

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Boudiaf University of M'sila



FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°.....

DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION: LINGUISTICS

Investigating the Impact of Teachers' Non-Verbal Communication on EFL Primary Pupils' Engagement: The Case of 4th Primary at Hamida Abdelkader and Abdellaoui Elamri Schools, Bousaada

Dissertation submitted to the department of English Language and Literature in partial fulfilment of the Requirements for the Degree of Master in Linguistics

Candidates:

Miss. Kheidri Zineb

Miss. Hayat Kireche

Board of Examiners:

Dr Benkhelifa Imane	University of M'sila	Chairperson
Pr Bouazid Tayeb	University of M'sila	Supervisor
Dr Ladjel Karima	University of M'sila	Examiner

2025

Declaration

We hereby solemnly declare that the work we are going to present in this dissertation

Investigating the Impact of Teachers' Non-Verbal Communication on EFL Primary School Pupils' Engagement: The Case of 4th Primary Schools, Bousaada

is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

Kheidri Zineb

Hayat Kireche

.....

Date: 5th June, 2025

DEDICATION

"And say, 'My Lord, increase me in knowledge.'"(Surah Taha, 20:114)

First and foremost, all praise and gratitude are due to Allah, the Most Gracious, the Most Merciful. Without His guidance, strength, and endless blessings, none of this would have been possible. Alhamdulillah for the journey, the patience, and the success.

With profound gratitude, I dedicate this work

- to my beloved parents, my first and greatest teachers in life. Thank you for teaching me the values of perseverance and the courage to pursue my dreams.
- to my beautiful siblings, thank you for your unconditional love Your presence means a lot to me.
- to my dearest grandfather, your unwavering support and belief in me have been a guiding light throughout this journey. This achievement is as much yours as it is mine, I hope I've made you proud. To my partner, "Hayat", this accomplishment is our shared triumph.

Thank you for standing beside me through every draft, every moment of doubt, and even every fought. To my soul sisters, Hana and Hadeel, your joy, love, and support lifted me during the toughest days. Thank you for being more than friends.

- to my "unknown soldier," your quiet strength and constant warmth gave me the courage to keep going when I nearly gave up. Your presence has been the anchor I needed. thank you, from the depths of my heart. And to those who believed in me, even when I did not believe in myself.

Lastly, I want to thank myself for the sleepless nights, the quiet perseverance, and the strength to keep going when things got tough. For trusting the process, even when the path was unclear. This journey wasn't easy, but I made it through.

Kheidri Zineb

DEDICATION

I dedicate this work

- to myself for the persistence and resilience shown throughout this journey. To my beloved parents, whose unwavering support and love have been my foundation;
- to my siblings, for their constant encouragement; and to everyone who stood by me, offering support and motivation during this journey.
- to my first newborn niece, Lily, for being a part of this journey and filling it with love, happiness, and gratitude.

Last but not least, special dedication to my partner, Zineb, for her persistence, patience, and strength in continuing and completing this journey together.

Hayat Kireche

ACKNOWLEDGEMENT

"Praise to Allah, who has guided us to this; and we would never have been guided if Allah had not guided us" Surah al-A'raf Ayah 43.

In the name of God, the Most Gracious, the Most Merciful. Without His grace and guidance, we would not have found the strength and courage to pursue and complete this research.

We would like to express our heartfelt gratitude to our research supervisor Pr. Tayeb BOUAZID, where words are not enough to describe his exemplary supervision, continuous encouragement, and unwavering support.

We would like to deeply thank him for his invaluable guidance and insightful feedback without this work would not be possible.

We also express our sincere appreciation to the jury members, for their precious time reading, evaluating, and assessing this work.

Heartfelt thanks and gratitude to all participants of this study —both teachers and pupils—for their time, cooperation, and meaningful contributions.

Finally, our gratitude goes to our supportive and loving families and friends who helped us accomplish this research work.

Hayat Kireche
Kheidri Zineb

ABSTRACT

The present study attempts to investigate the impact of teachers' non-verbal communication on EFL primary school pupils' engagement, focusing on 4th-grade classrooms in Bousaada. Knowing that non-verbal communication cues such as gestures, facial expressions, eye contact, and body language play a crucial role in classroom interactions, the study aims to explore how these cues by teachers affect and enhance pupil engagement in English as a Foreign Language (EFL) classrooms. In order to achieve the objectives of this study, a mixed methods approach was employed. Questionnaires for both teachers and pupils of 4th-grade classrooms, semi-structured interviews directed to teachers, and a classroom observation checklist were used as research tools in order to collect enough data. All data were analyzed both quantitatively and qualitatively. The findings demonstrate that teachers' non-verbal behaviors have a positive effect on EFL primary school pupils' engagement. In other words, there is a positive correlation between teachers' non-verbal communication and pupils' engagement levels. As a result, some suggestions and recommendations are offered to help teachers to be more aware and familiar with the use of NVC strategies to make their pupils more engaged in classroom.

Key concepts : Non-verbal communication, pupils' engagement, EFL pupils, primary education, EFL.

LIST OF TABLES

Table 1. Using Gestures While Explaining Concepts	37
Table 2. Teachers' Movement around the Classroom to Engage Pupils	39
Table 3. On the Most Effective Types of NVC Cues.....	41
Table 4. Teachers' Adaptation of NVC to Suit Different learning styles	42
Table 5. The Teacher's Frequent Smiles in Class	47
Table 6. The Teacher Uses Hand Gestures while Speaking.....	48
Table 7. The Teacher Uses Facial Expressions (happy, sad, surprised) to Help Pupils Understand	48
Table 8. The Teacher Moves around the Classroom while Teaching	49
Table 9. The Teacher Looks at Pupils When they Answer	49
Table 10. Pupils Pay Attention When the Teacher Speaks.....	51

LIST OF FIGURES

Figure 1 – 7 38 55 rule of Communication (Mehrabian).....	10
Figure 2. Pie Chart of Teachers’ Experience	35
Figure 3. Distribution of Teachers Across Different Grade Levels.....	36
Figure 4. The Conscious Use of Facial Expressions to Support Learners Understanding ..	37
Figure 5. Using Eye Contact with Pupils	38
Figure 6. Teachers’ Perception of NVC Impact on Pupils’ Engagement	39
Figure 7. Teachers Receiving Training on the Effective Use of NVC	40
Figure 8. Percentages of Pupils’ Age.....	46
Figure 9. Percentages of Pupils’ Gender.....	46
Figure 10. Percentages of Pupils who Reported Feeling Happy and Comfortable in English Class	50
Figure 11. Percentages of Pupils who Reported Liking to Answer Questions in English Class	50
Figure 12. Percentages of Pupils who Reported Liking to Participate in Classroom Activities	52
Figure 13. Observation Percentages of Pupils’ Eye Contact with the Teacher in School A and School H.....	53
Figure 14. Observation Percentages of Pupils Smiling or Showing Positive Facial Expressions in School A and School H.....	54
Figure 15. Observation Percentages of Pupils Raising their Hand to Answer Questions in School A and School H	55

Figure 16. Observation Percentages of Pupils’ Participation in Classroom Activities in School A and School H 55

Figure 17. Observation Percentages of Pupils’ Attentiveness when the Teacher Speaks in School A and School H 56

Figure 18. Observation Percentages of Teachers’ Smile at Pupils in School A and School H 57

Figure 19. Observation Percentages of Teachers’ Eye Contact with Pupils in School A and School H..... 57

Figure 20. Observation Percentages of Teachers Using Hand Gestures while Speaking in School A and School H 58

Figure 21. Observation Percentages of Teachers’ Movement around the Class while Teaching in School A and School 59

Figure 22. Observation Percentages of Teachers Adjusting Facial Expressions to Match the Lesson Content in School A and School H..... 59

List of Appendices

Appendix A Teachers' Questionnaire

Appendix B Pupils' Questionnaire

Appendix C Teachers' Semi- Structured Interviews

Appendix D Observation Checklist

Table of Contents

Declaration	I
DEDICATION	II
DEDICATION	III
ACKNOWLEDGEMENT	IV
ABSTRACT	V
LIST OF TABLES	VI
LIST OF FIGURES	VII
List of Appendices	IX
Table of Contents	X
1.General Introduction	1
2. Background and Rationale	1
3. Problem Statement	2
4. Research Objectives	2
5. Research Questions	3
6. Significance of the Study	3
7.Hypotheses	3
8. Methodology	4
9.Structure of the study:	4
10.Definition of Key terms:	5
Chapter One: Literature review- Non-Verbal communication	7
Part One: a)-1. Non-Verbal Communication in Education:	8
1.1. Definition and classification of non-verbal communication	8
1.2. The theoretical framework underpinning non-verbal communication	9
1/ Albert Mehrabian’s Communication Model:	10
2.Birtwistle’s Kinesics Theory:	10
3.Hall’s Proxemics Theory	11

Part one b-1. The Role of Non-Verbal Communication in EFL Classrooms: .11	
1.1. Challenges faced in EFL settings:	12
1.1.1. Cultural Misinterpretation of Non-Cues	12
1.1.2. Anxiety Induced by Certain Non-Verbal Behaviors	13
1.1.3. Gestures, facial expressions, and visual aid to bridge linguistic gaps.....	13
Part Two: a)-1.2. Student Engagement in Educational Research:.....	14
1.2.1. Behavioral, emotional, and cognitive dimensions of engagement.	14
1.2.2. Behavioural Engagement	15
1.2.3. Emotional Engagement	15
1.2.4. Cognitive Engagement.....	16
1.2.5. The relationship between engagement and academic achievement in primary school pupils.	16
Part Two: 1.2.B-Non-Verbal Communication and Engagement in EFL Settings:.....	18
1.2.1. Empirical studies linking teachers' non-verbal cues to improved student focus, participation, and motivation.	18
1.2.2. The role of cultural and contextual factors in interpreting non-verbal cues in Algerian classrooms.....	20
C. Part Three: 1.3. Gaps in Existing Research:	22
1.3.1. Limited studies on non-verbal communication in Algerian primary schools.	22
1.3.2. Lack of specific focus on young EFL learners and their unique engagement needs.	24
Conclusion.....	26
Chapter Two: Research Design and Methodology.....	28
Introduction	28
I-Research Design and Methodology.....	28
1. The Mixed Method Research Design.....	28
2. The population and study sample	29
3. The Context of the study.....	29
4. Data collection tools.....	29
4.1. Teachers' questionnaire	30
Aims of the questionnaire:.....	30
4.2. Pupils' questionnaire	31
Aims of the questionnaire:.....	31
4.3. Description of Teacher's semi-structured interviews:.....	31

Aims of the semi-structured interview:	32
4.4. Classroom observation checklist:	32
Aim of Classroom Observation	33
4.5. Data collection and procedures:	33
Phase One: Distribution and Collection of Questionnaires:	33
Phase Two: Conducting Semi-Structured Interviews:	33
Phase Three: Classroom Observation Checklist	34
5.Ethical Consideration.....	34
II. Data analysis and Discussion.....	35
1.Analysis of Teachers’ Questionnaire Data	35
2.Analysis of Pupils’ Questionnaire Data.....	45
3.Analysis of Observation Checklist Data.....	52
4.Analysis of Teachers’ Semi-Structured Interviews.....	60
5. Summary of the study’s key findings	71
5.1. Summary of Teachers’ Questionnaire	71
5.2. Summary of Pupils’ Questionnaire Results.....	72
5.2.1. General Information.....	72
5.2.2. Pupils’ Perception of Teachers’ Non-Verbal Communication	72
5.2.3. Engagement in Class.....	73
5.3. Summary of Observation Checklist	73
5.3.1. Pupils’ Engagement:.....	74
5.3.2. Teachers’ Non-Verbal Communication.....	74
5.4. Summary of Teachers’ Semi-Structured Interviews: Teachers’ Perceptions of Non-Verbal Communication (NVC).....	75
Key Findings:.....	75
6.Discussion of the Findings	76
III. Recommendations for EFL Teachers, and Implications for EFL Teaching Practices	80
1.Practical Recommendations for EFL Teachers.....	80
2.Implications for EFL teaching practices in primary schools.	81
General Conclusion	83

References	85
Appendices	90
الملخص	96

1. General Introduction

In the sphere of education, effective communication between teachers and students is a cornerstone for successful learning outcomes. This dynamic interaction is particularly crucial in the context of English as a Foreign Language (EFL) classrooms, where linguistic barriers often challenge traditional verbal communication. While the spoken word remains essential, non-verbal communication, encompassing gestures, facial expressions, eye contact, posture, and proxemics, plays an equally significant role in shaping classroom dynamics and influencing student engagement. This study seeks to explore how teachers' non-verbal cues impact the engagement of primary school pupils in EFL settings, focusing on 4th-grade classrooms in Bousaada.

2. Background and Rationale

Non-verbal communication is an integral aspect of human interaction and has been extensively studied in various domains, including education. Research suggests that non-verbal behaviors of teachers can foster a positive learning environment, enhance students' understanding of the subject matter, and improve overall classroom engagement. In EFL contexts, where language comprehension may be limited, non-verbal cues serve as supplementary tools to bridge communication gaps and provide additional clarity.

Engagement, a critical factor in educational success, encompasses behavioral, emotional, and cognitive dimensions. Engaged students are more likely to participate actively, exhibit curiosity, and maintain focus on learning tasks. Despite its importance, the relationship between teachers' non-verbal communication and student engagement in EFL classrooms remains underexplored,

particularly in the Algerian context. The case of Bousaada, a region with unique educational and cultural characteristics, offers an opportunity to contribute valuable insights to this field of study.

3. Problem Statement

In many EFL classrooms, traditional teaching methods often prioritize verbal communication, potentially overlooking the profound impact of non-verbal cues. This approach may limit teachers' ability to engage students effectively, especially in primary school settings where pupils rely heavily on visual and emotional stimuli. Consequently, there is a need to investigate how teachers' non-verbal communication strategies influence the engagement of young EFL learners, specifically in Bousaada's 4th-grade classrooms.

4. Research Objectives

The primary aim of this study is to examine the role of teachers' non-verbal communication in enhancing pupil engagement in EFL primary school settings. The specific objectives are:

1. To identify the types of non-verbal communication commonly employed by EFL teachers.
2. To assess the impact of these non-verbal cues on the behavioral, emotional, and cognitive engagement of pupils.
3. To explore the perceptions of both teachers and pupils regarding the effectiveness of non-verbal communication in the classroom.
4. To provide recommendations for incorporating effective non-verbal communication strategies into EFL teaching practices.

5. Research Questions

This study seeks to answer the following questions:

1. What are the most commonly used non-verbal communication strategies by EFL teachers in 4th-grade classrooms in Bousaada?
2. How do these non-verbal cues influence the engagement of primary school pupils?
3. What are the perceptions of teachers and pupils regarding the role of non-verbal communication in fostering engagement?
4. How can teachers enhance their use of non-verbal communication to improve student outcomes?

6. Significance of the Study

Understanding the impact of non-verbal communication on pupil engagement can inform teaching practices and contribute to more effective EFL instruction. By focusing on primary school pupils in Bousaada, this study aims to address a gap in the literature and provide practical insights for educators, policymakers, and teacher training programs. Ultimately, the findings could lead to enhanced classroom interactions and improved learning experiences for young learners.

7. Hypotheses

Hypothesis 1: Teachers' use of non-verbal communication (e.g., gestures, facial expressions, eye contact) significantly enhances the engagement of EFL primary school pupils.

Hypothesis 2 (Null Hypothesis): There is no significant relationship between teachers' non-verbal communication and the engagement levels of EFL primary school pupils.

8. Methodology

To achieve its objectives, this study employs a mixed-methods design that combines quantitative and qualitative approaches to deepen understanding. Quantitatively, we administered structured surveys to both 4th-grade EFL teachers and pupils, and conducted classroom observations using a standardized checklist to measure the frequency and types of teachers' non-verbal communication and its relationship to pupil engagement. Qualitatively, semi-structured interviews were conducted with selected teachers to explore their experiences and perceptions in greater depth. Quantitative data will be analyzed using statistical methods such as descriptive frequencies and correlation analyses, while qualitative responses will have thematic analysis an approach well-suited to mixed-methods frameworks for uncovering patterns and contextualizing quantitative findings.

Participants include EFL teachers and pupils from selected primary schools in Bousaada. Thematic analysis of interviews will uncover recurring themes, which will be triangulated with the quantitative results to generate a comprehensive and nuanced understanding of how teachers' non-verbal communication impacts pupil engagement.

9. Structure of the study:

The whole work consists of a general introduction and two chapters.

Chapter One: is the Literature Review-This chapter sets the theoretical and conceptual foundation of the study.it consists of theoretical framework, Non-Verbal Communication in teaching, learner engagement in primary school EFL Contexts, teachers' role in pupils' engagement, related empirical studies and research gap.

The second Chapter is devoted to Research Methodology: Research Approach and Design, Context of the Study, Participants, Data Collection Tools, Teachers' Questionnaire, Pupils' Questionnaire, classroom observation, Interviews, data collection procedures.

10. Definition of Key terms:

Non-Verbal Communication: Refers to the transmission of messages without the use of words. In the classroom, this includes gestures, facial expressions, body posture, eye contact, tone of voice, and spatial behavior. It plays a crucial role in conveying attitudes, emotions, and reinforcing verbal instructions.

Teacher-Student Interaction: Describes the dynamic exchanges between teachers and students, both verbal and non-verbal.

EFL (English as a Foreign Language): Refers to the teaching and learning of English in a non-English-speaking country. In this context, pupils learn English as an additional language, often in school settings with limited exposure outside the classroom.

Pupils' Engagement: Refers to the degree of attention, curiosity, interest, optimism, and passion that students show when learning. It includes behavioral, emotional, and cognitive components and is crucial for academic success, especially in language learning.

Primary School Education: The first stage of formal education, typically for children aged 6 to 12. At this stage, students are highly responsive to both verbal and non-verbal cues, making the teacher's communication style particularly impactful.

Body Language: A subset of non-verbal communication including facial expressions, gestures, posture, and movement. Effective body language can clarify instructions, express enthusiasm, and maintain student attention.

