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The Impact of Teachers' Non-verbal Communication on Pupils' Emotional Intelligence.

Case Study of Middle School pupils and Teachers of Yekhlef Ben Ghella, Ain Boudinar, Mostaganem

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Didactics and Applied Linguistics.

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Dedication

I dedicate this humble work to my father “Yahia “who had always wished me to reach my dreams. who always believed in my capacities. I did it for you dear dad.

I also dedicate this work to my mother for her love , support and praying .To all my siblings Chihab, Dhiaa, Bahaa and Alaa whose unwavering support, patience, and encouragement have been my rock throughout this journey.

To all my family without exception who supported me with their love and kindness.

To my teachers and professors, whose guidance and expertise have shaped my understanding and fueled my curiosity.

And to all those who believe in the power of knowledge and the pursuit of excellence, this thesis is dedicated to you.

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Abstract

Teachers' Nonverbal communication play a vital role in the development of pupils' emotional intelligence. Teachers' positive and open nonverbal cues create a positive learning environment and foster pupils' engagement, motivation, participation. Middle school pupils are more affected by the use of nonverbal communication because of their age and the delicate nature of puberty. The aim of this research is to explore the role of teachers' nonverbal communication in fostering pupils' emotional intelligence. The study is conducted at "Yekhlef Ben Ghella" Ain Boudinar, Mostaganem. To conduct this research work, a mixed method approach is used, involving a triangulation method. Concerning the sampling, 164 middle school pupils are involved to answer the questionnaire to seek their attitudes toward teachers' nonverbal communication. Besides, 17 teachers from "Yekhlef Ben Ghella" contribute with their valuable insights by participating to the interview. Regarding the last tool, the researcher has observed 20 teachers in 20 sessions to seek the use of nonverbal communication in the classroom. In addition, the empirical study reveals the significant correlation between teachers' nonverbal cues and pupils' emotional well-being, and for the aim of better addressing pupils' emotional need, the researcher provides a set of recommendations and suggestions for further research to tackle the issue from different perspectives and insights.

Key words: Teachers' Nonverbal communication, pupils' emotional intelligence, positive learning environment, engagement, motivation, participation, middle school pupils, puberty.

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List of Abbreviations and Acronyms

CC: Communicative Competence.

NVC : Non- verbal communication.

EI : Emotional Intelligence.

IQ: Intelligence Quotient.

MMR: Mixed-Method Approach.

Ms: Middle school.

%: Percentage.

P: Page.

(n.d): No date.

Fig: Figure.

Q: Question.

Sc: Strategic Competence

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General Introduction

In today's educational environment, the role of teachers extends beyond just imparting academic knowledge to attain the academic achievement of pupils. One of the fundamental aspects of this holistic approach is the development of pupils' emotional intelligence, which is increasingly recognized as a crucial element to their success both in school and in personal life. Emotional intelligence increases pupils' ability to control impulses and manage emotions, recognize their strengths and weaknesses, and build positive relationships.

Teachers' nonverbal communication plays a significant role in this developmental process, and understanding the dynamic relationship between teachers' nonverbal communication and pupils' emotional intelligence is a key to developing not only academic outcomes but also equipping middle school pupils in particular with the emotional skills necessary to navigate personal challenges and build resilience.

The source of motivation to conduct this research is the lack of previous research that tackles this topic. This study takes a fresh look at the impact of teachers on the emotional intelligence and well-being of middle school students. Previous studies concentrated on the impact of emotional growth on students' academic achievement, overlooking the fact that the first source of emotional intelligence's development and success is the teacher's ability to transmit lesson content in a way that makes students appreciate the subject and the teacher.

The purpose of this study is to look into teachers' roles in supporting the development of students' emotional intelligence through non-verbal communication. At the middle school level, learners are more sensitive than at earlier ages because they begin to experience new feelings such as empathy, love, hate, anger and the desire to convey their emotions to others. And they seek to express themselves through decision-making.

The current study is being undertaken to shed light on the significance of students' emotional intelligence as a critical factor in developing strong personalities. This study aims to discover the best way for teachers to interact with students, not just by highlighting their grades but also by taking into account their feelings, interests, and needs. Furthermore, it makes recommendations for future researchers to fill gaps and limits and contribute to the teaching and learning process.

General Introduction

The present study seeks credibility and reliability by attempting to answer the following question: What is the impact of teachers' non-verbal communication on the emotional intelligence 's development of middle school pupils? This major question is guided by three sub-questions, which are stated below:

1. How does teachers' non-verbal communication take place in the middle school classes? How do middle school pupils perceive and respond to their teachers' non-verbal communication?
2. What are the attitudes of middle school pupils toward teachers' non-verbal communication?
3. What are the teachers' perspectives about the importance of nonverbal communication for middle school pupils?

The researcher hypothesizes that the emotional intelligence's development of middle school students is positively correlated with the quality and nature of communication with their teachers. This would lead to the following hypotheses for the previously stated sub-questions:

- ❖ We hypothesize that the use of Nonverbal communication in classroom differs from a teacher to another, it encompasses a range of behaviours and techniques that compensate and support the verbal instruction. Besides, middle school pupils are highly aware of their teachers' nonverbal communication and accordingly their behaviours change positively or negatively.
- ❖ Middle school pupils have a more favourable attitude towards teachers who use positive non-verbal communication
- ❖ Middle school teachers give more importance to their verbal cues more than to their nonverbal cues.

To investigate the role of teachers' non -verbal communication in the emotional intelligence's development of middle school students, we divide this study into three main chapters:

The first chapter aims to review the fundamental concepts of Nonverbal communication and Emotional intelligence. First of all, we will discuss the concept of classroom interaction, communicative competence, the concept of communication and the differences between verbal and non-verbal communication. Moreover, we will examine the concept of emotional intelligence, its development, models, as well as its impact on pupils' academic achievement. At the end of this chapter, we will dig to the relationships between Nonverbal communication and Emotional intelligence.

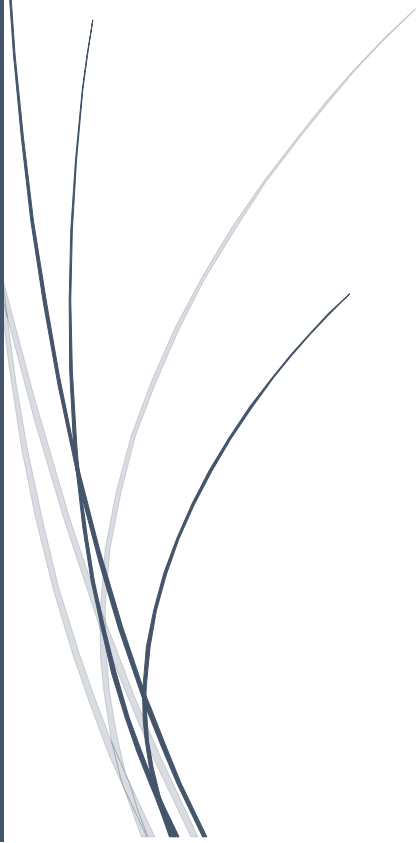
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The second chapter is devoted to the research methodology and data analysis. To measure the role of teachers' non-verbal communication in the development of students' emotional intelligence, we opt for a mixed- method approach. Moreover, to reach this objective triangulation method is to cover all the aspect concerning this issue. An observation is conducted in four classrooms, we select randomly one classroom from each level at the middle school of “Yekhlef Ben Ghella, Ain Boudinar, Mostaganem. The objective from the classroom observation is to see the way teachers communicate with their pupils and how does their nonverbal communication take place in the classroom, at the same time how do pupils respond and perceive their teachers' nonverbal communication. The second tool is a semi-structured questionnaire given to 164 middle school pupils to know their attitudes toward teachers' nonverbal communication and it affects their emotional intelligence. Finally, to obtain more credibility to our research we opt to use an unstructured interview for 17 teachers to gather insights about their awareness of the importance of nonverbal communication.

The third chapter is devoted to the discussion of the finding of three data collection tools utilized in this study. Again, we also strive to provide some recommendations to foster teachers' awareness about the importance of pupils' emotional intelligence. And give suggestions for further research.

CHAPTER ONE

Non-verbal Communication and Emotional Intelligence



1.1 Introduction

Academic achievement is considered as the desirable outcome that teachers are always willing their pupils to reach. They usually link pupils' outcomes to their academic intelligence or intelligence quotient. However, it is not the only factor that determine their success.

Emotional intelligence plays an indispensable role in developing pupils' personalities, behaviours and overall success in life. Teachers through positive interaction and effective nonverbal communication contribute to foster this skill. From this light, the researcher aims to highlight the impact of teachers' non-verbal communication and enhance their awareness of the positive use of nonverbal cues in the classroom.

This chapter is devoted to the theoretical underpinnings of the fundamental concepts. We will discuss the concept of classroom interaction, communicative competence, communication and the differences between verbal and non-verbal communication. Furthermore, we will examine the concept of emotional intelligence, its development, models, as well its impact on pupils' academic achievement. Finally, the relationships between Non-verbal communication and Emotional intelligence.

1.2 Classroom Interaction

“Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other” (Brown, 2000, p. 165). In other words, interaction appears between two or more participants sharing a mutual reinforcing influence and cooperative transmission of thoughts, emotions. The Cambridge International Dictionary of English defines interaction as "to communicate with someone and react to each other." The word "interaction" comes from the verb "to interact." (Seddiki, 2022).

According to her “interaction has been considered as a classroom approach to teaching a foreign language since it refers to communication between the instructor and the students or among the students” (p. 798). In the same vein, Nunan and Carter (2001) states that “the term classroom interaction refers to the interaction between the teacher and learners, and among the learners, in the classroom. (p. 120).

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Hedge (2000) highlights in Seddiki (2022) the importance of classroom interaction as an essential factor that helps learners to achieve comprehensible output, improve language, correct and learn from their mistakes and take feedbacks from the teacher.

Thus, classroom interaction is an important aspect in the process of teaching and learning, it has a great role in developing a positive atmosphere where pupils are safe, engaged, motivated and willing to learn which result higher academic achievement.

1.2.1 Teacher-Learners Interaction

This type of classroom interaction occurs between the teacher and learners, it encompasses the mutual exchange of knowledge between them. The former delivers the lesson's content, ask questions and provide instructions and feedback and the latter answer the questions and participate to the classroom discussion (Coulthard, 1977 cited in (Seddiki, 2022)). Positive teacher-learners interaction is significant in building trust, respect and positive classroom environment.

1.2.2 Learner-Learner Interaction

This kind of interaction occurs between two or more learner, when they are asked to form groups to fulfil tasks that require negotiation and discussion. Mackey (2007) states in Seddiki (2022) that learners' interaction appears in groups that involve many learners, or peer interaction when learners are working in pairs.

According to him, this type of interaction provides learners with the chance to develop their speaking skill through practicing the language and correcting the mistakes of each other.

Again, group and pairs work improve learners' writing skill, for example the teacher asks his/her pupils to produce a paragraph about a specific topic and then exchange their paragraphs, each group try to correct the spelling mistakes with a pencil.

Thus, the interaction between learners plays a crucial role in developing strong bonds between them and creates an active, inclusive classroom environment where all learners are involved, motivated and engaged.

1.3 Communicative Competence

Communicative competence is a term developed by Hymes in 1972, and it has been considered as an important area in the field of Applied linguistics (Ahmed, 2023). Communicative competence consists of two words: “Competence can be described as the knowledge, ability or capability while the word ‘communicative’ has the meaning of exchange or interaction” (Ahmed & Pawar, 2018, p302). So, it means the ability to interact and communicate with other people effectively and appropriately, or we can define it as the capability to function in a real communicative context (Savignon, 1972).

Moreover, communicative competence involves four elements. Linguistics competence is the ability to use language rules of grammar, syntax, morphology, pragmatics and semantics appropriately and without this competence the use of language will not be correct.

Ahmed (2023) stated that “linguistic knowledge is very crucial for language users. It represents the fuel that language users need to function. Learners cannot communicate through a foreign language unless they have mastered good linguistic knowledge”. (p. 19).

The second component is sociolinguistic competence, which is the capacity to use language in accordance with social standards, such as how to initiate and close a discussion depending on the environment, the audience, and whether it is an informal or formal discourse Ahmed (ibid). According to Ahmed & Pawar (2018) discourse competence is a term included by Canal in 1983 which means the combination of language rules and language functions to create a cohesive and coherent writings.

In other words, this type of communicative competence serves to produce grammatically correct text; the sentences are well structured concerning the subject, the verb and the object as well as the ideas are connected to convey a significant meaning.

The last element of Cc is the strategic competence which refers to the verbal and non-verbal communication that used to overcome and compensate the lack of linguistics and sociolinguistics competence (Ahmed & Pawar ,2018).

In other words, when there is a misunderstanding because of the gaps in language skills like words and grammar (linguistics competence) or difficulty in using suitable phrases according to the context (sociolinguistics competences) the speaker uses tactics or strategies to facilitate communication, it can be verbal like (could you please explain this for me?) or non-

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verbal such as (facial expressions, gestures) to show that he or she does not understand what the others are saying.

1.4 Strategic Competence in Education

Strategic competence is a significant element in the process of teaching and learning, it helps both teachers and learners to communicate and interact effectively. According to Tarone (1983, p. 123) cited in (Dawit, 2020, p. 144): “Strategic competence is the ability to convey information to a listener and correctly interpret information received; it includes the use of communication strategies to solve problems that arise in the process of conveying this information”.

Teachers can use verbal and non-verbal communication to explain their lessons. However, using verbal cues are sometimes not sufficient to convey meaning and make the message clear and comprehensible especially in teaching foreign languages therefore they compensate these breakdowns by using miming to explain difficult words or facial expressions to reward good answers.

Also, for learners, Sc is beneficial for them to overcome difficulties in expressing their ideas clearly when they do not know the correct conjugation of the verbs and the suitable vocabulary or simply, they use words that are not appropriate to the context of the specific language they study.

1.5 The Concept of Communication

Since the first organism appeared at the beginning of life on Earth, communication has been essential to the evolution of life (Joshi et al., 2018). The concept has a Latin origin ‘communication’ or ‘communicare’ which means to share, impart and discuss, it is adopted in French in the late 14th century and used later on in English (Joshi et al., Ibid).

Business Dictionary states that communication goes beyond information exchange. It's a collaborative process where people build a shared understanding by exchanging and interpreting messages. (cited in Joshi et al., 2018).

In the same vein, Keyton (2011) indicates that communication is the process of delivering information and mutual perspective between people (cited in Taleb & Larbi, 2018). Moreover,

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Joshi et al. (2018) advocate that “communication is both an art and a science. It may be an inborn quality or a talent as it is when we say ‘the gift of the gab’”.

To clarify, it is critical to comprehend the rules of communication, as well as how to apply those principles skilfully. Some people require practice to become proficient at putting information into practice, while others just naturally have the aptitude to communicate.

Communication is seen as “a dynamic process of sending and receiving messages that enables humans to exchange information, knowledge, feelings, emotions and attitudes” (Taleb & Larbi., 2018 p,4).

Thus, the urge for emotional expression, connection, and interaction and the desire to build relationships contribute to the emergence of communication, which differs from one person to another depending on where and when the process is carried out (Joshi et al., 2018), as well as how it is performed verbally or non-verbally according to the aim.

1.5.1 Verbal Communication

Verbal communication involves using a mutually recognized set of symbols (such as words and letters) that follow established rules. These symbols serve as a shared language, allowing individuals to convey ideas, emotions, and experiences (Hahn et al., n.d.).

Nelson & Kessler Shaw (2002) defined symbols as conventional codes that convey ideas, feelings, actions, and perceptions that are used to sense and comprehend meaning (cited in Hahn et al., n.d.).

Moreover, verbal communication plays a vital role in understanding a human’s identity and reality. It enables us to develop thoughts, perceive the world around us, and organize our ideas and experiences. (Hahn et al., Ibid.).

However, sometimes words alone are not enough to convey complex ideas. For example, when describing spatial shapes or providing navigational instructions, a more expressive means of communication is often necessary (Elfatih., 2005).

1.5.2 Nonverbal Communication

In the domain of education, students' thoughts and emotions are not influenced only by verbal communication. Nonverbal communication is important in complementing the role of verbal communication (Chaudhry & Arif, 2012).

Birdwhistell (1961) estimates that just 30% of information is conveyed through verbal cues, while 70% of ideas are transmitted nonverbally (cited in Merani, 2019).

Nonverbal communication does not need words; it involves actions that can be seen, like body language, gestures and facial expressions. These actions may not be intentional, and their meanings differ according to the context (Merani, Ibid).

In the same line, Taleb & Larbi (2018) conclude that NVC involves using non-verbal signals like facial expressions, body posture, and gestures to convey messages and stimulate meaning in the minds of others.

According to Chaudhry & Arif (2012) Nonverbal communication is considered as "the unspoken communication that goes on in every face-to-face encounter with another human being" (p, 56).

Negi (2009) advocates that teachers use different types of non-verbal communication when executing their duties in classrooms (cited in Merani, 2019); for example, eye contact, facial expressions, body movement, gestures and tone of voice.

1.5.2.1 Eye Contact

The first and the most important nonverbal cue is the eye contact, because the eyes are the person's mirror, which explains why when in conversation, people pay attention to them. The eye is an outlet for messages, being very expressive by nature; it is also seen as the channel through which information passes during face-to-face communication (Taleb & Larbi, 2018).

McCroskey & Richmond (2000) indicate that the eye contact is more expressive than any other nonverbal cues therefore we cannot have control of them (Taleb & Larbi, Ibid.). Moreover, eye contact is seen as dominance sign when it comes to the interaction between someone who is older than the other. However, too much persistence in eye contact can provoke negative consequences (Elfatih, 2005).

