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***Middle School English Language Teachers' Kinesics and
Gender Differences:
A Multimodal Approach***

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Dedication

To All Our Beloved Ones

Your prayer for us was what supported us this far.

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Abstract

This dissertation is concerned with the analysis of the kinesics or body language of five English language teachers teaching in three middle schools; Colonel Lotfi, Frères Kerkache and Babouche Said. It examines whether the kinesic behaviour of these teachers; that is, gestures, facial expressions, gaze, head motion and body posture improves and assists teaching and facilitates their pupils' target language learning. It also examines whether there are gender differences with respect to the use of body language in the middle school classroom. The study is based on Mixed Methods Research. It combines the *Social Semiotic Multimodal Approach* alongside a kinesic framework to analyze teachers' body movements obtained in fifteen filmed videos, and an interview conducted with four of the participant teachers: two females and two males to see teachers' perception of their kinesic behaviour in the classroom, with a questionnaire administered to one-hundred middle school pupils to sort out their perception of their teachers' kinesics. The results obtained in the investigation reveal that the participant teachers use body language in the middle school classes intentionally and instructively. Their body movements facilitate pupils' understanding of the teaching points, enhance their concentration in the classroom, foster their motivation to learn English, encourage them to interact and take part in the classroom, help them memorize information in their long term memory, contribute to build positive relationship between teachers and their pupils, organize teachers' speech and ideas and help them overcome some lexical shortcomings and help to replace some explanations in the native language. The study also shows that female English language teachers use gestures more than male teachers in the middle school classes. The conclusion to be drawn from these findings is that teachers use their kinesic behaviour as a semiotic resource to realize three main purposes: cognitive, organizational and affective. The kinesics of English language teachers is a salient factor that can help improve both the teaching practice and the learning process in Algerian middle school classroom where English is taught and learned as a foreign Language.

List of Abbreviations

- L1 : First Language
- L2 : Second Language
- MS : Middle School
- NVC : Non Verbal Communication
- Q: Question
- SFL : Systemic Functional Linguistics
- SPSS : Statistical Package for the Social Sciences
- SSMA : Social Semiotic Multimodal Approach
- TL : Target Language

List of Symbols

- % : Percent
- N : Number of pupils

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General Introduction

- **Statement of the Problem**

Multimodality theory is a theory of communication and social semiotics which emerged in the twentieth century. Today, all communications are multimodal; that is, meaning is constructed and transmitted using more than one semiotic mode, and more than one medium of communication. In fact, Multimodality theories have important implications for education, because the teaching and learning processes basically rely on communication; so any change in the modes of communication leads to language teaching reconsideration.

Communication is composed of two main dimensions: the verbal and the nonverbal. Verbal communication encompasses both the written as well as the spoken interactions. Whereas nonverbal communication is defined as communication without words; its scope is wide-ranging and can be classified broadly into three main components: (1) Chronemics, (2) Proxemics, and (3) Kinesics.

Chronemics refers to the study of how time affects communication; for instance, the quantity of time people spend talking is significant. This is illustrated in conversational turns and turn-taking patterns which influence the conversations' progress.

Proxemics is the study of the use and the perception of space in human interactions; the chief directive of Proxemic space is that people are not free to come and go everywhere as they please, because the notion of space is significant in humans' interactions.

Kinesics is the technical term for body language. It includes facial expressions, gaze, body posture, head motion and gestures. In fact, the present master dissertation limits itself to the study of Kinesics because of practical reasons, that is, the body movements of teachers can be recorded, measured and analyzed much easier than Proxemics or Chronemics.

Research in the domain of nonverbal communication reveals that human interaction is mostly nonverbal. The social anthropologist Edward T. Hall (1959) claims that 60% of human communication is nonverbal.

In education, classroom communication, like other aspects of human communication, is characterized by the use of kinesics. Research, namely Spencer, D. et al. (2008) suggests that teachers gesture in order to become more effective in their classrooms. Their body movements help to implant a deep understanding of the teaching points mainly in traditionally difficult domains such as language.

Since language teaching and learning is based on communication so it is deeply multimodal. This implies that learners need not only the linguistic context but they need to go beyond and pay more attention to the nonverbal signals of their instructors, as nonverbal expressions are related to the content and the discursive features of the teachers (McNeill, 1992). This means that gesture and speech combine to reveal meaning that is not wholly captured in one modality alone. This combination of gesture and speech affords meaning that is more complete than the meaning expressed through speech or gesture alone; because, the two modes form an integrated system during language production and comprehension.

This study highlights the importance of considering Kinesics in the context of teaching and learning English as a foreign language; particularly in middle school classes. It considers the use of body language; that is, gesture, facial expression, gaze, head motion and body posture in Algerian English language middle school classes. Accordingly, the study tries to see whether middle school English language teachers' body language improves the quality of their teaching and influences their pupils' target language learning. The investigation takes place in three middle schools: Colonel Lotfi, Frères Kerkache and Babouche Said located in Tizi-Ouzou.

Therefore, based on the Social Semiotics Multimodal Approach and working with a Kinesic framework, the study attempts to demonstrate that teachers' body language is a central component in Algerian English language middle school classes.

- **Aims and Significance of the Study**

The aim of this paper is to show that kinesics is a significant semiotic resource that teachers use in English classes to enhance their pupils' target language learning. This means that language should no longer be seen as a single-faceted and autonomous product. This view is adopted by the Social Semiotic perspective on Multimodality, which considers language as one possible means for communicating meaning among many other possible means. In language classroom, teachers have the ability to use semiotic means which go beyond the lexico-grammatical meaning-making resources to include gestures, images, videos...and so on. Hence, they need to recognize the various affordances and constraints that these resources can bring into the classroom, and to understand their crucial role to improve pupils' learning process. Put differently, teachers possess a rich semiotic repertoire which offers loads of choices as concerns the construction of a lesson; one of these potentials is practically seen in the use of Body Language or what is technically referred to as Kinesics.

The objective of this investigation is to demonstrate that teachers' Kinesic behaviour in English language MS classes can enhance teaching efficiency and can enable pupils to achieve the best learning outcomes; and to see whether there are gender differences as regards the use of body movements in English language classes. Indeed, this study contributes to shed light on the role of body language which, although is indispensable in the overall communicative process, has been neglected and not sufficiently investigated compared to its counterpart verbal language. Hence, this investigation attempts to consider the issue of teachers' Kinesics as a semiotic resource for the teaching of English language in the MS classes aiming to enlighten this neglected area of study.

- **Research Questions and Hypotheses**

For the sake of paving the way to investigate the issue, the following questions will be the signposts of the study.

- 1- Do middle school English language teachers use their Body Language when teaching?
If yes; do they use it intentionally and instructively?
- 2- Are there any gender differences as regards the use of kinesics in the middle school class?
- 3- What is the relationship between teachers' body language and the process of pupils' target language learning?
- 4- What are the implications of teachers' Kinesics in the teaching of English in the MS?

To answer the research questions, we advance the following working hypotheses:

Hpt1: MS English Language teachers use their body language intentionally to ensure their pupils' understanding of the message.

Hpt2: Female English language teachers use more body movements (kinesic behaviours) in the middle school classroom.

Hpt3: When used instructively, the body language of MS English language teachers facilitates and enhances pupils' understanding of the teaching materials.

Hpt4: The kinesic behaviour of English language teachers improves the quality of teaching and yields positive learning outcomes.

Research Techniques and Methodology

To conduct the investigation, we adopt Mixed Methods Research. This research design suits our research problem which requires qualitative and quantitative methods. In this study, we need to analyze MS English language teachers' Kinesic behaviour, to explain its influence on their pupils' learning process and to investigate teachers' kinesics and gender differences.

Accordingly, quantitative and qualitative data together provide a better understanding of our research problem than either type by itself.

The research data is drawn from three main sources: the video recorded lessons of five MS English language teachers teaching in three middle schools: Colonel Lotfi, Frères Kerkache and Babouche Said. Data obtained from an interview designed for four of the participant teachers, and a questionnaire administered to one-hundred middle school pupils. Hence, the data consists of a manually transcribed corpus of 256 extracts elicited from the fifteen videotapes; data obtained from structured interviews; and statistical data drawn from the questionnaires. For the qualitative part, we describe and interpret the results obtained from the videotapes on the basis of the SSMA. And we analyze the data of the structured interview which provides us with teachers' perceptions of their Kinesic behaviour on the basis of content analysis. As for the quantitative part, we analyze the close-ended questionnaires using SPSS. Only close-ended questions were used because they are appropriate for the quantitative statistical analysis; and because the MS pupils do not have a full command on English to make full statements.

- **Structure of the Dissertation**

The overall structure of this dissertation follows the traditional-simple model. It consists of a general introduction, a review of literature, research methodology, presentation of the findings, discussion of the findings and finally a general conclusion. The review of literature is divided into two parts. Part I deals with “*Kinesics: Body Language*”; it reviews the main literature as concerns the discipline of kinesics. Part II deals with the “*Social Semiotic Multimodal Approach*”. It reviews the main theoretical concepts and approaches relating to the study of multimodality from a social semiotic perspective and following Jewitt' (2009) tradition.

Review of Literature

Introduction

This section is a review of the literature that the study adopts to investigate English language teachers' use of kinesics in MS classes. It aims at reviewing the field of kinesics or body language from a Social Semiotic Multimodal perspective. Thus, the section is divided into two parts. Part I deals with kinesics or body language; it is devoted to review the theoretical concepts that are related to the field of "Kinesics" and that are needed to answer the research question. It starts with a historical overview of the discipline. Then, it demonstrates and illustrates the Kinesic behaviour which includes gesture, facial expression, gaze, head motion and body posture. After that, it shows the implications of kinesics in the field of language teaching. And finally, it looks at the possibility of gender differences; that is, comparing between the male and female MS English language teachers in terms of the use of their body language in the classroom. Part II deals with the approach of Social Semiotic Multimodality following Jewitt' (2009) tradition. It begins by reviewing the theoretical origins of social semiotics and multimodality. Then, it introduces a number of concepts central to multimodality. These are: modality, mode, semiotic resource, modal affordance and multimodal ensemble. Finally, it reviews Multiliteracy to see the implications of multimodality in the field of language teaching and learning.

1. Kinesics

Communication takes place thanks to two channels of language which are the verbal and the nonverbal (Chloé FREJAVILLE, 2012: 09). Verbal communication, which encompasses both spoken and written language, is the central and most important tool of transmitting information in human transactions. However, the verbal language is only one system among many other signifying systems namely the nonverbal communication. NVC is a

Communication without words. . . it includes overt behaviors such as facial expressions, eyes, touching and tone of voice, as well as less obvious

messages such as dress, postures and spatial distance between two or more people (Miller, 1988: 03 cited in Janak Singh Negi, 2009 : 101).

In the literature about NVC, many types can be distinguished mainly Kinesics, Proxemics, and Chronemics (Kusanagi, 2005: 383). This particular dissertation indeed is concerned with **Kinesics**. The word *kinesics* is derived from the Greek word *kinesis*, meaning motion. The anthropologist Ray Birdwhistell (1918-1994) has coined the term kinesics in 1952 in his work *Introduction to Kinesics*. Kinesics is “*the systematic study of the visually sensible aspects of nonverbal interpersonal communication*” (Birdwhistell, 1983: 354 cited in Megan Waiflein 2013); it is a technical term for body language. Kinesics is the scientific study of body movements and includes gestures, head movements, posture, eye contact and facial expressions. Birdwhistell believes that body-motion communication is systemic; a socially learned and communicative behaviour (Stephen Jolly, 2000). The core objective of Kinesic research is to describe and categorize meaningful gestures in a given society by studying the kinesic behaviour.

The Kinesic behaviour or body movement refers to gestures, facial expressions, eye contact, head motion and body posture (Kusanagi, 2005). Hence, this particular investigation seeks to describe the Kinesic behaviour of the target MS English language teachers. Each of the kinesic behaviour is treated as a semiotic resource or mode of representation. In this present study, the term ‘Kinesic behaviour’ refers to gestures, facial expressions, eye behaviors, head motion and posture; whereas the term “gestures” refers to hand and arm movements.

1.1. Gesture

Gestures are expressive, meaningful body motions involving physical movements of the fingers, hands and arms. They are considered as a full-fledged semiotic system. Said in another way, gestures are visual modes used in multimodal communications to enhance conversations; because by using gestures people can represent the world on one hand and

clarify their verbal message on the other hand.

As far as the modal affordances of “gestures” are concerned, Rime and Schiaratura (1991) put forward the following gesture taxonomy: Symbolic gestures, deictic gestures, iconic gestures and Pantomimic gestures (Mark Billingham, 2011: 14-2). (1) **Symbolic gestures** are gestures that have a single meaning within each specific culture. An Emblem such as the “OK” in the American culture is one such example. (2) **Deictic gestures** are the gestures of pointing or directing the listeners’ attention to specific events or items in the environment. For instance, when someone says “Put that there” s/he uses a deictic gesture. (3) **Iconic gestures** are used to convey information about the size, shape or orientation of the object of discourse. For example, when people say “The cars crashed like this” they make a crash with a clench fist against their palm. (4) **Pantomimic gestures** are the gestures used to show the use of movement of some invisible tool or object in the speaker’s hand. For instance, when a speaker says “I withdrew the rope with my two hands”, s/he would mimic the action of removing a rope with both hands.

1.2. Facial Expression

Face is the most central nonverbal cue for expressing attitudes and emotions to other people (Argyle, 1988). Like other Kinesic behaviours, face is a semiotic resource that communicates meaning in human interaction.

The face is rich in communicative potential. It is the primary site for communication of emotional states, it reflects interpersonal attitudes; it provides nonverbal feedback on the comments of others; and some scholars say it is the primary source of information next to human speech. For these reasons, and because of the face’s visibility, we pay a great deal of attention to the messages we receive from the faces of others (Knapp and Hall, 2006: 260 cited in T.S. Gregerson 2007: 56)

Among the meaning potentials that the face affords is a range of emotions that Ekman and Friesen classified into six categories: happiness, surprise, fear, sadness, anger and disgust (Catherine De Laverne, 2010: 01)

In the context of language teaching, “*Facial expressions like smiles, pinching the lips, eyebrow movements provide the learners with information about the teacher’s emotional state*” (Pujade-Renaud, C. 2005 cited in Chloé Frejaville, 2012: 12).

1.3. Eye Contact (Gaze behaviour)

The eyes are the “windows to the soul” (Megan Waiflein, 2013). Eye contact or gaze is another Kinesic behaviour and a semiotic mode which offers a multitude of meaning possibilities in a communication. As for the modal affordances of this semiotic resource, Knapp and Hall (2006) identify five functions of gaze: regulating the flow of conversation, monitoring feedback, reflecting cognitive activity, expressing emotion, and communicating the nature of interpersonal relationship. Put differently, the function of gazing behavior is to contextualize the verbal message and aid in understanding the spoken word.

1.4. Head motion

The head is a kinesic behaviour and one of the semiotic resources that language teachers possess and employ in their classrooms. As concerns the modal affordances of “the head”, Allan Pease (1988) states that there are three essential head positions. The first is the head up position which signifies that a person holds a neutral attitude about what she is hearing. This position is sometimes accompanied by small nods.

The second position is when the head tilts to one side. This shows that interest has developed. Generally, people tilt their heads when they feel warm towards the speaker or when the speaker is attractive. They may also lean forward using hand-to-chin evaluation gestures.

The third position is the head down position. It indicates either a negative or a judgmental attitude. People often use this Kinesic behaviour in Critical evaluation stances. It is also said that if the audience’s head is not up or tilted, the speaker may have a communication problem.

1.5. Body Posture

The whole body makes gestures that are either intentional or unconscious. In fact, the way individuals stand, walk and sit communicate various messages. In Kinesics, this is referred to as postures. Accordingly, “posture” is a semiotic resource for making meaning that a language teacher may use in the classroom. As regards the modal affordances of postures, Owen Hargie (2011) distinguishes four general human postures: standing, sitting, squatting, and lying down. Within each of these postures there are loads of variations or *kinemes*, as Birdwhistell (1970) puts it, which when joint with particular nonverbal cues, can communicate several different meanings.

To sum up, gesture, facial expression, gaze behavior, head motion and body posture are all semiotic resources that are incomplete when making meaning. In a language classroom, teachers employ these resources together with words to form a multimodal ensemble which creates meaning and helps both in encoding and decoding messages in language class communication.

2. Kinesics and Language Teaching

Language classroom communication is similar to common everyday communication since it necessitates the same components; i.e. addresser, addressee, message, channel, code, and context. In the field of second language learning, most learning theories advocate the use of nonverbal resources such as objects, gestures, pictures; that is, the non-linguistic context, which make second language input understandable to students. One of these nonverbal resources is body language. Body Language is part of teachers’ multiple strategies that help learners better understand the academic language and the content presented in that language (Hong & Gonzales, 2012: 15).

Actually, the role of teachers’ kinesic behaviour in language classroom can be classified under three categories: *cognitive, affective and organizational* (Sime, D. 2008).

2.1. The Cognitive Function of Kinesics

The first role of teachers' kinesic behaviour in language classroom is “**cognitive**”. In fact, teachers utilize their body to explain their verbal message. Some studies show that teachers use their body movements primarily when tasks are cognitively difficult or complex than when they are easy; because kinesics may help learners find solutions in tasks (Alibali et al, 2000 cited in Elena Nicoladis et al, 2007). More frequently, teachers gesture to introduce new material than when they deal with familiar material. Add to this, the kinesic behaviour supports speech when explaining vocabulary and grammar; and helps teachers to supply substantive information to learners which allow them decode unusual word combinations (Beattie & Shovelton, 2000 cited in Elena Nicoladis et al, 2007).

Sime, D (2008) reported that teacher's gestures enhance the comprehension of the message either by illustrating words or ideas, marking contrasts and comparisons or emphasizing key words. That is to say, since “*language and gesture are in close synchrony and pragmatic co-functioning*” (McNeill, 1992 cited in McCafferty, 2008) some kinesic behaviours have the potential to enhance the saliency of certain linguistic elements.

Moreover, teachers' kinesic behaviour facilitates the learning process, as it orients learners' attention to important aspects of the task and keeps students focused. Add to this, teachers' movements provide students with an immediate feedback on the quality of their contribution to the task or interaction and this supports their learning.

All in all, research demonstrates that kinesics as a cognitive function enables teachers to: explore knowledge; recall more details; create mental representations; and organize spatial information for verbalization (Castellon and Enyedy, 2006: 06).

2.2. The Affective Function of Kinesics

The second role of teachers' kinesic behaviour in language classroom is “**affective**”.

When teachers communicate with their learners, this may influence the learners' affective state. In Kusanagi's study (2003) cited in Kusanagi 2005, it was reported that 19 of 35 learners replied that teacher's gestures made them relax. Kusanagi further stated that the learners said the teacher's gestures were stimulating and fun. Consequently, one key function of gestures is to build positive relationships between the interlocutors (Kusanagi, 2005: 391). Furthermore, when teachers succeed in their kinesic explanation, learners understand the new language well, and this may therefore increase their motivation to learning.

2.3. The Organizational Function of Kinesics

The third role of teachers' kinesics in language classroom is **"organizational"**. McCafferty (2002) suggested that teachers' kinesic behaviour also assist positive interaction between interactants. This helps in creating a sense of shared social, physical, symbolic, and mental space (Hong & Gonzales, 2012: 15). Additionally, teacher's body language encourages learners to participate in the task. Therefore, kinesics is implicated in interactional work like turn and floor regulation, feedback elicitation, agreement marking, drawing students' attention to the teaching point, increasing student talk and practice in the TL, eliminating the need for excessive verbal explanation, and directing student participation.

3. Kinesics and Gender

Many studies investigating kinesics and gender have found that some gender differences are noticed in adults' nonverbal communication. After examining the use of meaningful gestures in English conversations, Hostetter & Hopkins (2002) cited in Elena Nicoladis et al, (2007) have found that women gesture more than men. They explained this fact through the possibility that women possess a general facility with nonverbal communication. Hostetter and Hopkins (2002) added that women are more expressive in their storytelling styles than men. Indeed, these gender differences have been noticed in language

acquisition as well. Thus, since speech and gesture use are connected (McNeill, 1992), it can be expected that women use gestures more than men in their L2, as is the case for L1 use. Further investigations, specifically that of Hall (1979) showed that women own a capacity to encode and decode nonverbal expressions of emotion more than men; the proof is that that women smile more than men in social situations. Besides, Hall (1984) also observes that men display less emotion through smiling because of the socialized rules that require them to remain emotionally neutral (Hall 1979-1984 cited in McQuiston et al, 2009).

4. Social Semiotics

Social semiotics originated from the works of M.A.K Halliday who shifted attention from language as a fixed linguistic system to language as a social system. His ideas and principles are found in his Systemic Functional Linguistics (SFL) which was later on developed by many scholars such as Gunther Kress & Teo Van Leeuwen.

In his *Language as a Social Semiotic System* (1978), Halliday introduces Social semiotics as a new discipline. In fact, “*There is a more specific implication to be read into both of these terms, semiotic and social*” (Halliday & Hassan, 1985:03 cited in Yassine, 2012:35). “**Semiotics**” studies signs and sign systems and concerns itself mainly in the ways meanings are generated. These signs are composed of two entities: the physical entity or the form and the meaning (what the form refers to). The relationship that gathers these two entities in a sign system is called signification, or meaning making (O'Sullivan et al, 1983: 215 cited in Anne Chapman 1993).

‘**Social**’ implies that these signs are socially produced; because “*Signs may not be divorced from the concrete forms of social intercourse...and cannot exist, as such, without it*” (Hodge and Kress, 1988:18 cited in Yassine, 2012:41). That is, meaning is an active process that people construct through social interaction.

Additionally, what is central in social semiotics is the nature of signification; that is, the

signifying practices, or the processes of meaning making. Social semioticians stress that signification is not purely linguistic; rather, it is a social relation (Walkerdine, 1982 cited in Chapman, 1993). Said differently, ‘*meaning relations cannot be understood outside of their use in the social practices of some community*’ (Lemke, 1987: 218 cited in Chapman, 1993). Accordingly, social semiotics associates signs with their context. In so doing, it leaves the dyadic model of the sign and favours the triadic one instead, as ‘*the signs do not stand for something that is pregiven and that transcends use*’ (Vannini, 2007: 119, cited in Yassine, 2012: 39)

According to Halliday (1978: 192), once signs are put in their social context they become resources for making meaning. These resources indeed are not restricted to speech and writing but enlarged to include anything that communicates meaning in a social interaction. The uses of these resources take place in a social context, and this context may have rules that show how different semiotic resources can be used. Users of the semiotic resources are free to choose from a repertoire of resources the ones that are best suitable depending on their interest or purpose of communication (Van Leeuwen, 2005: 04).

4.1. Systemic Functional Linguistics (SFL)

M.A.K Halliday (1985) introduced SFL as a reaction to structural linguistics. SFL considers language as system of resources shaped by the functional uses of these resources in particular contexts and cultures. Halliday believes that ‘*there is text and there is other text that accompanies it: namely the context*’ (Halliday and Hassan, 1985: 05, cited in Yassine, 2012: 36); hence, the unit of analysis in his SFL is text-in-context. Indeed, to understand SFL, it is necessary to understand the terms ‘systemic’ and ‘functional’. Language is *systemic* means that it is “*a network of systems or interrelated sets of options for making meaning*” (Halliday 1994: 15). Said in another way, language is a semiotic system, in which language users are surrounded by loads of meaning options. The choice of one option over another one

and the choice of different combinations of the resources depends on the communicative interest (Van Leeuwen, 2005).

For Halliday, language is *functional* because it is concerned with meaning. For him function equals use (Halliday and Hassan, 1985: 17). Indeed, Halliday constructs his own perception of ‘function’ by distinguishing three types: micro-function, macro-function and metafunction.

- **Micro-function**

Micro-function is defined as functionally defined constituent, e.g. Subject, Actor, and Theme. That is, each element in a sentence fulfills a distinct function.

- **Macro-function**

Macro-function, according to Halliday, refers to the language use in early child-language, such as imagination, discovery, interaction etc.

- **Metafunction**

Metafunction is divided into three types: the ideational, the interpersonal and the textual metafunctions. The ideational metafunction represents the external world; it reflects the **field** parameter which is realized through the system of **Transitivity**. The interpersonal Metafunction is concerned with the interaction between people; it reflects the **tenor** parameter which is realized through the system of **Mood** and **Modality**. The textual metafunction uses ideational and interpersonal meaning to create text which includes information shared by a speaker and a listener; that is, **context**. It reflects the **mode** parameter. Each of these three metafunctions constitutes a different aspect of the world and deals with a different mode of meaning of clauses. However, the three metafunctions operate simultaneously in the expression of meaning.

In fact; the above contributions of Halliday’s SFL in the field of language paved the way for the study of other signifying systems that communicators use in their every day interactions. These systems are treated under the study of multimodality.

5. Multimodality

Many scholars notably Hodge, Kress and Van Leeuwen were inspired by Halliday's metafunctions and expanded attention from language to other semiotic modes; because "*Michael Halliday's Systemic-Functional linguistics offers a powerful and flexible model for the study of other semiotic codes besides natural language*" (O'Toole, 1995: 159 cited in O'Halloran and Bradley, 2005 :05).

