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**An Investigation into The Factors Influencing Non-verbal Communication
Among Adult Algerian English as foreign language learners: A case study of
First Year Students of English at the University of Biskra**

A Thesis Submitted to the Department of English in Partial Fulfilment of the Requirements
for the degree of Masters in Sciences of the Language.

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Declaration

I, Sara Barkat, hereby declare that this work in this dissertation titled “An investigation into the factors influencing non-verbal communication among adult Algerian English as foreign language learners” is my own work, conducted under the supervision and guidance of Dr. Amrate Moustafa. This dissertation was not previously presented for the award of any other degree. Also, the information extracted from the literature is provided a list of references. This study was conducted and completed for the academic year 2022/2023, at Mohammed Kheider University of Biskra; Algeria

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Dedications

In the name of Allah, the most gracious, the most merciful

All praises be to Allah, who gave me success, strength, and patience

to finish this work.

This work is dedicated to:

The dearest persons in my heart; my parents KAMEL and FATHIA for their patience, endless support, and prayers. Thank you for everything you have done for me. I am forever grateful for your unexampled love, guidance, sacrifices, and constant belief in my abilities.

To my grandmother for her endless help, support, and prayers

To my sweet sisters: Salsabil, Soundous, Saja

To my beloved brothers: Seif and Younes

To all my family members for their intensified encouragement, especially, Nada, Mei, Soufiane, and Khaled who were always there whenever I am in need

To all my wonderful friends: Meriem, Isra, Donia, Soundous, Lamis, Haifa, Imane, Amal, Ikram, and all my beloved ones who believes in me and support me

To my classmates and all people who know me and encourage me

To all people who are dear to my heart, I dedicate this work.

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Abstract

Non-verbal communication (NVC) is a type of communication which refers to the act of expressing ideas, feelings, or thoughts through the body. It mostly includes facial expression, eye contact, postures, and gestures. In the context of language learning, the use of body language is as important as spoken words in communication. This study aims to explore Algerian English as foreign language learners' (EFL) use of NVC in Oral Expressions sessions and the factors influencing it. To achieve the study's aim, an exploratory design with a mixed-method approach has been used to generate both qualitative and quantitative data. To answer the stated questions, semi-structured classroom observation sheets and semi-structured questionnaires were used as data collection tools. Accordingly, 80 first-year Algerian EFL learners at Mohamed Kheider University of Biskra were recruited as participants for this study. Descriptive statistics were conducted for the quantitative data by using Excel (2016); meanwhile, the thematic analysis was used to analyze the qualitative data. The results of this study show that the use of body language by first-year EFL students in the classroom was moderate. As well, the most used NVC forms by EFL students were eye contact and postures. Additionally, this study highlights that the main factors that influence the use of body language by Algerian EFL students were psychological, pedagogical, and linguistic factors. These factors can promote or demotivate EFL students to use body language in Oral Expression sessions. Finally, the implication of the findings of the present study draws attention to the significance of the use of NVC in the classroom for curriculum designers, EFL teachers, and learners in order to create the appropriate classroom environment.

Keywords: Body language; Non-verbal communication (NVC); Speaking in the English as foreign language (EFL) classroom.

List of abbreviations/ acronyms

EFL: English as foreign language

L1: first language

L2: second language

LMD: License, Master, Doctorate degrees

NVC: non-verbal communication

List of appendices

Appendix A: classroom observation.....	91
Appendix B: questionnaire.....	93

List of tables

Table 1: The average use of NVC during the observed sessions.....	50
Table 2: Differences between the observed and reported students' use of NVC by gender.....	52
Table 3: The responses of students about the importance of NVC.....	54
Table 4: The forms of NVC used by EFL learners during the observed sessions	55
Table 5: The forms of NVC used by EFL learners.....	58

List of figures

Figure 1: The aspects of nonverbal communication.....	11
Figure 2: Forms of body language.....	15
Figure 3: Functions of nonverbal communication on verbal communication.....	18
Figure 4: Forms of communication according to Albert Mehrabian.....	19
Figure 5: The average use of NVC during the observed sessions.....	51
Figure 6: Differences between the observed and reported students' use of NVC by gender.....	53
Figure 7: Students' body language helps other students to understand what they said.....	54
Figure 8: The NVC forms used by EFL learners during the observed sessions.....	56
Figure 9: The forms of NVC used by EFL learners during the observed sessions.....	57
Figure 10: Differences between the observed and reported use of NVC forms.....	59
Figure 11: Factors promoting students' use of NVC in the Oral Expression classroom.....	60
Figure 12: Factors preventing EFL students use of NVC in the Oral Expression classroom.....	62

Table of Contents

Declaration.....	I
Dedications	II
Acknowledgments.....	III
Abstract.....	IV
List of abbreviations/ acronyms.....	V
List of appendices	VI
List of tables.....	VII
List of figures.....	VIII
Table of Contents.....	IX
GENERAL INTRODUCTION	
1. Background of the study.....	1
2. The Statement of the problem	2
3. Literature review	3
4. The aim of study.....	4
5. Research questions	4
6. Methodology	4
7. Main results	5
8. Implications.....	5
9. Limitations of the study.....	6
Chapter one: LITERATURE REVIEW	
Introduction.....	7

Section one: Non-verbal communication

1. Definition of Communication	7
2. Forms of Communication.....	7
2.1. Verbal communication.....	8
2.2. Nonverbal communication.....	8
3. Aspects of Nonverbal Communication	10
4. Body language.....	11
5. Forms of body language	12
5.1. Facial expression.....	12
5.2. Eye contact.....	13
5.3. Postures	13
5.4. Gestures.....	14
6. The functions of nonverbal communication.....	15
6.1. Substitution	17
6.2. Supplementing or complementing	17
6.3. Regulating	17
6.4. Contradicting.....	17
7. The importance of using NVC (body language this case).....	18

Section two: Nonverbal Communication in language education

1. Nonverbal Communication in language teaching and learning	20
2. Nonverbal communication in the classroom	22

3. Body language in the context of the second language	23
3.1. NVC for second language learners	23
3.2. The influence of body language on Students' Speaking	24
4. Body language for second language speaking	25
5. Non-verbal communication in the EFL classroom.....	26
6. Body Language for EFL Students	27
7. Difficulties arise when there is a lack of NVC in the classroom	29
8. Previous studies about the use of body language in the EFL classroom.....	30
Aim of study	39
Research questions.....	39
Chapter two: RESEARCH METHODOLOGY	
Introduction.....	41
2.1. Study design.....	41
2.2. Context and participants	42
2.3. Data collection	43
2.3.1.....Classroom observation.....	43
2.3.2.....Quest ionnaire	45
2.4 Data analysis	47
2.4.1.....Quantitative data analysis.....	47

2.4.2.....	Qualitative data analysis.....	47
2.5. Validity and reliability		48
CHAPTER THREE: RESULTS		
Introduction.....		50
3.1. The use of non-verbal communication		50
3.1.1.....	The frequency of using NVC	50
3.1.2.....	The reported use of NVC vs. the observed use of NVC.....	52
3.1.3.....	The importance of NVC.....	53
3.2. The forms of NVC used by Algerian EFL learners		55
3.2.1.....	The forms of NVC used by EFL students during the observed sessions	55
3.2.2.....	The reported use of NVC forms vs. the observed use of NVC forms.....	58
3.3. The factors influencing Algerian EFL learners' use of non-verbal communication.....		60
3.3.1.....	Factors promoting students' use of NVC in the Oral Expression Classroom	60
3.3.2.....	Factors preventing EFL students use of NVC in the Oral Expression classroom	62

Conclusion	63
Chapter four: DISCUSSION	
Introduction.....	65
4.1. The use of non-verbal communication	65
4.1.1..... The frequency of using NVC	65
4.1.2..... The importance of NVC.....	67
4.2. The forms of NVC used by Algerian EFL learners	69
4.3. The factors influencing Algerian EFL learners' use of non-verbal communication.....	70
4.3.1.....Factors promoting students' use of NVC in the Oral Expression classroom	70
4.3.2.....Factors preventing EFL students use of NVC in the Oral Expression classroom	73
Conclusion	75
GENERAL CONCLUSION	
5.1. To what extent do Algerian English as foreign language students at the University of Biskra use non-verbal communication in Oral Expression sessions (activities)? ...	78
5.2. What types of NVC forms are used by EFL learners?.....	79
5.3. What are the factors influencing English as a foreign language students' use of non-verbal communication?.....	79
5.4. Implications of the study.....	80

5.5. Limitations of the study	81
5.6. Recommendations for future research	82
References.....	83
Appendices.....	91
Appendix A: classroom observation.....	91
Appendix B: questionnaire	93
المخلص.....	96

General introduction

1. Background of the study

Communication used in our daily life is an ongoing process of sharing information, thoughts, feelings, emotions, and attitudes to make interactions between people. Therefore, every person has own way of sending his/ her messages whether using words (spoken language) or through actions. This distinguishes individuals in the way they communicate with each other.

Non-verbal communication (NVC) is considered a form of communication that means the exchange of information without spoken words. Zoric et al. (2007) state that "non-verbal communication refers to all aspects of message exchange without the use of words" (p.162). Galloway (1962) also identified nonverbal communication as the transmission of thoughts or feelings from one person to another through gesture, posture, facial expression, tone and quality of voice, or physical contact, as an auxiliary function to speech, or without speech.

Kinesics is the most common way of NVC, which refers to body language. According to Zoric et al (2007) also there are categories such as proxemics, territory, haptics, chronemics, paralanguage, personal appearance, physical environment, objectics, olfactics, vocalics, oculusic, and silence. Kinesics is a non-verbal style related to body language, which includes facial expression, eye contact, postures, and gestures. As Hans & Hans (2015) indicated that the word kinesics means movement, it refers to facial expressions, eye contact, gestures, postures, and hand and body movements.

The field of non-verbal communication has expanded over the last many years, and it has been used in many domains such as business, media, international relations, education, health, psychology...etc. In this study, the use of NVC in the context of

language learning and teaching, specifically in the classroom environment, is the main focus.

Communication is more than just what we say. It also includes body language, which can add to our communication or even change the meaning of what is being. According to Ali (2011), NVC is used more than words in our communication process. He stated that "some research findings suggest that two-thirds of our communication is nonverbal. Other experts suggest that only seven percent of a message is sent through words, with the remaining 93 percent sent through facial expressions (55 percent) and vocal intonation (38 percent)". As well as most students use non-verbal cues more than spoken words because their messages are conveyed in the form of actions. According to Akinola (2014), most of the information is transmitted through non-verbal cues, as most of the messages receive or send came from non-verbal rather than words we speak. Thus, non-verbal cues are as important as words in classroom communication.

2. The Statement of the problem

We communicate with others whether verbally or by signs. Generally, non-verbal communication (NVC) plays a more important role than verbal communication in all aspects of human life; it helps people to express what they said about their thoughts and feelings. NVC also enables people to interact with each other, especially through body language conveying meaning and revealing unspoken messages.

In fact, the use of NVC in education is an essential element in general and language learning in particular, as it is effective to achieve the best educational results. Since teachers use non-verbal cues in the classroom, they will motivate students to interact more and the degree of closeness between them increases.

Interestingly, EFL students use NVC in the classroom to express their thoughts clearly. In Merani's (2019) view, instructions for non-verbal communication were given particular attention by EFL students to have a better interaction in class and to make it easier for EFL teachers to manage the class. Producing understandable messages among the learners in the teaching and learning process is the main goal that most the EFL communities seek to achieve.

3. Literature review

According to the related previous studies, most of them focused on the importance of the use of body language in the classroom. for example, the study by Benguessoum and Boukmouche (2018), which pointed out the significance of NVC in the EFL classroom particularly in oral expression sessions. Similarly, Karen and Romina (2012) conducted a study to indicate the role of using nonverbal communication when teaching English as a foreign language. Moreover, the previous studies maintained the significance of using NVC in language teaching and learning. For instance, Zeki (2009) conducted a study that found NVC can be a significant source of motivation and concentration, as well as a technique for maintaining the students' attention. As well as most previous studies were conducted to provide nonverbal cues as an effective solution for reducing students' speaking problems. Thi Kieu Oanh et al. (2016), conducted their study to investigate the body language use of English-speaking students. in the same way, the studies conducted by Rafada and Madini (2017) and Khalfallah (2022), found that the use of body language by EFL students can reduce their anxiety and fear of public speaking.

However, these studies did not discuss what makes EFL students use body language when they are speaking in the classroom. As well, these studies did not focus on the most forms of body language used by students, particularly EFL students. While

many studies were conducted in different contexts, fewer studies explored NVC among Arab EFL learners, particularly in the Algerian context. Moreover, several studies adopted various methods such as the descriptive method based on previewing previous studies, but they were not explored new theories or facts.

4. The aim of study

The current study aims to present the main factors that influence the use of NVC by EFL learners in Oral Expression sessions. Also, the present study aims to explore the frequency of using NVC by EFL students. In addition to that, this study investigates the most forms of body language (NVC) that were used by EFL students in Oral Expression sessions.

5. Research questions

To address the aim, the following research questions were asked:

1. To what extent do Algerian English as foreign language students at the University of Biskra use non-verbal communication in Oral Expression sessions (activities)?
2. What types of NVC forms are used by EFL learners?
3. What are the factors influencing English as a foreign language students' use of non-verbal communication?

6. Methodology

This study focused on first-year university students of English at Mohamed Kheider Biskra for the academic year 2022/2023 as the sample. 80 students are the total number of participants who took part in this investigation. The design that has been followed in this study is the exploratory design with a mixed-methods data collection approach, which generated both qualitative and quantitative data. The data of this research were collected through a semi-structured classroom observation sheet and semi-structured

questionnaire. Regarding the pilots, the data collection tools were piloted and tested in order to make sure if these tools could help to achieve the aim of the current research. After that, the data collected from classroom observation sheets and questionnaires are shown using qualitative and quantitative analysis. The quantitative data were analyzed through descriptive statistics, and presented using tables and visualized in bar graphs using Excel (2016). However, thematic analysis was used to analyze the qualitative data, this includes the data gathered from the classroom observation schedule and students' open-ended answers in the questionnaire.

7. Main results

After collecting and analyzing the data, the result revealed that the use of NVC by first-year EFL students was moderate. Their use of NVC depends on various matters but the type of activity in Oral Expression session is the main influence. As well, regarding the most NVC forms used by EFL student in Oral Expression sessions, the findings show two perspectives. From the classroom observation results, postures are the most NVC form used. On the other hand, eye contact is the most NVC form used by EFL students according to the questionnaires results. Furthermore, the main factors that influence the use of NVC by EFL learners were psychological, pedagogical, and linguistic factors. These three factors can encourage and demotivate EFL students to use NVC in the classroom.

8. Implications

The purpose of the study is to explore the factors that are behind using non-verbal communication (in this case: body language) by EFL students. The results of this study assisted this era of research, particularly considering that speaking is an essential part of mastering any foreign language. Based on the findings, the present study has many valuable pedagogical implications for both EFL teachers and learners. This study is

very important for teachers of oral expression to take into account the use of NVC by students in order to create an effective classroom environment. As well as this study is designed for policymakers and curriculum designers to take into consideration the factors that influence EFL students' use of body language in order to create the appropriate classroom environment.

9. Limitations of the study

One of the limitations that the researcher faced is the students did not answer some questionnaire questions, as well as, they did not give rich answers to the researcher. Moreover, due to constraints in previous studies about the factors that influence EFL students' use of body language particularly in the Algerian context, the present study may not cover all the aspects related to it. Furthermore, the study' s time frame was insufficient to recruit a random sample that could be accurately representative or allow for advanced statistical testing.

Chapter one:

Literature review

Introduction

This research shed light on the use of non-verbal communication (NVC) by Algerian EFL learners in the classroom, as well as it focused on the factors that influence students' use of NVC in Oral Expression. This chapter was divided into main sections. The first section provided a background of the study including definitions of non-verbal communication, its aspects, importance, and functions. However, the second section was about the use of NVC in the context of language teaching and learning, particularly in the EFL classroom. Furthermore, it discussed some difficulties and problems when there is a lack of NVC in the classroom. As well as, some previous studies that are related to the use of NVC in the classroom were conducted in this section.

Section one: Non-verbal communication

1. Definition of Communication

Through the use of language, we use communication to express our ideas, emotions, and feelings. People can share knowledge, attitudes, and skills through the process of sending and receiving messages; that's called communication, according to Miller (1988, p. 4) (as cited in Johnson, 1999, p. 4). Communication is considered the process of exchanging information by sending and receiving messages between people. Negi (2009a) asserted that communication, as used in everyday life, is a continuous process of transmitting and receiving messages. According to him, this allows a person to share knowledge, ideas, thoughts, information, feelings, emotions, and attitudes. hence, Communication refers to the exchange of information or ideas between people.

2. Forms of Communication

Every person has his or her way of sending messages, whether using words (spoken language) or through actions. That is what sets each person's communication patterns

apart from the others. Hence, there are two styles of communication: verbal and nonverbal communication. Verbal communication refers to sharing information with others through words, whether spoken or written. According to Johnson (1999), if communication takes place in words, it is considered verbal. However, non-verbal communication is the exchange of information without spoken words. Johnson (1999) also asserted that nonverbal communication refers to communication that is done without using words. It is the act of expressing ideas, feelings, or thoughts through body language.

