and performance while facing disturbing behaviors, a variety of most expected problematic situations that require teachers' regulation of their pupils' behaviors are provided.

Section four: this section contains three qualitative questions. The first is designed to verify teachers' consciousness of paralanguage while regulating behaviors in the previous situations. The following one is designed to extract the strategies followed by teachers while using paralanguage to regulate behaviors, and finally, the last question is designed to examine the effectiveness of teachers' paralanguage use in behavioral regulation.

3. Data analysis and findings' discussion

3.1 Data analysis of teachers' questionnaire

This questionnaire was designed as an instrument to collect data and obtain teachers' different perceptions of paralanguage and their awareness of the use of paralanguage in first-year middle school classes, mainly to regulate their pupils' behaviors. Six teachers from different nationalities who are in charge of first-year middle school classes, selected through the voluntary response technique, have answered our questionnaire. Their answers are to be analyzed as follows:

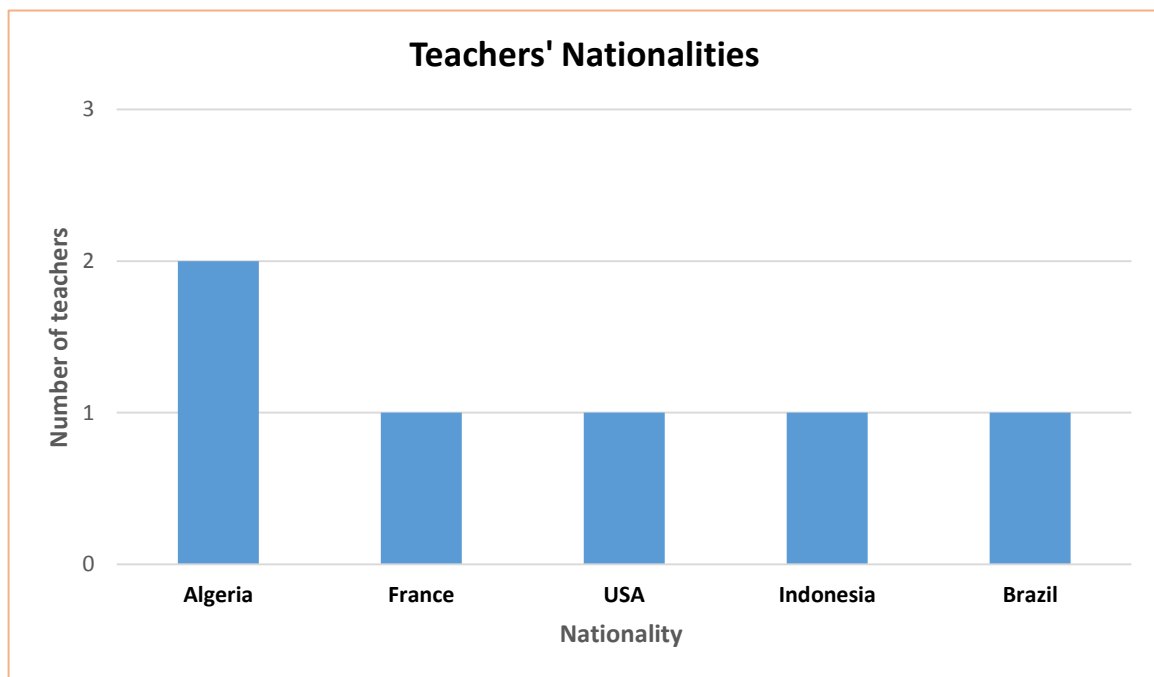
3.1.1 Section one

The first section of the questionnaire was designed to confirm the conditions that were set by the researchers to meet their study goals, which was the fact that the teachers selected through the voluntary response technique had to be in charge of first-year middle school

classes. The teachers are from different nationalities, which will help to gain a wide range of perspectives on the use of paralanguage in behavioral regulation, specifically in teaching.

The answers to the first question confirm that all teachers are in charge of teaching first-year middle school classes.

The second and third questions provide us with the teachers' nationalities and the country they work in. The answers show that teachers are from different nationalities and all currently work in their country.



3.1.2 Section two

3.1.2.1 *Analysis of the first question*

The first question in this instrument is a qualitative question that targets the concrete answers, which tell us what teachers define as paralanguage and what is to be considered as paralanguage to them.

In her study of nonverbal communication, Valerie Manusov states that it's hard to define but it is often said to be all those modes of communication other than words or a parallel way to process social stimuli alongside language cues.