Chapter One: Literature review- Non-Verbal communication

Introduction

Non-verbal communication is the transmission of messages and emotions without the use of spoken words. It includes facial expressions, gestures, posture, eye contact, body movements, and tone of voice. In English as a Foreign Language (EFL) classrooms, non-verbal cues play a vital role in enhancing understanding, maintaining attention, and creating a supportive learning environment. For young learners, such as primary school pupils, non-verbal communication can be especially effective in fostering engagement, clarifying meaning, and building positive teacher-student relationships. Therefore, this chapter is divided into three parts.

The first part is about non-verbal communication in education, it provides an overview about the definition and classification of non-verbal communication, discovering its various forms. It also examines theoretical frameworks underpinning non-verbal communication in pedagogy. The second part which is about student engagement in educational research. Here, the emphasis is put on the concept of student engagement, considering its behavioral, emotional, and cognitive dimensions.

The section investigates the relationship between engagement and academic achievement, particularly in primary school pupils, and discusses how non-verbal communication can affect student engagement in EFL settings. Furthermore, the last part tackles gaps in the current literature, noting the limited studies on non-verbal communication in Algerian primary schools and the lack of specific focus on young EFL learners and their unique engagement needs.

Part One: a)-1. Non-Verbal Communication in Education:

1.1. Definition and classification of non-verbal communication

Nonverbal communication has been defined in various ways, reflecting its complexity and the different contexts in which it is studied. One such definition describes It as a complex system of communication that involves sending and receiving messages without the use of words. Nonverbal communication consists of a combination of (1) body movement (kinesics), such as gestures, posture, stance, and facial expressions; (2) touch (haptics); (3) eye contact and gaze, (4) bodily use of physical space, position, and proximity (proxemics), and nonverbal vocalizations that convey emotions or attitudes (paralanguage), such as laughing, crying, whistling, speech hesitancy, and tone.

Another definition expands on this view, emphasizing the role of nonverbal communication specifically in teaching. According to this perspective, Non-verbal communication in teaching encompasses the transmission of messages and information without the use of words. It involves the use of various non-verbal cues to convey emotions, intentions, and content. This form of communication is a crucial component of effective teaching, as it complements verbal communication and significantly influences the learning environment.

Key elements of non-verbal communication in teaching include body language and gestures, facial expressions, proxemics and spatial relations, eye contact, paralanguage, touch, visual aids and props, silence and gestures and movement. Understanding and harnessing the power of non-verbal communication in teaching is essential for educators to create an inclusive, engaging and effective learning experience. When used skillfully, non-verbal cues can significantly impact student comprehension, motivation, and overall satisfaction with the educational process

Non-verbal communication is not related to words, so it consists in exchanging information without using words, it is a type of communication carried out “through means other than words” (Knapp & Hall, 2000). One can distinguish several basic types of non-verbal communication, which include:

1)Apparition – physical appearance, clothing, make-up, jewelry, etc.

2)Chronemics – time of speech, waiting time for the interlocutor

3)Haptics – touch

4) Para-language – non-verbal aspects of speech, e.g., speech rate, volume, tone of voice, timbre.

“Vocal signals consist of all sound properties that can transfer meanings and have certain measurable functions in interpersonal communication” (Leathers, 2007)

5)Kinesics – body language, i.e. gestures, postures, manner of walking

6)Proxemics – the use of space as a communication signal

1.2. The theoretical framework underpinning non-verbal communication

Non-verbal communication is underpinned by several theoretical frameworks that help to explain how and why it functions as an essential component of human interaction. The study of non-verbal communication is supported by a range of theoretical frameworks that explain how gestures, facial expressions, posture, and proxemics contribute to meaning-making in human interaction. These theories provide a foundation for understanding the functions and significance of non-verbal cues in communicative contexts.

1/ Albert Mehrabian's Communication Model:

Albert Mehrabian (1972) developed a model indicating that in communication involving feelings and attitudes, only 7% of the message is conveyed through words, 38% through vocal tone, and 55% through facial expressions. This model underscores the substantial role of non-verbal elements, especially facial expressions and vocal tone, in expressing emotions and intentions.

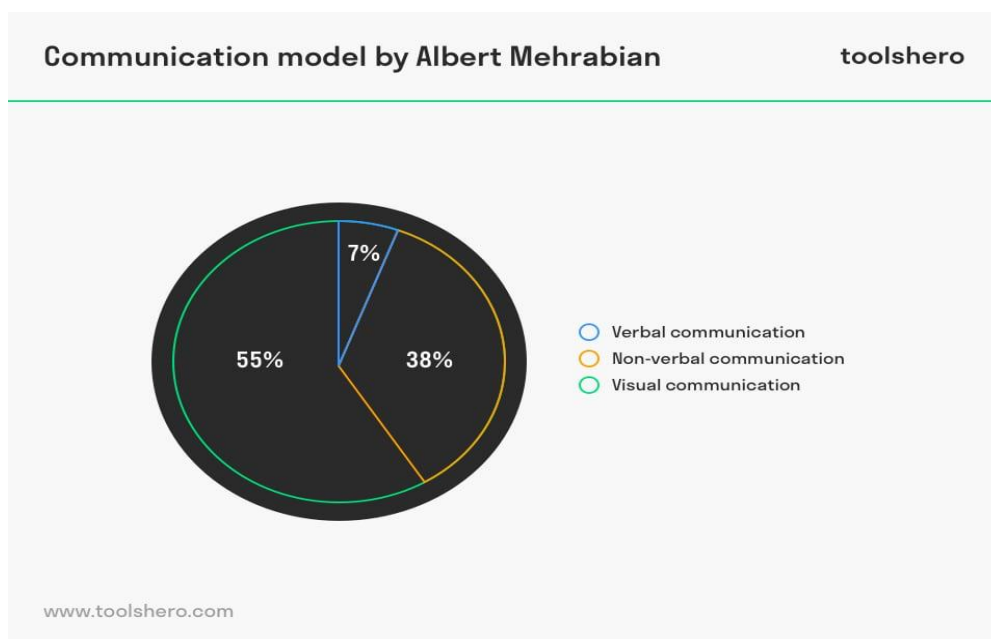


Figure 1 – 7 38 55 rule of Communication (Mehrabian)

2. Birtwistle's Kinesics Theory:

Ray Birtwistle (1970) proposed the theory of kinesics, arguing that body movements, gestures, and posture form a complex, rule-governed communication system similar to language. He emphasized that non-verbal behaviors are culturally specific and carry meaning in context, making them an essential part of interpersonal communication.

3.Hall's Proxemics Theory

In the Hidden Dimension, Edward T. Hall introduces the concept of proxemics to describe how people use space in communication. He explains that spatial behavior is culturally specific and carries communicative value. Hall emphasizes that physical distance between individuals reflects the nature of their relationship and affects how messages are interpreted. He argues that the use of space—whether close or distant—can signal intimacy, authority, formality, or discomfort. Within educational settings, this theory helps explain how a teacher's proximity to students can impact classroom dynamics, such as engagement, discipline, and rapport.

Example:

In a classroom, the teacher walks around instead of standing behind the desk. By moving closer to students during activities or group work, the teacher communicates openness and availability, encouraging students to ask questions and engage more confidently.

Part one b-1. The Role of Non-Verbal Communication in EFL Classrooms:

In English as a Foreign language (EFL) classrooms, communication often goes beyond spoken words. Due to varying levels of language proficiency, teachers and students rely heavily on non-verbal cues to support understanding and interaction. However, using non-verbal communication effectively in these settings comes with its own set of challenges. Cultural differences, lack of training, and student-related factors can affect how gestures, facial expressions, and other cues are interpreted. Despite these challenges, non-verbal strategies—especially gestures, facial expressions, and visual aids—play a vital role in bridging language gaps, clarifying meaning, and enhancing student engagement.

1.1. Challenges faced in EFL settings:

1.1.1. Cultural Misinterpretation of Non-Cues

Although nonverbal signals are universal and innate, people in different cultures may interpret the nonverbal cues differently because all people have a common understanding of nonverbal cues (Behjat, Bayat & Kargar, 2014). However, Buck (1984) believed that some basic nonverbal behavior is seen as reliable nonverbal cues and they seem to be spoken internationally, but across different cultures people may interpret the nonverbal cues of pleasure or displeasure, liking or disliking, tension or relaxation and high status or low status.

Furthermore, although a smile is generally known as a sign of friendliness, it has another meaning that is particular to a culture. For example, in the business meeting of people from America and Germany, American people smiled more than German people, so German people thought that Americans were extremely joyful and they tried to hide their real feelings. On the other hand, Americans thought that Germans were aloof and cool but it does not mean that Germans are less friendly (Jandt, 2010). Sarigul and Ashton (2005) claimed that some simple behavior could result as misunderstanding or miscommunication because of cross-cultural situations.

They gave an example of eyebrows because when Turkish people raise their eyebrows, it means "no" whereas when American people raise their eyebrows, it means they are surprised (cited in Ozuorcun, 2013). However, according to Harris (2002) the role of nonverbal communication varies "depending on the age, sex and the various cultures involved" (cited in Behjat, Bayat & Kargar, 2014). Sree and Siawuk (2012) claimed that the distance between two or more people while in communication differs according to the different cultures.

They also revealed that in the Gamo (an ethnic group in Ethiopia), females do not feel comfortable if foreigners are too close to them when communicating. Moreover, Megep (2008) said that, even though in many countries, holding your thumb up means okay, well done and victory, in some countries like Iran or Nigeria, it is perceived as an insulting behavior (cited in Ozuorcun, 2013).

1.1.2. Anxiety Induced by Certain Non-Verbal Behaviors

The teachers' use of appropriate hand gestures, eye contact, and voice emotion when teaching the topic significantly helped to develop healthy teacher -student relations, particularly in motivating and appreciating students. However, eye contact can induce anxiety in students.

1.1.3. Gestures, facial expressions, and visual aid to bridge linguistic gaps

Nonverbal communication cues such as gestures, facial expressions, and visual aids play a vital role to bridge linguistic gaps especially for learners acquiring a new language: Facial expressions are the various movements and configurations of the face that convey emotions and intentions. They are a universal language that transcends cultural and linguistic barriers, allowing individuals to understand and interpret the emotions of others.

Teachers often use gestures and facial expressions to reinforce spoken language, making abstract concepts more tangible. For instance, pointing, miming actions, or displaying emotions through facial cues can aid in vocabulary acquisition and concept understanding. These non-verbal cues provide contextual clues that help learners infer meaning, especially when they encounter unfamiliar words or phrases.

English language teachers are using different audio-visual tools to facilitate the teaching process, besides textbooks and other interesting and engaging activities, which ensure student

centeredness, autonomy, interaction and connectivity to a certain theme, and videos such as: movies, songs, power point presentations are widely used in EFL classrooms. These non-verbal communication strategies not only enhance understanding but also build learners' confidence and engagement, ultimately bridging linguistic gaps in the classroom.

Part Two: a)-1.2. Student Engagement in Educational Research:

1.2.1. Behavioral, emotional, and cognitive dimensions of engagement.

The term "participation" or "engagement" in history mentioned as legal or ethical obligations (Axelson & Flick, 2010). However, in the field of education, Austin (1984) has redefined students' engagement as well as the level of physical and psychological energy that students have devoted to their learning experience. Recently, students' engagement has been described as the level that learners show curiosity, attention, interest, and motivation in their education (Glossary of Education Reform, n.d.). Basically, this shows how students react or respond to teachers' efforts and how they actively participate in learning. Engagement is not only an indicator of success in learning, but also a factor contributing to it.

The concept of students' engagement may vary depending on the context of different education. In some schools, engagement is included through observable acts, such as regular courses, positive listening, participating in discussions, performing tasks over time and following instructions. However, in other schools, engagement can be considered as an internal state, including factors such as enthusiasm, curiosity, motivation, optimism, or interest (Glossary of Educ. Reform, n.d.).

George Kuh, a survey director committed to national students, expanded this view by emphasizing that engagement is a reciprocal process. He argued that this not only implies students' investment over time and efforts in learning activities, but also the role of teachers in promoting

an environment to support effective educational experiences (Axelson & Flick, 2010). In addition, the level of student participation has a direct impact on the effectiveness and efficiency of learning, affecting learning results (Halverson & Graham, 2019).

Students' engagement beyond the simple participation in the classroom; It includes a comprehensive learning experience related to behavioral, emotional and cognitive aspects. Fredricks et al. (2004) Classified engagement in three main types:

1.2.2. Behavioural Engagement

This type of engagement refers to the active participation of students in learning activities and comply with class standards. Teachers can use structured habits, cues clearly and the assigned role to encourage learning support. Some indicators can observe the participation including head nods, smile, curiosity, taking notes and voluntary reactions. However, based only on these physical indicators may not fully grasp the level of student engagement. Therefore, positive learning strategies - such as interactive or practical discussions - can provide more accurate understanding of students' participation (Axelson and Flick, 2010).

1.2.3. Emotional Engagement

This type reflects students' feelings for learning, including interest, excitement, anxiety or boredom. Educators can promote positive emotions by creating compelling lessons, providing encouragement and minimizing negative experience. When students feel motivated and emotionally connected, they tend to persevere in learning, even when faced with challenges. A strong emotional link with learning can improve efficiency and help students overcome difficulties (Martin and Torres, 2016).

1.2.4. Cognitive Engagement

Cognitive engagement is associated with the motivation and implies students' abilities to direct their learning. This can be encouraged by designing lessons that stimulate curiosity, promote problem -solving tasks and combine higher -level reflection skills, such as blooming classifications. When students ask for clarification, establishing links or providing examples, they express a deep awareness engagement (Fredricks et al., 2004). Ultimately, the significant participation of students requires the balance between acts of behavior, emotional connection and cognitive investment to create rich and attractive learning experiences.

1.2.5. The relationship between engagement and academic achievement in primary school pupils.

The expectation that students can get high achievements in schools, although they feel relaxed or unhappy at school is an outdated concept. Modern educational research supports the idea that students' joy and engagement have a direct impact on their learning success. If students do not like their learning environment, their performance is likely to decrease. In addition, the responsibility of educators is to create a more positive and attractive atmosphere than just put the burden for students.

A study by Marks (2000) tested schools undergoing reforms and found a strong correlation between psychological engagement and learning results. According to Marks, students who are actively involved in their education are more likely to succeed at the school level, to find their studies fulfilling, complete their studies and continue higher education. Although limited research has been conducted on the direct impact of the engagement to success, current studies show a systematic way of a positive relationship between participation and students' performance in

different student populations. Brands determine the participation as a psychological process that includes attention, interest, motivation and efforts for learning.

The elementary school years act as the foundation of a child's learning journey, shaping future learning experiences and global development. Parents tend to focus on their children's academic results from the early stages, because primary education laid the foundation for the next success.

Because children spend an important part of their time at school, it is considered the second most influential environment after the family (Volk et al., 2015). The school's success plays an important role in assessing students' learning progress and determining the ability to pursue higher education opportunities. In addition, it is often used as a reference to evaluate the quality of education in schools. Therefore, students, parents and society attach great importance to success in learning.

Research has shown that learning anxiety can have a negative impact on the success of learning (Sariem et al., 2014; Chang & Beilock, 2016; D'Agostino et al., 2021). And Emotions significantly affect cognitive functions such as attention, memory retention, decision and ability to solve problems (Clore and Huntsinger, 2009).

Many educational institutions evaluate learning results based on students' accumulation notes in several years of college (Kinai, Ndambuki and Peter, 2019). Restricted research has discovered the long -term relationship between students' engagement and academic results.

A study by Hughes, Luo, Kwok and Loyd (2008) checked this relationship for three years within the elementary school framework. The researchers have evaluated effective engagement through questions, as well as the quality of students' relationships and learning performance in math and reading. Their results showed the engagement, the teacher-student relationship and the

success in interactive learning in a dynamic system affecting early education. They emphasize that early interventions may have a positive impact on students' learning trajectory.

Similarly, a long -term study of Froiland and Oros (2014) monitored a large model of students in the United States from the 5th to 8th year. The results show that students show motivation and internal engagement at the beginning of the 5th year (as a teacher report) is likely to achieve higher reading capacity in the 8th year.

In addition, Wang and Eccles (2013) studied students' awareness about the dynamics of the results, school environment and engagement (awareness, behavior and emotions) developed over time. Their results emphasized that students' perceptions in their school environment have a significant impact on three types of participation, as well as their common motivation will be done.

Part Two: 1.2.B-Non-Verbal Communication and Engagement in EFL

Settings:

1.2.1. Empirical studies linking teachers' non-verbal cues to improved student focus, participation, and motivation.

Non-verbal communication is considered as a crucial and important factor in effective EFL classrooms especially in early education. This form of communication is an important element of effective teaching, because it completes verbal communication and significantly affects the learning environment. Understanding and exploiting the power of non -verbal communication in teaching is essential for educators to create a comprehensive, attractive and effective learning experience. When cleverly used, non -verbal indicators can have a significant impact on the understanding, dynamics and general satisfaction of students related to the educational process.

According to the communication model of Mehrabian (1971), 93% of the meaning in communication is transmitted through non -language cues, with only 7% in words. This emphasizes the importance of how something is conveyed, not only what is said. In the context of EFL, where language barriers often hinder understanding, non -linguistic cues act as an important additional tool to support learners' understanding. For example, Neiva and Mascarenhas (2017) observed that the teacher's gesture has helped learners visualize vocabulary, focus on difficult tasks, and understand abstract concepts.

Similarly, Xie and Derakhshan (2021) emphasized that the active body language of teachers, such as smiles, heads and open postures, can significantly reduce students' worries and promote a safe environment in the classroom, encourage participation. Their results show that students tend to react more positively and carefully when they feel emotional support by non -language communication. These cues not only guide attention, but also help establish relationships, an important factor in the motivation of learners. In a classroom study of Yüksel (2021), EFL learners were more engaged and showed the motivation to increase when the teacher used an expressive facial expression and continuous visual contact.

The study revealed that students are more likely to answer questions and cooperate in activities and still pay attention to lessons when their teachers show these non -language behaviours. These empirical results highlight the importance of non -verbal communication in creating a classroom environment that supports students' learning and emotional commitment.