2.1. Verbal communication

Verbal communication is the exchange of information by using words; it can refer to both spoken and textual conversations. Verbal communication is also the process of conveying knowledge, thoughts, and ideas with spoken and written words. It is considered one of the most common aspects of communication. According to Menani's (2013) view, when a speaker uses words, phrases, or expressions to express himself or herself, deliver messages, convey information, ask a question, or answer a question, according to their communicative intention, that is verbal communication.

Verbal communication refers to the act of communicating with another person through spoken or written words. McDuffie (2021) defined verbal communication as the use of spoken words to convey a certain message to a listener. According to him, semantics (vocabulary), syntax (grammar), and pragmatics are the areas that make up the verbal communication field.

2.2. Nonverbal communication

Nonverbal communication (NVC) is the act of expressing thoughts and emotions without the use of words. Hans and Hans (2015) stated "Nonverbal communication is

the process of communication through sending and receiving wordless (mostly visual) cues between people” (p. 47). In this definition, the process of communication passes through signals that are visual according to the participants in the communication process. Another definition by Menani (2013) is that nonverbal communication is any form of communication except spoken words; it occurs when the speaker represents his or her thoughts and emotions through body language. According to her definition, nonverbal communication is regarded as the process of exchanging and receiving nonverbal cues between people. Nonverbal communication is considered a "mode of communication" that relates to the way messages are conveyed through nonverbal actions. (Abd Gofur et al. ,2019).

Nonverbal communication is considered a form of communication that used any aspect without using words. Any kind of communication that we use instead of words is referred to as nonverbal communication, as described by Gamble and Gamble (2002) (as referenced in Muchemwa, 2013, p. 1280). Similarly, Babad (2009) stated that any expressive behaviors that have no verbal content, words, or spoken or written language are referred to as nonverbal communication. (p. 817). Moreover, nonverbal communication uses actions to transmit thoughts, emotions, and messages without using words.

Sign language is an exception to the notion of nonverbal communication. While sign language does not solely rely on verbalization, it is a form of communication that includes the nonverbal cues that are frequently connected to basic communication. Zoric et al. (2007) identified sign language as a form of communication without verbalization (p. 162). However, Bamaeroo and Shokrpour (2017) defined nonverbal communication as sign language or silent language. In the same way, Dunn (1999, p. 1) noted that

messages are considered symbolic and offer us a way to communicate messages without using words (as cited in Negi, 2009a, p. 101). Nonverbal communication is considered sign language that includes symbolic messages.

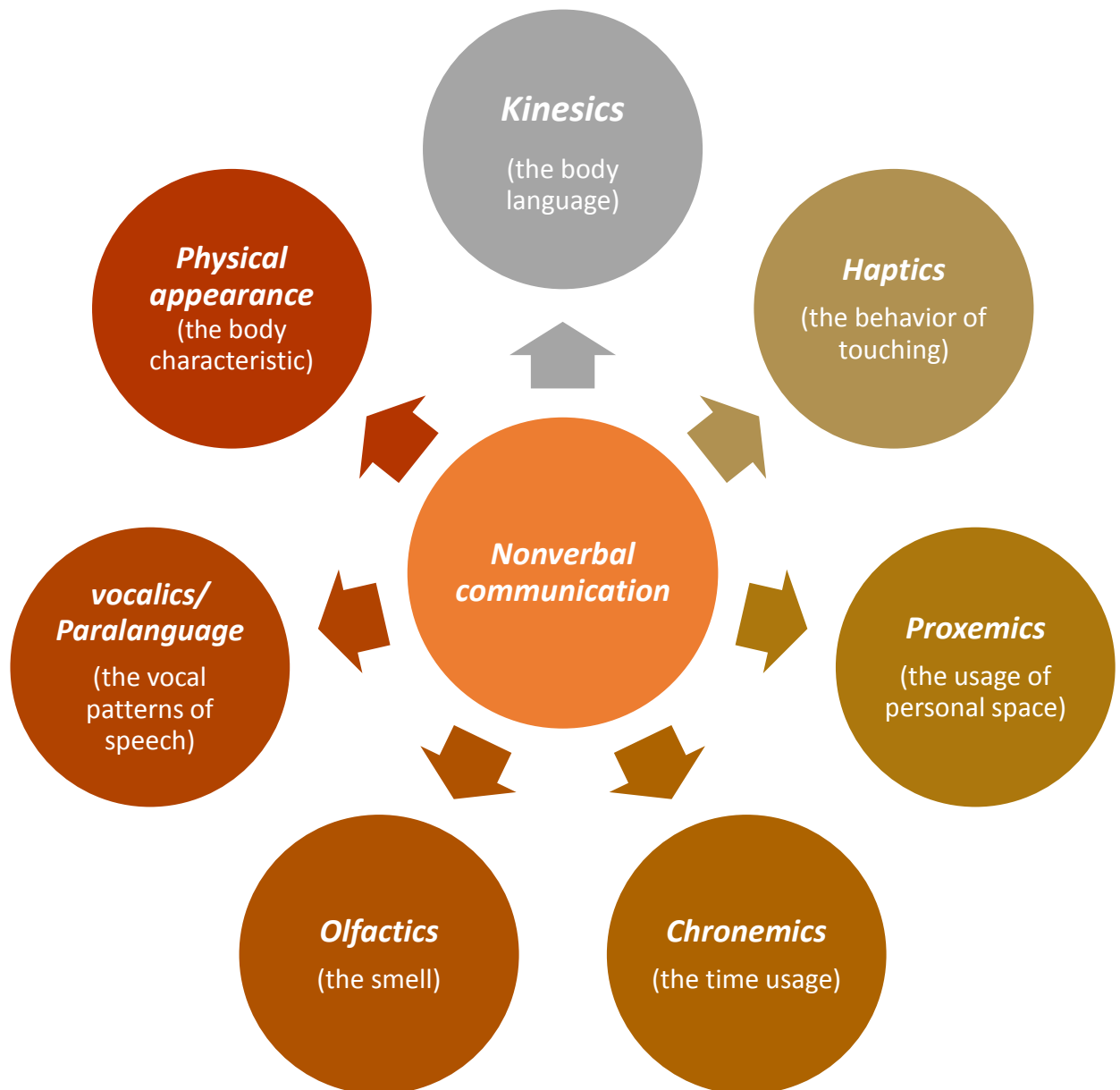
3. Aspects of Nonverbal Communication

Messages can be transmitted through kinesics (body language), proxemics (personal space), haptics (touch), physical appearance, gaze behavior, vocalics, olfactics, objectics, and environmental elements. Manusov (2016, p.2) illustrated the common categories of NVC including kinesics (the study of body language that can be communicative); proxemics (the study of the space of relationships between people), and territory (the use of space more generally); haptics (the study of how people communicate via touching); physical appearance, including the way of looking through clothes and physical features; vocalics or paralanguage (features of the voice that give words sense); olfactics (the use of smelling in relation to communication); objectics (artifacts as a means of communication); and environmental elements.

However, Zoric et al. (2007, p.162) also indicated that nonverbal communication can be categorized into a variety of aspects, such as kinesics, haptics, proxemics, chronemics (the study of how people use the time when they communicate), silence, olfactics, vocalics (it is related to voice characteristics such as pitch, volume, speed), physical appearance and artifacts. Moreover, nonverbal messages could be communicated through body language, body features, physical environment, and time usage. Eunson (2012, p.257) noted that nonverbal communication includes all body language communication, as well as, clothes and decoration, environmental elements, and even the way we use time.

Figure 1

The aspects of nonverbal communication



4. Body language

Body language is the term used to describe a particular kind of nonverbal communication that is expressed through facial expressions, eye contact, postures, and gestures. According to Tai (2014), body language refers to many types of communication that use body movements or gestures instead of verbal language. It is a form of communication

that can convey emotions, thoughts, and personality traits. In the view of Tai (2014), when we communicate with others and convey signals to them, we do it not only via words but also through body movements and facial expressions. Hence, body language refers to the usage of body aspects to communicate such as eye contact, facial expressions, postures, and gestures.

Body language is not nonverbal communication; it is considered as a form of it. In the view of Eunson (2012, p. 257), nonverbal communication and body language are different. According to him, body language refers to the physical behavior of our bodies, such as eye contact, postures, and gestures. In contrast, Rosdah and Kowalski (2008, p. 485) stated that nonverbal communication, often known as body language, is the exchange of information without the use of words or other language. messages conveyed by gestures, facial expressions, and body postures (as cited in Menani, 2013, p. 25). While body language is related to gestures, eye contact, posture, and facial expressions; nonverbal communication refers to many aspects that were mentioned previously. Body language does not refer to nonverbal communication since it is a form of it. Overall, body language plays a crucial role in communication, and being able to interpret and use it effectively can improve interpersonal relationships and communication abilities and skills. Body language is an important aspect through which people may communicate with and get to know each other Tai (2014).

5. Forms of body language

5.1. Facial expression

Facial expression is perhaps the most obvious form of body language, in which it can express a range of emotions such as happiness, sadness, anger, or surprise. These include smiles, frowns, and raised eyebrows. According to Eunson (2012, p. 261), the face shows a lot about our emotions, and repressing or expressing those emotions carries

powerful cultural and social messages. Another definition by Najarzadegan and Dabaghi (2014) is that facial expression is another type of kinesics that reflects a speaker's attitude. Because of this, L2 learners focus more on the faces of their speakers in order to better understand what they are saying through visual cues.

5.2. Eye contact

Eye contact is a powerful form of nonverbal communication that can establish trust, convey confidence, and demonstrate interest. According to Eunson (2012, p. 261) "Eyes, the 'portals of the soul', communicate fundamental messages, sometimes consciously, sometimes unconsciously". In his opinion, eye contact may differ from one person to another; however, there are many messages regarding eye contact in Western culture. In the view of Redmond and Vrchota (2007, p. 96), eye contact indicates an intention to communicate because it is difficult to communicate without eye contact; therefore, the act of looking at students enables effective communication and makes the message more meaningful. (as cited in Menani, 2013, p. 30). Eye contact has many functions, such as regulating the conversation, controlling feedback, expressing feelings, and participating in cognitive activities. According to Knapp and Hall (2006), there are functions of gazing: it controls the flow of conversation, monitors feedback, reflects cognitive activities, displays emotions, and conveys the nature of interpersonal relationships. All of the functions of eye contact serve to contextualize the spoken message and facilitate its comprehension of it. (as cited in Tammy, 2007, p. 59).

5.3. Postures

Posture refers to the body's position and the way of sitting, walking, and standing; according to Merriam-Webster's Learner's Dictionary, posture is the position of the body when sitting or standing, or walking. (as cited in Menani, 2013, p. 27). Posture can also

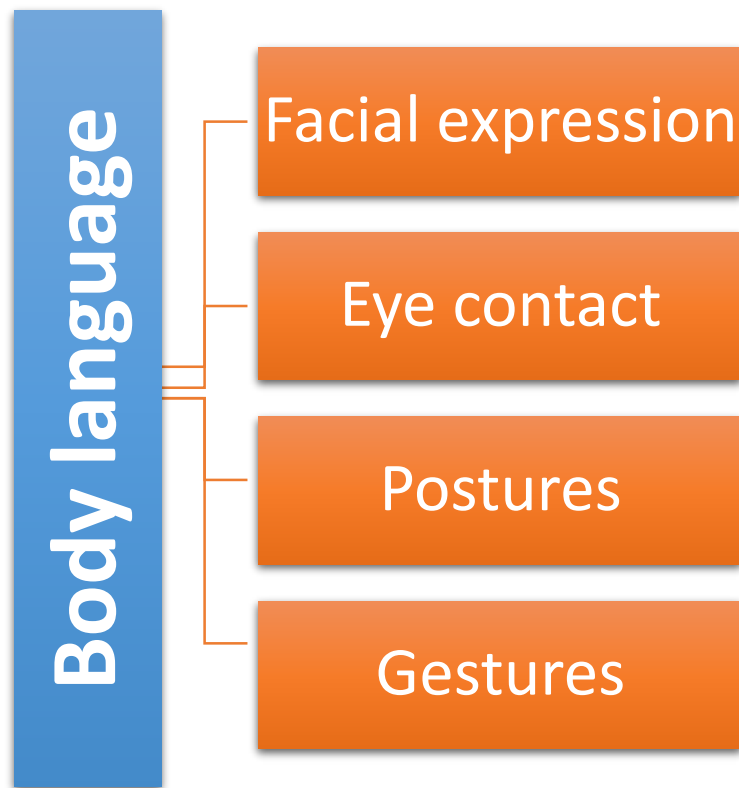
convey information about a person's attitude and emotions. Postures also refer to body movement which includes the way of sitting, standing, and walking. In Johnson's (1999) view, body movement is defined as how one walks, stands, and even sits. Body movements can be misunderstood, but they are more easily understood than spoken words.

5.4. Gestures

Gestures refer to physical actions made by the hands, also called hand movements, such as pointing, waving, and giving thumbs up. Eunson (2012, p. 266) defines gestures as physical expressions of thought or emotion made with the hands or arms. Najarzadegan and Dabaghi (2014) also demonstrated that an interactive aspect of communication is represented by hand movements, which are a kind of kinesics. Most people use gestures when they are speaking; according to Menani's (2013) thesis, some people naturally use their hands a lot to talk, while others don't. Gestures have some aspects, such as regulators, illustrators, and emblems; those aspects are significant for effectively communicating. According to Ekman and Friesen (1969), the four gesture categories of illustrators, regulators, emblems, and affect displays are crucial for effective communication. (as cited in Tammy, 2007, p. 54).

Figure 2

Forms of body language



6. The functions of nonverbal communication

Nonverbal communication (NVC) is used to support verbal messages. Johnson (1999) argued that verbal and nonverbal communication are interdependent, but nonverbal behaviors are used to reinforce or alter verbal behaviors. In addition, NVC serves functions for verbal messages by reinforcing and modifying them. According to Zoric et al. (2007, p. 162), nonverbal communication serves a variety of purposes. It can reinforce verbal messages, underline a verbal message, add to it or take away from it, control interactions, or replace a verbal message.

We use NVC to reinforce the verbal language or exchange it because nonverbal cues complete or repeat verbal messages, making it more clear. Non-verbal communication

can support verbal communication or replace it; it either completes verbal communication or repeats verbal messages, making verbal communication more clear and more specific (Bamaeroo & Shokrpour, 2017). Nonverbal acts are used by people to conduct interpersonal relationships; they make decisions about when to speak when to let others speak, and how to speak by using nonverbal cues. According to Bamaeroo and Shokrpour (2017), people use nonverbal behaviors to carry out interpersonal interactions. They use nonverbal behaviors to decide whether to speak, when to let others speak, and how to speak. Therefore, the use of NVC is to reinforce the verbal language by completing or clarifying it.

Most information is conveyed through the combination of the forms of body language such as postures, gestures, eye contact, and body movement; therefore, body language is required to impact the speaker on the audience. Bamaeroo and Shokrpour (2017) stated that the complex combination of appearance, posture, body movement, eye contact, and facial expressions is how most information is conveyed. He added that, for a speaker's impact on an audience to be fully realised, body language or nonverbal communication is required. Body language is significant for conveying verbal messages by using its forms.

However, nonverbal communication is used with verbal communication in order to replace, supplement, regulate, and contradict the verbal message (figure 3). Those functions were indicated by Negi (2009a) who asserted that nonverbal cues take place concurrently with verbal messages, replacing, supplementing, regulating, and contradicting the verbal message. NVC has multiple functions in verbal communication:

6.1. Substitution

Nonverbal cues may replace the words. According to Negi (2009a), when nonverbal cues are used in place of spoken words, the substitution of a nonverbal message takes place; he gave the example that a head nod is to signify "yes". Also, Najarzagdegan and Dabaghi (2014) defined nonverbal message substitution as occurring when a nonverbal cue is used in place of a verbal cue; they gave examples such as raising your hand with the palm up as a sign of invitation to speak in class.

6.2. Supplementing or complementing

nonverbal communication can complement and reinforce what is said verbally. Negi (2009a) outlined that nonverbal cues also supplement and modifies verbal messages. According to Najarzagdegan and Dabaghi (2014), compliments are nonverbal cues that complement or modify verbal behavior because sometimes there are things that are better left unsaid and only conveyed non-verbally.