1.5.2.2 Facial Expressions

The face is devoted to the silent and well performed communication, because it is considered as the most complicated part of the human body. While several facial features participate in communication, the majority of messages are conveyed through the mouth and eyebrows. (Elfatihi, 2005).

According to him, Charles Darwin is responsible for initiating this area of study when he penned ‘The Expression of Emotions in Man and Animals’ back in 1872. When we see someone’s picture, our gaze is drawn to his or her face but it is around the eyes and the mouth where our focus lies.

In addition, the human face is incredibly expressive; it can convey a wide range of feelings without the need for words. It can display universally acknowledged emotions like joy, rage, fear, disgust, and others. Wikipedia defines it as the movement or position of muscles that are beneath the skin and have the ability to convey message. (Taleb & Larbi, 2018).

1.5.2.3 Body Movement and Gestures

According to Elfatihi (2005) “Kinesics refers to the use body movement and gestures” (p, 7). He states that a person’s personality can be deduced from how they stand or hold themselves; teachers' postures and body language can convey excitement, exhaustion, and encouragement in addition to revealing student sentiments. (Elfatihi, Ibid.).

In addition, Taleb & larbi (2018) claim that “Oxford dictionary defines gestures as: movements that you make with your hands, your head and your face to show a particular meaning”. (p,10).

Finally, gestures play an essential role in human communication as they help make conversations lively, clear up confusion, and often communicate deep feelings. (Elfatihi,2005).

1.5.2.4 Paralanguage

DeVito (1988) indicates that” paralanguage refers to the manner in which something is said rather than to what is said “. (cited in Ayuningsih et al., 2022, p, 74). According to him, paralanguage involves two main aspects vocalizations and voice qualities; the former refers to the vocal characteristics such as laughing, crying, yelling and whispering. and the latter refers to the pitch, rhythm, vibration and speed.

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Besides, Khalifa and faddal (2017) advocate that “paralanguage is the area of non-verbal communication that highlights body language and voice tones as means of expressing thoughts and feelings” (as cited in Ayuningsih et al., Ibid.) (p, 75).

Therefore, Qiang (2013) estimates that paralanguage can improve the accuracy, vividness, and expressiveness of communication in a language. It is also used to clarify, greaten, alternate or even intensify what the words mean. (cited in Ayuningsih et al., 2022).

1.6 Emotional Intelligence in Education

Education today is more complex than before, with students facing challenges like depression, stress, and low self-esteem unlike previous generations, and the impact of emotions on human’s decision making and learning in particular and their lives in general. Teachers’ role extends beyond achieving pupils’ academic achievement.

Therefore, enhancing pupils' emotional well-being, recognizing and responding to their emotional needs and fostering their emotional intelligence become crucial.

1.7 The Development of Emotional Intelligence

Emotional intelligence (EI) was an integral aspect of human brain activity from the early 18th century. However, in recent times, it has evolved into a distinct field of study (Kurdi & Hamdy, 2020). It's worth noting that ideas related to understanding and managing emotions have deep historical roots.

Many thinkers and philosophers identify the importance of emotions in our lives and highlight the interrelationship between emotions and reason. Plato in *The Symposium* indicates that "there are emotions involved in reason as well” (cited in Gawai, 2016, p. 13).

Furthermore, as cited in Dhani & Sharm (2016) Howard Gardner develops his theory of multiple intelligences in 1975, in which he offers eight categories of intelligence, including intrapersonal and interpersonal intelligences.

In 1990, psychologists Peter Salovey and John Mayer introduced the term "emotional intelligence." They describe it as the ability to recognize and identify emotions in oneself and others, distinguish between different emotions and use emotional knowledge to guide thoughts and actions (Salovey & Mayer, 1993).

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Nevertheless, Daniel Goleman has played a great role in the popularization of emotional intelligence and has become widely recognized since the publication of his book.

“The main credit for making the concept of emotional intelligence and its culture his first book in 1995 titled “Emotional Intelligence.” Why could it be more important than IQ? The book gained wide popularity and fame in academic circles and elsewhere, and five million copies of the book were published “(Kurdi & Hamdy, 2020, p. 364).

1.8 Models of Emotional Intelligence

Although many authors have contributed significantly to emotional intelligence (EI) research, Spielberger (2004) argues that only three models will be examined in-depth due to the extensive nature of the field. These models provide valuable insights into the concept of EI. (cited in Gonzalez et al., 2019).

1.8.1 Salovey-Mayer’s Model

Emotional intelligence is defined by Mayer & Salovey (1990) as the ability to understand and reason about emotions, use emotions to enhance thought, and manage emotions effectively for personal and cognitive growth. (Gonzalez et al., 2019, p. 36).

Their model consists of four fundamental abilities (perceptions, assimilation, understanding, and emotional regulation).

Emotional perception is the ability to discern and identify both your own and other people's emotions (Gonzalez et al., 2019). Assimilation is defined by Salovey & Mayer (1990) as “the ability to generate, use, and feel emotions as necessary to communicate feelings or use them in other cognitive processes.”

Besides, understanding requires evaluating and comprehending emotional data to be able to recognize that multiple feelings can occur simultaneously and that they can also shift over time (Gonzalez et al., *ibid.*). The last ability is regulation; it refers to the capacity to control and manage one's own and others' emotions, as well as to maintain an open mind regarding sentiments (Gonzalez et al., *ibid.*).

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The four branches in this system are arranged in a hierarchical order, where perceiving emotions forms the foundational level. Managing emotions, on the other hand, is the most advanced and intricate skill, positioned at the apex of the hierarchy.

Consequently, the ability to control one's own emotions and influence the emotions of others relies upon the foundational competencies developed within the other three branches (Fernández-Berrocal & Extremera, 2006).

1.8.2 Bar-on Model

In 1997, a contrasting model by Bar-On emerged. Unlike Salovey-Mayer's model, it takes a different approach to emotional intelligence and does not equate it with either intelligence or emotion (Gonzalez et al., 2019).

Schulze and Roberts (2005) emphasize that emotional intelligence should encompass various personality traits that contribute to success in personal and professional settings (cited in Gonzalez et al., 2019).

Besides, “the Bar-On model describes EI as an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (Gonzalez et al., 2019, p. 36). It takes a closer look at emotional intelligence, focusing on the traits that are most strongly associated with positive outcomes in life.

These traits have been categorized into five main groups: overall mood, adaptability, intrapersonal and interpersonal skills, and stress management.

1.8.3 Daniel Goleman ’s Model

Sfetcu (2020) stated that EI is defined by Daniel Goleman as the ability to identify our own emotions and those of others, to inspire ourselves, and to effectively manage emotions in both our personal and interpersonal interactions. According to Goleman, EI is more important than IQ in order to achieve a fulfilled life (Gonzalez et al., 2019).

Goleman, Boyatzis, and McKee (2010) considered EI a set of developed skills and knowledge that can lead to success in various societal areas, such as the professional setting (cited in Gonzalez et al., 2019).

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Daniel Goleman 's model consists of five abilities: self-awareness, self-management, motivation, empathy, and social skills. Self-awareness involves the ability to examine one's emotions, recognize them precisely, and label them appropriately.

Gonzalez et al. (2019) define self-management as "the capacity to control or divert problematic driving forces and temperaments, and the affinity to suspend judgment and to think before acting." (p.38). In other words, self-management is the ability to manage impulses, control our emotions, and think before making any decision.

Moreover, internal motivation is having a clear sense of what truly matters in life, finding joy in achieving goals, and being curious about learning. It's a natural inclination to pursue goals with energy and determination (Gonzalez et al., 2019). Empathy, according to them, is seen as" the capacity to comprehend the emotional makeup of other individuals. It is an ability to understand individuals thanks to their emotional responses and relate to them" (p. 38).

The last point is about social skills, which are considered to be the ability to manage relationships and develop social connections, along with the skill to find common ground and foster closeness (Gonzalez et al., 2019).

1.9 The Definitions of Emotional Intelligence

Before delving into the definitions of EI, it is necessary to first comprehend the meanings of emotions and intelligence. According to Larousse Dictionary (1990), emotions represent the "sudden trouble, transient agitation caused by an acute experience of fear, surprise, joy, etc." (cited in Cabanac, 2002, p. 3).

To articulate it clearly, emotions are the immediate and brief psychological impact resulting from a strong and unexpected encounter, which may be associated with a number of various intense feelings. While intelligence is defined by AllWords Dictionary (2006) as "the ability to use memory, knowledge, experience, understanding, reasoning, imagination, and judgement in order to solve problems and adapt to new situations" (cited in Legg & Hutter, 2007, p. 2).

Moreover, the concept of emotional intelligence is a vital and necessary component of intelligence that allows us to exist in society, have a thinking style, and personal interactions (Üredi et al., 2022). In the same vein, Mayer, Salovey & Caruso (2004) advocate:

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“We define EI as the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (cited in Mayer ,2004, p 3)

In addition, EI is not considered as skills that children born with, it is something that they inherit through life experiences and interaction with people. As Yavuz (2004) said “emotional intelligence is not an innate property, but it is a skill that can be developed with experiences and emotional training during childhood”. (cited in Üredi,2022).

According to Goleman, emotional intelligence is defined a set of abilities and competencies that allow people to recognize their own emotions as well as those of others, to motivate themselves, to regulate their emotions, and to engage with others.

Goleman identifies five competencies or skills as the foundation to emotional intelligence: self-awareness and management, self-motivation, empathy and social skills (cited in Kurdi & Hamdy, 2020).

1.10 Emotional Intelligence & Academic Achievement

Academic achievement is known as the extent to which students can learn and demonstrate the knowledge, skills, and abilities that the teacher is trying to impart (Bhadouria ,2013). According to Bar-on (2007), education has long aimed to improve students' cognitive skills which are typically assessed through IQ (intelligence quotient) tests (cited in Zhang, 2023). The Intelligence quotient is significant but it is just one part of academic achievement (Taheri et al., 2019, as cited in Zhang, Ibid.). Therefore, Mayar & Salovey (1997) claim that when it comes to education, we need to consider emotional intelligence (EI) as a key factor, EI is regarded as a person's ability to understand and express emotions, think with emotions, and effectively manage their own and others' emotions (as cited in Zhang, Ibid.).

Emotional intelligence is considered as an important factor in people's behaviour management, it highlights the recognition and regulation of emotions, social interaction, academic performance, and learning flexibility (Banat & Rimawi, 2014). Goleman (1995) indicates that understanding the process of learning is the reason for students' success and it

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encompasses: confidence, curiosity, self-control, a sense of belonging, social skills, and collaboration (cited in Banat & Rimawi, 2014).

In this regard, according to Zhang (2023), having high emotional intelligence is crucial for academic success (Goleman, 1996). Students with strong emotional intelligence are usually self-motivated learners who can overcome obstacles, regulate their emotions effectively, stay focused, and build strong relationships with their peers. This allows them to work together and handle challenges more easily (Bar-On, 2007).

1.11 Nonverbal Communication & Emotional Intelligence

Nonverbal communication and emotional intelligence are significantly correlated, nonverbal cues serve as a crucial aspect of emotional expression and understanding (Matsumoto & Hwang, 2013). Nonverbal communication facilitates interpersonal connections and rapport-building, which are essential for effective social interaction and relationship management (Mehrabian & Ferris, 1967).

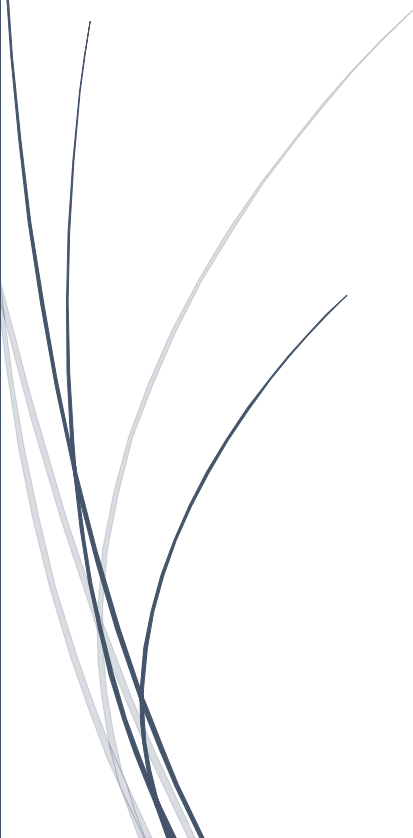
Individuals who possess high emotional intelligence exhibit a remarkable ability to decipher nonverbal cues like facial expressions, body language, and tone of voice. This enables them to accurately grasp and comprehend the emotions of others (Mayer & Salovey, 1997). Furthermore, they demonstrate proficiency in managing their own emotions through nonverbal communication methods, employing techniques such as adjusting facial expressions and posture to regulate their emotional responses across different scenarios (Goleman, 1995).

1.12 Conclusion

From the past, the importance of developing emotional intelligence becomes a subject of matter and a must in education because academic intelligence alone is not sufficient for building strong personalities. As it is mentioned above, emotional intelligence is also significant in achieving academic success and reaching the professional goals. Moreover, this chapter encompasses the literature review about the concept of Emotional intelligence, its development, definitions, models and impact. As well as teachers' nonverbal communication, its definition, types and impact on academic achievement. Finally, the chapter provides an overview about the relationship between emotional intelligence and nonverbal communication.

CHAPTER TWO

Field work and Data Analysis



2.1. Introduction

This chapter is devoted to the empirical study conducted to seek the impact of teachers' Non-verbal communication as an important factor in developing the Emotional Intelligence of middle school pupils. The study intends to shed light on the significance of using non-verbal cues in the classroom and highlights teachers' awareness of the development of emotional intelligence.

This part encompasses the research design, the participants contributing to fulfilment of the research and the data collection tools that assist the researcher in achieving the desired objectives. the second section is concerned with the data analysis and interpretation of the findings.

2.2. Research Methodological Design

The main aim of the present study is to seek the impact of teachers' nonverbal communication on pupils' emotional intelligence development. From the light of this objective, three main questions need to be explored:

1. How does teachers' non-verbal communication take place in the middle school classes. How do middle school pupils perceive and respond to their teachers' non-verbal communication?
2. What are the attitudes of middle school pupils toward their teachers' non-verbal communication?
3. What are teachers' perspectives about the importance of emotional intelligence and their awareness of the impact of non-verbal communication?

To answer these questions an analytical and descriptive research approach is used, and a mixed-method approach is employed. MMR is defined as a multi-method research approach that includes obtaining, analyzing, interpreting, and reporting qualitative and quantitative data to answer research questions in a morally responsible manner (cited in Bryman, (2012); Creswell, (2015); Creswell & Plano Clark, 2011). According to Enosh, Tzafrir, and Stolovy (2014), the use of mixed approaches enables comprehensive and in-depth responses to research issues. (cited in Dawadi & Shrestha & Giri,2021).

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This study involves quantitative and qualitative research, given (2008) states that “Quantitative (or fixed) research denotes the systematic empirical investigation of social phenomena by means of mathematical and statistical techniques” (cited in Ma, 2015.p, 568). Qualitative or flexible research is a paradigm of examination that permits researchers to explore human behaviour in depth and the reasons for such behaviour, using qualitative research is helpful when one wants to explore new subjects and comprehend difficult situations, such as describing beliefs and habits of individuals or determining social norms within a community (Ma, 2015).

2.3 The Context of the Study

The research takes place at the level of “Yekhllef Ben Gella” middle school, Ain Boudinar, Mostaganem. This middle school receives pupils from rural regions like “Slaieia” and “Shaief” which gives variety to our population ,because the mentality or the personality of urban and rural pupils are not the same especially when it comes to Emotional intelligence.

Again, the reason behind choosing pupils of middle school and not primary or secondary is the fact that the emotional development starts in the period of adolescence. “The adolescence is a period of intensive growth and change in nearly all aspects of child’s physical, mental, social and emotional life” (Saikia, 2019). In this period pupils start build their personality, experience different feelings, make decisions and build relationships. This is why the development of emotional intelligence in the adolescence is crucial .

2.4 Participants

The participants are 164 pupils (45 are from the first-year middle school,41 pupils are from the second year, 37 from the third year and 41 from the fourth year). The aim from choosing the four levels is to see how does Emotional intelligence differs from the first to the four level and to see which pupils of which level is influenced more by teachers’ nonverbal communication.

Besides, 17 teachers of both genders and different subjects were interviewed, there teaching experiences are arranged from 2 years to 33 years of teaching. The objective from interviewing teachers with different subjects is to gain more insights and perspectives from them especially from experienced teachers.

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Also, 20 sessions were conducted in a normal teaching setting with four classes from the first level to the fourth level; in these sessions the researcher observes 20 teachers with different subject which provides her to see the impact of nonverbal communication in different contexts because the environment of teaching in each subject is not the same with other subjects and each teacher has a unique method of teaching.

2.5 Data Collection Instruments

The researcher has selected three research instruments; observation, questionnaire and an interview. Using more than one tool in research is called research triangulation. Flick (2009) advocates that triangulation is “the combination of different methods, study groups, local and temporal settings, and different theoretical perspectives in dealing with a phenomenon” (cited in Alamri, 2019, p, 66).

According to Noble & Heale (2019) this process helps researchers to provide credibility and reliability to their research (cited in Bans-Akutey & Tiimub, 2021). Observation according to Sproull (1988) is “a data collection method in which a person (usually trained) observes subjects of phenomena and records information about the characteristics of the phenomena “(cited in Kumar, 2022. p, 1). “Classroom observation is also defined as a method of evaluating and recording specific information about what is going on within a classroom” (Halim, Wahid, & Halim, 2018).