Another study by Lisa HSU studied teachers' nonverbal immediacy behaviours in relation to students' motivation for learning English. And the results show that students' English learning dynamics can be improved when teachers use the following behaviours: Smile, gestures, comfortable body position, use many vocal expressions and use monotonous voice while teaching.

Furthermore, Mokhtari (2020), in the context of Algeria, has discovered that EFL teachers used expressive gestures, maintained visual contact regularly and often smiled because students are more accessible and convenient. This has supported a more comprehensive learning environment, encouraging participation and risks, both are very important in language acquisition.

Therefore, it is evident that the effective use of non-verbal cues by teachers not only reinforces verbal content but also shapes students' emotional climate and level of interaction in the classroom, which in turn positively impacts focus, motivation, and participation. Therefore, it is clear that the effective use of non -language cues of teachers consolidates not only content but also shaping the emotional environment of students and the level of interaction in the classroom, has a positive impact on the development, motivation and participation.

1.2.2. The role of cultural and contextual factors in interpreting non-verbal cues in Algerian classrooms.

In the context of education, the explanation and effectiveness of non -verbal cues are deeply affected by cultural and contextual factors. In Algeria's classrooms, non -verbal behaviors such as visual contact, proxemics (using personal space), and gestures can transport different meanings compared to other cultural contexts, which have an impact on how teachers and students perceive and respond to it.

In educational contexts of Algeria, the traditional teacher is considered a competent figure, which can shape the interpretation of non -verbal indicators. For example, physical closeness or prolonged visual contact can be considered assertive or even inappropriate depending on the gender, age and social standards of learners.

As Hall (1976) and Matsumoto and Hwang (2013) explained, the high -class context cultures - such as Algeria - tend to depend more on non -language cues and a common understanding, can make these cues particularly strong but also more sensitive to a wrong explanation.

A research by Mokhtari (2020) on communication strategies used by EFL Algeria teachers emphasized that many instructors are aware of students' culture expectations and adjust their gestures and tones accordingly. However, there is an official training course that is limited to providing teachers about how to effectively use non -linguistic strategies in this specific context. Therefore, certain cues to promote or clarify may be misunderstood, reduce their effectiveness or even cause discomfort to students.

In addition, in Algeria's multi -language and multicultural areas, the meaning and the involvement of facial gestures or expressions may vary depending on different ethnic groups or languages. This cultural diversity in the class adds another complex layer to how to receive non - language indicators.

Therefore, the awareness of cultural standards and the development of non -cultural communication skills are essential for EFL teachers. An ethnographic study in 2019 on teaching French language at an Algerian Primary School showed that signals were not speeches, especially gestures, operating in a specific cultural way.

Four types of gestures - nerves, rhythms, symbols and metaphors - appear in class. The hypothetical gestures, symbols and metaphors meet an information function, while the defeated gestures are used to vividly lessons, especially in lower levels. The context in the class, including the age and language skills of students, seem to guide teachers in adapting their intentional

intentions for not this voice indicators. In addition, the study noted that training teachers in Algeria may not emphasize a system of communication that integrates that culture.

C. Part Three: 1.3. Gaps in Existing Research:

1.3.1. Limited studies on non-verbal communication in Algerian primary schools.

Although the increasing recognition of non-verbal communication (NVC) as an important factor in effective teaching, researching its role in classes at Algeria Primary School is still limited. Most of the classroom communication tests in Algeria mainly focus on verbal interaction, teaching methods and speeches of teachers and students, often overlooking the impact of non-linguistic strategies such as gestures, facial expressions, body language and visual contact.

While international research emphasizes NVC's positive influence on students' academic results and commitments, there is very little experimental evidence that EFL Algeria's teacher uses cues that are not cues to improve engagement, especially at elementary levels.

In addition, non-verbal communication is deeply affected by cultural standards, which means that the result of the Western context may not be fully applied to Algerian classes. Studies in other educational contexts show that teachers' gestures, facial expressions and pibles play an important role in maintaining students' attention and motivation. However, classes in Algerian elementary schools, especially the EFL environment, have unique cultural and language challenges that can affect the effectiveness of these strategies.

If there is no study by focusing on the motivation of Algeria's specific class, it is not clear how local teachers integrate non-verbal cues into their teaching style and how students explain and respond to it. Additionally, the impact of non-verbal communication on students' engagement must not be delved in the context of Algeria Primary School.

Engagement to young learners is often motivated by visual and interaction stimuli, making cues not a basic element of effective teaching. However, the lack of studies analyses how to use NVC EFL teachers, Algeria affects the participation of students' behaviour, emotions and awareness. Research in this area can provide valuable information about how teachers can improve students' participation, understanding and motivation by applying effective non -verbal communication strategies. In the context of Algerian elementary schools, there are very few notable studies focusing on this aspect, especially in English classes as a foreign language (EFL).

This distance was emphasized by Baguelzi and Badjenna (2020), conducting a study at Adrar University focused on students of the first year of EFL. Their research emphasizes the significant impact of the non -verbal signals of the teacher, such as gestures, facial expressions and visual contact - about students' performance and global interaction in class. Although this study provides valuable information, its voice for students at the university level leaves a gap to understand the non -verbal communication that affects young learners in primary education.

Similarly, Mokhtari (2020) has discovered communication strategies used by EFL teachers with students from the third year of the elementary school in Tizi Ouzou. Research is to identify commonly used strategies and challenges that teachers face in this context.

Although it highlights the common communication methods, it does not deeply plunge into the nuances of non -verbal communication. This shortcoming also emphasized the need for specialized research to focus on non -linguistic interactions at Algerian elementary schools. Paying limits for non -linguistic communication in the context of this educational can come from the emphasis mainly on verbal language skills and are written in developing teachers' curriculum and training.

Therefore, the potential advantages of non -language indicators in improving the engagement, understanding and motivation of the class have not been exploited. Solving this research gap is very important, because the understanding and integrating effective non -verbal communication strategies can lead to more dynamic and reactive teaching methods, eventually promoting a more attractive and convenient learning environment for young EFL learners.

1.3.2. Lack of specific focus on young EFL learners and their unique engagement needs.

While students' engagement has been widely studied in various educational contexts, most studies tend to focus on high school and higher education students, leaving young EFL learners' sub -representative in participating studies. This gap is particularly clear in Algerian elementary schools, where English is a foreign language (EFL) that young learners are still in the early stages of acquisition. Unlike older students, elementary students have different cognitive, emotional and behavioural needs, requiring specific teaching strategies, including effective non -verbal communication techniques to maintain their interest and motivation.

Young learners depend heavily on visual stimulation and interaction compared to older students, making indicators not necessary to attract their attention and improve their understanding. Research has shown that children process information different from adults, often more effective reactions to gestures, facial expressions and body language rather than long words. However, a number of studies have checked how EFL teachers at Algeria Primary School use non -linguistic communication to maintain engagement, facilitate understanding and encouragement to participate in class.

This lack of concentration leaves an essential difference in knowledge in learning how non -linguistic strategies can be adjusted to meet the unique commitment needs of young EFL learners.

In addition, young EFL learners often go through language and cognitive challenges that can affect their participation level. Unlike older students who can develop stronger reading and understanding skills, elementary school students are based on contexts, such as voice, gestures and visual contacts, to understand new instructions and vocabulary.

There is no clear understanding of how these non -linguistic strategies affect the different aspects of participation - behaviour, emotional and cognitive teachers - teachers may have difficulty in implementing effective strategies to support young learners. Another forgotten aspect in the current study is a short time of attention and emotional reactions of young learners. Young children can easily lose focus, relaxed or experience emotional fluctuations that affect the ability to participate in learning activities.

Unlike teenagers or adults, elementary school students require a dynamic and attractive classroom environment, where teachers use non -language expressive communication to maintain interest and motivation. However, current studies on students' participation often do not explain EFL teachers who can adjust their non -verbal communication to meet the development needs and language needs of young learners.

Azkarai and Kopinska (2020) have conducted a study on the cooperation text between young EFL learners, focusing on interactive models and the effects of the repetition of tasks. Their results show that young learners have an interactive model mainly cooperating, showing high levels of participation and positive attitudes for tasks. This study emphasized the importance of interactive and repetitive tasks in maintaining the engagement of young learners.

However, this also shows that more research is needed to explore other strategies that are especially adaptable to this age group. In addition, Dewaele and Li (2022) have checked the

relationship between class emotions, engagement and EFL capacity among young Chinese learners. Their research has revealed a significant correlation between the positive emotions in the class and the level of participation and higher skills.

Although this research provides valuable information, its emphasis on the context of China shows similar research needs in the context of culture and other education to understand the universal or specificity of these results. Through these factors, there is a clear need for research that is more targeted on how the young EFL learners of Algeria participate in communication without language in class. Future research should focus on the development of non -language strategies suitable for the age of promoting interactive, attractive and unified learning environment for young EFL learners.

Conclusion

This chapter has provided a thorough overview of non-verbal communication within educational contexts, highlighting its crucial role in improving student engagement, especially in EFL classrooms. By examining various forms of non-verbal cues and their theoretical foundation, the discussions emphasize how these elements can bridge linguistic gaps and foster a more comprehensive and effective learning environment.

Moreover, the examination of student engagement highlights the diverse nature of learning involvement and the impact of non-verbal communication on students' behavioral, emotional, and cognitive participation. However, the identified gaps in existing research, particularly concerning Algerian primary schools and young EFL learners, underline the need for targeted studies to deepen our understanding and clarify educational activities.

Addressing these research gaps is vital for improving strategies that take advantage of non-verbal communication to enhance student engagement and learning outcomes in different educational contexts.

Chapter Two: Research Design and Methodology

Introduction

This chapter covers the methodological elements of the study's fieldwork and is divided into three parts. The first part provides an overview of the research design, sampling techniques, and setting, along with details about the primary data collection tools used. The second part focuses on the analysis, interpretation and discussion of the collected data. Finally, the third part presents the overall conclusion from the study and suggests recommendations for future research. This chapter aims to collect data to address the main research questions. It provides a clear framework for how the research was conducted to ensure validity, reliability, and replicability.

I-Research Design and Methodology

1. The Mixed Method Research Design

This research aims to explore the effectiveness of teachers' non-verbal communication on the engagement of EFL primary school pupils. To address the research questions and achieve a comprehensive understanding, a mixed method design was employed, incorporating both qualitative and quantitative data collection and analysis techniques.

Quantitative data will be collected through questionnaires given to EFL teachers to explore their awareness and use of non-verbal communication and to pupils to assess their engagement levels (behavioral, emotional, and cognitive). An observation checklist will be used to record the presence and frequency of teachers' non-verbal cues. Qualitative data will include semi-structured interviews conducted with teachers to understand their awareness, strategies, and

perceived effectiveness of non-verbal communication. These methods together will provide a complete picture of NVC effectiveness in improving primary pupils' engagement.

2. The population and study sample

The population of this study are Algerian EFL primary school pupils, while the accessible population are EFL fourth year primary school pupils in ABDELLAOUI ELAMRI and HAMIDA ABDELKADER primary schools in Bousaada. From this schools one class was selected in each school, a total of 45 pupils were the sample of this study. In addition to a number of 15 teachers responded to the distributed questionnaire via google form. And a number of 10 teachers responded to the semi-structured interviews via forms.

3. The Context of the study

This study was conducted at ABDELLAOUI ELAMRI and HAMIDA ABDELKADER primary school at Bousaada during the year 2025. On a rate of attending 4 sessions in each school in different time periods. Besides distributing the questionnaire and the semi-structured interviews to the target teachers.

4. Data collection tools

To achieve the main aims of this descriptive study, the researchers employed three. Data collection tools: questionnaires for EFL teachers and EFL pupils, semi-structured interviews with teachers, and classroom observation checklist of both teachers and students. This triangulation approach was used to ensure the accuracy of the collected data.

4.1. Teachers' questionnaire

The questionnaire was distributed to 15 EFL teachers via google forms in Bousaada primary schools. It is composed of thirteen questions; eight are closed –ended questions and five are open-ended questions for a more elaboration beyond the question. Most of the teachers taught at various levels in primary school while others it was their first experience.

This study sets to explore the impact of teachers' nonverbal communication on EFL primary school pupils' engagement. The questionnaire consisted of 24 items varied between closed questions and open-ended questions. The 13 items were categorized into three interrelated sections; section one is about participants' background information (personal data) and their teaching experience (professional data).

However, section two is about non-verbal communication in teaching. The third section is about non-verbal communication, types, and classroom challenges. As a part of their participation, participants were asked to answer the questionnaire, to tick the appropriate box, or make full statements when necessary. The respondents' reflections described what they experienced during their EFL teaching in primary school.

Aims of the questionnaire:

The aims of embracing this data collection tool are- to identify the influence of teachers' use of NVC on the engagement of primary school pupils, what types of NVC do they use, their perceptions of NVC, and the classroom challenges they face when using NVC. For this purpose, a mixed questionnaire for EFL instructors in primary schools in Bousaada is administered to collect various data in short period of time.

4.2. Pupils' questionnaire

Pupils' questionnaire was distributed in two primary schools in Bousaada ABDELLAOUI ELAMRI and HAMIDA ABDELKADER to a sample of 45 pupils. The questionnaire is comprised of 12 items, systematically divided into three sections: 1. General Introduction, 2. Pupils' perception of teacher's Non-Verbal Communication, 3. Engagement in Class. Pupils' questionnaire was translated into Arabic while reading the questionnaire for pupils to make them understand. Also, the data collected from this questionnaire provide valuable insights into the role of non-verbal communication in the classroom setting, highlighting its significance in fostering an engaging and effective learning environment.

Aims of the questionnaire:

The aims of embracing this data collection tool was to assess pupils' engagement levels and their perceptions of teachers' non-verbal communication to have a deeper understanding on how pupils engage and react to their teachers' non-verbal communication.

4.3. Description of Teacher's semi-structured interviews:

The second instrument used in this study is a semi-structured interview created by the researchers, it was selected as a key tool because it provides more detailed and deeper insights about the use of NVC to engage pupils. The interview contains (05) open ended questions conducted with 10 EFL teachers. The first one (Q1) examines the perception of teachers on the effect of NVC on their students' engagement. The second explored the NVC strategies used by teachers to maintain their students' attention. The third focuses on the differences in student engagement when the teacher use more gestures and facial expressions. The fourth investigates

the challenges faced when using NVC in class. Finally, the fifth question (Q5) address the suggestions given by teachers to improve NVC in English class.

Aims of the semi-structured interview:

The purpose of using semi-structured interview as a data collection tool is to explore the implementation of NVC in the classrooms and the challenges that teachers face, when applying it to make pupils more engaged, how they address these difficulties and the suggestions they offer for future education.

4.4. Classroom observation checklist:

Classroom observation is the third instrument used this study to collect data concerning the effectiveness of implementing non-verbal communication on the engagement levels among fourth year primary school pupils and to examine the teacher's role in implement it. The objective of conducting observation checklist sessions is to gain a deeper understanding of how NVC is applied in a real classroom setting. These observations help assess the effectiveness use of NVC and identify areas of improvement.

The observation checklist used in this study was completed by the researchers who attended four sessions in each school held during the month of March and April. During these sessions, the researchers concentrated mainly on: what types are used by teachers, pupils' engagement and participation, and various challenges observed throughout the sessions.

Aim of Classroom Observation

To observe pupils at classroom interaction and activities, to observe pupils' engagement and participation, to observe teachers' use of non-verbal communication and challenges (time constraints, pupils struggling with the lessons).

4.5. Data collection and procedures:

The data collection for this study was conducted over the course of several weeks, following a sequential and structured approach designed to ensure coherence, triangulation, and data richness.

The procedure comprises three main phases:

Phase One: Distribution and Collection of Questionnaires:

The first step involved the design, piloting, and administration of a structured questionnaire aimed at exploring the impact of teachers' non-verbal communication on EFL primary school pupils' engagement. Teachers' questionnaire was administered via google forms with 15 participants. And pupils' questionnaire was distributed to two schools with a sample of 45 pupils in Bousaada.

Phase Two: Conducting Semi-Structured Interviews:

Following the analysis of questionnaires responses, the second phase consisted of conducting a semi-structured interview with a subsample of 10 EFL instructors. The interview questions were carefully crafted based on the findings and gaps identified in the questionnaire responses.

Phase Three: Classroom Observation Checklist:

The final phase of data collection involved direct classroom observations, conducted during four sessions in each school with fourth-year primary pupils. These sessions took place in March and April and were attended by the researchers using a standardized observation checklist.

This phase was crucial for providing first-hand evidence of how NVC was actually implemented in real classroom settings, verifying the authenticity of the claims made by teachers in both the questionnaire and interviews. The observations allowed the researchers to identify, NVC strategies used by teachers, pupils' engagement and interaction in classroom, and pupils' responsiveness.

The findings from the questionnaires helped shape the direction of the interviews, and the themes that emerged from the interviews informed the focus areas during classroom observations. This integrated and triangulated approach enhanced the validity and depth of the study.

5.Ethical Consideration

Ethical considerations were carefully observed throughout the study, given the involvement of young pupils. Informed consent was obtained from teachers through detailed information sheets and signed consent forms. Approval from the school administration was also granted for the observation sessions. To ensure anonymity and confidentiality, all participants were identified using pseudonyms or codes, and all data were securely stored with no personal identifiers appearing in any reports.

Participation was entirely voluntary, and it was made clear that individuals could withdraw at any stage without any negative consequences. All research activities, including questionnaires,

observations, and interviews, were designed to be age-appropriate, non-intrusive, and respectful of the school environment. The collected data were used solely for academic purposes, and findings were reported anonymously to safeguard participants' privacy and dignity.

II. Data analysis and Discussion

1. Analysis of Teachers' Questionnaire Data

The teachers' questionnaire explored three main sections: **teachers' profiles**, **use of non-verbal communication (NVC) in teaching**, and **NVC strategies and classroom challenges**. The questionnaire was administered via google forms to a sample of 15 EFL primary school teachers.

Section 1: Teachers' Profile (General information)

Q1. How many years have you been teaching English?