By adopting Halliday's metafunctions to analyze non-linguistic modes, Kress and Van Leeuwen (1996) distinguish three levels of analysis:

- 1- *The patterns of representation*: deal with the manner in which the world is represented. It is comparable to the ideational metafunction.
- 2- *The patterns of interaction*: deal with the relationship between the designers and the interpreters of the representation. It is comparable to the interpersonal metafunction.
- 3- *The principles of composition*: deal with the organisation of the representation; that is, the framing, the layout...etc. It is comparable to the textual metafunction.

Actually, these three levels of analysis deal with the non-linguistic resources which are combined with the linguistic resources to produce, exchange and interpret meaning in human interactions. This is in fact the central concern of multimodality. Multimodality then refers to

approaches that understand communication and representation to be more than about language, and which attend to the full range of communicational forms people use -image, gesture, gaze, posture and so on- and the relationships between them. (Jewitt, 2009: 14).

Said differently, multimodality includes a variety of theoretical approaches employed to explore different semiotic modes used to communicate a message. Thus, it provides a toolkit for the analysis of the multimodal relations that exist between these different modes co-existing in modern communication (YASSINE, S. 2012: 42).

In the literature about multimodality, many traditions are recognized. Jewitt (2009) explains

that there are three traditions to multimodality: Multimodal Discourse Analysis, Multimodal Interactional Analysis and Social Semiotic Multimodality. Multimodal Discourse Analysis deals with the application of the principles of systemic functional grammar and focuses on the metafunctional system of the semiotic resources. Multimodal Interactional Analysis is framed by sociolinguistics. It focuses on context and situated interaction. Social Semiotic Multimodality is an approach that emphasizes on the ways in which sign-makers use semiotic resources to make meaning in social context. This dissertation adopts Social Semiotic tradition on multimodality because the study deals with the ways in which teachers (sign-makers) use their kinesic resources alongside other semiotic resources to make meaning in a specific social context that is, the classroom. Social Semiotic Multimodality is an approach that

focuses on meaning-making, in all modes. It is a theoretical perspective that brings all socially organized resources that people use to make meaning into one descriptive and analytical domain. These resources include modes such as image, writing, gesture, gaze, speech, posture; and media such as screens, 3 D forms of various kinds, books, notes and notebooks. All of these modes and media are also used in environments designed for learning. That makes a multimodal social semiotic approach particularly apt for studying learning. (Bezemer.J. et al, 2012:01).

Put in another way, Jewitt's social semiotic multimodality suggests that representation and communication always make use of a variety of modes which contribute to meaning. For instance, in a classroom teachers can use words and accompany them with kinesic resources such as facial expressions, gestures, gaze and so on to make multimodal ensembles that better express meaning to learners; because when teaching teachers recognize that "*there are methods of communication we need to employ that aren't presented with just language...*" (Kress, G. 2010: 15). That is, language needs to be used with other modes to represent richer meaning that language by itself is incapable to make. This is explained according to Bezemer. J. et al (2012) in the fact that each mode carries a partial meaning of the message and once all

the modes are put together the meaning of the whole message is completed. That is, in social semiotic multimodality, common semiotic principles operate in and across different modes (Kress, G & Leeuwen T.V, 2001: 1-2).

In order to understand the approach of social semiotic multimodality, it is necessary to understand its core concepts starting with the name of the approach: modality.

5.1. Modality

Modality is concerned with truth. In semiotics and linguistics, researchers do not search for absolute truth of things but for the manner in which this truth is represented (Yassine, 2012, 48). Reality refers to things that exist in the real world whereas truth refers to the ways people perceive and believe in reality. In this view, meaning makers can control which version of reality they select to represent and which ones they will ignore. In fact, people represent realities thanks to the semiotic resources available in a particular social context. Modality encompasses two types: linguistic Modality and visual modality. In **linguistic Modality** reality is represented through three degrees: high, medium and low. These degrees are expressed either by modal auxiliaries or related nouns, adjectives and adverbs (Yassine, 2012: 49). In **visual Modality**, the interest enlarges to include non-linguistic resources besides language. Hodge and Kress (1979) suggest that even images or any form of visual representation can express modality (Yassine, 2012: 51).

To represent realities in everyday human interactions people need to use modes of representation. These are explained as follows:

5.2. Mode

Mode is “*a set of socially and culturally shaped resources for making meaning: it is a ‘channel’ of representation or communication*” (Kress & Leeuwen, 2001 cited in Jewitt et al

2013). Modes are flexible and subject to change, not autonomous or fixed; they comprise speech, gesture, gaze, posture, writing, image, moving image, sound...etc.

5.3. Semiotic Resource

The term ‘resource’ was coined by Halliday in his social semiotics. For him, grammar of a language is a ‘resource for making meanings’ (Halliday, 1978: 192 cited in Van Leeuwen, 2005). Van Leeuwen (2005) widens this notion to cover other semiotic modes, and sees the semiotic resource as including all the actions and objects we use to communicate in a social context.

5.4. Modal Affordance

Modal affordance consists of the past and repeated uses of a mode. It stands for the potentialities and constraints of different modes (Kress, 2010 cited in Jewitt et al, 2013). The potentialities of a mode refer to what is possible to communicate or represent easily with the resources of a mode, whereas the constraints of a mode refer to what is difficult or even impossible for a mode to represent and express.

5.5. Multimodal Ensembles

Because modal affordance suggests that modes are incomplete when making meaning; they are designed into Multimodal ensembles. Multimodal ensemble refers to the representations or interactions which make use of more than one mode. In this ensemble, each mode carries different aspects of meaning; that is a part of the message only. The meaning of the whole message therefore results in the distribution of all the modes in the ensemble. (Jewitt, 2013). To illustrate, in kinesics, someone’s legs are tightly crossed, his/her arm crosses the body while the head and chin are down. This multimodal ensemble says something like, “I don’t like what you are saying and I disagree with you” (Allan Pease, 1988).

Therefore, in this particular study, which investigates English language teachers' kinesic behaviour in MS classes, the Social Semiotic Approach to Multimodality is suitable as it shows that teachers possess different possibilities in the construction of a lesson besides language. Furthermore, it allows us to investigate the modal meaning potentials of teachers' kinesic resources as well as the ways these resources are used by language teachers to improve their pupils' target language learning.

6. Multimodality and Multiliteracy

Multiliteracy, like multimodality, emerged as a response to the change in the social and semiotic landscape which is due to the increasing progress in technology over the last three decades. As a result, meaning is now made in numerous different ways intertwined to form a multimodal combination (Jewitt, 2008: 245-246 cited in Vassilis Tsafos & Eleni Katsarou 2010: 49). Accordingly, to interpret and make such meaning, "multimodal literacy" is required (Cope & Kalantzis, 2000: 5-6)

The multiliteracy and multimodality theories have important implications for education for two main reasons: (1) because the teaching and learning processes fundamentally rely on communication; so, when communication landscape shifts, the process of using it would shift as well. (2) Because communication is taught at school primarily through language courses. Hence, any change in communication will obviously affect language teaching.

Multiliteracy and multimodality theory no longer consider speakers as consumers of a fixed and self-contained system. On the opposite, speakers and writers are regarded as subjects who act in the society by using and transforming the available resources dynamically. Hence, literacy is now seen as actively making signs (Kress & Van Leeuwen, 1996). This view of literacy may allow learners to become critically literate.

According to Bezemer. J. et al (2012), Social Semiotic perspective on Multimodality can improve learning as it reveals how 'instructors' represent the world and establish

pedagogic relations through multimodal designs for learning. Similarly, teaching in language classes is no longer limited to the modes of speech and writing, because in many situations, gesture or image are modes appropriate to better explain or make things explicit.

To put it all together, the review of literature reveals the different implications of the discipline of kinesics in the field of language teaching by illuminating the way in which kinesics can improve the quality of teaching and enhance pupils' learning process in language classes. The review also presents the different kinesic behaviours which are seen as semiotic resources that an English language teacher can use among many other semiotic resources in MS classes to improve their pupils' TL acquisition.

Research Methodology

Introduction

This section is methodological. It comprises two parts dealing with the procedures of data collection and the procedures of data analysis. The first part offers a description of the corpus under investigation and the authorizations that were granted for the collection of the data. The second section clarifies the procedures of data analysis. It starts with a synopsis of the Social Semiotic Multimodal Approach (Jewitt, 2009). Then, it describes the SPSS method (21 Core System User's Guide, 2012) and finally it gives an overview of content analysis which are all appropriate for the interpretation and explanation of the obtained findings.

1. Procedures of Data Collection

In this study, the primary source of data collection consists in video recordings of five MS English language teachers. As concerns other sources of data collection, an interview designed for the participant teachers and a questionnaire administered to MS pupils are used to gain more insights into the ways in which kinesics impacts on the teaching as well as the learning of the English language. The combination of these three research techniques allows triangulation which deals with the use of kinesics in the middle school class from researcher's perspective, teachers' perspective as well as learners' perspective and this brings valuable information which may help to answer the research questions and hypotheses.

1.1. Video Recording

Video recording is chosen rather than classroom observation as it makes the data collected richer and more relevant. That is, videotapes provide researchers with more contextual data than can field note taking as it includes linguistic, extralinguistic, as well as paralinguistic details which add important information about the filmed event (Margaret A. DuFon, 2002: 44). Add to this, the choice of this research technique is due to the fact that we cannot depend on note taking or on memory alone, given that what is investigated is a visual

matter and videos permit researchers to view an event repeatedly by playing it back. This playing back narrows down the potential number of accurate interpretations and thus it helps to disambiguate the verbal message (Grimshaw, 1982a cited in Margaret A. DuFon, 2002). Moreover, video becomes a significant investigative tool within social sciences research as it highlights the multimodal nature of social interaction (Jewitt, 2002: 02). In education, video-recording has important implications as it provides naturally occurring data that show how things really happen in classrooms. Accordingly, because our research question concerns the use of body language in MS classes, the videos will demonstrate teachers' kinesic behaviour as it actually occur in the MS class.

1.1.1. Context of Video Recording

The investigation took place in the Town of Tizi-Ouzou. The five (05) English teachers involved in it work in three Middle Schools. These are: Middle School Lotfi, Middle School Babouche and Middle School Kerkache located in the main city of Tizi-Ouzou. The recording process started 12th March, 2015 to 12th April, 2015.

1.1.2. Participants' Profiles

Gender	Male		Female		
	02 teachers		03 teachers		
Experience	29 years	28 years	30 years	22 years	11 years
Place of Work	Colonel Lotfi	Babouche Said	Colonel Lotfi	Frères Kerkache	Colonel Lotfi

1.1.3. Description of the Videos

In fact, before starting the video recording process, we requested the permission of the participant teachers for the filming of some of their lessons as a primary source for the

collection of row data. The teachers were provided with an official document signed by the town-hall of Tizi-Ouzou in which we declared to assure the anonymity of the teachers and to protect the videos from any unethical use (see appendix 1-pp.83-87). Accordingly, all of the five teachers agreed to grant us the permission to film their lessons. The videos have been taken using a camera SAMSUNG Full HD, 14M Pixels with wifi and flash integrated and Zoom×18. The total number of the videos recorded is 15 videos because each participant teacher allowed us to film three sessions. The length of the videos ranges from 25 to 45 minutes. Additionally, the fifteen (15) recorded lessons cover the four levels: MS1, MS2, MS3 and MS4. In order to understand the details that the videos conceal and which are needed to answer the research question, an interview was designed for four of the filmed teachers.

1.2. The Interview of teachers

The second research technique that the present study uses is structured interviews. In fact, the interview allows to verify whether the participant teachers use their body language consciously and on purpose, that is, the interview seeks to investigate teachers' perceptions of their Kinesic behaviour in the MS class.

1.2.1. Context of Interviews

The interviews were conducted in the Town of Tizi-Ouzou. Four English language teachers accepted to take part in it: two males and two females. These teachers work in MS Lotfi, MS Babouche and MS Kerkache. The recording process lasted from 02nd June, 2015 to 03rd June, 2015. The first teacher was recorded in the 02nd June 2015 at 09h in a classroom of MS Frère Kerkache. The second teacher was recorded in the same day at 12h in a classroom of the MS Colonel Lotfi. The third teacher was recorded in the 03rd June 2015 at 10h in a

classroom of MS Colonel Lotfi. The fourth teacher was recorded in the same day at 13h in a classroom of the MS Babouche Said.

1.2.2. Interviewees' Profiles

Gender	Female (01)	Female (02)	Male (01)	Male (02)
Work Place	Colonel Lotfi	Frères Kerkache	Colonel Lotfi	Babouche Said
Experience	11 years	22 years	29 years	28 years

1.2.3. Description of the Interview

The interviews were done in a face-to-face format. Identical questions have been asked to each participant. The questions are fixed and asked in a given order. The structure of the questions is a mixture of closed-ended and open-ended questions. The interview is divided into three parts: teachers' profiles with three questions, multimodality theory with five questions and Kinesics with thirteen questions. As far as probing is concerned, only repeating or clarifying instructions were employed. At the time of the interview, the participants were informed about the real objective of the study and they were assured about ethical principles. The interviews were conducted in MS classes that were free from disruption and noise as the pupils were in holidays; and at times that were suitable for participants. Additionally, it is important to note that rapport was established with participants prior to the interview as they are the same participants of the video recordings and this yields positive outcomes.

1.3. The Questionnaire to Pupils

The third research technique is the questionnaire. The data obtained from the close-ended questionnaires administered to MS pupils allow to check the extent to which the body language of our participants influences their pupils' English learning process. Said differently,

the reason behind the choice of questionnaires is to make a descriptive account and to provide explanation and support of the recorded lessons.

1.3.1. Pupils' Profiles

The age of the respondents ranges from 12 to 15 years. The reason behind the choice of this particular sample lies in the fact that the research topic; that is, using body language in English classes, suits better the beginner level because the learners are exposed to a new language and they need to be taught using other modes (especially visual modes) to have access to that language. The sample of respondents consists of one- hundred MS pupils who study in Middle School Lotfi; (47%) of whom are female pupils. Twenty-five (25) questionnaires were administered for each of the four levels. That is, the population encompasses twenty-five (25) first year pupils, twenty-five (25) second year pupils, twenty-five (25) third year pupils, and twenty-five (25) fourth year pupils.

1.3.2. Context of the Questionnaire

The data collection process went through two stages. The first one consists in the design of the questionnaire; it was in April 2015. The second stage consists in the distribution of the questionnaires to the sample population which consists of one-hundred MS pupils studying in Middle School Colonel Lotfi. The distribution process took place in the 17th until 26th May, 2015.

1.3.3. Description of the questionnaire

In this study, only close-ended items were used because the sample population is young and their level prevents them to write full statements. Moreover, this type of questions provides targeted and reliable data as the possible answers are determined and can be easily quantified and analyzed. Add to this, the questionnaire was translated into Arabic because the target respondents are beginners in the target language and do not have a full command of

English to understand and answer the questions. The questionnaire is made up of twenty-seven close-ended items. They are grouped according to their aims into three main sections. Section one is devoted to participant profile; it includes three items. Section two is devoted to the theory of multimodality; it includes five items (going from Q4 to Q8). And section three is devoted to Kinesics; it includes nineteen items (going from Q9 to Q27).

2. Procedures of Data Analysis

This section covers the methods that the present research relies on to analyze the collected data. It begins with the SSMA which is used to analyze the recorded videos. Then it presents Content Analysis which is used to interpret the results of the interview and the SPSS which is used to present the outcomes of the questionnaires.

2.1. Social Semiotic Multimodal Approach to Kinesic Analysis

To analyze the videos of the MS English language teachers, we opted for the SSMA which looks at the kinesic behaviour of our participants as semiotic resources for making meaning in English language classes. Accordingly, each kinesic behaviour; such as, gesture, facial expression, gaze...and so on becomes modes of representation. Moreover, this multimodal analysis considers the modal affordance of each of the kinesic modes and attempts to explain how all these resources in MS English classes are designed in multimodal ensembles where each kinesic mode carries a partial meaning of the teacher's message; and once all the modes are put together the meaning of the whole message is completed and transmitted to MS learners.

To put it all together, since the video is a multimodal ensemble including multiple modes simultaneously the SSMA could be applied for the analysis of visual modes particularly kinesics. The multimodal analysis of the videos consists of three parts:

- Identifying teachers' kinesic behaviours and explaining how they can be considered as semiotic resources for making meaning in the MS English class.

- Identification of the modal affordances of each kinesic resource.
- Explaining the ways these kinesic resources are combined with other semiotic resources to design multimodal ensembles.

2.2. Content Analysis

Content analysis is “*any technique for making inferences by objectively and systematically identifying specified characteristics of messages*” (Holsti, 1969: 14 cited in Stemler Steve, 2001). Stemler (2001) further adds that when used appropriately, content analysis is beneficial and is a powerful data reduction technique as it compresses numerous words of text into fewer content categories by means of explicit rules of coding. Thus, it is a systematic technique which enables researchers to examine and filter large quantity of data easily and systematically. Since content analysis analyzes anything that is able to be interpreted into texts, so even audiotapes can be dealt with. Put differently, the interview data of this particular investigation can be analyzed by means of content analysis. This analysis according to (Introduction to Research : The Ten Steps of Content Analysis) consists of copying and reading through the transcript, making brief notes in the margin when relevant information is found, listing the different types of information found, categorizing each items, identifying major categories and minor categories, comparing and contrasting the various major and minor categories, reviewing all of the categories and ascertaining whether some of them can be merged or if some of them need to be sub-categorized. Hence, the core principle of content analysis is the coding and the categorization of the data. This data analysis method was indeed chosen because the aim of the interviews is to see the participants’ perceptions on the use of multimodality and Kinesics in the MS class and not conversational patterns or any other pattern related to teachers’ talk.

2.3. Statistical Package for the Social Sciences (SPSS)

Given that the questionnaire has a close-ended structure, the obtained data are interpreted following quantitative analysis tools. SPSS is the tool that the present research utilizes to interpret the outcomes of the questionnaire. SPSS or Statistical Package for the Social Sciences is a system commonly used in the Social Sciences which analyzes data from almost any type of file; e.g. numeric, binary, date, time formats. SPSS can use data to generate tables, graphs, charts, descriptive statistics, and complex statistical analysis. It is one of the most advanced statistical packages that are able to perform highly complex data manipulation and analysis with simple instructions. Thus, SPSS is capable of treating huge amounts of data and can perform all of the analyses covered in the text.

Presentation of the Findings

Introduction

This section is empirical. It presents the results obtained from the video-recorded data, interview and questionnaire. It is organized into three sections. Section one deals with the presentation of the results of the video recordings of five MS English language teachers interpreted using the Social Semiotic Multimodal Approach (SSMA). Section two deals with the presentation of the results of the interview to four of the videotaped teachers analyzed in terms of Content Analysis. And section three deals with the presentation of the results obtained from the questionnaire administered to one-hundred MS pupils using the Statistical Package for the Social Sciences (SPSS).

1. Presentation of the Results of Video Recording

1.1. Social Semiotic Multimodal Approach to Kinesic Analysis

The Social Semiotic Multimodal Approach is the framework adopted in this present investigation to analyze the kinesic behaviour of the participant teachers. This approach indeed looks at body language as a semiotic mode. Therefore, each kinesic behaviour; that is, gesture, facial expression, gaze, head motion and body posture becomes resources for making meaning. Additionally, this multimodal analysis regards the modal affordance of each kinesic resource and tries to explain the manner in which these resources are designed in multimodal ensembles where each kinesic mode carries part of the teacher's message only and once all the modes are put together the meaning of the whole message is completed and transmitted to learners in MS English classes.

1.1.1. Gesture

The first kinesic resource that the present study aims to analyze is the “gestures” of the MS English language teachers. In fact, all the participant teachers use hand and arm gestures when teaching. Thus, teachers are aware of the importance of this particular semiotic resource

in enhancing their pupils' understanding in English language classes. However, female teachers use hand gestures more than male teachers do. To illustrate:

Example	Comment
- When an MS1 pupil mispronounced a word, the teacher pointed to his mouth with his index finger while saying: "articulate please!" (Appendix 2-Teacher2-Lesson2)	- This deictic gesture helped the pupil to recognize that he made a pronunciation mistake.
- Another teacher asked his pupils: "Is it a nice drawing?" by making a thumb up gesture while looking at the drawing (A2-T2-L1).	- This symbolic gesture helped the MS1 pupils to understand their teacher's question.
- When a participant teacher explained: "she sweeps the flour" he mimed the action of sweeping with his two hands (A2-T4-L1).	- This pantomimic gesture helped the pupils to get the idea.

Like all the semiotic modes, gestures display specific modal affordances; that is, hand and arm gestures are used differently by different teachers and/or in different situations.

Example	Modal Affordance
- When a participant teacher uttered: "Yesterday", she pointed with her thumb behind her back. (A2-T1-L3)	- The modal affordance of this deictic gesture is time indication .
- The teacher was explaining the meaning of the word "man" to his MS1 pupils, then he pointed with his right and left thumbs and index fingers to his mouth to draw a moustache (A2-T2-L2)	- The modal affordance of this iconic gesture is to make a simile .
- When the pupils were screaming, the teacher made a time-out gesture (A2-T2-L1).	- The modal affordance of this symbolic gesture is to manage the class or to establish silence .
- When the teacher said: "Now, shut your books" he mimed the action of shutting with his two hands (A2-T2-L1).	- The modal affordance of this pantomimic gesture is to give a task .

In fact, the video-recorded teachers make use of their hand and arm gesture alongside other semiotic resources to make a multimodal ensemble that improves their pupils' comprehension of the lesson. This is clearly illustrated as follows:

Example	Multimodal Ensemble
-When a participant teacher uttered: “The clothes smell good” she pointed to her nose with her index finger then she moved her nose (A2-T1-L1).	- The teacher employed three different resources: a deictic gesture , a facial expression and a verbal message to clarify a point.
- The teacher explained the adjective ‘strong’ to his MS3 pupil, by exposing the muscle of her upper arm, making an affirmative facial expression and uttering: “I’m strong” (A2-T3-L2).	- The teacher used three different resources: an iconic gesture , a facial expression and a verbal message to explain an adjective.
- A pupil wanted to take turn before his classmate finished answering and the teacher raised his thumb, nodded his head and narrowed his eyebrows while saying “No no, just a minute!” (A2-T4-L1).	- The teacher in this case utilized four semiotic modes simultaneously: a symbolic gesture , a head motion , a facial expression and a verbal message to regulate turn taking.
- A teacher explained the verb ‘to wipe’ to her MS3 pupils, by miming the action of wiping, placing her two clenched fists near her closed eyes, frowning her face and miming crying with her voice (A2-T3-L2).	- In this example, the teacher used multiple semiotic resources: a pantomimic gesture , a facial expression and voice to explain a verb.

1.1.2. Facial Expression

The second kinesic resource to analyze in the MS English language teachers’ videotaped lessons is the face. Indeed, all of the five participant teachers use facial expressions when teaching. Hence, teachers are aware of the significance of this particular resource in promoting the understanding of their pupils in English classes. However, female teachers use more facial expressions when teaching than male teachers do.

Example	Comment
- When one of the participant teachers was explaining the adjective “terrible” to her MS4 pupils, she crumpled her face and tightened her eyes. (A2-T1-L3)	- This kinesic behaviour helped her pupils to get the adjective.
- When a participant teacher reacted to his MS1 pupil’s answer, he narrowed his right eye and pinched his lips (A2-T2-L2).	- This facial expression helped the pupil to recognize that his answer was not correct.

Like all the semiotic modes, the face has its own modal affordances; that is, facial expressions are used differently by different teachers and/or in different situations.

Example	Modal Affordance
- When an MS2 pupil provided a brilliant answer, the teacher smiled and raised her eyebrow while saying “Good! Very good Zohra” (A2-T1-L2).	- The face’ affordance here is pride and satisfaction .
- When a pupil gave an awkward answer, the teacher frowned his face and narrowed his eyebrows while saying: “Two times a day?! It’s impossible” (A2-T4-L1)	- The face’ affordance here is astonishment and wondering .
- When a pupil commented on an idea, the teacher widened her eyes, raised her eyebrow and bended her mouth while saying: “Ah! I don’t know. I’m not sure. I’ll check” (A2-T1-L2).	- The meaning that the teacher’s face affords here is ignorance and surprise .
-When a teacher explained the meaning of the adjective “dirty” to her MS3 pupils, she expressed disgust with her face (A2-T3-L2).	- The modal affordance of teacher’s face here is disgust .

In fact, the participant teachers employ their face with other semiotic resources by making a multimodal ensemble that supports pupils’ assimilation of the lesson. This is clearly demonstrated as follows.

Example	Multimodal Ensemble
- A participant teacher raised her two palms, bended her mouth and at the same time uttered “I don’t know!” as a reaction to an MS4 pupil’s answer (A2-T1-L1).	- The teacher used three different resources simultaneously: a hand gesture , a facial expression and a verbal message to convey her idea.
- A teacher directed her gaze towards an MS3 pupil, lowered her eyebrows, tightened her lips, and held her hips as a reaction to the pupil’s response (A2-T3-L1)	- The teacher utilized three different semiotic resources at the same time: gaze , facial expressions and a body posture to express disappointment.
- When an MS1 pupil answered correctly, the teacher was maintaining eye contact, nodding her head and smiling at the same time (A2-T5-L1)	- The teacher used three different semiotic resources: gaze , head motion and a facial expression to express satisfaction and encouragement.