6.3. Regulating

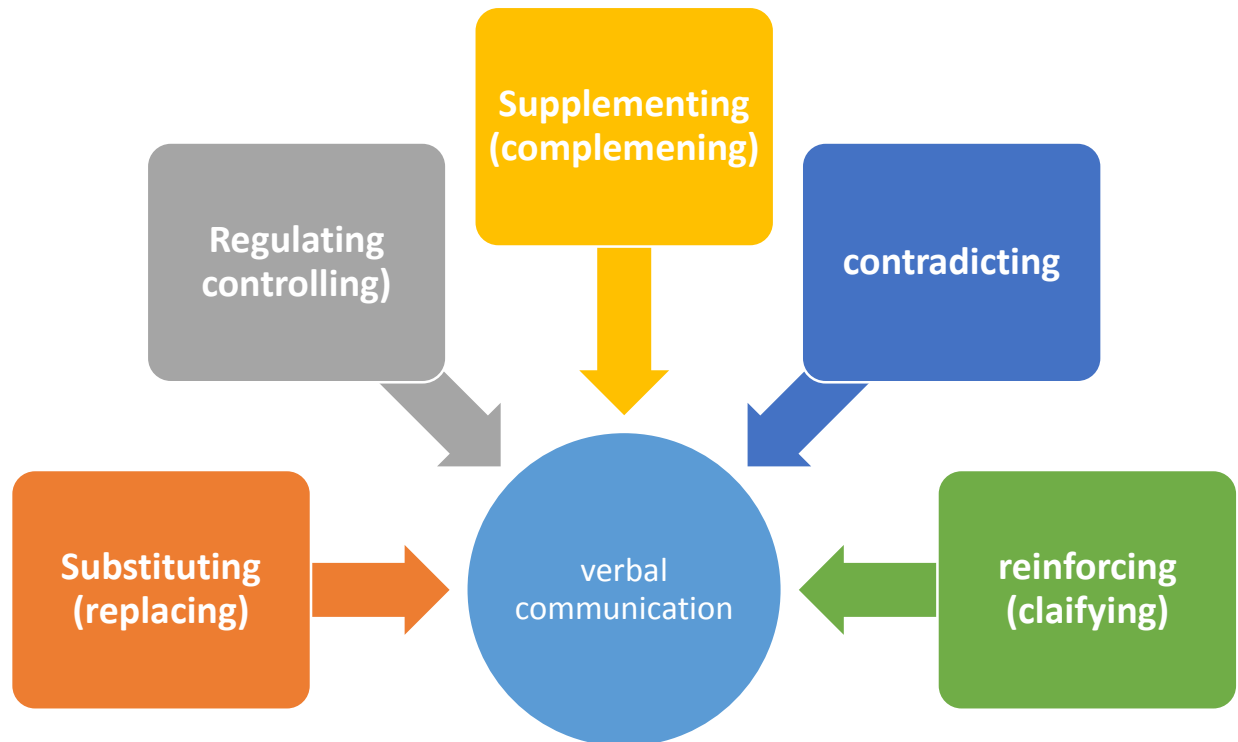
NVC is used to manage and regulate the interaction between people. Negi (2009a) noted that conversational flow is also governed by nonverbal cues; he illustrated examples of behaviours that signal how the interaction should progress, including gestures, head movements, and many others.

6.4. Contradicting

Verbal messages can be contradictory with nonverbal cues, as Negi (2009a) argued contradicting verbal messages because non-verbal communication uses a variety of non-linguistic clues to convey emotions such as happiness, sadness, surprise, closeness, seriousness, satire, formality, and informality.

Figure 3

Functions of nonverbal communication on verbal communication



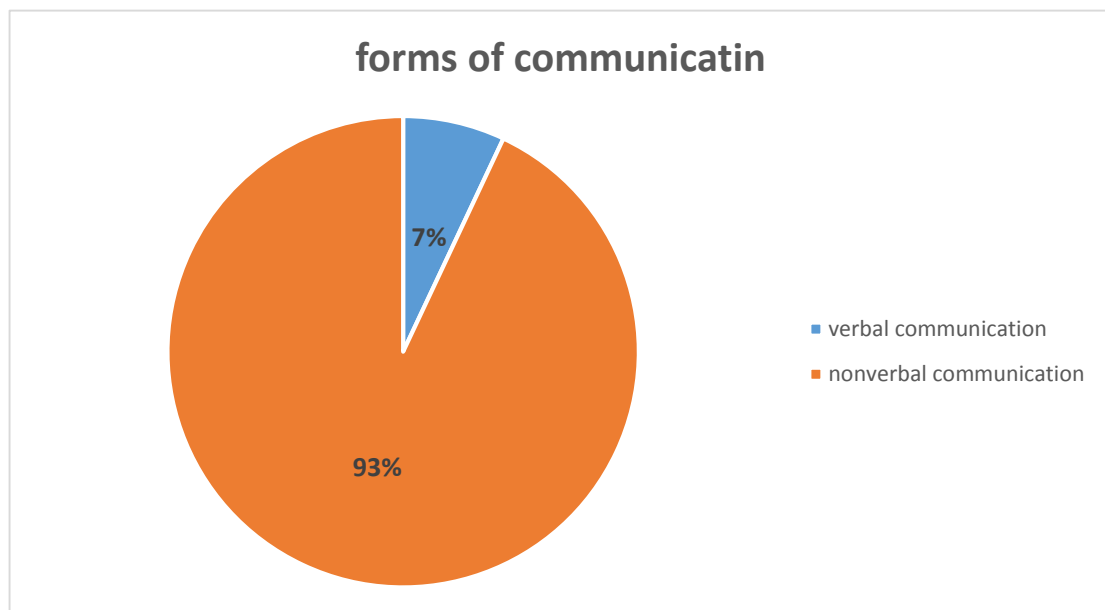
7. The importance of using NVC (body language this case)

Nonverbal cues are more powerful and effective than verbal language in conveying meaning. Bamaeroo and Shokrpour (2017) affirmed that nonverbal communication is more nuanced, powerful, and effective at conveying meaning. According to them, just 7% of the concepts in each conversation are represented verbally. Similarly, in the research of Mehrabian (1971), he found that nonverbal represented 93% of communication while words accounted for 7%. (as cited in Zoric et al., 2007, p. 162). The expression of people's thoughts and emotions to others by using their body language is more effective than using words. Farhangi (1995) stated that body language can transmit people's attitudes and emotions to others, often more effectively than verbal

messages (as cited in Bamaeroo & Shokrpour, 2017, p. 54). Nonverbal communication is more effective than verbal words in delivering information.

Figure 4

Forms of communication according to Albert Mehrabian



In addition, without using a word, people can convey a lot of information. Therefore, humans can interact with each other through forms of communication. According to Menani (2013), people are able to communicate without saying a word. She demonstrated that with the means of communication, human beings can connect with one another. Also, Eunson (2012, p. 256) noted that understanding ourselves and others can be facilitated by observing nonverbal cues. Hence, we can convey messages not only by using words but also through forms of nonverbal communication.

In fact, NVC is crucial because it reinforces verbal messages. Menani (2013) maintained that because the speaker's verbal message is reinforced and supported by the speaker's nonverbal cues, this form of communication can be seen to be the most significant. Hence, the significance of NVC is due to its relation to emotions, immediacy, and the ability to observe and transmit the meaning of messages. According

to DePaulo (1992), nonverbal communication has a special significance because of its irrepressible character, connections to emotion, availability to observers, immediacy, and ability to convey specific meanings.

Section two: Nonverbal Communication in language education

1. Nonverbal Communication in language teaching and learning

NVC has a significant role in the context of language teaching and learning. According to the study conducted by Okon (2011), which found that nonverbal communication plays a crucial role in facilitating effective communication between teachers and students. Teachers and students use NVC in the classroom to convey their messages and express their thoughts. In this case Okon (2011) explained that through nonverbal cues, teachers can communicate their expectations, emotions, and attitudes towards their students. Similarly, Bamaeroo and Shokrpour (2017) conducted an article based on previewing previous studies about all the concepts of NVC and its impact on language teaching. They found that the use of NVC by teachers improves the educational process and enhances the students' progress. Moreover, students can also use nonverbal communication to express their thoughts, feelings, and reactions to the teacher's instructions. Hence, the use of nonverbal communication by teachers and students is helpful for them to transmit their messages.

In the context of education, NVC is essential for students to improve their ability to relate in order to develop their engagement in the classroom. Okon (2011) asserted that nonverbal communication in the context of education is the basis for enabling students to feel connected to each other. According to him, this connection can have a significant impact on student development in terms of overall academic performance.

Andesta et al. (2016) argue that using body language is the most effective strategy since it enables students to engage in class activities (as cited in Al-Morsy, 2021, p. 41).

Hence, nonverbal communication can play a key role in an educational setting, through improving and developing the students' engagement in the classroom.

Body language can be used effectively in education, maintaining eye contact with students can help to interpret their nonverbal messages, establish a connection and convey confidence and interest in the material being taught. Zeki (2009) noted that eye contact is more than just a tool for teachers to convey a message, it is also a way of interpreting students' non-verbal messages. Additionally, using facial expressions such as smiles or nods can help reinforce key points and signal understanding and engagement. According to Harrath (2016), facial expressions are used in the classroom setting to give commands which would deepen understanding. Furthermore, standing up straight with an open posture can help convey confidence and authority, while sitting down can signal a more relaxed behaviour. Similarly, moving around the classroom can help keep students engaged and maintain their attention, while standing still for long periods of time can be monotonous and boring. In the findings of a study conducted by Elfatih (2006), teachers need to use their bodies' movements as communication tools to demonstrate an interest in their student's learning; therefore, postures are useful means of NVC. Moreover, using appropriate gestures can help clarify and emphasize key points, as well as convey engagement with the material. According to Yang (2017), a teacher can use gestures to visually and concisely convey the meaning of words. Overall, body language can be useful in effective communication in education, which creates a more dynamic and engaging learning environment.

2. Nonverbal communication in the classroom

NVC can be used in the classroom, where interactions between students and teachers take place. Babad (2009) found that "the classroom is the arena of continuous interaction between teachers and students" (p. 818). According to him, nonverbal cues can be used to determine the climate of the classroom and the students themselves. In addition, interactions between students in the classroom involve nonverbal cues as interactions in everyday life, Negi (2009a) affirmed that nonverbal communication is essential not only in everyday interactions but also in classroom situations. Therefore, the use of nonverbal communication in the classroom can be useful for the students to develop the interaction between them in the classroom.

Additionally, nonverbal cues are used to assess students' comprehension when teachers observe them in many activities. Ledbury et al. (2004) suggested that teachers observe and listen to learners, especially while they are working on assignments, to look for signs that they could be bored or confused. Thus, the use of nonverbal communication in the classroom is not only to express thoughts and emotions, it is also for the assessment of the comprehension of the students.

NVC is also important for the classroom because it is used by students and teachers to display their thoughts and emotions. Liu (2001) pointed out the importance of nonverbal communication in the classroom. According to him, nonverbal communication in the classroom can be used to express emotions, communicate interpersonal attitudes, present personalities, and even increase verbal communication (As cited in Okon, 2011, p. 36). Students and teachers use nonverbal communication in the classroom in order to interpret their information, thus NVC is a critical aspect of effective communication in the classroom. Regarding the importance of using NVC in the classroom, nonverbal cues are significant tools for classroom management. In

Muchemwa's implication (2013), nonverbal cues should be skillfully employed to improve classroom instruction because they are powerful tools for teaching and classroom management. Therefore, NVC is used by students and teachers in the classroom in order to engage together for improving classroom instructions.

3. Body language in the context of the second language

3.1. NVC for second language learners

Nonverbal communication becomes more essential for L2 (second language) learners. L2 learners use NVC to convey their messages through using their gestures, facial expressions, eye contact, and postures. Gestures can help L2 learners convey meaning and emotions; for instance, simple hand gestures can be used to emphasize a point, show agreement or disagreement, or express excitement. Yang (2017) states that students get to feel interesting through gestures, and this has a positive impact on learning. In addition, using the appropriate facial expressions by L2 learners when they are communicating to convey their message effectively; facial expressions are important because they show students how they feel about something in the classroom. According to Akinola (2014), a student's facial expression might give a teacher information about whether or not the lesson is paying attention to him or her. Besides, L2 learners use eye contact to demonstrate their confidence and their intention and interaction while they are speaking. Elfatih (2006) found that eye contact is important for effective classroom interaction. Furthermore, the postures of L2 learners tell how they feel when they speak; for example, standing up straight and maintaining an open posture can convey the confidence of the learner. As described all forms of body language that using by L2 learners, that is maintained the significance of using body language by L2 learners to better understand the intent of the message. Benguessoum and Boukmouche (2018) asserted that body language is very crucial particularly for

second language learners because when seeing a speaker's body language, it might be clear what he said since it is not their first language.

3.2. The influence of body language on Students' Speaking

There are several common problems that learners may face when speaking in the classroom. One of the problems facing learners' talking in the classroom is that communication is done as meaningful activities. This requires learners who have problems communicating inside the classroom to learn how to interact with others. Shumin (2002) suggested that learners have to learn how to communicate whether by spoken words or by using their body language as their language proficiency (p.208). Overall, teachers can help students overcome difficulties in speaking by providing feedback, and improving their body language in order to enhance their performance in the classroom. Zakhro et al. (2021) asserted that students can improve their cognitive abilities and learning effectiveness through the help of teachers in using body language more effectively.

Body language can have a significant impact on how a speaker is understood by the listener and can greatly influence the effectiveness of his/her message. Body language can reinforce or contradict verbal messages by the speaker. It also can enhance communication by emphasizing important points, clarifying meaning, and making a message more engaging. Merani (2019) maintained the significance of body language in conveying the intended meaning during the conversation. Additionally, body language can indicate the speaker's emotions. According to John and Ropo (1994), students are able to identify what teachers are saying when they used body actions. Additionally, by observing students' body language, teachers may determine how they feel about school. Thus, body language can greatly impact the effectiveness of a speaker's message. Kellerman (1992) argued that when there is a lack of using body

language, communication quality may reduce or change. By being aware of their nonverbal cues and using them intentionally, speakers can enhance their communication and better connect with their audience.

Body language can have a significant impact on how students communicate and speak. Nonverbal cues such as facial expressions, gestures, and posture can enhance or detract from a student's message and overall speaking abilities. Ajit (2008) asserted that body language is crucial to make the speech more persuasive and effective (as cited in Thi Kieu Oanh et al., 2016, p. 137). Body language can influence students' speaking in confidence, good posture, making eye contact, and gesturing with purpose can help convey confidence to the audience; therefore, confident body language can help students feel more at ease while speaking. Al-Morsy (2021) asserted that using body language can help students feel more confident and successful while reducing their anxiety about speaking in English. In addition, using dynamic body language can help students engage with their classmates and keep their attention, this can include using hand gestures and changing facial expressions. Babad (2009, p. 819) indicated that students' use of NVC tells the teacher how motivated and engaged they are at any particular time. In summary, how students interact and speak can be significantly influenced by their body language, making students aware of their body language can enhance their communication skills.

4. Body language for second language speaking

Nonverbal communication (body language in our case), plays a significant role for L2 (second language) speakers. They use body language with their spoken words, including their gestures, postures, eye contact, and facial expressions to reinforce their message and make it more clear. According to Al-Morsy (2021), body language can more effectively and precisely convey the speaker's intention. Nonverbal

communication is just as important as verbal communication, and mastering both can help L2 speakers to become more effective communicators in their L2.

cultural differences in body language and nonverbal communication can also play a role in L2 speaking. What may be considered appropriate body language in one culture may not be the same in another. According to Grazia and Rognoni (2012), the outcomes of interactions between speakers from different mother languages, which has an impact on interlinguistic communication. In addition, the use of body language in L2 speaking can be misunderstood, because the transfer of body language from L1 to L2 can have different meanings. Grazia and Rognoni (2012) conducted a study about the transmission and interpretation of nonverbal cues from the L1 to the L2, focusing in particular on Italian speakers of English. They found that we still do not know much about the transmitting of messages by L2 speakers unintentionally through the transfer of their gestures from L1 to L2. Moreover, according to their recommendations, in order for learners to achieve full language competence, nonverbal behaviour should be taught and learned in L2 courses. Therefore, L2 speakers need to be aware of and adapt to the cultural norms of the language they are speaking.

5. Non-verbal communication in the EFL classroom

Non-verbal communication (body language in our study), has been used by students, especially in EFL classrooms. Most EFL students use nonverbal communication in order to develop the interactions between them in the classroom. Al-Morsy (2021) stated that body language is crucial to creating productive classroom interactions between EFL students and their teachers. The use of body language by EFL students including their facial expressions, eye contact, body movements, gestures, and postures; helps them to avoid the mother tongue when they speak. According to Al-Morsy (2021), body language is beneficial for both teachers and EFL students to keep away from

utilizing the mother language to explain English word definitions or to improve communication. In general, the use of body language by EFL students when they are speaking; can be helpful for them in achieving an effective interaction between them.

Body language can be a crucial aspect of communication in any classroom, including English as a Foreign Language (EFL) classrooms. According to the study by Duan (2016), which is based on previewing previous studies about the use of NVC in EFL classrooms of primary school. The research summarized the findings including that the use of NVC plays a great role in classrooms, especially in EFL ones. Students in EFL classrooms use eye contact to make the connection between them and to express positive feedback and interaction between them in the classroom. According to Al-Morsy (2021), body language becomes a crucial tool for expressing emotions, and creating a connection with listeners. Additionally, they also use postures in order to indicate their level of engagement. Bunglowala and Bunglowala (2015) indicated that every person uses their posture to communicate, there are a variety of body positions that reveal information about the deep structure of the people. Moreover, students use gestures when they are speaking to illustrate concepts or add to their verbal words. According to a study by Elfatihi (2006), he found that Gestures are useful for students' understanding. According to Harrath (2016), incorporating kinesthetic activities, which include body language with all of its characteristics, may improve learning for learners. Hence, by using effective body language, EFL teachers can create a more engaging and supportive classroom environment, which can help students feel more confident and motivated to learn.

