The Role of Teachers' Body Language in the EFL Classroom: A Multimodal Perspective

Le Rôle du langage corporel des enseignants dans la classe d'Anglais comme langue étrangère : Une perspective multimodale

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Abstract: This paper examines the body language of Algerian EFL teachers using the Social Semiotic Multimodal Approach and a kinesic framework. Teachers' kinesic behavior, including gestures, facial expressions, gaze, head motion, and body posture, was analyzed from fifteen videos to understand its impact on Algerian EFL learners. Findings show instructive use of body language, aiding comprehension, fostering motivation, promoting interaction, aiding memory retention, building positive relationships, organizing speech and ideas, etc. Therefore, Algerian EFL teachers' body language serves cognitive, organizational, and affective functions.

Keywords: Body Language, EFL Classroom, EFL Teachers, Semiotic Resource, Social Semiotics Multimodality.

Résumé : Cet article examine le langage corporel des enseignants algériens d'anglais en utilisant l'approche multimodale sémiotique sociale et un cadre kinésique. Le comportement kinésique des enseignants, comprenant les gestes, les expressions faciales, le regard, les mouvements de la tête et la posture du corps, a été analysé à partir de quinze vidéos afin de comprendre son impact sur les apprenants algériens. Les résultats montrent une utilisation instructive du langage corporel, favorisant la compréhension, stimulant la motivation, encourageant l'interaction, construisant des relations positives, organisant le discours et les idées, etc. Ainsi, le langage corporel des enseignants remplit des fonctions cognitives, organisationnelles et affectives.

Mots-clés : Classe d'Anglais comme Langue Etrangère, Enseignants d'anglais, Langage Corporel, Ressource Sémiotique, Sémiotique Sociale Multimodale.

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his research investigates the function of body language in Algerian EFL classrooms. The study uses a kinesic framework in conjunction with the Social Semiotic Multimodal Approach to investigate the kinesic behavior of five Algerian EFL teachers from three middle schools. From fifteen recorded films, the teachers' kinesic behavior—which includes gestures, facial expressions, gaze, head movements, and body posture—was collected and examined to see how it affected the students' learning. According to the study, teachers purposefully and instructively use their body language to help students comprehend concepts, improve focus, become more motivated, and participate in class. The paper also discusses how teachers use multimodal ensembles to convey meaning more effectively by combining different semiotic resources. The discussion highlights the potential modal affordances of gestures, facial expressions, gaze, head motion, and body posture, and how these modalities can be used to create a more engaging and interactive classroom environment. Overall, the study demonstrates that teachers' body language is a semiotic resource that fulfills cognitive, organizational, and affective purposes in the EFL classroom.

1. Kinesics

Both verbal and nonverbal language are used in communication (Frejaville, 2012: 09). In human interactions, oral and written language constitute verbal communication, which is the main means of information transmission. Nonverbal communication, or NVC, is a significant nonverbal communication method. NVC encompasses nonverbal cues including clothing, postures, and the space between individuals in addition to overt behaviors like touching, eye contact, facial expressions, and tone of voice (Miller, 1988: 03, cited in Negi, 2009: 101). There are many types of NVC, including Kinesics, Proxemics, and Chronemics (Kusanagi, 2005: 383). Kinesics, which comes from the Greek word kinesis, which means motion, is the main topic of this paper. Anthropologist Ray Birdwhistell first used the phrase in his 1952 book Introduction to Kinesics. According to Birdwhistell (1983: 354, cited in Waiflein (2013), kinesics is "the systematic study of the visually sensible aspects of nonverbal interpersonal communication" and it relates to body language. It is the scientific study of how the body moves, including posture, eye contact, facial expressions, head motions, and gestures. According to Birdwhistell, body-motion communication is a taught behavior for communication (Jolly, 2000). By examining kinesic behavior, kinesic research aims to define and classify significant gestures within a particular civilization. Thus, gestures (especially those involving the hands and arms), facial expressions, eye contact, head motion, and body posture are all considered forms of kinesic behavior or body movement in the context of this work (Kusanagi, 2005). By treating each Kinesic conduct as a semiotic resource or form of representation, this inquiry aims to characterize the Kinesic behavior of the target middle school English language teachers.

1.1. Gestures

Meaningful and expressive movements of the body, especially including the fingers, hands, and arms, are called gestures. They are a semiotic system that, through world representation and vocal message clarification, improves communication. Four categories of gestures were distinguished by Rime and Schiaratura (1991): symbolic, deictic, iconic, and pantomimic.