1.1.3. Eye Contact (Gaze Behaviour)

The third kinesic resource used by the participant MS English language teachers is gaze. Actually, both male and female participant teachers use gaze when teaching English but not in

the same amount as the two previous resources. Therefore, teachers know the importance of this particular semiotic resource in supporting their pupils' learning in English classes.

Example	Comment
- When an MS3 pupil was answering, the teacher tightened her eyes by directing her ear towards him (A2-T3-L1).	- The teacher wants to tell her pupil that she did not hear his answer and wants him to repeat it again.
- A teacher widened her eyes and directed her gaze towards her MS3 pupils who were making noise. (A2-T3-L1).	- The teacher wants to order the pupils to keep silence.
- A participant teacher widened her eyes and directed her gaze towards a pupil who was eating while she was explaining (A2-T3-L1).	- The teacher wants to express anger.

Gaze, like all the semiotic modes, has its particular modal affordances. Put differently, eye contact can offer different meanings in different situations.

Example	Modal Affordance
- A participant teacher narrowed his eyes and pointed to his head with his right index finger while asking his MS1 pupils to remind him of the previous lesson (A2-T2-L2).	- The meaning that the teacher's gaze affords here is remembering .
- A teacher directed her gaze towards a pupil who stood up while she was explaining (A2-T3-L2).	- The modal affordance of gaze in this example is to give an order .

In their English classes, the participant teachers use their gaze alongside other semiotic resources in order to make a multimodal ensemble which sustains their pupils' comprehension of the TL and the content presented in the lesson.

Example	Multimodal Ensemble
- A teacher explained the word "afraid" by opening her eyes, shaking her two hands and uttering: "We are afraid" (A2-T1-L3).	- The teacher employed three different semiotic resources: gaze , hand gesture and a verbal message to explain the word.
- A teacher tightened her eyes and gritted her teeth when an MS4 pupil made a mistake (A2-T1-L3).	- The teacher used two different semiotic resources: gaze and a facial expression to express disagreement.
- A teacher directed his gaze towards a pupil	- The teacher utilized two various semiotic

who was chewing gum and pointed to his mouth with his index finger (A2-T2-L2).	resources: gaze and a hand gesture to give an order.
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1.1.4. Head Motion

The fourth kinesic resource under analysis is head motion. In fact, all the participant teachers use their head when teaching English. So they are aware of the significance of this semiotic resource in enhancing their pupils' understanding. However, female teachers use more head movements in English language classes than male teachers do.

Example	Comment
- When a participant teacher said: "From time to time" he directed his head to the right side then to the left side respectively (A2-T2-L3)	- This means "sometimes".
- Another teacher nodded her head while saying: "Very good!" as a reaction to her MS3 pupil's answer (A2-T3-L2).	- This is a sign of agreement.

Like all the semiotic modes, the head has its proper set of meaning affordances. Said differently, head motion can propose diverse meanings in diverse situations.

Example	The Modal Affordance
-When one of the recorded teachers explained a negative form of a sentence she nodded her head from the left to the right side (A2-T5-L1).	- The modal affordance of the head is negation .
- An MS2 pupil was hesitating to give an answer and her teacher nodded his head up and down while saying "yes, go on" (A2-T4-L1).	- The meaning that the head affords here is encouragement .
- When an MS1 pupil made a grammar mistake, his teacher nodded his head and raised his index finger while saying "No, it is singular" (A2-T2-L2).	- The modal affordance of the teacher's head is disagreement .

In their teaching course, the videotaped teachers use their head in conjunction with other semiotic resources so that to make a multimodal ensemble which ensures their pupils' understanding of English.

Example	Multimodal Ensemble
- When an MS1 pupil was providing a correct answer the teacher was nodding her head, smiling and uttering: “yes” at the same time (A2-T5-L1).	- The teacher is employing three different resources: the head , a facial expression and a verbal message to express encouragement and satisfaction.
- A teacher nodded his head from the right to left side and waved his index finger from the right to the left side while saying “No, no, not do you but how often does she” as a reaction to an MS2 pupil’s response (A2-T4-L1).	- The teacher used three different resources: the head , a hand gesture and a verbal message to express disagreement.

1.1.5. Body Posture.

The fifth kinesic resource to analyze in the video-recorded lessons is “body posture”. In fact, all the five participant teachers use their body posture when teaching English. So they are aware of the impact of this semiotic resource on their pupils’ comprehension. However, the amount of using body posture by female teachers is more compared to male teachers.

Example	Comment
-When a participant teacher explained the verb “to run” to her MS1 pupils, she performed the action of running with her feet and clenched fists (A2-T5-L1).	- This body posture indeed helped her pupils to understand the meaning of the verb.
- When a teacher uttered the verb “to slip” to her MS4 pupils she mimed the action of slipping with her leg (A2-T1-L3).	- The teacher attempts to explain the verb.
-Teacher uttered the verb “to sleep” to her MS1 pupils by putting her two joint hands under her cheek and closing her eyes (A2-T5-L3).	- The teacher wants to explain the meaning of the verb.

Since body posture is a semiotic mode, it displays special modal affordances. That is, body posture can suggest multiple significations in different contexts.

Example	Modal Affordance
- When an MS1 pupil was making noise and interrupting his classmate who was speaking, the teacher stood up and crossed his arms while directing his gaze towards him (A2-T2-L2).	- The modal affordance of the teacher’s posture in the present illustration is anger .

- When an MS3 pupil was providing and justifying her answer, the teacher crossed her arms and nodded her head while directing her gaze towards the pupil (A2-T3-L2).	- The meaning that this posture affords here is attentive listening or interest .
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Actually, the participant MS English language teachers use their body posture with other semiotic resources aiming to make a multimodal ensemble that enhances their pupils' assimilation of the English lesson. This is clearly illustrated as follows.

Example	Multimodal Ensemble
- When a participant teacher was trying to help his pupils to find the word "please", he joined his right and left hands and bowed as a sign of politeness (A2-T2-L2).	- The teacher utilized two different resources: a hand gesture and a body posture to help his pupils find a word.
-A teacher raised his two palms and shrugs his shoulders while saying "I don't know where it is" (A2-T2-L3).	- The teacher used three various resources: a hand gesture , a body posture and a verbal message to explain an idea.
- When an MS3 pupil forgot a grammar rule, his teacher held her hips, lowered her eyebrows, tightened her lips, and directed her gaze towards him (A2-T3-L1)	- The teacher utilized three different resources: a body posture , facial expressions and gaze to express disappointment.

To sum up, the results obtained from the video-recording of 15 MS English sessions present and describe the kinesic behaviour of the 05 participant teachers. In fact, the above findings reveal that all the teachers use their body movements and for each session. Their kinesic behaviour is meaningful as it is used instructively to improve the quality of their teaching. Each kinesic resource: **gestures, facial expressions, Gaze, head motion** and **body posture** carries particular meaning, displays different modal affordances and is organised with other kinesic and non-kinesic resources designing multimodal ensembles that make the message of the participant teachers comprehensible to MS pupils. Another fascinating result obtained from the videos show that the female English language teachers participating in the study use more body movements than male teachers, especially facial expressions and body posture.

II. Presentation of the Results of the Interview

1. Content Analysis of the Interview to Teachers

1.1. Teacher's Profiles

All the participant teachers have Berber as their mother tongue. Their teaching experience varies from eleven to twenty-nine years. They are all experienced teachers. As far as teachers' distribution according to the work place is concerned, two of them work in Colonel Lotfi Middle School, the third works in Frères Kerkache Middle School and the fourth works in Babouche Said Middle School. Concerning the levels taught this year (2014-2015), one participant teacher taught MS1 and MS4, another teacher taught MS2 and MS4, the third teacher taught MS3 and MS4; and the fourth teacher taught MS4; hence, the four levels of middle school are covered.

Q04: How many resources does a language teacher possess when teaching English?

The answers provided by the four participant teachers can be summarized as follows: Four teachers (4/4) mentioned visual aids like pictures and objects as resources for English language teaching. Three teachers (3/4) cited the textbook as a resource. Two teachers (2/4) talked about gestures and miming, and two teachers (2/4) talked about singing as resources. Only one teacher (1/4) referred to the English language and one teacher (1/4) referred to the native language as resources for English teaching. One teacher (1/4) stated the board and another (1/4) stated drawing as resources that teachers of English may use in their classrooms.

Q05: a) Do you make use of these resources?

To answer the above question, all the teachers (4/4) said that they use the resources already mentioned in the first question. One of these teachers added that she uses extra ones; and another teacher added that sometimes he asks his learners to bring things from their home.

b) Which ones do you often use and why?

Two teachers (2/4) said that they use gestures, drawings and objects. One of these teachers explained that the reason behind this choice is the type of the class or the task she is explaining; that is, a lesson, a workshop, series of activities...etc She added that her skills also influence the choice between these three resources; that is, when she can draw the thing she draws it to make it explicit but when it goes above her skills she opts for other resources mainly her body to transmit her message.

Another teacher (1/4) said that she prefers to use data-show and recorded audios in her classes as she targets many competencies at the same time mainly listening and speaking. She further added that she makes use of body language in the classroom.

The fourth teacher (1/4) announced that the textbook is the only resource that he uses in classroom because for him the school does not have the means to use visual resources.

Q06: Is the feedback (understanding, participation and motivation) of the pupils the same when relying only on one resource and when varying the resources?

Three teachers (3/4) stated that the feedback of their pupils is never the same when employing many modes and when using only one mode to explain. The reasons according to them are that variation is always good for learners' understanding; because the more they use different resources the more pupils are attracted and the better result they get. Only one teacher (1/4) said that in both cases; that is with multimodality or with monomodality, only a group of five to seven pupils who are often girls takes part in the lesson and tries to understand.

Q07: Have you ever heard about multimodality?

All the participant teachers (4/4) said that this is the first time that they hear about Multimodality. One teacher added that she uses multimodality in her classes even though she did not know that it exists as a theory. Another teacher stated that now he understands exactly what is meant by multimodality.

Q08: How did you know that teachers possess many resources and that they should use them when teaching?

To answer this question, three teachers (3/4) said that it is thanks to their teaching experience and through time that they gradually notice that pupils do not always understand and follow through language alone; so, they had to find new ways such as the body, drawing data-show...etc. Only one teacher (1/4) stated that it is through the meetings with the inspectors that teachers are shown other means to use in English classes like visuals. However, the teacher added that the school cannot afford buying these means; accordingly, teachers rely just on the textbook, speaking and grammar to help pupils understand more.

Q09: What do you know about body language (kinesics)?

Three teachers out of four gave nearly the same definition of body language. The first teacher stated that teachers use their body in the classroom in the same way actors use it in movies. She further added that body language helps to a great extent the teachers and their pupils to save time and energy. The second teacher said that kinesics is the use of the teachers' body, i.e. gestures, facial expressions and teachers' behaviour to explain something in the classroom. As for the third teacher, she commented that she did not know it is called kinesics but she knows that it is another code that can help teachers to convey their message or feeling in a classroom. She exemplified that if a teacher for instance wants to explain the word box, pupils have to see the box in the teacher's hands so that they understand. Only one teacher however, did not know about body language. For him, body language is grammar; that is, to explain the grammatical points to the pupils to help them understand the secret of the language.

Q10: a) Do you use your body when teaching?

Three participant teachers said that they always use their body for every lesson. Only one teacher stated that he sometimes employs body movements in his classes.

b) Why?

All the teachers (4/4) explained that the main aim of using their body when teaching is to explain ideas and ensure the understanding of their pupils. One of the teachers (1/4) added that body language serves to reduce the amount of using native language. Another teacher (1/4) said that kinesics saves time and energy of both teachers and their pupils. And another teacher (1/4) said that thanks to kinesics, teachers can manage the classroom by imposing silence for instance; and can show their feeling (disagreement or happiness for example) as well.

Q11-Do you use your body (kinesic behaviour) intentionally (on purpose) or randomly (aimlessly)?

Two teachers (2/4) declared that most of the time they use their body in the classroom on purpose. One of them added that his purpose is to make the pupils understand without using another language. One teacher (1/4) stated that he sometimes uses his body and this is done on purpose which is to compensate when an idea is not clear. The fourth teacher said that basically she uses her body intentionally as she plans before the lesson and knows in advance when and which gestures to use for each situation. The teacher added that sometimes she has to improvise with her gestures when pupils ask unexpected questions and here the use of her body is random.

Q12: Do gestures help you compensate for your lexical shortcomings and delimit grammatical difficulties?

All the teachers agreed that their kinesic behaviour help them a lot to overcome their shortcomings. The first teacher explained that sometimes she loses vocabulary and by using gestures she overcomes this problem. The second teacher clarified that when teachers forget the word they can simply replace this gap of memory loss with gestures and in so doing pupils

will never notice the shortcoming of their teacher. The third teacher added that gestures and facial expressions help him especially in case of difficult words or new words.

Q13: Do your students usually follow the gestures that you make when explaining?

The four teachers stated that their pupils are attracted and follow their kinesic behaviour in classroom. One teacher explained that when she speaks without gestures she loses her pupils' attention because they get bored. Another teacher clarified that his pupils prefer to see him moving rather than just sitting and talking to them like a robot. The third teacher added that there is a group of pupils who is always interested and always follows the teacher; but the group of lazy pupils dislike when they see her sitting on the desk. The teacher further added that they like her more when she is in front of the class making gestures and miming otherwise they will not follow her.

Q14: According to you, does teacher's body language enhance the pupils' understanding?

Three teachers (3/4) agreed that their kinesic behaviour promotes the understanding of their pupils to a very far extent. The first teacher ranked the relation between teachers' Kinesics and pupils' understanding up to sixty to seventy percent. The second teacher added that when she explains a word using a synonym or placing it in an example and the pupils cannot get it she uses her body movements. The teacher added that when she feels lively herself her pupils are lively and enthusiastic; they follow more and hence they understand at the end. The third teacher stated that body language helps especially novice teachers who may face difficulties when delivering their lesson. Only one teacher said that not all the pupils understand using gestures but only the best ones which corresponds according to him to twenty or twenty-five percent.

Q15: Do you agree that body language sustains learning (by learners) over long periods of time; i.e. gestures help learners to save the information in their memory and call it back easily when required?

Three teachers out of four (3/4) agreed to associate their pupils' memory retrieval to their kinesic behaviour. One of these teachers argued that when she explains a word, her pupils forget it as soon as they go out of the classroom; whereas when she explains it accompanied by a gesture they remember the gesture and then the word. The second teacher clarified that body language sustains learning over a long time only when pupils memorize the gesture with the right word in English; and according to her there is a good amount of pupils who store the gestures with the right word and recall it easily. The third teacher stated that by seeing the teacher's gestures (visual information) pupils remember more. Only one teacher (1/4) said that not all pupils find teacher's gestures helpful to memorize things in the classroom. He added that teacher's body language aids only the best pupils- those who are interested- but it is not the case with the other ones.

Q16: Do teachers' gestures contribute to the process of classroom interaction?

All the participant teachers agreed to make a link between classroom interaction and the use of their kinesic behaviour; but, each one of them explained this relation in his proper way. The first teacher said that teacher's gestures in the classroom motivate pupils and this motivation helps them to interact easily. The second teacher stated that the teacher' body language makes the pupils understand more and as a result of their understanding they interact more with the other pupils. The third teacher said that her gestures help the pupils to interact with her as well as with their classmates. She further illustrated that when it is time to correct a task for instance she makes a time-out gesture without speaking and the pupils start interacting and correcting the activity; so, thanks to her body she saves time, and organizes and promotes her pupils' interaction in the classroom. The fourth teacher stated that although it is not the case with everyone, her pupils interact easily mainly when she explains through body language.

Q17: Why do you use your body movements in the classroom?

In the above question, the teachers are required to explain the functions that body language fulfills in English language classroom. Their answers are summarized as follows:

17.1. The Cognitive function: three teachers (3/4) announced that their kinesic behaviour clarifies their verbal message and makes pupils understand and learn more. Two teachers (2/4) added that their gestures help pupils store the information and keep it for a long time in their memories.

17.2. The affective function: two participant teachers (2/4) explained that pupils are affected by their teacher's gestures, so they are more interested and they interact in the classroom. And two other teachers (2/4) stated that the affective function of teachers' gestures refers to the intimate relationship between the pupil and the teacher. One of these teachers illustrated that in case of noise for instance he has just to look at the pupil (to direct gaze) and the pupil will understand that he is required to stay calm. The other teacher further exemplified that when she feels angry for instance, she crosses her hands and the pupils keep quiet; and when she feels proud for example, she give them praise by thumb up.

17.3. The organizational function: one teacher (1/4) stated that thanks to their kinesic behaviour in the classroom, teachers find themselves very organized. Another teacher (1/4) explained that teachers' body language organizes the work of their pupils as it helps them guess which task they begin with and which one they end with.

Q18: Do you think that by using the body in language classes teachers can replace explanation in the native language and thus maximize the amount of L2 in the classroom?

Two participant teachers (2/4) strongly agreed that their kinesic behaviour in the classroom helps them replace the explanation in the mother tongue. One of these teachers added that English teachers are required not to use their mother tongue when teaching and the best way to avoid translation according to the same teacher is to use gestures and let pupils

guess the meaning that the teacher intends to convey. Another teacher (1/4) answered that kinesics helps to a very far extent in getting the target language. Yet, the teacher added that in some situations, teachers find themselves obliged to translate into the native language either because they cannot find the appropriate gesture or to ensure the understanding of their pupils, especially first year pupils, who constantly complain about teachers who always talk in English in class. The fourth teacher however strongly disagreed that body language can replace the native language in English classes. For him, English teachers have to use their mother language when teaching otherwise pupils will not get the message. Yet, when the same teacher was asked to choose between two possibilities: translating the word or using gestures, his answer was that it is better to use gestures.

Q19: Some researchers found that Kinesics provides teacher's discourse with a cohesive and coherent aspect hence it regulates and organizes the spoken language. What do you think?

Three teachers (3/4) strongly agreed that body language is a cohesive device that helps teachers to be coherent and organized when speaking. The first teacher explained that body language goes hand in hand with verbal language and that it should be congruent with the topic teachers are talking about. The teacher illustrated that when, for instance, she is telling her pupils that she is happy, her face should not express that she is sad otherwise she will give incongruent information to her pupils. The second teacher clarified that when she uses gestures she is organizing herself; because body language according to her helps teachers not to forget and to be ordered and organized in their speech. Accordingly, the same teacher added that when teachers are organizing their speech pupils find it easy to follow and understand the point. The third teacher stated that body language aids teachers to organize their lesson and explain it better; consequently, the pupils understand and the feedback will be satisfactory. Only one participant teacher (1/4) denied the cohesive and coherent aspect of

kinesics. For him, body language does not help teachers all the time but only in few and special situations.

Q20: With whom do you use gestures (body language) more; with first, second, third or fourth year pupils and why?

All the participant teachers (4/4) announced that they gesture more with the first year and second year pupils. The reason that most of them give is that English is a new language for these pupils so they do not have much knowledge to understand; thus, teachers need to help them with body language. One teacher explained that when she talks about the jobs she mimes and does the same as a builder for instance. Moreover, one teacher added that the more the level goes up the more pupils have background or vocabulary so they do not need to guess meaning from their teacher's kinesic behaviour. However, some teachers stated that there are some exceptional cases where teachers need to use their body even with third and fourth years; either because these pupils do not know the basics of the language or when the teacher introduces new materials.

To put it all together, the findings of the interviews show that although the four audio-recorded MS English language teachers do not know about multimodality, they employ different modes when teaching because they believe that this practice improves their pupils' learning process. Also, the results demonstrate that the participant teachers use body language in their classes intentionally and instructively. The reasons presented by the teachers are that kinesics enhances the comprehension of the pupils, sustains the storage of information in pupils' minds, overcomes teachers' lexical shortcomings, contributes to the process of classroom interaction, organizes the lesson, and replaces some explanations in the native language.

III. Presentation of the Results of the Questionnaire

1. SPSS Analysis of the Questionnaire

1.1. Participants' Profiles

Q01: Gender

Fifty-three (53%) percent of the population to whom the questionnaire was distributed are male MS pupils and forty-seven (47%) percent are female pupils.

Q02: Grade Level

For each of the four levels; i.e. MS1, MS2, MS3 and MS4 twenty-five (25) out of one hundred (100) MS pupils took part in the investigation by filling in the questionnaire.

Q03: What is your mother tongue?

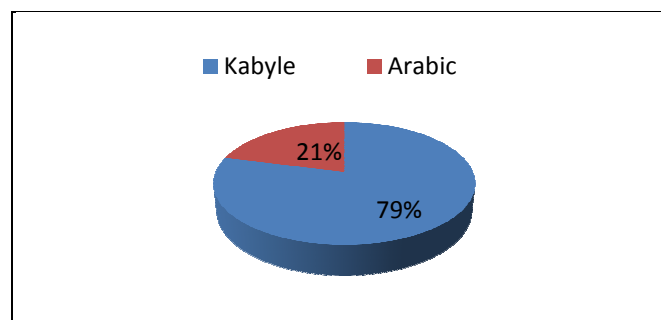


Diagram 1: Pupils' Distribution According to their Mother Tongue

As highlighted in diagram 1 the majority of the target pupils which corresponds to seventy-nine percent have Kabyle as their mother tongue and only twenty-one percent speak Arabic.

1.2. Multimodality Theory

Q01: During English lessons, teachers usually explain through:

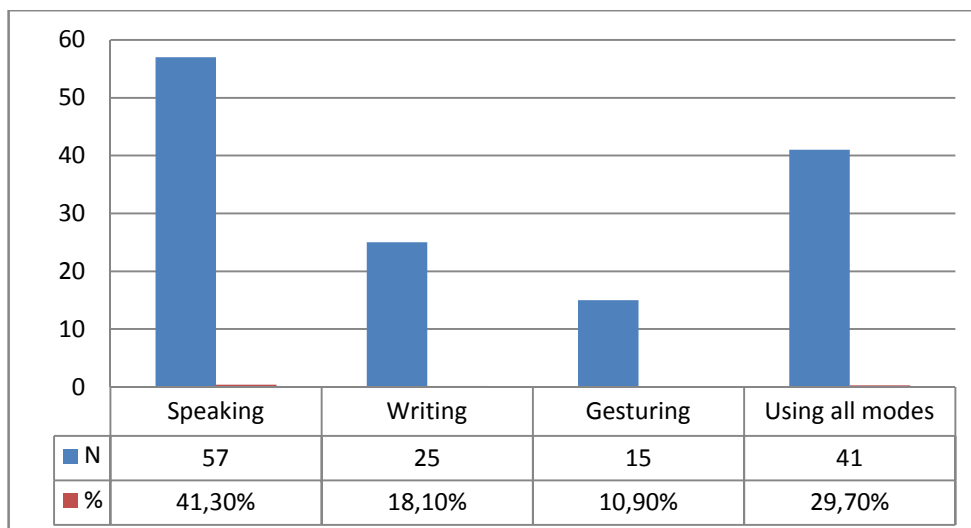


Diagram 2: Teachers Modes of Explanation

This diagram demonstrates that speaking is the mode most used by the teachers of the target pupils followed by writing then gesturing. Twenty-nine point seven percent of the answers agree that their teachers use many modes when explaining.

Q02: When is it much easier to understand?

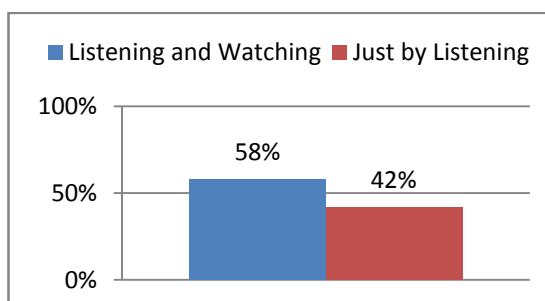


Diagram 3: Impact of Visual Information on Pupils' Understanding

Diagram 3 shows that the majority of the target pupils; that is, 58% prefer to listen and watch or observe their teachers at the same time in order to understand.

Q03: You understand more when your teacher explains an idea in different ways; i.e. (drawing, singing, writing, mimicking...etc)

	Yes	No	Not always	Total
N	58	18	24	100
%	58%	18%	24%	100%

Table 1: Impact of Multimodality on Pupils' Understanding.

As shown in the above table the majority of pupils agree that using different semiotic modes improves their understanding of the teaching points. Only eighteen percent answered that varying the modes does not influence their comprehension and twenty-four percent of the pupils responded that employing different modes is not always helpful.

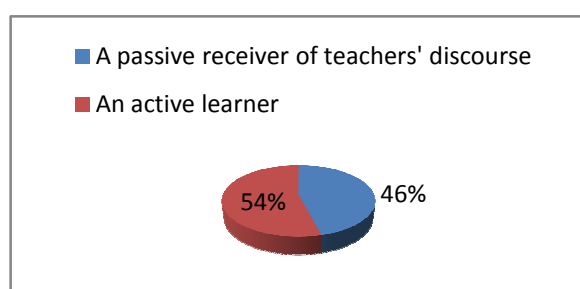
Q04: You are motivated more when the teacher uses many ways besides speaking to transmit a message.

	Yes	No	Not always	Total
N	68	18	14	100
%	68%	18%	14%	100%

Table 02: Impact of Multimodality on Pupils' Motivation

A big amount of pupils (i.e. 68%) as illustrated in table 2 state that multimodality enhances their motivation to learn. Only fourteen percent, however, responds that multimodality does not always influence their motivation to learn and eighteen percent reject totally any relation between multimodality and pupils' motivation.