Besides, questionnaire plays an essential role because it is the primary interface between the respondent and the institution. It is a collection of questions directed at a target audience for the purpose of collecting data (Food and Agriculture Organization of the United Nations [FAO], 2020). An interview is a qualitative data collection approach when two people converse about a particular social or human issue (Alamri, 2019). According to Alamri (2019) the interview is a flexible method that helps the interviewer and interviewee to discuss about a certain topic in order to deeply understand a particular idea or response.

2.5.1 Classroom Observation

The classroom is regarded as the formal and suitable setting that provides learners with a significant opportunity to learn variable educational skills (Seddiki, 2022). In research, classroom observation helps the researcher observe behaviours, attitudes in the real context and this gives in-depth information and more credible insights.

Observation means to be closer to the population; to see their real interaction in the classroom and for that reason the researcher prefers to conduct classroom observation with 20 teachers with different experiences and different subjects.

The classroom observation is conducted in February 2024, at “Yekhlef Ben Ghella” middle school, Ain Boudinar, Mostaganem. The researcher chooses randomly four classrooms as a sample for observation (1Ms6, 2Ms1, 3Ms1, 4Ms1). We have observed 20 teachers of varied experiences in their natural teaching environment.

The aim of the classroom observation is to observe teachers’ interaction with their pupils, and how do teachers use nonverbal communication. Also, observing the environment of the classroom (positive or negative) and the way pupils perceive their teachers’ nonverbal cues.

Starting first with 1Ms6, this classroom contains 45 pupils. Due to the insufficient classrooms in the institution, these pupils are taken into the cultural club at Ain Boudinar. We have observed five teachers of different subjects (mathematics, natural science, English, French and geography) this helps us to see how does the use of teachers’ nonverbal cues differs from one subject to another.

Mathematics’ teacher has 7 years of experience, she is so firm, she uses strict eye-contact not just with talkative pupils but with all pupils. She does not use her hands to explain, she prefers use the board. Also, she moves to control pupils’ copybooks, she uses the brush to stop their noise but this action makes things worse. Shouting or yelling is her method to manage the classroom, also she does not smile with her pupils.

Furthermore, pupils at the back are not attentive and generally occupied with school supplies. Most of them are not motivated and involved especially boys, they are afraid to voice their ideas and to answer teacher’ questions because the environment of the classroom is tense and there is no positive interaction.

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Moving to the French, English and Natural science teachers, they have a different use of nonverbal communication. Their eye-contact is inclusive and severe with talkative pupils; they use it as a dominant tool to stop disruptive behaviours. Again, using hands and changing the tone of voice to explain the lesson and to attract pupils' attention, they do not use physical punishment, and they smile while explaining.

All pupils are engaged and motivated even those who are not attentive with Mathematics' teacher, the teachers receive active participation and therefore the classroom environment is positive. The teacher of Geography is an exception, she has two years of experience and she is new in this middle school.

The teacher is looking at me all the time, she is restless and unable to maintain a seated posture. She has a hesitating tone of voice and a worried facial expression. Pupils with this teacher are not respectful, all of them are not attentive not just pupils at the back and classroom environment does not encourage for learning.

The second classroom is 2Ms1, it involves 41 pupil and most of them are repetitive. We have observed four teachers (Arabic, English, Physics and Natural science). Arabic teacher is approachable with her pupils she treated them all in the same way and she does not neglect repetitive pupils, and she smiles while explain. Although the classroom is calm and positive, there are always two or four talkative pupils, so she uses her eye-contact to stop them. Moreover, her tone of voice is smooth and calm and she changes her voice intonation from time to time to attract pupils' attention.

Pupils are engaged, motivated and they support each other for participation. Besides, the teachers of Physics and Natural science did not give a lot of emphasize on the use of nonverbal cues, they usually use the board for explanation and their eye-contact as a tool of classroom management. The participation of pupils with scientific subjects is not the same with other subjects, they are active, involved and motivated.

Finally, the English teacher is so strict and severe. When the researcher has come to the classroom, there are no tables at the back so she has to sit on the desk of the teacher and this helps her to see the faces of pupils and their behaviours and impression. the teacher is calling the names of pupils who did not finish writing their lessons and then she starts punishing them physically; some pupils especially boys did not accept to be punished and they start complaining, so she sends them to the administration.

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Others are so scared and stressed and they are waiting their turn ,and try to hide their fear and frustration. Then, she starts introducing her lesson; pupils were not motivated and they are waiting the session to end. Boys at the back are playing with their school supplies and they feel bored and frustrated

The third classroom is 3Ms1, it includes 37 pupils. We have observed 4 teachers (Mathematics, physics, English and Arabic). In the session of English, the teacher is sitting on her desk introducing a film using the projector. Her eye-contact is not spread to all pupils therefore pupils at the back are not attentive, she does not use gestures and she does not raise her tone of voice. Not all pupils are motivated and most of them are not engaged especially those who are at the back.

Teachers of Mathematics and Physics use an inclusive eye-contact to all pupils, they are active , approachable and move while explain. They smile when interacting with pupils and changing the tone of voice to attract pupils 'attention.

Finally, Arabic teacher does not use nonverbal communication like other teacher; from the beginning of the session, she is sitting and explaining verbally. Moreover, the researcher observes that one pupil is sick but she does not care and she continues her lesson. Pupils are not attentive and there is no engagement and motivation.

The fourth classroom, 4Ms1 contains 41 pupils. The researcher attends with 6 teachers (English, Arabic, Natural science, Islamic science, French, History). In the session of Islamic science, the teacher is not assertive, he is approachable and friendly, he starts his sessions with a joke to change the mood of pupils, he is smiling. His eye-contact is inclusive and he moves when explain, also he raises his voice from time to time.

Pupils are active listener, they are engaged and motivated therefore the classroom environment is positive. French and Natural science teachers have severe eye contact with talkative pupils, they use their hands and fingers to explain and they move from time to time to check pupils' work; this action makes pupils more responsible and serious. Furthermore, they have loud and motivated tone of voice.

Pupils are attentive and motivated; they are serious and active. The English and Arabic teachers clap their hands to move from one element to another, they smile and change their tone of voice.

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Pupils are active than usual, motivated and involved, they participate in the discussion and they share their points of view, the classroom environment is positive and encourage pupils to learn. The researcher notices pupils 'self- confidence, self- motivation and self-esteem.

On the other hand, the teacher of history is an exception, he is sitting all the time and explaining verbally the lesson. We noticed that pupils are bored, some of them are sleeping or writing in their copybooks.

2.5.2 Pupils 'Questionnaire

Using classroom observation permits researchers to analyse and observe the phenomena and behaviours closely. However, the researcher needs to know the attitudes of middle school pupils about their teachers 'nonverbal communication. Therefore, a semi- structured questionnaire is used to reach this objective, it is considered as a scientific tool for research, it involves a set of organized questions given to a targeted population.

In the present study, 164 pupils from the middle school of "Yekhlef Ben Ghella", Ain Boudinar, Mostaganem are chosen randomly to answer the questionnaire; 45 from them are pupils of the first level, 41 are from the second level, 37 from the third level and 41 are pupils of the fourth level. The questionnaire is translated into Arabic to help pupils understand and answer easily the questions.

For the aim of addressing pupils' points of view about the impact of teachers' nonverbal communication on their Emotional intelligence development. The questionnaire (see appendix A) involves 14 questions (3 open-ended questions and 11 structured questions), divided into three sections. The first section is about the background information of pupils; Q1 is about the gender and Q2 is about the age.

The second section contains 5 questions, the aim from these questions is to test pupils' Emotional Intelligence based on the five skills of Goleman's model (self-awareness, social awareness, self- regulation, empathy and social skills).

Q3 is about social awareness; from this question pupils give their opinions about the characteristics of a good teacher and what kind of teachers they like. Q4 is about self-awareness and how often pupils feel comfortable to participate in the classroom (always, sometimes, rarely).

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Q5 refers to method that they use to regulate themselves when they are upset or have a problem, pupils have to choose one option (take deep breath, playing with my stuff, talking to the teacher and put my head on the table).

Q6 aims to explore pupils' empathy with their friends, they have three choices to see how they deal with their friends when they have problems (Ignore them and continue what you're doing, ask them what is wrong and offer help and Make fun of them).

The last question number 7 is an open-ended question about pupils' preference of group work and individual work, from this question the researcher seeks to determine pupils' social skills and the reason behind choosing individual or group work.

Section three contains 7 questions; their aim is to see pupils' attitudes about their teachers' nonverbal communication. Q8 is about the impact of teachers' eye-contact on pupils' attention, pupils are asked to answer by "yes" or "no".

Q9 is a structured questions with three choices (motivated, attentive, engaged) to seek the impact of facial expression (smile) on pupils during the explanation of the lesson.

Q10 is also a structured question, it refers to the impact of teachers' body language on pupils, it has three choices (engagement, motivation, understanding).

Q11 is devoted to the impact of the use of gestures (hands on the understanding of the lessons, pupils are asked to answer by "yes", "no" or "sometimes".

Q12 refers to the impact of the use of physical punishment on pupils' stress, the question has three choices (I try to not show my fear, I do not feel comfortable, I want the session to end).

Q13 is about the impact of loud voice reprimands shouting or yelling in making pupils stressed in the classroom and the answer is by "yes" or "no".

Finally, question 14 is the impact of teachers' approachability and caring on pupils' emotional well-being.

2.5.3 Teachers' Interview

After conducting a classroom observation to see how does teachers' nonverbal communication take place in the classroom. And using a questionnaire to discover the attitudes of pupils toward teachers' nonverbal communication, the researcher needs to explore teachers' awareness about the impact of nonverbal communication on pupils' emotional intelligence.

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Therefore, "The interview is one of the data collections (examination) technique by means of oral communication, it is a set of questions which are asked to the subjects by the researcher to get an answer on condition that the interview is performed by word of mouth and face to face "(Karasar, 2010, p.21). This tool helps the researcher to collect in-depth perspective about a phenomenon and to see the impression of the interviewee thanks to the face-to-face interaction.

An unstructured interview is used in this study to help teachers reflect about their experiences and give deep insights about the role of nonverbal communication. As cited in Zhang & Wildermuth (n.d), "Punch (1998) describes unstructured interview as a way to understand the complex behaviour of people without imposing any a priori categorization, which might limit the field of inquiry" (p.1)

In the present study ,17 teachers of various subjects contribute to the fulfilment of this research, the researcher has to wait for them till the end of the session. Besides, the interview contains 13 open-ended questions, the questions are divided into three sections.

The first section includes one question about the years of experience; this question helps the researcher to consider the perspectives of novice and experienced teachers about the impact of nonverbal communication. The second part is about teacher' awareness about the importance of developing pupils' emotional intelligence; it contains 6 questions:

Question2: is about the definition of Emotional intelligence; this question shows if teachers (novice and experienced) have an idea about EI.

Question 3: refers to the perspectives of teachers about the importance of pupils' Emotional Intelligence to achieve academic success

Question 4: this question helps teachers to reflect about their strategies that they use to address pupils' emotional needs.

Question 5: refers to the way teachers assess pupils' Emotional intelligence.

Question 6: this question indicates pupils' developmental changes that occur from the first level to the fourth level concerning their awareness and the reasons behind these changes.

Question 7: the aim of this question is to gain insights about the practical strategies that teachers use to motivate and engage pupils in the classroom.

The third section is devoted to the impact of teachers' nonverbal communication and it contains 6 questions:

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Question 8: This determines the main communication style of the teacher. It serves as a starting point for the questions that follow on nonverbal communication.

Question 9: This question goes deeper into the teacher's awareness of the wider influence of non-verbal communication on students' EI. It looks beyond the obvious use of nonverbal communication and delves into how they affect pupils' emotional well-being.

Question10: this question probes teachers to describe instances from real-life experience where their nonverbal communication plays a significant role in fostering positive learning environment and address pupils 'emotional needs.

Question11: this question explores whether teachers take into consideration the impact of their nonverbal communication on the environment of the classroom, the participation, self-confidence and overall emotional well-being when planning their lessons.

Question 12: the aim of this question is to invite teachers to reflect about their ways that they use to measure the effectiveness of nonverbal communication and if there are any changes in their behaviours.

Question13: the purpose of this question is whether teachers receive training to be aware about the role of nonverbal communication for middle school pupils.

2.6 Data Analysis and Interpretation of the Findings

This research aims to shed light on the impact of teachers' nonverbal communication on pupils' Emotional intelligence development. To achieve this goal three main tools are used; classroom observation is conducted to see how do teachers use nonverbal communication and what are pupils' interaction and behaviours toward teachers' nonverbal communication.

The second tool is the questionnaire submitted to middle school pupils to explores their attitudes toward their teachers' nonverbal communication and how it affects their emotional intelligence. The third tool is an interview conducted with middle school teachers to probe their awareness about the impact of nonverbal communication on the emotional intelligence of middle school pupils.

2.6.1 Pupils' Questionnaire

The first question: is about pupils' gender; In the first level 57% of pupils are males while 43% are females, in the second level 48% are females and 52% males. Again, the third level contains 46% males and 54% females while the fourth level involves 57% females and 43% males.

Table 2.1. Pupils' gender

Gender	Level 1 (1Ms6)	Level 2 (2Ms1)	Level 3 (3Ms1)	Level 4 (4Ms1)
Males	57%	52%	46%	43%
Females	43%	48%	54%	57%

The results show that in the first level, there are more males (57%) than females (43%). In the second level, the gender distribution is relatively balanced but still favours males (52% males, 48% females). In the third level, females constitute the majority (54%) compared to males (46%). In the fourth level, females again are the majority (57%), with males making up 43% of the pupils. (Fig 2.1)

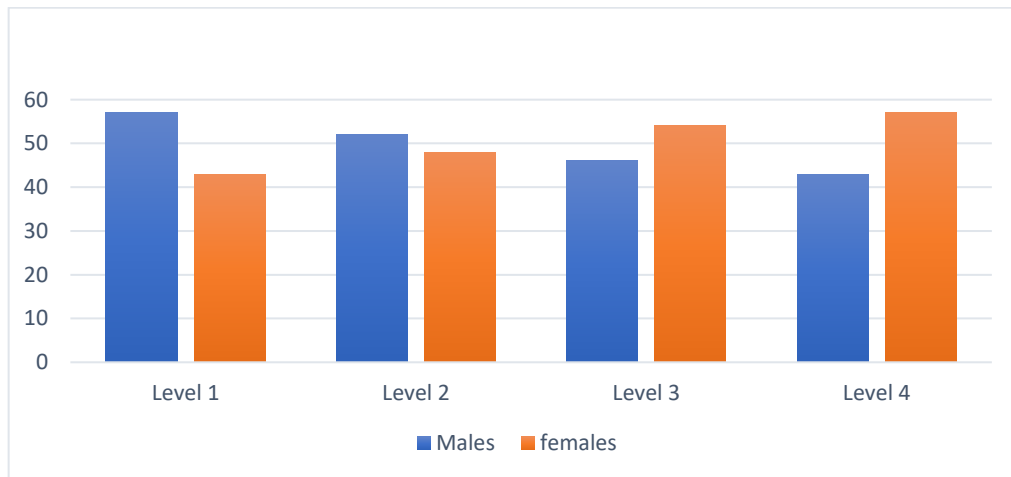


Fig 2.1: Pupils' Gender

The second question: is about pupils age, and due to variety of pupils' age in each classroom, we opt to describe each level separately. The age of pupils in the first classroom (1Ms6) are from 10 to 15 years old; 2% of pupils are from the age of 10 years old, 49% are from the age of 11 years old, 27% are from the age of 12 years old and 9% of pupils are aged of 13 years old. Moreover, 11% are from the age of 14 years old and 2% of pupils have the age of 15 years old.

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Table 2.2. The Age the first level's pupils

10 years old	11years old	12 years old	13 years old	14 years old	15years old
2%	49%	27%	9%	11%	2%

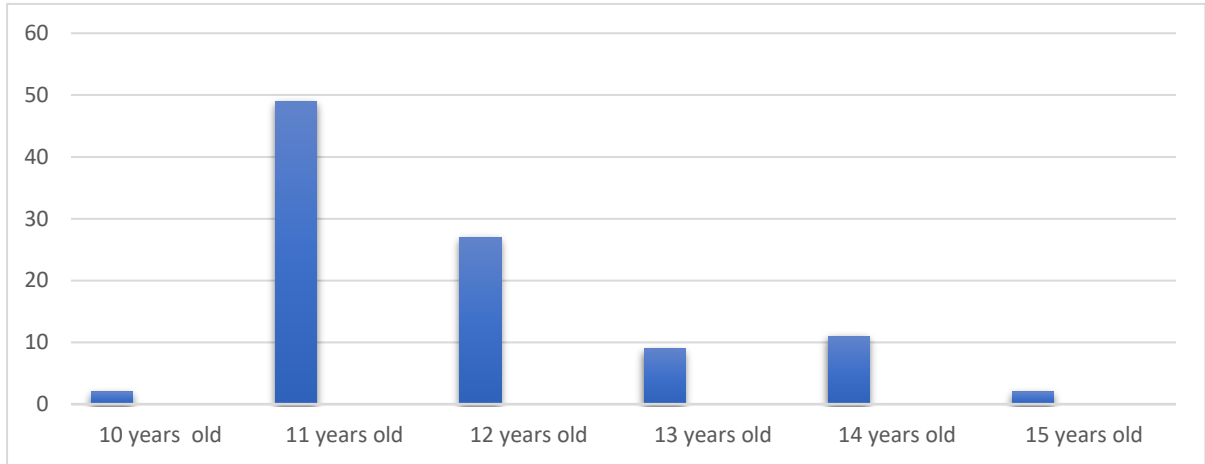


Fig 2.2. The Age of the First Level's pupils

The results show that the most common age in the first classroom (1Ms6) is 11 years old, representing 49% of the class.