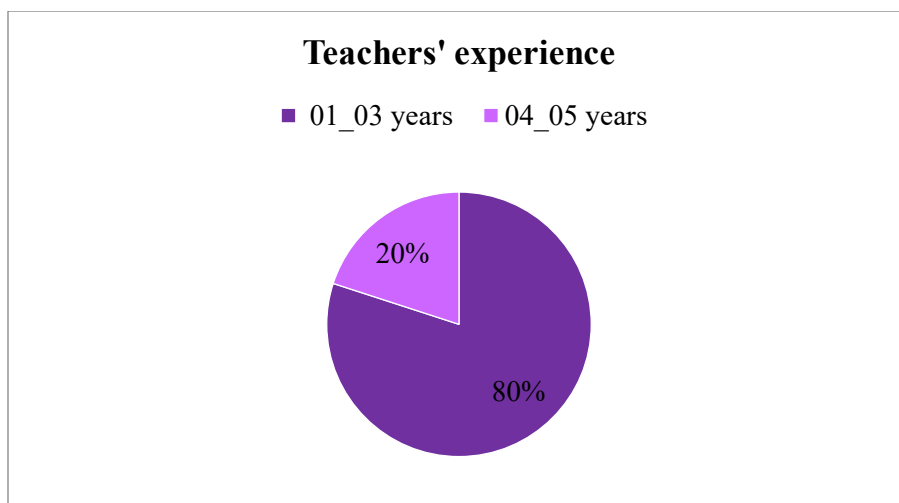


Figure 2. Pie Chart of Teachers' Experience

The results clearly show that most of teachers (12 out of 15) have 01-03 years of experience, while fewer (03 out of 15) have 04-05 of experience.

Q2. What grade do you currently teach?

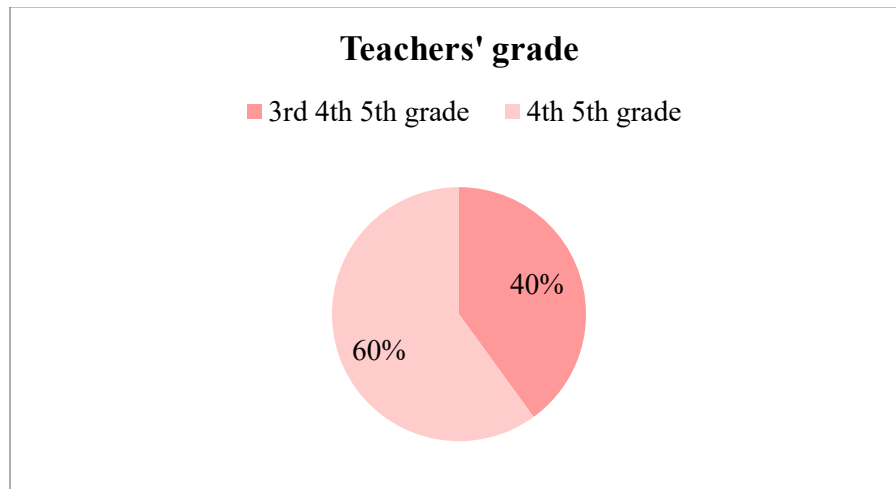


Figure 3. Distribution of Teachers Across Different Grade Levels

The pie chart shows that (09 out of 15) of teachers instruct 4th and 5th grade, while (06 out of 15) teach 3rd,4th and 5th grade.

Section 2: Non-Verbal Communication in Teaching

Teachers were asked to give their opinion about non-verbal communication in teaching through six questions.

Q3. How often do you use gestures while explaining concepts?

Responses	N° of teachers	Percentage
Always	10	67%
Sometimes	05	33%

Rarely	00	00%
--------	----	-----

Total 15

Table 1. Using Gestures While Explaining Concepts

The table shows that the majority (10 out of 15) of teachers Always use gestures when explaining concepts, this suggests that the most teachers recognize the importance of NVC in enhancing students’ understanding and maintaining engagement. Meanwhile, the remaining (05 out of 15) teachers reported using gestures occasionally, which may indicate a difference in teaching styles or a lesser emphasis on non-verbal strategies. Overall, the data highlights the widespread reliance on gestures as a supportive tool in English language teaching (ELT).

Q4. Do you consciously use facial expressions to help pupils understand meaning?

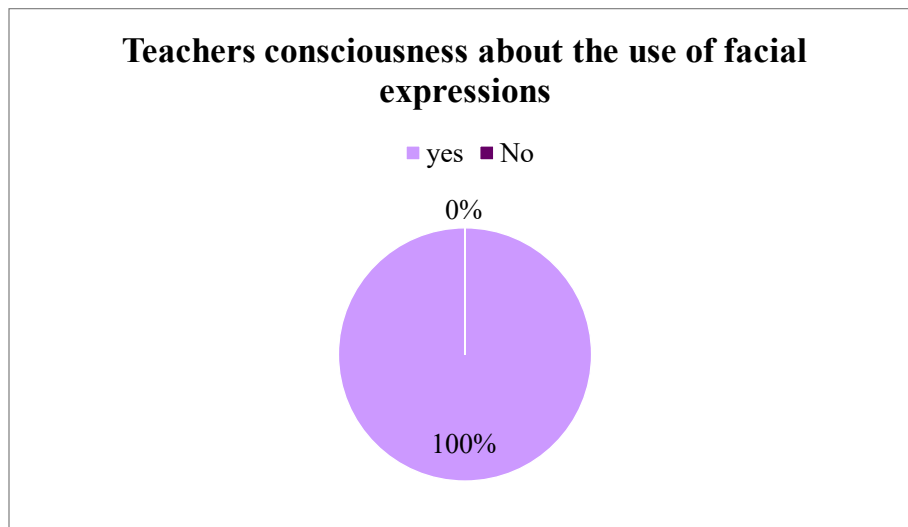


Figure 4. The Conscious Use of Facial Expressions to Support Learners Understanding

The pie chart shows that all the surveyed teachers (100%) use facial expressions to help learners understand concepts. It highlights the perceived effectiveness of facial expressions as an NVC tool

in the classroom. It suggests that teachers consider facial expressions essential for conveying meaning, emphasizing key points, and fostering student engagement, particularly in language learning contexts when visual cues can significantly aid comprehension.

Q5. Do you make eye contact with pupils while speaking?

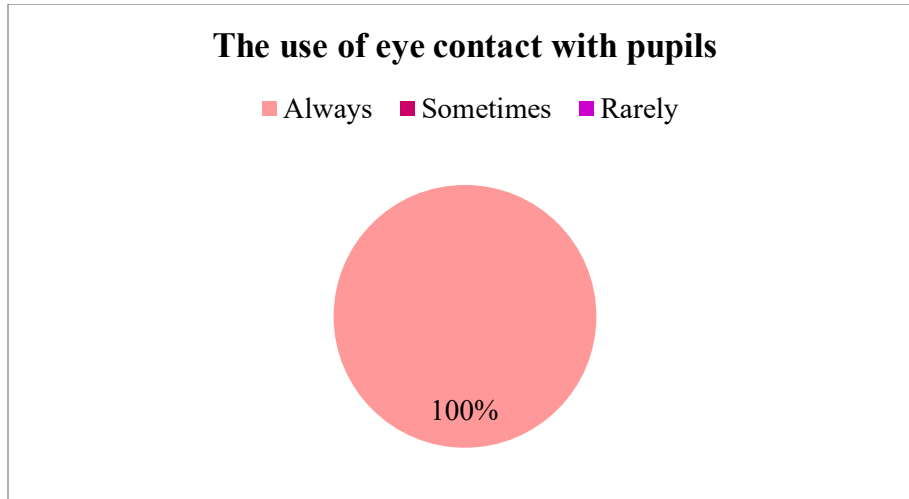


Figure 5. Using Eye Contact with Pupils

In this pie chart all the surveyed teachers consistently make eye contact with pupils while speaking. This suggests that teachers recognize the importance of eye contact as a key element of effective classroom communication. Maintaining eye contact not only helps in holding students’ attention but also it fosters a sense of trust and connection, and promoting a more attentive and respectful learning environment. Additionally, it allows teachers to observe student reactions and ensure their message are clearly understood.

Q6. Do you move around the classroom to engage pupils?

Responses	N° of teachers	Percentage

Always	08	54%
Sometimes	07	46%
Rarely	00	00%

Total 15

Table 2. Teachers’ Movement around the Classroom to Engage Pupils

The table shows that (54%) of surveyed teachers (08 out of 15) Always move around the class while explain concepts, whereas the remaining (46%) (07 out of 15) do so only occasionally. This indicates that more than half of the teachers view physical movement as a valuable strategy to maintain student attention, increase engagement, and create a more dynamic learning environment. The variation in responses may reflect individual teaching style or differing perceptions of how movement impacts classroom management and student understanding.

Q7. Do you believe NVC helps pupils stay engaged?

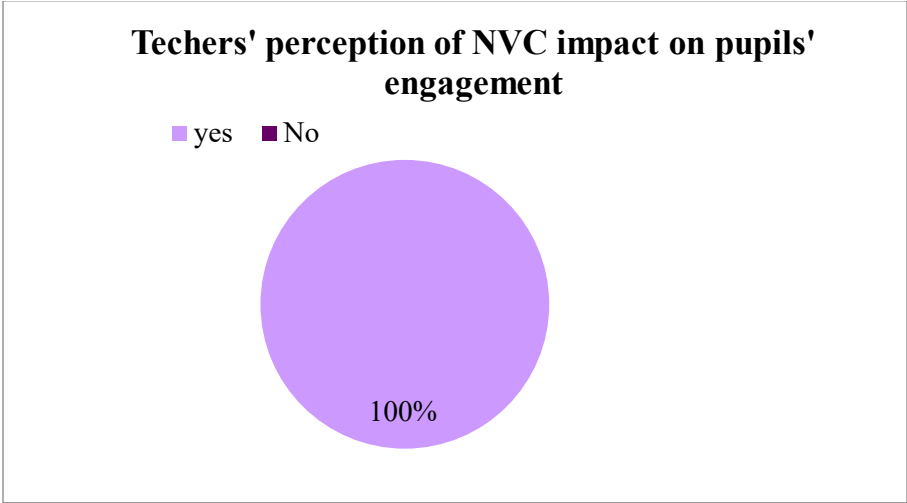


Figure 6. Teachers’ Perception of NVC Impact on Pupils’ Engagement

The pie chart shows that all surveyed teachers (100%) agree that NVC plays a significant role in enhancing student engagement. This agreement highlights the strong belief among learners that incorporating facial expressions, gestures, eye contact, and other non-verbal cues can create a more interactive and supportive learning environment, ultimately helping students stay focused and involved in the lesson.

Q8. Have you received any training on using NVC effectively?

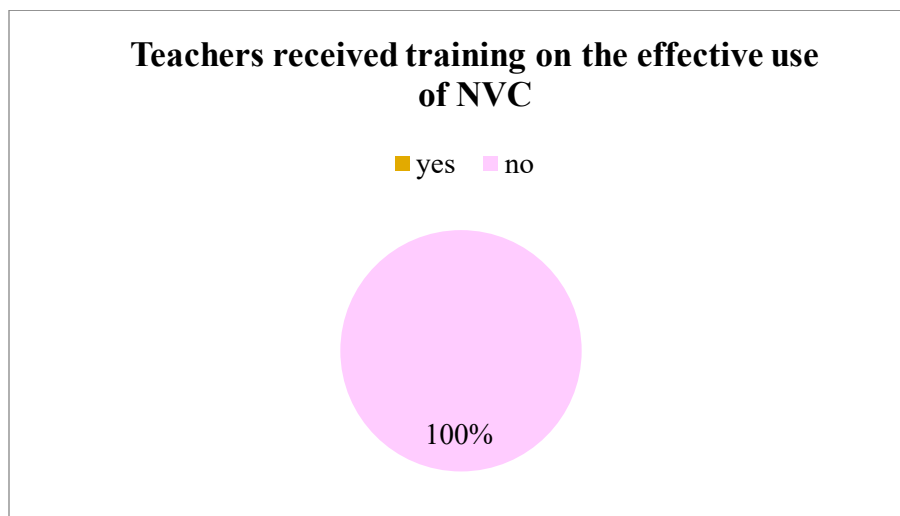


Figure 7. Teachers Receiving Training on the Effective Use of NVC

The graph indicates that none of the surveyed teachers have received formal training on how to use non-verbal communication (NVC) effectively. This lack of training suggests a gap in professional development, despite the acknowledged importance of NVC in enhancing classroom interaction and student engagement.

Section 3: Non-verbal communication, types and classroom Challenges

Q1. What types of NVC cues do you think are most effective?

Non-verbal Cues	Frequency (N teachers)	Percentage
Facial expressions	12	80%
Eye contact	08	53%
Gestures	15	100%
Body posture	09	60%
Tone of voice	06	40%
Flash cards	13	86%

Total 15

Table 3. On the Most Effective Types of NVC Cues

The table illustrating the most effective types of NVC cues as reported by teachers, it shows that teachers rely most on gestures, with 100% of them using it in class. Flash cards. also seem to be very effective, used by 86% of the teachers, followed closely by facial expressions 80%. these results suggest that visual and physical cues are considered the most helpful in keeping students engaged and making the lesson more interactive. on the other hand, cues like tone of voice and eye contact were used less frequently, which might mean they're either underestimated or harder to use consistently.

Q2. How do you adapt your NVC for different learning styles?

Key strategies used	Learning styles targeted	Cues/tools mentioned	Adaptation criteria	N°	%
Use of multiple method at once	Visual, auditory, kinesthetic	Flashcards, repetitions, kinesthetic actions	Simultaneous adaptation	12	80%
Tailoring cues to learner types	Visual, auditory	Flashcards, tone of voice	Based on learner type	12	80%
Strategy selection	Not explicitly mentioned	Not specified	Based on student needs		—
Vary cues based on difficulty	Implied all styles	One or more NVC cues	Based on lesson difficulty and understanding	03	20%

Total 15

Table 4. Teachers' Adaptation of NVC to Suit Different learning styles

The table shows that most surveyed teachers (80%) adapt their non-verbal communication (NVC) strategies by using multiple methods at once and tailoring cues to different learner types. These approaches primarily target visual, auditory, and kinesthetic learning styles through tools such as flashcards, tone of voice, repetitions, and kinesthetic actions. This reflects a clear effort to accommodate diverse learning preferences through simultaneous and learner-specific adaptations. In contrast, only 20% of teachers reported varying their NVC cues based on lesson difficulty and

student understanding, indicating that adaptive use of NVC in response to real-time challenges is less commonly practiced.

3. Difficulties associated when using non-verbal communication in the classroom

The majority of the responses highlighted several difficulties related the use of non-verbal communication. The main challenges reported by the participant are summarized as follows.:

- Some NV gestures are unclear, and learners struggle to interpret them accurately
- Misunderstanding is common, learners often misinterpret the teacher's intended meaning.
- NVC sometimes lead to confusion and may result in student in students misunderstanding key concepts.
- Certain non-verbal behaviors, such as facial expressions, may go unnoticed or be misused by teachers unconsciously.
- There is a risk of misleading students when non-verbal messages are not carefully managed.

4. Examples of helping a struggling student through non-verbal communication

Teachers shared several instances where non-verbal communication significantly supported students' understanding and participation.

- During a lesson on illness, non-verbal communication was particularly effective. The teacher used specific hand movements to explain a word, and in the following session, students were able to recall the meaning quickly by recognizing the same gesture.

- Body language was used successfully to teach adjectives such as big, small, far, near, etc. Physical gestures provided visual reinforcement, making abstract concepts more accessible for learners.
- In dealing with visual learners, one teacher observed that verbal repetition alone was ineffective. However, by using pictures alongside miming actions to represent the words, the students were able to recall the vocabulary more easily and accurately.
- In an early session, a shy student struggled to participate. The teacher used various non-verbal strategies—such as smiling, maintaining eye contact, using hand gestures to demonstrate concepts (e.g., family relationships), and clapping to provide encouragement. The teacher also adjusted their physical posture to be on the student’s level. These techniques created a supportive and non-threatening environment, helping the student gradually gain confidence and engage more actively.

5. In your opinion, how does non-verbal communication influence classroom discipline and student behavior?

Teachers agree that non-verbal communication has a powerful influence on classroom discipline and student behavior. It helps manage classroom dynamics without the need for constant verbal instructions. Non-verbal cues such as gestures, facial expressions, and posture help guide student focus, reinforce rules, and increase engagement and comprehension. Creative, non-verbal strategies can also serve as effective behavior management tools, promoting a respectful and attentive learning environment.

- Using gestures and visual cues helps prevent classroom disruptions and reinforces rules silently and effectively.

- Teachers reported increased student engagement and concentration when non-verbal strategies were employed during lessons.
- Simple non-verbal actions like a firm stance or direct eye contact—can signal students to focus and behave appropriately without interrupting the flow of the lesson.
- Overall, non-verbal communication fosters a calm and respectful environment that supports positive behavior and attentiveness.

2. Analysis of Pupils' Questionnaire Data

To assess pupils' engagement and their perceptions of teachers' non-verbal communication, a structured questionnaire was administered to a sample of 45 primary school pupils. The questionnaire comprised 12 items, systematically divided into three sections: **1. General Introduction, 2. Pupils' perception of teacher's Non-Verbal Communication, 3. Engagement in Class.** The data collected from this questionnaire provide valuable insights into the role of non-verbal communication in the classroom setting, highlighting its significance in fostering an engaging and effective learning environment.

Section 1: General Information

Q1. What is your age?