According to Bormann (1972) and many communication scientists, paralanguage includes all of the information and clues transmitted by the way a person talks and acts, in addition to the verbal message that his words carry.

According to the answer provided by the first teacher, they perceive paralanguage as essential to teaching children.

The answer provided by the second teacher delivers a very detailed definition of paralanguage with some examples. However, his definition is limited only to voice quality and body language, neglecting the other types of paralanguage.

The answer provided by the third teacher is a few words' definition: "non-verbal elements of speech and three types of paralanguage (eye-contact, pitch, and facial expressions).

The answer of the fourth teacher is brief; they only state the fact that paralanguage can be helpful.

The fifth teacher's perception of paralanguage is that it's very beneficial for children to learn better.

The sixth teacher believes that paralanguage is important to all people.

3.1.2.2 Analysis of the second question

The second question in the data collection instrument is a quantitative question that captures the frequency of different paralinguages used by the teachers. These questions cover eye contact, gestures, facial expressions, posture selection, vocalics adjustments (tone, volume, pitch, pause, verbal fillers), and setting selection (time and place).

- Table 01: Frequency of teacher (01) use of paralinguage

	Never	Rarely	Sometimes	Often	Always
Eye Contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Gestures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Facial Expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Choice of posture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Vocalics adjustment (tone , volume , pitch ,pause, verbal fillers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Selection of setting (time and place)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

As shown in the table, teacher (01) always makes eye contact, gestures, facial expressions, and vocalic adjustments, and they frequently use posture and setting selection.

- Table 02: Frequency of teacher (02) use of paralinguage

	Never	Rarely	Sometimes	Often	Always
Eye Contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Gestures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Facial Expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Choice of posture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Vocalics adjustment (tone , volume , pitch ,pause, verbal fillers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Selection of setting (time and place)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

As shown in the table, teacher (02) always employs gestures and facial expressions and frequently employs eye contact, posture selection, vocalics adjustment, and setting.

- Table 03: Frequency of teacher (03) use of paralinguistics

	Never	Rarely	Sometimes	Often	Always
Eye Contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Gestures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facial Expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Choice of posture	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocalics adjustment (tone , volume , pitch ,pause, verbal fillers)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection of setting (time and place)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As shown in the table above, teacher (03) uses paralinguistics types at different frequencies.

- Table 04: Frequency of teacher (04) use of paralinguistics

	Never	Rarely	Sometimes	Often	Always
Eye Contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Gestures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Facial Expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Choice of posture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Vocalics adjustment (tone , volume , pitch ,pause, verbal fillers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Selection of setting (time and place)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Teacher (04) always uses eye contact and facial expression while their use of the rest of the paralinguistic features is frequent.

- Table 05: Frequency of teacher (05) use of paralinguistic features

	Never	Rarely	Sometimes	Often	Always
Eye Contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Gestures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Facial Expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Choice of posture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Vocalics adjustment (tone, volume, pitch, pause, verbal fillers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Selection of setting (time and place)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

However, teacher (05) frequently employs his posture as a paralinguistic feature, whereas setting selection is rarely employed. As for the rest of the paralinguistic types, they always use them.

- Table 06: Frequency of teacher (06) use of paralinguistic features

	Never	Rarely	Sometimes	Often	Always
Eye Contact	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gestures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facial Expressions	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choice of posture	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocalics adjustment (tone , volume , pitch ,pause, verbal fillers)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection of setting (time and place)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