In the second classroom (2Ms1) pupils age is from 11 to 16 years old. 5% of pupils are from the age of 11years old, 26% are 12 years old, 21% of pupils are from the age of 13years old. Again, 17% of pupils are of the age 14 years old, 21% are from the age of 15 years old and 10% of pupils are 16 years old.

Table 2.3. The Age of the second level 's pupils.

11 years old	12 years old	13 years old	14 years old	15 years old	16 years old
5%	26%	21%	17%	21%	10%

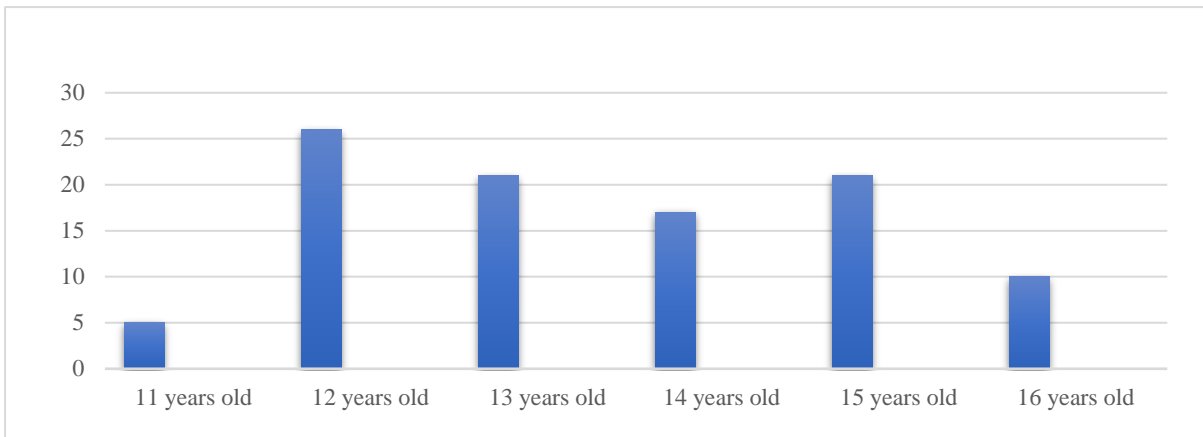


Fig 2.3 . The Age of the second level's pupils.

From this data, it's clear that the majority of pupils in classroom 2Ms1 are 12 years old, representing 26% of the class. This age group has the highest percentage among the pupils, as illustrated by figure 3.

The third classroom (3Ms1) contains pupils of the age of 12 to 17 years old; 3% of pupils are of the age 12%, 30% are of the age of 13 years old and 35% of pupils are from the age 14 years old. Again, pupils of the age 15 years old have the percentage of 19 %, pupils of the age 16years old have the percentage of 10 % and finally 3% of them are 17 years old. The most common age in the third classroom (3Ms1) is 14 years old, representing 35% of the class.

Table 2.4. The Age of pupils of the third level.

12 years old	13 years old	14 years old	15 years old	16 years old	17 years old
3%	30%	35%	19%	10%	3%

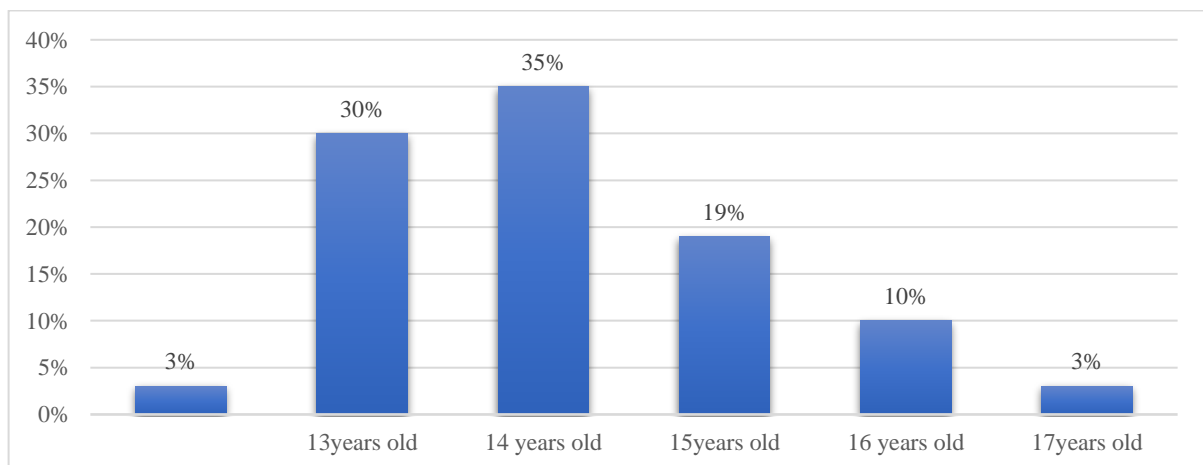


Fig 2.4. The Age of the third level.

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Pupils in the fourth classroom (4Ms1) are from the age 13 to 17 years old. As the figure 5 shows, 10% of pupils are from the age 13 years old, 49% are from the age of 14 years old and 22% are from the age of 15%. Moreover, pupils with 16 years old have the percentage of 17% and finally 2% of pupils are from the age of 17 years old.

Table 2.5: The Age of pupils of the fourth level.

13 years old	14 years old	15 years old	16years old	17 years old
10%	49%	22%	17%	2%

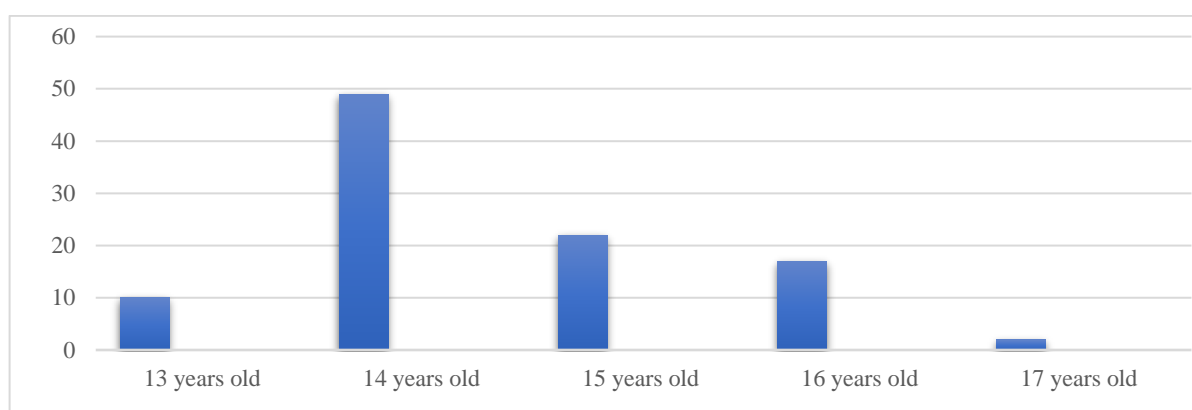


Fig 2.5. The Age of the fourth level's pupils.

The third question: is an open-ended question, it refers to pupils' points of view about their teachers, it is related to their social awareness where pupils have the freedom to express their feelings about what they hate and what they like in their teachers and the characteristics of a good teacher. The first category represents 55% of the population prefers the teachers who use positive nonverbal cues like smiling, they indicated that they hate physical punishment and loud tone of voice like screaming and yelling.

The second category represents 25% of the population prefers teachers who caring and treating pupils in good way, they like when teachers support them and never humiliate them in front of their friends.

Third category of pupils represents 10%; they prefer teachers who treat all pupils in the same way and who do not differentiate between them because of their abilities in learning. The last category represents 10% they prefer a motivated and active teacher who make the lessons interesting and engaging this makes them attentive and involved in the classroom.

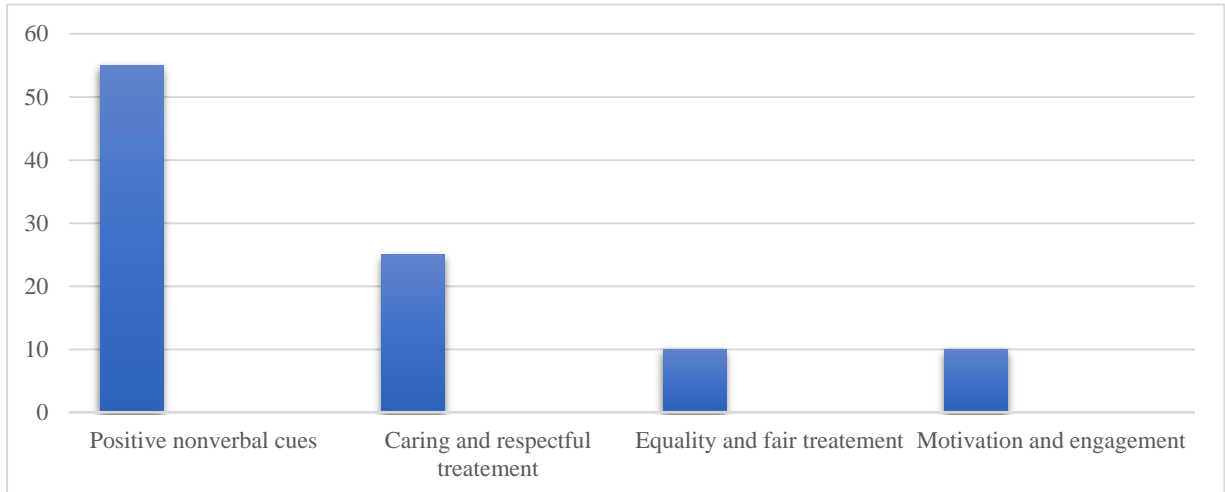


Fig 2.6 . Pupils' points of views about their teachers

As the figure 6 shows the majority of pupils like teachers who use positive nonverbal cues concerning their facial expressions (smile), body language (physical punishment) as well as tone of voice (yelling).

The fourth question: examines pupils' self- regulation; it delves into the strategies that pupils use to manage their stress and frustration in the classroom which demonstrate that self-regulation is highly individualized.

24% of pupils clarify that they take deep breath to calm down themselves, 25% prefer talking to their classmates to cope with their feelings. Besides, 9% from the population indicate that they talk to their teachers when they do not feel good or have problems, 11% prefers playing with their school supplies while 31% put their heads on the table and avoid talking to anyone.

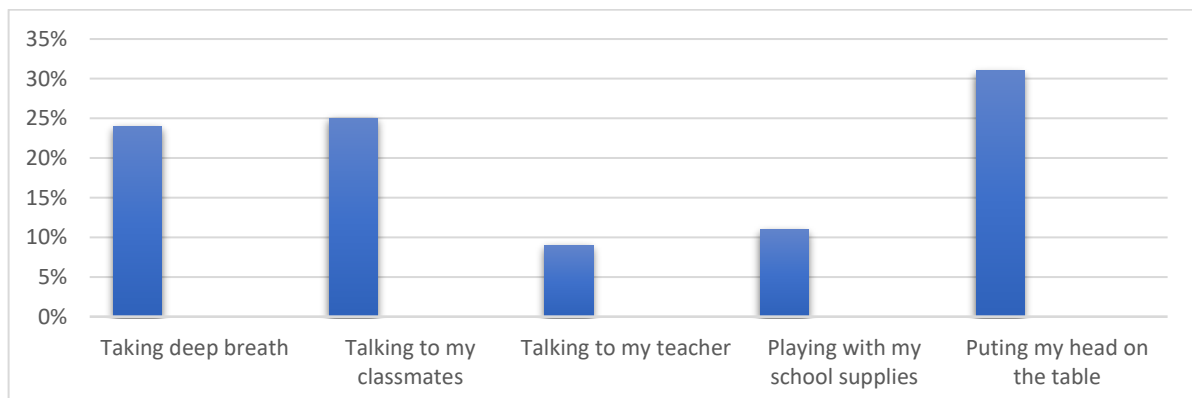


Fig 2.7.Pupils' strategies of self-regulation

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The majority of pupils 31% prefers hiding their emotions and feelings and try to avoid interaction when they are stressed. A significant portion of pupils 25% prefers social interaction with their peers as a strategy of coping mechanism.

However, the smaller portion of pupils 9% refer to their teachers to support them. 11% of pupils find tactile engagement with objects a useful tool to cope with their stress. The last portion indicated by 24% of pupils prefer taking deep breathing to reduce their stress and frustration; this strategy promotes self- regulation and self-management which is a significant element in Emotional intelligence.

The fifth question: is about self-awareness, it permits pupils to clarify whether they feel comfortable to voice their ideas in the classroom and it shows pupils' self-confidence. 32% of pupils indicate that they always feel comfortable during classroom discussion and they do not have problems of participation, 49% of pupils clarify that sometimes feel comfortable to voice their ideas while 19% advocate that their participation is rarely present in the classroom.

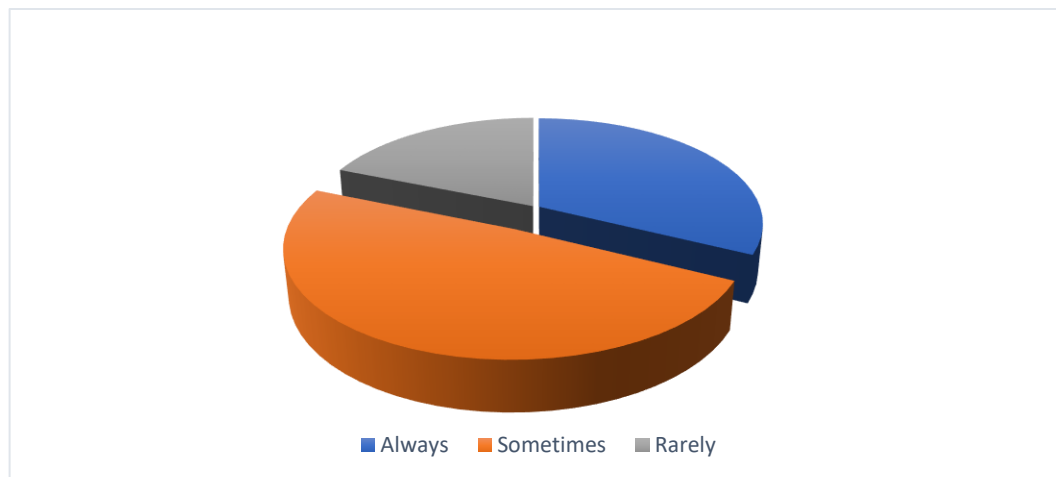


Fig 2.8. Pupils' self-awareness and comfort in participation

The analysis reports insight about pupils' self-awareness, self- confidence, and comfort in participation. As the figure 8 shows the majority of pupils represented by 49% of pupils are sometimes confident to voice their ideas. Moreover, the minority of pupils indicated by 32% are always able to participate without any problems or obstacles. However, the remaining 19% of pupils rarely participate in the classroom which deliver a challenge for them to be engaged in classroom discussion and share their opinion to perhaps they are afraid of judgment or they have a lack of encouragement. Therefore, positive reinforcement and positive feedback from teachers create positive and inclusive environment.

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Question six refers to pupils' empathy, it examines how pupils respond to their classmates when they have problems. 71% of pupils advocate that when their classmates have problem or they do not feel good they ask them what is wrong and try to find solutions to their problems, 18% of pupils clarify that they make fun of their friends while 11% of pupils ignore their classmates and continue what they were doing.

The vast majority of students demonstrate empathy by seeking to solve their classmates' issues and finding out what's wrong. This suggests that most students have a high feeling of empathy and care for their peers.

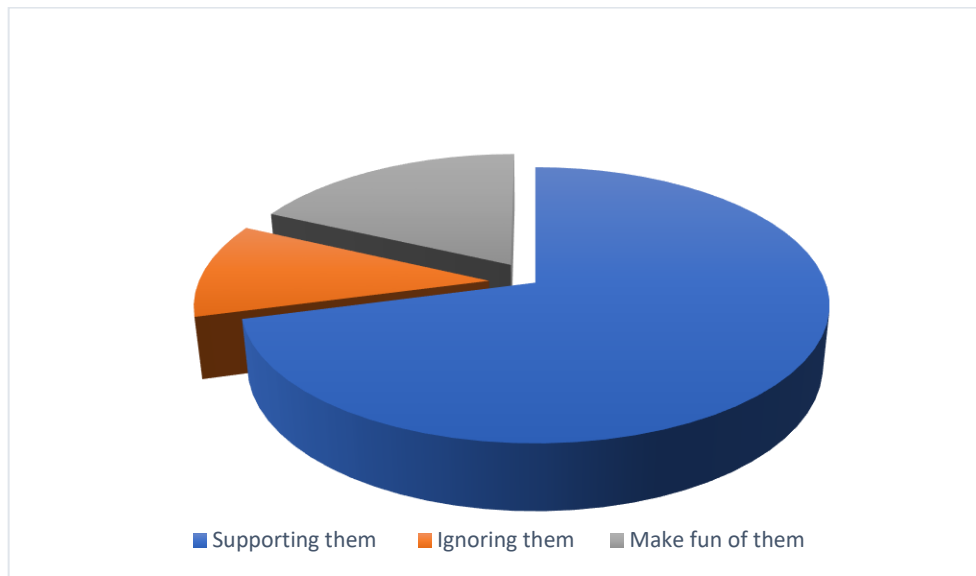


Fig 2.9. Pupils' Empathy

Question seven is an open-ended question it provides pupils with the opportunity to identify the reason behind their choice and preference of working individually or in group, this question investigate pupils' social and relationship skills. 66% of pupils prefer working in group for these reasons; 17% of them prefer group work to benefit and to exchange ideas and opinions, 55% like working in group because they are active, motivated and enjoyed.