6. Body Language for EFL Students

Body language plays an important role in communication, particularly for EFL students, nonverbal cues can be just as important as spoken words in conveying

messages. Body language impacts EFL learners in the understanding of cultural differences; for instance, the nonverbal cues that are frequently used in English-speaking countries may not be known to EFL students because they usually have different cultural backgrounds. Paranduk and Kristen (2020) stated that being aware of how to use NVC effectively when speaking another language helps improve cultural understanding in the classroom and develop effective intercultural communication skills. Additionally, EFL students can comprehend the meanings by learning about the different kinds of body language that are used in English-speaking cultures to prevent misunderstandings. For instance, many students rely on gestures as a sort of backup for communication because their gestures can help students understand complex concepts. According to Harrath (2016), gestures can improve students' understanding of many English words. Moreover, body language can help EFL students express their ideas more efficiently and clearly, even if they have problems speaking the language. For example, postures, gestures, eye contact, and facial expressions can be used for conveying emotions and clarity of messages. Harrath (2016) noted that the students are beginning EFLs and cannot fully understand every word the teacher says in class, body language will be crucial in conveying meaning to the students. Furthermore, body language can improve EFL students' speaking and listening skills by paying attention to the body language of their classmates, they can understand the small differences in communication to know how to interpret nonverbal cues to better understand what is being said. Tammy's (2007) research aimed to incorporate body language into various classroom activities. He concluded that learners' awareness of the significance of body language in EFL classroom communication, helps them in improving their communicative skills. The study by Surkamp (2014) noted that learners can better understand and express themselves in a foreign language by using nonverbal cues.

Therefore, body language can greatly impact EFL students by being aware of other people's body language, using nonverbal cues effectively, and identifying cultural differences to improve their communication skills.

7. Difficulties arise when there is a lack of NVC in the classroom

In fact, studies have shown that 93% of communication is nonverbal. This means that even when we are not speaking, we communicate by using body language and other nonverbal cues. Similarly, Kelly (2011) confirmed that even if someone is not speaking, they are still communicating nonverbally. Therefore, we use our body language to send and receive messages, students can rely on the teacher's use of nonverbal communication to understand better, particularly in language learning which is not their first language. In English learning, nonverbal communication or body language can be used by students to help them in enhancing their learning process. According to the study of Nuswantara (2013), which found that using nonverbal communication appropriately not only encourages students to learn the English language but also makes their language-learning endeavors enjoyable. Hence, the use of body language by EFL students when presenting in the classroom could help them to avoid using their mother tongue. In Guendouz's (2017) research, she indicated that many terms and vocabulary are explained by facial expressions rather than being translated directly into Arabic, which encourages students to engage in English rather than Arabic.

Nonverbal communication is also significant for the comprehension of human behaviour; we cannot neglect it. In the view of Zoric et al. (2007, p.162), even when nonverbal information is shared during a face-to-face discussion, non-verbal cues are still crucial for comprehending human behaviour. Additionally, communication difficulties arise when people only rely on spoken words to display their thoughts and emotions. According to Zoric et al. (2007, p.162), when people rely merely on spoken

words to express themselves, it can create communication difficulties because words do not always relate to similar experiences, similar feelings, or even similar meanings by listeners and speakers. If we neglect nonverbal cues when speaking, it can be confusing and may negatively impact our communication since body language conveys meaning that words alone cannot.

Ignorance of body language while speaking can lead to face problems in speaking particularly in the classroom. Many researches were conducted for investigating solutions to speaking problems. According to the study of Rafada and Madini (2017), which concluded to that body language is a reliable solution to reduce speaking anxiety in the Saudi EFL classroom. Besides, Kheryadi and Hilmiyati (2021) conducted a study to identify oral presentation difficulties by Indonesian EFL Learners. They found that students faced self-control, getting stressed, and being unconfident. Therefore, they indicated in their conclusion that the use of media visual assistance including the body language by students can be crucial to help with their presentations. Moreover, in educational and teaching situations, body language is just as crucial as it is in interpersonal interactions. Without using body language may have difficulties for students and teachers. John and Ropo (1994), asserted that without nonverbal communication, it would be difficult for students to convey their thoughts and emotions, and teachers would know less about how their students are feeling and how they are reacting to new knowledge, instruction, and learning in general. To sum up, it is possible to neglect body language when speaking but may cause difficulties in speaking misinterpretation, and incomplete communication.

8. Previous studies about the use of body language in the EFL classroom

There are several previous studies that are related to that research. These studies discussed various aspects that are related to body language. They find out definitions

of body language, its types, its functions, and its importance. Furthermore, these studies showed the significance of using nonverbal communication in the classroom. Different methods are used, and there are multiple tools that are applied, these previous studies as described as follows:

Nuhwan (2019), in his study aimed to find out the forms of body language used by the teacher in EFL classroom language. The researcher used a qualitative method and a case study as the research design. For that reason, a classroom observation instrument was used in a vocational high school in Bogor to reveal the use of body language by the teacher in the EFL classroom. The data obtained from this study showed that gestures are the most nonverbal aspect used by the teacher in the classroom, besides other body language forms including eye contact, head movement, facial expressions, and postures.

Another study was conducted by Benguessoum and Boukmouche (2018) to investigate the significance of nonverbal communication in EFL oral classrooms. The study aimed to evaluate the effectiveness of teachers' use of NVC in the oral classroom at Mohammed Seddik Ben Yahia University, Jijel. To achieve the stated aim, classroom observation and interviews with teachers were used to collect data. The findings indicated that teachers used varied forms of NVC in the oral classroom, but eye contact was the most common NVC form used, according to the observation's results. Regarding the data gathered from the teacher's interview, the analysis found that the teacher was completely aware of the significance and necessity of including nonverbal communication instruction in the English university Jijel curriculum in order to encourage students' cross-cultural proficiency in the use of it. Finally, this research revealed that non-verbal communication and body language have a great impact and

play a positive role in determining the extent to which students understand and interact with the lesson.

Also, the study by Elfatihi (2006), was conducted to investigate aspects of NVC and determine how useful they are for teaching and learning. Both qualitative and quantitative methods were used in this study, including classroom observation, interviews, and questionnaires. This study was conducted mainly at Tabriquet junior high school in Salé, Morocco. The participants were students and teachers. The findings confirmed the researcher's hypotheses, the first of which is that beginner students can understand well through a teacher's nonverbal communication. Also, they use NVC to convey understanding and demonstrate their attitude towards the teacher or their learning. Additionally, the second hypothesis is that NVC can enhance language teaching and learning.

Joshi (2010) conducted a study to determine the most common gestures used in ELT classrooms and the situations in which they were used. The data were gathered through the use of classroom observation. Secondary-level English teachers and their students were the population of this study. According to the study's findings, Joshi (2010) suggested that secondary English teachers use gestures to motivate their students and draw their attention. Additionally, it was found that teachers tended to use gestures when they were actively participating in class. Moreover, when teachers reacted to their students, gender differences may have been observed.

The study was conducted by Negi (2009b) and aimed to determine which nonverbal English teacher forms were most frequently used in ELT classrooms and how those patterns affected the motivation of the students. For the collection of data, classroom observation and questionnaire tools were used in this research. different

statistical tools were used to analyze the data generated. The results showed that eye contact is the most NVC form used by teachers. The results of this study also demonstrated that the students held their teachers' body language in high regard. This study concluded that the majority of the students had a significant and lasting impact from TNVC, and gender differences were also revealed in the students' reactions to their teacher's body language.

Likewise, Al-Morsy (2021), whose main research objective was to test the effectiveness of using forms of body language in conveying language content to students, made no efforts to develop the teaching and learning of English in order to improve the language learning process among learners. The quantitative approach was followed in this study, using two tools: a test before and after teaching some of the vocabulary of the curriculum to the students using body language, and a questionnaire for them. The study's findings showed the effectiveness of using several kinds of body language in the classroom to help students easily learn vocabulary meanings without having to translate them into their first language, as well as to enhance their speaking and writing in the target language.

M'sabel (2017), in his research, aimed to investigate how using body language cues can enhance the comprehension of EFL students. His research hypothesized that first-year EFL students' comprehension would improve with the use of body language clues as a supportive technique. To conduct his study, he followed the qualitative (descriptive) method, including a questionnaire and classroom observation as tools to collect data from the first-year LMD students at the Division of English at Biskra University as a case study. The findings confirmed the hypothesis of this study, and they also showed that effective use of body language cues can improve EFL students' comprehension. Finally, he concluded his study with his recommendations to teachers

and students on the necessity of using body language forms in order to facilitate the understanding process.

Body language is significant in teaching English to achieve the best educational results for both teachers and students. At the same time, it is used as an effective tool to help improve students' English skills. According to Tai's (2014) study, he pointed out the significance of body language for maintaining teacher-student interaction, increasing teaching effectiveness, and developing the skills of reading, listening, and speaking. Additionally, Karen and Romina (2012) conducted research indicating the role of using nonverbal communication when teaching English as a foreign language in Chilean schools. Their research aimed to maintain the usefulness of nonverbal communication as a teaching and learning tool within three Chilean schools, including English as a foreign language learner as a case study. Both quantitative and qualitative research methods were followed in this study, using questionnaires, interviews, classroom observation, and focus groups as data collection tools. In the results of Karen and Romina's (2012) study, they found that the case study in this research did not have sufficient awareness of using body language in the classroom, whether by teachers or students. The investigators of this study recommended that the implementation of non-verbal communication be a must in Chilean classrooms. In this sense, nonverbal communication seems to be an essential aspect of teaching languages, especially English as a foreign language.

Many studies investigated the impact of using body language on enhancing the speaking skills of students. One of these studies is by Thi Kieu Oanh et al. (2016), who conducted their study to investigate the body language use of English-speaking students at Thai Nguyen University of Education, Vietnam (TUE). The researchers aimed, first, to investigate the use of body language in speaking by the English majors at TUE;

second, to find out if English students face difficulties in the use of body language; and finally, to offer implications for strategies for using body language. For those aims, this study used a questionnaire and classroom observation to collect data from the participants, who were 107 students of English on TUE. The data obtained from this study were coded and analyzed using SPSS, then compared. The findings showed that the speaking ability of the participants was acceptable, but they could not make effective presentations. Thi Kieu Oanh et al. (2016) illustrated two reasons for this. First, they focused more on the content of their presentation than the use of their body language. Second, they lack the skill to use body language appropriately. Thus, the researchers in this study suggested implications for the effective use of body language by students of English.

In addition to that, Rafada and Madini (2017) conducted their study to investigate solutions for reducing anxiety when speaking in the classroom with Saudi EFL learners. Their main aim was to offer useful solutions to EFL teachers and curriculum designers, and in her view, body language is one of these excellent and reliable solutions. Rafada and Madini (2017) asserted that Saudi students have a limited background in English and speak Arabic as their mother tongue, which contributes to their difficulty comprehending the teacher. As a result, they have trouble understanding the teachers when they just use the target language. Thus, in their study, they recommended that the teachers use their body language in the classroom to help the learners follow their instructions. Besides, a study was also conducted in the Saudi context by Gulnaz and Ismaiel (2017), which applied mixed-method to investigate the role of non-verbal communication in Saudi EFL classrooms, using questionnaires and interviews as data collection tools. Their findings showed that the effective use of nonverbal communication by teachers can help students in enhancing their motivation

and curiosity to learn a foreign language. Similarly, in the research of Nuswantara (2013), the main concern was how teachers' nonverbal cues affected adult Saudi EFL students' university-level comprehension. For this study, a questionnaire was distributed to two hundred university EFL students as a sample. Additionally, a quantitative approach was followed in this research. Based on the research's findings, Saudi EFL students were aware of the use of nonverbal communication cues by teachers, and they were also able to distinguish between teachers' good and negative paralinguistic practices. This study concluded that nonverbal communication is a language of motivation in Saudi EFL classrooms.

Meanwhile, Pertiwi and Indriani's (2021) descriptive qualitative approach was conducted to investigate the perspective towards nonverbal communication by EFL learners in classroom communication. The researchers used a questionnaire to collect data from EFL learners at Tidar University who were adopted as participants in this research. The results of this study indicate that nonverbal cues are crucial in classroom interaction as a source of motivation and focus. They concluded their study by saying that teachers can improve classroom interactions by being aware of the significance of nonverbal communication.

Additionally, Benguessoum and Boukmouche (2018) conducted an ethnographic study to investigate the role and importance of NVC in the EFL classroom particularly in oral expression sessions. Their study aimed to assess ethnographically the impact of one oral expression teacher's use of nonverbal communication and to gauge this teacher's perceptions of the significance of NVC. Classroom observation schemes and interviews were used as data collection tools to evaluate the teacher's use of NVC in order to achieve the stated aims. The analysis of the data obtained from the observation showed that the teacher's use of nonverbal forms varied considerably but

eye contact was the most form used. As far as the data gathered from the teacher's interview showed that the teacher was well aware of the significance and necessity of integrating NVC in teaching and learning in the English university Jijel curriculum in order to encourage students' cross-cultural proficiency in its use and teaching. As well as, the teacher's responses revealed that although the teacher's use of and perception of her students' use of some NVC forms was highly effective, it was most frequently spontaneous and unconscious. Moreover, the findings of this study point to the significance of providing English language teachers in Algeria explicit instruction to develop cross-cultural competency in the use of NVC.

Zeki (2009) also conducted a study that aimed to examine how students perceive eye contact, mimics, and gestures as forms of nonverbal communication in the classroom. A qualitative research method was adopted in this study. The participants of this study were 67 third-year university, they were required to write reports. Content analysis was used to analyze the qualitative data obtained from the reports. The findings of the study showed that for students' learning, nonverbal communication can be a significant source of motivation and concentration, as well as a technique for maintaining their attention.

Another study conducted by Baguelzi and Badjenna (2020), which aimed to point out the influence of teachers' NVC on the speaking performance of students in oral expression classrooms. This study used an exploratory case study focused on 1st year EFL students at Adrar University. Students' questionnaires and teachers' interviews were used as data collection tools. The quantitative and qualitative analyses were used to analyze the data collected. The study findings showed that the teachers' use of NVC influences the students' speaking performance and participation in oral sessions. These results revealed that the impact can be positive or negative; in other

words, it varies depending on how well NVC is used in the classroom, either consciously or unconsciously. The study provided some recommendations to help teachers in being more aware of the use of their nonverbal cues to motivate their students to participate and perform well during oral sessions.

Body language is used for reducing speaking difficulties. Khalfallah (2022) also conducted her research to investigate how body language can help students overcome their fear of public speaking. The study hypothesized that students who use body language effectively can overcome their fear of public speaking. The study adopted a quasi-experimental research design with a single test group of ten advanced-level students at the First Step private school. In order to collect data, a questionnaire and a classroom observation were used in this study. In the data analysis of the study, it was discovered that students' fear of public speaking can be decreased by the use of body language. The study recommended that students use specific body language techniques, such as eye contact and gestures, in order to overcome their fear of public speaking.

All of these previous studies pointed out the significance of the use of body language in the classroom, its aspects, its effects in enhancing the different skills of EFL students, and how to use it inside the classroom. Besides that, these studies emphasize stressing the role and function of using body language in the classroom. Moreover, they indicated how teachers should use body language in the educational context in order to improve students' learning. Learners were not paid attention to the use of body language while they are speaking. In addition, many studies were conducted about the use of nonverbal communication in the language teaching process. However, previous researchers provided nonverbal cues as an effective solution for reducing students' speaking problems. Furthermore, previous studies focused on the use of nonverbal communication by teachers more than students in the classroom. These

studies also were conducted for demonstrating the influence of using body language in language teaching and learning.

But at the same time, these studies did not discuss what makes students use body language when they are presenting in the classroom. As well, researchers did not conduct studies about the most forms of body language used by students, particularly EFL students. While many studies were conducted in different contexts, fewer studies explored NVC among Arab EFL learners, particularly in the Algerian context. Moreover, several studies adopted various methods such as the descriptive method based on previewing previous studies, but they were not exploring new theories or facts.

Aim of study

The aim of this study is to investigate to explore the factors influencing adult Algerian EFL learners' use of non-verbal communication in Oral Expression sessions. First, the study explored the frequency of using nonverbal communication by Algerian EFL students. Next, the research investigated the most forms of body language (NVC) that were used by EFL students. Furthermore, it also explored the factors influencing them to use non-verbal cues in Oral Expression sessions.

Research questions

The current research aimed at addressing the following three questions:

1. To what extent do Algerian English as foreign language students at the University of Biskra use non-verbal communication in Oral Expression sessions (activities)?
2. What types of NVC forms are used by EFL learners?
3. What are the factors influencing English as a foreign language students' use of non-verbal communication?

Chapter two:

Research methodology

Introduction

This study was intended to explore the factors influencing EFL learners' use of non-verbal communication in Oral Expression sessions at Biskra University. The main concept is to figure out to what extent EFL students use body language in the classroom, particularly in Oral Expression sessions. Not only was this the main purpose, but it was also to find out what makes EFL students use body language. Therefore, the theoretical part and the practical part are required to conduct any research. Since the previous chapter represented a literature review of NVC, the present chapter is the practical framework of this research; it describes the methodology used to address the previously stated questions. Moreover, the current chapter represents the research design of this study, the context and the participants that have been used in this study, the data collection tools, and the research procedures to analyze and discuss the results.

2.1. Study design

Referring to the objectives described previously, the current study adopted an exploratory design with a mixed-methods approach for the data collection tools, and instruments were used to generate both qualitative and quantitative data. Additionally, the mixed-method approach is appropriate in exploratory studies because it allows the researcher to gather a statistical description of the phenomenon in addition to the qualitative data to provide a narrative about the phenomenon to further explain it. According to Trochim (2006), all qualitative data can be coded quantitatively in a virtually limitless number of different ways. The quality of the information is unaffected, we are still able to conduct any analyses or judgmental syntheses that we like to do (as cited in Mackey and Susan, 2015, p.276). Hence, the mixed-methods approach is the appropriate method for exploratory design. As reported by Creswell et al. (2008), in exploratory designs, qualitative data serve as the primary source of

information, and quantitative data are gathered later to confirm the findings from the qualitative data (as cited in Mackey and Susan, 2015, p. 282). Therefore, a mixed-methods approach can provide completeness and explanation for each other.