Symbolic gestures, such as the American "OK" gesture, have a particular cultural significance. Deictic movements, like pointing, draw attention to particular objects or happenings in the surroundings. Iconic movements, such as imitating an automobile crash, convey details about the size, shape, or orientation of an object. Pantomimic motions, such as imitating the act of removing a rope, demonstrate the usage of an invisible instrument or object.

1.2. Facial Expressions

In human communication, the face is an essential nonverbal instrument for expressing attitudes and emotions. It is a primary source of information that is second only to voice in terms of communicative potential. Happiness, surprise, fear, sadness, anger, and disgust are the six types of emotions that can be expressed by facial expressions, according to Ekman and Friesen (1969). When a teacher is teaching language, their facial expressions tell the students something about how the instructor is feeling.

1.3. Eye Contact (Gaze Behaviour)

Making eye contact is a nonverbal communication technique that has several interpretations. Knapp and Hall (2006) identified five roles for gaze: controlling discourse, keeping an eye on feedback, reflecting mental activity, expressing feelings, and conveying the dynamics of interpersonal relationships. Put another way, looking contributes to comprehending and gives spoken communication context.

1.4. Head Motion

Teachers employ head movements as a nonverbal communication technique when teaching languages. There are three fundamental head positions, according to Allan Pease (1988): head up, head tilted to one side, and head down. A head tilt suggests interest and good feelings toward the speaker, whereas the head up stance denotes a neutral attitude. The head-down posture is frequently employed in critical appraisal to suggest a pessimistic or judgmental mindset. The audience's head not being up or inclined could be a sign that the speaker is having trouble communicating.

1.5. Body Posture

Through deliberate or inadvertent motions, the complete body, including our sitting, walking, and standing, communicates. Language teachers can utilize these gestures, known as postures in Kinesics, as a semiotic tool to communicate meaning in the classroom. According to Owen Hargie (2011), there are four basic human postures—lying down, squatting, sitting, and standing—each with its own kinemes or variations. When combined with particular nonverbal cues, these kinemes can convey a variety of meanings.

2. Kinesics and Language Teaching

The same elements that are necessary for ordinary communication are also needed in language classrooms: addresser, addressee, message, channel, code, and context.

In order to facilitate learners' comprehension of second language material, nonverbal resources like objects, gestures, and drawings are frequently employed. One such tool that aids pupils in understanding academic language and content is body language. Three purposes can be distinguished in language teachers' kinesic conduct in the classroom, according to Sime (2008): cognitive, emotive, and organizational.

2.1. The Cognitive Function of Kinesics

In language classrooms, teachers' kinesthetic conduct plays a cognitive role by assisting students in understanding difficult material and solving problems. When teaching new material, teachers gesture more than when teaching topics they are already familiar with, and these gestures aid in the explanation of grammar and vocabulary. Additionally, kinesic behavior can highlight keywords, indicate contrasts and analogies, and provide examples for words or ideas. Kinesics aids in learning by drawing students' attention to crucial components of the assignment and giving them quick feedback on their contributions. According to research, kinesics helps teachers organize spatial information for verbalization, recall more details, explore knowledge, and develop mental representations.

2.2. The Affective Function of Kinesics

Kinesic behavior in language learning has a second function that is connected to the affective realm. Students' emotional states might be influenced by teachers' body language. According to a 2003 study by Kusanagi, 19 out of 35 students said they felt more at ease when their teacher used gestures. Additionally, the students thought the teacher's motions were entertaining and stimulating. This demonstrates how teachers and students can foster healthy relationships by using gestures. Furthermore, learners are better able to comprehend a new language when teachers employ kinesics successfully, which might boost their willingness to study.

2.3. The Organizational Function of Kinesics

In language classes, the third purpose of teachers' kinesic conduct is "organizational." Teachers' body language can foster positive connection by establishing a sense of shared social, physical, symbolic, and mental space, according to McCafferty (2002). Furthermore, by regulating turns and floor time, eliciting feedback, marking agreements, drawing attention to teaching points, encouraging student talk and practice in the target language, decreasing the need for excessive verbal explanation, and guiding student participation, kinesics can also motivate learners to engage in tasks and interact with others.

3. Multimodality

Thanks to Halliday's metafunctions, researchers like Hodge, Kress, and Van Leeuwen have shifted their emphasis from language to other semiotic modes. Similar to Halliday's metafunctions, Kress and Van Leeuwen (2006) have distinguished three degrees of analysis in non-linguistic modes. The entire spectrum of communicational forms that people utilize and their interrelationships are the focus of multimodality.