Again, 6% of them find group work as a tool to express their feelings and learn how to dialogue and accept others' opinions, 16% of pupils advocate that group work strengthen their personality, increase self- confidence.

While, 6% of the population prefer group work because they are engaged in the discussion. the figure 9 show that the higher percentage 55% refers to pupils who prefer group work because it is motivated, enjoyable and it makes them active participants.

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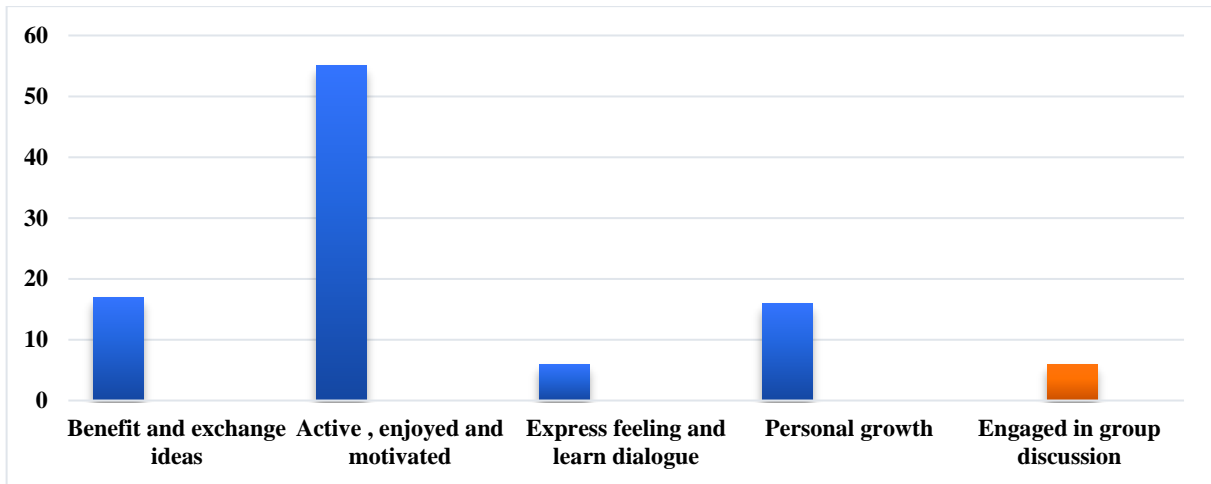


Fig 2.10 . Pupils' reasons behind choosing group work

On the other hand, 34% of pupils prefer individual work due to the following reasons. 36% from them prefer individual work to develop their self-confidence and self-dependence. 23% of pupils advocate that individual work is better to avoid conflicts due to differences in ideas. Besides, 14% of pupils are introverted and they like to work in isolation.

In the same vein, 3% of the population prefer calm and silence which help them focus and concentrate. However, 24% of pupils prefer individual work to know their abilities and to take the right decision in tasks so for them individual work is like an assessment. Therefore, as indicated in figure 10 the higher percentage of pupils refers to preferring individual work to develop self-confidence and self-dependence

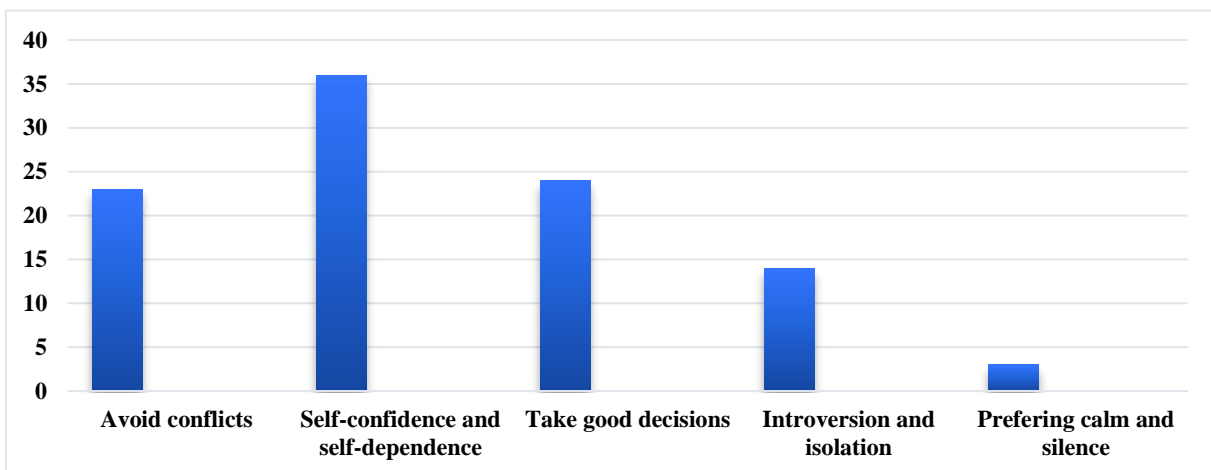


Fig 2.11. Pupils 'reasons behind preferring individual work

The coming questions investigate the impact of teachers' nonverbal communication on pupils' Emotional intelligence and the attitude of pupils toward their teachers' nonverbal

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communication. These questions investigate which level is more affected by teachers' nonverbal communication.

The eighth question is a yes /no question, it refers to the impact of teachers' eye contact on pupils' attention. 61% of pupils from the first classroom (1Ms6) of the first level advocate that their attention is affected by teachers' nonverbal communication. While, 39% indicate in the questionnaire that their attention is not affected by teachers' eye-contact. Moreover, 56% of pupils from the second level (2Ms1) clarify that teachers' eye-contact affect their attention.

On the other hand, 44% of pupils answer by no. The third classroom (3Ms1) of the third level contains 46% of pupils who neglect the impact of teachers' eye-contact on their attention. However, 54% advocate that when teachers use eye-contact with them when explaining the lessons, it attracts their attention.

Besides, 58% of pupils from the fourth classroom (4Ms1) of the fourth level clarify that teachers' eye contact affect their attention while 42% of them indicate that teachers' eye-contact have no influence on their attention in the classroom.

The data provided above represents how do pupils of the four level in the middle school perceive the impact of teachers' eye-contact on their attention. Therefore, with percentages ranging from 54% to 61%, the majority of pupils in each classroom say that their attention is positively affected by their teachers' eye contact.

However, A smaller percentages of pupils in each classroom ranging from 39% to 46% indicate that teachers' eye contact does not affect their attention. This comparison reveals that the greatest proportion of pupils (61%) which refers to the first level (1Ms6) their attention is more affected by teachers' eye-contact (figure 11).

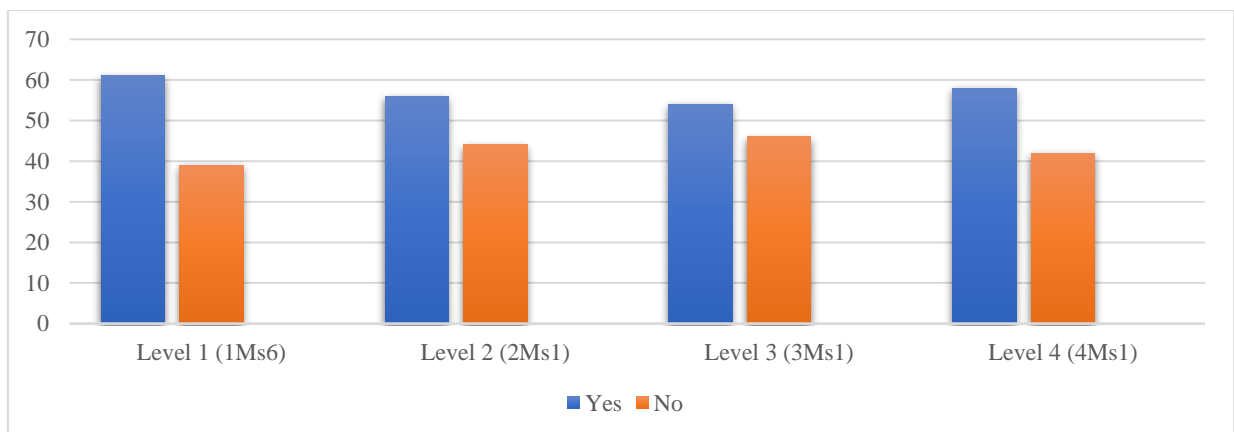


Fig 2.12. *The impact of teachers' eye contact on pupils' attention*

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Question number nine is a structured question it refers to the impact of teachers' facial expression (Smiling) on pupils' motivation, attention and engagement. Starting first with level 1, 58% of pupils state that they feel motivated when their teachers smile when they explain the lessons, 27% are attentive and 15% of pupils are engaged.

Moreover, concerning the second level also 58% of pupils indicate that they are motivated when teachers smile and 25% of the population clarify that when teachers use open facial expression, they feel attentive to what they say. In the same line, 17% of pupils are engaged to the classroom discussion. Besides, moving to the third classroom pupils are divided into three categories according to their options, when teachers use open facial expression (smile) 42% of pupils are motivated, 20% are attentive and 38% engaged. The last classroom of the fourth level encompasses 46% of pupils who are motivated, 24% of pupils are attentive and 30% of pupils are engaged.

In all levels a significant percentage of pupils feel motivated when teachers smile. Levels 1 and 2 show the highest motivation represented by 58%. while, Level 3 shows the lowest at 42%. This indicates that teachers' smile has a generally positive impact on pupils' motivation.

In addition, there are minor differences in attention levels between different levels, but overall, they are rather constant. Level 1 receives the most attention (27%), while Level 3 receives the least (20%). This implies that although smiling might affect attention, motivation is more strongly influenced by smiling. Engagement varies more noticeably across levels, Level 3 show the highest engagement represented by 38%, despite having the lowest motivation percentage. Level 1 has the lowest engagement at 15%, indicating that factors other than smiling might significantly contribute to pupil engagement.

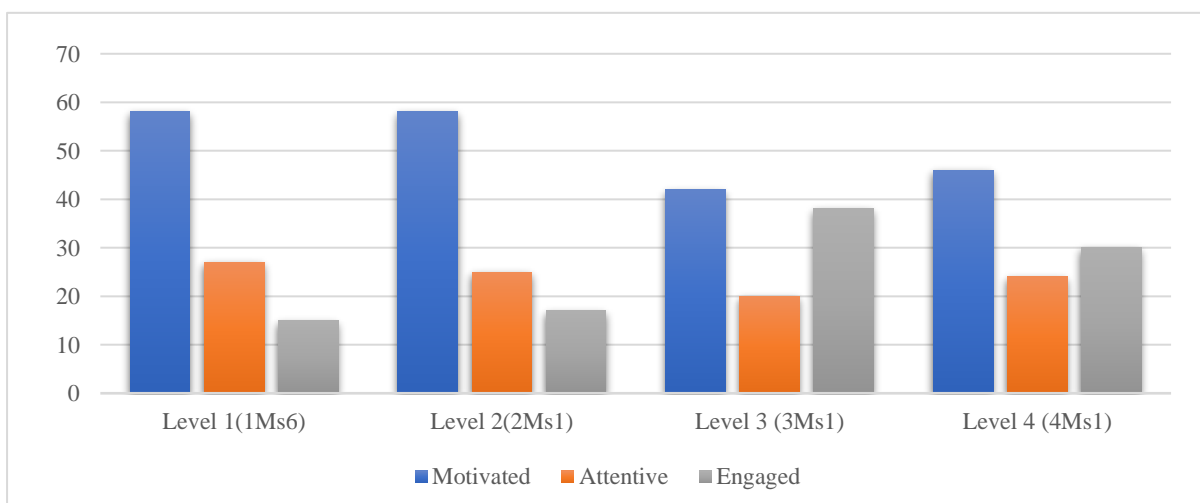


Fig 2.13. The impact of teachers' smile on pupils

Question ten: refers to the impact of teachers' body language and movement on pupils' engagement and participation, motivation and involvement, and understanding. This question explores how do pupils influenced when their teachers are sitting all the time and explain the lessons. Concerning the first classroom (1Ms6), 12% of pupils state that they do not participate in the classroom discussion (engagement), 35% of pupils feel bored and not interested. While, 53% of pupils indicate that they cannot understand the lessons when teachers are all the time sitting.

The second classroom (2Ms1), there are 26% of pupils who state that they are not engaged in the classroom when their teachers do not move, 45% of pupils are not motivated and 29% cannot understand their lessons. Moving to the third classroom (3Ms1) 62% of pupils feel bored when their teachers are sitting all the time, 27% of them feel bored and not interested. While, 16% of pupils do not participate and voice their ideas.

In the last classroom (4Ms1), 63% of pupils are not motivated when teachers do not move and explain the lessons, 22% of them have a difficulty to understand their lessons. However, 10% of pupils are not engaged.

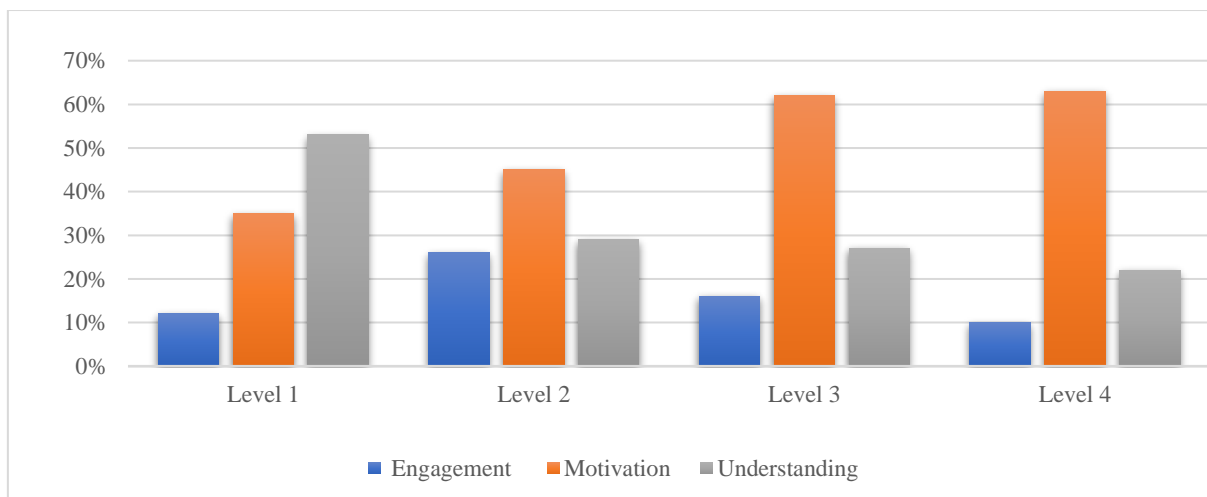


Fig 2.14. The impact of teachers' body language

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As the figure 13 show, pupils 'motivation of the fourth classroom is highly affected by teachers' movement. However, the figure show that the degree of understanding in the first level is influenced more than the other levels.

Question eleven explores the impact of gestures on pupils' understanding, providing three options (Yes, No, Sometimes). According to (Figure 14) 80% of first-level pupils indicated that they understand lessons better when teachers use their hands to explain and simplify concepts.

Similarly, 69% of second-level pupils chose the "Yes" option, 64% of third-level pupils clarified that hand gestures help them understand their lessons, and 68% of fourth-level pupils agreed with this statement.

Regarding the second option, "No," 9% of first-level pupils stated that their understanding is not affected by teachers' gestures. This sentiment was shared by 10% of second-level pupils, 13% of third-level pupils, and 8% of fourth-level pupils, indicating that these students do not see a difference in their understanding whether or not teachers use hand gestures

For the third choice, "Sometimes," 11% of first-level pupils indicated that gestures and hand movements do not always help them understand the lesson content. This was echoed by 21% of second-level pupils, 13% of third-level pupils, and 24% of fourth-level pupils, who said that while gestures can sometimes aid their understanding, it is not consistent.

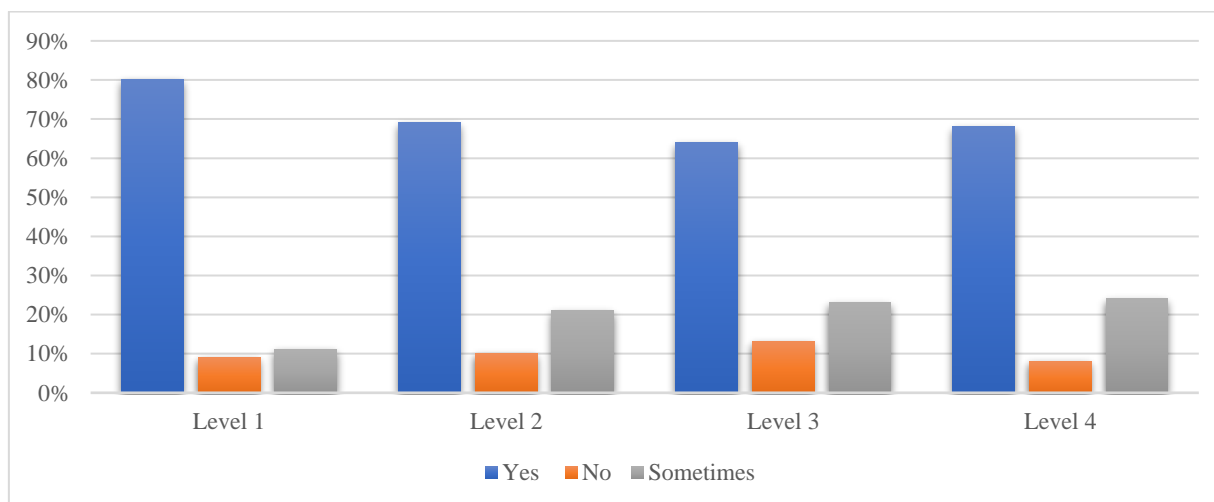


Fig 2.15. The Impact of Teachers' Gestures on Pupils' Understanding

Across all levels, a clear majority of pupils (ranging from 64% to 80%) believe that gestures help them understand lessons better. This suggests that gestures are a powerful tool in teaching,

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especially for younger pupils. A small but consistent minority (8% to 13%) feels that gestures do not impact their understanding, indicating that while gestures are broadly effective, they are not universally necessary for comprehension.

