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An Investigation into the Effects of Emotional Intelligence on the

Effectiveness of the Nonverbal Communication of the Teacher in an

English as a Foreign Language Classroom: The Case of Teachers of

English at Biskra University

Dissertation submitted in partial fulfillment of the requirements for a

Master Degree in Sciences of Language

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Declaration

I, Lamis **ACHOURI**, do hereby declare that this dissertation is my own original work that has

been compiled in my own words. This work has not been falsified or used for other courses and

examinations. Nor has another person, university, or institution for another degree or diploma

previously, or concurrently, published it, unless explicitly acknowledged (In-text citation and the

list of references).

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Dedication

To genuine souls, to the lovers of wisdom and seekers of truth, your appreciation kindles

my inspiration.

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My genuine thanks and appreciation to all the students who took part in this research work. Your contribution enriched the findings of the present research endeavour.

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Abstract

A plethora of research endeavours have been conducted to uncover the elements that determine the effectiveness of the teachers' nonverbal communication (NVC) in the conveyance of knowledge and ideas, yet its effect at the affective level is rather overlooked. Accordingly, this research study aimed to investigate the possible effects emotional intelligence (EI) have on the nonverbal communication of English as a foreign language teacher (EFL) as part of classroom student-teacher interaction. Methodologically, a qualitative research approach along with a case study research design were adopted. To obtain the necessary data for the study, a classroom observation as well as semi-structured interviews were conducted with five EFL teachers. In addition, 38 EFL students were administered an attitudinal questionnaire to elicit their opinions regarding their teachers' nonverbal performance. Thematic analysis indicated that the target teachers used a variety of nonverbal cues and repetitive nonverbal patterns. Consequently, Emotional intelligence aspects manifested through the use of these cues. However, the students' attitudes and interpretations of them varied according to their personality type, experience and preferences. The findings of the current inquiry revealed that EI affects the teachers' decision making regarding the use of nonverbal cues and thus its psychological impact on students and impacts on the student-teacher classroom interaction. The conclusions drawn from the study emphasise the need for the integration of teacher training programs on both EI and NVC to provide teachers with strategies to improve their effectiveness.

Keywords: Classroom interaction, classroom management, emotional intelligence, interpretation, kinesics, nonverbal communication, paralanguage, proxemics

List of Acronyms

EFL: English as a Foreign Language

EI : Emotional Intelligence

EQ : Emotional Quotient

IQ : Intelligence Quotient

NVC : Nonverbal Communication

TS : Tutorial Session

VC : Verbal Communication

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General Introduction

1. Background of the study

Communication is a complex process that enables individuals to exchange various messages in order to convey specific meanings or attitudes. Effective communication is one of the core elements that determine the continuity of human communities into existence. A major distinction within this domain is commonly made between verbal and nonverbal mediums of communication. Both types are regularly utilised simultaneously within different contextual settings for different communicative purposes. It is worthwhile mentioning that the latter might be employed among interlocutors consciously or subconsciously. Besides the main communicative aim sought by the interlocutor, the said mediums could be determined by other affective or conventional factors.

It has been empirically proven that nonverbal cues cover an integral portion of the overall human communication. They are commonly addressed as body language or kinesics. However, nonverbal communication (henceforth NVC) encompasses a considerable variety of manifestations (facial expressions, voice (paralanguage), proximity, gestures, haptics, physical appearance. etc.). Furthermore, there are several ways scholars have attempted to conceptualise the concept of NVC. Some view it as a code that is different from verbal language (i.e., words), and serves to fulfil different communicative purposes. Others conceive it from a function-based perspective (e.g., conversation management, deception, and deception-detecting, emotion expression, etc.).

The English as a foreign language (henceforth EFL) classroom is a rich setting in which NVC is commonly implicated. Combined with verbal language, nonverbal cues allow for the

continuity and effectiveness of student-teacher interaction in the classroom. Given the fact that the teacher is the leader of the classroom, the quality of such interactions highly depends on the extent to which she/he takes control of communication with his students, either at the cognitive, psychological, or social levels.

Although a considerable number of EFL teachers worldwide receive training dedicated to classroom management in general or communication management inside the classroom in particular, the affective part of it seems to be overlooked. A teacher can be properly trained and knowledgeable about this part of the teaching process yet still fail to properly apply what he/she learned if he does not consider the emotional impact it might have on the students. To exemplify, if a student has provided an unsatisfactory answer or argument during a classroom discussion and the teacher nonverbally expresses that he is disappointed, it might demotivate the student and prevent him/her from further participation and involvement in the discussion. Instead, the teacher should have anticipated this psychological effect and known how to manage communication among students to keep them motivated to think and provide more answers. The latter reflects what is referred to in the field of psychology as being emotionally intelligent.

The concept of emotional intelligence (henceforth EI) was popularised after the science journalist Danial Goleman published his best-selling book Emotional Intelligence in 1995. He considers this type of intelligence an essential characteristic of leadership performance. Many scholars suggest that it could be improved and trained, while others consider it an inborn quality. A large number of research studies have emphasised the importance of this type of intelligence not only for the intellectual part of the teaching-learning process, but most importantly at the affective level.

2.   Statement of the problem

Nonverbal communication is deemed pivotal to successful interpersonal communication in an EFL classroom. It allows for the proper transmission of knowledge, emotions, and attitudes in the course of the teaching process. Teachers who display adequate use of nonverbal cues combined with verbal ones are presumed to have better control over the classroom, in general, and communication with their students at different levels. Although such competence might be acquired through teaching experience, as well as special teacher training, it is highly dependent on many factors, such as the requirements of the lesson or the different needs of the students.

Moreover, the nonverbal communication of the teacher in the classroom has an influential role on the students at the academic, social and more particularly the psychological level. The latter will inevitably affect their attitudes towards the teacher himself and, therefore, their academic attainment. For instance, we have noticed that EFL students at Biskra University frequently express dissimilar points of view about the nonverbal communication of the teachers and comment on their voices, facial expressions, gestures, and proxemics, depending on how captivating or destructive they are.

Little attention is given to the affective aspect of nonverbal communication. It is not sufficient for teachers to be only knowledgeable about the different ways nonverbal cues can be utilised in the knowledge conveyance process. They ought to be able to perceive, anticipate, comprehend, and more importantly, manage their own emotions and those of their students. A significant part of it could be achieved by taking advantage of nonverbal cues as a concrete representation of the deep connection between them and their students. The latter could also be referred to as being emotionally intelligent.

The researcher hypothesises that a high level of emotional intelligence would enable teachers to predict the impact of their nonverbal communication on their students and, as a result, use it in the classroom in the most advantageous manner while avoiding any potential bad consequences. In this regard, the aim of this study is to investigate the possible effect (s) that EI has on the teacher's NVC and its effectiveness in the EFL classroom.

3. The research Questions

This research seeks to answer the following research questions:

RQ01: What nonverbal communicative patterns do EFL teachers employ in the classroom?

RQ02: What are the EI aspects that manifest in the teachers' use of these nonverbal patterns?

RQ03: What are the sstudents' opinions, perceptions and attitudes towards their teachers use of these nonverbal patterns?

4. The Research Hypotheses

The following research hypothesise are proposed based on the previous research questions:

RH01: Each teacher uses a specific set of nonverbal cues according to the context where the communicative act takes place.

RH02: The EI aspects that manifest are emotional management and emotional understanding.

RH03: The students 'opinions, perceptions and attitudes towards their teachers' use of these nonverbal patterns vary in accordance with their interpretation of them.

5. The Research Aims

The general aim of this study is to investigate the possible effect (s) of EI on the effectiveness of the nonverbal communication of the teacher in an EFL classroom.

More specifically, this research work aims to:

• explore what aspect (s) of EI might impact the NVC of the teacher in the classroom;

examine the different manifestations of the NVC of the teacher in different classroom settings as a part of the student-teacher classroom interaction; And

• shed light on the impact of the NVC of the teacher on the quality of the student-teacher classroom interaction.

6. The Research Methodology for this Study

For this research project, the researcher adopted a qualitative approach due to the nature of the study which entails the collection of qualitative data. Hence a case study research design will best fit the requirements of the study.

The first utilised data collection method is classroom observation. The researcher observed the nonverbal communication of each teacher as a part of their classroom interaction with students during different classroom activities (classroom discussion, group work, individual work, oral expression, and presentation delivery mainly). It should be noted that each teacher was observed for four successive sessions to identify the different nonverbal communicative patterns they repeatedly employ. Besides, semi-structured interviews were held with the teachers partaking in the study to be able to establish a clearer understanding about their use of the NVC cues under study and communicative intentions behind them and determine how EI aspects manifest at that

level. In addition, a semi-structured attitudinal questionnaire was administered to 38 EFL students

to uncover their attitudes and perceptions regarding the nonverbal communication of their teachers

in the classroom.

Hence, the convenient collection of data, analysis and interpretation enriches the findings

of the research study and lead to logical and fruitful results.

7. Population and Sampling Technique

The target population for this research work is teachers and students of English at Biskra

University. The sample of this study comprises two different groups: five teachers of English and

38 students of English from the Department of English language and literature. A non-probability

purposive sampling technique will be used. Teachers that will be, observed and interviewed were

chosen based on the course they teach and the classroom activities they implement (presentations,

discussion, group work, etc.), In addition to 38 students of English volunteered to respond to the

attitudinal questionnaire. Therefore, purposeful sampling.

8. Significance of the Study

Nonverbal communication is deemed pivotal to the successful transmission of meaning,

and attitudes, as well as the maintenance of efficient interpersonal interactions among individuals.

However, the effectiveness of such a vital type of communication is not randomly attained. The

ultimate goal of this study is to investigate the potential association between the effectiveness of

the nonverbal communication of EFL teachers in the classroom and their emotional intelligence.

In this research study is a significant contribution to the field of Applied Linguistics, in general,

and Teaching Methodology, in particular. It yielded valuable perspectives on the use of various

forms of nonverbal communication in the classroom as part of the teaching process in general and student-teacher interactions in particular. Additionally, it provided teachers with a deeper view of the different psychological impacts that it can have on their students and their academic achievement.

9. The Referencing Style of the Dissertation

Given the fact that the present research study belongs to educational research the seventh edition of the APA (American Psychological Association) referencing and citation style was employed. It should be noted that the arrangement, including the layout and cover page, is guided by the standard of the supervisor.

10. Structure of the Dissertation

Chapter One: Addresses the NVC of the teacher. It starts by a general overview regarding the notion of communication, its models and types. Subsequently, it presents an overview of the available literature regarding NVC, its multiple categories, functions and principles in addition to a set of research studies that are related to this type of communication from within the EFL context.

Chapter Two: It convers an overview of the available theoretical background on EI. It starts by the establishment of the relationship between emotions and intelligence moving to the main components that make up EI, its models, measures, training and ends with a review of previous research studies with regard to EI in the EFL context.

Chapter Three: It portrays a thorough overview of the methodological considerations and procedures considered by the researcher to fulfil the aims of the present investigation.

Chapter Four: It displays the results of the obtained data, its description, classification,

analysis and interpretation which lead to the drawn conclusions.

Chapter One: The NVC of the Teacher

Introduction

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1. Introduction

The efficacy of knowledge comprehension and assimilation is largely influenced by how effectively it was conveyed to learners. Classroom communication is a multifaceted process that involves a constant exchange of explicit and implicit messages, ideas, and attitudes between the teacher and learners. Moreover, it plays a critical role in effective classroom management and is of utmost importance. Although communication takes multiple forms the present chapter will mostly examine existing literature on NVC, particularly the NVC of the teacher in the classroom. It aims to critically analyse and synthesize existing research on it. It provided a general overview on the said type of communication starting by covering the definitions of the key concepts related to communication in general and NVC in particular to further outline and narrow the scope of the review to discuss the major themes and findings related to it.

1.1 The Notion of Communication

While the initial notion of communication is that it involves transmitting messages from a sender to a receiver via a specific medium, the reality is that there is an ongoing debate among scholars regarding the most appropriate definition of this concept. Communication is a complex and multi-faceted phenomenon that involves not only the transmission of information, but also the interpretation, understanding, and feedback of messages. As such, it might be viewed from a variety of perspectives, including linguistic, sociocultural, psychological, and technological. In accordance with what has been mentioned so far, the concept of communication might refer to "the process of generating meaning by sending and receiving verbal and nonverbal symbols and signs that are influenced by multiple contexts" (Leonard,2012, p.7).

A more recent and refined definition was suggested to the said concept as "the process of creating meanings between people through the exchange of signs. This complex enterprise

involves encoding by senders (transforming something internal into commonly understood signs) and decoding by receivers (the recognition, interpretation, and evaluation of signs used by others" (Burgoon et al.,2022, p.12).

The interactive nature of the communication process entails the necessity of creating shared meaning between individuals. The latter can only be achieved through the active encoding and decoding of signs between both the sender and the receiver of the shared message. Stated differently, it consists of the transformation of abstract ideas, emotions or attitudes into a specific comprehensible form(s) or sign (s) as the author labeled them to be shared with the receiver. The latter are meant to be identified, comprehended or interpreted and further evaluated by the receiver for communication to be achieved.

1.2   Models of Communication

The ever-evolving and dynamic nature of the process of communication is subject to multiple research studies and debates among scholars across several disciplines. The challenge is to establish a clear understanding of the different components of various and complex types of interactions and how these components impact one another for those interactions to take place in specific manners within different contexts. Leonard (2012) offers a similar perspective, stating that:

> Models of communication simplify the process by providing a visual representation of the various aspects of a communication encounter. Some models explain communication in more detail than others, but even the most complex model still doesn't recreate what we experience in even a moment of a communication encounter. Models still serve a valuable purpose for students of communication because they allow us to see specific concepts and steps within

the process of communication, define communication, and apply communication

concepts. When you become aware of how communication functions, you can

think more deliberately through your communication encounters, which can help

you better prepare for future communication and learn from your previous

communication. (Leonard, 2012, p.16).

The above-mentioned statement indicates the importance of these models as potential

representation of communication and to what extent they contribute to provide adequate

awareness about how it takes place and how it might be gradually improved. In line with existing

the literature, there are three distinctive models of communication: the transmission, interaction,

and transaction models.

1.2.1   The Transmission Model

It is the most basic model of communication. "It describes communication as a one-way,

linear process in which a sender encodes a message and transmits it through a channel to a

receiver who decodes it. The transmission of the message many be disrupted by environmental

or semantic noise" (Leonard, 2012, p.28). See Figure1:

Figure 1

The Transmission Model of Communication
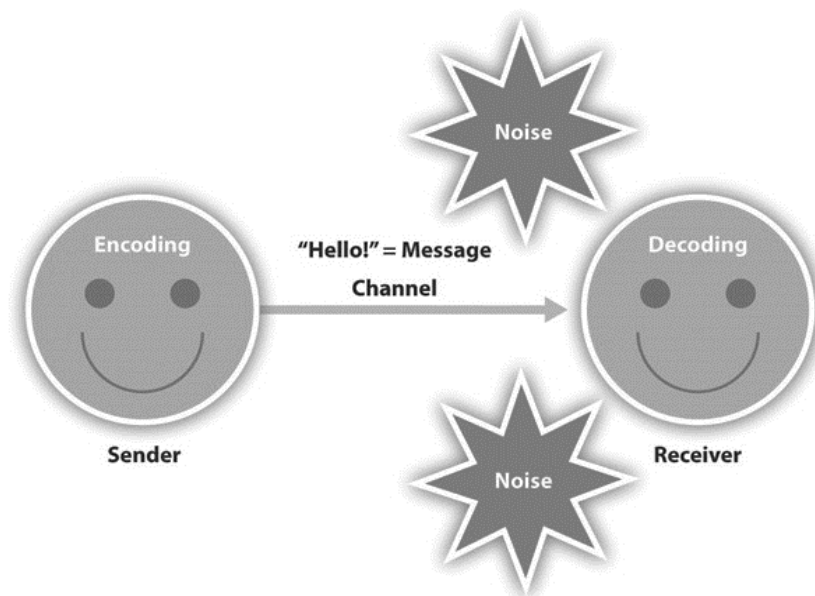
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Communication Studies by Leonard, V. (Ed.). (2012). *An Introduction to Interpersonal*

Communication: A Primer on Communication Studies (Vol. 1),p.19

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1.2.2   The Interaction Model of Communication

Dissimilar to the transmission model, "The interaction model of communication describes

communication as a two-way process in which participants alternate positions as sender and

receiver and generate meaning by sending and receiving feedback within physical and

psychological contexts." (Leonard,2012, p.28). Figure 2 depicts a visual representation of the

interaction model and how messages are exchanged among communicators:

Figure 2

The Interaction Model of Communication
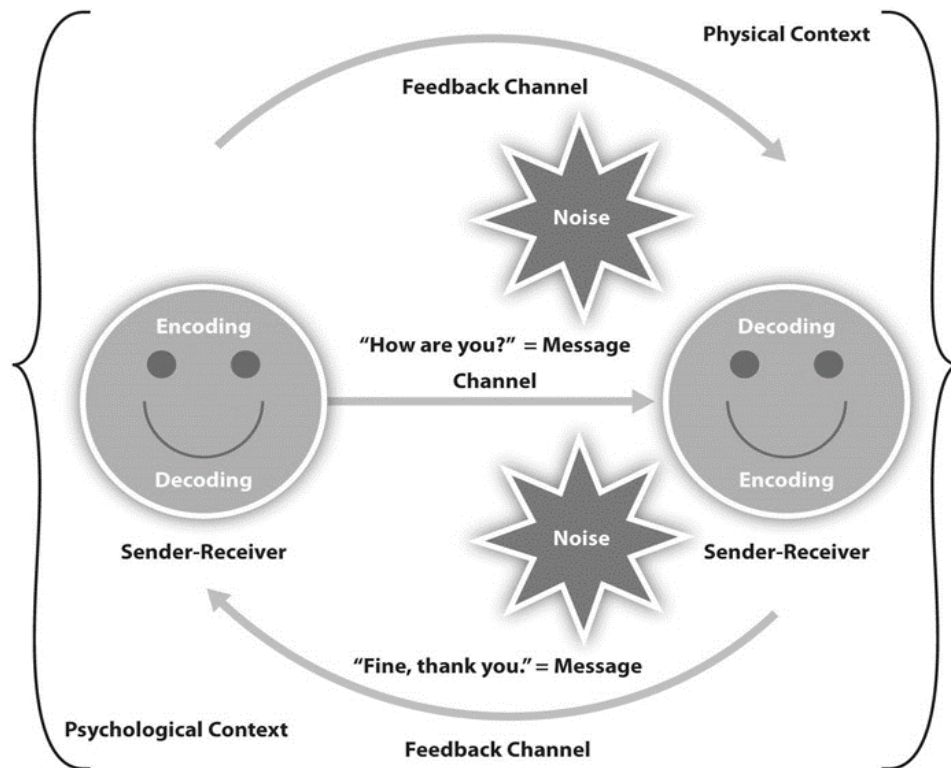
Note. Reprinted from An Introduction to Interpersonal Communication: A Primer on

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Communication: A Primer on Communication Studies (Vol. 1), p.23

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1.2.3   The Transaction Model of Communication

The transaction model accounts for the reciprocal and dynamic nature of the

communication process. It "describes communication as a process in which communicators

generate social realities within social, relational, and cultural contexts. This model includes

participants who are simultaneously senders and receivers and accounts for how communication

constructs our realities, relationships, and communities." (Leonard, 2012, p. 28) as exhibited in Figure 3:

Figure 3

The Transaction Model of Communication
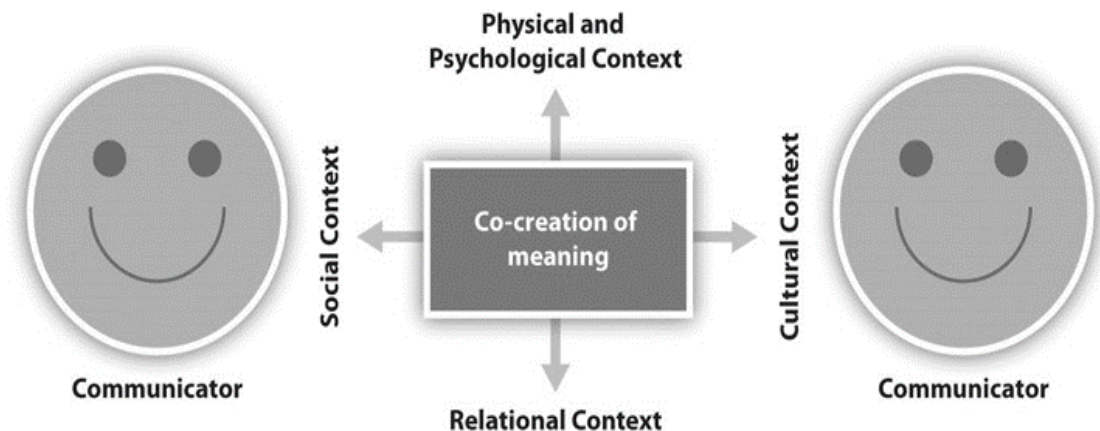
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The three aforementioned models indicate different attempts to conceptualise human communication and provide an approximate understanding on how it takes place. They vary from simple to complex and each has its own strengths and limitations. The transmission model is the simplest model because it views communication as a one-way process with little to no feedback between the communicator. Thus, it is considered as limited because human communication is mostly about interaction and exchange of information and feedback in general. However, it still applies in some communicative situations such as communication via digital devices.

The interaction model acknowledged the interactive nature of the communication process and the fact that it is a two-ways operation where both the sender and the receiver exchange mutual feedback with both the physical and psychological contexts being taken into consideration. The latter might include the cultural background of the participants and their personal experiences, as well the different parts of the social context in general. It allows for the reciprocal adjustment of the content of messages to achieve a successful interaction and avoid potential misunderstandings.

The Transaction Model builds on the interaction model and extends context to include the cultural, social and relational aspects as well. It has a holistic overview on how communication occurs and the different external factors that has impacts on it. It is worthwhile mentioning that communication models do not reflect the complexity of a communication encounter yet they can be useful to develop a simplified understanding on the major elements that take place during the process and make reflections on them for constant improvement.

1.3   Types of Communication

A large and growing body of literature on human communication pays particular attention to its various manifestations and how they can be interrelated given the complexity of the process. In this regard, scholars have identified four distinct types of communication: intrapersonal communication, interpersonal communication, verbal communication (henceforth VC) and NVC.

1.3.1   Intrapersonal Communication

Intrapersonal communication is the only type of communication that takes place inside one's own mind. It "is communication with oneself using internal vocalisation or reflective thinking." (Leonard,2012, p.8). Thus, it is not perceived or shared by other participants. Yet, it is

still counted as a distinctive type of communication. Leonard (2012) further explains that this type of communication aids individuals to build and maintain their self-concept and social adjustment.

1.3.2   Interpersonal communication

Interpersonal communication is highly impactful on interpersonal relationships. It is defined as "the verbal and nonverbal interaction between two (or sometimes more than two) interdependent people" (Devito, 2016, p.26) or "communication between people whose lives mutually influence one another" (Leonard, 2012, p.9). It is the most common type of communication individuals engage in.

1.3.3   Verbal Communication

VC is one of the primary forms of communication. It involves the use of language to convey meaning between individuals or groups, and it is a complex and nuanced process that has been the subject of extensive research across a range of disciplines. Language, in this sense, refers to the use of both spoken or written words. An individual's ability to do the latter is referred to in the literature as the verbal ability.

> "Verbal ability refers to a person's facility at putting ideas into words, both oral and written. This facility involves possessing not only a strong working vocabulary but also the ability to choose the right words to convey nuances of meaning to a chosen audience. Verbal ability also includes the ability to organize words in coherent ways" (Andrew et al., 2005, p.344).

In other words, in order to be able to communicate verbally, an individual should possess the skill to select, organize and correctly use previously acquired vocabulary in a coherent manner to express specific ideas to a specific audience.

1.3.4   NVC

NVC is an essential aspect of human interaction that goes beyond the spoken or written word. According to Burgoon et al. (2022), defining NVC proved to be elusive due to the fact that it is challenging to establish a clear distinction between communicative and noncommunicative nonverbal cues and whether communicative nonverbal cues include those produced by the encoder or those that are correctly interpreted or decoded by the receiver. Buck as cited in (Burgoon et al,2022 p.13) provided support to the abovementioned idea:

> I think of communication as proceeding in two simultaneous streams, one of which is symbolic in which there is an encoding process; information is encoded into symbols and is decoded by the receiver. Then the other way is a spontaneous process where emotion is displayed and is picked up by pre-attunements in the receiver. This is very different because the emotional, the spontaneous process is based upon evolved sending and receiving mechanisms. The sender is not consciously aware of sending an intentional message. The receiver is often not intentionally aware of receiving a message. They often get the message in terms of vibes and feelings. Buck as cited in (Burgoon et al,2022, p.13)

A basic definition of NVC is a "behaviour of the face, body, or voice minus the linguistic content, in other words, everything but the words" (Hall et al, 2019, p.272) or "a process of generating meaning using behaviour other than words." (Leonard, 2012 p. 181). While there is a mutual agreement regarding the definition of the said type of communication, they claimed that

verbal and NVC usually go hand in hand and that most nonverbal cues can be verbally conveyed yet contextual factors might intervene and determine the communicator's communicative choice accordingly (Hall et al ,2019; Leonard, 2012).

Jones and Le Baron (2002) attempted to study the relationship between verbal and NVC. The authors advocate for an integrated approach to study verbal and nonverbal cues while they co-occur to better understand their interrelationship. However, the article did not provide practical implications or suggestions for future communication but rather a theoretical understanding of both types and how they simultaneously take place in multiple contexts and circumstances.

Within the same line, in her study entitled the power of verbal and NVC in Learning, Wahyuni (2019) explored the effects of both types of communication on the quality of learning in the classroom. The author emphasised that the teacher's performance in the classroom and the ability to proficiently communicate through both mean directly affects the academic achievement of their students. The researcher further sheds lights on the importance of effective communication in the field of education and the constant need to refine both types of communication so that teachers be able to enhance their teaching practises.

1.3.4.1 Types of NVC

NVC is rich area of investigation. Research has identified a wide range of nonverbal cues. Scholars have classified these cues into different types. In this regard, the forthcoming part will provide a general overview about the available research on them. Addedly, taking into account that the main focus of the present study is on three specific nonverbal categories: paralanguage, kinesics as well as proxemics, it will delve deeply into their significance in effective communication in general and classroom communication in particular.

1.3.4.1.1 General Overview

Based on the literature, nonverbal cues are generally categorized in two different manners. One the one hand, Leonard (2012) suggests five major categories that include: haptics, chronemics, vocalics (paralanguage), personal presentation and environment, kinesics and proxemics. The author defined each category as follows:

Kinesics: "refers to body movements and posture and includes the following components" (Leonard,2012, p.223):

- **Gestures** "are arm and hand movements and include adaptors like clicking a pen or scratching your face, emblems like a thumbs up to say "OK," and illustrators like bouncing your hand along with the rhythm of your speaking" (Leonard,2012, p.223).

- **Head movements and posture** "include the orientation of movements of our head and the orientation and positioning of our body and the various meanings they send. Head movement such as nodding can indicate agreement, disagreement, and interest, among other things. Posture can indicate assertiveness, defensiveness, interest, readiness, or intimidation, among other things" (Leonard,2012, p.223).

- **Eye contact** "is studied under the category of oculesics and specifically refers to eye contact with another person's face, head, and eyes and the patterns of looking away and back at the other person during interaction. Eye contact provided turn taking signals, signals when we are engaged in cognitive activity, and helps establish rapport and connection, among other things" (Leonard,2012, p.223).

- **Facial expressions** "refer to the use of the forehead, brow, and facial muscles around the nose and mouth to convey meaning. Facial expressions can convey happiness, sadness, fear, anger, and other emotions" (Leonard,2012, p.223).

Haptics "refers to touch behaviours that convey meaning during interactions. Touch operates at many levels, including functional professional, social-polite, friendship-warmth, and love-intimacy" (Leonard,2012, p.223).

Vocalics "refers to the vocalized but not verbal aspects of NVC, including our speaking rate, pitch, volume, tone of voice, and vocal quality. These qualities, also known as paralanguage, reinforce the meaning of verbal communication, allow us to emphasise particular parts of a message, or can contradict verbal messages" (Leonard,2012, p.223).

Proxemics "refers to the use of space and distance within communication.US Americans, in general, have four zones that constitute our personal space: the public zone (12 or more feet from our body), social zone (4–12 feet from our body), the personal zone (1.5–4 feet from our body), and the intimate zone (from body contact to 1.5 feet away). Proxemics also studies territoriality, or how people take up and defend personal space" (Leonard,2012, p.223).

Figure 4

Proxemics Zones of Personal Space
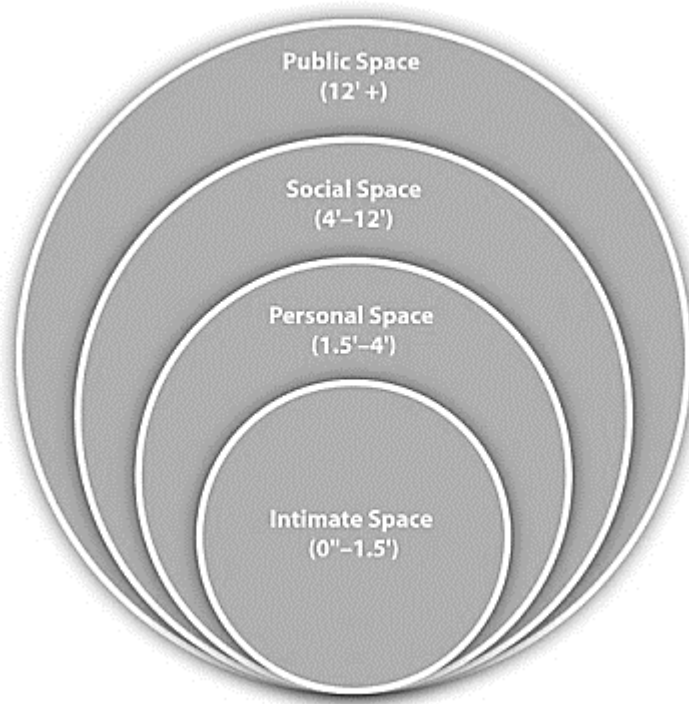
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Communication: A Primer on Communication Studies (Vol. 1), p.213

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Chronemics "refers the study of how time affects communication and includes how different

time cycles affect our communication, including the differences between people who are past or

future oriented and cultural perspectives on time as fixed and measured (monochronic) or fluid

and adaptable (polychronic)" (Leonard,2012, p.224).

Personal presentation and environment "refers to how the objects we adorn ourselves and

our surroundings with, referred to as artifacts, provide nonverbal cues that others make meaning

from and how our physical environment—for example, the layout of a room and seating positions and arrangements—influences communication" (Leonard,2012, p.224).

The above-mentioned is considered to be the most prevalent way of categorizing nonverbal cues in the literature.

On the other hand, Buck and VanLear's (2002) distinguish between three other different categories and provide a useful framework to better understand them. These categories were defined by the authers as follows:

- **Spontaneous communication** "is defined as the nonintentional communication of motivational-emotional states based upon biologically shared nonpropositional signal systems with information transmitted via displays" (Buck & VanLear's ,2002, p.522).

To elucidate, humans tend to express multiple emotions in a non-premediated way via the unconscious use of nonverbal cues. The later results into spontaneous nonverbal responses that are primarily motivated by their emotional states or motivation.

- **Symbolic communication** is intentional and uses learned, socially shared signal systems to transmit propositional information via symbols (Buck & VanLear's ,2002, p.522).

It suggests that when individuals engage in symbolic communication, they utilise different signals or symbolic cues for the intentional exchange of information that is mutually understood by communicators. The said cues are more likely to be learned or acquired through social interactions.

- **Pseudo-spontaneous communication** involves the intentional and strategic manipulation of displays (Buck & VanLear's ,2002, p.522).

It includes the deliberate use of certain cues or behaviours, that seem spontaneous from an external point of view while they are not, in order to manipulate a certain situation to achieve a specific goal.

The above approach to categorizing nonverbal cues prioritizes the intentions behind their use and the outcomes it generates over the cue per se.

1.3.4.1.2 Kinesics

As far as the educational context is concerned, a significant number of research studies were conducted regarding the teacher's use of Kinesics such as arm and hand gestures, head movements, body posture, eye contact, and facial expressions as a part of his performance in the classroom.

In her study, Nuhwan (2019) investigated the use of non-verbal aspects of kinesics in EFL classroom language. A vocational high school teacher in Bogor was observed using a qualitative research method and a case study approach to gather data. Focus was on five main categories of nonverbal aspects of kinesics including gestures, head movements, eye contact, facial expressions, and postures. The findings of this research study revealed that hand gestures dominated a huge part of the NVC of the observed teacher. The study put significant emphasis on the importance of NVC in language teaching and on teachers being mindful of its impact on students.

Within the same line, AlGhamdi and Alghamdi's (2017) study demonstrated that incorporating spontaneous gesturing in the EFL classroom can be advantageous for interaction and the learning process. They found that it improves communication, increases students' engagement, and enhances language acquisition if properly implemented by teachers despite

possible drawbacks such as cultural differences or the over-reliance on gestures as an alternative to verbal communication.

Addedly, Malnab and Humaerah (2021) conducted a research study that examined the kinesthetic cues used by English teachers in ELT classrooms. The Islamic State Institute of Kendari in Indonesia was the location of the study, with a single lecturer serving as the participant. Using Ekman's (1969) NVC theory, data was collected through video recording and observation checklist items. The findings indicated that all forms of kinesthetic NVC, including emblems, illustrators, effect displays, regulators, and adaptors, were used by teachers during teaching and learning sessions. It suggests that when teachers utilize NVC skills in kinesics, students are more likely to be attentive, engaged, and motivated to learn, resulting in improved understanding of the material. Further, the use of NVC in teaching can make the learning process more effective, interesting, informative, and conducive, thereby improving students' ability to focus and learn.

While previous studies have provided valuable insights into the importance of the use of kinesics to both the teaching and learning processes, there is still a lack of in-depth empirical research on how teachers can optimize their use and relatively take advantage of them in order to improve the quality of both processes.