Moreover, the mixed methods approach is best suited for this study in order to provide a better picture of the research, it also provides worthy results for the current study. According to Mackey and Susan (2005, p. 164), the adoption of mixed methods and data sources provides to the credibility of the research. Similarly, the most compelling evidence was by Creswell (2009, p. 28), who argued that the purpose of mixed methods research is to provide the most complete understanding of the research problem; therefore, researchers use both quantitative and qualitative data.

2.2. Context and participants

The current study took place at the University of Mohamed Kheider in the Faculty of Letters and Languages in the English Department, Biskra, Algeria, where English is learned as a foreign language, for the academic year 2022-2023. This study focused on first-year license students as the sample of the study, the total number of participants who took part in the study was 80 students. A group of 39 students (28 female students, 11 male students) were observed; additionally, 41 students completed a semi-structured questionnaire (25 female students, 16 male students). The sample was recruited through convenience sampling approach where the researcher contacted the supervisor to work in his classroom (observation) and the teacher agreed, the sample was conveniently available for the researcher. Therefore, the researcher cannot conduct advanced statistical tests because the sample was not randomly recruited. Furthermore, participants in this research were both male and female. Moreover, the range of ages of participants was from 18 to 24, and their first language is Arabic since they are in the

Algerian context. Besides, the majority of the participants have been learning the English language for eight to ten years; thus, their average language proficiency ranges from low intermediate to advanced level since they passed the baccalaureate exam and got at least 10 out of 20 marks.

The sample has been chosen because first-year students have many problems, such as a lack of vocabulary and grammar rules; they have no experience with presentations. As described by Djehiche (2016), even if first-year LMD students studied English as a module in middle and high schools, they still faced some difficulties. In addition, 1st-year students do not know how to present themselves in different cases since they learned to express themselves in predictable situations in middle and secondary schools previously. According to Bourezzane (2015), 1st year EFL students are generally considered the most affected those that face difficulties in expressing themselves verbally.

2.3. Data collection

In order to address the research questions that have been stated, two data collection tools were used: classroom observation and a questionnaire.

2.3.1. Classroom observation

To explore the extent to which EFL students use NVC and the forms of NVC they use, the current study employed classroom observation as a qualitative research tool. Because it provided the most feasible method to determine how frequently 1st-year students use NVC in the classroom and the most NVC forms used by students. Classroom observation is the appropriate tool to demonstrate the extent to which first-year learners use NVC unconsciously in the classroom, particularly in Oral Expression

sessions. Because the use of another data collection tool such as questionnaires or interviews, can be unreliable and difficult to know the truth about the perceptions of participants; therefore, they might intentionally use their body language when they are speaking. According to Dörnyei (2007, p.178), classroom observation differs fundamentally from questioning because it provides direct information instead of self-report accounts, and thus it is one of the primary data sources for empirical research. Hence, classroom observation gives the study a real-time account and evidence for the extent to which students use NVC in the classroom.

Moreover, the type of classroom observation is non-participant because the researcher did not want to interfere with students or influence their performance; the researcher did not participate and wanted to be a passive observer. For this reason, the students are aware that they are being observed for research. However, in order not to contaminate the generated data, the participants did not know the specific research topic. Therefore, the observation is done without informing 1st-year learners about the topic of the study, which means that the learners' behavior was natural during the lesson.

To collect data for classroom observation, the current study employed a semi-structured observation schedule which was prepared in advance. The schedule was collected using a checklist to take all the classroom settings, including the session's number, the type and topic of the activity, the number of students for both males and females, the teacher and the observer, and the duration of the session. Moreover, dichotomous questions were also included in the observation schedule in order to provide notes about the use of the English language by the observed 1st-year students and the difficulties they faced when speaking. Also, take notes about the use of body language by the teacher during the lesson. Additionally, to account for the gender of

participants in the observation, the checklist included Likert scales to know to what extent the observed 1st-year students use body language in the Oral Expression sessions. The scales were never (0), rarely (1), sometimes (2), often (3), and always (4). Furthermore, multiple-choice questions were stated in order to know what was the most NVC form used by the observed first-year students. As well, to account for events that may arise during the observation, a section for notes was added to record any marks that may arise while observing actions that were not accounted for before. Hence, classroom observation was added to supplement the data collected later with the questionnaire and give the study a more objective perspective.

The observation is done in six sessions of the Oral Expression module. The observation witnessed various activities in speaking, such as debate and group work, presentations, story-telling, role-play, conversation, and tests. As well, the observation passed with a 1st-year group and with the same duration (90 min), but there is a difference in students' numbers from one observed session to another. Hence, all the settings and the environment of the classroom have been taken into account.

2.3.2. Questionnaire

Semi-structured questionnaires were completed by the observed participants and other students from various 1st-year groups in order to answer the second and third research questions. They answered the questionnaires that were distributed to them by hand. The main aim of the questionnaire is to know what makes students use body language in Oral Expression sessions or avoid using it. Also, if they know the importance of body language in helping them understand each other, as well as know what the most NVC form used by 1st-year students in the classroom. Questionnaires give to the study an insight into the factors because just by observing the classroom, the researcher would

not know why students are using or not using NVC. Therefore, the only thing that the researcher can rely on is the students' accounts.

The questionnaire is divided into two sections: an ethnographic information profile and five questions. The first section is ethnographic information, where the researcher collected demographic data about the respondents. Students were asked to specify their gender, age, first language, university degree in preparation, year of study, and number of years learning English. These data are collected to help the researcher conduct further analysis later. The second section contains the remaining questions regarding the Likert scales of frequencies for the extent of using NVC by 1st-year students when they are presenting in Oral Expression sessions. The scales amounted to never (0), rarely (1), sometimes (2), often (3), and always (4). Another Likert scale was used to examine first-year students about the importance of body language, using the following statement: "Students' body language helps other students understand what they said". The scales were strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). All questions that contained Likert scales were followed by justifications.

Also, multiple-choice questions were asked about the forms of body language used by 1st-year students to know which are more used in the classroom. The body language forms used in the questionnaire were designed to triangulate the data collected already in the classroom observation schedule. This classification was formed based on the frameworks and categorization of NVC forms in the relevant literature.

Additionally, direct questions were asked to look for the reasons that lead first-year students to use body language or not use it in the classroom. Thus, a questionnaire is the most appropriate tool to explore the factors influencing students' body language

and views about this concept and its importance. As argued by Dörnyei (2007, p.115), questionnaire surveys usually present a fairly accurate description of the target phenomena.

2.4. Data analysis

The data collected from classroom observation sheets and questionnaires are hereby presented using qualitative and quantitative analysis.

2.4.1. Quantitative data analysis

The ordinal data of the extent to which students' use of NVC was measured using the Likert scale on the scale from 0 to 4 (never to always); therefore, the ordinal data presented in the Likert scale and measured which accounted for the means (averages). On the other hand, the Type of data of forms is nominal, which were accounted for and collected using the observation, the researcher counted the frequency of using each form of NVC (body language). Later on, these data were reported into Excel (2016) and were presented through descriptive statistics including measures of frequency such as totals and percentages, and measures of central tendency such as the means. Thus, other data were also presented in tables and visualized in bar graphs using Excel.

2.4.2. Qualitative data analysis

Thematic analysis was used to analyze the qualitative data, which included the data taken from the classroom observation sheet and students' open-ended answers in the questionnaire. Moreover, the deductive approach is used to know what is the most NVC form used by EFL students, the researcher came up with the forms stated previously (literature review) and then categorized the results from the real work based on those.

On the other side, the present study does not begin with already existing ideas about factors that influence the use of NVC by EFL students. In addition, the purpose of this study is to investigate the factors that influence the use of NVC by EFL students, which requires an inductive approach for collecting data because those factors are not known, particularly in the Algerian context. According to Mackey and Susan (2015, p. 216), the qualitative study usually uses an inductive approach that starts with a few preconceived ideas and then gradually fine-tunes and narrows its focus. Thus, thematic analysis was conducted manually because there was no large number of participants; therefore, it did not require any software or computer-assisted qualitative data analysis (CAQDA).

2.5. Validity and reliability

For internal validity, the data collection tools were piloted and tested. The classroom observation schedule was tested in session in order to make sure the schedule could help to know how often 1st-year students use body language in the classroom. On the other hand, the questionnaire was also tested with some students in 1st year to check its feasibility and appropriateness for the sample, to see if it serves the purpose of the study or not, and to make sure that the questionnaires are designed to measure or collect what they intend to measure. Furthermore, the researcher was present during the data collection to answer any questions related to answering the questionnaires properly. However, no measures were taken for external validity because the study was exploratory and did not aim for generalizability. Hence, many changes were made to the questionnaire and the classroom observation schedule after testing them; some questions were modified for clarity and cohesion purposes to get the appropriate answers.

CHAPTER THREE:

RESULTS

Introduction

The current chapter presents the results and findings of the analysis of the data. The data were collected and analyzed to explore the factors influencing Algerian EFL students' use of NVC in the classroom. As well, to point out the extent to which first year students use NVC in the classroom and the NVC forms they used when they are presenting. The questions will be answered by the triangulation between data obtained from classroom observation and students' answers through calculating descriptive statistics. And conducting thematic analysis on the students' answers for questions about the factors.

3.1. The use of non-verbal communication

3.1.1. The frequency of using NVC

Table 1 below summarizes the observation results, reporting the average use of NVC in the classroom during the observed sessions.

Table 1

The average use of NVC during the observed sessions

Sessions (Topic)	Male	Female	Total
Session 1 (Debate)	2.60	1.67	2
Session 2 (Presentation)	1.80	2.66	2.27
Session 3 (Storytelling)	3	3.09	3.06
Session 4 (Test)	2.66	2.67	2.64
Session 5 (Conversation activity)	0	2.54	2.67
Session 6 (Role play)	2.01	2.17	2.33
Total average (x)	2.01	2.45	2.50

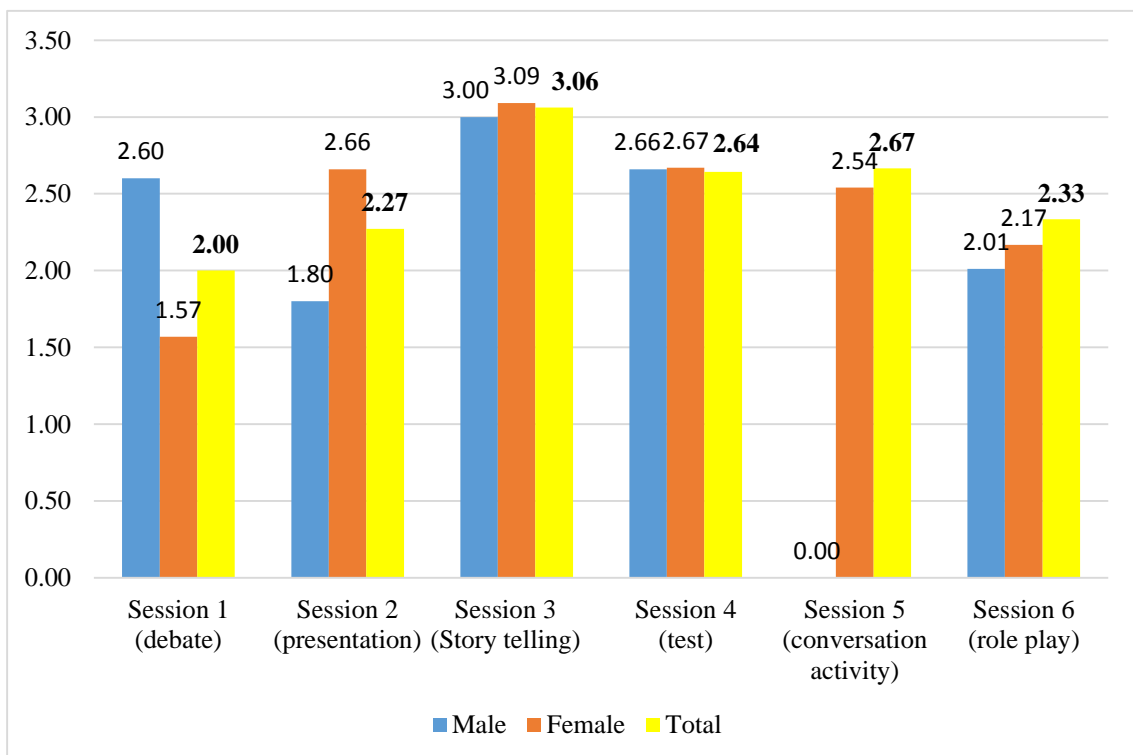
Note. 0 = Never, 1 = Rarely, 2 = Sometimes, 3 = Often, 4 = Always

Table 1 presents that the average NVC score was calculated on a scale of 0 to 4, with higher scores indicating more frequent use of NVC. Overall, the total average of NVC use for all observed students was 2.5. Females had a higher average use of NVC than males, with an average score of 2.45 compared to 2.01 for males. Furthermore, the highest use of NVC was witnessed in the third session, which revolved around storytelling, and both genders had a high average score of 3.06. On the other hand, the less average use of NVC was in the first session during the debate, where females had less average use of NVC than males. Finally, this table indicates that participants often used NVC during the sessions.

Here are the results from **Figure 5** which summarize the average use of NVC in the observed sessions.

Figure 5

The average use of NVC during the observed sessions



As **Figure 5** shows the frequency of using NVC by students during the observed sessions, categorized by the session topic and gender. The highest average for using NVC is in story-telling sessions (3), where the average scores for females were more than for males. In contrast, the first session witnessed the least average for using NVC during the debate between students. It is noticeable that there are some differences between male students and female students in the observed sessions, where males had a higher average NVC score compared to females, particularly in the first session during the debate. While female students used NVC more than males in most sessions, overall, NVC is used to some extent by students including differences in gender in various types of sessions, with females generally using NVC more frequently than males.

3.1.2. The reported use of NVC vs. the observed use of NVC

Table 2 below displays the frequency of use of NVC by males and females, as observed and reported by students.

Table 2

The frequency using of NVC by observed students and reported students

The use of NVC by students	Male	Female	Total
Observed students' NVC use	2.01	2.45	2.50
Reported students' NVC use	2.38	2.24	2.31

Notes. 0 = Never, 1 = Rarely, 2 = Sometimes, 3 = Often, 4 = Always

In the **Table 2** according to the observed students, females had higher average NVC use of 2.45 more than males of 2.01. In contrast, when asked students to inform about

their extent of using NVC, male students had an average score of 2.38, while female students had an average score of 2.24.

Figure 6

Differences between the observed and reported students' use of NVC by gender

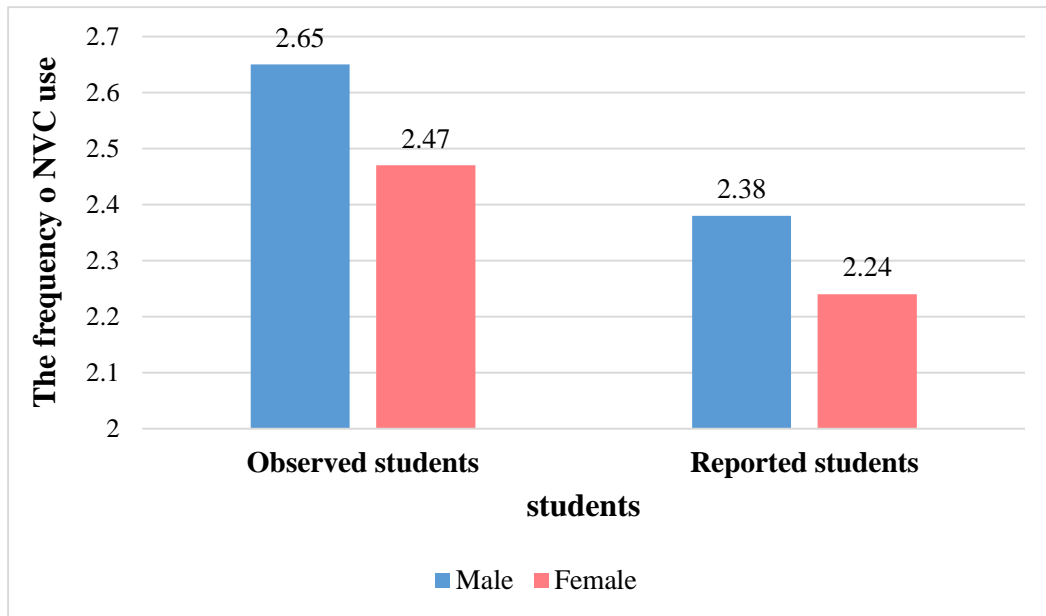


Figure 6 shows that there is a difference between the observed and reported students in the use of NVC, also gender has a difference. As noticed that males used NVC more than females in both cases observed and reported by students. Overall, both male and female students reported using NVC to some extent, although slightly more often as observed by the author.

3.1.3. The importance of NVC

The table below is assigned to a corresponding statement in the questionnaire. The statement "Students' body language helps other students to understand what they said."