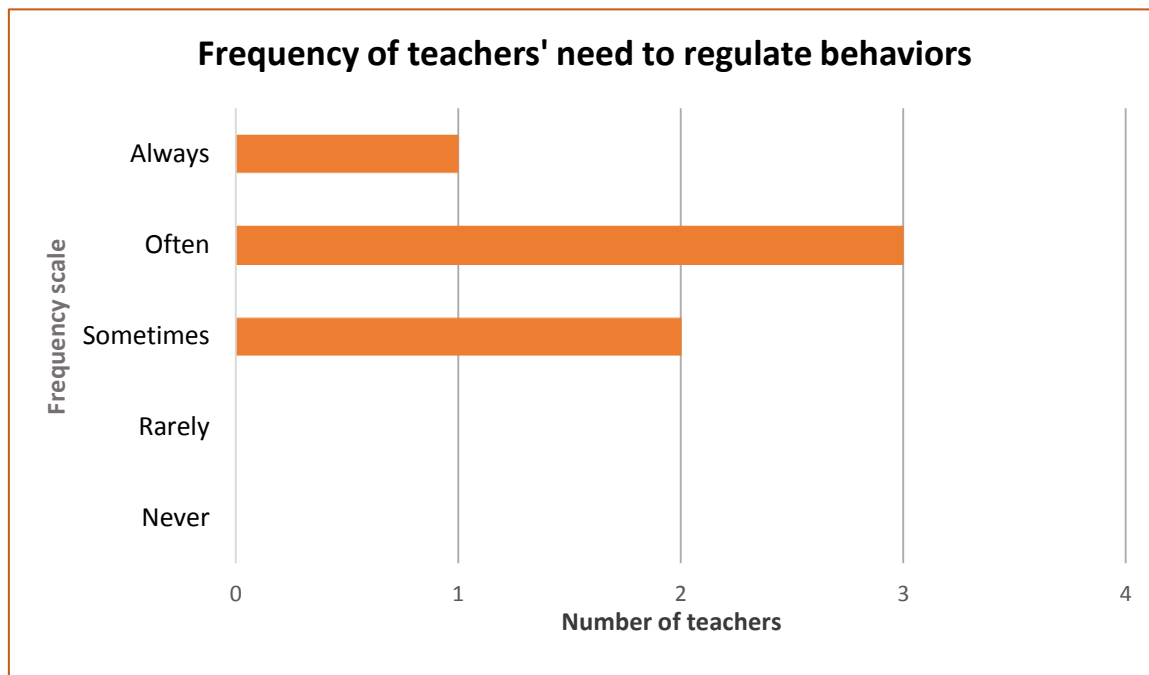
The use of vocalics by teacher (06) is uncommon, whereas it occurs on occasion in the rest of the paralanguage.

3.1.3 Section three

3.1.3.1 Analysis of the first question: *How often do you feel the need to regulate 1st year middle school learners' behaviors?*

The first question in this section is also a quantitative question. This question was designed to capture the frequency of teachers' need to regulate their pupils' behaviors, particularly in first-year middle school classes, regarding their lack of learning maturity and their sudden exposure to new subjects and leveled-up knowledge. The lack of maturity appears as disturbing behaviors, misdirection of attention and concentration, and many other behaviors that hinder their learning process.

Their answers are demonstrated in the graph below:



The first teacher answered by often, which indicates they feel the need to regulate their learner's behavior a lot of times.

The second teacher feels the need to regularly regulate first-year learners' behaviors.

The third teacher also feels the need to regularly first-year learners' behaviors.

The fourth teacher occasionally feels the need to regulate learners' behaviors.

The fifth teacher always feels the need to regulate learners' behaviors.

The sixth teacher occasionally feels the need to regulate learners' behaviors.

3.1.3.2 Analysis of the second question: How would you react to the following situations?

The second question in this section is a qualitative question that consists of the most expected classroom situations where the teacher would usually feel the need to regulate

behaviors to solve these situations that hinder the learning process. These situations are caused by disturbing behaviors coming from learners who haven't yet developed learning maturity and struggle to adapt to the new learning environment that differs from their elementary school environment. This question reveals how teachers react and deal with such situations.

The four most likely situations that require a teacher's interference by regulating their learners' behaviors are:

- If a learner seeks attention by misbehaving,
- If a learner is an introvert,
- If a learner is being bullied in class,
- If a learner is a slow learner

Situation N01: If a learner seeks for attention by misbehaving.

The first teacher's reaction to this situation was to communicate with the student, calling them aside privately to talk to them. Their next move, if the misbehavior doesn't stop, is to call the students' parents.

The reaction of the second teacher is complete and utter ignorance.

The third teacher's response is to avoid the situation before it occurs by paying attention to all students so that they do not seek it out by misbehaving. If the situation arises after all, the teachers refuse to provide attention and ignore the learner's behavior.

The fourth teacher stated that they would explain to misbehaving students, in a nice way, how their misbehavior can harm others.

The fifth teacher stated that they will give the misbehaving student a first warning and if they don't stop then they will be sent to the head of school's office.

The sixth teacher would try and talk to those students who were misbehaving.

Situation N02: If a learner is an introvert

The first teacher's reaction to this situation is to privately encourage the learner to participate by assuring them their voice is needed in the class.

The second teacher's reaction is to gently push the learner to overcome their shyness by smiling at them, greeting them with a hug, and trying to get them involved in games with their classmates.