1.3.4.1.3 Paralanguage

Although vocal features such as voice pitch, tone, volume, rate, articulation and pronunciation and even pauses and silence have a significant impact for when it comes to the way teachers articulate certain words or utterances and to the way they communicate certain ideas or attitudes as part of classroom communication, the existing literature on this type of nonverbal cues covers mainly theoretical aspects of it and provided general recommendations

into how they ought to be considered. For instance, Mohamed Khalifa and Faddal (2017) conducted a study examining the effects of paralanguage in teaching and learning English language. Findings of the said study revealed that incorporating paralanguage has a positive influence on students' motivation, participation, and overall academic performance in English language acquisition. The authors suggest that teachers should use paralanguage, such as gestures, facial expressions, tone of voice, and other nonverbal cues, to reinforce key concepts and engage students. However, no practical recommendations were provided for teachers to effectively implement these cues to communicate meaning and emotions to students.

1.3.4.1.4 Proxemics

The physical distance between the teacher and students in the EFL classroom reflects one of the different ways a teacher can approach his/her students in a communicative way that serves different pedagogical purposes. To exemplify, according to Chin et al. (2017), some teachers tend to make use of space and manipulate the special design during instructional activities in order to enhance the quality of the learning and teaching experience, and that is referred to in the literature as instructional proxemics. In this regard, Chin et al. (2017) conducted a research study that investigates the impacts of instructional proxemics on classroom teaching and learning. According to the current research, how teachers interact with students in class is influenced by the classroom's physical layout, seating arrangements, and the lesson plan. Moreover, students expressed a preference for having more frequent interactions with their teachers. As a result, teachers should vary their teaching styles and move around the classroom to cultivate stronger relationships with their students.

Despite its undeniable significance, it is clear that several aspects of NVC are overlooked by researchers in the field of education. More importantly, there is a crucial gap in research

regarding the practical implications that teachers can rely on in order to communicate more

effectively in accordance with different classroom situations and requirements.

1.3.4.1.5 *Student's Perceptions of the Teacher's NVC*

Students receive a wide range of nonverbal cues from their teachers during classroom

interaction. The latter affect both their knowledge attainment and perception of their teacher.

Behjet et al (2014) investigated student's attitudes on teacher's nonverbal interaction in Iranian

EFL classrooms. Based on the findings of this research, pupils acknowledge that teachers' facial

expressions and eye contact can impact their language acquisition. Through eye contact, teachers

can create an engaging learning environment where students are attentive and actively participate

in the learning process, leading to improved retention and comprehension. Additionally, teachers'

body movements can be an effective tool in teaching, particularly when conveying stories or

explaining challenging concepts. The appropriate use of head, shoulders, and hands can enhance

students' understanding and signal the teacher's proficiency in their subject.

Furthermore, Karim and Sotoudehnama (2017) conducted a qualitative study on

teacher's NVC and Iranian EFL learners' perception of language learning. The study revealed

that a teacher's NVC can enhance the learning experience for students and aid in their language

acquisition, specifically in areas such as vocabulary, grammar, and pronunciation. More

importantly, based on students' feedback, the research identified six main teacher roles

associated with the use of NVC: teacher as a composer, teacher as a constructor, teacher as a

facilitator, teacher as a director, teacher as an evaluator, and teacher as a motivator. See Figure 5

bellow:

Figure 5

How Language Learners Perceive Teacher's NVC
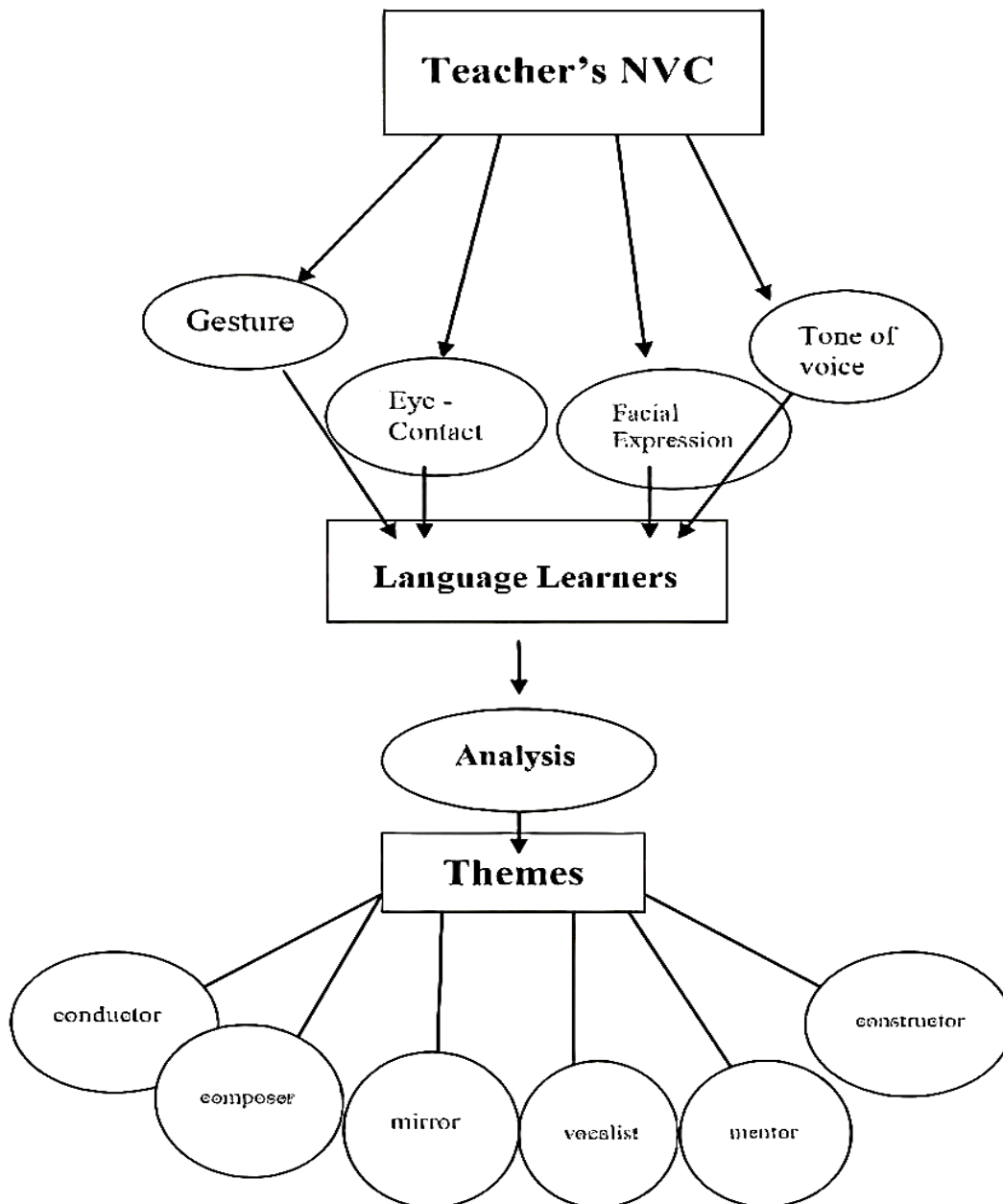
Note. Reprinted from A Qualitative Study on Teacher's Nonverbal Communication and Iranian

EFL Learners' Perception of Language Learning by Karim, A., & Sotoudehnama, E.

(2017). *Journal of Language Horizons*, *1*(1), p.117

https://doi.org/10.22051/lghor.2017.13392.1044

A research study conducted by Martikainen (2019) attempted to examine the possible ways students perceive and categorise their teachers based on the nonverbal cues they use during classroom interaction. 65 students attending a Finnish vocational college for culture studies were presented with 17 paintings portraying different individuals. The students then examined the paintings as representations of educators. The resulting information was scrutinized utilising membership categorisation analysis.

Figure 6

Membership Categories Analysis
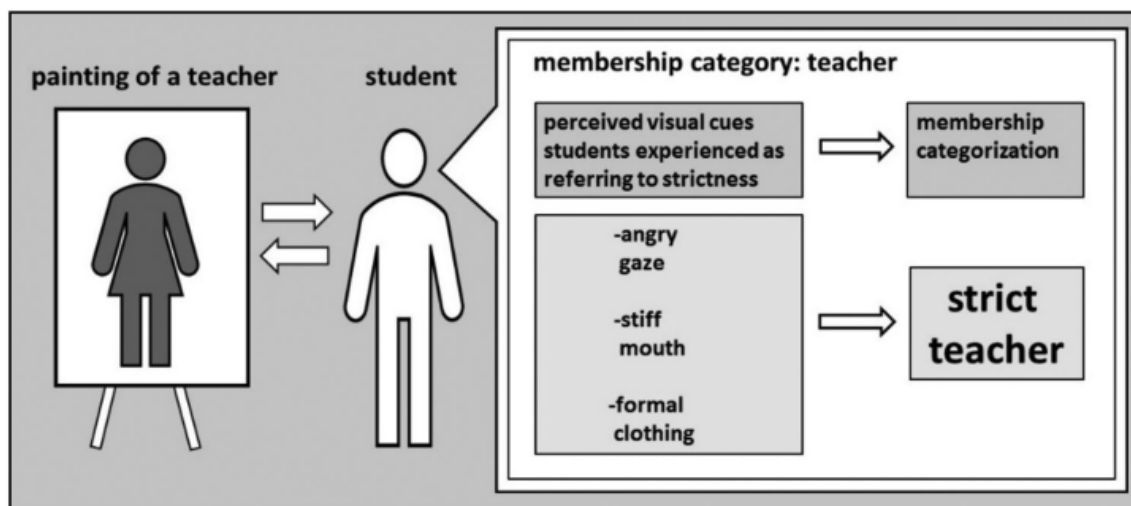
Note. Reprinted from How Students Categorize Teachers Based on Visual Cues: Implications of

Nonverbal Communication for Classroom Management by Martikainen, J. (2019).

Scandinavian Journal of Educational Research, 1–20, p.7

https://doi.org/10.1080/00313831.2019.1595713

Upon analysis of the data, it was found that the students had linked the physical appearance of the individuals in the paintings to various social attributes that served as the foundation for classification. Five distinct types of teachers were identified most frequently by the students: strict teacher, friendly teacher, distant teacher, communicative teacher, and indifferent teacher. The categories of strict and friendly teachers were found to be related as they represented different aspects of a teacher's authority. Similarly, the categories of distant and communicative teachers were related as they represented various facets of approachability and communication. While the aforementioned categories conveyed positive or negative involvement of teachers in teaching and classroom interaction, the category of indifferent teacher lacked such involvement. Based on the students' categorizations, it appeared that there was a space where teachers were evaluated in terms of their authority and their involvement in communication Figure 7).

Figure 7

Categories of Teachers Located on the Axes of communicativeness and Authority
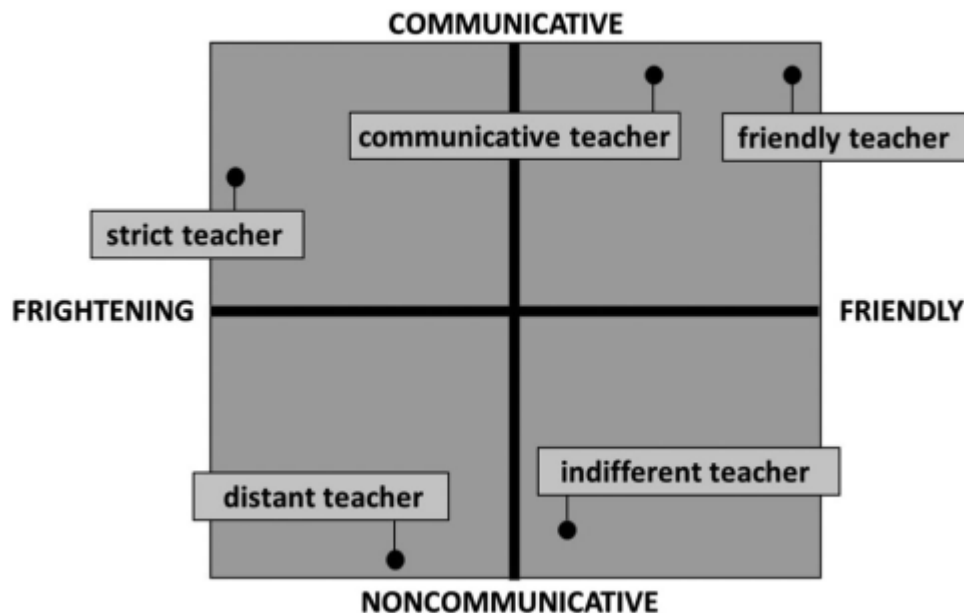
Note. Reprinted from How Students Categorize Teachers Based on Visual Cues: Implications of Nonverbal Communication for Classroom Management by Martikainen, J. (2019). *Scandinavian Journal of Educational Research*, 1–20, p.7 https://doi.org/10.1080/00313831.2019.1595713

1.3.4.1.6 Principles of NVC

According to Leonard (2012) NVC has four distinct principles which are as follows:

- **NVC Conveys Important Interpersonal and Emotional Messages:**

Leonard (2012) explained that nonverbal cues are important in situations where verbal and nonverbal messages are conflicting, and in emotional or relational communication. nonverbal cues become particularly important. The significance of NVC is also evident in how it affects a person's credibility; even if the verbal content is impartial and well-informed, deficient NVC can reduce credibility. Although there are exceptions, NVC generally carries more meaning in interpersonal and emotional exchanges.

- **NVC Is More Involuntary than Verbal**

Leonard (2012) posited that involuntary VC can occur as a response to surprising stimuli, such as saying "owww!" when stubbing a toe. Nonverbal signals are more common and often below our consciousness, making them harder to control. While VC can be consciously stopped, NVC is always present and can generate meaning for others. Even when we try to conceal our emotions, our nonverbal signals may still convey messages. This makes NVC difficult to repress or control. "For example, facial expressions such as blushing, sweating or yawning etc. are largely beyond the control of the individual. In such a case, the context and power relationships among participants play the vital role" (Negi, 2009, p.103).

- **NVC Is More Ambiguous**

Leonard (2012) suggested that the abstract and symbolic nature of language can lead to misunderstandings, but NVC is even more ambiguous. Most nonverbal signals can be linked to multiple meanings, and many do not have a specific meaning. Nonverbal cues however might be interpreted with relevance to contextual clues. NVC does not have explicit rules of grammar that bring structure and agreed-on patterns of usage like VC does. Instead, NVC norms are implicitly learned, which leads to greater variance and more idiosyncrasies in usage, further increasing their ambiguity.

- **NVC Is More Credible**

Leonard (2012) claimed that in situations of stress or danger, individuals tend to rely more on nonverbal cues as they are more instinctual and authentic compared to verbal communication. This is due to the innate and subconscious nature of nonverbal expressions that make them difficult to fake. Even individuals who are blind from birth exhibit the same facial expressions as others, emphasizing the innate aspect of NVC. Furthermore, "people in different cultures have a common understanding of non-verbal cues; however, the total meaning of discourse can be culturally determined and differ in different countries." (Negi, 2009, p.103).

1.3.4.1.7 *Functions of NVC*

Gamble and Gamble (2017) stated that NVC serves four main purposes or functions:

- Substituting: A nonverbal message can serve as a substitute or alternative to a verbal message.

- Emphasizing: The combination of nonverbal and verbal cues can enhance communication by adding emphasise to the words spoken.

- Contradicting: In situations where the nonverbal cues conflict with verbal statements, the nonverbal cues tend to reveal the speaker's true intentions more accurately than their words.

- Regulating: Nonverbal messages play a role in regulating verbal communication by indicating when to speak and when to listen. This is achieved through various cues, such as head nods, eye contact, and pauses.

Conclusion

From the set of research examined in this chapter, it can be inferred that NVC is a rich area to explore from different perspectives and at various levels in relation to the educational context, in general, and the EFL context, in particular. Little attention is given to the practical aspect of the nonverbal cues and the possible ways it could be exploited as part of the student-teacher interaction in the classroom.

The upcoming chapter of the literature review offers a systematic overview regarding EI, which gained significant attention among scholars in recent years. By synthesizing the existing body of knowledge, we will explore the various theoretical frameworks, models, and more components that are associated to EI in order to highlight its relevance in diverse contexts.

Chapter Two: Emotional Intelligence

Introduction

2.1   Emotions

2.1.1   Emotions and rationality

2.2   Intelligence

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Conclusion

2.   Introduction

Emotional intelligence is invaluable in navigating the complex social landscape of modern life. Over the past few decades, researchers have sought to better understand the nature of EI, its measurement, and its implications for various domains of functioning. The present chapter reviews the current research on EI, its Models, assessment, training and its association with NVC which is the main focus of the current study.

2.1   Emotions

Defining the concept of emotions remains elusive because it is context-dependent and associated with a wide range of subjective emotional experiences of individuals. According to the APA dictionary of psychology (2023), it can be defined as:

> complex reaction pattern, involving experiential, behavioural, and physiological elements, by which an individual attempts to deal with a personally significant matter or event. The specific quality of the emotion (e.g., fear, shame) is determined by the specific significance of the event. For example, if the significance involves threat, fear is likely to be generated; if the significance involves disapproval from another, shame is likely to be generated. Emotion typically involves feeling but differs from feeling in having an overt or implicit engagement with the world. (APA,2023).