Table 3

The responses of students about the importance of NVC

Options	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
<i>n</i>	1	3	6	19	12
Percent (%)	2.44%	7.32%	14.63%	46.34%	29.27%

The results from **Table 3** indicate that a significant percentage of the students surveyed (75.61%) consider body language to be important in helping other students understand what they say. More specifically, 46.34% of the students agreed, and 29.27% strongly agreed with this statement. On the other hand, a smaller proportion of students disagreed (7.32%), with fewer strongly disagreeing (2.44%), while the largest number of students (14.63%) were neutral. The result seems to be a reflection of the majority of English learners' real perceptions and general reality.

Figure 7

Students' body language helps other students to understand what they said

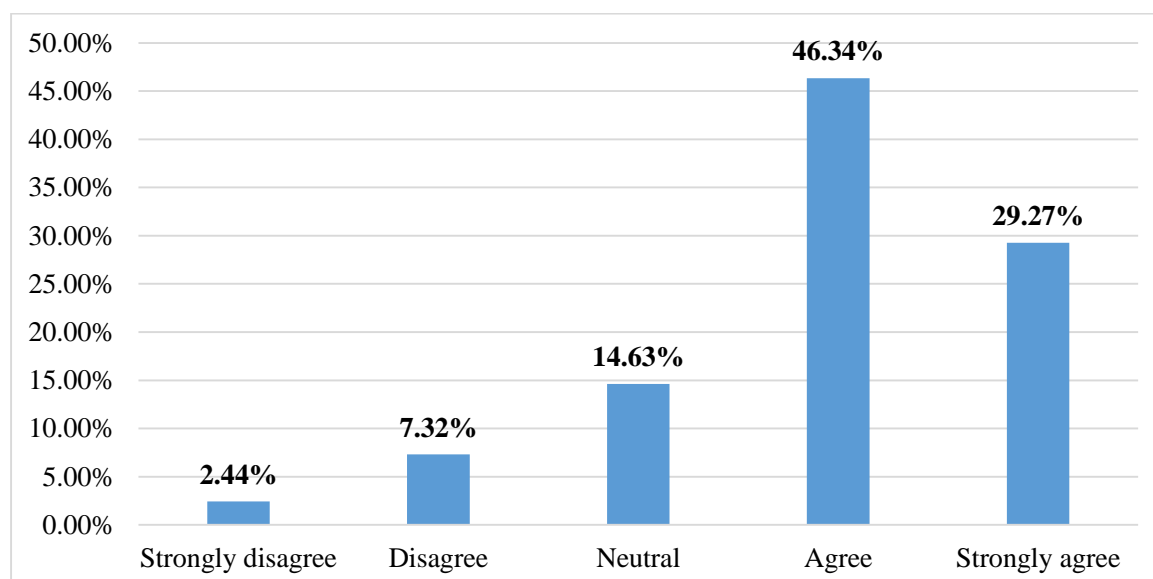


Figure 7 displays that (29.27%) of the respondents strongly agree that the use of body language by students can help other students understand what they said, (46.34%) agree, (14.63%) are neutral, (7.32%) disagree, and (2.44%) strongly disagree. The above result indicates that more than two-thirds of the participants (75.61%) see that students' body language helps other students understand what they say.

3.2. The forms of NVC used by Algerian EFL learners

3.2.1. The forms of NVC used by EFL students during the observed sessions

Table 4 presents the forms of NVC used by EFL learners during the observed sessions; those forms were facial expressions (FE), eye contact (EC), postures (P), and gestures (G).

Table 4

The forms of NVC used by EFL learners during the observed sessions

Sessions (topic)	FE	EC	P	G	Total
Session 1 (Debate)	4	5	5	8	22
Session 2 (Presentation)	4	5	7	9	25
Session 3 (Storytelling)	6	8	17	15	46
Session 4 (Test)	6	16	32	25	79
Session 5 (Conversation activity)	7	12	9	10	38
Session 6 (Role play)	8	18	18	13	57
Total	35	64	88	80	267

Note. FE: facial expression, EC: eye contact, P: postures, G: gestures.

Overall, the classroom observation recorded 267 uses of body language, most of which occurred during session 4 during the test (presentation), whereas a few cases of body language were observed in session 1 during the debate. Further, posture was the most

used NVC form, especially in the test session, whereas it was rarely used in the first session during the debate. However, facial expression was the least commonly used NVC form by students; the only session that involved facial expressions was the sixth session during the role play. Respectively, gestures were also used by EFL students; the observed students used gestures extremely when they were speaking in the test session (4) and a bit in the debate session (1). Eye contact was used more in the role-play session (6) and the test session (4), but it was used less in the first and second sessions during the debate and presentation.

Figure 8

The NVC forms used by EFL learners during the observed sessions

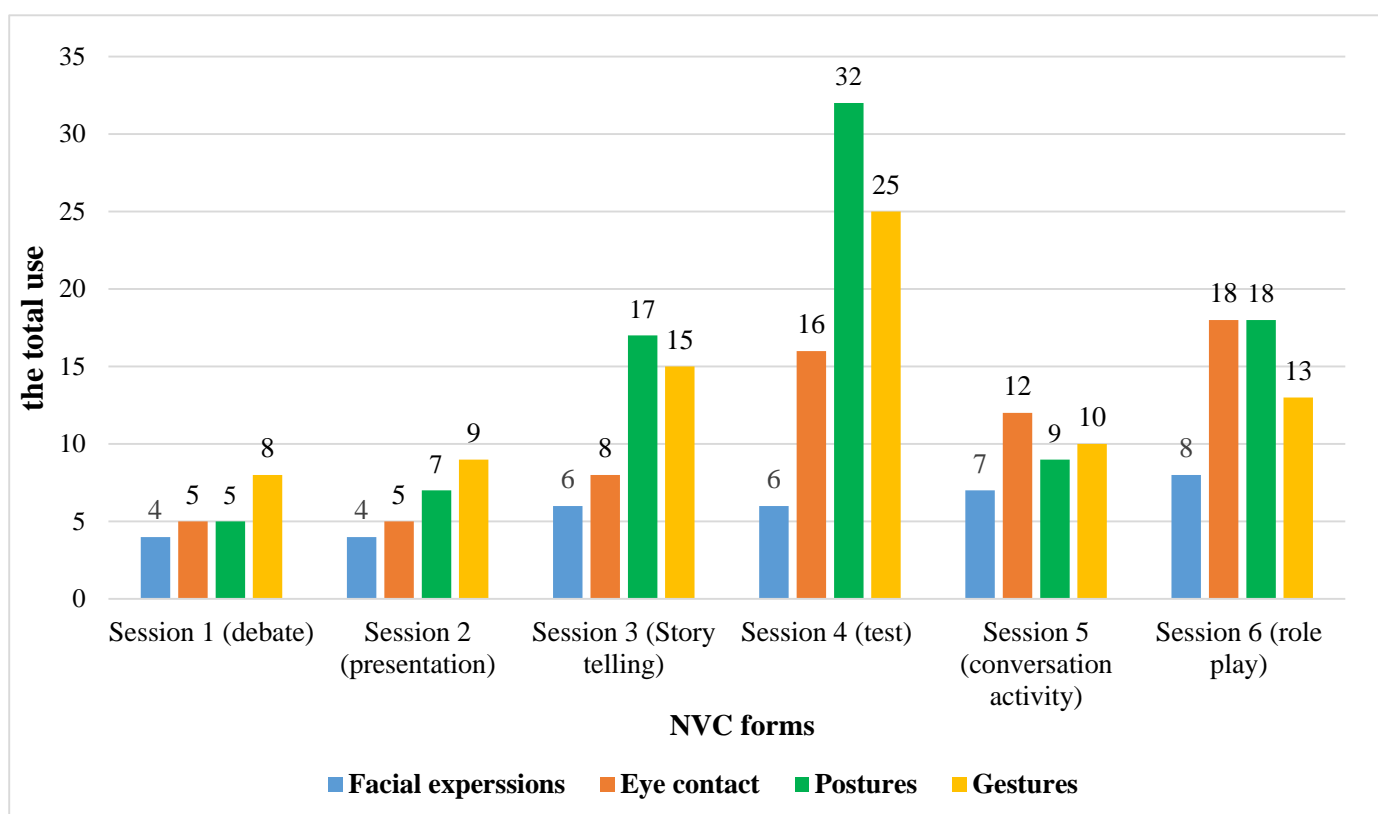
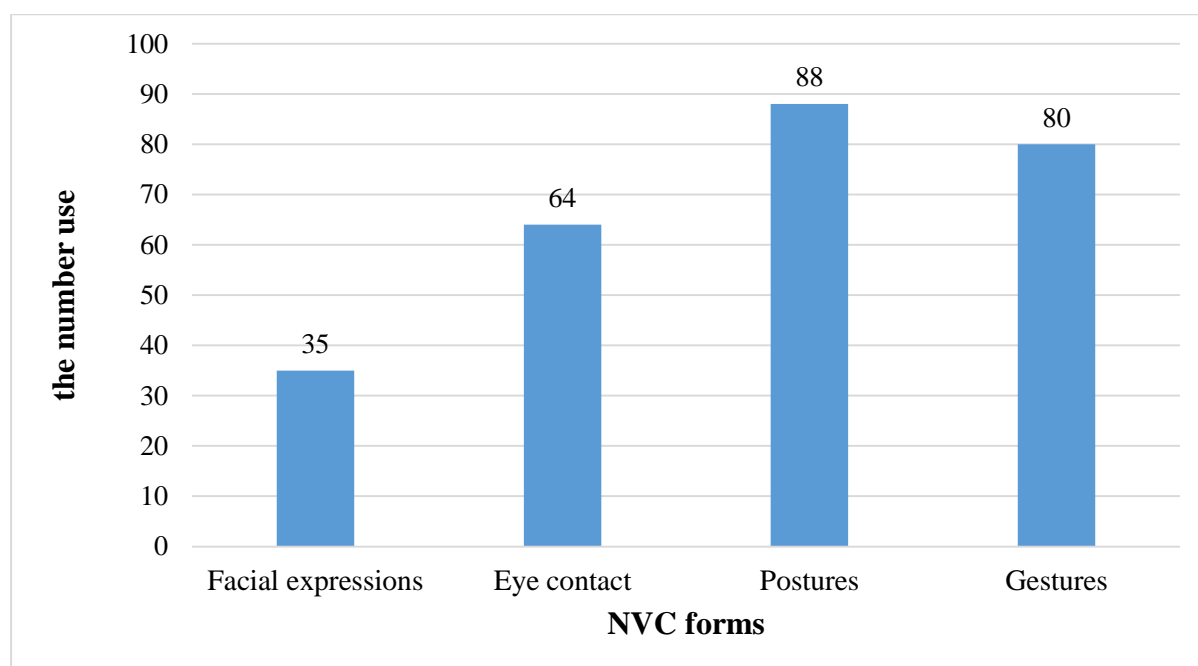


Figure 8 shows the NVC forms used by EFL students during a classroom observation. In session (1) during the debate and session (2) during the presentation, the highest number of NVC forms used were gestures, while facial expressions were the least used.

On the other hand, postures had the highest number of NVC forms used in sessions (3) and (4) during storytelling and test; yet facial expressions had the fewest NVC forms used in the third and fourth sessions. Moreover, eye contact was the most NVC form used in session 5 during conversation activity, but facial expressions were the fewest NVC forms used. Furthermore, during the role play in session (6), the highest number of NVC forms used were postures and eye contact instead of facial expressions. To sum up, postures were the most NVC forms used in the observed sessions, whereas facial expressions were the fewer ones.

Figure 9

The forms of NVC used by EFL learners during the observed sessions



According to **Figure 9** above, the forms of nonverbal communication (NVC) are used by EFL students during observed sessions. In total, the highest number of NVC forms used by the EFL learners were the postures with total use of 88, followed by gestures with a score of 80, eye contact with a score of 64, and facial expressions with a score of 35.

3.2.2. The reported use of NVC forms vs. the observed use of NVC forms

The following table presents the forms of NVC used by observed students and reported students. The data are divided into four categories: FE (facial expressions), EC (eye contact), P (postures), and G (gestures).

Table 5

The forms of NVC used by EFL learners

Students	FE	EC	P	G	Totals
Observed students	35	64	88	80	267
Reported students	18	22	10	18	68

Note. FE: facial expression, EC: eye contact, P: postures, G: gestures.

Table 5 shows that 267 cases observed students used NVC forms, with the highest number of NVC forms using postures (88); while eye contact is the least NVC forms used with a total of (64). Meanwhile, 68 reported students used NVC, with the highest number of NVC forms using eye contact (22), followed by gestures and facial expressions which are equitant to the total (18); whereas, postures are the least number NVC forms used with a total of (10).

Figure 10

Differences between the observed and reported use of NVC forms

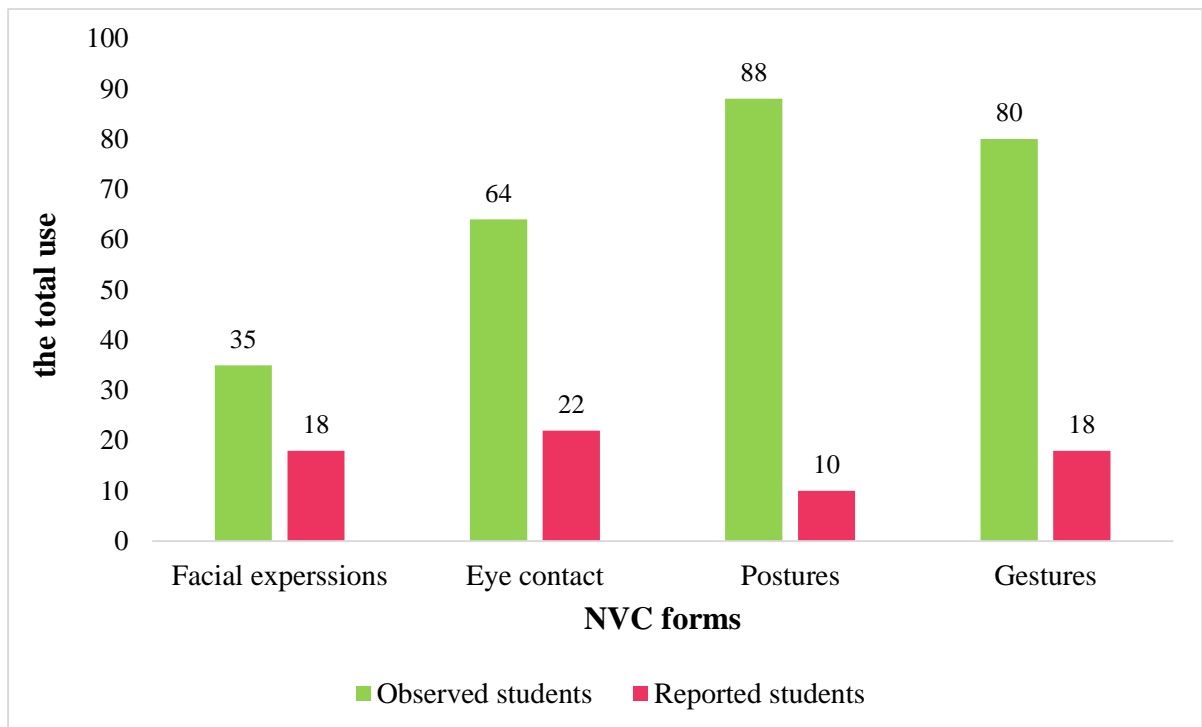


Figure 10 above presents the forms of NVC used by observed and reported students. It is clear that there are differences between observed students and reported students in using such forms of NVC. For instance, posture is the most NVC form used by observed students; whereas, it was the least NVC form used by reported students. On the other hand, eye contact is the highest NVC form used by reported students. overall, gestures and facial expressions were genuine totals for both observed and reported students.