Q05: How should a learner be in the classroom?



From diagram 4 it is clear that more than half of the target pupils prefer to create their own knowledge rather than just receiving what their teachers supply them with.

Diagram 4: Pupils' role in the classroom

1.3. Kinesics

Q01: During English classes, you understand more when:

- a)- The teacher is sitting in his/her desk without movements
- b)-The teacher is in front of you walking and moving his/her body
- c)- It does not matter whether the teacher is moving or not

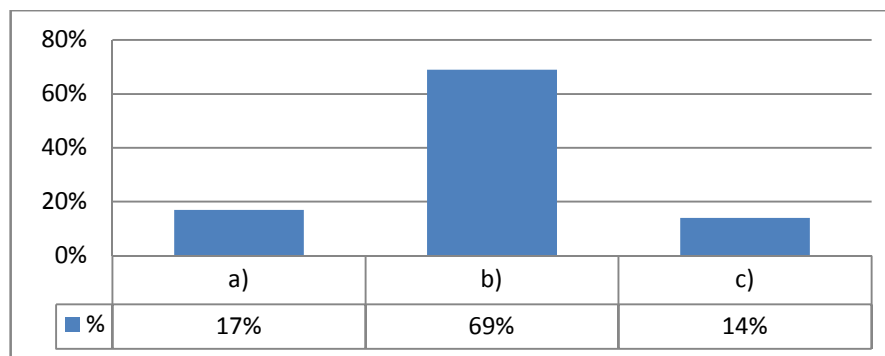


Diagram 5: Teachers' Kinesics as Enhancer of Pupils' Understanding

The above results clearly show that the majority of the pupils understand more when their English language teachers walk and move while explaining and this denotes that body language enhances pupils' understanding. Only seventeen percent, however, understand more when the teacher is steady and fourteen percent do not relate their understanding to teachers' body movements.

Q02: Does your English language teacher use gestures in the classroom?

	Yes	No	Not always	Total
N	59	14	27	100
%	59%	14%	27%	100%

Table 03: English language Teachers' Use of Gestures in the Classroom

Table 03 demonstrates that a great number of the target pupils answered that their teacher of English uses gestures when teaching. Twenty seven of the respondents said that their teacher of English does not always gesture in the classroom and only fourteen percent answered that their teacher of English does not use gestures at all. Thus, it depends on pupils' perception in the classroom.

Q03: The gestures that your English language teacher uses in the classroom help you to understand language items.

	Strongly disagree	Disagree	Neither agree nor disagree	Strongly agree	agree
N	6	6	18	27	43
%	6	6	18	27	43

Table 04: Teachers' Kinesics Impact on Pupils' Understanding of Language Items

In table 4, it appears that the majority of the pupils that is forty-three percent agree and twenty-seven percent strongly agree that the gestures of their English language teachers help them assimilate language items. Eighteen percent of the respondents hold a neutral position towards the question. Only six percent disagree and other six percent strongly disagree to associate their understanding of language items to their English language teacher's gestures. Accordingly, this means that there is a direct link between kinesics and language teaching and learning.

Q04: Order the following statements 1, 2, 3 and 4. Your English teacher uses gestures to:

- a) Explain new vocabulary (introducing new material) ☐
- b) Narrate (stories, anecdotes...etc) ☐
- c) Order you to do something(to go out, to keep quiet...etc) ☐
- d) For task complexity (giving hints that help students to solve problems) ☐

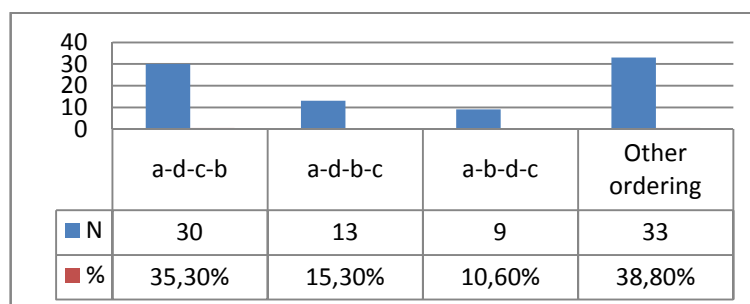


Diagram 6: Purposes of Teachers' Use of Gestures in the Classroom

The majority of the pupils, that is, thirty respondents out of eighty-five rank teachers' use of gestures as follows: Explain new vocabulary; for task complexity; order pupils to do something; narrate. Even the two other ranking possibilities start with "Explain new vocabulary" this means that teachers use their body mainly for cognitive purposes. Other orderings refer to the pupils' classifications of the answers a, b, c and d that are different from the three frequent classifications. The fifteen remaining pupils did not provide any answer for question 04.

Q05: A good language teacher is a teacher who uses his/her body (hands, head, face...etc) when explaining.

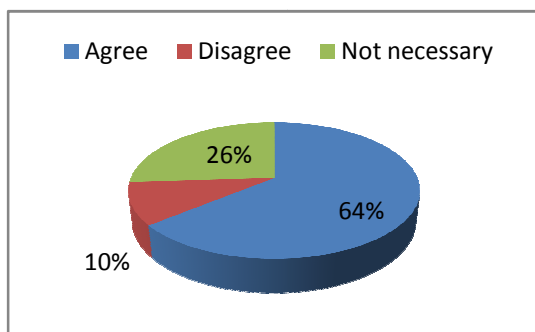


Diagram 7: Kinesics as a Characteristic of a Good Language Teacher

Diagram 7 shows that the majority of the target pupils that is 64% agree that using the body when teaching is a characteristic of a good language teacher. This means that they are aware of the importance of kinesics in language teaching and learning.

Q06: Pupils concentrate more when their English language teacher uses gestures.

	Yes	No	Not always	Total
N	61	21	18	100
%	61%	21%	18%	100%

Table 5: Impact of Teachers' Kinesics on Pupils' Concentration

The above table shows that the majority of the target pupils associate their concentration in the classroom to the gestures of their English language teacher; hence, there is a direct link between kinesics and pupils' concentration. Twenty-one percent of the pupils reject the relation between teachers' body language and pupils' concentration in the classroom and eighteen percent responds that teachers' kinesic behaviour does not always influence their concentration.

Q07: Students are motivated more when their English language teacher gestures.

	Yes	No	Not always	Total
N	58	20	22	100
%	58%	20%	22%	100%

Table 6: Impact of Teachers' Kinesics on Pupils' Motivation

The above table demonstrates that more than half of the target pupils agree that the gestures made by English language teachers foster their pupils' motivation to learn; thus,

there is a relationship between Kinesics and the motivation of pupils in language classes. Twenty percent of the pupils, however, deny any association between kinesics and their motivation and twenty-two percent of them respond that teachers' gestures do not always enhance their motivation in English language classes.

Q08: Pupils remember the lesson when their English teacher gestures than when the teacher does not gesture. (When you go home you still remember some of the teacher's gestures)

	Strongly disagree	Disagree	Neither agree nor disagree	Strongly agree	agree
N	4	11	25	19	41
%	4%	11%	25%	19%	41%

Table 7: Impact of Teachers' Kinesics on Pupils' Memory Retrieval

It becomes clear from table 7 that more than 60 pupils agree that the gestures made by their English language teachers help them store the information in their memory and call it back when required. Accordingly, there is a relation between kinesics and pupils' memory retrieval. Only fifteen pupils, however, disagree to associate teachers' kinesics to pupils' memory retrieval and twenty five percent of them hold a neutral position towards the question.

Q09: In case of noise (in the classroom), do your English language teacher's gestures help you get the message?

	Yes	No	Not always	Total
N	42	34	24	100
%	42%	34%	24%	100%

Table 8: Impact of Teachers' Kinesics on Classroom Noise

A considerable amount of the respondents, as illustrated in table 8, agree that teachers' body language help them get the message in case of noise in the classroom. Accordingly, in some cases kinesics substitutes teachers' verbal language. However thirty-four percent of the pupils do not find body language helpful when the class is noisy; and (24%) reply that in case of noise teachers' gestures are not always helpful. Therefore, the

utility of gestures in case of noise depends on pupils' capacity to decode their teachers' body language.

Q10: Order the following items (1, 2 and 3). Your English language teacher use gestures to

- a) Regulate conversations; i.e. giving turns, encouraging interactions...etc ☐
- b) Reflect emotional states; i.e. happiness, anger, astonishment, disappointment ...etc ☐
- c) Improve the pupils' comprehension; by illustrating, explaining, paraphrasing...et ☐

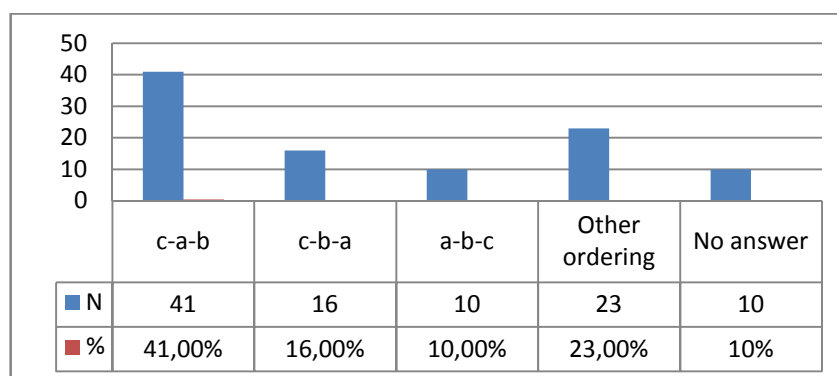


Diagram 8: Reasons of Using Body Language in Language Classes

Diagram 8 clearly shows that the majority of the pupils, that is, 41 out of ninety respondents- rank the reasons of their English language teachers' use of body language in the classroom as follows: to improve the pupils' comprehension, to regulate conversations, to reflect emotional states. The second ranking possibility starts with "improving the pupils' comprehension" as well and this means that the main reason behind the use of kinesic behaviour by English language teachers is cognitive. Other orderings refer to the pupils' classifications of the answers a, b, c and d that are different from the three frequent classifications. Ten pupils did not provide any answer for question 10.

Q11: All the gestures that your English language teacher employs in the classroom are meaningful and relevant to the lesson.

	Yes	No	Not always	Total
N	44	20	36	100
%	44%	20%	36%	100%

Table 9: Relevance of Teachers' Gestures

Forty-four out of one hundred pupils as illustrated in table 9 answered that the gestures of their English teachers in the classroom are relevant to his/her verbal message; and this shows that teachers are aware that speech and gesture are an integrated system that teachers should employ to ensure a better understanding of their pupils. Thirty percent of the respondents said that their English language teachers' gestures are not always meaningful and only twenty percent consider the kinesic behaviour of their English teachers as being meaningless and not relevant to the lesson.

Q12- Which role do you prefer your English language teacher to play in the classroom?

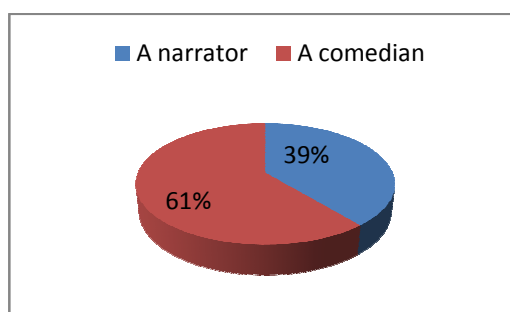


Diagram 09: Pupils' Preferred English Language Teacher.

From diagram 9 it is highlighted that most answers favour the teachers who play the role of a comedian in the classroom. This shows that pupils like teachers who make use of their body movements when explaining; and do not prefer teachers who are steady and narrate the lesson as a story. Thirty-three percent of the answers, however, favor the teachers who play the role of a narrator in the classroom and this may be due to the pupils' different learning styles.

Q13- How does your English teacher explain a difficult word?

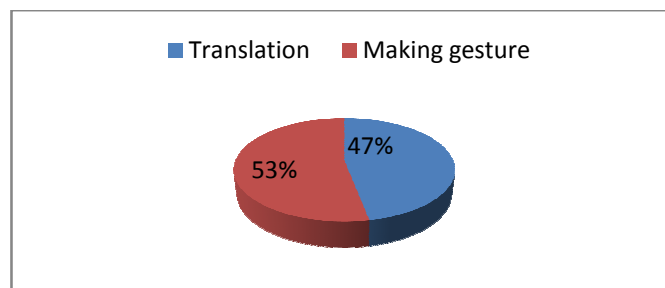


Diagram 10: English Language Teachers' Explanation of Difficult Words

More than half of the target pupils answered that their English language teacher explains a difficult word by using his/her body language. This means that their teachers replace explanation in the native language by exploiting their kinesic behaviour. Forty-seven percent, however, respond that their English language teacher translate the difficult word into another language in order to make it explicit; this may be due to the lack of the appropriate gesture or when words cannot be expressed using body language (e.g. the case of abstract concepts).

Q14: According to you, the best way to explain difficult language items is

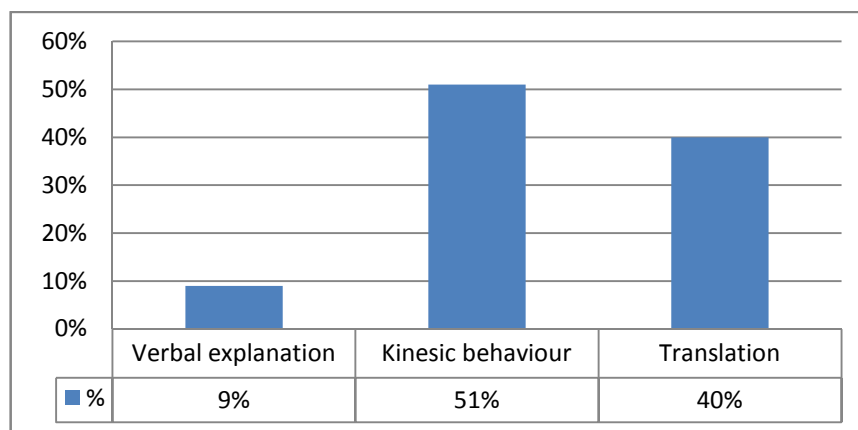


Diagram 11: The More Effective Way to Explain Language Items

Diagram 11 demonstrates that most pupils favor the kinesic behaviour over the verbal explanation and over translation in explaining language items. This means that pupils understand more with body language. Forty percent however choose translation to ensure their understanding of the language item and only nine percent opt for the verbal explanation.

Q15: When teachers gesture in a classroom, this creates positive relationship between them and their pupils.

	Yes	No	Not always	Total
N	48	20	32	100
%	48%	20%	32%	100%

Table 10: Impact of Teachers' Kinesics on Teacher-Pupil Relationship

From the above table, it appears that the majority of the target pupils agree that the kinesic behaviour of their teachers of English creates a good atmosphere with the pupils which results in establishing a good teacher-pupil relationship. Thirty-two percent said that it is not always the case and only twenty percent do not see any association between teachers' kinesics and teacher-pupil relationship.

Q16: English teacher's body language encourages you to participate in the task.

	Yes	No	Not always	Total
N	53	21	26	100
%	53%	21%	26%	100%

Table 11: Impact of Teachers' Kinesics on Pupils' Participation

Table 11 illustrates that most respondents agree that the body language of their English language teachers encourage them to take part in the class by expressing their opinions and participating in the tasks; hence there is a direct relationship between Kinesics and pupils' participation. Only twenty-six percent answered that teachers' kinesic behaviour does not always promote their pupils' participation and only twenty-one percent deny any association between Kinesics and the participation of pupils in English classes.

Q17: The gestures of your English language teacher organize his/her speech and order his/her ideas.

	Yes	No	Not always	Total
N	56	22	22	100
%	56%	22%	22%	100%

Table 12: Impact of Kinesics on Teachers' Speech Organisation

From table 12 it is shown that the majority of the pupils -that is fifty-six percent- agree that the body language of their English language teachers provides their discourse with a

cohesive and coherent aspect besides meaning making; and this organisation aids pupils to follow and understand. Only twenty-two percent refuse to associate kinesics to teachers' speech organisation and other twenty-two percent said that body language does not always order their English language teacher's discourse.

Q18: According to you, who gestures more:

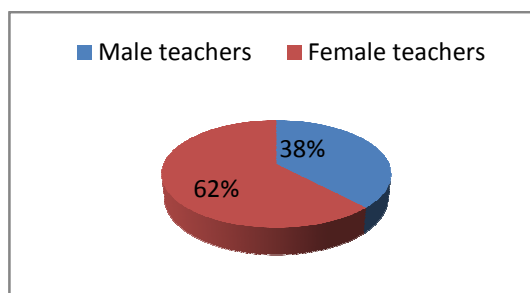


Diagram 12: Kinesics and Gender Differences

The above diagram shows that most of the target pupils believe that female English language teachers gesture more than male English language teachers; and only thirty-eight percent believe the opposite.

All in all, the findings obtained from the questionnaire to MS pupils show that teachers use different semiotic modes when teaching English and this promotes their pupils' understanding of the teachers' messages as well as their motivation to learn English. As far as teachers' kinesics in MS English language classes is concerned, the results reveal that pupils prefer the teachers who use their body movements in the classroom because according to them this enhances their understanding, concentration, motivation, memory retrieval, participation and TL learning. Another interesting finding that supports what was observed in the videos is that pupils believe that female English language teachers gesture more than male teachers in the middle school classroom.

This result section presents the findings gained from the video-recordings of teachers, the interview for teachers and the questionnaire to pupils. These findings are congruent; because the answers of the participant teachers are in accordance with those of their pupils and both are relevant to the data found in the videos. These results will be discussed in the subsequent section, providing interpretation and explanation, and aiming at finding solutions to the research problems.

Discussion of the Findings

Introduction

This section aims to discuss the main results obtained from the three research techniques: the video-recording, the interview and the questionnaire that were used in order to collect data which will bring answers for the research questions and will check the accuracy of the advanced hypotheses. It is divided into three parts. Part one deals with multimodality and English language teaching in MS classes. It discusses the results obtained from the first section of the interview for teachers and the first section of the questionnaire to pupils using the concepts discussed in the literature. Part two is devoted to Kinesics and English teaching in MS classes. It discusses the results obtained from the video-recordings of the MS English language teachers, the results obtained from the second part of the interview for teachers and the second section of the questionnaire to pupils using the concepts reviewed in the literature. And part three deals with gender differences and MS English language teachers' Kinesics interpreted using concepts seen in the review of literature.

I. Multimodality and English Language Teaching in MS Classes

1. Teachers' Perception of Multimodality

All the participant teachers ignore what Multimodality is and state that this is the first time that they hear about this word. The majority of the teachers, however, practise multimodality in their English language classes without knowing that it exists as a theory. The reasons found are that teachers' use of different semiotic modes in English language classes refers to their teaching experience. Because language is not the only means for communication and representation (Jewitt, 2009: 14); teachers gradually notice that pupils cannot always understand through language alone and that they have to think about finding new ways of teaching such as the use of body movements, drawing, objects...etc to enhance their pupils' learning process.

Bezemer.J. et al (2012: 01) stated that people use many resources to make meaning in social interactions like writing, images, media...etc. This indeed upholds the findings of the investigation which reveal that English language teachers possess many resources when teaching in the MS class. These are visual aids, such as, pictures and objects; the textbook; body language and miming; the English language; the native language, the board and drawing.

The resources that are often employed by the participant teachers in their MS classes are body language, drawing and objects. Van Leeuwen (2005: 04) argued that people are given many semiotic resources and that the choice of one resource instead of the others depends on their communicative purpose. This justifies the reasons provided by the teachers who explained that the choice of a resource over the other ones is due to the type of the lesson; that is, grammar, vocabulary, communication and role play, workshops and tutorials. Accordingly, it depends on the interest of the class' communication that teachers employ one resource instead of another one. Additionally, it is found that the selection of the resources for teaching is also due to the ability to use certain resources in terms of the teachers' skills on one hand and the school means on the other hand.

Moreover, the feedback of the MS pupils in terms of understanding, motivation and participation is different when employing many modes and when using only one mode to explain the English lesson. The reasons found are that the more teachers vary the modes the more pupils are attracted and the better outcomes they get. This explains what was stated previously by Bezemer. J. et al (2012) who claim that each mode carries a partial meaning of the message and once all the modes are put together the meaning of the whole message is completed. That is, each of the resources used by teachers offers a part of the lesson's message and when combined with other resources the pupils get the complete meaning of the teachers' message and their feedback will be satisfactory. All in all, the teachers of English

under investigation see that multimodality has a crucial role in improving MS pupils' learning process and consequently they all favor its use in MS classes.

2. Learners' Perception of Multimodality

The majority of the MS pupils participating in the study see that their English language teachers use speaking, writing and gesturing when explaining. This means that teachers of English employ many modes when explaining in MS classes. Indeed, 58% of the target pupils prefer to listen and observe their teachers at the same time in order to understand; that is, visual information is as important for the pupils as the verbal one. Hence, learners need to associate the verbal information with the nonverbal one so as to get a richer meaning. Add to this, 68% of the pupils believe that when varying the ways of teaching they become motivated more to learn English because this variation stimulates their attention. All this means that learners are aware of the multiple modes their teachers use in the classroom.

Actually, 54% of the target pupils prefer to be active makers of meaning by creating their own knowledge and not just consume what their teachers provide them with in the class. This supports the statement of Hodge & Kress (1988) who said that "*Literacy is more than just a selection from existing resources. It is actively making signs*". Additionally, the answers of the pupils reflect their awareness of the multimodal literacy which considers learners as subjects who act in the society by using and transforming the available resources dynamically (Kress & Van Leeuwen, 1996).

II. Kinesics and English Language Teaching in MS Classes

1. Teachers' Attitudes towards their Kinesic Behaviour

Most of the participant teachers defined body language as the use of the body; i.e. gestures, facial expressions, hands...etc to explain teaching points in the classroom. Although the teachers did not know that body language is technically called kinesics, they knew that it

is another code that can help teachers convey their message or feeling in the classroom and that it helps teachers and their pupils to save time and energy. One female teacher participating in the study said that in order to explain the word box for instance, teachers have to shape the box with their hands so that learners can get the meaning of the word. Another female teacher commented: “*If the actors use their body why not teachers!*” In fact, in one of the video recorded lessons, a female teacher explained the adjective “terrible” to her MS4 pupils by crumpling her face and tightening her eyes (A2-T1-L3); and her kinesic behaviour helped her pupils to get the adjective. This means that teachers of English know that kinesics is an important teaching resource that should be used to help MS pupils in their TL acquisition.

The majority of the participants under investigation always use their body in their lessons. Most of them often use their body in the classroom on purpose. The reasons given by the teachers are that the central purpose of using kinesics is to explain ideas and ensure pupils’ understanding of the teaching objectives, to compensate when an idea is not clear and to make the pupils understand without using another language. These explanations sustain Hong & Gonzales’ claim that “*gestures are part of teachers’ multiple strategies that help learners better understand the academic language as well as the content presented in a language classroom (2012: 15)*”. Some teachers see that their use of kinesics should be intentional as they plan before the lesson and know in advance when and which gestures to use for each situation. In one recorded lesson, a female teacher explained the verb ‘to wipe’ to her MS3 pupils by miming the action of wiping, placing her two clenched fists near her closed eyes, frowning her face and miming crying with her voice (A2-T3-L2). This multimodal ensemble which includes a **pantomimic gesture**, a **facial expression** and **voice** helped the pupils to understand the verb ‘to wipe’.

Furthermore, the use of kinesics can be considered as a remedy strategy in communication; because in many cases, teachers rely on their kinesic behaviour to overcome some lexical and grammatical shortcomings.

2. Learners' Attitudes towards their English Language Teachers' Kinesic Behaviour

59% of the target pupils see that their teacher of English gestures when teaching. Add to this, 44% of the pupils consider their English language teachers' gestures in the classroom as being relevant to their verbal message. This reflects teachers' awareness that speech and gesture are an integrated system (McNeill; 1992) that should be employed in the classroom to ensure a better understanding of their pupils.

Additionally, the study supports the statement that *“the place of the teacher's body in the classroom is comparable to that of a comedian on the stage* (Jorro, A. 2004 cited in Chloé Frejaville, 2012: 22); because 61% of the target pupils favour the teachers who act as comedians in the classroom. This implies that pupils prefer to see their English language teacher acting, miming, and moving while delivering his/her lesson; and that pupils do not appreciate the teachers who are steady and narrate the lesson as a story. For example, when a male teacher was explaining a dialogue to his MS1 pupils, he was imitating the role of the shopkeeper and that of the customer with his body movements in a comic manner. When he said: *“The shop-keeper is serving”* he mimed the action of serving/giving something with his two hands; and then he mimed the voice of the female customer. All this made his pupils enjoy the class, take part in the role play activities and understand more.

64% of the MS pupils think that using the body when teaching is a characteristic of a good language teacher. This indeed shows that the learners are aware of the importance of kinesics in language teaching and learning.

3. Functions of English Language Teachers' Kinesics in MS Classes

3.1. Kinesics and Pupils' Understanding

The majority of the participant teachers see that their kinesic behaviour promotes their pupils' understanding. Some of them ranked the relation between teachers' Kinesics and pupils' understanding up to sixty to seventy percent. To illustrate, a female teacher explained the adjective "afraid" to her MS4 pupils by opening her eyes, shaking her two hands and uttering: "*We are afraid*" (A2-T1-L3). This multimodal ensemble encompassing **gaze**, **hand gesture** and a **verbal message** helped the pupils to understand the adjective 'afraid'.