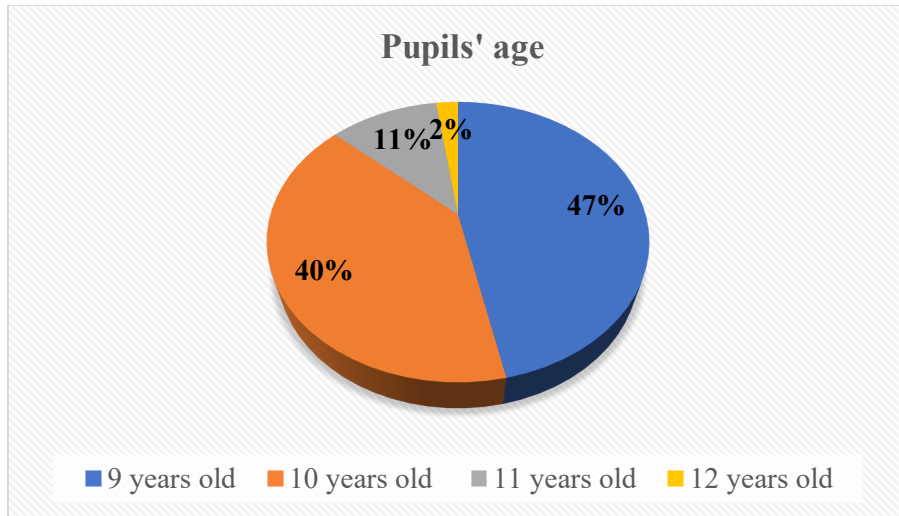


Figure 8. Percentages of Pupils' Age

The data shows that the majority of the participants are either 9 or 10 years old, making up over 87% of the total sample. This is expected given the focus on primary school pupils, While the rest are between 11 and 12 which is 13% of the total sample. Which could indicate either grade repetition or early/late school entry.

Q2. Are you a boy or a girl?

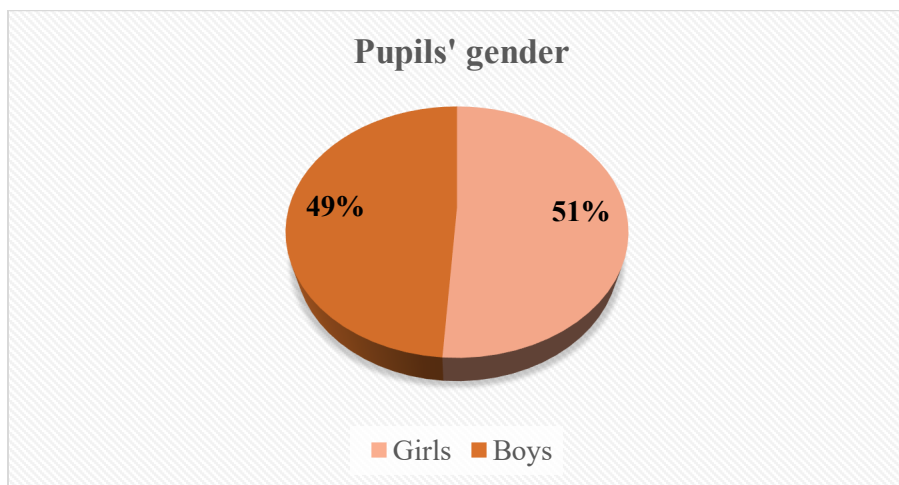


Figure 9. Percentages of Pupils' Gender

The pie chart shows that the girls present 51.1% of the total sample and boys with 48.9% of the total sample which is quite even.

Q3. The years pupils' have been learning English

The years of pupils' learning English	2 years
Number of pupils	45

The majority reported duration 2 years

Section 2: Pupils' perception of teacher's Non-Verbal Communication

Q4. Does your teacher smile in class?

Responses	Number of Pupils	Percentage
Always	11	24.44%
Sometimes	33	73.33%
Never	1	2.22%

Total 45

Table 5. The Teacher's Frequent Smiles in Class

The data shows that the majority of pupils chose sometimes with 73.33%, and 24.44% chose always while only 2.22% chose never, While the majority of pupils affirm that their teacher smiles in class, this would likely show that most pupils perceive their teacher as friendly and emotionally expressive, which contributes positively to classroom atmosphere and pupil engagement.

Q5. Does your teacher use hand gestures while speaking?

Responses	Number of Pupils	Percentage
Always	35	77.77%
Sometimes	10	22.22%
Never	0	0%

Total 45

Table 6. The Teacher Uses Hand Gestures while Speaking

The data shows a significant 77.77% reported that this happens consistently, while the rest of pupils with 22.22% reported that this happens sometimes. This indicates that all pupils perceive their teacher as using hand gestures during instruction.

Q6. Does your teacher use facial expressions (happy, sad, surprised) to help you understand?

Responses	Number of Pupils	Percentages
Always	26	57.77%
Sometimes	14	31.11%
Never	5	11.11%

Total 45

Table 7. The Teacher Uses Facial Expressions (happy, sad, surprised) to Help Pupils Understand

Most pupils agree that their teacher frequently uses facial expressions with 57.77%, While the rest are between sometimes of 31.11% and never of 11.11%. This suggests that teachers are aware of the importance of expressive communication in supporting comprehension, especially in an EFL context where vocabulary may still be developing.

Q7. Does your teacher move around the classroom while teaching?

Responses	Number of Pupils	Percentages
Always	19	42.22%
Sometimes	26	57.77%
Never	0	0%

Total 45

Table 8. The Teacher Moves around the Classroom while Teaching

All pupils reported that their teacher moves around the classroom at least occasionally with 42.22%, with more than half saying this happens sometimes with 57.77%. Teacher movement is a form of proxemics and can enhance engagement by breaking monotony, maintaining discipline, and fostering inclusion.

Q8. Does your teacher look at you when you answer?

Responses	Number of Pupils	Percentage
Always	40	88.88%
Sometimes	4	8.88%
Never	1	2.22%

Total 45

Table 9. The Teacher Looks at Pupils When they Answer

The table shows that the majority of pupils with 88.88% (nearly 89%) chose always as the teacher looks at them when they answer, which indicates that the teacher is effective in maintaining a personal connection with learners. This can make pupils feel more valued and confident when participating.

Section 3: Engagement in Class

Q9. Do you feel happy and comfortable in English class?

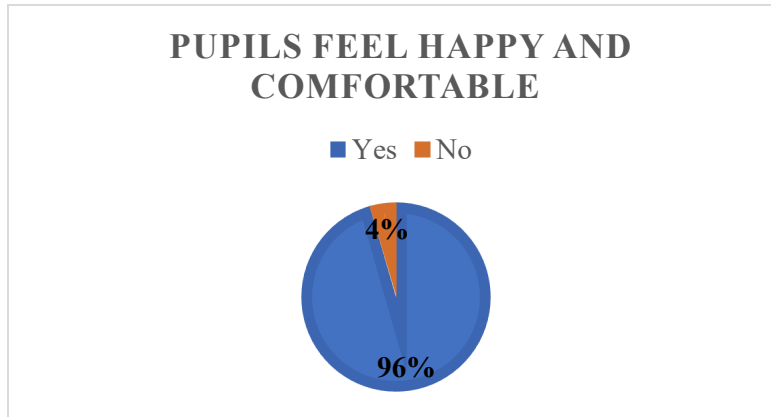


Figure 10. Percentages of Pupils who Reported Feeling Happy and Comfortable in English Class

The overwhelming majority of pupils with 96% feel happy and comfortable, and only few with 4% do not have the same feelings. The highest scores suggest and reflects a positive learning environment within the classroom.

Q10. Do you like answering questions in English class?

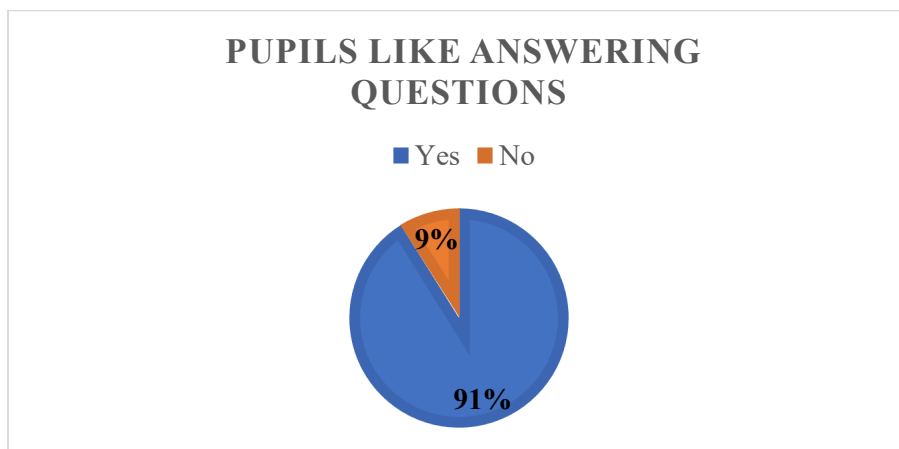


Figure 11. Percentages of Pupils who Reported Liking to Answer Questions in English Class

The data presents a high percentage of pupils with 91% likes to answer questions, while the remaining 9% do not. This shows that pupils are not only comfortable but also confident in interacting and expressing themselves during class.

Q11. Do you pay attention when the teacher speaks?

Responses	Number of Pupils	Percentage
Always	42	93.33%
Sometimes	3	6.66%
Never	0	0%

Total 45

Table 10. Pupils Pay Attention When the Teacher Speaks

The data shows that almost all pupils reported that they always pay attention to their teacher with 93.33%, While the remaining 6.66% do not. This is a strong indicator of both teacher effectiveness and pupil engagement.

Q12. Do you like participating in classroom activities?

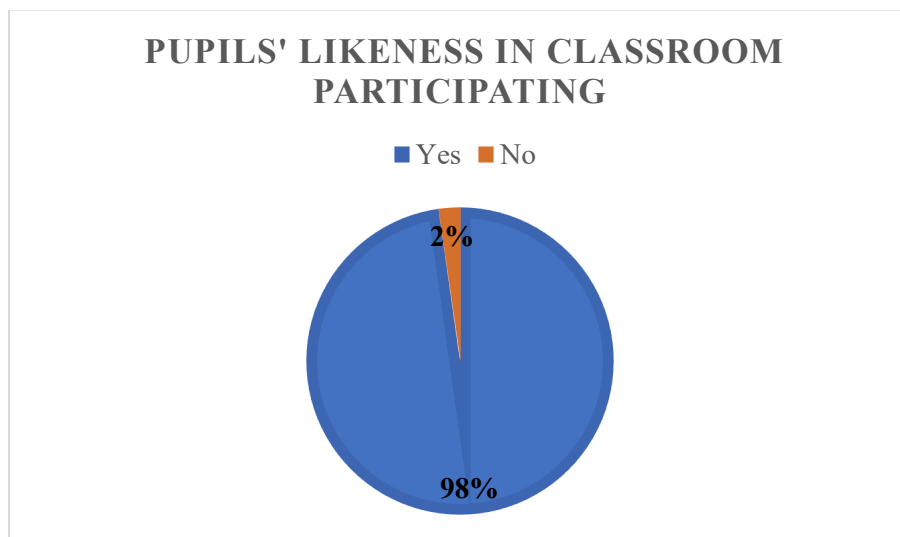


Figure 12. Percentages of Pupils who Reported Liking to Participate in Classroom Activities

The data shows that a very high percentage of pupils with 98% like to participate in classroom activities, while the remaining 2% do not. This is the highest positive response in the questionnaire, showing that pupils are highly enthusiastic about active learning.

3. Analysis of Observation Checklist Data

This study utilized an observation checklist designed to examine two primary aspects of classroom interaction and included two sections: (1) pupils' engagement in response to teachers' non-verbal communication, and (2) teachers' use of non-verbal communication strategies. The observation process was conducted in two primary schools located in Bousaada: **ABDELLAOUI ELAMRI** and **HAMIDA ABDELKADER**. In each school, observations were carried out in a single fourth-grade primary school (4PS) class over four separate sessions, totalling four sessions per school. During these sessions, 17 pupils were observed in **ABDELLAOUI ELAMRI** and 35 pupils in **HAMIDA ABDELKADER**.

- Frequency: **4 sessions**
- School A: school **ABDELLAOUI ELAMRI**
- School H: school **HAMIDA ABDELKADER**

Section 1: Pupils' Engagement

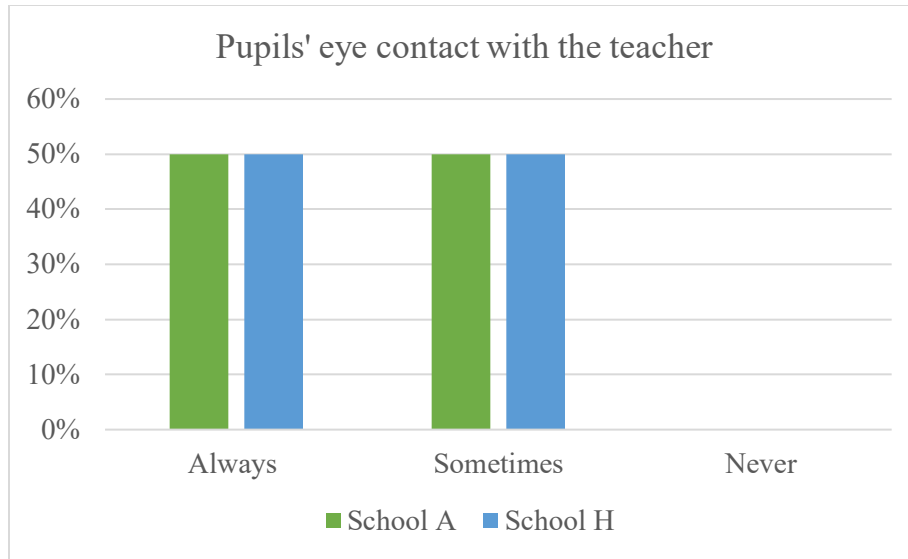


Figure 13. Observation Percentages of Pupils’ Eye Contact with the Teacher in School A and School H

The data shows that in both School A and School H, 50% of pupils were observed to "Always" making eye contact with the teacher, while the remaining 50% of pupils were noted as "Sometimes". Notably, no pupils were recorded to "Never". This suggests that all pupils engage in eye contact with their teachers to some extent, highlighting a consistent level of visual engagement across both schools. The absence of "Never" responses implies that pupils recognize and respond to the importance of eye contact in the classroom setting.

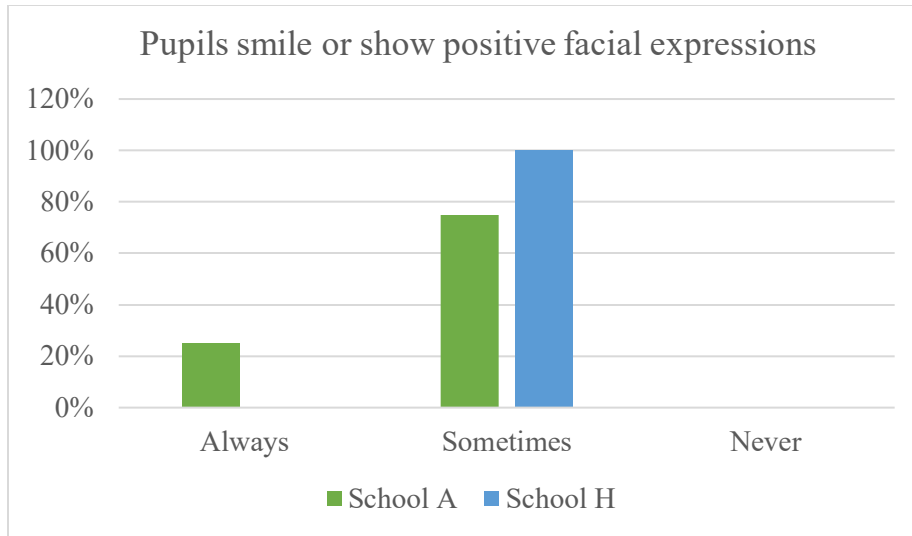


Figure 14. Observation Percentages of Pupils Smiling or Showing Positive Facial Expressions in School A and School H

The data presented in the graph indicates that in School A, 25% of pupils were observed to "Always" smiling or showing positive facial expressions during class, while 75% "Sometimes". In contrast, in School H, none of the pupils were noted as "Always", with 100% recorded as "Sometimes". Notably, no pupils were observed in either school selected as "Never". This suggests that while all pupils engage in positive facial expressions to some extent, the frequency varies between the two schools.

The percentage of pupils in School A reporting "Always" smiling may reflect a more positive classroom environment or teaching approach that encourages such expressions. Conversely, the absence of "Always" responses in School H could suggest differences in classroom atmosphere or teaching methods that may not elicit as frequent positive facial expressions from pupils.

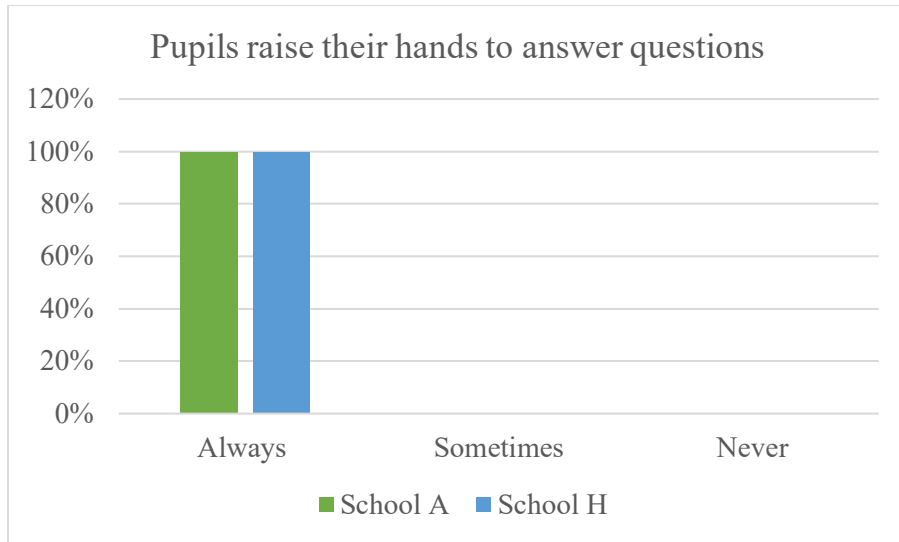


Figure 15. Observation Percentages of Pupils Raising their Hand to Answer Questions in School A and School H

The data in the graph above indicates that in both School A and School H, 100% of pupils were observed to "Always" raising their hands to answer questions during class. suggesting a uniform behavior across both schools. And pupils are comfortable and motivated to engage actively in their learning process.