The "Sometimes" option shows that a considerable number of pupils (11% to 24%) find gestures helpful in certain contexts but not always. This highlights the need for teachers to be adaptable and use a variety of teaching methods to cater to different learning preferences.

Question twelve investigates the impact of physical punishment on pupils. This structured question provides pupils with three options: try not to show my fear, I want the session to end, and the last option: I do not feel comfortable).

The first option (try to not show my fear) refers to pupils' self-regulation by trying to not show their fear in front of their classmates and teachers when they are subjected to physical punishment. Regarding the second option (I do not feel comfortable), it draws attention to the students' uneasiness and discomfort when they get physical punishment. The statement conveys an overall feeling of anxiety or distress without offering a specific method of coping with the situation. The third option "want the session to end" reveals pupils demotivation, lack of interest and boredom. As the figure shows, these feelings of discomfort increase with the development of educational levels.

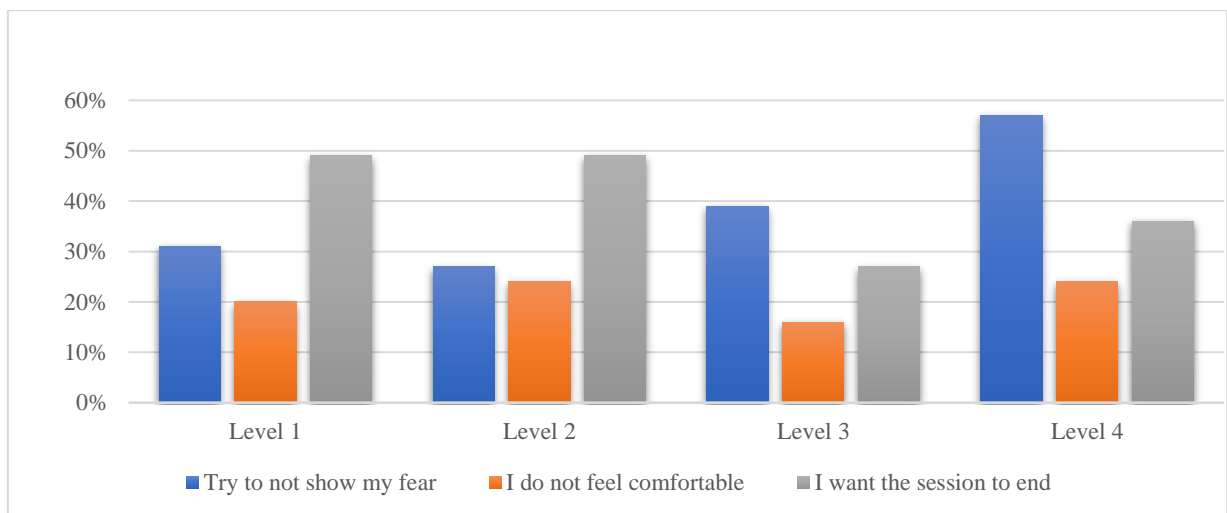


Fig 2.16. The impact of physical punishment

Across all levels, this question demonstrates how the physical punishment has a negative effect on pupils, causing discomfort that may have an adverse effect on their general wellbeing and capacity to concentrate in class.

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Question thirteen refers to the impact of teachers' loud voice reprimands on pupils. From this question, the researcher wants to explore if pupils feel stressed when teachers use this method to control the classroom or manage disruptive behaviours. Pupils are asked to answer this question with "yes" or "no."

Concerning the first level, 58% of pupils have answered "yes" in the questionnaire, which indicates that they feel stressed when their teachers are yelling at them. 56 % of pupils in the second level are also affected by teachers' loud voice reprimands. However, a percentage of 35% of pupils from the third answer to the question by "yes" as well as pupils of the fourth level represented by 39%.

Furthermore, 42% of pupils from the first level are not affected by this method of managing the classroom, and 44% of pupils from the second level also have the same opinion as the pupils from the first level. On the other hand, the third and fourth levels show high degrees of pupils that are represented by 65% and 61%, respectively; this population neglects the effect of teachers' loud voice reprimands on their emotions.

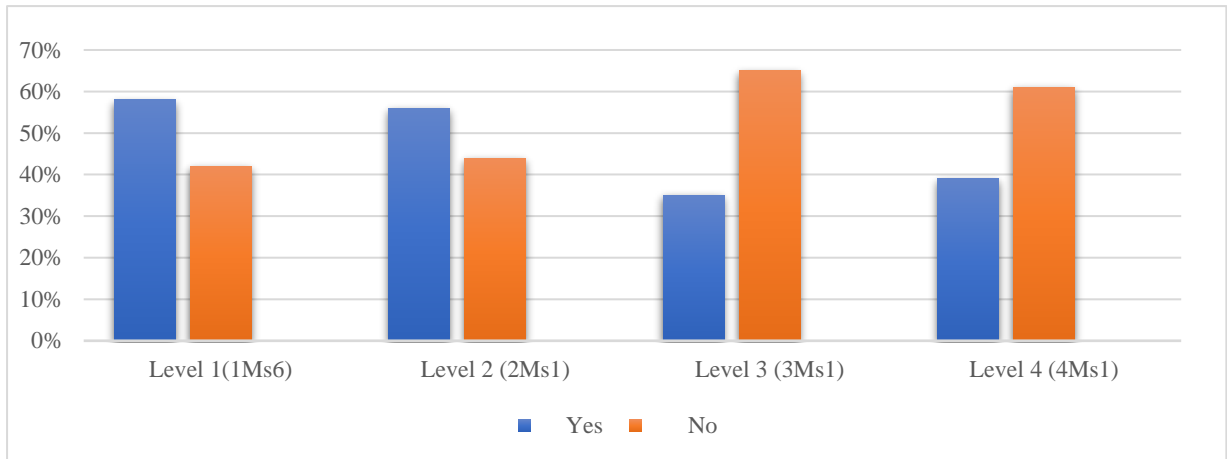


Fig 2.17. The impact of teachers' shouting on pupils' stress

As Figure 16 shows, the first and second levels are more affected than the third and fourth levels; this indicates a clear difference in how pupils of varying levels react to loud voice reprimands from teachers. Younger pupils are more likely to feel stressed, whereas older pupils are less affected by this method.

Question fourteen refers to the impact of teachers' approachability and caring on pupils' emotional well-being. Pupils have three choices (valued, respected and secured). Concerning the first choice (valued), 31% of pupils from the first level feel valued when their teachers use approachable nonverbal cues, when they feel that they care about their concerns, 34% of pupils from the second level, 19% of pupils from the third level. Finally, 32% of pupils from the fourth level.

Moving to the second option (respected), 35% of pupils from the first level feel respected when teachers care about their concerns and use approachable nonverbal cues, 39% of pupils from the second level, 43% of pupils from the third and 41% of pupils from the fourth level.

Regarding the third choice (secured), 34% of pupils from the first level feel secured when their teachers are caring and approachable, 27% of pupils from the second level, 38% pupils from the third level and finally 27% of pupils from the fourth level.

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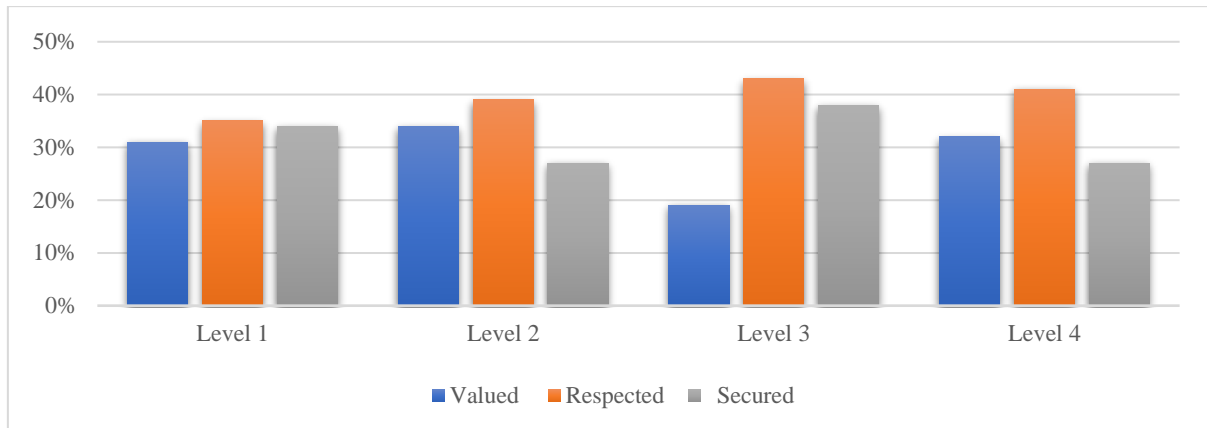


Fig 2.18. The impact of teachers' approachability on pupils

The figure shows a higher percentage of younger pupils (31% and 34%) feel valued when teachers demonstrate approachability and caring. This suggests that younger students place significant importance on these behaviours for their sense of self-worth.

There is an increasing trend where older pupils (third and fourth levels) feel more respected (43% and 41%) compared to younger pupils (35% and 39%). This trend suggests that as pupils mature, the respect they feel from teachers' caring behaviours becomes more pronounced and crucial to their emotional well-being.

The feeling of security is relatively high in the first and third levels (34% and 38%) but lower in the second and fourth levels (27% and 27%). This mixed response shows that all pupils need to be secured in the classroom.

To sum up, a young learner's value and security are slightly more important, reflecting their need for affirmation and safety in the classroom environment. While for older pupils, respect becomes more significant due to their developing sense of identity and desire for mutual respect in teacher-pupil relationships.

The interpretation of the questionnaire reveals that the four classrooms contain diverse pupils' ages that provide variety and diversity to their perspectives and attitudes. Middle school pupils concentrate more on teachers' positive nonverbal communication; they prefer their teachers to use open, inclusive and approachable behaviours that have a great impact on their emotional well-being. Concerning pupils' self-awareness, pupils' show higher discomfort in participation since the majority of pupils sometimes feel comfortable to voice their ideas. Additionally, as it is indicated in the figure⁷, pupils avoid referring to their teachers to solve

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their problems; they simply use personal coping mechanisms or talking to their classmates. Regarding pupils' preference of group and individual work, the majority of pupils prefer group work because they feel are active, enjoyed and motivated. While, minority of pupils like individual work to boost their self-confidence and self-dependence. Moreover, the questionnaire indicates positive pupils' empathetic behaviours toward their classmates which reveals a sense of connection between them. Furthermore, the results reveal that the age of pupils plays a crucial role in the perception of the impact of teachers' nonverbal communication

2.6.2 Classroom Observation

The observations revealed a significant variation in nonverbal communication use among the teachers. Strict and unapproachable styles, characterized by severe eye contact, lack of using hand gestures, loud voice reprimands, and lack of smiling, were predominant in some classrooms. For instance, the mathematics teacher in 1Ms6 and the English teacher in 2Ms1 used these methods, resulting in a tense atmosphere and disengaged pupils.

On the other hand, inclusive and positive nonverbal styles, such as inclusive eye contact, dynamic hand gestures, varying vocal tones, and frequent smiling, were employed by teachers of French, English, and Natural Science in 1Ms6 and the Islamic Science teacher in 4Ms1. These methods fostered a more engaging, motivating, and positive classroom environment, highlighting the critical role of nonverbal cues in shaping the learning experience.

The behaviour of pupils varied significantly in response to the different nonverbal communication styles exhibited by their teachers. In classrooms where teachers employed strict and unapproachable nonverbal cues, such as severe eye contact, minimal hand gestures, shouting, and lack of smiling, pupils tended to exhibit negative behaviours. For instance, in 1Ms6, the mathematics teacher's stern approach resulted in a tense classroom atmosphere. Pupils, especially boys, were disengaged, fearful, and unmotivated. They avoided participating and were generally distracted and anxious, reflecting the negative impact of the teacher's harsh nonverbal communication.

On the other hand, in classrooms where teachers use inclusive and positive nonverbal communication, pupils' behaviours were notably more positive. Teachers who employed inclusive eye contact, expressive hand gestures, varied vocal tones, and frequent smiling, as suggested by the French, English, and Natural Science teachers in 1Ms6, built a welcoming and supportive environment. Thus, pupils in these classes were more likely to participate actively,

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feel motivated, and engage positively with the classroom discussion. This positive behaviour was also evident in 4Ms1, where the Islamic Science teacher, who exhibits friendly and approachable nonverbal cues, resulted in pupils being active listeners, engaged, and motivated, contributing to a positive and encouraging classroom atmosphere.

The observations also highlighted situation where inconsistent or ineffective nonverbal communication led to negative pupil behaviours. For example, the geography teacher in 1Ms6, who appeared restless and anxious, failed to maintain control and respect in the classroom. Pupils were disrespectful, inattentive, and disengaged, indicating that the teacher's nonverbal cues of nervousness and lack of confidence affect her authority and the learning environment.

To conclude, from the data of observation the researcher suggests that pupils are highly responsive to their teachers' nonverbal communication. Positive and inclusive nonverbal cues foster engagement, motivation, and respect, while negative or inconsistent nonverbal communication can lead to disengagement, fear, and disruptive behaviours. Therefore, teachers' ability to effectively use nonverbal communication is crucial in shaping pupils' behaviour and creating a conducive learning environment.

Nonverbal communication significantly impacts pupils' emotional well-being, influencing how valued, respected, and secure they feel. Pupils feel valued when teachers use inclusive eye contact and positive gestures, as seen with the French, English, and Natural Science teachers in 1Ms6, where 31% of pupils reported feeling valued.

Respect is cultivated through fair treatment, appropriate eye contact, and supportive gestures, which were evident in the Physics and Natural Science teachers in 2Ms1, with 43% of pupils feeling respected. Security is enhanced in classrooms where teachers are approachable, friendly, and use varied tones of voice, such as in 3Ms1 with the Islamic Science teacher, where 38% of pupils felt secure. These findings underscore the importance of positive nonverbal communication in fostering a supportive and emotionally healthy classroom environment.

2.6.3 Teachers' Interview.

To explore the awareness of teachers about the effect of their nonverbal communication on pupils' emotional intelligence (EI) development, the researcher interviewed 17 teachers of varied subjects and experiences, both male and female.

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These teachers were given the freedom to answer 13 open-ended questions, providing deep insights and perspectives. The questions are divided into three sections as follows:

Section One: Background Information.

Question 1: Number of Years of teaching experience.

This section contains one question about how years of experience enable the researcher to differentiate between the perspectives of novice and experienced teachers concerning the impact of nonverbal communication. This distinction is crucial for understanding how experience influences teachers' awareness and application of nonverbal cues in the classroom.

Teachers are divided into three groups according to their years of experience: 4 teachers have one to three years of experience; 5 teachers have six to ten years of experience; and 7 teachers have fifteen to thirty-three years of experience.

Section Two: Awareness of Emotional Intelligence.

Question 2: Definition of Emotional Intelligence.

The research divided the answers of teachers into three groups according to their experience.

- **Group A:** contains 4 teachers, their years of experience is arranged from one to three years. They define emotional intelligence as the ability to be intelligent emotionally, to control negative emotions like stress, anxiety and depression.
- **Group B:** involves 5 teachers, their years of experience are arranged from six to ten years, they define emotional intelligence as the ability to cope with emotional challenges, know how to express emotions, and understand others' emotions and feelings.
- **Group C:** contains 7 teachers, their years of experience are arranged from fifteen to thirty-three years. This group defines emotional intelligence as the ability to interact positively with others, to build relationships and being empathetic toward others.

Question 3: The importance of Emotional intelligence for Academic achievement.

- **Group A:** as mentioned above, for them emotional intelligence is necessary to reach academic achievement, controlling negative emotions helps pupils 'concentrate, understand better their lessons and persist through and stay engaged in the learning process.

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- **Group B:** for them emotional intelligence is significant because when pupils are aware of their emotions and how to express them are able to seek help to improve learning abilities and academic outcomes. Again, understanding other's emotions permits pupils engage in group works and collaborative activities.
- **Group C:** emotional intelligence for them is essential, it helps pupils participate actively, engage to the classroom environment and feel safe to take risks and voice their ideas and opinions.

Question 4: Strategies used to address pupils' emotional needs.

Concerning this question all teachers agreed that when pupils have problems or any kind of needs, they ask them what is the problem in the end of the session when all their classmates are getting out. Or consult their parents if it is something urgent. Moreover, sometimes they encourage open and informal discussions with their pupils and being approachable when it is needed.

Question 5: Assessment of pupils' emotional intelligence.