Moreover, the teachers explained that body language helps mainly when the pupils cannot get the idea when explained through synonyms or by placing it in different examples. This can be justified according to Jewitt et al (2013) in terms of the modal constraints of particular modes. That is, when teachers do not succeed in explaining the idea verbally they use their kinesic resources to manage the situation. Furthermore, the participants noticed also that their pupils are lively and enthusiastic and follow more when the teacher gestures and this improves their understanding.

69% of the pupils understand more when their English language teachers use body movements; i.e. walking and moving while explaining. 70% of the MS pupils see that their English language teachers' body movements support their understanding of language items. This signifies that there is a direct link between kinesics and pupils' TL learning. To exemplify, when a female teacher explained the verb "to run" to her MS1 pupils, she performed the action of running with her feet and clenched fists (A2-T5-L1) and this helped the pupils to get the verb 'to run'.

The majority of the MS pupils see that the reason behind their teachers' use of kinesics in the classroom is to explain new vocabulary and when the tasks are complex. Said

differently, teachers use their bodies mainly for cognitive purposes; especially to explain language items. This is in fact consistent with Billibhurst's (2011) assertion that *"combining speech, and gesture improves recognition accuracy and produces faster task completion time compared to speech only interfaces"*.

3.2.Kinesics and Pupils' Memory Retrieval

The study reveals that most of the teachers associate their kinesic behaviour to pupils' memory retrieval. They argued that pupils forget words as soon as the lesson is over; whereas when they explain them accompanied by a body movement pupils recall the words easily. Thus, body language sustains learning over a long time as pupils remember visual information more than the verbal one. This corresponds to the statement that *"learners generally acquire and understand the non-verbal information before the verbal one"* (Sime, 2006 cited in MacCafferty and Stam, 2008). Put differently, *"the visual input of gestures affects learners' memory retrieval"* (Kusanagi, 2005: 390); that is to say, the body movements of the English language teachers play a central role in the storage of information in the memories. To illustrate, when MS1 pupils forgot the word "please", the teacher was trying to help them remember it by joining his right and left hands and bowing as a sign of politeness. At the end the pupils remembered the word (A2- T2- L2).

3.3. Kinesics and Pupils' Motivation

As stated previously in the literature, *"when teachers succeed in their gestural explanation, learners understand the new language well, and this may therefore increase their motivation to learning"* (Kusanagi, 2005: 391). This study supports this claim; since 58% of the target pupils are motivated to learn more when their English language teachers gesture in the classroom. This can be explained in the fact that when a teacher acts like a comedian in the classroom using his/her body movements, his/her energy will affect the

learners by making them admire the lesson and the target language as well. In opposite, if the teacher stands stable with no body movements and delivers the lesson as a story, the learners get bored and their process of learning the TL will be slow. Therefore, there is a direct relationship between Kinesics and the motivation of pupils in MS English classes.

3.4. Kinesics and Classroom Interaction

The entire participant teachers see that their kinesic behaviour contributes to the process of classroom interaction. The arguments provided by some of the teachers are that since body language motivates pupils to learn in English language classes this makes them interact easily; this is on one hand. On the other hand, since kinesics helps the pupils to understand more; their understanding helps them to be confident and to interact in the classroom.

Similarly, 53% of the pupils think that there is a direct relationship between teachers' Kinesics and their participation. For them, the body language of their English language teachers encourages them to take part in the class by expressing their opinions and participating in the tasks.

All this upholds Hong & Gonzales' (2012: 15) claim that *"kinesic behaviour is implicated in interactional work like turn and floor regulation, feedback elicitation, agreement marking...increasing student talk and practice in the TL,... and directing student participation*. To exemplify, when an MS2 pupil was hesitating to give an answer, her teacher nodded his head (up and down) while saying "yes, go on". The teacher's head motion encouraged the pupil to carry on (A2-T4-L1). Another instance taken from the recorded videos is when an MS2 pupil provided a brilliant answer and the teacher smiled and raised her eyebrow while saying "Good! Very good Zohra" (A2-T1-L2). This made the pupil happy and encouraged her to participate during the whole session. Therefore, teachers can assist the

communication with their pupils thanks to body language; because kinesics creates a comfortable and interesting atmosphere which helps the learners to feel more comfortable, more active and more willing to talk and communicate in English.

3.5. Kinesics and Pupils' Concentration

Another aspect enhanced by kinesics is concentration. 61% of the pupils manage to concentrate in the classroom thanks to their English teachers' body movements; because learners are often more attentive to what the teacher does than what s/he says. That is, when teachers use gestures and facial expressions ...and so on, they create visual effects that invite the pupils to follow and to stay focused during the whole class. This reinforces the statement which announces that teacher' Kinesic behaviour plays a significant role in "*drawing students' attention to the teaching point*" (Hong & Gonzales, 2012: 15). Hence, there is a direct link between kinesics and pupils' concentration in MS English language classes.

3.6. Kinesics as Replacement of the Native Language

Kinesics helps the English language teachers to avoid translation into the mother tongue. Because language teachers are required not to use their mother tongue when teaching English, an alternative way is to use gestures and letting the pupils guess the meaning that the teacher intends to convey. This corresponds to the statement which says that using the body in language classes can replace teacher explanation in learner's native language, thus maximizing the amount of L2 in the classroom (Elena Nicoladis et al. (2007). In one recorded lesson, a female teacher chose to explain the verb 'to wipe' to her MS3 pupils by miming the action of wiping, placing her two clenched fists near her closed eyes, frowning her face and miming crying with her voice rather than translating the word in the mother tongue (A2-T3-L2).

Similarly, 51% of the pupils believe that body movement is the best way to explain language items rather than translation. This means that pupils understand more with body language. More than 50% of the target pupils add that their English language teacher explains a difficult word by using his/her body language. This means that their teachers replace explanation in the native language by their kinesic behaviour. Indeed, all this prove that “*teachers’ gestures enhance second language instruction for learners*” (Moskowitz, 1976 cited in Spencer. D, Kelly et al 2008). Said differently, teachers’ kinesics aids their MS learners to get the target language; i.e. English.

3.7. Kinesics and Teacher-Pupil Relationship

Another advantage of kinesics is that it enhances social interaction. In fact, 48% of the target pupils believe that the kinesic behaviour of their teachers of English creates a good atmosphere with the pupils and this leads to establish a good teacher-pupil relationship. This sustains the claim reviewed in the literature that “*one key function of gestures is to build positive relationships between the interlocutors* (Kusanagi, 2005: 391). The videos as well illustrate this statement, as in most of the recorded lessons the pupils are motivated, focused, and involved more in the class when the teacher smiles, keep eye-contact and use praise gestures such as thumb up gesture. Whereas when the teacher is steady and holds a neutral face the pupils are bored and do not follow the teachers’ explanations. Thus, through using body language teachers think of the classroom as a personal or social space in which they interact with students more closely.

3.8.Kinesics as Organizer of Teachers’ Discourse

The majority of the teachers’ body language organizes their speech and makes it more cohesive and coherent. This supports McCafferty’s (2008: 139) claim that “*Kinesics in language classroom... provides teacher’s discourse with a cohesive and coherent character*

besides making meaning". The teachers' arguments in favour of this fact is that since body movements co-occur with the verbal language so they order the spoken message and help the teachers to deliver their speech smoothly. Consequently, pupils stay focused, follow the teaching points effortlessly and their learning feedback will be satisfactory.

Moreover, 66% of the pupils see that besides making meaning, the kinesic behaviour of their teachers of English plays a central role in making their discourse cohesive and coherent. This organisation of ideas in fact helps the pupils to follow and understand better. This provides evidence that "*gestures are effective "paraphrasing" devices to help clarify complex or ambiguous language*" (Antes, 1996 cited in Kusanagi, 2005: 389). To illustrate, when an MS1 pupil made a grammar mistake, his teacher nodded his head and waved his index finger while saying "*No, it is singular*" (A2-T2-L2). Here, the teacher's kinesic behaviour corresponds with his verbal message and provides feedback for the pupil.

3.9. The Cognitive, Affective and Organizational Functions of Teachers' Kinesics

English language teachers use body movements in the classroom to improve the pupils' comprehension first then to regulate conversations second and third to reflect emotional states. That is to say, the main reason behind the use of kinesic behaviour by teachers of English is cognitive. This indeed clearly illustrates the claim that "*teachers gesture more frequently to introduce new material, explaining vocabulary and grammar*" (Beattie & Shovelton, 2000 cited in Elena Nicoladis et al, 2007). An example elicited from the videos shows that when a female teacher uttered the verb "to sleep" to her MS1 pupils, she put her two joint hands under her cheek and closed her eyes (A2-T5-L3). Thanks to this kinesic behaviour, the pupils understood the meaning of the verb 'to sleep'.

Besides, the participant teachers explain the *Cognitive function* of kinesics by reporting that body movements elucidate the verbal message and help the pupils to store the information in their memories for a long time. Since their “*teachers’ gestures enhance the comprehension of the message either by illustrating words or ideas, emphasizing important words or marking contrasts and comparisons* (Sime. D, 2008), MS pupils understand and learn English more. In one recorded lesson, the teacher gave the opposite of upside (i.e. upright) by joining her two hands and directing them forward (A2-T1-L1).

As far as the *affective function* is concerned, most of the pupils are affected and interested in the movements of their teachers and this helps in establishing intimate relationship between the pupil and the teacher. This makes appeal to the claims which state that “*when teachers communicate with their learners, this may influence the learners’ affective state*” (Kusanagi, 2003) and that “*one key function of gestures is to build positive relationships between the interlocutors* (Kusanagi, 2005: 391).

As concerns the *organizational function*, teachers’ body language helps them to be organized and ordered in the classroom on one hand; and it organizes the work of the pupils by showing them the beginning and the end of tasks on the other hand. This organization creates “*a sense of shared social, physical, symbolic, and mental space*” (Hong & Gonzales, 2012: 15) that “*assist positive interaction between interactants*” (McCafferty, 2002).

III. Gender Differences and MS English Language Teachers’ Kinesics

As stated in the previous sections, Hostetter & Hopkins (2002) have found that women gesture more than men. The present study proves the above statement. First, most of the participant teachers see that female teachers gesture more than their male colleagues.

Second, 62% of the middle school pupils think that female English language teachers use gesture more than male teachers. This is consistent with Nicoladis' claim that "*women gesture more than men in their L2, as is the case for L1 use* (Elena NICOLADIS et al, 2007).

Third, another argument found in the study is that male teachers are more authoritative so they do not need to use lots of body movements to manage the class.

Finally, the assertion that "*men display less emotion through smiling due to socialized rules that require them to remain emotionally neutral* (Hall, 1984) is justified in the participant teachers' argument that male teachers are calm, not talkative and do not often move in the class; rather, they prefer to stay steady while delivering their lesson.

In sum, in middle school classes, the English language teachers under investigation employ **many modes** when teaching to make sure that their pupils understand the teaching points. As far as the learners are concerned, the study found that most of the pupils prefer the teachers who vary the modes when explaining because this enhances their understanding and motivation to learn English. Add to this, the participant teachers use their **body language** when teaching English in MS classes. The reasons presented by the participant teachers and their pupils are that kinesics enhances the comprehension, motivation and concentration of the pupils; sustains the storage of information in pupils' minds; contributes to the process of classroom interaction; replaces some explanations in the native language, organizes the lesson and builds positive relationships between teachers and pupils. Finally, female teachers gesture more than male teachers in MS English language classes.

To end up with, the discussion section shows that the results of the three research techniques: video recording, interview and questionnaire are congruent as they all present solid arguments which support the three main hypotheses set at the beginning and answer the research questions.

General Conclusion

The present master dissertation has investigated teachers' kinesics in MS English language classes. It has focused on the analysis of gestures, facial expressions, gaze, head motion and body posture using a Social Semiotic Multimodal Approach. It has also dealt with gender differences to figure out whether male English language teachers use their kinesic behaviour in the same way as their female colleagues.

Using a Social Semiotic Multimodal Approach (Jewitt, 2009) and working with a kinesic framework, the study tried to shed light on the role of teachers' kinesics in promoting their pupils' learning process. We hypothesized that when MS English language teachers use body language intentionally and instructively they facilitate and enhance their pupils' understanding of the teaching materials. Hence, teachers' Kinesic behaviour improves the quality of teaching and yields positive learning outcomes. Indeed, the results obtained in the study proved the accuracy of the advances hypotheses.

Our dissertation has targeted two main objectives. The first objective is to examine the impact of kinesics on the teaching efficiency in MS English classes and to see whether it enables pupils to better comprehend the teaching materials and better learn the target language. The second objective is to look into the possibility of gender differences; that is, investigating the way male and female English language teachers use their kinesic behaviour.

To conduct the investigation, we adopted Mixed Methods Research. We combined between quantitative and qualitative methods for data collection and data analysis. The data consisted of a manually transcribed corpus of 256 scenes extracted from fifteen videotapes of five filmed MS English language teachers; manually transcribed interviews conducted with four participant teachers and data obtained from one-hundred questionnaires administered to MS pupils.

For the quantitative part, we used statistical package for the social sciences to generate statistical data in order to facilitate the analysis of questionnaire data. And for the

qualitative part, we interpreted and explained the results obtained from the videos by adopting a social semiotic multimodal approach alongside a kinesic framework; and we interpreted the results of the interview by using content analysis.

The social semiotic multimodal analysis of the videos revealed that all the teachers of English under investigation use their body movements in the MS class as a resource for English language teaching. Their use of kinesics is intentional and instructive as they employ the different kinesic resources: gestures, facial expressions, gaze, head motion and body posture purposefully to make their message comprehensible to MS pupils. The analysis also showed that each of the kinesic resources carries particular meaning in different classroom situations, and each one displays different modal affordances. When all these kinesic resources are organised with other semiotic resources, they are designed into multimodal ensembles. Each element in the ensemble carries part of the meaning only; and when all the elements are combined together the whole meaning is constructed and easily transmitted to pupils. Add to this, the analysis of the videos further reported that female teachers use their body movements more than male teachers.

The content analysis of the interviews demonstrated that all the participant teachers are aware of the importance of multimodality in enhancing MS pupils' learning process; and the proof is that they all teach using different modes such as realia, writing, drawing, singing, gesturing...etc. Moreover, the analysis focused on the use of a particular mode which is body language, and revealed that the participants use kinesics in the MS class for the following educational purposes: enhancing pupils' comprehension of the teaching points, sustaining pupils' storage of information, overcoming teachers' lexical limitations, promoting classroom interaction, organizing the flow of the lesson, and replacing pupils' native language.

The SPSS analysis of the questionnaires showed that more than half of the MS pupils understand more and many of them are motivated when the teachers of English vary the

modes when teaching. The analysis focused only on the kinesic mode and reported that the majority of MS pupils understand more, concentrate more, are motivated more, and participate more when their teachers gesture in English classes. The findings have shown that a great number of MS pupils save the information in their memories better thanks to the kinesic behaviour of their teachers. The analysis also revealed that a considerable amount of MS pupils build positive relationship with their teachers thanks to teachers' body language. Additionally, the majority of the pupils reported that their female English language teachers gesture more than male teachers.

In brief, the results of the study are in line with Jewitt's (2009) conception of multimodality and do support the social semiotic tradition; as the investigation shows that kinesics is a significant semiotic resource that should be taken into account when teaching English for MS learners. The majority of the participants under investigation always use their body in their lessons. Most of them often use their body movements in the classroom for three main purposes: cognitive, organizational and affective. In the cognitive function, the feedback of the MS pupils in terms of understanding, concentration, target language learning and memory retrieval is satisfactory when teachers explain using their body movements. As far as the organizational function is concerned, kinesics orders teachers' discourse and organizes classroom interaction; and this creates a comfortable atmosphere that encourages learners to learn English. As for the affective function, body language improves teacher-pupil relationship and makes the pupils motivated, interested and more willing to learn the target language. Hence, because the teachers employ the kinesic resources alongside other semiotic resources in English language classes and their pupils get positive learning outcomes; this means that both teachers and their learners are aware of the crucial role that multimodality in general and kinesics in particular plays in language education.

Our study has hopefully contributed to the field of multimodality by shedding light on a significant but neglected semiotic mode; kinesics. This study may pave the way for future research investigating many other modes that people use to communicate in different social contexts; notably other nonverbal components such as Proxemics and Chronemics.

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Appendices

Appendix 1: Authorizations

MINISTRE DE L'ENSEIGNEMENT SUPERIEUR
ET DE LA RECHERCHE SCIENTIFIQUE

REPUBLIQUE ALGERIENNE
DEMOCRATIQUE ET POPULAIRE

UNIVERSITE « MOULOUD MAMMERI » DE TIZI-
OUZOU
FACULTE DES LETTRES ET DES LANGUES
DEPARTEMENT D'ANGLAIS



A

MONSIEUR Le Directeur de
L'Education de Tizi ouzou

Objet: Autorisation d'accès

Nous vous saurons gré de bien vouloir autoriser :

Mlles CHALAL FATIMA ZOHRA et CHABLI AZIZA

Né (e)

Inscrites au département d'Anglais durant l'année universitaire **2014/2015**, en 2ème année de Master en Lettres et Langue Anglaise , de mener une enquête entrant dans le cadre du mémoire de fin d'études, au sein des lycées ou CEM de Tizi Ouzou.

Intitulé du thème: "A Multimodal Analysis of Teachers' kinesics (Body Language)"

En vous remerciant d'avance, nous vous prions d'agréer Monsieur le Directeur,
l'expression de nos meilleures salutations.

Fait à Tizi Ouzou le 17/02 /2015

Le chef de département.



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

تيزي وزو في: 2015/02/17

مديرية التربية لولاية تيزي وزو
مصلحة التكوين و التفتيش

مدير التربية
إلى

السيدات و السادة مديري ثانويات ولاية تيزي وزو
السيد والسادة له سرى موسطات ولاية تيزي وزو

الموضوع : استقبال طالب جامعي للقيام بتربص و بحث و تربص ميداني .
المرجع : مراسلة السيد رئيس قسم اللغة الإنجليزية بكلية اللغات بجامعة مولود معمري
تيزي وزو.

بناء على الإرسال المشار إليه في المرجع أعلاه و المتضمن التماس الموافقة على استقبال الطالبين شعلال فاطمة الزهرة و شابلي عزيزة بصفتهم طالبتين جامعتين بقسم اللغة الإنجليزية بكلية اللغات جامعة مولود معمري تيزي وزو للقيام ببحث و تربص ميداني في مجال تخصصهما، يشرفني أن أطلب منكم استقبال الطالبتين المعنيتين اعتبارا من 2015/02/10 إلى نهاية بحثهما و تربصهما . بمؤسستكم على أن تخضعا خلال فترتهما التربصية و البحثية إلى الضوابط القانونية التي تحكم سير المؤسسة و الموظفين العاملين بها.

و إنني على يقين من أنكم لن تدخروا وسعا من أجل تسهيل مهمة الطالبتين بمدهما بالمساعدات و الوسائل التي يتطلبها بحثها و تربصهما الميداني

عن مدير التربية و بتفويض منه
رئيس مصلحة التكوين و التفتيش
العموش

A Monsieur/Madame.....

Enseignant (e) de la langue Anglaise

CEM.....



Objet : Autorisation.

Monsieur/ Madame,

Dans le cadre de la préparation de notre Mémoire, nous nous permettons de vous solliciter pour être notre participant(e) ciblé(e) et nous autoriser à assister et filmer quelques séances de vos cours.

Nous portons a votre connaissance monsieur/madame, que nous sommes étudiantes en deuxième année Master ; option : Linguistique appliquée et sémiotique sociale (Université Mouloud Mammeri de Tizi Ouzou).

Nous vous assurons, monsieur/madame l'enseignant(e), que votre nom et les séquences qui vont étre filmées seront protégées de toutes utilisations non souhaitées ; on vous garanti que les vidéos seront détruites une fois notre travail est accompli.

Dans l'espoir que notre demande sera recueillie favorablement, nous vous prions de croire, monsieur/madame l'enseignant(e), à l'assurance de notre respectueuse considération.

Tizi-Ouzou le, 12/04/2015

Les intéressées

P/ Le Président de l'APC CHALAL Fatima Zohra
de TIZI - OUZOU
Le Chef de Bureau de l'Antenne
Administrative N. Ville
SMAIL Meziane

CHABLI Azizo

والسيد
في 12 ربيع
12 AVR 2015



Le Directeur de
l'établissement

des enseignants :

M. M
Mme
H
M

A Monsieur/Madame.....

Enseignant (e) de la langue Anglaise

CEM.....

متوسطة الاخوة الشهداء قرقندل
فريق منير فيزي وزو
الهاتف : 026.20.66.20

Objet : Autorisation.

Monsieur/ Madame,

Dans le cadre de la préparation de notre Mémoire, nous nous permettons de vous solliciter pour être notre participant(e) ciblé(e) et nous autoriser à assister et filmer quelques séances de vos cours.

Nous portons a votre connaissance monsieur/madame, que nous sommes étudiantes en deuxième année Master ; option : Linguistique appliquée et sémiotique sociale (Université Mouloud Mammeri de Tizi Ouzou).

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Dans l'espoir que notre demande sera recueillie favorablement, nous vous prions de croire, monsieur/madame l'enseignant(e), à l'assurance de notre respectueuse considération.

Tizi-Ouzou le, 17/04/2015

Les intéressées

CHAIAL Fatima Zahra

CHABLI Aziza

P/ Le Président de l'APC
de TIZI - OUZOU
Le Chef de Bureau de l'Antenne
Administrative de la Ville
SMAIL Meziane



رئيس المؤسسة
م. م. م. م.

د السيد
في الحضر
12 AVR 2015

Platilla par

ne le 17.04.2015
a- BOUTAREAH
57901
Azazga
ne le 22.10.1981
a YAKOUBEN

A Monsieur/Madame.....

Enseignant (e) de la langue Anglaise

CEM.....

متوسطة بعبوش سعيد
تيزي وزو

Objet : Autorisation.

Monsieur/ Madame,

Dans le cadre de la préparation de notre Mémoire, nous nous permettons de vous solliciter pour être notre participant(e) ciblé(e) et nous autoriser à assister et filmer quelques séances de vos cours.

Nous portons à votre connaissance monsieur/madame, que nous sommes étudiantes en deuxième année Master ; option : Linguistique appliquée et sémiotique sociale (Université Mouloud Mammeri de Tizi Ouzou).

Nous vous assurons, monsieur/madame l'enseignant(e), que votre nom et les séquences qui vont être filmées seront protégées de toutes utilisations non souhaitées ; on vous garanti que les vidéos seront détruites une fois notre travail est accompli.

Dans l'espoir que notre demande sera recueillie favorablement, nous vous prions de croire, monsieur/madame l'enseignant(e), à l'assurance de notre respectueuse considération.

Tizi-Ouzou le, 12/04/2015

Les intéressées

H. Kh. No
PEF d'anglais
CEA Babache Saïd

P/ Le Président de l'APC
de TIZI OUZOU
Le Chef de Bureau de l'Antenne
Administrative N° 01
SMAIL Meziane

CHABLI Aziza

ne le 22-04-1994
à BORDJ (ALGERIE)
(157901)
à Azazga
ne le 22-12-1986
à ALGERIE

أحمد السيد
مكتبه الواقع
في دارو تيزي

11 2 AVR 2015

Établie par

6 جويلية

Appendix 2: Corpus

1- Transcription of the Videos

Teacher 01

Lesson 01

Duration of the video: 18:22mn

Date: March 12th, 2015.

Hour: 08h-09h

Number of pupils: 27

Males: 19

Females: 08

Level: 4th year middle school

Teacher: Female

Title of the lesson: Revision. File Four “Then and Now”.

- **03:30mn.** The class was correcting an activity then a pupil answered: “...the horse who”; the teacher raises her two palms and frowns her mouth so as to say “I don’t know”.

-**03:38mn.** All the class was screaming when the teacher asked for the justification of an answer provided by a pupil. Then, the teacher cried: “Slowly, and raise your hand!” When she uttered “slowly” she raised and lowered her left hand three times repeatedly; and when she uttered “raise” she raised her index finger.

- **06:46mn.** When the teacher said “No, it’s the opposite” she crossed her two hands.

-**06:54mn.** When the teacher asked: “Why did they paint animals on the walls upside down? She put her right hand on her left hand.

-**07:14mn.** When the teacher said: “In the past of course.” she put her right hand behind her back.

-**07:50mn.** The teacher gave the opposite of upside (i.e. upright) by joining her two hands and directing them forward.

-**10:12mn.** When the teacher said: “On the horse back” she points with her right hand to her back.

-**12:21mn.** When a pupil was providing an answer the teacher was nodding her head to encourage him to carry on.

-**12:27mn.** When the teacher asked her pupil “What is repeated twice here?” she raised her index and middle fingers.

-**12:50mn.** A pupil provided a wrong answer, and then the teacher waved her right hand so as to say: “It is not exactly this you should think again”.

-**14:31mn.** A pupil raised his hand to answer then he went directly to write it on the board. Here, the teacher points to her mouth with her index finger while saying: “say it first.”

-**15:28mn.** When a pupil was writing an answer on the board, the teacher asked him to underline the verb and at the same time she drew a line with her thumb and index finger.