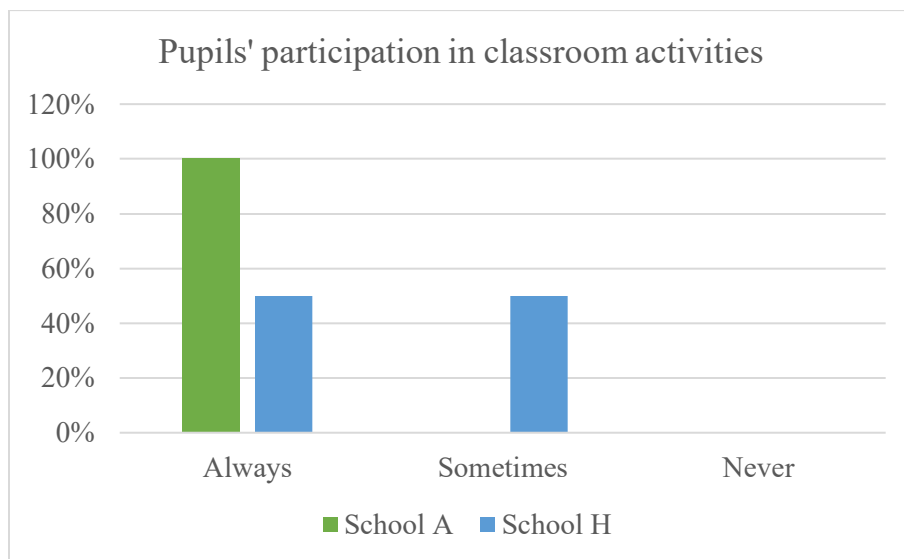


Figure 16. Observation Percentages of Pupils' Participation in Classroom Activities in School A and School H

The data shows that in School A, 100% of pupils were observed to "Always" participating in classroom activities, whereas in School H, it was evenly split: 50% were recorded as "Always" and 50% noted as "Sometimes". This indicates a high level of engagement in School A, suggesting that pupils are consistently involved in classroom activities. In School H, while all pupils participate to some extent, the variation between "Always" and "Sometimes" responses may point to differences in teaching strategies, classroom environment, or pupil motivation.

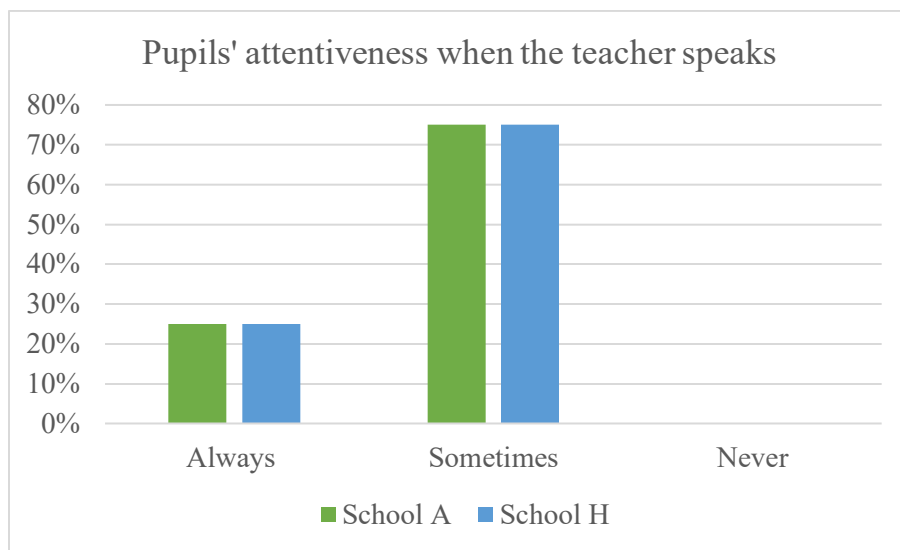


Figure 17. Observation Percentages of Pupils' Attentiveness when the Teacher Speaks in School A and School H

The data indicates that in both School A and School H, 25% of pupils were observed to "Always" look attentive when the teacher is speaking, while the remaining 75% were noted as "Sometimes" attentive. Notably, no pupils were recorded as "Never" attentive. This observation suggests that while a quarter of the pupils consistently display attentiveness during teacher instruction, a significant majority exhibit fluctuating attention level. Such variability may be influenced by factors including lesson content, teaching methods, classroom environment, or individual student differences.

Section 2: Teachers' Non-Verbal Communication

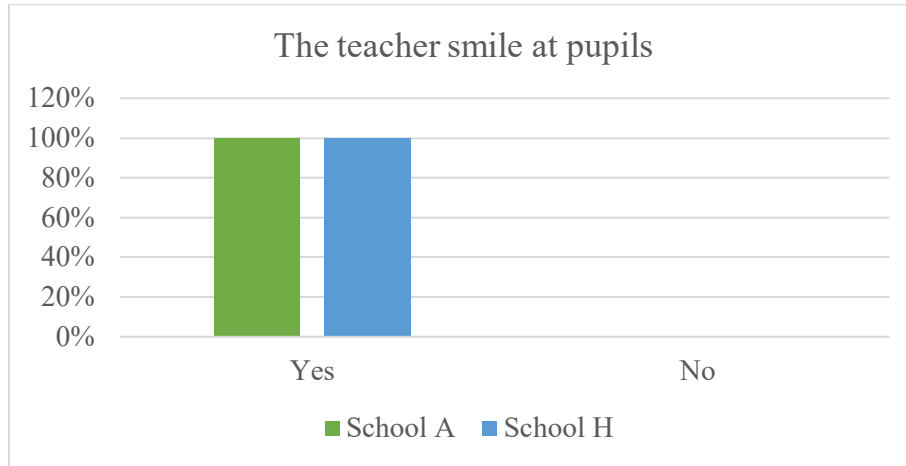


Figure 18. Observation Percentages of Teachers' Smile at Pupils in School A and School H

The data shows that in both School A and School H, 100% of observed teachers smiled at pupils during classroom interactions across all four observed sessions. This consistent behavior across both schools underscores the universal application of smiling as a non-verbal communication strategy in educational settings. Suggesting that the teachers are aware of the importance of smiling to pupils to make them comfortable in classroom.

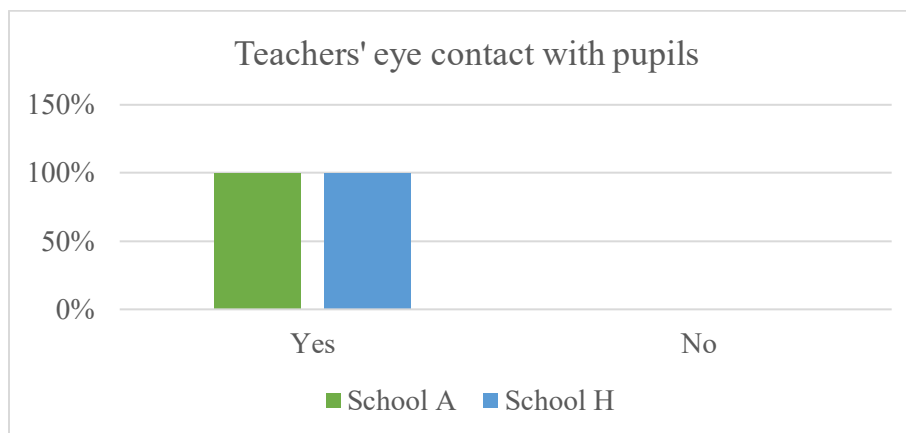


Figure 19. Observation Percentages of Teachers' Eye Contact with Pupils in School A and School H

The data indicates that in both School A and School H, 100% of observed teachers made eye contact with pupils during classroom interactions across all four sessions. Which indicates that teachers understand the significance of making eye contact with pupils to encourage them and increase their attention. And in order to stay engaged with their pupils they need to make eye contact with them.

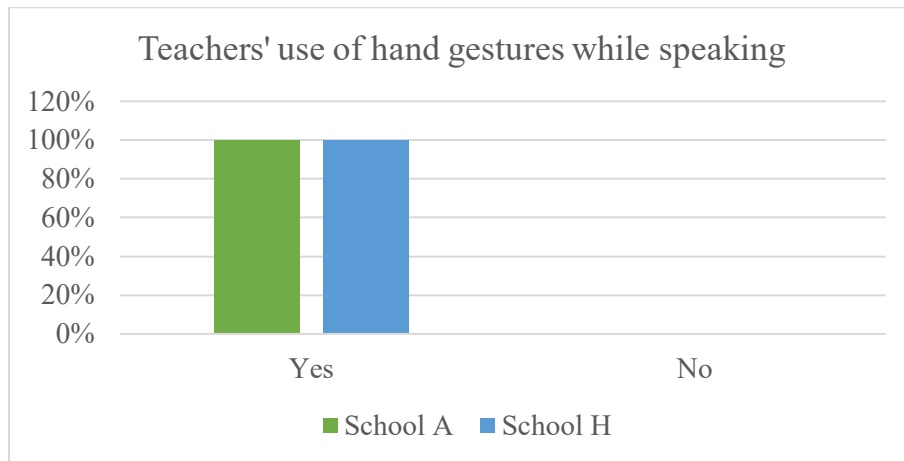


Figure 20. Observation Percentages of Teachers Using Hand Gestures while Speaking in School A and School H

The data shows that in both School A and School H, 100% of observed teachers consistently employed hand gestures while speaking during their teaching sessions across all four observed sessions. Teachers applying hand gestures while speaking in both schools reflects an effective teaching strategy that hand gestures serve multiple functions to enhance pupils understanding and maintain engagement.

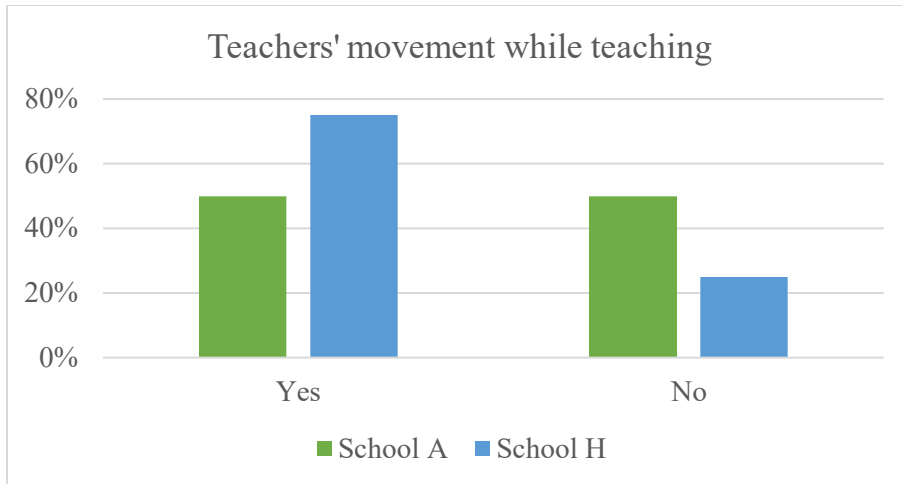


Figure 21. Observation Percentages of Teachers’ Movement around the Class while Teaching in School A and School

The data shows that in School A, 50% of the observed teachers moved around the classroom during teaching sessions, while the remaining 50% remained stationary. In contrast, in School H, 75% of teachers were observed moving around the classroom, with 25% remaining stationary. The variation in teacher movement between the two schools suggests differing instructional approaches or classroom management strategies. Teacher movement within the classroom is a form of non-verbal communication that can significantly impact student engagement and behavior.

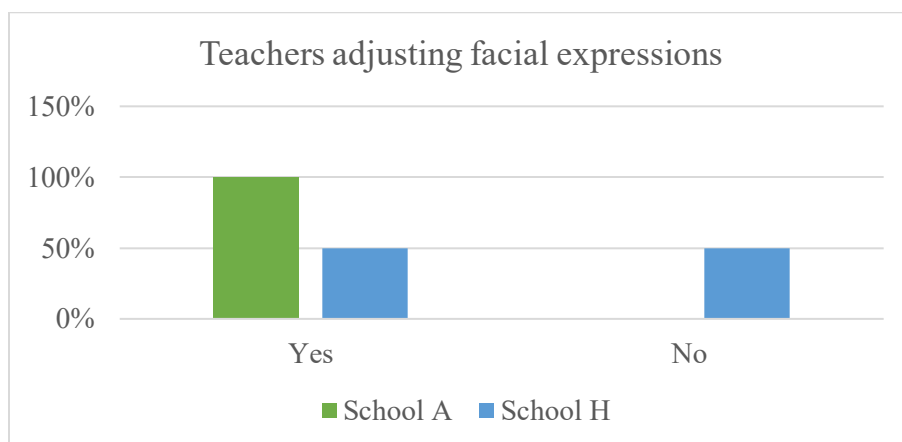


Figure 22. Observation Percentages of Teachers Adjusting Facial Expressions to Match the Lesson Content in School A and School H

The data presented in the graph indicates that in School A, 100% of the observed teachers adjusted their facial expressions to align with the lesson content across the four sessions, whereas in School H, only 50% of the teachers demonstrated this behavior, while the remaining 50% did not adjust their facial expressions. This suggests that in school A teachers purposefully adjust their facial expressions to facilitate the lesson for pupils to understand, the variation observed in School H indicates that some teachers may not be fully utilizing facial expressions as a teaching tool.

4. Analysis of Teachers' Semi-Structured Interviews

This part presents the analysis of data collected through semi-structured interview questions distributed via online forms, Ten English language teachers participated by completing the form and submitting their written responses. The aim was to explore their perceptions of non-verbal communication and its role in student engagement. The questions focused on the types of non-verbal strategies used, their effectiveness, and challenges faced. Responses were analyzed qualitatively using thematic analysis to identify key ideas and common patterns.

The data was grouped into major themes reflecting teachers shared and individual experiences, where each theme is supported by direct quote to highlight participants' viewpoints. The analysis reveals how NVC enhances classroom interaction and supports student attention and motivation. Also, it highlights areas where teachers feel improvement or training is needed.

1. How do you think non-verbal communication affects your students' engagement?

All teachers confirmed that non-verbal communication plays a big role in student engagement, particularly in English classrooms at primary school.

Collected responses from the teachers suggest that NVC is essential in promoting student

Response 01: “I think NVC is a valuable tool for students, especially younger ones who have not been exposed to English before. You assimilate what you want to explain using aids in terms of pictures, flashcards, music, and even trivia which is using real-life examples and your body language. This helped them engage more in the learning process. Based on my teaching experience, I have seen that incorporating these elements has had a positive impact on their engagement and comprehension.”

Response 02: “As a teacher of English in primary school, I think that the process of teaching and learning for kids needs specific standards that should be respected at this level to develop their skills. The use of non-verbal communication becomes a must. It affects deeply and unconsciously the engagement of my students.”

Response 03: “Non-verbal communication plays a significant role in keeping students engaged. It helps convey emotions and instructions, making lessons more interactive and understandable.”

Response 04: “NVC plays a big role in how students connect with the lesson. It helps me show interest, confidence, and energy, which encourages students to stay focused. When my body language matches what I’m saying, they pay more attention and feel more participation and attentiveness, especially in EFL classrooms with younger learners involved.”

The collected responses highlight that NVC is not only helpful but perceived as crucial for enhancing engagement and comprehension in EFL primary classrooms. Teachers emphasize that non-verbal cues act as bridges between language gaps and learner understanding. These responses collectively suggest that NVC serves both affective and cognitive functions. It fosters emotional connection while simplifying complex content, which is particularly vital in linguistically diverse classrooms.

2. Can you give examples of non-verbal strategies you use to maintain students' attention?

All participating teachers shared practical examples of how they apply NVC to keep student attention and create a more engaging classroom environment. Their responses demonstrate a variety of effective strategies adapted to the needs of young learners.

Collected responses highlighted the following commonly used strategies:

Response 01: “usually, I raise my voice and use strong eye contact or hand signals like raising my hand for silence and attention. I also tried to incorporate fun techniques like singing a simple classroom management song that goes ‘each quiet, raise your hands...listen, listen, listen’ this catches up their attention in a gentle and playful way. And when I notice that students seem tired or disengaged, I use physical movement activities like the stand up and sit-down game to energize them and help refocus their attention.”

Response 02: “Yes, I often use hand gestures to demonstrate actions or meanings of words (e.g. pretending to swim), and facial expressions to show emotions (e.g. a surprised face for ‘WOW’).”

Response 03: “Yes, of course. The non-verbal strategies depend on their answers to the task that I give them or their movement in the class. For example, I use eye contact and hand gestures to express encouragement or disapproval. I always walk around to be close them they feel comfortable and safe to answer. And a big smile is always on my face.”

Response 04: “I use eye contact to keep students alert and involved. I move around the room to shift their focus and signal that something important is happening. Also use gestures to

highlight key points or explain abstract ideas, and I adjust my facial expressions to match the tone of the lesson.

1. Variety of NVC Techniques: The responses collectively highlight a wide range of multimodal strategies, such as:

- **Paralinguistic cues:** Raising the voice (Response 01).
- **Gestures and body movement:** Hand signals, moving around the room (Responses 01, 04).
- **Facial expressions:** Showing emotions to clarify meaning and mood (Responses 02, 03, 04).
- **Proxemics:** Walking around to reduce student anxiety and maintain presence (Response 03).
- **Kinesthetic engagement:** Movement games and songs (Response 01).

This diversity demonstrates how teachers intuitively integrate NVC into their pedagogical practices to suit the developmental needs of primary school learners.

2. Sensitivity to Student Needs: Teachers adapt their non-verbal strategies depending on:

- **Emotional states** (e.g., tiredness, disengagement).
- **Behavioral cues** (e.g., movement, silence).

This suggests that NVC is context-dependent and dynamic, reinforcing its pedagogical value beyond routine behavior management.

3. Warmth and Relational Closeness

Mentions of smiling, proximity, and emotional encouragement show that NVC also plays an affective role in creating a safe, student-centered classroom.