3.3. The factors influencing Algerian EFL learners' use of non-verbal communication

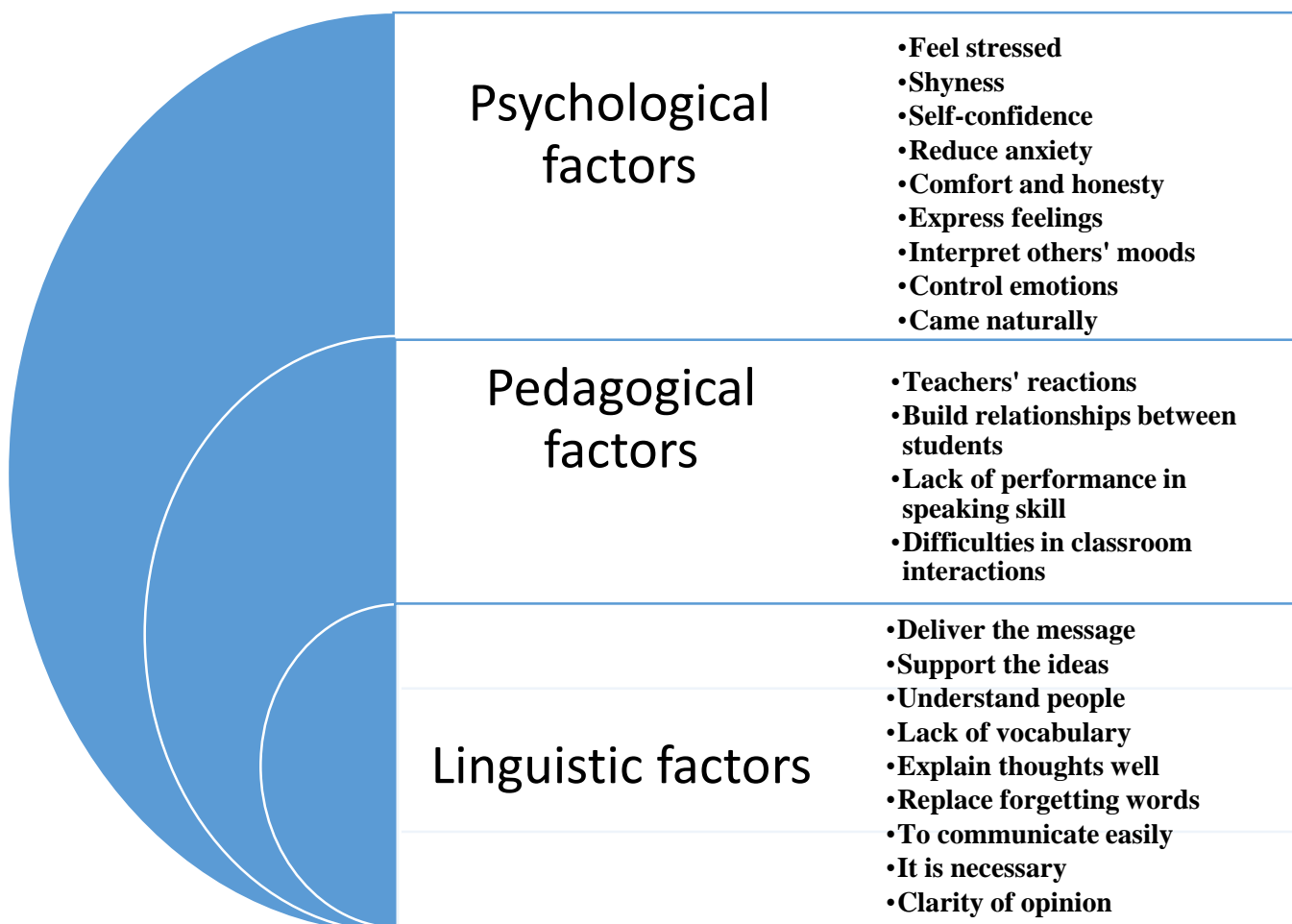
3.3.1. Factors promoting students' use of NVC in the Oral Expression Classroom

Classroom

Figure 11 below shows the factors that promote students' use of NVC in Oral Expression class.

Figure 11

Factors promoting students' use of NVC in the Oral Expression classroom



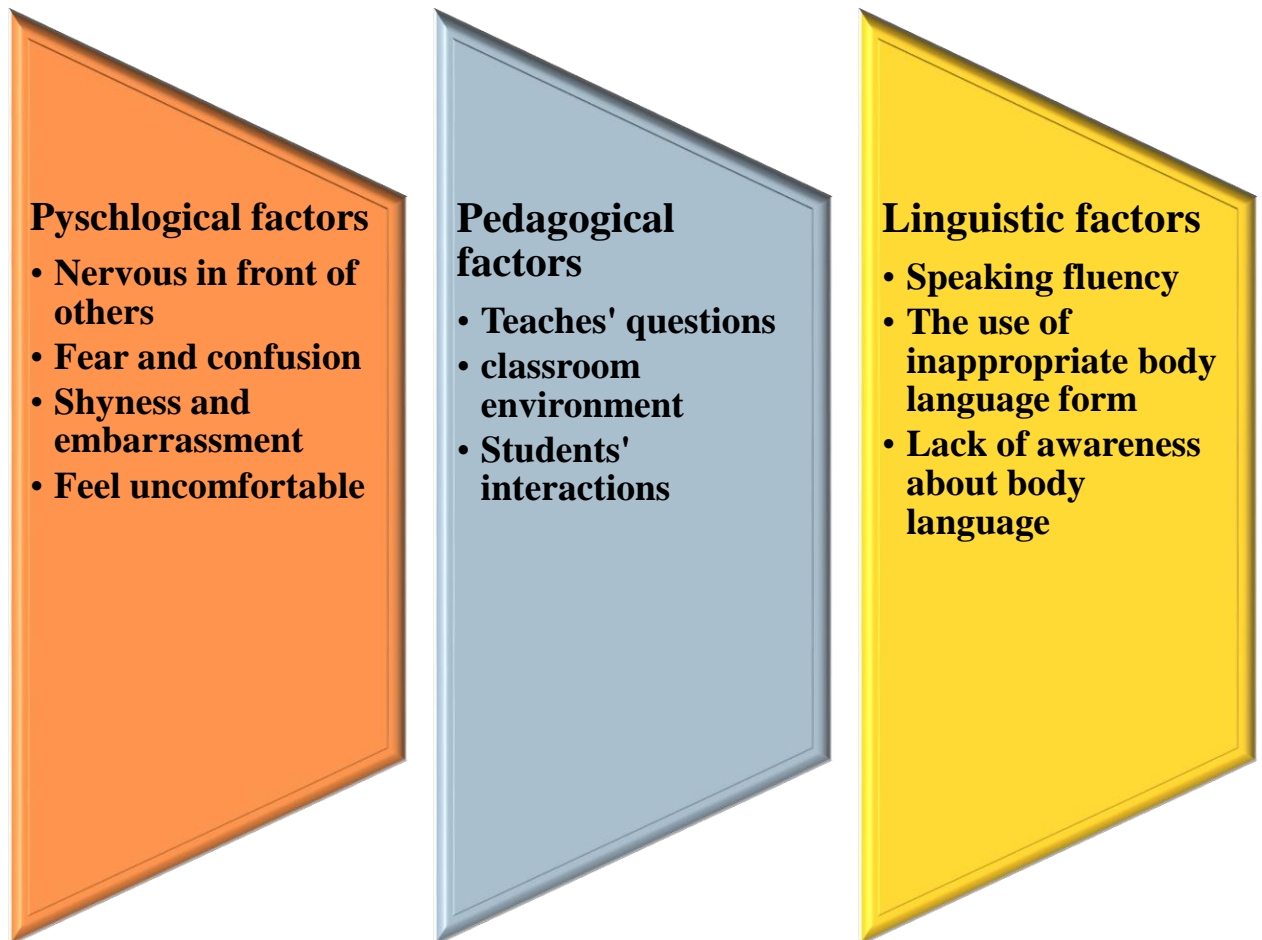
Based on the information provided by students in above **Figure 11**, the factors that promote students' use of NVC in the Oral Expression classroom can be grouped into three categories: psychological factors, pedagogical factors, and linguistic factors. First, psychological factors refer to the student's emotional states, such as feeling stressed, shyness, and self-confidence. Students who feel stressed may find difficulties to express themselves effectively in the classroom; therefore, they use their body language when they are speaking. While those who are shy may struggle to communicate with their peers to appear more confident, However, using NVC can reduce anxiety and promote comfort and honesty, helping students express their feelings and interpret others' moods. NVC can also help students control their emotions and communicate more naturally. Second, pedagogical factors are related to the teaching methods and classroom environment; those factors make students use their body language when presenting in the Oral Expression session. Teachers who react positively to students' use of NVC might motivate those students to keep using it. Students' NVC use can build relationships among them. Students also use NVC to avoid difficulties in classroom interactions. Finally, linguistic factors promote students' use of body language in Oral Expression sessions, including a lack of vocabulary, difficulty explaining thoughts well, and replacing forgotten words. Using NVC can help students communicate more easily, support their ideas, and understand people better. NVC can also promote clarity of opinion and help students deliver their message effectively. Overall, the use of NVC in the Oral Expression classroom can be influenced by the most noticeable factors, such as psychological factors, pedagogical factors, and linguistic factors.

3.3.2. Factors preventing EFL students use of NVC in the Oral Expression classroom

The following **Figure 12** presents the factors that make students avoid using NVC in Oral Expression sessions.

Figure 12

Factors preventing EFL students use of NVC in the Oral Expression classroom



According to **Figure 12**, the most dominant factors that prevent EFL students from using NVC in the Oral Expression classroom can be classified into three categories: psychological factors, pedagogical factors, and linguistic factors. For instance, psychological factors include nervousness in front of others, fear and confusion, shyness and embarrassment, and feeling uncomfortable. These factors can hinder

students' ability to express themselves nonverbally. Moreover, pedagogical factors can make students avoid using body language when they are speaking, such as the types of questions asked by the teacher, the interactions among students, and the classroom environment. Furthermore, linguistic factors can prevent students from using body language; for example, students who struggle with speaking fluency may avoid using NVC. Students also may lack awareness about body language and how to use it appropriately. As can be seen, these factors make EFL students use body language in Oral Expression sessions.

Conclusion

The results from the questionnaire and the classroom observation show some similarities and some differences. Thus, the main results of the data that was obtained, will be discussed in the next chapter.

Chapter four:

Discussion

Introduction

The important findings of each question concerning previous studies will be presented in this chapter, and after that, they will be thoroughly interpreted. The first section will present the major findings of the first research question, which is about the extent to which EFL students use NVC in the classroom. Additionally, the second research question will be discussed in the second section, which deals with the most used forms of NVC by EFL students in the Oral Expression classroom. Finally, the third research question will be discussed in the last section, this question is about the factors influencing NVC use by EFL students in Oral Expression sessions.

4.1. The use of non-verbal communication

4.1.1. The frequency of using NVC

The first research question explored the extent to which first-year EFL students use NVC in the classroom. The information related to this research goal was collected using questionnaires and classroom observation. Overall, the classroom observation showed that Algerian EFL learners use NVC to a medium extent. It was observed that the use of NVC varied mainly based on the activity. This shows that students' use of NVC is highly dependent on the nature of the course and activity types. For example, one of the participants argued that “I use body language in the classroom depending on the type of discussion”. Thus, NVC is often used by EFL students in a variety of classroom activities as a productive communication tool.

The results of this study, however, are unique as they show a high frequency of using NVC during storytelling sessions. This is mainly apparent in session 3 where students used a considerable amount of NVC (see Chapter 3, section 1). This is most likely due to the fact that they focused on the description of the plot of the story to the

teacher and their classmates in the appropriate way. This is similar to the findings of Elfatih (2006) who showed that students use NVC to communicate their comprehension and to show how they feel about the teacher or their education. This implies that body language plays a significant role in enhancing communicative skills during story-telling activities. This is consistent with what has been found in the previous study by Tammy (2007) who revealed that the use of NVC by students in the EFL classroom may help them in improving their communicative skills. Therefore, his research aimed to incorporate body language into various activities in the classroom. Hence, the higher NVC ratings in activities such as tests, conversations, and storytelling indicate the potential benefits of incorporating NVC to improve the effectiveness of these activities.

The nature of the session plays a crucial role in using NVC by EFL students. One interpretation of these findings is that the topic of the session may change students' use of body language in different ways. As a participant reported that since the Oral Expression sessions deal with various activities, students use NVC depending on the type of activity dealt with in the classroom. This pattern of results is consistent with the previous literature of Benguessoum and Boukmouche (2018), which revealed that the body language should be integrated into EFL classroom activities since the teachers and students are aware of the use of NVC in the classroom. This idea is further supported by the finding that there is variability in the use of body language as shown in **Figure 5**. Hence, these findings suggest that the use of body language can be influenced by the topic and activity in the session.

However, there are no significant measures between the results from the student's semi-structured questionnaire and the classroom observation sheet. This

revealed that 1st year EFL students use body language in the classroom to a medium extent. Whereas past researchers have found that gender differences were also in the students' reactions to their teacher's body language (Negi, 2009b), this study has shown that gender was not revealed a significant difference. Therefore, the use of body language by 1st year EFL students may not be influenced by gender.

4.1.2. The importance of NVC

Most of the students agreed with the importance of NVC in the classroom as shown in **Table 3**. This indicates that the majority of students acknowledge and strongly believe in the importance of using NVC in the classroom to help them understand each other. This is probably because students use their body language to deliver the information and understand it better. For instance, a participant said that “body language helps a lot in getting what the others want to say because sometimes only verbal communication is not enough”. These findings were supported by M'sabel (2017) who conducted a study in which he found that the use of body language in the classroom can enhance EFL students' comprehension and facilitate their understanding process. As well, the use of body language by EFL students is important in the classroom since it helps them to participate with others and understand more. For example, a participant answered "body language helps me to understand others and to get obvious with lessons", and another participant said, "I can understand more when the speaker uses body language”. This is like to Pertiwi and Indriani's (2021) study findings, they indicated NVC is a significant tool for motivation and focus in classroom interaction. Hence, by highlighting the importance of NVC in the classroom, students can develop a more comprehensive understanding of effective communication in the classroom.

Moreover, it is interesting to see that students use body language in the classroom as EFL learners. This is probably because English is not their first language, and they may not understand it well. As an example, a participant said that “sometimes students do not understand English words, so the use of body language makes it easy for them”. This is revealed by Gulnaz and Ismaiel (2017), the interest of learners in learning a foreign language can be increased by teachers using nonverbal communication effectively. Additionally, it is possible that students use NVC due to the lack of vocabulary or when they forget words; as a participant mentioned that "sometimes students lack vocabulary can replace words by body language to transmit the message". Another essential point of students' agreement about the importance of using NVC, is that NVC may reduce difficulties faced by students when they are speaking. The findings of the study are supported by Khalfallah (2022) who conducted a study in which she found that students use their body language to overcome their fear of public speaking. A participant reported that "body language could make students feel free and comfort with others, so they get the idea easily". Furthermore, these results are similar to the study of Rafada and Madini (2017) who revealed that students reduce their anxiety when speaking in the classroom by using their body language. Thus, the findings indicate the majority of students realize the significance of using NVC in the classroom as shown in **Figure 7**.

On the other hand, the fact that the other students disagreed and were neutral indicates the presence of dissenting views and neutral positions. This is likely to a lack of awareness or understanding of the importance of body language. for example, a participant stated, "Sometimes we can understand without using body language". Another participant argued that "some students seem to like it is hard for them to express their ideas with body language". This is in accordance with the study of Thi

Kieu Oanh et al. (2016), whose research findings were students could not make effective presentations as they do not know how to use body language appropriately.

Considering these results, the discussion of participants' responses on the importance of NVC highlights the understanding of the significance of the use of NVC among students in the classroom. However, other students' perceptions recommend further exploration to understand the reasons for their perspectives about NVC.

4.2. The forms of NVC used by Algerian EFL learners

Overall, the findings revealed that most forms used by students are postures as shown in **Figure 8**. These results can be interpreted as follow, observed students use postures as a form of NVC according to the type of sessions' activities because the type of activity imposes to use of each certain posture. These results are not in line with the study of Benguessoum and Boukmouche (2018) whose research findings found that eye contact was the most NVC form used by teachers in the Oral Expression classroom. However, different from the findings of this study, Nuhwan (2019) study revealed that gestures are the most NVC forms used by the teacher in the classroom. This is in contrast to reported students who use postures for less time. This is probably to show the psychological situation such as interest, stress, or seriousness. A participant said "I use posture to be more serious and confident", another said "When determined to answer a question I stand up straight and excited, when I am bored I sit back with my back on the chair".

On the other hand, facial expressions are the least NVC forms used by the observed students as shown in **Figure 9**. The interpretation of this result means that students may feel stressed; therefore, they slightly use their facial expressions when they are peaking. According to one of the participants who demonstrated that "when I

feel stressed, I use facial expressions that make me feel less stress". They also may use their facial expressions unconsciously in nature. A participant said, "It is an unintentional act, when I speak I tend to raise my eyebrows". Conversely,

Meanwhile, eye contact is the most NVC form used by reported students as shown in **Table 5**. This can be credited to demonstrating attention and focus on the topic, as a participant stated "to get the other person's interest and make him focus with me". Furthermore, maintaining eye contact is considered a sign of respect in some cultures; therefore, in students' view, they use eye contact to express what they are explaining to certain somebody. A participant said "Eye contact shows that you respect someone you are talking with", another participant justified the use of eye contact as follows "Because it makes you lie you are confident about what you are talking about, it is a mark that you are fully present".

4.3. The factors influencing Algerian EFL learners' use of non-verbal communication

The surveying factors that were reported in the questionnaire, were reported both as motivating factors and as discouraging factors from using NVC in the classroom in different ways. Factors such as psychological, pedagogical, and linguistic factors can promote students' use of NVC in the classroom. Similarly, these factors can prevent students from using NVC.

4.3.1. Factors promoting students' use of NVC in the Oral Expression classroom

The provided answers to the question of why EFL 1st year students use body language in Oral Expression sessions were the most prominent in the linguistic factors, with psychological aspects as the predominant reasons, followed by pedagogical factors as

shown in **Figure 11**. The interpretation of this result means that linguistic factors influence EFL students' use of NVC. This is likely to they want to explain their thoughts well and support their ideas. Therefore, they use body language in the classroom. As a participant stated "body language helps me to express my thoughts well", another statement by another participant "I use body language to convey the idea to my classmates". Moreover, the lack of vocabulary may prevent EFL students' ability to express themselves clearly; as a result, using body language provides replacing forgotten words. A participant argued that "it helps me whenever I lost words", similar to another participant who said, "I do not have an excellent vocabulary". Besides that, it might be indicated that body language allows EFL students to communicate more easily and understand each other better. Furthermore, the analysis of participants' responses showed that there are many answers for the same factors, such as "I can communicate my ideas to my classmates and make them understand me more", "it is understood for all even if their language is bad", "to understand the topic well".