Jewitt (2009) distinguished between three multimodality traditions: Social Semiotic Multimodality, Multimodal Interactional Analysis, and Multimodal Discourse Analysis. The focus of social semiotic multimodality is on the manner in which semiotic resources are used by sign makers to convey meaning in social settings. It implies that a range of modes that contribute to meaning are constantly used in representation and communication. Common semiotic principles function in and across several modes in social semiotic multimodality.

3.1. Mode

A mode, according to Kress and Leeuwen (2001), referenced by Jewitt et al. (2013), is a group of socially and culturally produced instruments for representation and communication. It may be thought of as a "pathway" for meaning-conveying. Modes are flexible and may adjust to various circumstances. They include a wide range of expressions, including writing, motion pictures, sound, speech, gesture, posture, and more.

3.2. Semiotic Resource

The term 'resource' was first used by Halliday in his social semiotics work to refer to a language's grammar as a tool for meaning-making (Halliday, 1978: 192, referenced in Van Leeuwen, 2005). Expanding upon this idea, Van Leeuwen (2005) recognized that the semiotic resource includes all of the things and behaviors we employ to communicate in a social context. This allowed him to include different semiotic modes.

3.3. Modal Affordance

The notion of "modal affordance," which takes into account the strengths and weaknesses of various modes, is shaped by their frequent and prior use (Kress, 2010 cited in Jewitt et al, 2013). Constraints are things that are difficult or impossible for a mode to express, whereas potentialities are those that can be readily expressed or represented utilizing a mode's resources.

3.4. Multimodal Ensemble

According to modal affordance, multiple modes must be employed in a multimodal ensemble in order to create meaning because modes by themselves are insufficient. The employment of several modes in a representation or interaction is referred to as a multimodal ensemble. The ensemble's modes each add a unique dimension of significance, but only in relation to the overall narrative. Consequently, the distribution of all the modes employed in the ensemble determines the message's overall meaning (Jewitt, 2013). In kinesics, for example, if a person crosses their arms over their torso, crosses their legs tightly, and lowers their head and chin, this multimodal ensemble could communicate a message similar to "I disagree with what you're saying, and I don't like it" (Allan Pease, 1988).

4. Methods and Materials
4.1. Data Collection Procedure

With the ability to capture real-life classroom scenarios with realistic data, video recording plays a critical role in education. This is especially pertinent to our study, which examines how middle school instructors employ body language. We are able to watch the instructors' kinesic activity in a classroom setting through the films. In order to conduct the inquiry, we filmed five English teachers from three distinct middle schools in the Town of Tizi-Ouzou. These educational institutions are situated in Tizi-Ouzou's major city and comprise Middle School Lotfi, Middle School Babouche, and Middle School Kerkache. The month-long recording process was completed. A Samsung Full HD camera with built-in WiFi, flash, and an 18x zoom lens was used to record the films. We were able to capture three sessions with each participating teacher, for a total of fifteen movies. Every video has a different duration, ranging from 25 to 45 minutes. Notably, all four middle school levels—MS1, MS2, MS3, and MS4—are covered in the fifteen recorded sessions.

4.2. Participants' Profile

Table 1: EFL Teachers' Profile

Gender	Male		Female		
	02		03		
Experience	29 years	28 years	30 years	22 years	11 years
Workplace	Colonel Lotfi	Babouche Said	Colonel Lotfi	Freres Kerkache	Colonel Lotfi

4.3. Data Analysis Procedure

We utilized the Social Semiotic Multimodal Analysis (SSMA) method to examine the middle school English language teachers' films. Using this method, the kinesic behavior of the teachers—such as their gestures, posture, and facial expressions—is examined as a semiotic resource for meaning-conveying in English language lessons. A mode of representation is represented by each kinesic activity, and the multimodal analysis takes into account the modal affordance of each kinesic mode. It describes how these resources are organized into multimodal ensembles in middle school English lessons, with each kinesic mode carrying a portion of the teacher's message. When all of the modes are combined, the message's overall meaning is completed and delivered to middle school learners. The SSMA is useful for the investigation of visual modes, especially kinesics, because the video is a multimodal ensemble made up of several modes operating at once.