Stated differently, emotions are a complex response to something or a situation that is of significant importance to an individual. It encompasses the feeling one associates to the event, and the behaviour or body reaction that might result out of it.

Consistent with the previous definition, emotions can also be defined as "a complex experience of consciousness, bodily sensation, and behaviour that reflects the personal

significance of a thing, an event, or a state of affairs." (Solomon,2023). The present definition

shares the same aspect of significance with the previously mentioned one. Both definitions

highlighted that in order for an emotional response to take place, the incident should be of great

significance to the person concerned in order for him to generate feelings and bodily reactions

accordingly.

A common misconception occurs between the concepts of feelings and emotions. The

review of the literature indicated that they tend to be used interchangeably yet, there is a sub-

distinction between them. Feelings can be categorized into three distinct groups: "physiological

feelings, e.g., hunger, thirst, nausea; emotional feelings, e.g., anger, anxiety, happiness or

intuitive feelings, i.e., non-cognitive, gut feelings, inner knowing" (Sparrow and Knight ,2006).

Therefore, both concepts are closely related. Feelings can be thought of as a component that

contributes to the overall emotional experience of an individual regarding a significant life event

or situation.

2.1.1   *Emotions and Rationality*

The relationship between emotions and rationality is deemed to be intricate and varied. It is

controversial point widely discussed in the literature. Solomon (2023), argued that although a

considerable number of scholars claim that emotions and rationality are conflicting, others

believe that emotions can be both rational and functional. The author further explains that

emotions involve behaviour, thoughts, and culture, which can all impact their rationality and that

a one way to determine the rationality of an emotion is by assessing its accuracy in perceiving

and evaluating a situation.

2.2   Intelligence

Intelligence is an interdisciplinary notion. Scholars from different fields of study suggested multiple definitions to it accordingly. In an attempt to reach a precise definition of intelligence, Legg and Hutter (2007) conducted a research study in which they compiled and analysed 70 different existing definitions of it. They categorised them into three categories: collective definitions, that are proposed by specific groups or organizations, psychologist definitions and artificial intelligence researchers' definitions. The findings of the study indicated that after the analysis of these definitions three characteristics of intelligence can be extracted:

- Intelligence is a mental feature that belongs to an individual agent while they engage in interactions with their surrounding (s).

- Intelligence is the capacity of an agent to accomplish or benefit from a specific aim or objective.

- Intelligence is determined by the agent's capability to adjust and thrive in various environments and achieve different objectives.

The American Psychological Association defines intelligence as "the ability to derive information, learn from experience, adapt to the environment, understand, and correctly utilize thought and reason" (APA,2023). Overall, this definition of intelligence emphasises the ability to gather and use information effectively, learn from previous situations and events, adapt to changing circumstances, and think critically and logically.

Psychologists are divided on the extent to which intelligence is influenced by genetic factors versus the environment. Therefore, they have developed various contrasting theories of intelligence and devised tests to assess this complex concept.

2.3   Theories of Intelligence

2.3.1   Spearman's General Intelligence

"General intelligence, also known as g factor, refers to a general mental ability that, according to Spearman, underlies multiple specific skills, including verbal, spatial, numerical and mechanical." (Ruhl,2023, para.7). MSEd (2022) explains that after analysing mental aptitude tests using factor analysis, Charles Spearman (1863–1945), deduced that the results of these tests were remarkably comparable. Individuals who excelled in one cognitive test typically performed well on others, and those who struggled with one test often struggled with others as well. As a result, he concluded that intelligence is a broad cognitive aptitude that can be measured and quantified by researchers.

Figure 8

The g Factor and the Four Skills
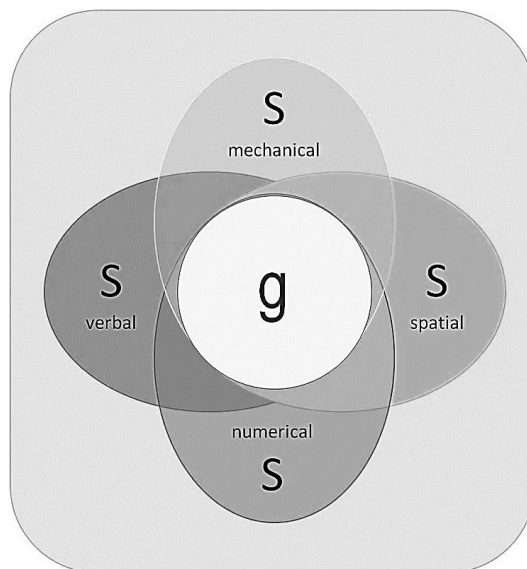
Note. Reprinted from Intelligence: Definition, Theories & Testing Ruhl, C. (2023). - Simply

Psychology. *Simply Psychology*.

https://www.simplypsychology.org/intelligence.html?utm_source=pocket_reader

2.3.2   Thurstone's Primary Mental Abilities

According to Ruhl (2023), Thurstone (1938) disputed the idea of a single g-factor in intelligence. After examining data from 56 distinct tests of cognitive abilities, he discovered a number of primary mental abilities that together make up intelligence, rather than a single general factor. As reported by Ruhl (2023) Thurstone's model identifies seven main cognitive abilities. Table 1 summarises them as follows:

Table 1

The Thurstone's Cognitive Abilities

Mental Ability	Description
Word Fluency	Ability to use words quickly and fluency in performing such tasks as rhyming, solving anagrams, and doing crossword puzzles.
Verbal Comprehension	Ability to understand the meaning of words, concepts, and ideas.
Numerical Ability	Ability to use numbers to quickly computer answers to problems.
Spatial Visualization	Ability to visualize and manipulate patters and forms in space.
Perceptual Speed	Ability to grasp perceptual details quickly and accurately and to determine similarities and differences between stimuli.
Memory	Ability to recall information such as lists or words, mathematical formulas, and definitions.
Inductive Reasoning	Ability to derive general rules and principles from presented information.

Note. Reprinted from Intelligence: Definition, Theories & Testing Ruhl, C. (2023). - Simply Psychology. *Simply Psychology*.

https://www.simplypsychology.org/intelligence.html?utm_source=pocket_reader

2.3.3   Gardner's Multiple Intelligence

Drawing on Thurstone's earlier work, as reported by Ruhl (2023), Howard Gardner advanced the idea that intelligence cannot be reduced to a single measure or metric, but rather encompasses multiple, distinct forms of intelligence, each with its own set of skills and abilities that are contextually relevant. The latter is labeled in the literature as the theory of multiple intelligences that include:

- **Bodily-kinesthetic intelligence**: The ability to control body movements and handle objects skillfully

- **Interpersonal intelligence**: The capacity to detect and respond appropriately to the moods, motivations, and desires of others

- **Intrapersonal intelligence**: The capacity to be self-aware and in tune with inner feelings, values, beliefs, and thinking processes

- **Logical-mathematical intelligence**: The ability to think conceptually and abstractly, and to discern logical or numerical patterns

- **Musical intelligence**: The ability to produce and appreciate rhythm, pitch, and timbre

- **Naturalistic intelligence**: The ability to recognise and categorize animals, plants, and other objects in nature

- **Verbal-linguistic intelligence**: Well-developed verbal skills and sensitivity to the sounds, meanings, and rhythms of words

- **Visual-spatial intelligence**: The capacity to think in images and visualize accurately and abstractly

(MSEd,2022, para 9)

2.3.4   Triarchic Theory of Intelligence

"Psychologist Robert Sternberg defined intelligence as "mental activity directed toward purposive adaptation to, selection, and shaping of real-world environments relevant to one's life." (MSEd,2022, para.7). According to Ruhl (2023), the Triarchic Theory involves three main aspects of intelligence that are as follows:

- **Analytical intelligence (componential intelligence):** denotes the capacity to analyse and evaluate issues in order to arrive at solutions. This is the skill set measured by a standard IQ test.

- **Creative intelligence:** The skill to produce imaginative and intriguing ideas by surpassing existing limitations. It involves using one's imagination, innovation, and problem-solving abilities.

- **Practical intelligence:** The capacity to address practical challenges in daily life by effectively adapting to the environment through a person-environment fit.

2.4   Emotional Intelligence

The notion of intelligence has expanded beyond traditional measures of cognitive intelligence to include EI. EI has become a prominent topic of discussion and investigation in various fields, mainly psychology, management and leadership, which reflect a growing recognition of its importance. It was initially introduced by both psychologists Peter Salovey and John. D Mayer who defined it as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." (Salovey & Mayer, 1989, p.189). However, it gained widespread popularity after the

publication of the 1995 best-selling book "EI, why it can matter more than IQ" by Daniel Goleman.

As Sparrow and Knight (2006) explains, the societal changes and emerging organizational requisites in the 21st century have given rise to a greater need for effective self-management, relationship management, creativity, and flexibility, which are critical aspects of EI that are directly linked to work performance and leadership.

2.5   Models of Emotional Intelligence

As previously mentioned, EI was originally formulated by Peter Salovey and John Mayer in 1990, who, according to Neubauer and Freudenthaler (2005), proposed three major components: appraisal and expression of emotion, regulation of emotions, and utilization of emotions. They later presented a modified version of EI and the first performance test, the Multifactor EI Scale (MEIS), which remains the only published ability model of EI. However, other models of EI have since emerged, such as mixed models (e.g., Bar-On's and Goleman's mixed models of EI).

2.5.1   *The Salovey-Mayer Ability Model of Emotional Intelligence*

As mentioned in Neubauer and Freudenthaler (2005), Mayer and Salovey put forward a new definition of EI (EI) in 1997, which distinguishes it from traditional social-emotional personality traits. The revised model strictly constrains EI to a mental ability concept and includes a new performance-related domain, referred to as thinking about emotions. The authors referred to EI as a group of emotional abilities that can be classified into four branches or classes. These branches encompass a range of basic to advanced skills, with each branch consisting of four representative abilities that vary in their developmental origins. The said branches were summarized by Mike Clayton (2022) as follows:

Perceiving Emotions: the capacity to identify and comprehend emotions originating from diverse sources, including linguistic cues, vocal intonations, bodily postures, gestures, and facial expressions. Additionally, emotional perception encompasses the capacity to recognise and interpret one's own emotional states.

Understanding Emotions: It entails the ability to know how emotions work and what they mean, as well as the complex relationships between subtle variations of emotions. It also includes being able to detect subtle distinctions between similar emotions and being aware of how emotions change over time

Managing Emotions: It refers to the skill of controlling one's own emotions and influencing the emotions of others. It involves the ability to utilize emotions, including negative ones, to achieve positive outcomes in real-world situations.

Using Emotions: Different than managing emotions. It involves leveraging one's emotional state to address a task or problem effectively, as emotions can sometimes interfere with our ability to think rationally. Hence, if we can channel our emotions towards our objectives, we can make better decisions and solve problems more efficiently.

Neubauer and Freudenthaler (2005) summarized the EI components and their significance and manifestations at different levels according to the updated version of the Salovey and Mayer (1997) Model as Figure 9 indicates below:

Figure 9

Salovey and Mayer 1997 Model of EI

Perception, Appraisal, and Expression of Emotion

| Ability to identify emotion in one's physical states, feelings, and thoughts. | Ability to identify emotions in other people, designs, artwork, etc., through language, sound, appearance, and behavior. | Ability to express emotions accurately, and to express needs related to those feelings. | Ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feeling. |

Emotional Facilitation of Thinking

| Emotions prioritise thinking by directing attention to important information. | Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings. | Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view. | Emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning and creativity. |

Emotional Intelligence

Understanding and Analyzing Emotions; Employing Emotional Knowledge

| Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving. | Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss. | Ability to understand complex feelings: simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise. | Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction, or from anger to shame. |

Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth

| Ability to stay open to feelings, both those that are pleasant and those that are unpleasant. | Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility. | Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential, or reasonable they are. | Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey. |

Note. Reprinted from Models of emotional intelligence. *Emotional intelligence: An international handbook* Neubauer, A. C., & Freudenthaler, H. H. (2005)., 31-50, p.37

2.5.2   *Goleman Mixed Model of Emotional intelligence*

Goleman (1996) defined EI as "abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope." (p.34). He further developed a Mixed Model of EI that provided a framework for understanding how EI contributes to success in various domains, such as leadership, education, and relationships. It encompasses a set of intrapersonal skills i.e., self-awareness and self-regulation as well as interpersonal skills i.e., Empathy and relationships management. "Goleman 's model includes a set of emotional competencies within each construct of EI, he opined that Emotional competencies are not innate talents, rather learnt capabilities that must be worked on and developed to achieve outstanding performance." (Dhani & Sharma,2016, p.194). According to Clayton (2022) the said skills can be summarized as follows:

- **Self-awareness**: is the ability to understand oneself and one's emotions, as well as comprehend one's goals and values while acknowledging one's strengths and weaknesses. Self-awareness fosters self-confidence and provided insight into one's present emotional state.

- **Self-regulation**: refers to the ability of an individual to manage their emotional state, control their impulses, drives, and responses to stressors and events in general. It is a crucial skill that builds on the foundation of good self-awareness. and is essential for individuals as uncontrolled impulses and drives can lead to counterproductive and distracting behaviours. Mastering self-regulation enables individuals to adapt to new situations, take the initiative and perform at their best, giving them a real advantage in life.

- **Empathy**: It is the skill of perceiving, comprehending, and empathizing with the emotions and feelings of others. It can expand one's range of response options, leading to more effective communication and interaction. empathy requires sensitivity to cultural factors, which is increasingly important in today's diverse workplaces. Ultimately, empathy is the foundation of social skills and the ability to work cooperatively with others.

- **Relationships Management**: The capacity for building, managing, and fostering connections. It encompasses a range of abilities such as leadership, motivation, persuasion, conflict resolution, and cooperation. While self-regulation can help an individual achieve personal success, social skills enable them to effectively engage and influence others, thereby optimizing their collective potential.

2.5.3   *The Bar-on Mixed Model of Emotional Intelligence*

While Mayer and Salovey view EI as an ability, other mixed models like Bar-On's propose that EI encompasses a broad range of personality characteristics that predict success in personal and professional domains as mentioned in Neubauer and Freudenthaler (2005). Neubauer and Freudenthaler (2005) further explain that the Bar-On identifies five broad dimensions, further subdivided into 15 subscales, as key factors of EI and that they are as follows:

1. **Intrapersonal skills**, comprising

   - self-regard (being aware of, understanding and accepting oneself),

   - emotional self-awareness (being aware of and understanding one's emotions),

   - assertiveness (expressing one's emotions, ideas, needs, and desires),

- self-actualization (realizing one's potential capacities),

- independence (being self-directed, self-controlled and free of emotional

  dependency);

2. **Interpersonal skills**, comprising

- empathy (being aware of and understanding others' emotions),

- social responsibility (demonstrating oneself as a constructive member of one's

  social group),

- interpersonal relationships (forming and maintaining intimate relationships);

3. **Adaptability**, comprising

- problem solving (solving personal and social problems constructively),

- reality testing (validating one's thinking and feelings),

- flexibility (adjusting one's feelings, thoughts, and behaviour to changing

  conditions);

4. **Stress management**, comprising

- stress tolerance (actively and positively coping with stress),

- impulse control (resisting or delaying an impulse or drive, and controlling one's

  emotions); as well as

5. **General mood**, comprising

- happiness (feeling satisfied with one's life),

- optimism (maintaining positive attitudes).

2.6   Emotional Intelligence Measures

The previously mentioned models of EI indicate that although they have some elements in common yet there is no agreed upon framework among scholars that can be regarded as a reliable source to assess the EI level of an individual. The growing interest in EI and the way it affects one's performance across different disciplines made the development of EI tests an absolute necessity. Emotional quotient (henceforth EQ) is "a measurement of a person's EI" (Cambridge dictionaries online, 2023). According to the same dictionary, it refers to "their ability to understand their own feelings and the feelings of others" (Cambridge dictionaries online, 2023). Nevertheless, the latter is not precise for EQ tests vary in what aspects of EI that they measure.

According to the literature, there exists more than 40 instruments to assess EI and they fall under three major categories. ability EI tests, trait EI tests and mixed EI tests. According to Bru-Luna et al (2021), ability-oriented tests measure a person's comprehension of emotions and their functioning. These assessments involve problem-solving tasks that deal with emotions and require selecting answers that are either accurate or inaccurate. Trait-based tests, however, are "composed of self-reported measures and are often developed as scales where there are no correct or incorrect answers, but the individual responds by choosing the item which relates more or less to their behaviour" (Bru-Luna et al, 2021, p.2). Although, most EI measures fall under the aforementioned categories, a third category has emerged. O'Connor et al (2019) explains that it "consists of questionnaires that cover a combination of traits, social skills and competencies that overlap with other personality measures" (p.3).

Among more than 40 EI measuring instrument, O'Connor et al (2019) specifies that only seven of them are widely used in research given their validity and reliability:

1. **Emotional Intelligence Based**

- Mayer-Salovey-Caruso EI Tests (MSCEIT) Salovey et al as cited in (O'Connor et al, 2019)

- The Situational Test of Emotional Management (STEM) (MacCann and Roberts, 2008)

- The Situational Test of Emotional Understanding (STEU) (MacCann and Roberts, 2008)

- Self-report EI Test (SREIT) Schutte et al as cited in (O'Connor et al, 2019).