- **Group A:** state that to assess pupils' emotional intelligence they observe their actions, behaviours and attitudes also their interaction with their classmates.
- **Group B and C:** this group of teachers state that due to their experience they can understand pupils 'emotions through looking to signs of empathy, cooperation and self-regulation as well as their responses to emotional situations.

Question 6: Developmental changes in pupils' awareness from the first to the fourth level and the reasons behind these changes.

Teachers indicate that due to developmental maturity pupils' awareness changes from the first level to the fourth level. Pupils of the first level struggle to manage their emotions and express their ideas and opinions, they are hyperactive and impulsive in their behaviours and participation. However, when they get older, they become more mature and aware of their emotions they know that their actions have consequences that they should control them. Again, teachers advocate that pupils of the first level are coming from primary schools which means that they still try to adapt to new context. While, pupils of the fourth year are more serious of their studies to succeed in their final exam.

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Question 7: Practical strategies used to motivate and engage pupils in the classroom

Teachers state that to motivate and engage their pupils they start their lessons with a warming-up activities that introduce and hint the content of lessons. Moreover, they use technology like projectors to make them interested and collaborative activities to engage pupils to the tasks. Finally, they indicate that they try to make the discussion more interesting and relevant to real-life situations.

Section 3: The impact of Nonverbal Communication

Question 8: Teachers' main Communication Style.

- **Group A:** teachers of this group indicate that they still develop their ability to use nonverbal communication in the classroom, most of the time they rely on the use of verbal communication.
- **Group B and C:** concerning this group they make a balance between the use of nonverbal communication and verbal communication. They indicate that they use verbal instructions and help pupils understand them by using gestures, facial expression.

Question 9: Teachers' awareness of the influence of nonverbal communication on pupils' emotional intelligence.

- **Group A:** advocate that they are aware of the influence of nonverbal communication in development but we still learning through experience to use them effectively to better address pupils' emotional needs.
- **Group A and B:** they indicate that yes nonverbal communication has a great impact on pupils' emotional intelligence positively or negatively. Smile build trust, comfort, sense of belonging and confidence for pupils.

Question 10: Teachers' real life-experiences where their nonverbal communication fostered a positive learning environment and addressed pupils' emotional needs.

One teacher state that she remembers her pupil that was stressed to present her project in front of her classmates, the teacher nods with her face to encourage her and the result was positive she started presenting with self-confidence. Other teacher indicates that in one instance my nonverbal cues such as body language made a pupil who felt sad and frustrated to be open to express his emotions simply by sitting next to him and showing a concerned expression. Besides, another teacher advocate that she observed unusual timidity and disengagement from a pupil who is very intelligent, she tried to engage her to the lesson by a reassuring smile.

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Question 11: Consideration of nonverbal communication's impact on the classroom environment, participation, self-confidence, and overall emotional well-being when conveying lessons.

- **Group A and B:** teachers of these group state that when presenting the lessons, they take into consideration how they balance between the use of verbal and nonverbal cues. They ensure that this use is consistent. Using open and positive body language influence the atmosphere of the classroom. For them encouraging gestures boost pupils' participation and self- confidence. Finally, positive demeanour fosters pupils' emotional well-being.
- **Group C:** this group of teachers state that to know how does their nonverbal communication impact pupils' participation, self-confidence and the classroom environment, they observe pupils' attitudes and facial expressions and try to adjust them according to that.

Question 12: The methods used to measure the effectiveness of nonverbal communication and the changes in pupils' behaviours

Teachers agreed about this question, advocating that to measure the effectiveness of their nonverbal communication on pupils' behaviours they observe the classroom interaction, pupils' participation and engagement and how their behaviours change.

Question 13: Received training to understand the role of Nonverbal Communication for Middle School Pupils.

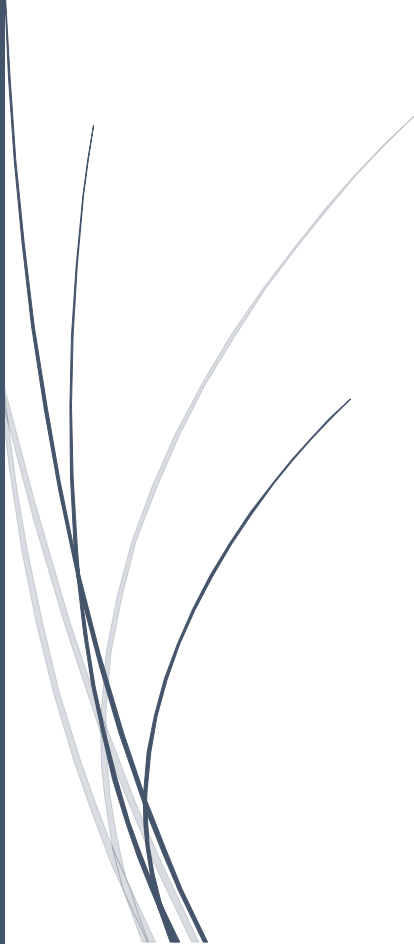
- **Group A:** this group of teachers advocate that they did not receive any professional training concerning nonverbal communication. However, when they were at the university, they have a module called educational psychology and children psychology where they tackled nonverbal communication briefly.
- **Group B and C:** concerning this group, teachers claim that their experiences help them understand the importance of nonverbal communication, they try to observe the interaction of pupils as well as their behaviours and engagement.

2.7 Conclusion

This chapter's primary focus is the analysis of the data obtained using a mixed-method approach that included three data collection tools: an interview, a questionnaire, and observation. The goal is to determine how teachers' nonverbal communication affects pupils' emotional intelligence development. In fact, the results show valuable and positive correlation between the two fundamental concepts and the three hypotheses introduced in the general introduction are positively confirmed however with these three data collection tools the ideas are extended deeply

CHAPTER THREE

Discussion and Recommendations



3.1 Introduction

This chapter is devoted to the discussion of the finding and the data obtained from the three collections tools: observation, questionnaire and the interview. The last section of the chapter involves recommendations to middle school teachers to be aware of the importance of nonverbal communication. Finally, the researcher provides some suggestions for further research to develop pupils' emotional intelligence.

3.2 Discussion of the Findings

This section entails the discussion of the finding gathered from the three data collection instruments used to investigate the role of teachers' nonverbal communication in enhancing pupils' emotional development. Concerning the first research question, the researcher aims to discover how does teachers' nonverbal communication take place in the classroom and how do pupils respond and perceive to teachers' nonverbal cues.

The hypothesis to this question indicates that the use of nonverbal communication in the classroom differs from a teacher to another it appears through a range of behaviours and techniques that compensate and support the verbal instruction. Besides, middle school pupils are highly aware of their teachers' nonverbal communication and accordingly their behaviours change positively or negatively.

The classroom observations revealed a notable diversity in nonverbal communication styles among teachers, ranging from strict and unapproachable cues to inclusive and positive gestures. These differences in nonverbal communication styles have a significant impact over the classroom atmosphere, when teachers use positive cues, they foster a supportive and engaging environment, while negative or inconsistent cues contributed to tension and disengagement.

Pupils responded divergently to these cues, positive nonverbal cues contribute to active participation, motivation, attention and understanding. While, negative cues led to disengagement, lack of understanding and disruptive behaviours. Moreover, teachers' nonverbal communication directly impacted pupils' emotional well-being, as positive cues foster feelings of value, respect, and security, enhancing overall emotional intelligence and fostering a conducive learning environment.

Chapter Three: Discussion and Recommendations

The second research question seeks pupils' attitudes toward teachers' nonverbal communication; to answer this question a semi-structured questionnaire is used in order to gather important insight from middle school pupils and go beyond simply observing them in the classroom.

The researcher hypothesises that middle school pupils have a more favourable attitude towards teachers who use positive non-verbal communication, such as encouraging gestures and facial expressions, compared to those who use negative non-verbal communication from teachers, such as frowning or avoiding eye contact, leads to increased anxiety and reduced classroom participation.

The results concerning pupils' age show potential differences in educational environments which influence the classroom interaction and dynamics. The diverse ages of pupils in a classroom indicates the necessity of diversified instruction to meet their various stages of development and learning styles. Teachers' methods of lesson planning, classroom management, and student support can be informed by their understanding of the age distribution, which can lead to improved teaching-learning results.

The results of the answers to the questions regarding the pupils' opinions toward their teachers' nonverbal behaviour provide valuable insights. Pupils like those teachers who use positive gestures like smiling, whereas they dislike physical punishment and aggressive vocal tones. These results shed light on the critical role of teachers' positive behaviours in establishing a positive classroom atmosphere and the significance of the development of supportive and respectful teacher-pupils' relationships.

Concerning pupils' self-regulation, self-awareness, and empathy, the data reveals pupils' different coping mechanisms, diverse personalities, and positive empathetic behaviours toward their classmates. The results emphasise the importance of building a positive learning environment that encourages pupils to participate and voice their ideas without being stressed. Modelling positive emotional behaviours that play a significant role in boosting pupils' respect, self-esteem and self-confidence.

The coming questions are related to the impact of teachers' nonverbal cues on pupils' behaviours. The findings illustrate that teachers' eye contacts have a significant influence on pupils' attention and concentration, since they convey the impression of connection and interest toward them. Moreover, the results show that pupils' attention of the first middle school level is highly influenced by teachers' eye contact because they are in a critical transition period from

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elementary school where they used to have just three teachers; one for the English subject, the second for the French subject and the third teacher for the other subjects. Pupils in this age are more sensitive as they try to adapt to the new educational environment and seek approval and validation from their teachers.

The finding related to the impact of teacher's positive facial expressions (smile) reveal that pupils are motivated. The first and the second levels show high degrees of motivation more than the third and the fourth levels. As it is mentioned above pupils in the age of 11 to 13 years old are in the developmental sensitivity that make them very sensitive to nonverbal cues. However, the degree of motivation increased in the third and the fourth levels when teachers are active and move while explaining the lessons which indicate that in this age pupils have a higher level of physical energy. Thus, teachers' movements and body language create a dynamic and enjoyable classroom environment that increase pupils' motivation and willingness to learn.

In the same question pupils of the first level show higher degree of understanding when teachers are active, using movement and body language. This due to the active teaching methods that provide a stimulating sensory input for young learners to be attentive which make them better understand the lessons. Moreover, the next question validates this fact, not just through body movement but also the use of gestures and hands. The results illustrate the positive correlation between teachers' gestures and pupils' understanding.

Regarding the impact of the physical punishment, all pupils indicate that this method of punishment make them feel uncomfortable in the classroom. Pupils of the first and the second level clarify that they want the session to end when teachers implement physical punishment in the classroom; the reason behind their choice is their feelings of fear and anxiety. Physical punishment provokes negative emotions like anger, embarrassment, and shame. However, concerning the fourth and the third levels they try to show their fear which reveal using defence mechanism that helps them control their emotions and try to appear unaffected to avoid showing their weaknesses to their peers. This phenomenon is also notable in the next question concerning the impact of teachers' loud vocal reprimands on pupils' stress. The results show that pupils of the first level and the second level are more influenced by this method of classroom management. However, pupils of the third and the fourth levels are not stressed.

The last question in the questionnaire is about the impact of teachers' approachability on pupils' emotional well-being. The results show that pupils of the third and the fourth level feel

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respected when teachers are approachable, representing a higher degree more than the other level, this is due their maturity development that make them feel valuable in front of their peers.

The third question refers to teachers' awareness of the impact of their nonverbal communication on pupils' emotional intelligence. Concerning this question, the researcher hypothesize that teachers give much more importance to their verbal instruction more than their nonverbal cues.

The findings highlight that teachers' experience significantly enhances their awareness and their effective use of nonverbal communication to foster positive emotional climates and academic achievement in the classroom. Experienced teachers demonstrate a more comprehensive understanding of emotional intelligence (EI); according to them, it refers to empathy and positive interaction. On the other hand, novice teachers relate emotional intelligence to the regulation of negative emotions. Concerning teachers' awareness of pupils' emotional needs, all teachers recognize the importance of addressing these needs by employing strategies like open discussions and approachability.

Furthermore, experienced teachers use nuanced observation of pupils' emotional expression and interaction to assess their emotional intelligence. While novice teachers concentrate on pupils' general behaviours, the developmental changes in pupils' emotional awareness between the four levels indicate the need to use strategies and methods that are appropriate to each level's age. The difference in training on nonverbal communication suggests the necessity for comprehensive professional development, enabling teachers to enhance their nonverbal communication abilities and better support pupils' emotional and academic success.

To sum up, the first and the second hypotheses are successfully confirmed through using a classroom observation and a questionnaire for middle school pupils. However, concerning the third hypothesis (advocating teachers give much more importance to the verbal instruction) is rejected because both novice and experienced teachers are aware of the impact of nonverbal communication on pupils' emotional intelligence. However, there awareness defers and increases with the teaching experience and the practical application of nonverbal communication in the classroom.

3.3 Recommendations to foster pupils' Emotional intelligence

Emotional intelligence is an important aspect in education, it helps pupils achieve academic success, build positive relationships with their classmates and set goals and take decisions to achieve them. Teachers have a great impact in developing pupils' EI especially when it comes to the way they interact with them and address their emotional needs, this section involves some recommendations for teachers to foster pupils' emotional intelligence and promote teachers' awareness about the importance of their nonverbal communication.

3.3.1 Maintaining a positive learning environment

It is crystal clear that pupils spend much more time with their teachers than with their parents and become more influenced by the classroom environment, either positively or negatively. Classroom environment refers to the atmosphere created by teachers to motivate pupils to learn and reach academic achievement, specifically when they incorporate positive, open, and inclusive nonverbal cues.

Moreover, each pupil in the classroom has a personal background; taking the example of "Yekhlef Ben Ghella" middle school, which receives pupils from different regions, urban and rural, this shows that teachers cannot treat all pupils in the same way. Therefore, this diversity necessitates inclusive teaching practices that foster a sense of belonging among the diverse backgrounds of the pupils.

3.3.2 Improving Teacher- pupils' relationships

Positive Classroom environment requires positive interaction between teachers and pupils. This interaction builds a solid bond between them called teachers- pupils' relationships. A positive and supportive teacher-pupil relationship can significantly enhance pupils' academic performance, emotional well-being, and overall development.

To achieve this goal teachers should balance between their authority and approachability; the former helps them maintain classroom management, discipline and decrease disruptive behaviours. The latter has a great impact on building trust between teachers and pupils, and provide pupils with the power of motivation and engagement.

Furthermore, another important aspect in fostering positive and supportive teacher-pupil relationship is the mutual respects between them. In the first week of the beginning of the year

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teachers should set rules to maintain classroom management and positive learning environment; these rules should involve maintaining respect between pupils, and between pupils and teachers, also teachers have not the right to humiliate them or punish them physically especially with the fourth level who feel that this act is a lack of respect for them.

3.3.3 Modelling Emotional behaviours

Modelling emotional behaviours is significant to effectively develop pupils' Emotional intelligence and the awareness of positive use of nonverbal cues. This educational approach refers to the adjustment and the adaptation of positive behaviours that are appropriate to the classroom environment and learning context.

Basically, pupils consider their teachers as professional models of enthusiasm and respect. Their behaviours, actions and even the use of nonverbal cues are significantly imitated and acquired by learners, especially the first and the second-year middle school pupils who are still young.

Thus, pupils with the development of the educational level may forget what teachers have taught them and what they have said to them but will never forget how they treated them and make them feel.

3.3.4 Building Emotional Awareness

Emotional contagion is a phenomenon that transfers directly emotions and behaviours from one person to other people and similarly triggering and attracting the same feelings and behaviours from them. This phenomenon is present in the educational context. For instance, a teacher who is very respectful, use positive nonverbal cues will obviously receive respect from his/her pupils.

First of all, Teachers should be conscious and aware of their own emotions because they have a big influence on their pupils. While negative emotions can produce a stressful setting, positive emotions can promote an inclusive and constructive learning environment. Thus, teachers' self-awareness and self-consciousness can be developed by the following steps:

- Reflecting on your behaviours in the classroom, try to get support from colleagues or simply ask pupils for feedback by writing in a small paper what they think about you without mentioning their names, this helps you know their perspectives about you. This

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activity is very enjoyable for pupils especially in the middle schools as well as for teachers to adjust their behaviours and regularly reflect on them.

- Be an open-minded teacher is very helpful in education, openness and mindfulness always give teachers the desire for changing and developing their teaching methods.
- Increase resilience to better cope with stress and face challenges especially to novice teachers. For example, taking deep breath is a famous method to manage negative emotions.
- Use positive nonverbal cues such as smiling, inclusive eye contact rather than negative ones such as yelling and shouting which make you feel tired and it is not the right solution to manage the classroom.

3.3.5 Maintaining Classroom Management

Classroom management refers to the strategies used by teachers to maintain discipline, reduce disruptive behaviours and create the positive, calm and conducive classroom atmosphere that support learners to achieve academic success. Basically, each teacher has his/her own method to control the classroom, some teachers prefer using verbal communication as a direct tool to transmit the message. However, others prefer using nonverbal cues such as eye-contact and hands gestures to maintain positive classroom environment. Here are some strategies that helps teachers manage the classroom especially novice teachers:

- At the beginning of every school year, clearly express expectations by providing rules for students, along with the advantages and disadvantages for both positive and negative behaviour.
- Attract pupils' attention to the lesson through varying the tone of voice, the activities and the materials.
- Differentiating participation strategies such as think-pair and share to develop pupils' social skills and the importance of group work.