As such, the videos' multimodal analysis is divided into three phases. First, we characterize the kinesic behaviors of the teachers and explain how they serve as semiotic tools for meaning-conveyance in middle school English classes. Next, we ascertain the modal affordances associated with every kinesic resource. Lastly, we describe how multimodal ensembles are made by combining these kinesic resources with other semiotic resources.

5. Results

Table 2: Social Semiotic Analysis of EFL Teachers' Gestures

Gestures as Semiotic Modes	
Example	Explanation
- When an MS1 pupil mispronounced a word, the teacher pointed to his mouth with his index finger while saying: "articulate please!".	- This deictic gesture helped the pupil to recognize that he made a pronunciation mistake.
- Another teacher asked his pupils: "Is it a nice drawing?" by making a thumb-up gesture while looking at the drawing.	- This symbolic gesture helped the MS1 pupils to understand their teacher's question.
- When the teacher explained: "she sweeps the flour", he mimed the action of sweeping with his two hands.	- This pantomimic gesture helped the pupils to get the idea.
The Modal Affordances of Gestures	
Example	Explanation
When a teacher uttered: "Yesterday", she pointed with her thumb behind her back.	The modal affordance of this deictic gesture is a _time indication._
The teacher was explaining the meaning of the word "man" to his MS1 pupils, then he pointed with his right and left thumbs and index fingers to his mouth to draw a mustache.	The modal affordance of this iconic gesture is to _make a simile._
- When the pupils were screaming, the teacher made a time-out gesture.	The modal affordance of this symbolic gesture is to manage the class or to _establish silence._
Gestures as Multimodal Ensembles	
Example	Explanation
-When a teacher uttered: "The clothes smell good" she pointed to her nose with her index finger then she moved her nose.	The teacher employed three different resources: a deictic gesture, a facial expression, and a verbal message to clarify a point.
The teacher explained the adjective 'strong' to his MS3 pupil, by exposing the muscle of her upper arm, making an affirmative facial expression, and uttering: "I'm strong".	The teacher used three different resources: an iconic gesture, a facial expression, and a verbal message to explain an adjective.
A pupil wanted to take a turn before his classmate finished answering and the teacher raised his thumb, nodded his head, and narrowed his eyebrows while saying "No no, just a minute!".	The teacher in this case utilized four semiotic modes simultaneously: a symbolic gesture, a head motion, a facial expression, and a verbal message to regulate turn-taking.

Table 3: Social Semiotic Analysis of EFL Teachers' Facial Expressions

Facial Expression as Semiotic Modes	
Example	Explanation
- When one of the participant teachers was explaining the adjective "terrible" to her MS4 pupils, she crumpled her face and tightened her eyes.	- This kinesic behavior helped her pupils to get the adjective.
- When a participant teacher reacted to his MS1 pupil's answer, he narrowed his right eye and pinched his lips.	- This facial expression helped the pupil to recognize that his answer was not correct.
The Modal Affordances of Facial Expressions	
Example	**Modal Affordance**
- When an MS2 pupil provided a brilliant answer, the teacher smiled and raised her eyebrow while saying "Good! Very good Zohra".	- The face's affordance here is _pride and satisfaction._
- When a pupil gave an awkward answer, the teacher frowned his face and narrowed his eyebrows while saying: "Two times a day?! It's impossible".	- The face's affordance here is _astonishment and wonder._
- When a pupil commented on an idea, the teacher widened her eyes, raised her eyebrow, and bent her mouth while saying: "Ah! I don't know. I'm not sure. I'll check".	- The meaning that the teacher's face affords here is _ignorance and surprise._
-When a teacher explained the meaning of the adjective "dirty" to her MS3 pupils, she expressed disgust with her face.	- The modal affordance of the teacher's face here is _disgust._
Facial Expressions as Multimodal Ensembles	
Example	Multimodal Ensemble
- A participant teacher raised her two palms, bent her mouth, and at the same time uttered "I don't know!" as a reaction to an MS4 pupil's answer.	- The teacher used three different resources simultaneously: a hand gesture, a facial expression, and a verbal message to convey her idea
- A teacher has directed her gaze toward an MS3 pupil, lowered her eyebrows, tightened her lips, and held her hips in reaction to the pupil's response.	- The teacher utilized three different semiotic resources at the same time: gaze, facial expressions, and body posture to express disappointment.
- When an MS1 pupil answered correctly, the teacher maintained eye contact, nodded her head, and smiled at the same time.	- The teacher used three different semiotic resources: gaze, head motion, and facial expression to express satisfaction and encouragement.