The third teacher's reaction is very similar to the previous one; they both smile and gently approach the introverts, and they try to surround them with their classmates and get them involved in fun games.

The fourth teacher doesn't find an issue with a student being an introvert as they state they are introverted themselves.

The fifth teacher would try and make the learner feel comfortable in such a situation.

The sixth teacher stated they'd listen to the introverted students.

Situation N03: If a learner is being bullied in class

The first teacher's reaction is to separate the situation and immediately address it with the administration and parents.

The second teacher uses harsh words and a strong tone while addressing the bullies with alerting hand gestures.

The third teacher's answer didn't really provide a clear reaction to this situation. He stated that he would pay more attention to the learner being bullied and help him get through the bullying.

The fourth teacher in this situation would focus on the bullied person and on teaching them how to defend themselves.

The fifth teacher would react by sending the bully to the head of school's office if they are caught red-handed.

The sixth teacher would listen and be extra attentive to the students who have been bullied.

Situation N04: If a pupil is a slow learner

The first teacher said that in the case of such a scenario, they'd talk to the administration.

The second teacher demonstrates things using both slow explanation and hand gestures.

The third teacher uses repetition, putting emphasis on important information and stressing key words, breaking down ideas and providing learners with some time between activities to process ideas.

The fourth teacher stated they would provide learners with simpler exercises and they'd try to do more scaffolding in their lessons.

The fifth teacher, in this case, would provide the learner with some extra time.

The sixth teacher in this case would first seek to instigate the reason as to why a student is a slow learner.

3.1.4 Section four

3.1.4.1 Analysis of the first question: *Describe your use of paralinguage in the previous situations*

The first question in this section is a qualitative question that asks teachers to describe their use of paralinguage in the previous situations. This question was designed to capture teachers' awareness of their paralinguage use while regulating behaviors in their classes. and whether their behavioral regulation process is associated with their use of paralinguage.

Teacher 1 declares that they heavily rely on eye contact because it is essential when addressing students.

Teacher 2 describes his use of body language and tone of voice as dependent on the situation.

Teacher 3 describes eye-contact as a controlling tool that would direct learners' attention the way he wishes. He also describes hand gestures as an assistive tool during the explanation of the information.

Teacher 4 stated they use suitable intonation and eye contact in the previously mentioned situations.

Teacher 5 uses eye contact and pitch of voice to handle situations like the ones previously mentioned.

Teacher 6 provided no explanation.

3.1.4.2 Analysis of the second question: *Are they used strategically? if yes, say how?*

The second question in this section is designed to check if teachers follow a strategic plan in using paralinguage while regulating pupils' behaviors. If so, an explanation of their plan is sought.

Teacher 1 didn't offer a clear answer to the question, yet they claimed the use is strategic, especially if a student misbehaves.

Teacher 2 stated that their use of paralanguage is strategic, but they didn't demonstrate how.

Teacher 3 stated that they follow a strategic plan in their use of paralanguage to regulate their learners' behaviors. They also stated that their use of paralanguage is completely dependent on behavior and situation. The complexity of the situation dictates what paralanguage is used and its intensity. They also mentioned that eye-contact is the most commonly used in uncomplicated situations where the behavior can be easily regulated.

Teacher 4 claimed that their use of paralanguage is strategic, yet they didn't mention how. They added in their response that pupils do what they are expected to do.

Teacher 5 declared that they use paralanguage strategically in order for the student to understand the line has been crossed, yet they don't provide an answer as to how this use is strategic.

Teacher 6 said that their use of paralanguage in the previous situations is not strategic. The last question of this section and the data collection instrument is a qualitative question that targets the results achieved by teachers' use of paralanguage in regulating their learners' behaviors.

3.1.4.3 Analysis of the third question: *What results are you achieving in regulating behaviors through the use of paralanguage?*

This question investigates the contribution of paralanguage to behavioral regulation in their classes.

Teacher 1 declared that they are achieving more control in their classrooms and a connection with students.

Teacher 2 declared that paralanguage efficiently contributed to classroom management and that, after their use of paralanguage in regulating behaviors, their pupils' behaviors had been gradually regulated.

Teacher 3 declared that paralinguistic has helped them in capturing and directing their pupils' attention and investing more time in the teaching/learning process rather than wasting time dealing with unnecessary events in the classroom.

Teacher 4 concluded that the effect of paralinguistic use contributes or leads to a better learning condition.