3.3.6 Strategies to Address pupils' Emotional Needs.

One of the most important aspects of modern education is recognizing and meeting the emotional needs of pupils. Pupils' emotional well-being has a significant impact on their learning, engagement, and success as they manage the challenge that they face. Pupils are more likely to behave well, engage in class activities, and attain academic achievement when their

Chapter Three: Discussion and Recommendations

safety, belonging and respect are taken into account. Here are some strategies that help teachers address pupils' emotional needs:

- Calling pupils with their name make them feel valued and important in the classroom.
- Try to know your pupils' interests, backgrounds and experience.
- Be available for pupils whenever they need you to solve their issues
- Be supportive and try to listen concerns this helps them feel belonged.
- Connect with pupils' parents whenever you feel that their behaviours change.

3.3.7 Strategies to maintain pupils' Engagement and Motivation.

Increasing pupils' motivation and engagement is essential to reach academic success and to create a positive and inclusive classroom environment. Here are some practical strategies that help teachers maintain pupils' motivation and engagement:

- Relate lessons' contents to real life events to make learning meaningful and interesting.
- Use humour to avoid pupils' boredom and stress and create a relaxed environment for learning.
- Implement Project based learning activities that boost pupils critical thinking and involvement.
- Use technology like projectors to attract their attention and make the lessons' explanation interesting and motivating, also Incorporate educational game that foster pupils' collaboration and team work.

3.3.8 Professional development and Training for teachers.

The results of teachers' interviews show that teachers are not sufficiently aware of the importance of their nonverbal communication and how it affects pupils 'emotional intelligence. Therefore, more attention should be drawn into the professional development of teachers in fostering the awareness of the importance of nonverbal communication.

- Attending workshops, online courses and collaborative learning communities provide teachers with valuable opportunities to develop the skills of using effective nonverbal communication in the classroom.

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- Additionally, teachers can record themselves when they present their lessons. This method helps them reflect on their way of teaching and how they use nonverbal communication in the classroom
- Also, teachers can ask their colleagues to attend with them and observe how they introduce and present the lessons and receive feedback from them.

Being aware of the use of nonverbal communication is indispensable for teachers to enhance classroom management, pupils' engagement and motivation, and the overall emotional well-being. By focusing on the main nonverbal cues (body language, facial expressions, eye contact, gestures, and tone of voice), teachers can create a more positive and inclusive classroom atmosphere.

3.4 Scope and Limitation of the study

The scope of the study highlights the outcomes of the role of teachers' nonverbal communication in fostering pupils' emotional development in the middle school of "Yekhlef Ben Ghella", Ain Boudinar, Mostaganem. The current study has a set of limitations that need to shed light on them to avoid generalization.

The limitation refers to the limited number of teachers who contribute to answer the interviews. Only seventeen teachers were available and the researcher had to wait for them until the end of the sessions. Also, they did not take sufficient time to think before answering the questions. Furthermore, pupils from one classroom from each level have contributed to the research, they may reflect attitudes that may not generalize to other pupils. Therefore, this small number of participants limits the results to be broadly applied.

Furthermore, due to the variety of teachers' subjects and the pupils' lack of knowledge of the English language, the researcher has to translate both questionnaire and the interview to Arabic to help them understand better what she wants to reach. However, we face significant difficulties to translate them from English to Arabic because some words do not have their equivalence in both languages, we have tried to convey the same meaning as much as possible.

3.5 Suggestions for Future Research

Due to the importance of emotional intelligence in people's success and development in general and pupils' academic achievement and overall well-being in particular, the researcher opted to shed light on teachers' role in enhancing emotional intelligence through their nonverbal communication. To address this issue further research is needed.

The context of the study refers to the middle schools, so further researches need to address more than one institution to better generalize the findings. Furthermore, it is suggested that future research should explore the role of teachers' personalities in the development of pupils' emotional intelligence. Teachers play a significant role in shaping the emotional and social dynamics within the classroom. Their personality traits, such as empathy, openness, and communication style, can significantly influence how students perceive and manage their own emotions. Investigating this relationship can provide valuable insights into how different teaching styles and personality traits contribute to the emotional development of students.

Additionally, it is important for researchers to incorporate the perspectives of psychologists to gain a comprehensive understanding of pupils' behaviors and attitudes. Psychologists can offer expert insights into the emotional and cognitive development of children, which can help in interpreting data and understanding the underlying factors that influence student behavior. By considering the opinions and perspectives of psychologists, researchers can develop more effective strategies and interventions to support the emotional and behavioral development of pupils.

Moreover, another important aspect that should be taken into account is pupils' gender and which gender is more affected by teachers' nonverbal communication. This would give valuable results to the issue.

3.6 Conclusion

This chapter provides the review of the main findings from the three data collection tools: the observation, the questionnaire and the interview to seek the impact of teachers' nonverbal on pupils' emotional intelligence. Besides, it is concerns with the discussion of the findings and provides a set of recommendations for teachers to better use nonverbal communication in the

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classroom to develop pupils' emotional intelligence. Finally, the researcher in this chapter shed light on the suggestions for further researcher.

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General Conclusion

General Conclusion

General Conclusion

Emotional well-being plays an important role in the development of pupils mentally and physically. Pupils who are stable emotionally are more likely to develop growth mindset and strong personalities that promote their motivation, love of learning and resilience to overcome challenges in school and in personal life. Teachers have a crucial role in developing pupils' emotional intelligence through effective and positive communication and since the higher portion of our messages are transmitted nonverbally, their nonverbal communication significantly impacts their emotions and academic success.

The current study highlights the role of teachers' nonverbal communication in fostering pupils' emotional intelligence that encompasses valuable skills to the development of strong personalities and attain successful academic achievement. Hence, this study aims to discover the various forms of nonverbal cues used by teachers in the classroom and discover pupils' attitudes toward each form, and how teachers perceive the impact and the importance of their nonverbal cues on pupils' emotional intelligence. Finally, three main hypotheses are provided in order to explore the previously mentioned aims.

Chapter one refers to the literature review related to the issue of nonverbal communication and emotional intelligence. In this chapter the researcher provided some models and theories related to emotional intelligence, as well as its development and definitions by famous scholars. Besides, the research introduces the concept of nonverbal communication and its notable types. The chapter also explores the correlation between emotional intelligence on pupils' academic achievement and the relationships between Nonverbal communication and Emotional intelligence.

Chapter two have been devoted to the research methodology that the researcher followed in order to explore the impact of teachers' nonverbal communication on pupils' emotional intelligence. Both qualitative and quantitative approaches are used in order to analyse and interpretate the results obtained from the triangulation that employs three data collection tools: the observation, the questionnaire and the interview.

The empirical study highlights the significant impact of teachers' nonverbal communication on pupils' emotional intelligence. Teachers' positive Nonverbal cues clearly have an influence on pupils' attitudes and behaviours as well as the classroom environment. Teachers are approachable provide a safe and stimulating learning atmosphere that increases students'

General Conclusion

motivation, involvement, and sense of emotional stability. Supportive actions and facial expressions are well-received by middle school pupils, who benefit from feeling appreciated and valued, which raises their emotional intelligence and sense of self-worth due to the sensitivity of their developmental period.

Regarding the hypotheses that have been mentioned in the general introduction, the finding confirmed with deep and valuable insights the first hypothesis advocates that every teacher has his/her own way to use nonverbal cues and there are various types of nonverbal communication. The second hypothesis estimates that pupils' have favourable attitudes toward teachers who use positive nonverbal communication. However, the third hypothesis is rejected because all teachers give importance to the impact of nonverbal communication, and their awareness increase by their years of experience in teaching.

Chapter three is concerned with the discussion of the analysed finding; the researcher opts to discuss each question separately. This chapter also contains some recommendations to boost teachers' awareness to pupils' emotional needs, improve teachers-pupils' relationships, use and model positive emotional behaviours. Again, the researcher highlights some strategies to enhance pupils' motivation and engagement, and finally shed light to the importance of training and professional development for teachers to better use nonverbal communication in the classroom to develop pupils' emotional intelligence.

In conclusion, the researcher opens the door for further research by highlighting some suggestions concerning the impact of teachers' nonverbal communication on pupils' emotional intelligence.

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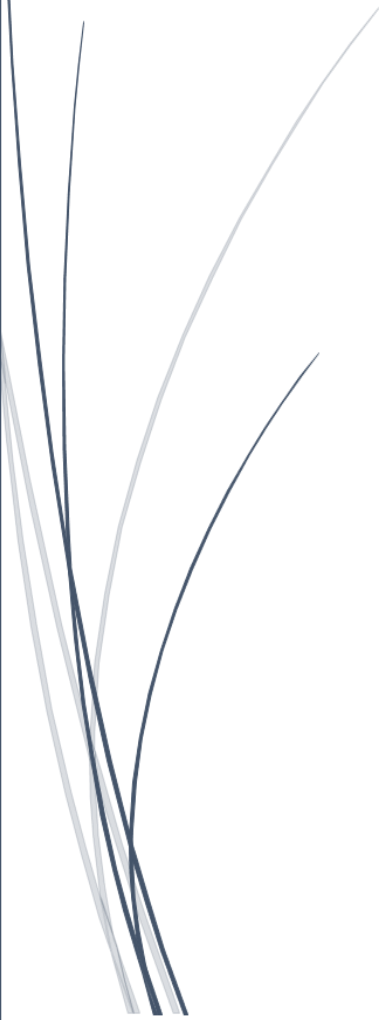
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APPENDICES



Appendix « A » : Pupils ‘Questionnaire

English version

Dear pupils,

This questionnaire is designed to determine the impact of teachers’ nonverbal communication on pupils’ emotional intelligence. Your responses are appreciated.

1. What is your gender?

Female

Male

2. How old are you?

.....

4. In your opinion, how can you describe a good teacher?

.....
.....
.....
.....

5. How often do you feel comfortable expressing your ideas in the classroom?

Always

Sometimes

Rarely

6. How do you usually calm yourself when you are overwhelmed or have a problem?

Taking deep breath

Talking to the teacher

Playing with my stuff

Putting my head on the table

7. When a classmate has a problem, what do you do?

- Ignore them and continue what you're doing.
- Ask them what's wrong and offer help
- Make fun of them

8. Do you like group work or pair work? Why?

.....

.....

.....

.....

.....

9. Does teachers' eye contact make you attentive in the classroom?

- Yes
- No

10. When your teacher smiles when explaining the lesson, you feel:

- Motivated
- Attentive
- Engaged

11. When your teachers are very serious (frowning), How do you feel?

- You do not participate
- You feel bored
- You do not understand the lesson

12. When your teachers use hands, do they make you better understand the lessons

- Yes
- No

Sometimes

13. How do you feel when teachers use physical punishment

My heart is beating

I do not feel comfortable

I want the session to end

14. Does your teachers' loud tone of voice (shouting or yelling) ever make you feel stressed?

Yes

No

15. How do you feel when the teacher is approachable?

Respect

Secured

Valued

Arabic Version

لمعرفة مدى تأثير طريقة تواصل الأساتذة على التلاميذ أرجوا منكم المساهمة في انجاز هذا العلمي وذلك من خلال الإجابة على الأسئلة البحث التالية

1. ما هو جنسك؟

ذكر أنثى

2. كم عمرك؟

.....
.....

3. كيف يكون الأستاذ جيدا في نظرك؟

.....
.....
.....
.....

4. ما مدى شعورك بالراحة في التعبير عن أفكارك داخل القسم؟

دائما أحيانا نادرا

5. كيف تهدئ نفسك عندما تكون منزعج أو عندك مشكلة؟

تأخذ نسا عميقا تتكلم مع زميلك تتكلم مع الأستاذ

تلعب بأعراضك تضع رأسك على الطاولة

6. عندما يكون لزميلك مشكلة، ماذا تفعل؟

تتجاهله وتكمل ما كنت تفعل تسأله ما المشكلة وتعرض عليه المساعدة

تسخر منه

7. هل تفضل العمل الفردي ام الجماعي؟ ولماذا؟

.....
.....
.....

8. هل يؤثر تواصل الأستاذ البصري على انتباهك (النظرات)؟

○ نعم ○ لا

9. كيف تشعر عندما يبتسم الأستاذ أثناء شرح الدرس؟

○ متحفز ○ منتهبه ○ مندمج

10. كيف تشعر عندما يلقي الأستاذ درسه وهو مكشّر (عابس الوجه)؟

○ لا تشارك ○ تشعر بالملل ○ لا تفهم الدرس

11. عندما يستعمل الأستاذ يديه لشرح الدرس هل يساعدك هذا على فهم الدرس بشكل أفضل؟

○ أحيانا ○ نعم ○ لا

12. كيف تشعر عندما يكون الأستاذ حازما (مستعملا الضرب أو العقاب)؟

○ تحاول عدم اظهار خوفك ○ تريد انتهاء الحصة ○ لا تشعر بالراحة

13. هل نبرة صوت الأستاذ المرتفعة (الصراخ) تجعلك تشعر بالقلق؟

○ نعم ○ لا

14. كيف تشعر عندما يهتم بك اساتذتك

○ تشعر بالاحترام ○ تشعر بالأمان ○ تشعر بالتقدير

Appendix « B »: Teachers' Interview.

English version

To know the importance of pupils 'Emotional intelligence, I like you to contribute to this research by answering this question, and thank you

1. How long have you been teaching?
2. How could you define emotional intelligence?
3. Is pupils' emotional intelligence important for their academic achievement? and why?
4. In your experience, what are some effective ways to address the diverse emotional needs of middle school pupils?
5. What elements do you take into account to assess your pupils' EI
6. Do you think that pupils' awareness develops and changes from the first level to the fourth level, what is the reason?
7. What are the strategies that you use to make pupils motivated and engaged?
8. Which type of communication do you use more? Verbal or nonverbal communication?
9. Beyond just using facial expressions, body language and tone of voice, how do you consider their impact on pupils' emotional intelligence?
10. Can you describe a specific instance where you used non-verbal communication to create a positive learning environment or address a student's emotional needs? What was the outcome?
11. When explaining your lessons, do you consider how your non-verbal communication can influence pupils' participation, self-confidence, and overall emotional well-being in the classroom?
12. How do you measure the effectiveness of your non-verbal communication in fostering emotional intelligence in your pupils? Do you observe any changes in their behaviour or engagement?
13. Have you received any training or professional development specifically focused on the role of non-verbal communication in promoting emotional intelligence in middle school pupils? If so, how did it impact your teaching practices?

Arabic Version

لمعرفة مدى أهمية تنمية الذكاء العاطفي عند تلامذة التعليم المتوسط، أرجوا منكم المساهمة في هذا البحث العلمي وذلك من خلال الإجابة على الأسئلة التالية. شكرا جزيلا

1. كم عدد سنوات خبرتك في مهنة التدريس؟
2. كيف يمكنك تعريف الذكاء العاطفي؟
3. هل الذكاء العاطفي لدى التلاميذ مهم للتحصيل الدراسي؟ ولماذا؟
4. من خلال تجربتك، كيف تتعامل مع مختلف الاحتياجات العاطفية لتلامذة التعليم المتوسط؟
5. ماهي العوامل التي تأخذها بعين الاعتبار لتقييم الذكاء لعاطفي عند التلاميذ؟5.
6. هل تعتقد أن وعي التلاميذ يتطور ويتغير من المستوى الأول إلى المستوى الرابع، ما السبب؟
7. ماهي الاستراتيجيات التي تستعملها لرفع تحفيز واندماج التلاميذ؟7.
8. هل تستخدم التواصل الغير اللفظي في القسم؟
9. بعيداً عن مجرد استخدام تعابير الوجه ولغة الجسد ونبرة الصوت، كيف تنظر إلى تأثيرها على الذكاء العاطفي لدى التلاميذ؟
10. هل يمكنك وصف موقف استعملت فيه التواصل الغير اللفظي لخلق بيئة تعليمية إيجابية أو تلبية الاحتياجات العاطفية للتلميذ؟ ماذا كانت النتيجة؟
11. عند القائد للدرس، هل تفكر في كيفية تأثير تواصلك غير اللفظي على مشاركة الطلاب والثقة بالنفس والصحة العاطفية بشكل عام في القسم؟
12. كيف تقيس مدى فاعلية تواصلك الغير اللفظي في تعزيز الذكاء العاطفي لدى تلاميذك؟ هل لاحظت أي تغييرات في سلوكهم أو مشاركتهم؟
13. هل تلقيت أي تدريب أو تكوين مهني بخصوص دور التواصل الغير لفظي؟ ان كان كذلك؟ كيف أثر ذلك على مسيرتك المهني

Appendix « C »: The Observation Checklist

Teachers' Nonverbal Cues	Pupils' behaviours
Strict eye-contact	Lack of participation, pupils are stressed and distracted
Inclusive eye contact	Pupils are Involved, motivated and engaged
Minimal use of hand gestures	Pupils are not interested, less motivated and engaged and lower participation and understanding
Expressive hand gestures	Interested, motivated and higher
Aggressive tone of voice	Disengagement, fear and disruptive behaviours
Varied and Engaging Tone of Voice	Respond positively, engaged, less disruptive behaviours.
Rarely Smiles or Shows Positive Facial Expressions	Reduced attention, less engagement and less motivation
Frequent Smiling and Positive Facial Expressions	Feel welcomed, engaged, motivated
Restless and Hesitant Behaviour	Pupils are disrespectful and inattentive
Approachable and Friendly Demeanour	Relaxed, motivated and engaged
Using Physical Punishment	Stressed, scared, frustrated, lack of motivation, disruptive behaviours from boys.
Ignoring Pupils emotional needs	Pupils feel neglected and disengaged
Clapping hands to attract attention	Pupils are attentive, active and involved
Moving around the classroom to check their work	Pupils are responsible, attentive, serious
Sitting and explain verbally	Pupils feel bored, inattentive, disengaged