See appendix page 11 for the Social Semiotic Multimodal analysis of EFL teachers' gaze, head motion, and body posture.

6. Discussion

The study shows the significant role of teachers' body language in the EFL classroom. The first aspect of body language that is addressed is gestures. The results demonstrate that EFL teachers recognize the significance of utilizing gestures to effectively communicate meaning. The examples provided demonstrate how teachers use different types of gestures, including deictic, iconic, symbolic, and pantomimic gestures, to facilitate student learning. The study also highlights the potential modal affordances of gestures. Teachers use gestures to indicate time, manage the class, draw similes, give tasks, and establish silence, among others. These modal affordances demonstrate how gestures can serve multiple functions in the EFL classroom. Furthermore, the study emphasizes the importance of using multimodal ensembles to convey meaning effectively. Teachers combine hand and arm gestures with other semiotic resources, such as facial expressions and verbal messages, to create multimodal ensembles. These ensembles better clarify points and facilitate student understanding.

The second aspect of body language that is addressed is facial expressions which play a crucial role in the EFL classroom. The teachers use different facial expressions to convey meaning and help students understand the language better. For instance, a teacher crumpled her face and tightened her eyes while explaining the adjective "terrible" to help the students get the meaning of the word. Similarly, when a teacher frowned and narrowed his eyebrows while responding to a student's answer, it conveyed that the answer was not correct. The modal affordances of facial expressions also influence the message conveyed. When a teacher smiled and raised her eyebrow while praising a student's answer, it conveyed pride and satisfaction. On the other hand, when a teacher expressed disgust with her face while explaining the meaning of the adjective "dirty," it conveyed disgust. Furthermore, the use of facial expressions along with other semiotic resources creates multimodal ensembles that better convey meaning. For example, when a teacher raised her palms, bent her mouth, and uttered "I don't know!" as a reaction to a student's answer, it conveyed the message more effectively. Similarly, when a teacher maintained eye contact, nodded her head, and smiled at the same time while praising a student's answer, it conveyed satisfaction and encouragement.

The third element of body language that is tackled in the present paper is gaze which is another means of communication in the classroom. The teachers use various eye contact to convey different messages and emotions to their students. The examples provided demonstrate that teachers use their eyes to show approval or disapproval, to indicate a need for clarification, to give orders or commands, and to express emotions such as anger or frustration. This indicates that the teachers are not solely relying on verbal communication to interact with their students, but they are also using nonverbal cues to enhance their message. The study also shows that the teachers use multimodal ensembles, combining gaze with other semiotic resources such as hand gestures and verbal messages to convey meaning more effectively.

This suggests that the teachers are skilled at using multiple modes of communication to create a more engaging and interactive classroom environment.

The fourth aspect of body language analyzed is head motion, which is an important semiotic resource used by Algerian EFL teachers to convey meaning in the classroom. All of the teachers in the study used their heads while teaching English, indicating their awareness of the significance of this resource. The study identified several modal affordances of head motion, including negation, encouragement, and disagreement. The teachers' use of head motion with other semiotic resources, such as facial expressions and verbal messages, also created multimodal ensembles that better conveyed meaning to the students. For example, when a teacher nodded her head, smiled, and said "yes" in response to a student's correct answer, she was employing three different resources to express encouragement and satisfaction. Similarly, when a teacher nodded his head, waved his index finger, and said "No, no, not do you but how often does she" in response to a student's response, he was using three different resources to express disagreement.

The last aspect of teachers' body language discussed in this paper plays is body posture. Teachers are able to convey meaning in various ways. For example, they can use body posture to act out verbs and help students understand their meanings. Additionally, body posture can display modal affordances, such as anger or attentive listening, which can help teachers manage the classroom and show their level of interest in what students are saying. Moreover, when teachers use body posture in conjunction with other semiotic resources, such as hand gestures and verbal messages, they create multimodal ensembles that can better convey meaning. These ensembles can help students understand concepts more effectively and can make the classroom environment more engaging and interactive.

All in all, the study highlights the importance of teachers' body language in making meaning in the EFL classroom. By using gestures and facial expressions alongside verbal messages, teachers can create multimodal ensembles that effectively convey their message to EFL learners. Therefore, it is crucial for EFL teachers to be aware of their kinesic behavior and utilize it effectively in their teaching practices.