- **16:19mn.** The teacher was explaining an activity, and then she said: “After or after that both are correct.” Meanwhile, she rubs her right index finger with her left index finger so as to say “both”.

-**16:24mn.** When the teacher said: “He smoke a cigarette”, she mimed the action of smoking with her middle and index fingers.

-**16:59mn.** The teacher said: “The clothes smell good”. When she uttered “clothes” she points to her clothes, when she uttered smell she points to her nose with her index finger and when she uttered “good” she made a thumb up gesture.

-17:40mn. When the teacher was explaining a pupil was looking through a window which was opened. Then, the teacher was angry and ordered him: “jump! Jump!” meanwhile she made the action of jumping with her hand and arm.

-18:12mn. The teacher explained: “Give up means stop” and at the same time she crossed her two hands by putting them in a parallel horizontal position.

Teacher 01

Lesson 02

Duration of the video: 28:37mn

Hour: 08h-09h

Males: 16

Level: 2nd year middle school

Title of the lesson: Food. Lesson two: Practise.

Date: April 06th, 2015.

Number of pupils: 29

Females: 13

Teacher: Female

-0:43mn. The teacher shows a picture of Garlic and asked the pupils to name it. When a pupil replied: “Onion”, the teacher nods her head from right to left and waves her index finger while saying: “No! It’s not onion”. When another pupil answers: “Garlic”, the teacher smiles and raises her eyebrow while saying “Good! Very good Zohra. It’s garlic.”

-01:57mn. The teacher shows a picture of onion. When a pupil replied: “It’s onion”, the teacher nods her head from up to down and points with her index finger to her eyes while saying: “Now, you see the difference”.

-02:15mn. The teacher was explaining and then suddenly she points with her index finger to her mouth by hitting it repeatedly while saying “Melissa, your chewing gum, please!”

-04:23mn. The teacher shows a picture of pepper. When she said: “The colour that we find here in Algeria is just the green one”, she points with her index finger to the ground repeatedly. The teacher waved or balanced her hand while saying: “from time to time we can find the red one”.

-04:30mn. A pupil raises his hand and said: “Misses, it’s from Mexico”. The teacher was surprised; she widens her eyes, raises her eyebrow and curls back her mouth while saying: “Ahhh! I don’t know. I’m not sure. I’ll check Rayan ok”. Then she smiles while looking at her pupil as a sign of pride.

- 05:18mn. The teacher said: “This pepper is not sweet. When you eat it, it hurts your tongue”. When she uttered “hurts” she opens and closes her hand (fingers) repeatedly. And when she uttered “tongue” she points to her tongue with her index finger.

-06:23mn. The teacher raises her hand while saying: “You raise your hand”.

-11:35mn. The teacher asked the pupils to read the list of food on the board. When she said: “Now, the fifth one.” She raised her hand and moved the five fingers to mean number five.

-12:13mn. The teacher cries: “Touati! Follow” while pointing with her hand to the board.

-13:27mn. The teacher said: “Now I’m going to give you food and you are going to classify them in the right column; it means, does it belong to vegetables, to fruits, to dairy products...etc and meanwhile she was listing with her fingers.

- 13:49mn. When correcting the activity, a pupil asked: “what is pear?” The teacher took an artificial (plastic) pear and showed it to her pupil while saying: “This is a pear.”

-16:23mn. The teacher took a plastic watermelon (just a piece) then she asked: “And the one which is yellow and rounded, how do we call it?” while gesturing with her two hands making a ball.

-17:05mn. The teacher showed a plastic tangerine and said: “Repeat all together” pointing to the whole class with her two hands making half a circle or an arch.

-24:00mn. The teacher shows a picture of mushrooms and said: “Who’s got a good memory? And she points to her head with her index finger.

- **27:34mn.**For the homework, the teacher took a handout containing the different parts of the body. Each time she mentions an organ in the face: the eyes, the nose, mouth, tongue, ears; she points to it with her index finger.

Teacher 01

Lesson 03

Duration of the video: 23:35mn

Date: April 06th, 2015.

Hour: 09h-10h

Number of pupils: 27

Males: 11

Females: 16

Level: 4th year middle school

Teacher: Female

Title of the lesson: Food. Lesson two: Practise.p.145

-**01:11mn.**The teacher was listing with her left index finger and her right fingers when naming the persons that are on the beach: Bill, the father, Kathy, uncle Joe, mother, uncle Charles, aunt Mary and Lucy.

-**01:37mn.**The teacher asked: “What was uncle Charles doing on the beach yesterday? Then, she points with her right hand to a book on a table while ordering: “Look at the picture.”

-**01:45mn.** When the teacher said: “Yesterday” she points with her thumb behind her.

-**02:00mn.** When the teacher said: “The mother was having an ice-cream” she mimed the action of eating ice-cream with her clenched fist and her mouth.

- **03:39mn.**The teacher asked: “... all these people were doing activities. What Happened suddenly?” when she uttered “suddenly” she opens her two palms and raises them.

-**04:26mn.**When she said: “The mother was screaming” She opened her palm and placed it near her mouth so as to scream.

-**05:04mn.**The teacher said: “The actions took a certain time in the past but suddenly they were stopped” when she uttered “took a certain time” she puts her two palms in a parallel position. When she uttered “the past” she puts the two palms behind her back. And when she uttered “suddenly” she raised her hands fastly.

-**05:50mn.** When the teacher explained: “So we’re going to use two tenses: past simple and past continuous” she raises two fingers the index and the middle to suggest number two.

-**07:19mn.** The teacher explained: “Awful means terrible not good at all”. When she uttered “terrible” she crumpled her face and tightened her eyes.

- **07:35mn.**The teacher said: “A fly dived into my cup of coffee” while miming the action of diving with her right arm and hand.

-**07:43mn.**The teacher asked: “What is a fly? A pupil replied: “ c’est voler” the teacher said: “not to fly” while making the action of flying with her two hands and arms.

-**08:04mn.** The teacher draws a cup of coffee and an arrow diving into it.

-**08:34mn.**When the teacher asked: “Do you know what is an oven? It’s where we cook cakes...and so on” she draws a square with her index finger to suggest ‘oven’.

-**08:56mn.**The teacher mimed the action of slipping with her leg to explain the verb “to slip”.

-**09:29mn.**The teacher said: “I break my sun glasses” when taking off her glasses; and miming the action of breaking with her two clenched fists.

-**09:56mn.** The teacher points to the light of the room with her hand while closing and opening them repeatedly to explain the word “light”.

-**10:39mn.** The teacher said: “We are afraid” while opening her eyes and shaking her two hands.

-11:18mn. The teacher asked her pupils: “Put the verbs between brackets in the correct form” while making brackets with her two index fingers.

-14:46mn. When a pupil made a mistake the teacher tightens her eyes and grits her teeth (i.e. she frowns her face).

-14:59mn. The teacher said: “It’s a short action” while putting her index finger and her thumb in a parallel position and narrowing them.

Teacher 02

Lesson 01

Duration of the video: 47:30mn

Date: April 12th, 2015.

Hour: 09h-10h

Number of pupils: 21

Males: 11

Females: 16

Level: 1st year middle school

Teacher: Male

Title of the lesson: File 05, sequence: one, lesson: two. How much is?

-01:58mn. The teacher said: “Ok! All together you repeat the date” and at the same time he made an arch with his two hands and direct it to the whole class to mean ‘all’.

-04:01mn. The teacher explained: “Food is every thing we eat and put in our stomach” while pointing with his left hand to his belly.

-04:47mn. When the teacher said: “What did the woman buy yesterday” he points with his right thumb behind his back to refer to yesterday.

- 05:53mn. The teacher said: “Now, I draw the picture then you remember the dialogue” when he uttered “remember” he placed his index finger near his head and moves it by making a kind of circles repeatedly.

- 07:06mn. When the teacher asked his pupils: “Is it a nice drawing?” he made a thumb up gesture.

- 08:00mn. The teacher said: “She has got money and she wants food”. When he uttered “money” he taped his pocket with his right hand and when he uttered “wants” he put his hand on his chest.

-09:33mn. When the teacher said: “Tell me what she buys” he rubs his thumb and index finger.

-10:35mn. When the teacher said: “The shop-keeper is serving” he mimed the action of serving/ giving something with his two hands.

-10:50mn. When the teacher said: “How much is that, please!” he put his hands inside his pocket then he took it off.

-11:27mn. When the teacher said: “Thank you. Good bye!” he raised his right hand and waved it.

-13:07mn. When the teacher explained the word “nearly” he waved his hand from the right to the left while bending down his lips.

-13:42mn. “How many grams in one pound? Less than one kilo or more”. When he uttered “less” he lowered his hand and when he uttered “more” he raised his hand.

-14:49mn. The teacher said: “The customer is going to pay the bill” when he uttered “bill” he draws a rectangle with his left and right index fingers.

-16:06mn. The teacher asked: “How much is one kilo of potatoes now?” when he uttered “now” he points his index finger to the ground.

-18:51mn. When the teacher explained the word “half” he mimed the action of cutting something into half by crossing his right hand against his left hand.

- 23:53mn.** The teacher asked a pupil to read the number 355. When the pupil answered: “thirty-hundred” the teacher joints his two hands, places them near his mouth and makes a sad face so as to say “come on please!”.
- 28:20mn.** When the teacher said: “I am the shop-keeper” he put his hand on his chest.
- **29:44mn.** The teacher made a thumb up gesture while saying “good” when a pupil played the dialogue well.
- 30:29mn.** When the teacher said: “Loudly please!” he raised his hand then he touched his throat.
- 33:05mn.** When the teacher said: “Now, shut your books” he mimed the action of shutting with his two hands.
- 36:05mn.** When the teacher said: “Don’t open your books” he waved his index finger.
- 39:00mn.** When the pupils were screaming the teacher made a time-out gesture.
- 40:09mn.** When the teacher articulated the letter “o” he jointed his thumb and index finger to make a circle and when he articulated the letter “s” he draws a line which resembles to the letter ‘s’ with his index finger.

Teacher 02

Lesson 02

Duration of the video: 47:30mn

Date: April 12th, 2015.

Hour: 09h-10h

Number of pupils: 21

Males: 11

Females: 16

Level: 1st year middle school

Teacher: Male

Title of the lesson: File 05, sequence: one, lesson: two. How much is?

- 02:18mn.** The teacher asked his pupils: “Remind me of the dialogue that we saw last time” while pointing to his head with his right index finger and narrowing his eyes.
- 02:49mn.** The teacher explains: “The customer was a woman and the shopkeeper was a man”. When he uttered “man” he points with his right thumb and index finger and his left thumb and index finger to his mouth to draw a moustache.
- 03:15mn.** A pupil was answering quietly then the teacher put his hand near his ear so as to say: “speak up!”
- 03:17mn.** A pupil answered “Can it help you” and the teacher nods his head to mean no. Then he points to himself with his index finger so as to say “I”.
- 03:25mn.** When the pupils forgot the word “please”, the teacher was trying to help them remember it by joining his right and left hands and bowing as a sign of politeness.
- **04:09mn.** The teacher asked his pupils: “Do you like potatoes?” when the pupils answered “yes” the teacher replies but they are very very and here he rubs his index finger and his thumb to help the pupils find the adjective “expensive”.
- 04:27mn.** The teacher adds: “Whereas in the past they were very cheap” when he uttered the word “past” he pointed with his thumb behind his back.
- **05:14mn.** When the teacher asked the pupils: “How much money did she pay?” he helped them to understand the question “how much” by rubbing his index finger and his thumb then counting his fingers.
- 05:24mn.** A pupil answered: “one hundred and fifty” then the teacher narrowed his right eye and pinched his lips then he said “no”.
- 07:40mn.** The teacher explained: “This is what we call a pair work”. When he uttered the word “pair” he raised his index and middle finger.
- 08:09mn.** A pupil said “I want two kilos of sugar” then the teacher stopped her and drew a square with his right and left index fingers to help her find the word “packet”.

- 09:39mn.** A teacher directs his gaze towards a pupil and points to his mouth with his index finger while chewing so as to order him “throw you chewing gum.”
- 09:34mn.** The teacher points to his ear with his index finger while ordering his pupils “listen!”
- 10:13mn.** The teacher points to his mouth with his thumb and mimed the action of drinking to help the pupils understand the words: bottle and mineral water.
- 11:13mn.** The pupils couldn’t understand the meaning of “bottle” thus the teacher drew a bottle on the board.
- 13:08mn.** The teacher asked the pupils: “who can repeat it?” while making a kind of a circle many times with his index finger.
- 13:12mn.** The teacher raised and lowered his hand repeatedly while saying “loudly please!”
- 13:33mn.** The teacher points to his mouth while asking his pupils: “articulate please!”
- 15:48mn.** The teacher joints his right and left hands then he opened them slowly while ordering his pupils “open your books on page104”
- 16:31mn.** The teacher draws a picture of a jar to help he pupils guess its meaning.
- 19:08mn.** The teacher asked his pupils: “Give me a ruler please!” while making the action of underlining with his thumb and index finger joint together.
- 23:29mn.** The teacher crossed his lips with his index finger so as to say “stop talking”.
- 25:16mn.** The teacher raised his two hands and arms near his shoulders to mean “I don’t know”.
- 29:59mn.** The teacher looked up, raised his two palms as a sign of praying then he kissed his palms so as to say “thanks God for that” when a pupil stood up to write the answer on the board.
- 30:32mn.** The teacher asked his pupils: “have you understood?” while pointing to his head with his index finger.
- 31:27mn.** The teacher jointed his two hands while saying: “you shut your exercise book”.
- 32:39mn.** The teacher asked his pupils “You cross your arms” while crossing his arms.
- 33:50mn.** When a pupil answered: “There are two bananas” the teacher replied: “You have to put glasses” and at the same time he points to his glasses with his index finger.
- 35:57mn.** When the teacher said: “There are three” he raised three fingers: the thumb, index and the middle fingers.
- 37:32mn.** The teacher raised his palm as a sign of stop while saying: “wait a minute”.
- 39:18mn.** One pupil answered: “There are one pear”, then the teacher nods his head and raises his index finger while saying “No, it is singular”.
- 40:29mn.** The teacher raised his two arms and made an arch with his two hands while saying: “How many pupils are there in the classroom?” Then when he adds: “This classroom” he points his index finger to the ground.
- 41:11mn.** The teacher orders the class: “Let’s count” while moving his right arm and hand forward towards the pupils.
- 41:22mn.** The teacher directs his index finger towards a pupil who came just to answer while saying: “You’re right, twenty one pupils.”
- 41:29mn.** The teacher said: “There are exactly twenty-one pupils” while making a circle with his thumb and index fingers to refer to the adjective ‘exactly’.

- **42:30mn.** A pupil answered: “There are three tomatoes” then the teacher made two circles with his two hands and placed them on his eyes without uttering a word so as to say “you should put glasses because there are four”.

-**42:41mn.** All the pupils raised their hands to correct the mistake then the teacher crossed his two arms without uttering a word so as to say “stop screaming”.

-**43:05mn.** When the teacher said: “You were not listening”, he nods his head and points with his index finger to his ear.

-**44:15mn.** The teacher explained: “We can eat it” and he points to his mouth with his five fingers joint together.

-**46:14mn.** In order to explain the word “meat” the teacher pinches his left hand and mimed the action of cutting meat with a knife with his right hand.

-**46:19mn.** To refer to “mutton” the teacher used his two hands to make horns then he placed them in the right and left sides of his head.

-**47:12mn.** When the teacher said: “You split it with your classmate”, he mimed the action of breaking something with his two hands.

Teacher 02

Lesson 03

Duration of the video: 31:39mn

Hour: 14:30h-15:30h

Males: 05

Level: 4th year middle school

Title of the lesson: Tutorials

Date: April 12th, 2015.

Number of pupils: 11

Females: 06

Teacher: Male

-**01:52mn.** The teacher informs his pupils: “Tomorrow you’ll have a test if God wants to”. When he utters “God” he points with his index finger to the roof.

-**04:27mn.** The teacher was explaining an activity about crosswords. When he uttered the word “cross” he drew a horizontal line with his hand, and when he uttered the word “down” he drew a vertical line with his hand.

-**05:38mn.** When the teacher said: “From time to time” he directs his head to the right side then to the left side.

- **07:17mn.** The teacher lists the language items: adverbs, synonyms, adjectives, possessive pronouns and at the same he counts his fingers.

-**10:28mn.** The teacher explained the word “wings” by mimicking the action of flying with his two arms.

- **12:36mn.** The teacher opens his right palm and raises it then he puts his left index finger on his mouth while saying “Stop!”

- **18:59mn.** When the teacher said “I don’t know where it is” he raised his two hands and shrugs his shoulders at the same time.

-**22:39mn.** When the teacher utters the word “bees” he mimed the action of flying with his thumb and index finger joined together, mimed the sound “zzzzzzzz” then he licked his index finger to refer to “honey”.

-**28:37mn.** When the teacher said: “These are teeth and this is tongue” he points to his teeth then to his tongue with his index finger.

-**28:57mn.** When the teacher said: “epiglottis” he shakes his index finger repeatedly while pointing inside his mouth.

-**31:21mn.** The teacher was listing different jewelries. When he uttered earrings, bracelets, ring he points to his ear, arm, and finger respectively with his index finger.

-**31:35mn.** The teacher said: “Good bye everybody” and at the same time he waved his right hand.

Teacher 03

Lesson 01

Duration of the video: 37:44mn

Hour: 14:30h-15:30h

Males: 16

Level: 3rd year middle school

Title of the lesson: Comparing

Date: April 05th, 2015.

Number of pupils: 30

Females: 14

Teacher: Female

-**01:17mn.** When a pupil was answering to a question the other pupils were making noise. Here the teacher widens her eyes and directs her gaze towards them while making the sound “chut!”

-**01:26mn.** A pupil answered: “Algeria is smaller than Tunisia” then the teacher frowns her face while saying: “smaller?!”

-**01:41mn.** “Algeria larger than Tunisia” the teacher points with her pen to her ear while tightening her eyes so as to say: “I didn’t hear you well, do you mind to repeat!”

-**2:24mn.** When the teacher said: “It’s too long!” she placed her two hands in a horizontal parallel position.

-**02:27mn.** When the teacher said: “There are three adjectives which do not accept the suffix ‘er’” she raised three fingers: the middle, the index and the thumb.

-**03:33mn.** The teacher cries: “Zohir! Is it the time for eating?” while widening her eyes and directing her gaze towards the pupil.

-**06:44mn.** When the teacher said: “I see you then” she directs her index finger to the pupils by making a kind of a circle to refer to the future.

-**06:48mn.** The teacher explains: “Now we are speaking about comparison” she put her two hands in a parallel position then she starts raising one over the other to refer to ‘comparing’.

-**08:02mn.** When the teacher said: “Tipaza is situated in the west of Algiers” she directs her left hand to the left side.

-**08:04mn.** The teacher adds: “It is about six-hundred kilometres” while waving her hand to mean “nearly”

-**08:12mn.** The teacher asked: “which is further than the other?” and at the same time she distanced her right hand from her fixed left hand to refer to ‘distance’.

-**08:49mn.** When the teacher said: “Now we are going to see comparatives with long adjectives” she put her left and right index fingers in a horizontal parallel position suggesting the word ‘long’.

-**08:52mn.** The teacher said: “Large is a short adjective” and at the same time she narrowed the distance between her left and right index fingers that she put in a horizontal parallel position.

-**09:12mn.** The teacher said: “Always the same what about the others are you asleep?” and she mimed the action of sleeping by putting her two hands joint together under her left cheek.

-**10:18mn.** The teacher asked: “What costs too much money? At the same time she rubbed her thumb and her index finger.

-**11:10mn.** The teacher points to her ring with her index finger then she took it out of her ...finger while saying: “This is a ring”.

-12:19mn. When the teacher said: “Can you hold it in your ear?” she put her hand on her ear by frowning her face.

-13:55mn. When the teacher told her pupils: “Imagine this is a test she put her index finger near her head and started turning it.

-17:26mn. The teacher asked her pupils: “more + adjective + than equals what?” and when a pupil answered: “Superlative” the teacher held her hips lowered her eyebrows and tightened her lips as a sign of disappointment.

-17:45mn. The teacher directed her gaze to a pupil who was making noise and at the same time she was explaining a language structure.

Teacher 03

Lesson 02

Duration of the video: 43:23mn

Date: April 08th, 2015.

Hour: 11h-12h

Number of pupils: 31

Males: 19

Females: 12

Level: 3rd year middle school

Teacher: Female

Title of the lesson:

- 00:16mn. The teacher said: “The last lesson was about comparing two items while raising her index and middle finger to suggest number two.

-01:41mn. When the teacher explained: “the list of short adjectives is very very long” she put her two hands in a vertical parallel position.

-02:51mn. The teacher explained: “Because it is more than three letters” and at the same time she raised her thumb, index and middle fingers to refer to the number three.

-03:51mn. The teacher points to a pupil with her hand after the later raised his hand to answer.

-04:02mn. The teacher asked a pupil: “what do I have to write first?” while miming the action of writing with her right hand.

-05:26mn. The teacher nods her head and says: “Very good!” when a pupil answered to her question.

-06:06mn. The teacher was revising/reviewing a grammar rule with her pupils then when she starts listing she raised her thumb to refer to rule number one, then she raised her index finger to mean rule number two and she finally raised her middle finger to refer to rule number three.

-06:29mn. The teacher explained: “Good and bad are antonyms” while crossing her right index finger against her left index finger.

-06:51mn. The teacher asked: “We use the adjective far for what?” while distancing her right and left index fingers to refer to distance.

-06:61mn. When a pupil provided a wrong answer the teacher scratched her head closed her eyes and clenched her jaw so as to say: “Oh Godness! What’s this?”

-09:03mn. When the teacher said: “Somehow you are right” she waved her two hands to refer to ‘perhaps’.

-09:27mn. The teacher explains: “This table is dirty” while expressing disgust with her face.

-09:43mn. The teacher adds: “It is the opposite of clean ok” while opening and closing her five right fingers repeatedly to mean ‘clean’.

-10:37mn. The teacher said “We ask the question with why” while turning her right hand 90°.

- 11:05mn.** When the teacher asked her pupils: “Don’t you remember something about that?” She points with her right hand to her head.
- 11:24mn.** When the teacher explained the verb ‘to wipe’ she mimed the action of wiping by placing her two clenched fists near her closed eyes and mimed crying with her voice.
- 15:51mn.** When the teacher said: “Japan is more populated than Algeria” she raised her right hand in a vertical position when uttering ‘more’.
- 18:02mn.** The teacher asked her pupils: “A comparative is obtained by mingling what and what?” while miming the action of mingling with her two hands.
- 18:12mn.** When the teacher told her pupil: “just put aside the subject” she withdraws her left hand and arm to the left side.
- 16:05mn.** When the teacher asked a pupil for clarification she stood in front of her and crossed her arms as a sign of waiting.
- 21:40mn.** The teacher asked her pupils: “Can your ear bear it?” while tapping her ear with her hand and frowning her face.
- 26:59mn.** The teacher points with a pen to her head while asking her pupil to concentrate.
- 27:25mn.** The teacher reacts to an answer provided by her pupil: “From!” while frowning her face and opening her eyes.
- 28:24mn.** The teacher explained: “These are earrings” while tapping her earrings with a pen
- 28:45mn.** The teacher ordered her pupil: “Come here!” while pointing to the pupil with her hand.
- 32:58mn.** When the teacher said: “From now on” she points with her pen forward referring to the future.
- 34:17mn.** The teacher directs her gaze towards a pupil who stood up and points with her index finger to the pupil’s chair without uttering a word so as to say: “Come back to your place and sit down”.
- 35:50mn.** The teacher asked her pupil to erase a letter on the board but the pupil did not understand here the teacher mimed the action of erasing with her hand and the pupil got the word.
- 39:26mn.** The teacher asked: “Your pinafore where is it? and when the pupil did not get the message the teacher points to her pinafore with her thumb and index finger.
- 42:35mn.** When the teacher explained the adjective ‘strong’ she exposed/ showed the muscle of her upper arm.

Teacher 04

Lesson 01

Duration of the video: 37:44mn

Date: March 15th, 2015.

Hour: 10h-11h

Number of pupils: 26

Males: 10

Females: 16

Level: 2nd year middle school

Teacher: Male

Title of the lesson: File three: Health. Series of activities:

-01:10mn, the teacher points to a pupil with his index finger when asking him “how often do you wash your hands?”

-01:47mn, a pupil wanted to provide an answer and the teacher raises his thumb while saying “No, no, just a minute”

- 02:10mn, when a pupil gives a wrong answer the teacher nods his head from right to left and waves his index finger (from right to left) while saying “no, no, not do you but how often does she”

-02:27mn. the teacher said: “the 1st sentence with I and you” he uses his thumb to refer to number 1 “and the second with she” he opens his index finger to refer to the number two.

-03:00mn. when a student started answering, she was hesitating and here the teacher nods his head (up and down) to encourage her to continue while saying “yes, go on”

-03:02mn when the same pupil was trying to answer, her classmate interrupted her. Here, the teacher points to the pupil with his palm opened so as to say stop at the same time he frowned his eyebrows and pinches his mouth.

-04:46mn. the teacher shakes his hand (palm) and bended down his mouth so as to say maybe for an answer provided by a pupil (I take a shower two times a day).

- 05:08mn. Instead of saying come here (to the board) the teacher used his hand.