2. **Trait-Based Model**

- Trait EI Questionnaire (TEIQue) Petrides and Furnham as cited in (O'Connor et al, 2019).

3. **Mixed Model**

- Bar-On Emotional Quotient Inventory (EQ-i) Bar-On as cited in (O'Connor et al, 2019)

- Emotional and Social competence Inventory (ESCI) Boyatzis and Goleman as cited in (O'Connor et al, 2019).

O'Connor et al (2019) provided a set of recommendations for future researchers to consider in order to make the right decision regarding what EI test to choose according to their research aims and objectives:

- If researchers want to measure emotional abilities and competencies, they should use measures of ability EI, especially when a good theoretical understanding of emotions is necessary.

- Trait measures of EI should be chosen to measure behavioural tendencies and emotional self-efficacy, particularly in situations with ongoing stressors.

- In situations where both abilities and traits are important, both ability and trait measures should be used since they both can help protect against stress and are useful at different coping stages.

- If researchers are interested in a broader range of emotion-related and social-related dispositions and competencies, they should use mixed measures, particularly in the workplace, as they provide individuals with information on how others perceive them and can be useful in training situations.

2.7   Emotional Intelligence Training

Goleman (1998) claims that EI is a combination of nature and nurture, with research indicating that both genetics and life experiences play a role in its development. While there is a genetic component to EI, life experiences also play a role. The author emphasised that in order to improve EI, training programmes must focus on the limbic system and help individuals break old behavioural habits and establish new ones through motivation, practice, and feedback and most importantly persistence over reliance on some seminars or guidebook.

Over the past few years, an expanding body of research has shown that EI is valuable in promoting both effective teaching and student success. To address the growing need for educators to create emotionally intelligent learning environments, a 56-hour training model on EI

was developed and evaluated in a pre-post, quasi-experimental design study conducted by Hen and Sharabi-Nov (2014). A total of 186 teachers from ten elementary schools in Israel participated in the study.

The results indicated a significant increase in EI and empathic concern from the beginning to the end of the training programme. Regression analysis further revealed that the ability to express and regulate emotions predicted empathic concern at the end of the programme. Participants' reflective assignments further demonstrated an increase in emotional self-awareness, regulation, understanding of others, and introspection. the training had a positive impact on the teachers' capacity to recognise and manage their emotions, as well as foster emotionally intelligent learning settings. Based on this, the authors recommend integrating EI training into teacher professional development programmes, as this can result in better student outcomes and overall success in the classroom.

Addedly, Terron-Lopez et al (2013) carried out a research study that aimed to enhance the emotional capabilities of higher education teachers by means of a specialized teacher training programme that incorporated various techniques and exercises designed to improve their EI, bodily awareness, and communication skills. The study utilized a pre-test/post-test design and involved a sample of 22 teachers who underwent the programme. The programme was composed of 20 sessions that lasted 2 hours each and were taught by specialists in dance movement therapy and body-mind centering. The sessions comprised various activities, including exercises for enhancing bodily awareness, NVC, improvisation, and group reflection.

The study found that all the teachers who took part in the programme expressed a high degree of satisfaction except for two out of 22 participants who initially enrolled in the programme that decided to leave it. Furthermore, the authors suggest that when EI and body

awareness are included in teacher training, it can have a significant impact on student learning outcomes by creating a positive classroom environment. The participating teachers reported feeling more confident in their teaching practices and more aware of their abilities to express themselves and communicate effectively.

In summary, both studies emphasise the importance of incorporating emotional competence training in teacher training programmes to improve teaching practices and student learning outcomes.

2.8 Emotional Intelligence and Nonverbal Communication

In her guidebook "Teaching with EI", Alan Mortiboys (2005) highlighted the significant relationship between EI and the proper way a teacher can convey NVC messages to his students. The author suggests that non-verbal communication, including facial expressions, posture, and voice, can greatly influence learners' feelings and responses. The author emphasised the need for teachers to be aware of their non-verbal communication and how it is being perceived by learners. She also discusses the challenges in accurately interpreting non-verbal communication and how it can be affected by cultural differences and further suggests that teachers should strive to convey a positive and natural non-verbal communication style while being mindful of the impact it has on learners.

Scholars in the field of communication and education produced guidebooks and training programmes that are addressed specifically for teachers to explain how they can take advantage of NVC cues as part of the interpersonal communication with their students in the classroom. For instance, Grinder (2016), who's known for his research works on classroom management, published his best seller "ENVoY" which stands for "Educational Non-verbal Yardsticks" (Grinder, 2016 p.273). It provided teachers with a set of recommendations and skills to master

regarding the use of nonverbal cues in the classroom and how they can convey different emotions and attitudes nonverbally to avoid misunderstandings or communication breakdowns.

However, the review of the literature indicated that there is a scarcity in academia regarding how EI affects the use of nonverbal cues, why some individuals tend to be better nonverbal communicators than others and are able to use nonverbal cues to manage emotional situations that are context dependent successfully.

Conclusion

The literature reviewed, in this chapter, provided evidence for the significance of EI. However, there are also limitations in our understanding of EI, including challenges in its measurement and the need for more comprehensive theoretical frameworks. Further research is necessary to deepen our understanding of EI and to identify practical strategies for its cultivation and utilization more particularly in the EFL context.

Having explored the available scholarly research works and theoretical background of both variables stands as EI and NVC, the forthcoming chapter covers the methodology used in this study. It provides a transitional bridge between the theoretical and practical parts of it.

Chapter Three: The Research Methodology for This Study

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Conclusion

3. Introduction

In addition to a brief theoretical background that covers the main research methodology components that guide the overall research process, this chapter presents the methodological choices opted for encompassing a comprehensive account of the chosen research paradigm, approach, design, the targeted population and sampling technique, and data collection methods and analysis procedures along with the rationale behind each methodological decision with the aim of enhancing the credibility and reliability of the research findings of the study.

3.1   Research Methodology: Theoretical Background

In the realm of educational research, a multitude of frameworks, key concepts and constructs hold considerable importance. Elements as research paradigms, research approaches, research designs, data collection methods and more shape the overall methodological choices that scholars opt for in order to ensure a systematic data collection, analysis and interpretation. Further, as Kumar (2011) explained, "The path to finding answers to your research questions constitutes research methodology. Just as there are posts along the way as you travel to your destination, so there are practical steps through which you must pass in your research journey in order to find the answers to your research questions" (p.18). They constitute the overall process and steps that researchers follow to obtain valuable insights about a given research problem in order to increase their credibility and reliability.

3.1.1   Research Paradigms in Educational Research

When framing any research work, it is crucial to select a philosophical underpinning from the existing literature on research methodology. In simpler terms, the researcher should have a clear understanding of the research paradigm in which their study is located. In this respect, a research paradigm is often defined as follows:

a paradigm constitutes the abstract beliefs and principles that shape how a researcher sees

the world, and how s/he interprets and acts within that world. It is the lens through which

a researcher looks at the world. It is the conceptual lens through which the researcher

examines the methodological aspects of their research project to determine the research

methods that will be used and how the data will be analysed (Kivunja & Kuyini, 2017, p.

26).

Hence, a research paradigm encompasses the researcher's worldview and his/her

interpretations and reactions to it. The latter is of high importance as it directly affects the

methodological decisions that they opt for with regard to the research work they have in hand.

In locating their research work, the researcher ought to initially understand the elements

that constitute the research paradigm that aligns with the aims of the research project in hand. Put

in simple terms, "a paradigm comprises four elements, namely, epistemology, ontology,

methodology and axiology" (Kivunja & Kuyini, 2017, p. 26). The latter reflect certain beliefs,

assumptions and values that each paradigm holds about research and how it should be conducted.

As going into extensive details about these paradigms is outside the scope of this chapter, Table

1 summarises the main characteristics of the commonly discussed research paradigms:

Table 2

Main Characteristics of Research Paradigms

Post-positivism	Constructivism
• **Determination**	• Understanding
• **Reductionism**	• Multiple participant meanings
• **Empirical Observation and measurement**	• Social and historical construction
• **Theory verification**	• Theory generation
Transformative	**Pragmatism**
• **Political**	• Consequences of actions
• **Power and justice oriented**	• Problem-centered
• **Collaborative**	• Pluralistic
• **Change-oriented**	• Real-world practice oriented

Note. Reprinted from Research design: Qualitative, quantitative and mixed methods

approaches *(5th ed.)* by Creswell, J. W., & Creswell, D. J. (2018). London: Sage

publications, p.6

3.1.2 *Research Approaches*

Research approaches as defined by Creswell and Creswell (2018) "are plans and the

procedures for research that span the decisions from broad assumptions to detailed methods of

data collection and analysis. It involves the intersection of philosophical assumptions, designs,

and specific methods" (2018, p.3). Methodologists identified three main research approaches that

match the available modes of inquiry: the qualitative approach, the quantitative approach and the

mixed methods approach.

- **The Qualitative Approach:** There are multiple definitions in the literature regarding the qualitative approach that indicate that most research studies in this area "aim to address societies' scientific and practical issues and involve naturalistic and interpretative approaches to different subject matters" (Taherdoost, 2022, p. 54). It can be defined as "an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell & Creswell, 2018, p. 3).

- **The Quantitative Approach:** "is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures." (Creswell & Creswell, 2018, p.4). According to Daniel (2016), the primary benefit of this approach is that through utilizing statistical data in research descriptions and analysis, time and efforts required by the researcher to explain their findings can be noticeably minimized.

- **The Mixed-methods Approach:** some research works investigate some inquiries that require both quantitative and qualitative data to be integrated for the researcher to reach valuable findings about a given research problem. Simply put, any research study that falls under this approach can be considered as "some sort of a combination of qualitative and quantitative methods within a single research project" (Dornyei, 2007, p.44). The latter is the basis for the assumption that the combination of both types of data yields findings that transcend the limits of each of them if used alone.

.1.1   Research Designs

In order to reach the objectives of a given research study, the researcher should follow a well-planed research design. "Research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research study" (Creswell & Creswell, 2018, p.13). They should be planned with alignment to the corresponding research approach and paradigm. A research design reflects the practical steps to be followed in a research study which should be systematically decided upon and not based on randomization. The latter, according to Denscombe (2010), takes into account aspects such as the feasibility and suitability of a research work in hand in addition to other ethical considerations. It can be deduced from the above-mentioned definition that there exists three major research designs: quantitative, qualitative and mixed-methods.

- **Qualitative Research Designs:** There exists multiple qualitative research designs used among scholars and researchers. Table 3 summarises them as indicated below:

Table 3

Qualitative Research Designs

Strategy	Purpose
Case study	- "Understand the complex relationship between factors as they operate within a particular social setting" (Denscombe, 2010, p.5)
Ethnography	"Describe cultural practices and traditions" (Denscombe, 2010, p.5) "Interpret social interaction within a culture" (Denscombe, 2010, p.5)
Phenomenology	- "Describe the essence of specific types of personal experience" (Denscombe, 2010, p.6) - "Understand things through the eyes of someone else" (Denscombe, 2010, p.6)
Grounded theory	- "Clarify concepts or produce new theories" (Denscombe, 2010, p.6) - "Explore a new topic and provide new insights" (Denscombe, 2010, p.6)

Note. Reprinted from The Good Research Guide: For small-scale social research projects (4th ed.) by Denscombe, M. (2010). Buckingham: Open University Press, p.5-6

- **Quantitative Research Design**

The range of quantitative research designs extends from surveys to experiments, including true or quasi experiments. Survey research "provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (Creswell & Creswell, 2018, p. 14). Whereas, experimental research can be

defined as "an empirical investigation under controlled conditions designed to examine the properties of, and relationship between, specific factors" (Denscombe, 2010, p.65).

True experiments are "based on randomization, with research subjects randomly assigned to experimental and control groups." (Leavy, 2017, p.260). According to Campbell and Stanley (1963), there are three types of true experiments: the pretest–posttest control group design, the Solomon four-group design, and the posttest-only control group design. Quasi-experimental designs imply the "Utilization of natural settings or groups, and thus subjects are not randomly assigned" (Leavy, 2017, p.260). They come in different forms: "pre-experimental designs … Pretest-post-test non-equivalent group design … One-group time series" (Cohen et al, 2007, p.282).

- **Mixed-methods Research Design:** With regard to this research design, it "involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process" (Dornyei, 2007, p.163). The latter increases the validity of the findings yielded by the research studies that fall within this research design through crosschecking.

3.1.3   Data Collection Methods

Leavey (2017) explained that the basis for making a decision about what data collection method (s) to utilize by the researcher is the extent to which it allows him to reach the purpose of his research. The latter reflects his ability to answer his research questions and answer the research hypothesis related to them. Regardless of the type of data to be collected, for it being qualitative, quantitative or, in some cases, both, data collection methods vary from questionnaires, observation, interviews, tests, documents and more. Each have different types

and is characterized with advantages and disadvantages to be considered with regard to maintaining the reliability and validity of a research work. Table 3 summarizes the aspects to be considered in the selection phase of data collection methods to opt for. They can be decided upon "by their degree of predetermined nature, their use of closed-ended versus open-ended questioning, and their focus on numeric versus nonnumeric data analysis" (Creswell & Creswell, 2018, p. 18).

Table 4

Quantitative, Mixed and Qualitative Methods

Quantitative Methods	Mixed Methods	Qualitative Methods
Pre-determined	Both predetermined and emerging methods	Emerging methods
Instrument based questions	Both open and closed-ended questions.	Open ended questions
Performance data, attitude data, observational data, and census data	Multiple forms of data drawing on all possibilities	Interview data, observation data, document data, and visual data
Statistical analysis	Statistical and text analysis	Text and image analysis
Statistical interpretation	Across databases interpretation	Themes, patterns interpretation

Note. Reprinted from Research design: Qualitative, quantitative and mixed methods approaches *(5th ed.)* by Creswell, J. W., & Creswell, D. J. (2018). London: Sage publications, p.9

Kumar (2011) emphasized the importance of taking into account a set of ethical considerations throughout the data collection phase. They are categorized into three sub-categories:

- **In Relation to the Participant (s):** "collecting information; seeking consent; providing incentives; seeking sensitive information; the possibility of causing harm to participants; and maintaining confidentiality." (Kumar, 2011, p. 204).

- **In Relation to the Researcher (s):** "areas of ethical concern include the following: introducing bias; providing and depriving individuals of treatment; using unacceptable research methodology; inaccurate reporting; and the inappropriate use of information" (Kumar, 2011, p.204).

- **In Relation to the Sponsoring Organization (s):** They "concern restrictions imposed on research designs and the possible use of findings" (Kumar, 2011, p.204).

3.1.4   Data Analysis Procedures

After the data collection phase, the researcher ought to decide on the way she/he wants to present it for his audience. According to Denscombe (2010), data analysis "involves the search for things that lie behind the surface content of the data" (p.247). Before data analysis and interpretation, raw data should be processed and prepared. Data processing entails "all operations undertaken from when a set of data is collected until it is ready to be analysed either manually or by a computer" (Kumar, 2011, p. 235). Kumar (2011) explained that in quantitative research, the primary objective of data analysis is to determine the most suitable approach for analysing the data obtained in response to each question asked of the participants. In qualitative research, however, emphasis is on determining the appropriate basis for analysing the gathered information. This could involve content analysis, discourse analysis, narrative analysis, or event analysis.

3.1.5   Sampling Techniques

They can be defined as "The process by which a number of individual cases are selected from a larger population, thereby determining who or what is in the study" (Leavy, 2017, p. 268). According to Cohen et al (2007), the concept of sampling arose from the fact that factors like cost, time, and availability often hinder researchers from gathering information from the entire population. As a result, they often have to obtain data from a smaller, representative group or subset of the overall population. This smaller group, known as the sample, allows researchers to draw conclusions and gain knowledge that can be generalized to the entire population being studied.

Originally, "All sampling procedures fit into two umbrella categories: probability sampling and purposeful sampling. In probability or non-purposeful sampling techniques "sampling units are selected by chance. It is possible to pre-specify every potential sample of a given size that could be drawn from the population, as well as the probability of selecting each sample." (Malhotra & Birks, 2006. p.362). Whereas, in non-probability or purposeful sampling techniques, reliance is on "the personal judgement of the researcher rather than on chance to select sample elements. The researcher can arbitrarily or consciously decide what elements to include in the sample." (Malhotra & Birks, 2006. p.362). "These general categories of sampling have different strengths and thus are appropriate in different kinds of projects, based on your goals" (Leavy, 2017, p.78). The aforementioned sampling categories encompasses a set of sub sampling categories to be considered according to the research circumstances. Table 5 summarises their strengths and weaknesses.

Table 5

Strengths and Weaknesses of Sampling Techniques.