Teacher 5 had provided no answer as to what results they are achieving and mentioned that they had never thought about it.

Teacher 6 didn't state any results and mentioned that they haven't tried using paralinguistic in behavioral regulation.

3.2 Findings discussion

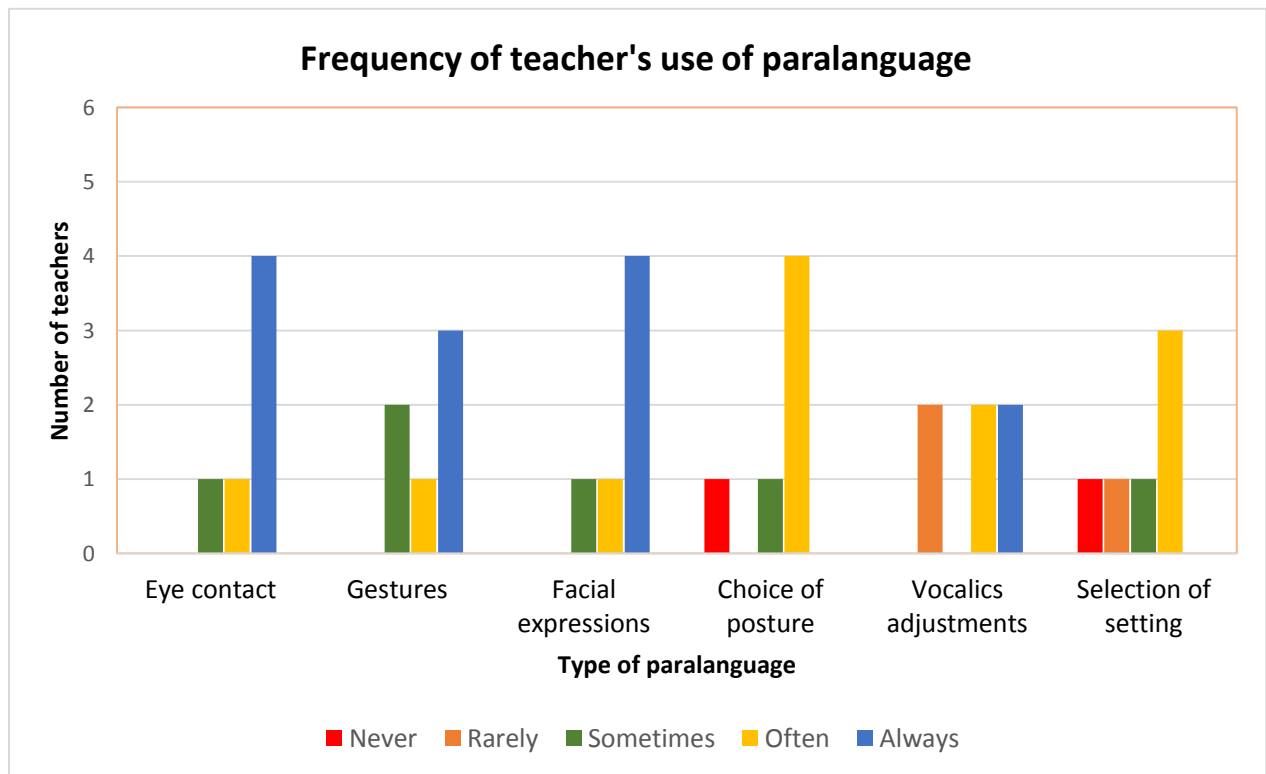
3.2.1 Question 1: *what's your perception of paralinguistic?*

Most answers provided by teachers as a response to this question were brief. These answers represent the perceptions of teachers towards paralinguistic. Teachers' perceptions appear to be too general and limited to one or two types of paralinguistic. Teachers' answers reflect their lack of deep knowledge about paralinguistic as they are superficial and revolve only around body language and voice qualities for some and eye-contact and gestures for others. Through their answers, we can also observe the importance given by teachers to paralinguistic. However, they provided no further details about how paralinguistic is important and in what way.