Conclusion

In conclusion, this study emphasizes the significant role of body language in the EFL classroom. It demonstrates how teachers use various kinesic resources, such as gestures, facial expressions, gaze, head motion, and body posture, to effectively communicate meaning and enhance student understanding. The study shows that teachers who are skilled at using multiple modes of communication can create a more engaging and interactive classroom environment. By combining kinesic resources with verbal messages, teachers can create multimodal ensembles that better clarify points and facilitate student learning. Therefore, it is essential for EFL teachers to be aware of their kinesic behavior and utilize it effectively in their teaching practices. The findings of this study can have significant implications for teacher training programs and curriculum development in the field of EFL education. Therefore, the study shows that Algerian EFL teachers' body language serves cognitive, organizational, and affective functions in the EFL classroom, thereby highlighting its significance as a semiotic resource.

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Appendix

Table 4: Social Semiotic Multimodal Analysis of EFL Teachers' Gaze

Eye Contact as Semiotic Modes	
Example	Explanation
- When an MS3 pupil was answering, the teacher tightened her eyes by directing her ear towards him.	- The teacher wants to tell her pupil that she did not hear his answer and wants him to repeat it again.
- A teacher widened her eyes and directed her gaze toward her MS3 pupils who were making noise.	- The teacher wants to order the pupils to keep silent.

| - A participant teacher widened her eyes and directed her gaze towards a pupil who was eating while she was explaining. | - The teacher wants to express anger. |

The Modal Affordances of Eye Contact	
Example	Modal Affordance
- A teacher narrowed his eyes and pointed to his head with his right index finger while asking his MS1 pupils to remind him of the previous lesson.	- The meaning that the teacher's gaze affords here is _remembering_.
- A teacher has directed her gaze towards a pupil who stood up while she was explaining.	- The modal affordance of gaze in this example is to _give an order_.

Eye Contact as a Multimodal Ensemble	
Example	Multimodal Ensemble
- A teacher explained the word "afraid" by opening her eyes, shaking her two hands, and uttering: "We are afraid" .	- The teacher employed three different semiotic resources: gaze, hand gesture, and a verbal message to explain the word.
- A teacher tightened her eyes and gritted her teeth when an MS4 pupil made a mistake.	- The teacher used two different semiotic resources: gaze and a facial expression to express disagreement.
- A teacher directed his gaze toward a pupil who was chewing gum and pointed to his mouth with his index finger.	- The teacher utilized two various semiotic resources: gaze and a hand gesture to give an order.

Table 5: Social Semiotic Multimodal Analysis of EFL Teachers' Head Motion

Head Motion as a Semiotic Mode	
Example	Explanation
- When a participant teacher said: "From time to time" he directed his head to the right side and then to the left side respectively.	- This means "sometimes".
- Another teacher nodded her head while saying: "Very good!" as a reaction to her MS3 pupil's answer.	- This is a sign of agreement.

The Modal Affordances of Head Motion	
Example	Modal Affordance
-When one of the recorded teachers explained a negative form of a sentence she nodded her head from the left to the right side.	- The modal affordance of the head is _negation._
- An MS2 pupil was hesitating to give an answer and her teacher nodded his head up and down	- The meaning that the head affords here is

while saying "yes, go on".	*encouragement.*
- When an MS1 pupil made a grammar mistake, his teacher nodded his head and raised his index finger while saying "No, it is singular".	- The modal affordance of the teacher's head is *disagreement.*

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

Table 6: Social Semiotic Multimodal Analysis of EFL Teachers' Body Language

Body Posture as a Semiotic Mode	
Example	Explanation
-When a participant teacher explained the verb "to run" to her MS1 pupils, she acted as if running with her feet and clenched fists.	- This body posture indeed helped her pupils to understand the meaning of the verb.
- When a teacher uttered the verb "to slip" to her MS4 pupils she mimed the action of slipping with her leg.	- The teacher attempts to explain the verb.
-The teacher uttered the verb "to sleep" to her MS1 pupils by putting her two joint hands under her cheek and closing her eyes.	- The teacher wants to explain the meaning of the verb.
The Modal Affordances of Body Posture	
Example	Modal Affordance
- When an MS1 pupil was making noise and interrupting his classmate who was speaking, the teacher stood up and crossed his arms while directing his gaze towards him.	- The modal affordance of the teacher's posture in the present illustration is anger.
- When an MS3 pupil was providing and justifying her answer, the teacher crossed her arms and nodded her head while directing her gaze towards the pupil.	- The meaning that this posture affords here is attentive listening or interest.
Body Posture as a Multimodal Ensemble	
Example	**Multimodal Ensemble**

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