Technique	Strengths	Weaknesses
Non-probability sampling		
Convenience sampling	Least expensive, least time consuming, most convenient	Selection bias, sample not representative, not recommended for descriptive or causal research
Judgemental sampling	Low cost, convenient, not time consuming. Ideal for exploratory research designs	Does not allow generalization, subjective
Quota sampling	Sample can be controlled for certain characteristics	Selection bias, no assurance of representativeness
Snowball sampling	Can estimate rare characteristics	Time consuming
Probability sampling		
Simple random sampling (SRS)	Easily understood, results projectable	Difficult to construct sampling frame, expensive, lower precision, no assurance of representativeness
Systematic sampling	Can increase representativeness, easier to implement than SRS, sampling frame not always necessary	Can decrease representativeness
Stratified sampling	Includes all important sub-populations, precision	Difficult to select relevant stratification variables, not feasible to stratify on many variables, expensive
Cluster sampling	Easy to implement, cost-effective	Imprecise, difficult to compute and interpret results

Note. Reprinted from Marketing research: an applied approach (5th ed.) by Malhotra, N. K., &

Birks, D. F. (2017). Pearson. P. 374

3.2   Research Methodology for this Study: Choices and Rationale

In order to effectively conduct a research study, it is crucial to methodologically frame and ground it which involves making specific decisions. These decisions are shaped by the specific characteristics of the study and the objectives of the researcher. Therefore, this section provides a detailed account of the underlying rationale behind the chosen methodological decisions for this study.

3.2.1   Research Paradigm

The present study is located within the interpretive or constructivist paradigm. Within the research process, the researcher put most focus on the way informants engaged with their students as well as the different communicative patterns they used. In addition, the interpretations that these patterns and the way they engaged in general sere associated with or have received from students were examined. This paradigm prioritises and "examines how people engage in processes of constructing and reconstructing meanings through daily interactions." (Leavy, 2017, p.129).

3.2.2   Research Approach

The qualitative approach is mostly concerned with the research endeavours scholars undertake with the primary aim of building a robust understanding of the different experiences, circumstances and situations people go through and how they make meaning and interpretations out of it. Given the nature of the study as well as the research questions and aims it attempts to attain it corresponds mostly with the qualitative research approach. It prerequisites the design and data collection methods that were employed in our investigation which are entirely dedicated for the evaluation and analysis of the classroom experience of both groups of participants

(teachers and students), their interpretations of each other's aspects of communication in addition to some external factors that might affect them.

3.2.3   Research Design

The context of this study is narrow and specific to a small group of participants in order to reach thorough and in-depth findings about the topic under study. Addedly, its results are not necessarily generalizable to the members of the whole population but yet can provide valuable insights about situations and instances they relate to. Taking the aforementioned aspects, a case study design is deemed to be most convenient to work within because it enables the collection of first-hand data in its natural setting with no external interference which serves the scope and aims of the study in hand.

3.2.4   Data Collection Methods

Data collection comprises the very first practical steps of the researchers journey of investigation of a specific topic of inquiry. The execution of any research study begins when the decision about which research instruments to employ is made. Multiple factors ought to be taken into consideration before choosing these research tools. For instance, the nature of the study, the requirements of the research study itself in terms of the type of data to be collected and whether the researcher possesses the necessary skills and expertise to analyse and interpret them, in addition to financial and temporal constraints. With regard to this study, three research tools were selected. A semi-structured classroom observation, a semi-structured teacher interview and a semi-structured attitudinal students' questionnaire.

3.2.4.1   The Classroom Observation

.1.1.1.1   Structure and Aim

In pursuit of the accomplishment of the research objectives aimed for by the researcher, a semi-structured classroom observation wherein the researcher was an external observer rather than a participant was opted for. The latter was the initial step taken in order to obtain direct data regarding classroom interaction that fall under the scope of this research investigation.

For the abovementioned to be achieved, an observation schedule was pre-designed to capture the teacher's use of a set of nonverbal cues in relation to instructional or teaching activities that he engages in or emotions and attitudes that he nonverbally expresses during the session. Three phases of the session were considered: begging of the session, during the session and the end of the session. Three predetermined subcategories of NVC were included in the schedule as well. Paralanguage, Kinesics and Proxemics. Some cues that fall under these categories were mentioned in the schedule while others were considered later during the observation (paralanguage: tone, whispering, pauses; Kinesics: head movements and nods, Proximity: teachers' positioning during instruction such as locating themselves in the front or the back of the classroom or them moving around). In addition to a field notes sheet to help the observer note down any incidents that are relevant to the study in a systematic way. (See Appendix I).

3.2.4.1.1 Piloting and Validation

In order to ensure the reliability and validity of any research study, the piloting and validation stage are of great importance. It helps the researcher increase the effectiveness of the implemented research instruments and to eliminate any potential issues or shortcomings by making the necessary changes in terms of structure and content.

A fellow classmate of the researcher was provided with a preliminary copy of the observation schedule to seek her suggestions and comments about it. The piloting session took place during a separate tutorial session (henceforth TS) where this classmate accompanied the researcher to embody her role and evaluate the extent to which the said schedule would be effective and useful to meet the researchers aims. Afterwards, she pointed out that the initial structure was a little bit confusing to the eye. The remark was taken into consideration and the initial observation schedule was revised. Consequently, the researcher assigned a colour for each nonverbal sub category and applied a banded raw styling on the table's lines (Appendix I). The final version was approved by the supervisor.

3.2.4.2   The Teachers' Interview

3.2.4.2.1   *Structure and Aim*

The establishment of the relationship between both variables was not an easy task. Although nonverbal cue can be considered as concrete and observable still the intentions behind the teacher's utilization of them, their interpretations and their potential relationship with emotional intelligence cannot be determined through the data derived from classroom observation. Consequently, A semi- structured interview was conducted in order to uncover the teachers' input with regard to their NVC and the different aspects that can affect it. The questions were relatively inspired by the results of the classroom observation and put focus on the intentionality behind the teachers' performance with emphasis on the repeated nonverbal patterns that each teacher used during the four sessions of observation. Table 5 demonstrates the main sections of the interview along with the objectives behind them.

Table 6

The Description of the Teachers' Interview.

3.2.4.2.2 Piloting and Validation

Section	Items	Content	Objective
Section One	1--2	General Information	To discern the participants' educational degrees and the extent of their teaching experience.
Section Two	3	The Importance of NVC	To determine to what extent teachers, believe that NVC is important in student-teacher interaction.
	4	Students Emotions and Attitudes	To uncover the teachers' ability or disability to identify their students' emotions and attitudes and the cues they rely on to achieve that.
	5-7	Paralanguage Kinesics Proxemics	To identify the NCs and patterns teachers use to communicate certain emotions or attitudes and the intentions behind them.
Section Three	8-11	Additional Influential Factors	To discuss additional influential factors that affect the teacher NVC: The teacher's emotional state, the module content and implemented activities, teaching experience and students' personality type.

In respect of improving the quality and validity or the teachers' interview questions, two experts were contacted to provide their comments and suggestions regarding them. After the questions were carefully designed by the researcher and corrected by the supervisor in terms of content and form, a brief account about the aims of the study along with the interview guide and the piloting and validation form were sent to the respective teachers. Most of the experts' comments were about the form and only one remark was received regarding the use of the word intentionally the fifth, sixth and seventh questions.

The respondent claimed that it is impossible to neither confirm whether the teacher truly

uses those specific types of nonverbal cues in the classroom nor if it was intentional or not.

However, the said questions were considered specifically with emphasis on intentionality based

on the previously conducted classroom observation. Teachers used different nonverbal cues and

patterns repetitively during the four sessions during which they were observed. Consequently,

the use is confirmed and repetition increases the possibility of it being intentional.

3.2.4.3   The Students' Questionnaire

3.2.4.3.1   *Structure and Aim*

Taking into account that a considerable part of classroom interaction takes place between

the teacher and his student(s), their opinions and attitudes ought to be considered. In this respect,

a semi-structured questionnaire was developed in order to obtain the students' attitudes and

opinions regarding their teachers' nonverbal communication in general, in addition to their use of

some nonverbal cues that are part of the three categories that are under the focus of this research

work. It should be specified that the questions included in this questionnaire are specific because

they are based on the data derived from both the classroom observation and the teachers'

interview answers (Appendix). Table 7 briefly elucidates its five sections, the questions they

comprise as well as their content and the objectives behind them:

Table 7

The Description of the Students' Questionnaire

Section	Items	Content	Objectives
Section One	1-2	General Information	To identify the profile of the participants. Mainly, their tertiary level and gender.
M	1-2 (a,b,c,d,e)	The NVC of the Teacher	To determine to what extent the NVC of the teacher affects the overall learning experience and classroom interaction.
Section Three	1-2	Paralanguage	To uncover the students' preferences regarding the teachers' voice pitch and voice tone and how they affect the learning experience and interaction in the classroom.
Section Four	1 (a,b,c,d,e)	Kinesics	To identify how certain nonverbal kinesthetic cues that were employed by the teachers affect the learning experience and interaction in the classroom.
Section Five	1-4	Proxemics	To evaluate the students' preferences concerning the proximity and positioning of their teachers within the classroom.

3.2.4.3.2 Piloting and Validation

In order to ensure the effectiveness and validity of this research instrument, the validation and piloting stages were inevitable. As a first step, the questionnaire questions were developed by the researcher and evaluated by the supervisor in terms of form, content and its relevance in accordance with the aims of the study.

After obtaining their oral consent, 10 different students from the five tertiary levels (i.e., three first year licence students, two seconds year licence students, one third year student, two master one students and two master two students) were sent a preliminary copy of the

questionnaire in addition to the piloting form to get their suggestions and opinions about both the

form and the content in order to avoid any misunderstandings or ambiguity. One comment was

received from a first-year student who suggested the addition of a brief definition of NVC.

Accordingly, a brief glossary was added at the beginning of the questionnaire which included

brief definitions of the key terminology that was employed (i.e., NVC, Verbal Cues and

Nonverbal Cues).

The upcoming step is the validation of the questionnaire. Four experts were sent the

corrected version of the questionnaire to seek their suggestions and opinions regarding its

content and form. Most of the suggestions were about some minor changes such as rewording

some questions to make them accessible to all participants regarding of their language

proficiency or resetting the number of questions from one at the beginning of each section.

Addedly, one critique was received about the length of the questionnaire. One of the reviewers

perceived it as short.

In this regard, the questionnaire is not a main instrument in this study. Rather, the

participants insights are a backup to the findings derived from both the classroom observation

and interviews considering the focus of this research which is more on the teacher rather than the

students. Thus, the 11 questions that comprise it are sufficient and serve its purpose.

3.2.5   *Data Collection procedures*

3.2.5.1   Data Collection Procedures for the Classroom Observation

In consideration to ethical concerns, the classroom observation was not conducted until

written consent was acquired from the Head of Department, the Head of the pedagogy office and

the teachers who took part in the study (see appendices). Each of the latter was observed for four

successive TSs. The observation sessions took place during the first semester of the academic

year (2022/2023) between October the October the 24th until November the 22nd according to
each teacher's schedule and timing of the sessions.

The observation took place in classes with different modules being taught (i.e., oral
expression, applied linguistics, research methodology, written expression and mastery of
language) and different classroom activities being implemented (i.e., presentations, group work,
individual tasks and teacher-led discussions and some were combined). As it was mentioned
before, the main focus is on the teacher and how his NVC shifts according to multiple classroom
situations, circumstances and activities. The observed teachers expressed collaboration and were
not informed about what cues will be focused on during the observation nor they have seen the
observation schedule only to ensure that their performance is as natural as possible.

3.2.5.2   Data Collection Procedures for the Teachers' Interview

After obtaining a written consent from the participants', face-to-face semi-structured
interviews were conducted during the period between January the 9th and February the 16th
depending on each teachers' schedule and availability. All five interviews were recorded and
later transcribed by the researcher (See appendices J, K, L, M, N). The teachers expressed that
the questions were very revealing and helped them reflect on multiple aspects of their NVC in
the classroom. It is worth mentioning that it was a little challenging for the informants to reflect
on their NVC given its vast nature and its context-dependency. Consequently, the researcher
reminded them about some of the repetitive patterns they performed during the observation
sessions to help them.

3.2.5.3   Data Collection Procedures for the Students Questionnaire

Similar to the previous research instruments, data collection for the attitudinal
questionnaire began after the consent of the students was orally obtained. A copy from the final

version of the questionnaire was created via the use of google form and emailed to students from

the five tertiary levels during the period between March the first and March the sixth due to time

limitation and the unavailability of students. It facilitated the data analysis process for the

researcher as data was automatically organized and some was visualized directly after the

required number was reached.

3.2.6   *Data Analysis Procedures*

Given the qualitative nature of the current study, qualitative data analysis procedures

were opted for by the researcher. After raw data was successfully gathered, data derived from

both the semi-structured observation and the semi-structured interviews were thematically

analysed. Thematic analysis can be defined as "a method for identifying, analysing, and

reporting patterns (themes) within data" (Braun & Clarke,2006, p.6). Braun and Clarke (2006)

identified a six step-by-step guide to be employed to systematically followed to increase the

validity of thematic analysis which are as follows: familiarising oneself with the data, generating

initial codes, searching for themes, reviewing and defining them and producing the report. Data

obtained from the semi-structured questionnaire, however, was analysing using both descriptive

statistics for the close-ended questions and thematic analysis for open-ended questions.

3.2.7   *Population and Sampling Technique*

The targeted population for this research study comprises both EFL students and teacher

of the English department at Biskra university. A purposive sampling technique was employed

by the researcher to select both the teachers and students who took part in this research study in

accordance with their availability and suitability to meet the aims of this research study.

Purposive or purposeful sampling technic is a "strategic approach to sampling involving the use

of any strategy, based on the premise that seeking out the best cases for the study produces the

best data, and that research results are a direct result of the cases sampled" Potton as cited in

(Leavy,2017).

Conclusion

This chapter focused on highlighting the fundamental methodological elements crucial to

lay a strong foundation in any investigation. It began by examining the research paradigms and

concluded by discussing the appropriate sampling technique. Moreover, it provided insights into

the methodological choices that were deemed most fitting for this study. It outlined the sequence

of stages, steps, and procedures undertaken by the researcher during the data collection and

interpretation phase.

Chapter Four: Results and Data Analysis

Introduction

4.1 Results of the study

4.1.1 Results of the Classroom Observation

4.1.2 Results of the Teachers' Interview

4.1.3 Results of the Students' Questionnaire

4.2 Discussion and Synthesis of the Findings

Conclusion

4. Introduction

The present chapter is devoted for the practical part of this research study. After literature review was conducted on both research variables, the researcher carried out extensive fieldwork to gather primary data and gain first-hand insights into how one affects the other. Initially, it displays a thorough analysis and discussion drawing on the gathered data. Ultimately, the chapter concludes with a comprehensive summary, accompanied by pedagogical implications that pave the way for future research endeavours.

4.1   Results of the Study

The following includes the data collection results that were obtained from the three research methods that were utilized in this research study.

4.1.1   Results of Classroom Observation

Initially, the researcher did not aim to observe and cover every aspect and cue of the nonverbal communication of the informants but rather to capture some of the repetitively employed nonverbal cues and communicative patterns they utilise during classroom interaction. To narrow the scope, the researchers' focus was on their use of nonverbal cues that belong to the three categories: kinesics, paralanguage and proxemics. Given the content of the taught modules and the implemented classroom activities, the participants opted for different choices regarding the use of NVC. In this regard, we obtained the results of the five teachers separately. Each one had his own profile depending on the context and the requirements of the teaching and learning processes. These results are as indicated below:

- **Teacher A**

Teacher A was observed during four successive TSs while teaching research methodology module. His aim was to make students practise how to apply citation rules while preparing their dissertation. Thus, master one students that constituted the group being taught were assigned multiple citation activities per session to be prepared as a group work in order to later be discussed and corrected with the teacher by the end of the session. Students were divided into sub-groups to fulfil the objective of the lesson. Figure 10 indicates the classroom arrangement of the said session:

*F*igure 10

Teacher A Class Classroom Arrangement
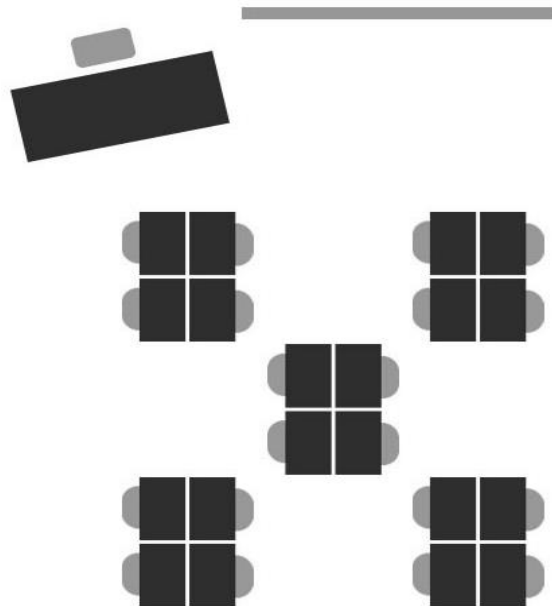
Note. Reprinted from Effective Classroom Seating Arrangements. (n.d.). Www.displays2go.com. June 5, 2023, https://www.displays2go.com/Article/Tips-Most-Effective-Classroom-Seating-Arrangement-32?utm_source=pocket_saves

Throughout the four sessions Teacher A showed a moderate level of hyperactivity and movement in the classroom. The following are the cues and patterns that were captured by the researcher.

- **Paralanguage**

With regard to paralinguistic cues or voice feature, Teacher A, throughout the four sessions of observation varied both his voice pitch and tone in accordance with phases of the session (the beginning, during or the end of the sessions) as well as the communicative requirements during classroom interaction. He starts the sessions with an audible yet relatively low voice pitch and ends it the same. However, his voice pitch varies from low to high depending on the situation during the session. The same applies to his voice tone it varies from friendly and enthusiastic to serious and assertive while conveying different ideas and attitudes.