3.2.2 Question 2: *How often do you use these types of paralinguistic?*

(eye contact , gestures , facial expressions , choice of posture , vocal adjustments , selection of setting)

The frequency of teacher's use is demonstrated in the graph below:

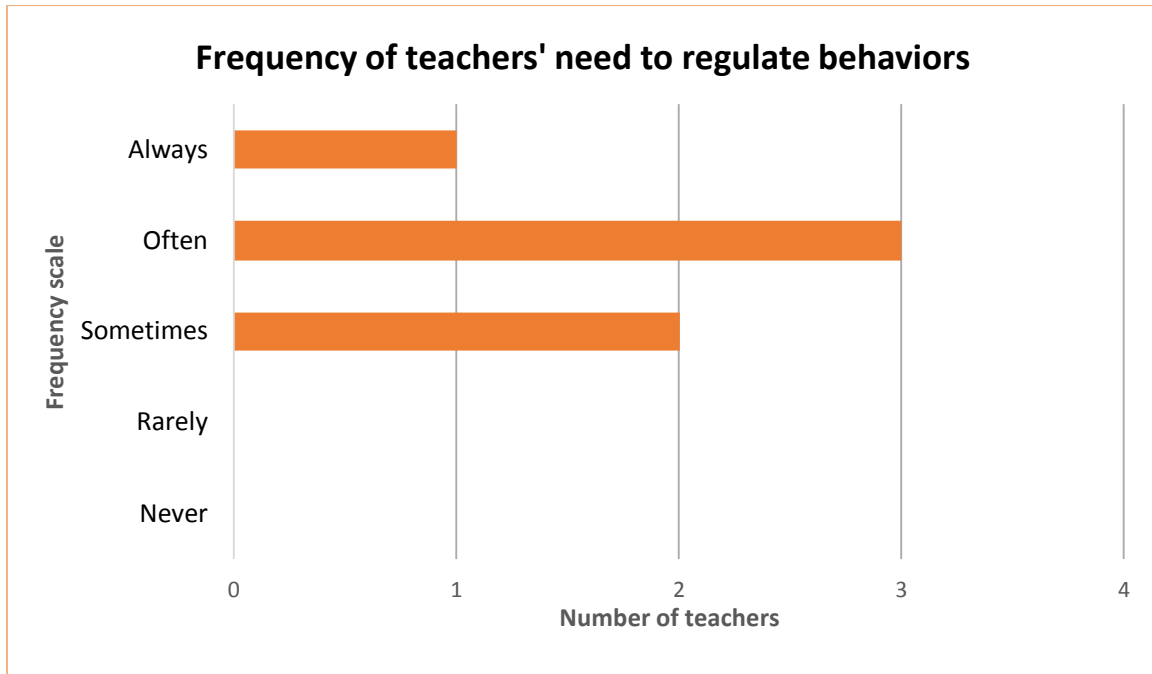


According to the data provided in the graph above, we can observe that the paralinguage that is most commonly and constantly used by the teachers in our sample are eye contact, gestures and facial expressions. Majority of teachers also reported that they frequently employ posture and setting as a paralinguistic feature.

As for the employment of vocalics as a paralinguistic feature, teachers' opinions vary between those who always adjust their voice qualities in class, those who do it often and those who rarely do it.

We can conclude that the majority of teachers focus on body language as an aspect of paralinguage and not enough importance or attention is given to proxemics and to the setting; selecting the appropriate time, place and space is very important in class and can achieve various purposes and convey multiple meanings which ultimately can aid the teacher in the teaching process as well as the behavioral regulation one.

3.2.3 Question 3: *How often do you feel the need to regulate first year middle school learners' behaviors?*



As seen in the graph above we can note that the majority of teachers stated that they often or always feel the need to regulate their first-year pupils' behaviors which confirm that indeed first-year learners are in need of behavioral regulation for various reasons including the ones we have previously stated; Advancing from primary school to middle is not always a smooth process as some students carry a certain learning immaturity that is not wanted in middle school and that can provoke certain behaviors that will hinder their learning process and contribute to a bad learning environment.

3.2.4 Question 4: *How would you react to the following situations:*

Situation one: if a pupil seek attention by misbehaving?

Teachers' reactions to this situation vary. Some choose to deal privately with the pupil who is seeking attention and calmly address them and talk to them, whilst some react with total ignorance or they will involve the administration and call the pupil's parents.

There is no explicit indication of paralanguage use in their answers, yet according to their reactions, we can find signs of use of vocalics, eye contact, and gestures.

Situation two: if a student is an introvert?

In this case, most teachers' reactions revolve around encouraging the introverted pupil and offering support, coaxing them to break out of their shyness and to participate more through talking to them, listening to what they have to say, or engaging them in group activities. The teacher in such a situation may need to use a calm tone, soften their gaze, and employ gestures in an effort to make the pupil feel comfortable.