Overall, the teachers' examples reveal that non-verbal strategies are intentionally and intuitively applied to direct attention, clarify meaning, and maintain a warm classroom climate. These strategies function both as regulatory tools and emotional signals, bridging the cognitive and affective aspects of student engagement.

3. Have you noticed differences in student engagement when you use more gestures and facial expressions?

All teachers responded "YES", indicating that the use of gestures and facial expressions leads to noticeable improvement in student engagement and classroom atmosphere.

Their feedback reflects the emotional and behavioral impact of expressive NVC on learners.

Response 01: "Yes, I have definitely noticed a difference in my student engagement when I use more gestures and facial expressions. For example, when students become too noisy or display misbehavior that's not acceptable, I often rely on facial expressions like a serious look or raised eyebrows to signal that their behavior needs to change and cannot be tolerated. These non-verbal cues help communicate my expectations clearly without interrupting the flow of the lesson."

Response 02: "For sure, there are differences in students' engagement. They seem more active; they love me, love the language, so better understanding follows."

Response 03: “Yes. When I use more expressive gestures and facial cues, students become more responsive and excited. They smile more, participate actively, and remember the lesson better.”

Response 04: “Yes. When I’m more expressive, students are more interested. They react better and participate more, especially when I use my face and hands to add meaning. It makes the lesson feel more alive and less robotic.”

1. Universal Agreement: All teachers responded “Yes,” which signals strong consensus. This affirms the hypothesis that expressive NVC positively influences student engagement.

2. Classroom Management and Emotional Regulation

- **Response 01** provides a practical example of using facial expressions as behavioral management tools (e.g., a serious look, raised eyebrows).

This highlights the disciplinary function of facial expressions, allowing teachers to manage behavior subtly and efficiently without verbal interruption.

3. Emotional Connection and Motivation

- **Responses 02, 03, and 04** emphasize the emotional and relational impact of gestures and expressions:
 - Students become more active, emotionally attached, and enthusiastic.
 - Expressive teaching fosters positive attitudes toward the language and the teacher, which boosts motivation and recall.

4. Cognitive Impact

- **Response 03** notes that students "remember the lesson better," suggesting that expressive NVC may also enhance cognitive processing and retention.

5. Naturalness and Engagement

- **Response 04** contrasts expressive teaching with robotic delivery:

"It makes the lesson feel more alive and less robotic."

This underscores the value of authentic teacher presence, which helps humanize the learning experience.

The teachers' reflections suggest that increased use of facial expressions and gestures enhances both the emotional climate **and** instructional clarity of the classroom. These non-verbal elements act as subtle yet powerful reinforcements that shape student behavior, boost motivation, and support memory retention — especially vital in primary EFL contexts.

4. Do you face any challenges when using non-verbal communication in class?

Teachers provided varied responses regarding the challenges of using non-verbal communication. While some found it generally beneficial and easy to integrate, others acknowledged occasional difficulties, such as misunderstandings, classroom overstimulation, and physical exhaustion from frequent use of gestures.

Response 01: “Not quite challenging, but it can get overwhelming. For instance, when I use gestures or visual cues to help explain something, it might lead to a sudden burst of energy in the class—students become more excited, eager to participate, and each one tries to make their answer be heard. While this can get a bit noisy, I’ve come to see it as a sign of their enthusiasm. Their active response shows they’re engaged and genuinely interested in learning English, which makes the situation more manageable and even rewarding.”

Response 02: “No, not at all. It facilitates the process of learning in my classroom.”

Response 03: “Yes, sometimes my gestures are misunderstood, especially if students are not familiar with them. Also, using too many gestures can become tiring.”

Response 04: “There are days when keeping up strong body language takes real effort it drains energy. And if I overuse gestures or move too much, it can end up pulling focus away from the lesson instead of supporting it.”

1. Mixed Responses: Challenges vs. Ease

- **Response 02:** Completely dismisses difficulty — “No, not at all.”
- **Responses 01, 03, and 04:** Acknowledge legitimate but manageable challenges.

This shows that while NVC is generally seen as beneficial, it is not without its drawbacks.

2. Themes from Responses:

- **Classroom overstimulation:**

Response 01 mentions that visual cues can cause “a burst of energy,” which leads to noise — a double-edged effect of enthusiasm.

- **Misinterpretation:**

Response 03 touches on ambiguity in gestures, especially with young or unfamiliar learners.

- **Physical and emotional fatigue:**

Responses 03 and 04 point to exhaustion and the strain of maintaining expressive body language throughout the day.

- **Overuse leading to distraction:**

Response 04 warns that overuse may divert focus from content.

"Teachers recognized that while non-verbal communication is generally effective, challenges such as misinterpretation, overstimulation, and personal fatigue can limit its impact. These difficulties highlight the need for balanced, purposeful, and context-sensitive application of NVC in the classroom."

5. In what ways do you think non-verbal communication can be improved in teaching English?

Teachers shared suggestions based on their personal experiences, training sources, and daily classroom practice. Their insights highlighted the importance of intentional use of gestures, adapting strategies to different learners, and reflecting on one's own communication to enhance teaching effectiveness.

Response 01: “I think non-verbal communication can be improved in English teaching by using it strategically to encourage students to think critically. For example, teachers can use gestures to explain concepts without immediately using the words. This would give students time to reflect on their answers and figure out meaning on their own, which supports deeper learning. However, it’s also important to guide students away from relying too much on their mother tongue when interpreting these non-verbal cues. Because overdependence on their first language can make it harder for them to think and communicate directly in English, which may hinder their progress in language acquisition.”

Response 02: “In English class, it helps students understand meanings, especially when they don’t know all the words yet. Good non-verbal cues make lessons clearer and more engaging.”

Response 03: “To be honest, I get my training in the use of non-verbal communication in the classroom from YouTube videos. I integrate some strategies in my lesson plans.”

Response 04: “It can be improved by being more conscious with gestures, adapting them to students’ age and level, and using visual aids alongside them. Teachers can also watch themselves on video or get feedback from peers to refine their non-verbal communication.”

1. Strategic and Reflective Use

- **Response 01** introduces a pedagogically advanced idea: using gestures as scaffolding tools to promote critical thinking and reduce L1 dependence. This aligns with constructivist principles.

2. Basic Pedagogical Insight

- **Response 02** emphasizes clarity and student comprehension — especially crucial at lower proficiency levels.

3. Self-Directed Learning

- **Response 03** admits using YouTube as a training tool, revealing a gap in formal training but also a proactive attitude toward improvement.

4. Professional Development: Response 04 is particularly rich: it recommends

- Adapting gestures to age and level
- Using visual aids in combination
- Self-reflection via video
- Peer feedback

This reflects growth-oriented pedagogy and aligns with best practices in teacher development. Teachers suggested enhancing NVC through strategic, age-appropriate use of gestures, incorporation of visual aids, and self-reflective practices such as peer feedback or video observation. They also emphasized the need to avoid overreliance on gestures for translation, advocating instead for NVC as a tool to foster independent thinking and language acquisition.

5. Summary of the study's key findings

5.1. Summary of Teachers' Questionnaire

The teachers' questionnaire explored three main sections: **teachers' profiles, use of non-verbal communication (NVC) in teaching, and NVC strategies and classroom challenges.**

1. Most teachers (12 out of 15) have 1–3 years of teaching experience.
2. A majority (9 out of 15) teach 4th and 5th grades; the rest (6) teach 3rd, 4th, and 5th grades.
3. 67% of teachers always use gestures; 33% sometimes do. Gestures are valued for aiding explanation and engagement.
4. 100% of teachers use facial expressions consciously to support understanding.
5. All participants consistently maintain eye contact, which they see as essential for engagement and classroom rapport.
6. 54% always move around the classroom; 46% sometimes do, highlighting its role in keeping learners attentive.
7. All teachers (100%) believe NVC significantly enhances student engagement.
 - None of the teachers have received formal training in NVC, indicating a professional development gap.
 - All teachers rely on gestures, while flashcards (86%) and facial expressions (80%) are also widely used. Tone of voice and eye contact are less emphasized.
 - 80% of teachers adapt NVC based on learner types (visual, auditory, kinesthetic), using tools like flashcards, repetition, and kinesthetic actions.

- Teachers reported issues such as misinterpretation of gestures, unclear facial expressions, and unintentional non-verbal signals leading to confusion.
- Teachers shared successful cases where gestures, body language, and visual cues helped struggling or shy students better understand and participate.
- Teachers agree that NVC helps manage behavior by reinforcing rules non-verbally, maintaining focus, and creating a calm, respectful environment.

5.2. Summary of Pupils' Questionnaire Results

A structured questionnaire was conducted with **45 primary school pupils** to explore their perceptions of teachers' non-verbal communication (NVC) and its effect on classroom engagement. The results are organized into three sections:

5.2.1. General Information

1. **Age:** The majority (87%) of pupils were 9 or 10 years old.
2. **Gender:** The sample was nearly balanced — 51% girls and 49% boys.
3. **Years of Learning English:** All pupils had been learning English for 2 years.

5.2.2. Pupils' Perception of Teachers' Non-Verbal Communication

1. **Smiling:** 73% said their teacher sometimes smiles; 24% said always. This reflects a generally positive and friendly teacher presence.
2. **Use of Hand Gestures:** A strong majority (78%) reported that their teacher always uses gestures when speaking, indicating high NVC awareness.
3. **Facial Expressions:** 58% observed consistent use of expressions; 31% said sometimes. This supports the idea that teachers use facial cues to aid comprehension.

4. **Movement Around the Classroom:** 42% said teachers always move around, while 58% said sometimes. This suggests dynamic teaching practices.
5. **Eye Contact:** Nearly 89% of pupils felt that teachers always look at them when they respond, indicating strong interpersonal engagement.

5.2.3. Engagement in Class

1. **Comfort in Class:** 96% reported feeling happy and comfortable in English class.
2. **Willingness to Answer Questions:** 91% said they enjoy answering in class, suggesting a confident and supportive environment.
3. **Attention to Teacher:** 93% reported they always pay attention during lessons — a sign of effective communication and interest.
4. **Participation in Activities:** 98% enjoy classroom activities, showing a high level of enthusiasm for interactive learning.

The findings show that pupils perceive their teachers as actively using non-verbal cues such as gestures, facial expressions, eye contact, and movement. These behaviors contribute to high levels of pupil engagement, comfort, and motivation. The results affirm the importance of non-verbal communication in fostering a supportive, interactive, and effective language learning environment.

5.3. Summary of Observation Checklist

The observation checklist data were gathered from two fourth-grade classes at ABDELLAOUI LAMRI and HAMIDA ABDELKADER primary schools in Bousaada, with four observation sessions conducted in each. The checklist focused on two major sections: **(1) pupils' engagement** in response to non-verbal cues, and **(2) teachers' non-verbal communication behaviors** during classroom interactions.

5.3.1. Pupils' Engagement:

Findings revealed a generally positive pattern of pupil engagement across both schools. Eye contact with the teacher was consistently observed, with all pupils showing either frequent or occasional engagement no cases of complete disengagement were recorded. Smiling and other positive facial expressions were also noted in all pupils, though more frequently in School A.

All pupils in both schools regularly raised their hands to answer questions, indicating high participation levels. However, differences emerged in classroom activity involvement: while 100% of pupils in School A participated consistently, only 50% of School H pupils were consistently active, with the other half showing moderate involvement. Attentiveness to the teacher's speech showed similar patterns in both schools, with 25% of pupils always attentive and 75% sometimes attentive.

5.3.2. Teachers' Non-Verbal Communication

Teachers in both schools showed strong use of certain non-verbal strategies. Smiling, eye contact, and the use of hand gestures were observed in 100% of sessions across both schools, indicating high awareness and consistent application of these behaviors. Differences appeared in classroom movement and expressive facial adjustments. In School A, only half of the teachers moved around the classroom, compared to 75% in School H. Furthermore, all teachers in School A adapted their facial expressions to match the lesson content, while only half did so in School H. These variations suggest differing levels of engagement and strategic use of non-verbal communication techniques among teachers.

In summary, the observations confirmed that both pupil engagement and teachers' non-verbal behaviors were present to varying degrees. School A generally showed more consistent pupil

responsiveness and more expressive teacher behavior, which may point to stronger teacher-pupil interaction dynamics. These findings support the hypothesis that effective non-verbal communication by teachers plays a significant role in promoting active engagement among EFL primary learners.

5.4. Summary of Teachers' Semi-Structured Interviews: Teachers' Perceptions of Non-Verbal Communication (NVC)

This study analyzed written responses from ten English language teachers to semi-structured interview questions about their use and perception of non-verbal communication (NVC) in primary EFL (English as a Foreign Language) classrooms. Thematic analysis was employed to identify common views and individual insights.

Key Findings:

All teachers agreed that NVC significantly enhances student engagement. Gestures, facial expressions, body language, and other non-verbal cues help bridge language gaps, increase attentiveness, and create a positive classroom atmosphere—particularly for young or beginner learners. Teachers reported using a variety of strategies such as:

Eye contact and facial expressions to express emotions and maintain control. Gestures to explain vocabulary or instructions. Physical movement and proximity to maintain attention and reduce anxiety. Kinesthetic activities and classroom songs to re-energize disengaged students.

All participants confirmed that using more expressive gestures and facial cues leads to improved engagement, better student responses, and a more vibrant learning environment. Some noted that it also helped students retain information more effectively.

While most teachers found NVC beneficial, some identified challenges such as:

Physical exhaustion from continuous gesture use, occasional misinterpretation of gestures by students. These challenges underline the need for balance and thoughtful application of NVC.

6. Discussion of the Findings

This research was conducted to examine how teachers' use of non-verbal communication strategies influence the engagement of primary school pupils in Bousaada. This section aims to include a summary of the key findings obtained by the use of questionnaires for both teachers and pupils, a semi-structured interview, and a classroom observation checklist in order to reach the objectives of the study.

The data gathered shows a significant connection between teachers' non-verbal communication and pupils' engagement in EFL classrooms. As concluded from the teachers' responses to the questionnaire, the majority of participants (67%) always use gestures when explaining concepts, with the remaining 33% using them sometimes. This finding indicates that teachers recognize the importance of gestures as a supportive tool in English language teaching.

Furthermore, all surveyed teachers (100%) reported consciously using facial expressions to help learners understand concepts, highlighting the perceived effectiveness of facial expressions as a non-verbal communication tool in the classroom. All participating teachers (100%) reported consistently maintaining eye contact with their pupils during instruction, acknowledging it as a

crucial component of effective classroom communication. When it comes to classroom movement, 54% of teachers indicated that they always move around while explaining concepts, whereas 46% reported doing so occasionally.

This variation likely reflects differences in personal teaching styles or classroom management strategies. Significantly, all surveyed teachers (100%) recognized the importance of NVC in enhancing student engagement. However, none of them had received any formal training on how to employ these strategies effectively, this represents a critical gap in teacher preparation and points to the need for more structured training programs focused on non-verbal pedagogy in EFL contexts. The most effective types of non-verbal cues reported by teachers were gestures (100%), flash cards (86%), and facial expressions (80%), By contrast, tone of voice (40%) and eye contact (53%) were less emphasized.

This suggests that visual and physical cues are considered the most helpful and may align more closely with young learners' cognitive development stages and preferred learning styles. Most teachers (80%) adapt their non-verbal communication strategies by using multiple methods simultaneously and tailoring cues to different learner types, primarily targeting visual, auditory, and kinesthetic learning styles.

Data collected from pupils' questionnaire further validate the positive impact of non-verbal communication. The majority (96%) feel happy and comfortable in English class, (91%) liked answering questions and (98%) actively participated in classroom activities. Additionally, (93.33%) always pay attention when their teacher speaks, demonstrating a high level of engagement. Regarding specific cues, (77.77%) of pupils reported that their teacher always uses hand gestures while speaking, (57.77%) noted that teachers frequently use facial expressions, and 88.88% indicated that teachers always look at them when they answer.

The observation checklist data confirmed these findings, showing that in both observed schools, (100%) of teachers smiled at pupils, made eye contact, and used hand gestures during classroom interactions. Teachers' movement varied between schools, with (50%) of teachers in School A and (75%) in School H moving around the classroom while teaching. Similarly, (100%) of teachers in School A adjusted their facial expressions to match lesson content, compared to only (50%) in School H.

Regarding pupil engagement, (50%) of pupils in both schools were observed to always make eye contact with the teacher, while the remaining (50%) did so sometimes. In School A, (25%) of pupils always smiled or showed positive facial expressions during class, with (75%) doing so sometimes, while in School H, (100%) of pupils sometimes displayed positive facial expressions. All pupils (100%) in both schools were observed raising their hands to answer questions, indicating active participation.

The findings of our research support Mehrabian's (1971) communication model, which emphasizes that “(93%) of meaning in communication is transmitted through non-verbal cues”. The results also support Xie and Derakhshan (2021) research, which highlighted that teachers' active body language can significantly reduce students' anxiety and promote a safe classroom environment, encouraging participation.

The semi-structured interviews provided deeper insights into teachers' perspectives on non-verbal communication. All the interviewees agreed that non-verbal cues play an important role in engaging pupils, especially in primary EFL classrooms, who often struggle with verbal expressions. They reported that they regularly use gestures, facial expressions, eye contact, and moving around the class to keep pupils focused.

Teachers also observed that student engagement improved when they used more expressive non-verbal cues. Some teachers reported that they face several challenges in using non-verbal cues, including the risk of misinterpretation, classroom overstimulation, and physical fatigue from constant use of expressive body language. To address these issues, teachers suggested employing gestures more strategically, tailoring non-verbal cues to learners' needs, and reflecting on their communication practices.

In conclusion, our findings strongly support the hypothesis that teachers' non-verbal communication has a positive influence on the engagement of EFL primary school pupils, the results indicate that non-verbal cues play a crucial role in facilitating comprehension, sustaining learners' attention, and creating a supportive learning environment particularly in contexts where language barriers may exist. However, the lack of formal training in non-verbal communication techniques suggests a significant gap in teacher preparation programs that needs to be addressed to maximize the benefits of these strategies in EFL classrooms.