On the other hand, psychological factors also influence the use of body language by EFL students in the classroom. It may be the case that the emotional states of students may play a crucial role in using their body language. It is due to students who feel stressed and shy or lack self-confidence when they are speaking; therefore, they use their body language to reduce those difficulties. These results reflect those of Rafada and Madini (2017) who also found that NVC can reduce Saudi EFL learners' anxiety when speaking in the classroom. A participant commented that "I use body language to appear more confident", another participant confirmed that by saying "It reflects the strength of ideas and self-confidence", also another participant said, "It can reduce anxiety and stress". Moreover, the use of body language may help EFL students control their emotions. This, in turn, helps them to interpret others' moods. As a participant

said “body language helps to interpret other people’s moods and emotions”, also another participant stated that "the person understands me better and reads my feelings and mood about the subject I am talking in". However, in line with the ideas of Khalfallah (2022), it can be concluded that students use body language effectively to overcome their fear of public speaking.

The findings also highlighted that pedagogical factors make EFL students use NVC in the classroom. There are many possible explanations for this result. For example, the teacher's reactions to students' NVC are vital; when teachers react positively to students' use of body language. That can encourage them to continue using NVC when they are speaking and decrease the difficulties in classroom interactions. This also accords with the results of Pertiwi and Indriani's (2021) study, which revealed that body language is essential in classroom interaction as a source of motivation and focus for students' speaking in the classroom. A participant stated that “I use body language because I like to talk with teacher”, another participant reported that “NVC is important in Oral Expression sessions as much as verbal communication or it is us a reading session”. These results are the same way with the results obtained by Baguelzi and Badjenna (2020) in their study which revealed that a teacher's NVC can impact the speaking performance of the students in the Oral Expression.

Furthermore, the findings about pedagogical factors may be explained by another idea that NVC provides a collaborative classroom environment and build relationships between students, particularly in Oral Expression sessions. As a participant declared "The body language I use, can build a relationship between who is listening to me, and show who is interested in my presentation". As a result, students who lack performance speaking skills can benefit from body language as it helps them to communicate easily

in the classroom. According to a participant who said, "body language is very important to be more natural in speaking particularly in the Oral Expression module".

In conclusion, based on these research findings, whether they were similar or dissimilar, the researcher deduces that many factors that promote the use of body language by EFL students in Oral Expression classrooms. Those factors encompass psychological, pedagogical, and linguistic aspects.

4.3.2. Factors preventing EFL students use of NVC in the Oral Expression classroom

From the last part of the results in accordance with **Figure 12**, the researcher discovers the factors that prevent EFL students use body language in Oral Expression sessions. Those factors are psychological, pedagogical, and linguistic. The findings were similar to the previous results. One interpretation of these findings is that psychological factors may prevent EFL students to use body language in the classroom. This is like to they feel fear and shyness. As reported by many participants that they do not use NVC because they feel shy when they are speaking in front of others. A participant said, "I do not use body language when I am presenting to avoid embarrassment moments". Another participant argued that "I do not use the body language because it makes me nervous". The present results are not consistent with Khalfallah's (2022) and Rafada and Madini's (2017) works that dealt with the use of NVC by students to decrease their fear of public speaking and reduce their anxiety in the classroom. Moreover, some students may feel uncomfortable when they are presenting in the classroom, they avoid using body language. A participant said, "I avoid using body language because I do not feel comfortable when I am speaking". Thus, psychological factors might be both motivating and discouraging factors that influence the use of body language by EFL students in the classroom.

The present findings confirmed that pedagogical factors may prevent EFL students to use body language. These findings may be explained by the idea that the classroom environment in general may make students avoid using body language in Oral Expression sessions. This is probably to students avoid using their body language when they are presenting in the classroom because they are scared of the questions asked by the teacher. As a participant said, "I do not use body language in the classroom because I am afraid when I face the teacher who is like to ask me". Furthermore, it is interesting that interactions between students may demotivate them from using NVC in the classroom. As reported by a participant "I do not like to use body language when I am talking to my classmates who are not listening to me", another participant said, "I avoid using body language due to the student's judgment because other students cannot interact with me and they think that I am acting by using my body language". Overall these findings are not in accordance with findings reported by Zeki (2009), who found in his study that NVC can be a source of motivation and attention for students learning.

Another finding that stands out from the results reported earlier is that linguistic factors prevent EFL students from using body language in the classroom. These results indicated that there some EFL students focus on improving their speaking skills but they do not pay attention to the importance of using their body language. As a participant argued, "I do not use my body language because most students consider it as not important". These results contradict the claims of Negi (2009b) that the teacher's body language was highly regarded by the students. However, most of the students had a lasting and significant impact on teachers' NVC. Another essential point for the linguistic factors is the inappropriate use of body language forms. This is likely that some students may lack awareness about the significance of NVC and they may be unaware of how to use NVC forms effectively. Therefore, the inappropriate use of body

language forms might cause EFL students to worry about unintentionally conveying an incorrect message. As a participant said, "Sometimes I cannot use suitable body language for my situation, so I do not give the correct idea to the listener". Thus, the lack of awareness about the use of NVC can discourage EFL students to use its forms.

It has been shown that the researcher concluded from these research findings that numerous factors demotivate FL students to use body language in Oral Expression class. These factors include linguistic, psychological, and pedagogical elements.

Conclusion

Through this chapter, the results of the questionnaire and classroom observation schedule were discussed to provide answers to the research questions. The data analysis and interpretation of the results disclose that EFL students use NVC in the classroom to different degrees. Additionally, the findings revealed that EFL students use various forms of NVC in the classroom, including eye contact, facial expressions, gestures, and postures. Consequently, the data collected show that most of the factors such as psychological, pedagogical, and linguistic factors, make EFL students use or not body language in Oral Expression sessions

General conclusion

The current study attempted to investigate three important points that are related to NVC. First of all, this study investigated the extent to which EFL learners use body language in oral expression sessions at the Department of Foreign Languages at Biskra University. Second of all, it also investigated the aspects of body language used by EFL learners. It tried to find out the most NVC forms used by EFL students in oral expression class. Last but not least, this study looked at the factors influencing the use of nonverbal communication (body language) by EFL students in oral expression classes. This section of the study is regarded as the most important one because it is the gap according to the previous studies. Therefore, the researcher was able to ask the following three questions:

1. To what extent do Algerian EFL students at the University of Biskra use non-verbal communication in Oral Expression sessions (activities)?
2. What types of NVC forms are used by EFL learners?
3. What are the factors influencing EFL students' use of non-verbal communication?

To address the previous questions, the researcher employed a mixed-methods approach with an exploratory design. A semi-structured classroom observation sheet and a semi-structured questionnaire were used as data collection tools. The researcher used four main chapters to answer these questions. The researcher began with a chapter of a literature review about the use of nonverbal communication, which is composed of two sections; the first section was about nonverbal communication and its aspects in general. The second section dealt with the use of nonverbal communication (body language) in the EFL classroom. Moreover, the second chapter was about the research methodology used to

gather the necessary data. However, the third chapter dealt with the analysis of data obtained from the classroom observation schedule and questionnaire. In the last chapter, the findings were discussed thoroughly, referring to previous relevant studies.

5.1. To what extent do Algerian English as foreign language students at the University of Biskra use non-verbal communication in Oral Expression sessions (activities)?

To answer this question, a section of the classroom observation sheet dealt with how often 1st year EFL students use non-verbal communication in the classroom, particularly in Oral Expression sessions. In addition to that, a question in the questionnaire that was given to first-year EFL students asked to what extent they use body language in the classroom. In this section, the researcher and students provided answers that ranged from never to always. This is to triangulate the data already gathered in the classroom observation schedule. The results were evaluated, and they revealed that 1st year EFL students use NVC in the classroom to a medium extent. This indicated that they use body language but to different degrees, it depends on the type of activity in the classroom. Moreover, these findings help the researcher to know that students use body language to moderate in the classroom, and this is highly correlated with the topic of the session. As well, there are no significant differences between males and females. Therefore, the main factor that influences students' use of NVC is the nature of the activity of the session. It could be related to other matters, but each topic influences students' use of body language in a different way.

5.2. What types of NVC forms are used by EFL learners?

The researcher in this section relied on the multiple-choice question form, which assumes the most NVC form used by EFL students in the classroom. The researcher and students in this section were to fill out responses that detected the most NVC forms used; these forms were built according to information that has already been found in the literature, including facial expressions, eye contact, postures, and gestures. The data generated from the questionnaires and classroom observation sheet was analyzed through descriptive statistics, including calculating the sums. In the final analysis, the findings displayed two perspectives about the most body language forms used by students. From the questionnaire, it was shown that eye contact is the most NVC form used by students. However, in the classroom observation results, postures are the most NVC form used. These forms are considered the most NVC forms used by Algerian EFL learners in the classroom, particularly in Oral Expression sessions.

5.3. What are the factors influencing English as a foreign language students' use of non-verbal communication?

To answer this question, thematic analysis was used to analyze the data collected from the questionnaires. From the students' results in the questionnaires, the findings revealed that three main factors play an important role in the use of NVC. These factors are, namely, psychological, pedagogical, and linguistic factors. These three factors can encourage and demotivate EFL students to use NVC. In section one, they can promote EFL students to use body language. Pedagogical factors such as teachers' reactions and classroom interactions can make students use body language in the classroom. Additionally, linguistic factors mostly influenced students' use of body language by motivating them to use NVC

to support their ideas and explain more, to communicate easily, and to understand better. As well, students use NVC in the classroom because of the psychological factors including stress, shyness, self-confidence, expressing feelings, and interpreting others' moods. However, these factors prevent EFL students from using body language. For psychological aspects, students do not use NVC in the classroom because they feel fear, confusion, shyness, discomfort, and nervousness in front of others. The second factor was pedagogical aspects, namely the classroom environment, including teachers' reactions and students' interactions; this aspect also makes students avoid using NVC in the classroom. Lastly, the linguistic aspects demotivate students from using body language, which includes the lack of awareness about the use of body language and how to use it appropriately.

5.4. Implications of the study

Non-verbal communication has been proven by previous studies to be effective in teaching and learning, particularly in EFL classrooms, yet the area that most researchers disregarded was the factor that influences EFL students' use of NVC in the classroom. This study highlighted the main factors that can make EFL students use or not NVC.

This study has a variety of useful implications that might be considered by teachers. First, the current study is crucial for teachers, especially those who teach oral expression, as it reveals the factors influencing students' use of NVC, as an essential communication method for language teaching. Additionally, teachers will not ignore the significance of using body language in the classroom. Also, this study will help teachers to take into consideration the use of body language by their learners in order to manage the classroom through motivation and positive interaction.

This study has several implications for syllabus designer who can take into consideration what affects students' use of NVC in the classroom and design appropriate activities in Oral Expression sessions. Moreover, from these results, policymakers and curriculum designers will take into account the factors that contribute to students' use of NVC to create the appropriate classroom environment. Hence, since factors of NVC have not been thoroughly explored in this context, this study serves.

Another essential point, the findings of the current study can contribute to developing communicative competence in the EFL classroom. Furthermore, as a guide for further understanding of factors that influence non-verbal cues as well as understanding why some students tend to use body language while others avoid it.

5.5. Limitations of the study

Although the current study displays the factors influencing EFL students' use of NVC in the classroom, it faced some difficulties and limitations that should be noted. First of all, the duration of the study was not enough to recruit a random sample that is large enough to be representative or allow for advanced statistical testing. Second, the lack of previous studies in the Algerian context. Therefore, the current study may not cover all the relevant aspects related to body language within the context. Moreover, the other limitation that faced the researcher is some students did not provide answers for the whole questionnaire. Also, the participants were not experienced linguistically capable of expressing their thoughts. As well as they may have answered inaccurately which impact on the measures and results.

5.6. Recommendations for future research

Based on the findings of the current study, the following recommendations are suggested for further research into the factors that influence EFL students' use of non-verbal communication in the classroom. First, future studies can take an empirical approach that examines different teaching methods, materials, and activities to investigate their influence on EFL learners' NVC. Due to the nature of this research problem (i.e., NVC), future researchers can adopt an action research methodology. This design would allow teachers to test different Oral Expression teaching methods with a larger sample and longer duration, with the ability to evaluate the teaching materials and their effectiveness. Moreover, further research can use a different data collection method. Furthermore, further research should focus on other forms of NVC that are used by EFL students in the classroom.

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Appendices

Appendix A: classroom observation

Classroom Observation schedule

Session number: Type of the activity:

Topic:

Number of students: Male: Female:

The Teacher: Observer:

Level: Group: Module:

Date Hour Duration:

Notes:

- Did the students use only English language when they are speaking?

.....
.....

- Did the students facing problems when speaking English?

.....
.....

- Did the teacher use non-verbal communication?

.....
.....

Participants	Gender		The use of NVC					Form of NVC				Other notes
	M	F	never	rarely	Sometimes	often	always	FE	EC	P	G	
Student												
Student												
Student												
Student												
Student												
Student												
Student												
Student												
Student												
Student												
Student												
Student												
Student												
Student												

Note.

FE: facial expression. **EC:** eye contact. **P:** postures. **G:** gestures.

Appendix B: questionnaire

Questionnaire

The current questionnaire aims to exploring the factors that are influencing the use non-verbal communication (communication without spoken words) by EFL learners, as well as, to investigate to what extent EFL learners use of body language in classroom particularly L1 students in oral expression sessions.

Dear participants,

My name is Barkat Sara. I am a graduate student in the Department of English at Mohammed Kheider University. I am currently doing a research study as part of my Master's Degree in Applied Linguistics. Your willingness to fill in this questionnaire will provide me with the necessary data to bring my Master's dissertation to an end. You are kindly asked to complete this questionnaire by providing your answer.

Thank you in advance for your contribution, I would like to inform you that: the data you provide will be kept safe and you will not be identified as an individual in the final research.

Please, answer every question.

The researcher's email: barkat.saraa@gmail.com

The supervisor's email: moustafa.amrate@univ-biskra.dz

PROFILE INFORMATION

Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
Age	
First language	
University degree in preparation	License <input type="checkbox"/> Master <input type="checkbox"/>
Year of study	L1 <input type="checkbox"/> L2 <input type="checkbox"/> L3 <input type="checkbox"/> M1 <input type="checkbox"/> M2 <input type="checkbox"/>
Number of years learning English	

1. To what extent do you use body language when presenting in classroom?

-  1. Never
  2. Rarely
  3. Sometimes
  4 Often.
  5. Always






Why.....

.....

.....

.....

2. Do you think that students' body language helps other students to understand what they said?

-  1. Strongly disagree
  2. Disagree
  3. Neutral
-  4. Agree
  5. Strongly agree

Justify.....

.....


.....

.....


.....

3. What aspects of the non-verbal communication do you use more in classroom?


you can tick more than one option.

 • Facial expression. Justify why.....


.....

 • Eye contact. Justify why


.....

 • Postures. Justify why

.....

 • Gestures. Justify why

.....

 • Others. Specify:

.....

4. What makes you use body language in oral expression sessions?

.....

.....

.....

.....

.....

.....

5. What makes you avoid using body language in oral expression sessions?

.....

.....

.....

.....

.....

.....

Thank you so much ☺

الملخص

يعد التواصل غير اللفظي كنوع من التواصل الذي يشير إلى عملية التعبير عن الأفكار والمشاعر من خلال الجسد. يتضمن في الغالب تعبيرات الوجه، والتواصل البصري، ووضعية الجسد والإيماءات. في سياق تعلم اللغة، حيث أن لغة الجسد لا تقل أهمية عن استخدام الكلمات في التواصل. هذه الدراسة تهدف إلى استكشاف استخدام طلاب اللغة الإنجليزية كلغة أجنبية للتواصل غير اللفظي في حصص التعبير الشفوي، والعوامل التي تؤثر عليهم. ولتحقيق هذا الهدف، إتبعنا هذه الدراسة المنهج الاستكشافي مع استخدام منهج مختلط لجمع البيانات. وقد أجريت هذه الدراسة مع 80 طالب من طلاب السنة الأولى جامعي في جامعة محمد خيضر بسكرة للعام الدراسي 2022/2023، بحيث استخدمت الملاحظة والإستبيان كأدوات لجمع البيانات التي تخص هاته الدراسة. تم حساب الإحصاءات الوصفية للبيانات الكمية باستخدام برنامج (Microsoft Excel (2016، بينما تم تحليل البيانات النوعية باستخدام الترميز الموضوعي. أظهرت النتائج بأن معظم الطلاب يستخدمون التواصل غير اللفظي بشكل معتدل في القسم. كذلك كانت وضعية الجسد والتواصل البصري من أكثر أشكال التواصل غير اللفظي استعمالاً من قبل طلاب اللغة الانجليزية، بالإضافة إلى ذلك سلطت هذه الدراسة الضوء على العوامل التي تؤثر على استخدام طلاب اللغة الانجليزية للغة الجسد كانت عوامل نفسية و تربوية و لغوية. هذه العوامل التي ممكن أن تسمح للطلبة أن يستعملوا لغة الجسد ومن الممكن أن تمنعهم. وفي الاخير فإن الآثار المترتبة على نتائج هذه الدراسة تلفت الإنتباه إلى أهمية استخدام التواصل غير اللفظي في قسم لمصممي مناهج و معلمي اللغة الإنجليزية و ذلك من أجل خلق بيئة مناسبة للقسم.

الكلمات المفتاحية: لغة الجسد، التواصل غير اللفظي، التحدث باللغة الإنجليزية كلغة اجنبية.