Situation three: if a pupil is being bullied in the class?

In such a scenario, teachers' reactions were in variance as some would focus on the bullied pupil, they would be attentive to them, try to understand the situation from their point of view, help them get through it, and tell the pupil how to defend themselves. On the other hand, some would focus on the bully. They would either talk to them or send them to the administration and call their parents to address the situation with them. In such a situation, teasers would find themselves needing to adjust their tone, volume, and such and to modify their eye contact and gestures according to the person they are talking to. If they are addressing the bullied, a soft tone, low volume, gentle gaze, and gestures are to be used, whilst a stern gaze, a strict tone, and pitch are employed to address the bully.

Situation four: if a pupil is a slow learner?

In this situation, teachers stated they would provide the slow learner with extra time, simpler exercises, and more scaffolding in lessons. They would provide the pupil with extra

attention, seek to explain the lesson privately to them if the pupil is found truly interested and facing difficulty they would also reformulate, repeat and simplify the information for them.

Through teachers' reactions, we can capture the use of various paralanguages such as eye contact, gestures, vocalics and such.

3.2.5 Question 5: *How would you describe your use of paralanguage in the previous situations?*

Most of the answers provided by the teachers did not match their actual use of paralanguage in the previous situations. Some mentioned certain paralinguistic features that aren't represented in their reactions to those situations. While some weren't sure exactly if they were using paralanguage or not. Eye contact was the most commonly mentioned paralanguage.

3.2.6 Question 6: *Are they used strategically? if yes, say how?*

Most answers were vague. They state that their use is strategic, yet they provide us with no details as to how it is strategic. Some of them stated why a strategic use is needed and is important, yet we aren't sure if that is indeed demonstrated in their use of paralanguage.

3.2.7 Question 7: *What results are you achieving in regulating behaviors through the use of paralanguage?*

There were some differing opinions regarding this question, yet their answers were all broad and didn't focus on the use of paralanguage in regulating learners' behaviors. Overall, a lot of teachers stated that their use of paralanguage contributes to bettering the learning environment, creating classroom control, and grasping learners' attention.

3.3 Conclusion

The statements below are concluded from the data collected through data collection tool (teachers questionnaire)

- Teachers' perceptions about paralanguage aren't based on deep knowledge.

- Their perceptions don't match their use in the classroom.
- Their use of paralinguistics in behavioral regulation isn't pedagogical.
- They aren't regulating behaviors.
- They don't have strategies for regulating behaviors or any strategies for using paralinguistics in behavioral regulation.
- They aren't making the best use of paralinguistics.
- They aren't aware of the actual contribution of paralinguistics in behavioral regulation.

4. General Conclusion

The fact that paralinguage takes a huge part of the communication process and is unavoidably performed by humans to convey what goes beyond words, messages that indicate feelings, attitudes, and opinions, shows how important paralinguage is in human interactions and how it assists our verbal communication, which can be misleading and hard to understand by itself in so many situations. Teaching first-year middle school is one of those situations where paralinguage is needed along with verbal communication to explain, to demonstrate, to regulate, and to manage classroom environments. Particularly with pupils at that age, paralinguage can be more gentle and easy to capture, understand, and act upon than words. It conveys teachers' opinions and feelings (disapproval, anger, disappointment, sympathy, admiration, appreciation, concern, care) about certain behaviors towards their pupils. Those pupils capture the paralinguage cues that are often used to regulate disturbing behaviors.

Teachers have the ability to regulate behaviors that may hinder their teaching process and their pupils' learning processes using paralinguage (body language, facial expressions, gestures, postures, voice qualities, etc.) as a tool to successfully manage their classrooms, specifically first-year middle school classes, who are in need of this regulation to gain some learning maturity in order to meet unfamiliar subject complexity, new information, and to get familiarized with the new learning environment. This learning maturity will help them to direct their focus and attention towards their learning and maximize knowledge acquisition. However, paralinguage is not to be used randomly to achieve such objectives. Teachers must use a pedagogical, systematic plan while using paralinguage to successfully regulate behaviors. But above all, teachers must gain a deep insight into paralinguage and its types and gradually evaluate what type of paralinguage is best used to regulate what type of behavior in order for them to construct and conclude a pedagogy to be used, otherwise the results to be achieved from this use may be negative.

5. Limitations

The present study has a number of limitations that ought to be highlighted:

In the unfortunate circumstances the world is going through because of the coronavirus pandemic and due to time constraints, an online questionnaire was the most convenient option. The online questionnaire received a small number of participants, which limited our sample to six middle school teachers.