- 08:32mn. When a pupil was writing a question on the board, the teacher asked him to add the question mark while drawing a question mark with his index finger.

-08:37mn. The teacher asked a pupil: “How often do you go the hairdresser? Then he made a pair of scissors with his index and middle finger while pointing to his hair.

-08:52mn. When a pupil answers: “Two times a day”. The teacher frown his face and narrowed his eyebrows while saying: “Two times a day?! It’s impossible.”

-08:58mn. When the teacher said: “Maybe three times a month not three times a day” he raises three fingers: the thumb, the index and the middle finger.

-17:20mn. The teacher said: “Not do you” while waving his index finger from left to right.

- 21:19mn. The teacher explained: “She washes clothes with a washing machine” while miming the action of washing with his two clenched fists.

- 22:16mn. The teacher explained: “How often do you phone your parents?” while miming the action of phoning by placing his hand near his ear.

-25:32mn. The teacher explained: “she sweeps the flour” by miming the action of sweeping with his two hands.

-26:01mn. To explain the word “stairs” the teacher drew stairs on the board then he explained “upstairs” with his hand up and “downstairs” with his hand down.

-28:11mn. When a pupil raised his hand and asked: “Monsieur s’il vous plait qu’est ce que ça veut dire nails?” the teacher showed his nails with his index finger.

-33:28mn. When the teacher said: “I clean my shoes” he mimed the action of cleaning with his hand and shoe.

-33:36mn. When he said: “I clean the black board” he mimed the action of cleaning with his clenched fist going up and down repeatedly.

-34:37mn. When a pupil wonders: “Sir! How we clean windows 7 of computer?” the teacher replied: “No, no this is a window” while pointing to the window of the classroom.

-36:01mn. The teacher called the name of a pupil then he points with his index finger to the board so as to say: “come to the board and write the answer”.

-37:30mn. When the teacher said:” we don’t have enough time ok” he points to his watch.

Teacher 04

Lesson02

Duration of the video: 37:44mn
Hour: 13:30h-14:30h
Males: 14
Level: 4th year middle school
Title of the lesson: File Four. Tenses.

Date: March 15th, 2015.
Number of pupils: 25
Females: 11
Teacher: Male

-01:27mn. When the teacher said: "I do in the past" he points with his thumb behind his back to refer to 'the past.

-07:31mn. When a pupil provided an answer, the teacher waved his index finger from left to right so as to say: "No, you're answer is wrong".

-35:18mn. When the teacher asked a pupil to wait a minute he points to her with his palm opened.

Teacher 04

Lesson03

Duration of the video: 24:15mn
Hour: 10h-11h
Males: 10
Level: 2nd year middle school
Title of the lesson: File Three: Discoveries, Medicines, Scientists

Date: April 05th, 2015.
Number of pupils: 26
Females: 16
Teacher: Male

-02:04mn. The teacher explains the word Penicillin by miming the action of injection with his thumb and index finger.

-02:10mn. When the teacher uttered the word 'glasses', he showed his glasses to the pupils.

-02:29mn. The teacher said: "You have to use the verb discover or invent or create" and at the same time he was listing with his thumb, index and middle fingers.

-05:07mn. When the teacher said: "Just a minute" he points with his palm opened to his pupils.

-08:25mn. When the teacher said: "They did not exist before" he pointed with his hand behind his back to refer to the past.

-08:27mn. The teacher added: "Not discovered ok" while waving his index finger.

Teacher 05

Lesson 01

Duration of the video: 37:44mn
Hour: 09:00h-10:00h
Males: 07
Level: 1st year middle school
Title of the lesson: A TD session (series of exercises)

Date: March 12th, 2015.
Number of pupils: 13
Females: 06
Teacher: Female

-00:01mn to 00:17mn. The teacher was explaining the different personal pronouns. When she said: "I play" she points with her index finger to herself; when she said: "He plays" she points to a male pupil; when she said: "She Plays" she points to a female pupil; when she said: "We play" she points to herself and to the whole class and when she said: "They play" she points with her thumb behind her back.

-00:18mn. The teacher said: "Now negative" while waving with her index finger from the left to right.

-00:58mn. When the teacher said: "yes, I play football" she nods her head from up to down to mean yes.

- When the teacher said:” No, I don’t play tennis” she nods her head from left to right
- When the teacher said “running” she performed the action of running with her feet and hands.
- When she said “good”, she used a thumb up gesture.
- **02:55mn.** The teacher told her pupil: “You are here to write” while miming the action of writing with his right hand.
- 03:18mn.** The teacher said: “You are going to speak English in class” while pointing to her mouth with her index finger.
- 04:21mn.** The teacher said: “Every Sunday, Monday and Wednesday” while listing with her thumb, index and middle fingers
- 07:49mn.** When the pupils were screaming the teacher put her index finger on her mouth while saying: “Chut!”
- 10:14mn.** When the teacher said: “I’m a pupil” she pointed to herself with her two hands.
- **10:17mn.** When the teacher said: “I have blue eyes” she points with her two index fingers to her eyes and when she said: “I have long hair” she pointed with her two hands to her hair.
- **12:14mn.** The teacher ordered her pupils: “Shut your exercise book” while closing her two hands.
- 13:21mn.** When the pupils were providing correct answers the teacher was nodding her head and smiling at the same time as a sign of satisfaction.

Teacher 05

Lesson 02

Duration of the video: 21:29mn

Date: March 16th, 2015.

Hour: 08:00h-0900h

Number of pupils: 22

Males: 09

Females: 12

Level: 3rd year middle school

Teacher: Female

Title of the lesson: Series of exercises.

- 00:36mn.** The teacher ordered a pupil: “Stand up” while lifting her right hand up.
- 01:57mn.** The teacher was helping a pupil to find the verb ‘watch’ by placing her two index fingers near her eyes.
- 02:17mn.** The teacher mimed the action of phoning with her right hand to help her pupil find the word ‘telephone’.
- 02:32mn.** When the teacher said: “The plane was landing” she mimed the action of landing with her right hand and arm.
- 02:47mn.** The teacher mimed the action of crashing with her two clenched fists.
- 03:15mn.** When the teacher said: “The children were playing” she raised her two clenched fists and started dancing.
- 11:01mn.** The teacher was helping her pupils to find the verb ‘press’ while miming the action of pressing an alarm.
- **11:48mn.** The teacher ordered a pupil to listen while putting her index finger on her ear.
- **12:06mn.** When the teacher said: “The trees fell down across the street” she mimed the action of falling down with her two hands.

- **12:11mn.** When the teacher said: “The wind was blowing strongly” she was hitting repeatedly with her clenched fist to refer to the adverb “strongly”.

- **13:16mn.** The teacher said: “It takes a long time” while pointing to her watch with his index finger

Teacher 05

Lesson 03

Duration of the video: 14:27mn

Date: April 08th, 2015.

Hour: 08:00h-09:00h

Number of pupils: 18

Males: 08

Females: 10

Level: 3rd year middle school

Teacher: Female

Title of the lesson: Series of exercises.

-**00:04mn.** The teacher asked her pupils: “what did you do in holidays” and at the same time she narrowed her eyebrows and turned her right hand 90°.

-**00:23mn.** When the teacher said: “Just sleeping and watching TV!” she mimed the action of sleeping with her hand and cheek.

-**00:53mn.** When a pupil answered correctly the teacher smiled while saying: “Good!”.

2- The Interview of teachers

Introduction

This interview is part of a study conducted to get a degree of Master in English. Actually, the theme of our dissertation is: “MS English Language Teachers’ Kinesics and Gender Differences: A Multimodal Approach”. In fact, multimodality is a theory of communication and social semiotics which claims that meaning is constructed and transmitted using more than one semiotic mode or channel of communication. Multimodality in education suggests that teachers possess different possibilities in the construction of a lesson and these potentials, or what is referred to in social semiotics as modes, are concretized in several ways. One of these ways is the use of body language or what is technically referred to as Kinesics. This particular study then investigates the manner in which MS English language teachers construct their lesson through the use of their body language and to see whether their kinesic behaviour enhances their pupils’ learning of the target language (English). Therefore, we thank you for participating in our study by letting us film some of your lessons and we kindly ask you to take part in this interview which will help us analyze our data. Thank you very much for your collaboration and for your precious time.

The Questions

I/- Teacher’s profile

- 1- What is your mother tongue?
- 2- How long have you been teaching English?
- 3- What level/class (es) do you teach?

II/- Multimodality Theory

- 4- How many resources does a language teacher possess when teaching English?
- 5- Do you make use of these resources? If yes, which ones do you often use and why?
- 6- Is the feedback (understanding, participation and motivation) of the pupils the same when relying only on one resource and when varying the resources?
- 7- Have you ever heard about multimodality?
- 8- If yes, what is it and how is it important to teaching? If no, how did you know that teachers possess many resources and that they should use them when teaching?

III/- Kinesics

- 9- What do you know about body language (kinesics)?
- 10- Do you use your body when teaching? Why?
- 11- Do you use your body (kinesic behaviour) intentionally (on purpose) or randomly (aimlessly)?

- 12-**Do gestures help you compensate for your lexical shortcomings, delimit grammatical difficulties, and to manage problems relating to fluency?
- 13-**Usually, do your students follow the gestures that you make when explaining?
- 14-**According to you, does teacher's body language enhance the pupils' understanding?
- 15-**Do you agree that body language sustains learning (by learners) over long periods of time; i.e. gestures help learners to save the information in their memory and call it back easily when required?
- 16-**Do teachers' gestures contribute to the process of classroom interaction?
- 17-**The kinesic behaviour of teachers in language classroom fall under three categories: cognitive, affective and organizational. Could you explain relying on your experience?
- 18-**Do you think that by using the body in language classes teachers can replace explanation in the native language and thus maximize the amount of L2 in the classroom?
- 19-**Some researchers found that Kinesics provides teacher's discourse with a cohesive and coherent aspect hence it regulates and organizes the spoken language. What do you think?
- 20-** With whom do you use gestures (body language) more; with 1st, 2nd, 3rd or 4th year pupils and why?
- 21-**According to you, who gestures more: male teachers or female teachers and why?

1.1.Transcription of the Interviews

Interview 01

Duration of the audiotape: 41:11mn

Date: June 02nd, 2015.

Hour: 09h- 10h

Setting: a classroom in Middle school Kerkache.

Teacher: Female

After introducing the research topic and answering to some clarifications the participant teacher accepted to take part in the interview.

The Questions

I/- Teacher's profile

Q01: What is your mother tongue?

- It is Berber.

Q02: How long have you been teaching English?

- Well, I've been teaching English for more than twenty-two years.

Q03- What level/class (es) do you teach?

- For this year I taught third year and fourth year. Four classes for MS three and one MS four.

II/- Multimodality Theory

Q04: How many resources does a language teacher possess when teaching English?

- It depends on teachers every teacher has his own approach has his or her own preferences for me I prefer well first of all I focus on the school book I mean this is my first resource ok I cannot work without alright the ah of course as you have seen or you saw I use gestures I mean I very often use gestures in transmitting messages to my pupils ah sometimes I mime sometimes I just use facial expressions I draw I mime singing I don't have a nice voice so I just mime ok to transmit my message. I don't think all the teachers do the same ok sometimes I

use the native language when I think that the theme is above the level of my learners. These are my personal resources.

Q05: a) Do you make use of these resources?

- Yes, I mean very often not usually. When I give a lesson I use these resources.

b) Which ones do you often use and why?

- I usually use gestures, drawings and objects. But it happens that I give some exercises to my learners as individual work I mean for these lessons mainly I don't use much of my resources I just give them the instructions and let them do the work. So it depends on the lesson, the class is it a lesson or a workshop. But when transmitting a new idea a new theme I usually do. I mean I draw when I'm talking about trees for instance well I mean I'm not a good drawer when I know that I can draw the thing I just draw it ok when I see that it's above my skills I use other resources mainly body to show that someone is wiping I just do this ok of course at the beginning I had difficulties with my pupils I mean they just took me as a clown if you want between inverted commas, because it was something new especially when I got them as first year students .

Q06: Is the feedback (understanding, participation and motivation) of the pupils the same when relying only on one resource and when varying the resources?

- Of course no, ah the more we use different resources the more pupils are attracted. I mean even the shy one you know in class we have shy pupils even if they are intelligent but they cannot participate so I feel that they are more attracted and they recognize more.

Q07: Have you ever heard about multimodality?

-Ah! I mean the term multimodality ah! I mean honestly this is the first time I have heard, the proof is that I asked you the question ok but even though I didn't know multimodality what it was I used it.

Q08: How did you know that teachers possess many resources and that they should use them when teaching?

-I mean through my experience you know my experience is not that long but neither it is short ok I mean through my experience I got that the pupils not always understand through language of course I mean talking to a pupil of ten or eleven saying that the monkey he doesn't know what is a monkey first of all ok even if we explain that it is an animal but there are many many animals ok so I have to mime ok I knew that I have to mime. In previous years they used pictures ah! I'm honest I'm a bit lazy well I cannot spent two hours time searching for pictures and bringing them with me. Sometimes I noticed that my pupils did not grasped the majority of the points I have taught them ah the day before so I have to repeat I have to find a new way ok so I come to deduce that I have to use my body so I use it ok I use drawing I mean it happens I draw on the board it happens I just mime I'm in fact an actress in the class ok I try to be an actress in my class mime the theme ok I mean this comes through experience through time and I mean through trial. Every day we learn something new the day we don't learn something it's a lost day.

III/-Kinesics

Q09: What do you know about body language (kinesics)?

-Well ok what I know ah! What I know that or what I knew?

-Ok in education I know that body language helps amm to a great deal I mean to a great extent the pupils even the teachers transmit their message in saving time in saving energy I mean their energy and that of their pupils ok. If the actors use their body why not teachers that's it ok.

Q10: a) Do you use your body when teaching?

-Ok most of the time.

b) Why?

- To save time, to save energy to get sure that the pupils have grasped what I wanted mainly to get sure I mean to be sure that my pupils got what I wanted them to get.

Q11-Do you use your body (kinesic behaviour) intentionally (on purpose) or randomly (aimlessly)?

-No on purpose I do it on purpose. Most of the time I'm not going to say usually but most of the time I do it on purpose ok I don't use my body just like no no I use it on purpose ok.

Q12: Do gestures help you compensate for your lexical shortcomings and delimit grammatical difficulties?

-Yes when searching for a term you know we are humans and sometimes we lose our vocabulary whether we want it or no ok and so gestures, facial expressions help to overcome these problems to a very far extent.

Q13: Usually, do your students follow the gestures that you make when explaining?

-Most of them I mean the ones who are interested in the class you know we are in middle class there are unfortunately pupils that are here because they are obliged to be here this is a reality. This lazy pupils do not like remedial work workshop why? because I'm just sitting on my desk mainly when am I'm very tired I just give them a series of exercises and they do it and then we correct. They dislike this kind of lessons I mean they like me when I'm in front of the class making gestures mime and...I mean they do everything they can just to see me standing up in front of them.

Q14: According to you, does teacher's body language enhance the pupils' understanding?

-To a very far extent. Perhaps up to sixty to seventy percent.

Q15: Do you agree that body language sustains learning (by learners) over long periods of time; i.e. gestures help learners to save the information in their memory and call it back easily when required?

-Well, for this question I just answer in the following way I mean this helps the pupils if they store they memorize the gesture with the right word in English but unfortunately not all of them do that why? I mean ah they store the gestures with their native language unfortunately I mean most of them I mean fortunately there is a good amount of pupils who store the information I mean gestures miming with the right word in English so they recall it easily. I add something else, the programmes are too heavy they cannot grasp all what we give them and we do not have enough time to ah ah how shall I say it ah to practice we move from a new theme to a new theme before practicing the first new thing learnt as it should be you know and this is why we find difficulties in teaching.

Q16: Do teachers' gestures contribute to the process of classroom interaction?

-Yes, I mean when I give a new subject and I explain it through body gestures I feel that the pupils grasped the idea grasped the theme. Interaction, I just told you some pupil interact mainly when I explain through body language through gestures and so on they interact easily but it is not the case with everyone unfortunately.

Q17: The kinesic behaviour of teachers in language classroom fall under three categories: cognitive, affective and organizational. Could you explain relying on your experience?

-The kinesic behaviour help pupils yes it helps to store, some of them are affected by the gestures and so they ah! ah! they interact ok. Organizational ah! to organize their work yes I mean they know which one they begin with which one they end with yes it helps I mean the gestures help I mean what is first what is second .

Q18: Do you think that by using the body in language classes teachers can replace explanation in the native language and thus maximize the amount of L2 in the classroom?

-Yes to some extent but providing that I mean pupils get enough language enough vocabulary what do I mean by this? I mean this ah! it helps I cannot say the contrary it helps I mean Body language helps to a very far extent in getting the target language. But it cannot help all the time I mean from time to time we cannot find the ah! the right gesture the appropriate gesture in order to save time in order to save energy we just use the native language we cannot do without I mean the native language. Me personally I cannot do without I use the native language mainly with first and second level with the beginners yes because most of them hate teachers who always talk in English in class.

Q19: Some researchers found that Kinesics provides teacher's discourse with a cohesive and coherent aspect hence it regulates and organizes the spoken language. What do you think?

-The body language is never useless and cannot be used aimlessly ok it is useful and it should be used for some aim ok. Now, ah! perhaps yes it organizes and it well I think that it's the contrary it's the spoken language that

organizes and regulates the ammm! the body language because the body language goes hand in hand with language of course I cannot express something with my body if I do not express it with my tongue in fact ok I mean I have to choose my body gestures according to what I'm talking about I cannot talk about someone who is sad and using someone who is smiling ok I cannot say that ah! I went to ah! wedding party and I had this face ok it cannot go hand in hand ok if I went to a wedding party this means that I was happy I was excited and so on and so forth ok the teachers should use the right gestures the right body language when they deal with a certain theme the body gestures the body movements should marry the topic should marry the language we are talking about yes.

Q20: With whom do you use gestures (body language) more; with 1st, 2nd, 3rd or 4th year pupils and why?

-Ahh! Perhaps with the first and the second more why? because the ah! it is a new language for them but believe me I used it with the fourth year students this year why because ah! it was a special class I mean in the class I had just three pupils who got a certain level in English the majority of them didn't know the ah! basics so I had to use I mean every time I taught them something new I had to mime I had to do gestures I had to use my body but mainly logically ah! most of the time I use my body with first year when talking about the jobs the different jobs I just mime I just do the same as a builder for instance.

Q21: According to you, who gestures more: male teachers or female teachers and why?

-Ah! I don't know haha I have never attended a teacher given by ah! Ah! but if I remember well I attended a conference given by a male teacher he used gestures too I mean he was in front of us the teachers he used ah! I supposed he uses gestures even with his pupils so well if I take this ah! example I think both of them use gestures but I don't know I have a female colleague who doesn't use gestures so I cannot answer this question I cannot give a definite answer because I didn't attend classes given by male and female teachers what I can tell you is that I do gestures I personally very often use gestures with my pupils I think both of them the two sexes use gestures ok it depends.

Interview 02

Duration of the audiotape: 15:26mn

Date: June 02nd, 2015.

Hour: 12h- 12: 30h

Setting: a classroom in Middle school Lotfi.

Teacher: Male

After introducing the research topic and answering to some clarifications the participant teacher accepted to take part in the interview.

The Questions

I/- Teacher's profile

Q01: What is your mother tongue?

- I was born here so my mother tongue is Kabyle ok.

Q02: How long have you been teaching English?

- I've been teaching English for more than twenty-nine years.

Q03- What level/class (es) do you teach?

- Ok, this year most of the time ok I was given 4am you know most of the case.

II/- Multimodality Theory

Q04: How many resources does a language teacher possess when teaching English?

-Ok, I think that there are a lot of resources. Sometimes I have taken from US from American programmes we have to take something which is important ok I have to use English but not all the time because I think there are a lot of things in the US programmes we cannot use them ok because our society is different from the American society ok that's all. We don't have the means to use visual resources just only sometimes pictures and sometimes book ok that's all.

Q05: a) Do you make use of any resource?

- You know we have books or pictures ok sometimes I have to ask my learners to bring something from their home.

b) Which ones do you often use and why?

- The most important ok is our book the textbook that's all.

Q06: Is the feedback (understanding, participation and motivation) of the pupils the same when relying only on one resource and when varying the resources?

- Sometimes we have only some groups most of time seven five ok they take part you know they try to understand they try to participate but the others not at all ok most of them are girls but sometimes you can find boys ok.

Q07: Have you ever heard about multimodality?

- Multimodality I have never heard about, but I understand now exactly what does it mean I think you know.

Q08: How did you know that teachers possess many resources and that they should use them when teaching?

-because we have a lot of meetings with our inspectors so sometimes they have shown us other means you know like visual means for example or ok but they are very expensive we cannot buy them for example at school they cannot afford they cannot buy them for us and it is very expensive to buy them by myself it's not possible ok more than I think two hundred thousand dinars. So we don't have a lot of means just the textbook, speaking and sometimes we use grammar to make them understand to help them to give them something to do at home that's all.

III/-Kinesics

Q09: What do you know about body language (kinesics)?

- Body language I think you know to explain especially the grammatical points to the pupils to know and to understand the secret of the language.

Q10: a) Do you use your body when teaching?

- Sometimes I use them; gestures and movements to explain something.

b) Why?

- To help my students understand what I mean.

Q11-Do you use your body (kinesic behaviour) intentionally (on purpose) or randomly (aimlessly)?

- I use it just to compensate when something is not clear so I have to use gestures to make the transmitting but sometimes we cannot use movements we cannot use gestures ok so I use it on purpose.

Q12: Do gestures help you compensate for your lexical shortcomings and delimit grammatical difficulties?

- Yes, they help me they help me a lot.

Q13: Usually, do your students follow the gestures that you make when explaining?

- Yes most of them they follow the gestures when I use them when I try to explain yah they follow and they are attracted when I use gestures right.

Q14: According to you, does teacher's body language enhance the pupils' understanding?

- Sometimes you know some of them are interested when I try to explain something more some of them are not interested so just the best ones they try to understand more and they are interested so just twenty or twenty-five percent.

Q15: Do you agree that body language sustains learning (by learners) over long periods of time; i.e. gestures help learners to save the information in their memory and call it back easily when required?

- Ok gestures help them to save the information but you know sometimes gestures help just only the best ones because they are interested but the others no. Also, gestures help students store new vocabulary.

Q16: Do teachers' gestures contribute to the process of classroom interaction?

- Ok when I use you know it helps you know it help pupils to motivate and to understand what I want yah.

Q17: The kinesic behaviour of teachers in language classroom fall under three categories: cognitive, affective and organizational. Could you explain relying on your experience?

- For organizational reasons because when I give them for example something ok I try to make it clearer but sometimes they don't understand so I try with another way another possibility another means to make it clearer because when I have got just a few category ok I mean five or ten they have understood the others they haven't understood I try to explain it once again and I use the other means you know like gesture to make it clear for everybody. For the affective I use gestures to show my face for example when I look at someone when there is noise without saying anything just look at him it's ok. For the cognitive function it makes them understand.

Q18: Do you think that by using the body in language classes teachers can replace explanation in the native language and thus maximize the amount of L2 in the classroom?

- No no no by using the body language in language classes teachers cannot replace explanation sometimes when something is not clear when the word is not clear we have to use our mother language sometimes we are obliged to use our mother tongue.
*Alright but if you have to choose between two possibilities translating the word or using gestures?
- No I think it's better to use gestures yes.

Q19: Some researchers found that Kinesics provides teacher's discourse with a cohesive and coherent aspect hence it regulates and organizes the spoken language. What do you think?

- Ok the gestures they help sometimes just only for example to explain in special situation but it doesn't help us all the time they help us in special situations when it's not clear that for example some of them they haven't understood so we have to use this kind of gesture but we use them for few situations.

Q20: With whom do you use gestures (body language) more; with 1st, 2nd, 3rd or 4th year pupils and why?

- I think just only for the first and the second sometimes the third but the fourth they don't need because they have seen they have learned English before and they have a good level better than the others you know so the first they need but the others no. So for the beginners.

Q21: According to you, who gestures more: male teachers or female teachers and why?

- Ok, I think male teachers ok but ah! Male teachers yah. I think you know I have never seen the other teachers you know my colleagues I have never seen them teaching you know but anyway I think we use gestures more than female ok.

Interview 03

Duration of the audiotape: 20:50mn

Hour: 10:30h- 11: 30h

Teacher: Female

Date: June 03rd, 2015.

Setting: a classroom in Middle school Lotfi.

After introducing the research topic and answering to some clarifications the participant teacher accepted to take part in the interview.

The Questions

I/- Teacher's profile

Q01: What is your mother tongue?

- Well, my mother tongue is Berber.

Q02: How long have you been teaching English?

- Eleven years.

Q03- What level/class (es) do you teach?

- Well, this year it's first year and fourth year.

II/- Multimodality Theory

Q04: How many resources does a language teacher possess when teaching English?

- Ok, let me see. First we have the board we've the textbook and some visual aids like pictures and so on.

Q05: a) Do you make use of these resources?

- In fact yes, and well I use extra others even. Not only those ones.

b) Which ones do you often use and why?

- Well, ammm I like to use the data-show because here they really see what I'm talking about you know with the video you have, you can stimulate and target all the competencies; well two of them ah! like listening ok ah! and they will in the way learn speaking also and I also use recorded audios in order to ah! and of course what I use much is body language.