Two additional cues were employed by teacher A as well which are whispering and interjections. As for whispering, sometimes the teacher makes his voice pitch very low while talking to students from the same sub-group in order to prevent the other students from hearing what is being said during the discussion or the answers of its members. His use of interjections was mainly to express that the student (s) provided an unsatisfactory answer. The researcher captured some communicative situations that reflect the above-mentioned cues:

Situation One:

Students: they were being extra noisy due to them having discussion simultaneously within their sub-groups.

Teacher A: "Please! Be quiet!" (Loudly and repeatedly). After few minutes he lowered his voice pitch and said "Do you want me to change the method?" using a serious tone.

Students: complete silence.

Situation Two:

Teacher A: he noticed that students started the session with passive interaction because the session starts at eight in the morning and they were sleepy. He preceded to say "Wake up or I will open all the windows" with a high voice pitch and a serious tone.

Students: they giggled and started to form their groups as usual to star working.

Situation Three:

Student: she asked the teacher to provide her with feedback on her answer on one of the activity questions.

Teacher A: he looked at the paper and used a funny interjection to indicate that the answer is wrong. Both the student and the teacher giggled and then he smiled and moved to another student without any verbal communication yet the message was conveyed.

Situation 04:

Students: members of one of the sub-groups provided a satisfactory answer.

Teacher A: "Excellent! This is the answer I am looking for! Well Done!" with a high pitch of voice and an enthusiastic tone.

- **Kinesics**

As it was mentioned before, Teacher A was moderately hyperactive during the session. He relied on different kinaesthetic cues in accordance to what he intends to communicate when interacting with the students. Each session and while students are working on their citation activities, Teacher A keeps moving from one group to the other to check their progress and clarify any concerns or ambiguities. Doing so, he gets physically close to each sub-group and he either stands or sits next to its members.

While explaining he employs a set of kinaesthetic cues such as the use of arm and hand gestures to shape ideas and simplify them (mimics) along with a variety of facial expressions e.g., smiling. He noticeably maintained eye contact with students both while explaining or listening to their input or inquiries. To exemplify, some communicative situations that were captured in this regard are indicated below:

Situation 01:

After greeting the students, Teacher A began explaining the instruction for an activity that they will be working on. Students had to divide themselves into four sub-groups. They were given half of the time allotted for the session in order to solve a multiple-choice citation activity.

Teacher A: "There will be only one looser" using a low voice pitch while smiling and maintaining eye contact with the students.

Student: "Sir! Don't use that word! It's insulting!" using a loud voice pitch and a rude tone.

Teacher A: while smiling and using a friendly and reassuring tone of voice said "let me finish miss, and you will understand. The first winner will be rewarded

twice. The group members will be rewarded twice. They will get pluses and a

chocolate bought by the loosing group. Two other winning groups will get

chocolate only. The losing group (raising his voice pitch) will get a plus under the

condition that the group members solve 10 questions or more, which is 60 % of

the activity" and then he looks at the student who complained and smiles.

Student: "So, there will be no looser sir?"

Teacher A: "Yes!" while maintaining a smile and eye contact with her.

Student: "Thank you sir!"

Teacher A: "you're welcome miss, work hard to be the winner then" with a

motivating tone.

Situation Two:

During the fourth session of observation, students were asked to prepare a

summary of the citation rules they learned so far in the form of a diagram to use it as their

personal reference. Some students complained that they did not understand how the

diagram should be structured. Teacher A looked up and used the air as an imaginary

board. He used his fingers to mimic the shape of the potential diagram to be prepared as a

way to simplify the idea for them without saying a single word.

- **Proxemics**

Teacher A located himself in the classroom in three different spots. The front of the

classroom when providing instructions or correcting the activities. Standing or sitting next to the

students while working on the activity for discussion or providing clarifications or feedback. If

not, he sat at the desk while students are working on their activity or while answering their

inquiries by the end of the session.

Teacher B

Teacher B is in charge of the mastery of language module. The observed class consisted of a group of master one students. The latter were divided into sub-groups of five students. Instead of the teacher explaining the lessons during the semester, the members of the sub-groups should embody the role of the teacher to both explain the content of the lesson to their classmates and further assign them activities to practice what they have been taught. One group per session attempted to play the role of their teacher in the classroom under his evaluation.

The aim behind this type of presentation delivery is to make students practice classroom management and the teaching experience as a whole. The classroom arrangement was in the form of clusters similar to the previous one due to the fact that the remaining students (the audience) had to form groups and work on the activities delivered by the presenters instead of working individually. The latter makes the class more interactive and students more engaging which helps the presenters. Below are the cues and patters that Teacher B used:

- **Paralanguage**

As far as paralinguistic features are concerned, Teacher B maintained both a calm voice pitch as well as a friendly tone. He would only raise his voice pitch when explaining some difficulties that arise while the students are presenting or working on the activities. He relied on pauses in some instances more likely to capture the students' attention. Addedly, he continuously used interjections when students were presenting to express his satisfaction and agreement with the content being delivered.

- **Kinesics**

In the course of observing and evaluating the students' presentation of the lesson and engagement with the audience (their classmates), the physical contribution of Teacher A was limited to him sitting at the back of the classroom to give the flour to the presenters to manage the classroom and embody his role. He interfered in case students (the audience) faced ambiguities with the activities or if there was a lack of collaboration among the presenters. He relied excessively on facial expressions to express different emotions such as satisfaction and dissatisfaction or confusion etc. In addition, arm and hand gestures were employed while explaining some difficult ideas to the students or while providing the presenters by feedback about their performance by the end of the session.

- **Proxemics**

After introducing the session, Teacher B settled at the back of the classroom to give the flour to the students to take full control of the classroom. His contribution was limited to him providing clarifications or to helping students with the activities as indicated before while standing close to the group members.

- **Teacher C**

Teacher C is in charge of oral expression module. He teaches a class of first year licence students. He introduced a different engaging activity (ies) each session in order to provide students with more opportunities to enhance their speaking skill. Figure 11 displays the classroom arrangement for this class which was in the form of rows:

Figure 11

Teacher C Class Classroom Arrangement
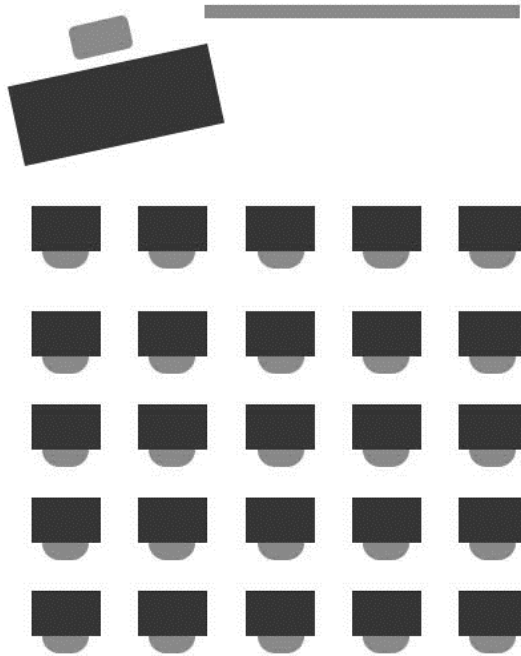
Note. Reprinted from Effective Classroom Seating Arrangements. (n.d.). Www.displays2go.com.

June 5, 2023, https://www.displays2go.com/Article/Tips-Most-Effective-Classroom-Seating-

Arrangement-32?utm_source=pocket_saves

The following are the cues and patterns used by Teacher C

- **Paralanguage**

Dissimilar to Teacher A and Teacher B, Teacher C maintained a serious and assertive

voice tone holistically speaking. There were some exceptions yet overall, he was not as outgoing

with his students. There was a variation in his utilization of voice pitch. He employed a low

voice pitch when providing feedback to students individually, a normal voice pitch during

discussions and a high voice pitch if students are making noise or if he is providing students with

the instructions for an activity that they have been assigned. Whenever a student (s) is delivering

a presentation, he lowered his voice pitch and whispered whenever he was talking to other students if necessary. He expressed satisfaction with his students input or answers through raising his voice pitch and using a contended tone and expressed dissatisfaction by remaining silent.

Below are some situations that were captured by the researcher of Teacher C use of Paralinguistic features:

Situation One:

> **Student:** she was providing an answer using inaudible voice because she is shy.
>
> **Teacher C:** he got close to her, leaned and asked her to repeat with a low voice pitch, friendly tone.

Situation Two:

> **Student:** he was coughing while a classmate of her was delivering a presentation.
>
> **Teacher:** He whispered **"**You may leave" (in order not to interrupt the presenter)

- **Kinesics**

Teacher C relied heavily on arm and hand gestures during explanation. Also, along with praising words such as "Excellent!" or "good work" he nonverbally expressed his satisfaction by accompanying them with facial expressions that matches his feeling mainly smiling and lifting his eyebrows and opening his eyes widely. He expressed dissatisfaction via keeping a strait neutral face. During presentations, he keeps eye contact with the students who are presenting and nods in agreement with what they say.

The following are some situations in which Teacher C utilized kinaesthetic features.

Situation One

Students were asked to divide themselves into groups of five. Some students kept looking at each other with hesitation and did not move.

Teacher: he pointed at them with his figure and said "I don't want to divide you either. I don't know who's friends with whom. It's on you to decide" using a sarcastic tone and smiling.

Situation Two

Student: was making noise while his classmate was presenting

Teacher: "Shuut!" and moved his head in both directions to indicate that it is unacceptable and that he should stop.

Situation Three

Student: was listening to music while the teacher was explaining the instructions for the upcoming activity.

Teacher: "I won't accept such behaviours" using a serious tone and a straight face.

- **Proxemics**

Teacher C located himself in three different places in the classroom. He went to the back of the classroom when students are delivering a presentation. He silently walked between the rows while students are working on an assignment and provided help, clarifications or feedback

whenever necessary. While assigning students an activity, he usually provided instructions while standing in the front of the classroom.

Teacher D

Teacher D was observed while teaching the applied linguistics module to a group of master one students. The classroom arrangement was in the form of rows. Students were expected to deliver a presentation each session about a specific lesson instead of the teacher while discussing the content they have prepared simultaneously with their teacher and classmates.

- **Paralanguage**

She maintained a friendly and gentle tone of voice along with a normal voice pitch. She relied heavily on the use of interjections while listening to both the students who were presenting or those engaging in discussions as a part of the audience. Interjections were used to express different things such as satisfaction, confusion, dissatisfaction etc.

- **Kinesics**

Unlike the previous teachers, Teacher D did not move around the classroom neither stand. She settled at her desk throughout the four observation sessions. Instead, she relied on her upper body parts to communicate with her students. Hand and arm gestures, eye contact as well as facial expressions in order to communicate both ideas and emotions. Another noticeable nonverbal cue that Teacher D used was constant nodding and smiling while keeping eye contact with the students, especially those who are presenting. Despite the lack of movements around the classroom, she managed to keep students engaging during the discussion.

- **Proxemics**

As it was previously mentioned, Teacher B remained at her desk from the starting of the session until it ends. She did not get physically close to students nor moved around the classroom during classroom discussion.

Teacher E

Teacher E was observed during a writing session. His class consisted of a group of first year licence students. The classroom arrangement was in the form of rows. Students were often assigned individual writing tasks to do during the session. Later, the teacher discusses the content of their paragraphs or produced sentences with them in order to provide them with his feedback and for them to learn from each other's mistakes. It is more of a student-centered class.

- **Paralanguage**

Teacher E used a high voice pitch for the majority of the time allotted for each session. His voice tone varied from serious to friendly and contended depending on the communicative situation he is dealing with.

- **Kinesics**

He employed some hand and arm gestures while providing feedback or explanation. He also maintained eye contact with students and used different facial expressions to express multiple emotions such as satisfaction, dissatisfaction, surprise, confusion etc.

- **Proxemics**

What was observed concerning Teacher A proximity from his students is that while they are working on their writing assignments, he stands close to them to check their progress. After students seek his feedback on their writing productions, Teacher A sits next to each one of them and discusses their mistakes and ideas individually.

The observation of the previously mentioned teachers' performance in the classroom and their use of nonverbal communication while interacting with their students revealed that each teacher had a different profile and way of employing nonverbal cues to communicate both ideas and emotions especially. Table 8 summarises the set of nonverbal cues and patterns that they repeatedly employed with some specification about their use and which teacher (s) used them:

Table 8

The Nonverbal Cues and Patterns used by the Teachers

Nonverbal Cues Categories	Nonverbal cues/ Patterns	Use Specifications	Teacher (s)
Paralanguage	Voice Pitch	Varied	All of them
	Voice Tone	Friendly	Teacher B / Teacher D
		Varied	Teacher A / Teacher C/ Teacher E
	Interjections	To express satisfaction or dissatisfaction	Teacher A / Teacher D
Kinesics	Facial expressions	To express emotions and attitudes or to shape ideas and explain them	All of them
	Eye contact	When students are providing answers or delivering a presentation	All of them
	Hand and Arm gestures	To simplify ideas make them accessible to students	All of them
	Nodding	To express satisfaction and agreement when students when they are delivering a presentation	Teacher C / Teacher D
Proxemics	Walking between the rows	When students are working on an assignment individually	Teacher C / Teacher E
	Standing next to the student (s)	To provide feedback to a student individually	Teacher C / Teacher E
		To check the progress of the group members while working on an assignment	Teacher A / Teacher C / Teacher B
		To discuss the group members' answers and provide feedback	Teacher A / Teacher C / Teacher B
	Sitting next to the student (s)	To provide a student feedback on their individual work	Teacher E
		To discuss the group members' answers and provide feedback	Teacher A
	Sitting at the desk	While students are delivering a presentation	Teacher D
	Sitting at the back of the classroom	While students are delivering a presentation	Teacher C / Teacher B

It is worth noting that most of the cues mentioned in Table 8 were used simultaneously during classroom interaction depending on the communicative situations taking place. The latter could be affected and decided upon by multiple factors such as the content of the lesson or the activities, the student's needs, the implemented classroom activities (groupwork, presentation, etc), the teaching experience of the teacher, the teacher's emotional state etc.

4.1.2   Results of the Teachers' Interview

Section One: Background Information

Item 01: Would you specify your degree?

Item 02: How long have you been teaching English at university?

Table 9

Teachers' Degrees and Years of Teaching

Interviewee	Degree	Years of Teaching
A	A magister degree in teaching English and its methods	12
B	A PhD degree in Applied Linguistics	14
C	A PhD degree in Applied Linguistics	3
D	A magister degree in teaching English and its methods	5
E	A PhD degree in Literature	9

Questions one and two of section one of the teachers' interview. As shown in Table 9, they revealed general information about the profiles of the participants mainly educational qualifications and years of experience. Teachers A and D hold Magister degrees in teaching English and its methos and Teachers B and C hold PhD degrees in Applied Linguistics whereas Teacher E holds a PhD in Literature. They had varying English teaching experiences at university level, ranging from three to fourteen years. It is important to highlight that neither the educational qualification nor the number of years they spent teaching necessarily determine the quality of the teacher's performance and the expertise they possess.

An additional question that was added by the researcher during the interviews is regarding whether the participants had any previous practical training on how to use nonverbal communication as a part of classroom communication. (**Item a**)

Item a: Have you received any previous training on how to use nonverbal communication as a part of the teaching process?

Table 10

Teachers' Nonverbal Communication Training

Interviewee	Nonverbal Communication Training
A	No practical training. Theoretical knowledge only. The teacher relies on his own teaching experience and tries to develop it gradually.
B	No practical training. Theoretical knowledge from literature or some videos only. He relied on it to develop his nonverbal communication over time.
C	It was a part of his training abroad through classroom simulation.
D	No practical training, the teacher relies on her own readings and personal experience.
E	No practical training, mainly theoretical hints from the psycho-pedagogy module and his own teaching experience.

Teachers who took part in this study had no official practical training on nonverbal communication and how it should be used in classroom interaction. As illustrated in Table 10, most participants either rely on knowledge available on the literature or gradually improve their performance based on teaching experience, except for teacher C who had a partial training as through classroom simulation.

Section Two: The Importance of NVC, Students Emotions and Attitudes, Paralanguage, Kinesics and Proxemics.

Item 03: To what extent do you believe that the nonverbal communication of the teacher is important as a part of the student-teacher interaction in the EFL classroom?

Table 11

Teachers Opinions Regarding Nonverbal Communication Importance

Interviewee	Nonverbal Communication Importance
A	I do strongly believe that body language plays a vital role in communication… I am not giving 50% but more. The nonverbal communication plays a major role in classroom communication.
B	There is no doubt that interaction is a combination of both, I mean verbal and nonverbal and sometimes nonverbal communication is stronger. A good eye contact in its appropriate timing addresses a message perfectly. A well-studied body language says more than words. Sometimes you don't even control yourself. You find yourself communicating both verbally and nonverbally at the same time. It is very spontaneous but, in the classroom, it is very important to pay attention to both.
C	Very important. I believe that it's important to look natural. Particularly in sessions dealing with oral expression, speaking or other interactive sessions that involve interactive activities. The teacher should look normal. I think if you just stand up without moving and using body language it would look odd and not address the ideas properly. In my context, because I teach oral expression, it's very crucial because you're not only concerned

	about what you say but also how you say it. Sometimes it's more important than what you are saying.
D	I do believe that nonverbal communication or interaction is as important as verbal communication when it comes to the relationship between the teacher and the students. To what extent? To a high extent. It helps in conveying certain attitudes towards students' performance.
E	It is very important to create that atmosphere in the classroom where you can interact with your students as a teacher elicit what they have, to provoke them to engage and participate in the classroom. These nonverbal cues can be considered as mediums that help you do so. They help you to stimulate them to be a part of the lesson or the lecture you're delivering and not only passive recipients.