III. Recommendations for EFL Teachers, Implications for EFL Teaching Practices, Limitations, Future Research Recommendations

1. Practical Recommendations for EFL Teachers

1. We need to encourage teachers who are not consciously aware of how they use gestures, facial expressions, or posture
2. Encourage reflective practice (e.g., reviewing recorded lessons or peer observation) to improve intentional use.
3. Train Teachers in Non-Verbal Strategies by organizing professional development workshops focusing on facial expressiveness, and the use of Gestures to support vocabulary teaching.
4. Focus on Proxemics and classroom positioning to manage attention and participation.
5. encourage the use of visual aids in EFL classes, as pictures, diagrams, mime, and realia to boost comprehension and maintain attention.
6. Teachers should use positive body language (e.g., smiling, nodding) to create a welcoming and encouraging environment, which supports emotional and behavioral engagement.
7. Since some gestures or postures may be interpreted differently by young learners in Algeria, teachers should be sensitive to local norms.
8. National education programs should embed modules on classroom communication and student engagement using both verbal and non-verbal strategies.
9. Equip schools with basic visual tools—like flashcards, posters, puppets, or storyboards that can supplement non-verbal instruction

2.Implications for EFL teaching practices in primary schools

The analysis reveals a shared belief among teachers that non-verbal communication is a vital pedagogical tool in EFL contexts. It not only supports comprehension and behavior management but also fosters emotional connection and motivation. However, for maximum effectiveness, NVC must be applied strategically, sensitively, and with professional awareness of its limitations.

3.Limitations

1. The study was conducted in primary schools within Bousaada. This geographic limitation may affect the generalizability of the findings to other regions with different cultural, linguistic, or educational contexts.

2. Non-verbal communication is deeply rooted in cultural norms and interpretations. The study's findings may be influenced by the specific cultural context of Bousaada, and non-verbal cues identified as effective in this setting may not have the same impact in different cultural environments. This cultural specificity limits the applicability of the results to broader contexts.

3. The study was conducted within a limited timeframe and with constrained resources, which may have impacted the depth and breadth of data collection and analysis. Time limitations may have restricted the number of observations and interviews conducted, potentially affecting the richness of the data.

4.Future Research recommendations

1. Expand Geographic Scope by conducting studies in various regions beyond Bousaada to compare and understand the cultural nuances influencing non-verbal communication in classrooms.

2. Implement long-term research or conduct an experimental study to observe the sustained impact of teachers' non-verbal communication on student engagement and academic performance.

3. Delve deeper into pupils' interpretations and responses to teachers' non-verbal cues to tailor more effective communication strategies.

General Conclusion

In EFL classrooms, non-verbal communication plays a vital role in promoting student engagement, although it is often underestimated. Many researchers have emphasized that non-verbal behaviors are essential in foreign language teaching and learning, as they enhance interaction between teachers and learners and support more effective communication. These behaviors contribute significantly to maintain students' attention, to increase their motivation, and to encourage active participation in classroom activities.

This study examined the impact of teachers' non-verbal communication on the engagement of EFL primary school pupils, focusing on 4th-grade classrooms in Bousaada. The findings indicate that non-verbal communication is a vital component in fostering pupil engagement across behavioral, emotional, and cognitive dimensions. The research provides compelling evidence that gestures, facial expressions, eye contact, and body language significantly contribute to the creation of an effective and supportive learning environment.

This dissertation is organized into two chapters. The first chapter is theoretical and provides an overview of the key concepts relevant to this research, including non-verbal communication and student engagement. It also examines the connection between teachers' non-verbal behavior and pupil engagement in EFL contexts. The second chapter presents the practical part of the study, describing the research methodology, instruments, and data analysis. A mixed-methods approach was used, combining questionnaires for both pupils and teachers, a semi-structured interview with teachers, and classroom observations to gather comprehensive and reliable data.

The findings of the study revealed that teachers' non-verbal communication plays a significant role in engaging pupils in EFL classrooms. Most of the participants recognized the positive

influence of gestures, facial expressions, eye contact, and movement on their level of attention, interest, and participation. Pupils reported feeling more motivated and emotionally connected when teachers used friendly non-verbal cues such as smiling, open posture, and encouraging gestures. These cues created a safe and stimulating environment, which enhanced their willingness to engage with learning tasks.

Moreover, the results also highlighted certain non-verbal behaviors that negatively impacted student engagement. For instance, sudden pointing, lack of eye contact, or intimidating facial expressions made some pupils feel anxious, distracted, or unwilling to participate. These findings confirm the importance of using appropriate and positive non-verbal communication in order to maintain high levels of engagement and create an inclusive classroom atmosphere.

To sum up, this study has shown that teachers' non-verbal communication plays an important role in engaging EFL pupils. When used appropriately, non-verbal cues such as gestures, eye contact, and facial expressions can greatly improve students' behavioral, emotional, and cognitive engagement, making classroom interactions more effective and enjoyable. Based on these findings, it is suggested that teachers should receive proper training and support to help them use NVC more consciously and effectively in order to enhance young learners' experiences in foreign language classrooms.

References

- Adhitya, N., & Valiansyah, V. (2023). The impacts of native speaker teachers' nonverbal communication in EFL classrooms. *Journal of English Language Teaching, Literature and Applied Linguistics*, 5(2). [URL missing]
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 25(4), 297–308.
- Axelson, R. D., & Flick, A. (2010). Defining student engagement. *Change: The Magazine of Higher Learning*, 43(1), 38–43. <https://doi.org/xxxxx>
- Baguelzi, K., & Badjenna, A. (2020). Influence of teacher's non-verbal communication on EFL students' speaking performance [Master's thesis, University of Adrar]. Université Ahmed Draia Repository. <https://dspace.univ-adrar.edu.dz/jspui/bitstream/123456789/4995/1/Baguelzi%20Karima%20%26%20Badjenna%20Aicha%20dissertation-converted.pdf>
- Barabar, A., & Caganaga, C. K. (2015). Using nonverbal communication in EFL classes. *Cypriot Journal of Educational Sciences*, 10(2), 136–147.
- Birdwhistell, R. L. (1970). *Kinesics and context: Essays on body motion communication*. University of Pennsylvania Press.
- Chang, H., & Beilock, S. L. (2016). The math anxiety-math performance link and its relation to individual and environmental factors: A review of current behavioral and psychophysiological research. *Current Opinion in Behavioral Sciences*, 10, 33–38. <https://doi.org/10.1016/j.cobeha.2016.04.011>
- Clore, G. L., & Huntsinger, J. R. (2009). How emotions inform judgment and regulate thought. *Trends in Cognitive Sciences*, 13(9), 393–399. <https://doi.org/10.1016/j.tics.2009.07.005>

D'Agostino, A., Bonalume, L., Demaria, F., & Cigala, A. (2021). Exploring the link between emotion regulation and academic achievement in primary school students. *Frontiers in Psychology, 12*, 690992. <https://doi.org/10.3389/fpsyg.2021.690992>

Dewaele, J.-M., & Li, C. (2022). The relationships between young Chinese EFL learners' classroom emotions, engagement, and EFL proficiency. *System, 106*, 102790. <https://doi.org/10.1016/j.system.2022.102790>

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*(1), 59–109.

Froiland, J. M., & Oros, E. (2014). Intrinsic motivation, perceived competence, classroom engagement, and academic performance in elementary school. *Psychology in the Schools, 51*(3), 270–283. <https://doi.org/10.1002/pits.21749>

Galik, E. (2013). Nonverbal communication. In M. D. Gellman & J. R. Turner (Eds.), *Encyclopedia of Behavioral Medicine* (pp. 1343–1344). Springer. <https://doi.org/> [DOI missing]

Hall, E. T. (1966). *The hidden dimension*. Doubleday.

Hall, E. T. (1976). *Beyond culture*. Anchor Books.

Halverson, L. R., & Graham, C. R. (2019). Learner engagement in blended learning environments: A conceptual framework. *Online Learning, 23*(2), 145–178. <https://doi.org/xxxxx>

Hughes, J. N., Luo, W., Kwok, O. M., & Loyd, L. K. (2008). Teacher–student support, effortful engagement, and achievement: A 3-year longitudinal study. *Journal of Educational Psychology, 100*(1), 1–14. <https://doi.org/10.1037/0022-0663.100.1.1>

Kinai, T. K., Ndambuki, P., & Peter, M. (2019). Emotional intelligence and academic achievement among students in selected secondary schools in Kenya. *International Journal of Education and Research, 7*(3), 183–196.

Lisa, H. (2006). *The impact of perceived teachers' nonverbal immediacy on students' motivation for learning English*. [Publication details missing]

Marks, H. M. (2000). Student engagement in instructional activity: Patterns in the elementary, middle, and high school years. *American Educational Research Journal*, 37(1), 153–184.

<https://doi.org/10.3102/00028312037001153>

Martin, J., & Torres, A. (2016). What is student engagement and why is it important? *National Association of Independent Schools*. [URL missing]

Matsumoto, D., & Hwang, H. S. (2013). Culture and nonverbal behavior. In J. A. Hall & M. L. Knapp (Eds.), *Nonverbal communication* (pp. 549–572). De Gruyter Mouton.

Mehrabian, A. (1971). *Silent messages*. Wadsworth.

Mehrabian, A. (1972). *Nonverbal communication*. Aldine-Atherton.

Mokhtari, A. (2020). An analysis of EFL teachers' communication strategies used with third-year primary school pupils in Tizi Ouzou [Master's thesis, Mouloud Mammeri University of Tizi-Ouzou]. <http://dspace.ummo.dz/bitstream/handle/ummo/16164/Mas.%20Ang.%20478.pdf>

Mokhtari, D. (2020). Teachers' perceptions of non-verbal communication and its influence on teaching English as a foreign language: The Algerian case. *International Journal of Linguistics, Literature and Translation*, 3(12), 126–132.

Nabila Maarfia, & Bouzit, M. (2019). Modalité gestuelle et enseignement / apprentissage du français à l'école primaire. *FRANCISOLA P.T.* [Publisher details incomplete]

Neiva, E. R., & Mascarenhas, S. (2017). Teachers' gestures and the learning of second languages. *Procedia - Social and Behavioral Sciences*, 237, 465–470.

<https://doi.org/10.1016/j.sbspro.2017.02.094>

Pinner, R. S. (2023). Research methods for investigating young learners' engagement with extramural English. *Language Teaching Research*. <https://doi.org/10.1016/j.langeo.2023.100065>

Podkowińska, M. (2018). Non-verbal communication in higher education. In *Society. Integration. Education. Proceedings of the International Scientific Conference, 1*, 436–443.

Sariem, C. N., Musa, B., & Lawan, S. (2014). Relationship between study anxiety and academic performance among secondary school students. *International Journal of Education and Research, 2*(10), 1–10.

The Glossary of Education Reform. (n.d.). Student engagement.

<https://www.edglossary.org/student-engagement>

Volk, A. A., Craig, W. M., Boyce, W. T., & King, M. (2015). Adolescent peer aggression and its association with mental health and academic achievement: Evidence from Canada and the United States. *Journal of Adolescent Health, 56*(6), 604–609.

<https://doi.org/10.1016/j.jadohealth.2015.01.006>

Wang, M. T., & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction, 28*, 12–23. <https://doi.org/10.1016/j.learninstruc.2013.04.002>

Xie, F., & Derakhshan, A. (2021). The effect of teacher nonverbal immediacy on student engagement: A review of literature. *Frontiers in Psychology, 12*, Article 759971.

<https://doi.org/10.3389/fpsyg.2021.759971>

Yüksel, H. G. (2021). The impact of teachers' non-verbal communication on EFL learners' classroom engagement. *International Journal of Educational Research Review, 6*(3), 284–295.

<https://doi.org/10.24331/ijere.934138>

Digital Link

<https://files.eric.ed.gov/fulltext/ED600576.pdf>

<https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-across-modalities/teaching-tips-articles/teaching-tips/2020/09/15/three-dimensions-of-student-engagement>

<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.775213/full>

<https://www.sciencedirect.com/science/article/pii/S0360131523000647#sec6>

[https://www.gapbodhitaru.org/res/articles/\(89-95\)%20THE%20IMPACT%20OF%20NON-VERBAL%20COMMUNICATION%20IN%20TEACHING%20ENHANCING%20EDUCATIONAL%20EFFECTIVENESS.pdf](https://www.gapbodhitaru.org/res/articles/(89-95)%20THE%20IMPACT%20OF%20NON-VERBAL%20COMMUNICATION%20IN%20TEACHING%20ENHANCING%20EDUCATIONAL%20EFFECTIVENESS.pdf)

<http://asian-efl-journal.com/PDF/Volume-12-Issue-4-Hsu.pdf>

Appendices

Appendix A Questionnaire for Teachers

Dear teachers,

(Aim: To explore teachers' awareness and use of non-verbal communication)

Section 1: General Information

1. How many years have you been teaching English? _

.....

2. What grade do you currently teach? ____

.....

Section 2: Non-Verbal Communication in Teaching

3. How often do you use gestures while explaining concepts?

- Always
- Sometimes
- Rarely

4. Do you consciously use facial expressions to help students understand meaning?

- Yes
- No

5. Do you make eye contact with students while speaking?

- Always
- Sometimes
- Rarely

6. Do you move around the classroom to engage students?

- Always
- Sometimes
- Rarely

7. Do you believe non-verbal communication helps students stay engaged?

- Yes
- No

8. Have you received training on using non-verbal communication effectively?

- Yes
- No

Section 3—Non-verbal communication, types and classroom Challenges

Answer the following questions

1. What type of non-verbal cues do you think are most effective?

.....

2. How do you adapt your non-verbal communication for different learning styles?

.....

3. What challenges do you face when using non-verbal communication in the classroom?

.....

4. Can you describe a specific instance where non-verbal communication helped a struggling student?

.....

5. In your opinion, how does non-verbal communication influence classroom discipline and student behavior?

Thanks for your Cooperation

Appendix B Questionnaire for Primary School Pupils

Dear Pupils,

(Aim: To assess pupils' engagement and perception of teachers' non-verbal communication)

Section 1: General Information

1. What is your age? ____
2. Are you a boy or a girl? ____
3. How long have you been learning English? ____

Section 2: Pupils' Perception of Teacher's Non-Verbal Communication

4. Does your teacher smile in class?

- Always
- Sometimes
- Never

5. Does your teacher use hand gestures while speaking?

- Always
- Sometimes
- Never

6. Does your teacher use facial expressions (happy, sad, surprised) to help you understand?

- Always
- Sometimes
- Never

7. Does your teacher move around the classroom while teaching?

- Always
- Sometimes
- Never

8. Does your teacher look at you when you answer?

- Always
- Sometimes
- Never

Section 3: Engagement in Class

9. Do you feel happy and comfortable in English class?

- Yes
- No

10. Do you like answering questions in English class?

- Yes
- No

11. Do you pay attention when the teacher speaks?

- Always
- Sometimes
- Never

12. Do you like participating in classroom activities?

- Yes
- No

Thanks for your Cooperation

Appendix C Teachers' Semi-Structured Interviews

Dear teachers,

-(Aim to gain deeper insights into teachers' perspectives on non-verbal communication)

- 1.How do you think non-verbal communication affects your students' engagement?
- 2.Can you give examples of non-verbal strategies you use to maintain students' attention?
- 3.Have you noticed differences in student engagement when you use more gestures and facial expressions?
- 4.Do you face any challenges when using non-verbal communication in class?
- 5.In what ways do you think non-verbal communication can be improved in teaching English?

Thanks for your Cooperation

Appendix D- Observation Grid for Pupils' Engagement

Teaching Purpose: To assess how pupils respond to teachers' non-verbal communication)

Teacher's Name: _____ **Date:** _____ **Class:** _____ **Room:** _____

Number of Students Observed: _____ **School:** _____

observation sheet Nb:

Criteria	Always	Sometimes	Never
• Pupils make eye contact with the teacher	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
• Pupils smile or show positive facial expressions	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
• Pupils raise their hands to answer questions	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
• Pupils participate in classroom activities	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>
• Pupils look attentive when the teacher is speaking	• <input type="checkbox"/>	• <input type="checkbox"/>	• <input type="checkbox"/>

Observation Grid for Teachers' Non-Verbal Communication

Criteria	Yes	No
• The teacher smiles at students	• <input type="checkbox"/>	• <input type="checkbox"/>
• The teacher makes eye contact with students	• <input type="checkbox"/>	• <input type="checkbox"/>
• The teacher uses hand gestures while speaking	• <input type="checkbox"/>	• <input type="checkbox"/>
• The teacher moves around the class while teaching	• <input type="checkbox"/>	• <input type="checkbox"/>
• The teacher adjusts facial expressions to match the lesson content	• <input type="checkbox"/>	• <input type="checkbox"/>

المخلص

تهدف هذه الدراسة إلى التحقيق في تأثير التواصل غير اللفظي للمعلمين على تفاعل تلاميذ المرحلة الابتدائية في تعلم اللغة الإنجليزية كلغة أجنبية، مع التركيز على تلاميذ السنة الرابعة في مدرسة عبدالوي العمري ومدرسة حميدة عبد القادر الابتدائية بولاية بوسعادة. تسعى الدراسة إلى فهم كيف تؤثر الإيماءات، وتعابير الوجه، والتواصل البصري، وغيرها من الإشارات غير اللفظية على انتباه المتعلمين، ودافعتهم، ومشاركتهم خلال دروس اللغة الإنجليزية. اعتمدت الدراسة على منهج نوعي شمل مقابلات شبه مهيكلة مع 10 معلمين، وملاحظات من داخل القسم. تكونت عينة الدراسة من 15 معلمًا للغة الإنجليزية في ابتدائيات بوسعادة، بالإضافة إلى 45 تلميذًا من السنة الرابعة تمت ملاحظتهم لتقييم مدى تفاعلهم. من المتوقع أن تساهم النتائج في تقديم رؤى تربوية حول أهمية التواصل غير اللفظي في تعليم اللغات الأجنبية في المراحل المبكرة، وتعزيز ممارسات تعليمية تفاعلية تتمحور حول المتعلم.

كلمات مفتاحية: التواصل غير اللفظي، اللغة الإنجليزية كلغة أجنبية، التعليم الابتدائي، تفاعل التلاميذ في القسم.