Q06: Is the feedback (understanding, participation and motivation) of the pupils the same when relying only on one resource and when varying the resources?

- No, I don't like the feedback when I use only one. The more you vary your resources the more you have a better result. I noticed when I explain something verbally not only they find a hard time catching the meaning grasping the meaning and keeping it stored but also there is no long memory capturedness there they forget as soon as they go through the door.

Q07: Have you ever heard about multimodality?

- Honestly no, no idea.

Q08: How did you know that teachers possess many resources and that they should use them when teaching?

- Well, as I said I'm eleven years experience so I noticed gradually that when I speak using only words some students do not follow some others are just sleeping on their tables they don't follow you. When I started to move ok to wake them up I like I catch their intention and they understand more. And then I have this battle to avoid using the mother tongue and find a replacement a quick one. I cannot use the data-show every single day so for instance I draw on the board and most of the time using my hands using my facials using a lot of things ah! gestures and well the code of body language generally and I get it better I get a better understanding of the students.

III/-Kinesics

Q09: What do you know about body language (kinesics)?

- Well, actually ah! kinesics I didn't know it is called kinesics ah! I know what is body language so ah! I know it's like ah! another language it's a code that can help you convey your message or your feeling in your real life in our everyday life and also while teaching. Sometimes, in order to convey the idea or to teach to explain the word in English you can make the learners guess the meaning by using your hands if you wanna ah! get the word box you have to shape the box they have to see the box in your hands as they can get the word you want.

Q10: a) Do you use your body when teaching?

- Oh ya! I do a lot. Yes of course.

b) Why?

-Well, ah! it depends on the situations. Sometimes in order to explain a word or ah! an idea I use sometimes my whole body, dancing if it's needed ok. So to explain belly dance you show your belly and you shake your hips and in other situations to impose ah! silence sometimes you don't need to shout it's a very bad thing to shout at students to make them calm just cross your arms don't look at their faces don't give them eye contact and they will oh my God! something is wrong and ah! I can organize and manage the classroom using gestures using hands so for instance let's correct the exercise on the board so all the way you're showing the board because some students at the beginning they don't get this sentence let's correct they do not know first year are, you know, very beginners in the language they are so scared that they do not understand. So you manage the classroom with body language you explain and you show your feeling also of disagreement of happiness because of what they did or ah! ok something like that.

Q11-Do you use your body (kinesic behaviour) intentionally (on purpose) or randomly (aimlessly)?

-Well in fact I use it intentionally. A teacher has to plan before the lesson so I know that I'm gonna explain a word so of course I'm amm picturing the situation I'm imagining beforehand before the lesson how on earth am I going to explain the word so of course it's intentionally but of course sometime we have to improvise if a student asks the meaning of a word and you don't wanna translate it in your mother tongue you have to improvise with your gestures. Not everyone is a good drawer to be easier to draw the thing sometimes those words are abstract so you have just to improvise gestures and here it's randomly. But basically, it must be it should be it ought to be intentionally because you are preparing your lesson.

Q12: Do gestures help you compensate for your lexical shortcomings and delimit grammatical difficulties?

-Of course, sometime we lose the truck of time and of ideas sometimes even if you are prepared you forget the word that you need to use in that situation and instead of hesitating and saying amm let see you can replace this gap of memory loss with gestures and here the student will understand the idea and will not notice the shortcoming you have ah! in grammar it facilitates the understanding of some rules like in present because well in French wherever there is an "s" it is plural and in English it's the opposite so it must be a habit for them so it is the plural and you show the gesture with your hand so when it is plural you lose the "s" and when it's only me show yourself this is another gesture so I need an "s" so it helps in grammar too. It helps everywhere in fact.

Q13: Usually, do your students follow the gestures that you make when explaining?

-Oh yah! I realized recently that when you speak without gestures ah! you lose them either because they feel bored or because they don't understand. So first of all learning should be ah! ah! student-centered so you have to speak less but at the same time you should be a guide and a facilitator how on earth are you going to facilitate if you don't speak use your hands use gestures ok in order to ah! this method is more of ah! asking and answering you ask the pupil and make him speak let him speak yes interaction so definitely it's a good thing.

Q14: According to you, does teacher's body language enhance the pupils' understanding?

-Yes of course. Ah! well sometimes if you explain a word they do not get it they still don't get if ah! especially ah! it depends on the level they can give a synonym of the word they don't get it they place this word in an example they still don't get it so the last chance and you don't wanna translate it's to amm ah! use gestures in order to make them you know it attracts them more when you feel alive yourself they are alive they ok they wake up they are enthusiasm they look at you even if at the beginning they do not care about what you are saying but following your hands they will go in the bath and follow you and you have better results.

Q15: Do you agree that body language sustains learning (by learners) over long periods of time; i.e. gestures help learners to save the information in their memory and call it back easily when required?

-Yes, I personally express that. Sometimes when I explain a word and spend hard time to explain it they forget it as soon as they go out of the classroom how do I know? They come and ask me misses please can you remind me what's the meaning of that word and I spent like ten minutes explaining it and putting it in different sentences whereas when I explain it accompanied by a gesture and ah! Ah! you know everything is inside the face the look the ah! nose the hands the whole body the way you walk even if they tend to forget the word then

they remember the gesture they tell me you know misses at the beginning I forget it then I remembered the gesture and then I remembered the word.

Q16: Do teachers' gestures contribute to the process of classroom interaction?

-Yes, I think in many ways so am first of all in order to when you explain you use gestures so this is one second when you want to convey a message without speaking for instance when they are doing an exercise I give them some freedom to talk between them in order to share ideas in order to correct in themselves also when it's time to correct, I do a time-out they all know what is a time-out they see it in sport I don't need to speak and then before I start talking every student come back to his or her place so it saves time at the same time I'm writing the correction on the board and ok going back to them so I need six students three to read the questions three to answer and three of course to write on the board ok this is the case when there is six questions so when I say three with my hands I'm pointing to ok you and you and you; so you have you who gonna ask the questions the three here when you ask the first one you there you answer the third is gonna write on the board the same happens with the third fourth and so on to use as much students as I can.

Q17: The kinesic behaviour of teachers in language classroom fall under three categories: cognitive, affective and organizational. Could you explain relying on your experience?

-Ok, I'm gonna try. So am cognitive we already spoke about it it's when you convey the information when you teach actually using gestures using your face your eyes your hand the way you stand in order to show them a word this is the cognitive part. They will learn and they will keep in mind and store in the long memory term store the words. Affective it's the relationship the intimate relationship between the student and the teacher. So as far as I'm concerned when the students do something bad in the class: they do not write with the others or they do not try or they are just being mistress or something like that I cross my eyes you know I do this I cross my eyes this means I'm angry careful in one moment you'll have troubles I don't need to scream I'm not using verbal ways I don't threaten my students I just which is funny when you cross your eyes but it conveys the idea careful sit down do what you have to do otherwise you gonna have problems ok for instance when I'm standing on my feet steady and I cross my hands it means am kind I'm mad this is not what I accepted from you careful ok when I noticed that my students do not like when I put my hands behind my back oh my God the policeman is here hello so ah am and when I of course when they try they give correct answers or even wrong but they tried I give them praise by thumb up this is another gesture and you are brilliant like this with my fingers they like it and they know that I'm happy because of what they did I'm proud of them and if so they enjoy learning and they learn at the end.

Q18: Do you think that by using the body in language classes teachers can replace explanation in the native language and thus maximize the amount of L2 in the classroom?

-First of all we are required not to use the mother tongue as much as possible avoid it it's like it's forbidden but sometimes what to do when you have no other option so well fortunately body language save that in order to give up or give the definition or the meaning in the mother tongue why don't you use your body in order to explain it you use your hands or ah! Amm! you cut the word into pieces you show the gestures with your hands like err! slices of the word and when they combine these slices they get the final word thanks to my gestures.

Q19: Some researchers found that Kinesics provides teacher's discourse with a cohesive and coherent aspect hence it regulates and organizes the spoken language. What do you think?

-Sometimes when you are explaining something you need enumerating, it makes you steady and stable in your brain in your mind well there are three ways of using wish for instance in grammar and you go with your thumb one here you are organizing yourself unconsciously first of all you use wish with ah! with ah! 'could' it's a desire for yourself and second you use wish with 'would' it's a desire for someone else and when using your gestures you are organizing yourself ah! it helps you not to forget, it helps you to be ordered and organized in your speech and when you are organizing your speech it's easy for them to follow you and understand your point. It's better than to say wish can be used with present to have present regret you use the past simple to oh my God! what's that and for past regret you use past perfect and you know students whenever they hear tenses they fake out and you lose them. So it's better to use gestures and everything it helps.

Q20: With whom do you use gestures (body language) more; with 1st, 2nd, 3rd or 4th year pupils and why?

-Well as far as I'm concerned I noticed that I need to use them more with beginners first and second and the more you go up in the level the more they have luggage they have background or vocabulary and when you try to explain with gestures they tell you ah it's this we know it thank you. Apart from the case when you yourself

get a new word and to introduce it and they do not know it of course and you need to use the body language in order to convey the idea. So mostly beginners understand more with gestures than the third and fourth years.

Q21: According to you, who gestures more: male teachers or female teachers and why?

-I think female do more. Because ah! First of all I'm a female and I do it a lot and if I compare myself to my male colleagues they never do it they are steady here they have amm! This habit to stand up at the door and face the students and they are quite and calm and deliver the speech they are like bossy in the class because only their voice can manage the whole middle school hahaha! They do not need to shout or to yield or to anything so ah! amm! as far as I'm concerned I think women find more find it more attractive even to catch and captivate the awareness of the students in order to get what you mean, to understand.

Interview 04

Duration of the audiotape: 10:02mn

Date: June 03rd, 2015.

Hour: 12:30h- 13: 00h

Setting: a classroom in Middle school Babouche.

Teacher: Male

After introducing the research topic and answering to some clarifications the participant teacher accepted to take part in the interview.

The Questions

I/- Teacher's profile

Q01: What is your mother tongue?

- Well, my mother tongue is Berber or Tamazight.

Q02: How long have you been teaching English?

- I've been teaching for twenty-eight years.

Q03- What level/class (es) do you teach?

- I teach the second and the fourth years.

II/- Multimodality Theory

Q04: How many resources does a language teacher possess when teaching English?

-Well I use many resources. I think about six or seven we have ah! we usually use gestures sometimes drawing and magazine pictures sometimes we bring objects and rarely songs.

Q05: a) Do you make use of these resources?

- Yes, I do.

b) Which ones do you often use and why?

- I usually use gestures, drawings and objects.

Q06: Is the feedback (understanding, participation and motivation) of the pupils the same when relying only on one resource and when varying the resources?

- I think variation is always good for the students to understand something.

Q07: Have you ever heard about multimodality?

- No, not yet it is the first time I hear this word.

Q08: How did you know that teachers possess many resources and that they should use them when teaching?

-Well, I just discovered them when I used to work in the class that's all not knowledge.

III/-Kinesics

Q09: What do you know about body language (kinesics)?

-It is the use of our body to explain something in the classroom; to use gestures and also all the behaviour of the teacher in the class and of course we use facial expressions.

Q10: a) Do you use your body when teaching?

- Oh ya ya! yes of course I do. I think I do them all the time with the students and for every lesson.

b) Why?

- In order to make the students understand more in the classroom without referring this to another language or to their native language to Arabic or French.

Q11-Do you use your body (kinesic behaviour) intentionally (on purpose) or randomly (aimlessly)?

- Oh no of course I have a purpose it's to make the students understand, understand more without using another language this is the purpose.

Q12: Do gestures help you compensate for your lexical shortcomings and delimit grammatical difficulties?

- Yes, yes of course yes I do especially when the lesson is very difficult or when the words are difficult when the words are new so we have to use gestures or facial expressions and we have to repeat this for many times and maybe for a long time. Sometimes they don't understand a word just from the first time so you have to do it again and again the next lesson or for the remediate lessons.

Q13: Usually, do your students follow the gestures that you make when explaining?

- Of course they do, they do much and sometimes they are interested and attracted they prefer to see me moving rather than just sitting and talking to them like a robot.

Q14: According to you, does teacher's body language enhance the pupils' understanding?

- I think yes, yes it helps much. And especially for the teachers beginners.

Q15: Do you agree that body language sustains learning (by learners) over long periods of time; i.e. gestures help learners to save the information in their memory and call it back easily when required?

- Yes I think. I think it helps the student to remember when they see the teacher's gestures sometimes. They store the information for a long time.

Q16: Do teachers' gestures contribute to the process of classroom interaction?

- Yes, I think much, I think when the students understand more or they understand the explanation there is more interaction between the students.

Q17: The kinesic behaviour of teachers in language classroom fall under three categories: cognitive, affective and organizational. Could you explain relying on your experience?

- I think using gestures ah! pupils understand more and they are more interested and the teachers find themselves very organized.

Q18: Do you think that by using the body in language classes teachers can replace explanation in the native language and thus maximize the amount of L2 in the classroom?

- Yes, of course it helps to explain when using gestures you explain what you mean so you don't need to refer to another language.

Q19: Some researchers found that Kinesics provides teacher's discourse with a cohesive and coherent aspect hence it regulates and organizes the spoken language. What do you think?

- This is what we said before. I think yes I think this can make the teacher organize his lesson and explain it more and then the students understand. The feedback will be good.

Q20: With whom do you use gestures (body language) more; with 1st, 2nd, 3rd or 4th year pupils and why?

- For the first and second yes, especially for the first and second years and even the third year. For beginners because they don't have much knowledge so they don't know many words ah! it's a new language. So you have to help them with gestures and even with other resources I think gesture is also a resource no? Ah! Yes, so it is a resource.

Q21: According to you, who gestures more: male teachers or female teachers and why?

- Ah! It is a difficult question hahaha! Why I say difficult because you have to ask the female and the males at the same time and they will answer, and I think the females. Ah! well I'll explain it more since the females talk much inside or outside the classroom of course they use gestures more than the male teacher.

3- The Questionnaire to Pupils

Teaching English through Gestures

We kindly ask you to help us by answering this questionnaire which is part of our investigation conducted to get a degree of Master in English. Thus, this is not a test so there are no "right" or "wrong" answers. Rather, we are interested in your personal opinion. And since you do not need to write your name; so please give your answers sincerely because this will guarantee the success of the study. Thank you very much for your help.

I/- Participant Profile

1-Gender:

a) - Male ☐

b) - Female ☐

2- Grade level:

a) - 1st year ☐

b) - 2nd year ☐

c) - 3rd year ☐

d) - 4th year ☐

3- What is your mother tongue?

a)- Kabyle ☐

b) - Arabic ☐

II/- Multimodality Theory

4-During English lessons, teachers usually explain through:

- a) Speaking
- b) Writing
- c) Gesturing
- d) Using all the modes simultaneously

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

5-When is it much easier to understand?

- a) Listening to your teacher while watching him/her
- b) Just by listening to him/her

<input type="checkbox"/>
<input type="checkbox"/>

6-You understand more when your teacher explains an idea in different ways; i.e. (drawing, singing, writing, mimicking...etc)

a) Yes ☐

b) No ☐

c) Not always ☐

7-You are motivated, amused and you enjoy the lesson more when the teacher uses many ways besides speaking to transmit a message:

a) True ☐

b) False ☐

c) Not always ☐

8- How should a learner be in the classroom?

- a) A passive receiver of teacher's discourse.
- b) An active and critical learner, i.e. producing your own ideas by criticizing what is given to you.

<input type="checkbox"/>
<input type="checkbox"/>

III/- Body Language (Kinesics)

1- During English language classes, you understand more when

- a)- The teacher is sitting in his/her desk without movements
b)-The teacher is in front of you walking and moving his/her body
c)- It does not matter whether the teacher is moving or not

02- Does your English language teacher use gestures in the classroom?

- a) Yes ☐ b) No ☐ c) Not always ☐

03- The gestures that your English language teacher uses in the classroom help you to understand language items.

Strongly disagree	Disagree	Neither agree nor disagree	Strongly agree	Agree

04- Order the following statements 1, 2, 3 and 4. Your English language teacher uses gestures to:

- a) Explain new vocabulary (introducing new material)
b) Narrate (stories, anecdotes...etc)
c) Order you to do something(to go out, to keep quiet...etc)
d) For task complexity (giving hints that help students to solve problems)

05- A good language teacher is a teacher who uses his/her body (hands, head, face...etc) when explaining.

- a) True ☐ b) False ☐ c) Not necessary ☐

06- Students concentrate and understand the lesson more when their English language teacher uses gestures.

- a) True ☐ b) False ☐ c) Not always ☐

07- Students are motivated and enjoy the lesson more when their English language teacher gestures.

- a) True ☐ b) False ☐ c) Not always ☐

08- Students remember the lesson when their English language teacher gestures than when the teacher does not gesture. (When you go home you still remember some of the teacher's gestures)

Strongly disagree	Disagree	Neither agree nor disagree	Strongly agree	Agree

09- In case of noise (in the classroom), do your English language teacher's gestures help you get the message?

- a) Yes ☐ b) No ☐ c) Not always ☐

10- Order the following items (1, 2 and 3). Your English language teacher use gestures to:

- a) Regulate conversations; i.e. giving turns, encouraging interactions...etc
- b) Reflect emotional states; i.e. happiness, anger, astonishment, disappointment ...etc
- c) Improve the pupils' comprehension; by illustrating, explaining, paraphrasing...etc

11- All the gestures that your English language teacher employs in the classroom are meaningful and relevant to the lesson.

- a) True ☐ b) False ☐ c) sometimes ☐

12- Which role do you prefer your English language teacher to play in the classroom?

- | | |
|---------------------------|--|
| a) A narrator of a story. | |
| b) A comedian on a stage. | |

13- How does your English language teacher explain a difficult word?

- a) - By translating it to another language; i.e. Arabic, Kabyle or French.
b) - By making a gesture with his hands, face, eyes, head...etc

14- According to you, the best way to explain difficult language items is

- a)-To provide excessive verbal explanation
- b)-To make use of the kinesic behaviour
- c)-To translate from English to other language

15- When teachers gesture in a classroom, this creates positive relationship between them and their pupils.

- a) Yes** ☐ **b) No** ☐ **c) Maybe** ☐

16- English language teacher's body language encourages you to speak up or participate in the task.

- a) True** ☐ **b) False** ☐ **c) Sometimes** ☐

17- The gestures of your English language teacher organize his/her speech and order his/her ideas.

- a) True** ☐ **b) False** ☐ **c) Maybe** ☐

18- According to you, who gestures more:

- | | |
|----------------------------|--|
| a) Male English teachers | |
| b) Female English teachers | |

Thank You



تعليم الإنجليزية بالإشارات

نرجو منكم مساعدتنا بالإجابة على الأسئلة المطروحة أدناه والتي هي جزء أساسي لانجاز مذكرة ماستر في الآداب و اللغة الانجليزية. لعلمكم فانتم غير ملزمين بذكر أسمائكم و لذلك فنحن نرحب بآرائكم الخاصة و بأجوبتكم الصريحة لضمان نجاح هذا البحث. الرجاء الإجابة على كل الأسئلة دون استثناء. شكرا جزيلا على مساعدتكم.

I/لمحة ذاتية للمشارك :

1-الجنس:

أ- ذكر ☐ ب - أنثى ☐

2-في أي مستوى تدرس؟

أ- السنة الأولى ☐ ب-السنة الثانية ☐ ج- السنة الثالثة ☐ د-السنة الرابعة ☐

3-ما هي لغتك الأم؟

أ-الأمازيغية ☐ ب-العربية ☐

II / نظرية متعدد الوسائط :

4-خلال درس الإنجليزية، المعلم عادةً يشرح باستعمال :

أ- الكلام ☐ ب-الكتابة ☐ ج- الإشارات ☐ د- يستعمل كل هذه الصيغ في آن واحد ☐

5-متى تفهم أكثر في القسم؟

أ- عند سماع الأستاذ و مراقبته في آن واحد ☐ ب- بمجرد السماع له و هو يتحدث ☐

6- أنت تفهم أكثر حينما يستخدم أستاذك طرقاً عدة (كالرسم، الغناء، الكتابة، التمثيل...الخ)

أ- نعم ☐ ب- لا ☐ ج- ليس غالباً ☐

7- تكون متحمساً و مستمتعاً بالدرس أكثر لما يستعمل أستاذك عدة أساليب لإيصال الفكرة:

أ- صحيح ☐ ب-خطأ ☐ ج- ليس غالباً ☐

8-ما هو الدور الذي تتقّمه في القسم؟

أ- مُسهلاً لما يُقدّمه الأستاذ (استقبال الأفكار و إرجاعها للأستاذ) ☐

ب- صانع أفكار خاصة (مُبدع و فعال ...) ☐

III / لغة الجسد :

9-خلال حصص الإنجليزية، أنت تستوعب أكثر حينما:

أ- يشرح أستاذك الدرس و هو جالس على المكتب دون حراك ☐

ب- يشرح الدرس و هو واقف أمام التلاميذ مُحركاً جسده ☐

ج- لا يهم إن تحرك الأستاذ أم لا خلال الشرح ☐

10-هل يستعمل أستاذ الإنجليزية الإشارات بجسده في القسم ؟

أ- نعم. ☐ ب- لا. ☐ ج- ليس غالباً. ☐

11- رتب السلوكيات التالية على أساس كثرة استعمالها من طرف أستاذ الإنجليزية:

- أ- يدي و ساعدي الأستاذ ☐ د- رأس الأستاذ ☐
- ب- وجه الأستاذ ☐ هـ- وضعية و جلسة الأستاذ ☐
- ج- عينا الأستاذ ☐

12- الإشارات التي يستعملها الأستاذ الإنجليزية في القسم تساعدك على الفهم:

أوافق	أوافق بشدة	لا أوافق و لا أرفض	أرفض	أرفض بشدة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13- رتب العبارات التالية (1، 2، 3)؛ يستعمل معلم الإنجليزية الإشارات من أجل:

- أ- شرح مفردات اللغة (الجديدة أو الصعبة) ☐ ج- أمرُك بفعل شيء (السكوت، الخروج ...) ☐
- ب- السرد (سرد القصص و الحكايات) ☐ د- تسهيل الواجبات و التمارين الصعبة ☐

14- أفضل معلم هو الذي يستعين بجسده و هو يشرح :

- أ- صحيح. ☐ ب- خطأ ☐ ج- ليس من الضروري. ☐

15- التلاميذ يركزون و يفهمون الدرس أكثر، لما يستعمل المعلم الإشارات :

- أ- صحيح. ☐ ب- خطأ ☐ ج- ليس غالباً. ☐

16- التلاميذ يتحمسون و يستمتعون بالدرس أكثر حينما يستخدم معلم الإنجليزية الإشارات:

- أ- صحيح. ☐ ب- خطأ ☐ ج- ليس غالباً. ☐

17- يتذكر التلاميذ الدرس حينما يستخدم الأستاذ الإشارات (في المنزل، عند المراجعة يتذكر التلاميذ بعض إشارات الأستاذ) :

أوافق	أوافق بشدة	لا أوافق و لا أرفض	أرفض	أرفض بشدة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18- في حالة الضجيج في القسم هل تساعدك إشارات أستاذ الإنجليزية على استيعاب الفكرة (دون سماعه جيداً)

- أ- نعم ☐ ب- لا ☐ ج- ليس غالباً ☐

19- رتب العبارات التالية (1، 2، 3) (يستعمل معلم الإنجليزية الإشارات من أجل:

- أ- تنظيم الحوار في القسم (تشجيع المداخلات و التفاعلات...) ☐
- ب- التعبير عن أحاسيسه (سعادة، غضب، الدهشة، الخيبة...) ☐
- ج- ضمان فهم التلاميذ (بالتجسيد، الشرح أو إعادة الصياغة للأفكار...) ☐

20- جميع إشارات الأستاذ المستعملة في القسم لديها دلالة و مرتبطة بالدرس:

- أ- صحيح ☐ ب- خطأ ☐ ج- أحياناً ☐

21- ما هو الدور المناسب لأستاذ الإنجليزية في القسم:

- أ- راوي حكايات ☐ ب- كوميدي على المسرح ☐

22-كيف يشرح أستاذ الانجليزية المصطلحات الصعبة:

☐ ا-بترجمتها إلى لغة أخرى (الأمازيغية، العربية، الفرنسية...)

☐ ب-باستعمال لغة الإشارات (باستخدام اليدين...الخ)

23-ما هي أفضل طريقة لشرح اللغة بالنسبة إليك:

☐ ا-الإفراط في الشرح اللفظي

☐ ب-استعمال لغة الإشارات (بالجسد)

☐ ج-الترجمة إلى لغة أخرى

24-عندما يستخدم أستاذ الانجليزية إشارات في القسم فهو يكون علاقات جيدة مع تلاميذه:

☐ ا-نعم ☐ ب-لا ☐ ج-ربما

25-استعمال أستاذ الانجليزية للغة الإشارات (الجسد) تشجعك على المشاركة في القسم:

☐ ا-صحيح ☐ ب-خطأ ☐ ج-أحيانا

26-حركات أستاذ الانجليزية تنظم حديثه و ترتب أفكاره:

☐ ا-صحيح ☐ ب-خطأ ☐ ج-أحيانا

27-بالنسبة إليك من يستعمل الإشارات أكثر:

☐ أ-أستاذ اللغة الانجليزية (ذكر) ☐ ب-أستاذة اللغة الانجليزية (أنثى)

و شكرا