The subject of study isn't widely explored; no previous research has deeply tackled both paralanguage and behavioral regulation in correlation thus there was a lack of relevant resources.

6. Recommendations for further research

The study is still in its early stages, so additional work, specifically an experiment or a case study, to explore the topic and gain a thorough understanding of its contributions, is much needed. A real objective observation of teachers' use of paralanguage in behavioral regulation in their classrooms and a follow-up of the results they are achieving. Further research should seek to extend the sample number to include more participants and thus obtain more paralanguage perceptions, and to use tools such as an interview to receive more detailed, honest and accurate responses that will enrich the data to be collected.

Further research should aim to explore the cultural aspects of paralanguage in behavioral regulation. And to investigate the impact these factors have on paralanguage use, and whether paralanguage is universal or not.

Future studies should seek to involve and explore the use of paralinguistic in classrooms at other levels, to investigate this use and to discover its effects on behavioral regulation.

7. Résumé:

La transition des élèves de l'école primaire à l'école intermédiaire nécessite un certain niveau de maturité d'apprentissage afin qu'ils puissent faire face à des connaissances inconnues dans différentes matières et développer des compétences d'apprentissage qui les aideraient à se concentrer sur l'apprentissage et à faciliter ce processus cependant, la plupart des élèves font des comportements inquiétants au cours de leur première année de collège à cause de leur immaturité d'apprentissage, ces comportements perturbateurs entravent leur processus d'apprentissage et créent un environnement d'apprentissage sain, en outre, ils créent un énorme obstacle pour les enseignants, en particulier dans la gestion de leur classe. Heureusement, les enseignants peuvent réguler ces comportements et aider leurs élèves à développer leur maturité d'apprentissage en utilisant différentes techniques de communication. En ce qui concerne la fragilité et l'âge des élèves, le paralangage semble être une grande aide pour les enseignants tout en régulant le comportement de leurs élèves, car il offre une variété d'indices non verbaux qui peut montrer des sentiments, des attitudes et des opinions d'enseignants sur le comportement de leurs élèves sans les exprimer verbalement et peut-être facilement capturer et compris par les enfants de cet âge. Cependant, dans de tels cas, le paralangage ne devrait pas être utilisé au hasard ou spontanément, une utilisation pédagogique et stratégique doit être suivie pour faire le meilleur usage de ces outils pour réguler affectivement le comportement des élèves

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9. Appendix:

Teachers' Questionnaire

Section 1 of teachers' questionnaire

Teacher's Questionnaire

This questionnaire is designed to gather data about teachers' perceptions of paralinguistic and their use of it in behavioral regulation for first year middle school pupils. You are kindly invited to complete the following questionnaire. Your honest and detailed responses are much appreciated.

Are you a teacher of 1st year middle school students? *

Yes

No

What is your nationality? *

Votre réponse _____

Which city/country you work in? *

Votre réponse _____

Section 2 of teachers' questionnaire

Paralanguage in teaching

Paralanguage is often used interchangeably with the term non-verbal communication, as well as an integral part of it. However in this context, paralanguage is regarded as the umbrella of all non-verbal communications.

What is your perception of paralanguage? *

Votre réponse

How often do you use these types of paralanguage?

	Never	Rarely	Sometimes	Often	Always
Eye Contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gestures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facial Expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choice of posture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocalics adjustment (tone, volume, pitch, pause, verbal fillers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection of setting (time and place)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3 of teachers' questionnaire

Behavioral Regulation

Pupils who transit from elementary school to middle school perform certain behaviors that hinder their learning and that are the result of their learning immaturity. Behavioral regulation helps them adjust to the new learning environment and helps them obtain a good attitude towards learning.

How often do you feel the need to regulate 1st year middle school learners' behaviors? *

- Never
- Rarely
- Sometimes
- Often
- Always

How would you react to the following situations?

If a student seeks for attention by misbehaving? *

Votre réponse

If a student is an introvert? *

Votre réponse

If a student is being bullied in class? *

Votre réponse

If a student is a slow learner? *

Votre réponse

Section 4 of teachers' questionnaire

Paralanguage in Behavioral Regulation

Describe your use of paralanguage in the previous situations *

Votre réponse

Are they used strategically? if yes, say how? *

Votre réponse

What results are you achieving in regulating behaviors through the use of paralanguage? *

Votre réponse