Table 11 shows the teachers' opinions regarding the importance of nonverbal communication as a part of the student-teacher interaction. As indicated above, they perceive it to be of high importance whether when used separately or combined with nonverbal communication to express certain attitudes and emotions. Teacher C highlighted that it helps teachers to be as normal and expressive as possible. He believes that it makes it more efficient to convey certain emotions and attitudes which can be limited at the verbal level. Teacher E believes that it plays an important role as medium to interact and stimulate students and to create an active learning atmosphere in the classroom.

Item 04: Taking into account that the student-teacher interaction in the classroom is a double-sided process, are you usually able to recognize your students' emotions and attitudes? if yes, what communicative aspects help you to identify them the most?

Table 12

Teachers' Answers Regarding the Identification of Students' Emotions and Attitudes

Interviewee	The Identification of Students Emotions/ Attitudes
A	-Carefully scans his students to identify their emotions and attitudes and the change that happens in their attitudes when he addresses them personally compared to when he interacts with other students. - While moving in the class he can identify whether a student (s) is comfortable or not. Some students feel stressed when he is close but once he is far, they can communicate easily. - Students at master level do not express their attitudes through nonverbal communication. It can be challenging to identify them in some cases.
B	-The teacher can easily recognise emotions of uncertainty, anxiety, confusion and more through the students' nonverbal cues like body language and posture, facial expressions and pauses.
C	-It is easier with first year students than master students, because the latter are emotionally smarter and they know how to hide their emotions. - He can tell through their way of sitting and lack of interaction in the classroom
D	-She can recognise stress while students are presenting through both verbal and nonverbal cues. - Verbal cues such as uttering some words: "Umm… sorry, excuse me, well." - Nonverbal cues: eye movements, some gestures.
E	-Through facial expressions mainly, the degree of interaction in the classroom.

Table 12 illustrates that teachers rely mostly on the way their students express themselves nonverbally to identify and perceive different emotions such as stress, discomfort, anxiety, uncertainty, confusion and lack of interest in the lesson. Teacher A claimed that he deliberately

pays attention to the way they react when he addresses them and further their attitudes when he addresses their classmates as a way to keep a profile of each student.

Teachers B and D claim that it helps them identify the student's emotional state even when combined with some verbal words or statements he/she utters. Moreover, Teacher A and C specified that the older the students are the more challenging the identification of their emotions get because by then they developed a certain level of emotional awareness and they are able to hide their real emotions and attitudes.

Item 05: Do you intentionally use a specific paralinguistic cue (s) to communicate a specific attitude(s) (satisfaction, dissatisfaction, disappointment, assertiveness, anger etc.) or during classroom discussion in general (while providing explanation, feedback and instructions or to catch the students' attention). **If yes**, would you provide few examples.

Table 13

The Paralinguistic Cues and Patterns Used by the Teachers and the intentions behind

Them

Interviewee	Paralinguistic Cues
A	-If students are making noise, the teacher should not go beyond their voice pitch level. Instead, he/she should lower his/her voice pitch to guarantee that they are paying attention because they would feel afraid of missing out on something he/she is saying. - When he/she lowers his voice, students feel more comfortable and that the teacher is more of a friend than a teacher (when he talks to students in the sub-groups)

B	-Expresses satisfaction through raising his voice pitch especially when uttering praising words such as "Excellent!" -he addresses student's noise or other discipline related problems verbally. If not, effective he pauses to make the students understand that their behaviour is unacceptable -He breaks speech with a pause to indicate that what he is about to say is important. -He maintains a friendly tone, because, he believes that students at this level consider it a sign of mutual respect in such a professional setting.
C	-He relies on his tone to address that something is important. - He keeps a normal voice pitch unless the class behaviour gets out of hand, then he raises his voice pitch to address it. -He maintains a serious tone when students are not taking their assignments easily.
D	-She does not rely on her tone. -She relies on the use of interjections along with nodding. She usually says "yes! … Okay!... excellent!... Uhuh! Hmmm!" to praise them or to bring their attention to something. It depends on the situation.
E	-He usually raises his voice pitch to address that something is abnormal. -He changes his voice tone when he is not satisfied to evoke the others to notice it and discuss it together as a way to find the correct answers.

Table 12 illustrates the different ways participants employ paralinguistic cues as part of the teaching process. The mentioned patterns or cues are used differently by teachers, Each in different ways with different intentions. Even if they shared a given cue the aim behind its use might differ. For instance, Teacher A lowers his voice pitch in case of miss behaviour (noise), Teacher B pauses and teachers C and E raise their voice pitch all to indicate that students are being noisy, the behaviour is unacceptable and should stop immediately. The same applies to voice tone, teachers B and D maintain a friendly tone regardless of the situation whereas teachers A, C, E rely on variation of tone instead. Regardless of the voice feature they employed their intentions behind it are directed towards the psychological and emotional level of students and

how to convey certain attitudes or emotions such as satisfaction, dissatisfaction, care and support in an efficient way.

Item 06: Do you intentionally use a specific kinesthetic cue(s) to communicate a specific attitude(s) (satisfaction, dissatisfaction, disappointment, assertiveness, anger, etc.) or during classroom discussion in general (while providing explanation, feedback and instructions or to catch the students' attention). **If yes,** would you provide few examples.

Table 14

The Kinaesthetic Cues Used by the Teachers and the intentions behind them

Interviewee	Kinaesthetic Cues
A	-He moves around the classroom and checks students withing the sub-groups to keep them alerted, to make them feel that they are being observed and to push them to work. -He has a convention with his students. If a student is providing an answer and the teacher raises his hand and stops him/her it means that the answer is correct but he wants to hear the answers of the other students. If the answer is wrong, he does not stop them but uses an interjection to indicate that it is not the correct answer.
B	- He likes to sustain eye contact with students. -He rarely uses mimics. He does not believe they are required at master level.
C	-He tries to provide feedback often in the most expressive way. He believes that nonverbal cues should match the emotion to be conveyed. For instance, it would sound odd if the teacher wanted to praise his/her student and he says "Excellent!" without convenient facial expressions or without developing the smile of satisfaction. -He walks around between the rows and checks students work to communicate that he is watching them, that their work matters and that he wants to see them working rather than to be intimidating or dominant. -In a lecture, the teacher has to stand otherwise he/she loses his/her dominance. Voice is important. When he/she stands, moves around and explains it has much more impact than when he/she sits at the desk and talks with no interaction during a lecture.

D	-Relies heavily on facial expressions especially the eyes and mouth. -She uses nodding according to the situation.
E	He uses arm and hand gestures to catch the attention of the students and to facilitate certain aspects of the lesson to them.

Table 14 summarises the different body movements teachers employ during classroom interaction. Similar to paralinguistic cues, they employed different kinaesthetic cues and movements to fulfil different communicative objectives which are mainly related to classroom management and the teachers' role as a leader and how not to lose control of it, to facilitate certain ambiguities to students or to keep students disciplined and push them to work on their assignments in a way that shows care and appreciation rather than intimidation or dominance.

Item 07: Do you intentionally vary the distance between you and your student (s) as a part of the classroom interaction? **If yes**, would you provide few examples and explain why?

Table 15

The Teachers' Answers Regarding Proximity and the Intentions Behind their Choices

Interviewee	Proximity
A	- He sits next to students withing the sub-groups to make students feel like he is a student like them to make them feel more comfortable sharing their ideas and discussing them. -Doing so, he is primarily targeting shy students whom he feels that they get afraid when he is near them. He tries to break that fear inside of them to make them feel more comfortable to join discussions withing the group.

B	- He likes to sit next to students to provide them with feedback on their writing to express that he really cares about what the student has written and that he is there to hear from him/her and to see exactly what he/she would like to express via his/her writing. -When he talks to students or discusses ideas with them, he usually stands next to them to express that he cares. - He sits in the back when students are presenting as a way to tell them "Take the lead, I am not going to interfere. It is your job. the stage is yours now, do it the way you plan it. I will be just an observer watching your performance". - He interferes when there is a case that requires his interference because technically, he still in charge of the classroom.
C	-He sits at the back to give them the space to get used to using their voice. He creates a situation where they have to raise their voice pitch and interact with their audience and at least interact with their friends. He is aware that it might not be comfortable for most students yet he applies this strategy because there are pedagogical objectives behind it. - By standing close to students he tries to show care especially when students are struggling. -He walks around to both see their work but also show care about them and their emotional state. It's not only dominance. - when students have a group work and he notices a lot of laughter and disinterest in the activity he walks around to push them to work without shouting or verbally stating it.
D	- She usually chooses to remain at the desk to give the presenters the whole space to express themselves and to be the principal participants doing the tasks and she takes the floor whenever required. - During the presentation itself I always make sure to not interfere in unreasonable way. Or a random way. It is to make them feel more confident and responsible.
E	-He sits next to students to provide feedback. In order to make them feel that he is not passive even when they are working on their writing tasks, and that he is present as a guide and to provide any support they need. ---when he walks around the classroom, he makes them feel that they are observed and awaited by the teacher, to make them feel that they are all working on their task to be discussed later and to make

them feel that he is always present whether he is explaining or while they are working.

Table 15 reveals the various ways teachers vary their distance between them and their students to achieve specific purposes. The later are related to aspects such as the students' personality type and the way they feel about the teacher being close or far in distance, providing feedback and expressing care and support regarding or to address to misbehaviour nonverbally to keep a productive atmosphere and not disturb the students.

- **Section Three: Additional Influential Factures**

Item 08: Does your mood and emotional state affect your nonverbal communication in the classroom? Why?

Table 16

The Influence of the Teachers' Mood and Emotional State on their Nonverbal Communication

Interviewee	Impact of their Mood and Emotional State
A	I do not know if I can evaluate myself here, yet I am aware of the different emotional states I experience in the classroom. We cannot ignore that as human beings we get affected by the outside. But I do engage in the class and I forget about what happened outside. It may affect it for few minutes or for a period of time, in the beginning maybe, but I can overcome it quickly. I think I am able to do this. The only thing that may affect my nonverbal communication is when I am physically exhausted or I am sick.
B	-Sure. Because we are human. Sometimes when I am in a good mood, I feel very hyperactive and very attentive and cooperative with students. But sometimes when I am in a bad mood, I try to hide it in order not to affect the atmosphere of the classroom negatively. -If I am upset and I have a session with students in the morning, I try to share it with them. Because I would like students to know why I look sad or angry and for them not to be confused and think that I am angry at their behaviour. I try to share incidents, anecdotes, what happened to me in the early morning. Things that might affect me at a physical level or that affect my performance. I feel like students like it. I feel like it's a good starter for the lesson or the lecture.

C	I try to prevent it from affecting my performance. When I am working, I try to focus on the activities and try to forget about my personal life but the problem is that it is inevitable. Particularly my facial expressions. I don't have full control over it. It can affect it yes.
D	I am usually aware of my emotions which is a key point that helps me to master and manage them. People who can't control their emotions might not even be aware of them so instead of controlling their emotions they let their emotions control them. I always try to do responses in my classroom instead of reactions. I respond I don't react. Making responses is much more conscious than reactions because we can have control over them to a certain degree.
E	When I come to the classroom everything changes because I like the atmosphere of the classroom so much. But as human beings we are influenced by what happens in our daily lives. I always try to turn what's negative to something positive especially if the class is at the level of my expectations. I am aware of my emotions but I try to overcome them or manage them through classroom interaction with my students. Whether my communication is verbal or nonverbal or a combination of both.

Table 16 indicates the teachers' responses regarding their mood and emotional state and how it might affect their nonverbal performance in the classroom. They did not deny that as human beings it is inevitable that their emotional state might affect their nonverbal communication yet they expressed that they are usually aware of them and put an effort to avoid it. Teacher B shares his concerns with his students as a way to clarify why he seems sad or upset for instance. Teacher D tries to make conscious nonverbal responds rather than unconscious reactions as a way to have some level of control of the situation taking place.

Item 09: How does the type of the course itself and the activity(ies) implemented during the lesson affect your nonverbal communication?

Table 17

The Impact of the Course Type and the Implemented Activities on the Teachers' Nonverbal

Communication

Interviewee	Impact of the Type of the Course/Implemented Activities
A	If we take linguistics for example**,** the use of hand and arm gestures in explaining and shaping the ideas and keeping eye contact with the students should be there… But when it comes to proximity and your movements in the classroom there is a difference. If you feel that you are about to explain a complex concept or deal with so many details it is better to sit at the desk and try not to use a high voice or a very low voice. Try to maintain a normal voice pitch in order to keep the students concentrated and not to disturb them with your movements. But when it is a group work, you can move and provide examples and even the eye contact differs. The activities have to do with the lesson itself.
B	Writing is very personal so you have to address the student in his personal space however in a lecture for instance that can't really be achieved. In the amphitheatre I have to maintain eye contact with most of the students. I cannot give special attention to a specific one unless he or she is providing an answer or a remark in which I try to be attentive. But while I am explaining I try to move from one side to the other in order to cover all the students' spectrum. To me, continuously addressing a specific student in such setting is a lack of respect to the others. All the class members deserve equal attention from me so I try to do my best although it can be challenging sometimes.
C	It does greatly affect. In oral expression… It is an interactive session… You have to use body language and facial expressions but when it comes to phonetics or statistics you still have to be interactive with students but it won't be as impactful.
D	I usually teach oral expression for first year students and applied linguistics with Master one students. I always feel like I should invest more in my verbal and nonverbal emotional responses with first year students than Master one's. Both the category of the module and the students themselves control that. With first year students I feel like they are less aware of themselves. I feel that I need to be there not just physically but emotionally with them. Much more emotional investment is usually with first year students regardless of the module.
E	I teach literature and writing. They are not very different but at a personal level I feel that in a writing session I am more active and expressive because even if it is more of a student production dependent course I still have to

interfere and be there for the students. For the literature module. It's a
lecture I do interfere mainly by the end during the discussion or analysis. I
try to keep students engaged in both settings through my nonverbal
communication and it takes me double the efforts sometimes because of the
nature of the modules.

Table 17 shows the teachers opinions towards the possible effects the course type and the

activities implemented during the lesson on the teacher's nonverbal communication. There is

total agreement among them that both aspects do highly affect it. The content of the module and

the objectives behind it and the implemented activities implemented to reach them determine the

choices teachers make in terms of the way they use their voice body movements and facial

expressions or the distance they make between them and the students. These choices are made in

consideration of these objectives but also the students emotional needs.

Item 10: To what extent does the teaching experience and the acquired expertise affect your

nonverbal communication in the classroom? Are there any changes that you made or nonverbal

communicative patterns that you intentionally implemented out of experience that proved to be

more effective? If yes, would you provide examples and explain why.

Table 18

The Impact of Teaching Experience on the Nonverbal Communication of the Teacher Choices

Interviewee	Impact of Teaching Experience
A	-He changed the way he uses his voice to rely on variations of voice pitch instead of it always being high pitched. It depends on the situation itself, the timing of the session and the students' reactions and needs. -He started sitting at the desk. Through experience he learned that sitting in the desk has its effects and makes the students pay more attention to the teacher. It has its importance parallel to moving in the class. - He minimized his movement in the class because he received comments from students indicating that too much movement disturbs them.

B	-He relies on both his experience as a teacher along with what is available in the literature about how to control body language and the voice in the classroom.
C	-He doesn't have a long experience in teaching. He tries to keep what he deems effective. -He tries to always improve his performance. He reaches out to his colleagues that for assistance and advice.
D	-Her students seem satisfied with her performance. Even if there were some changes, they are minor.
E	-He teaches literature and writing. He learned over experience that he should be more active in writing sessions than in literature lectures. It takes him double the effort nonverbally speaking because of the nature of the module.

Table 18 portrays the teachers' opinions regarding the effects of teaching experience on nonverbal communication which are varied. Both Teacher A made changes in their choices using nonverbal cues through experience and by taking into account the students' attitudes mainly regarding their movement in the classroom and use of voice. Teacher B relies on both what is available in the literature (experiences of other people) and his personal experience to make changes whenever necessary. Teacher C has a short experience in teaching. He keeps what is effective and seeks assistance and guidance from more experienced colleagues. Teacher D believes that her students are usually satisfied with her performance and that the changes she makes are mostly minor.

Item 11: Do learner's Personality type affect your nonverbal communication in the classroom? Why?

Table 19

The Impact of the Learner's Personality Type on the Teachers' Nonverbal Communication

Interviewee	Impact of Students' Personality type
A	It does not affect but it limits… for introverted students for example, I do avoid to sit next to them frequently. For example, if they are working in a sub- group, I change my place each session and I do not sit next to the same student repeatedly. I try to approach them gradually.
B	There are situations where students don't like the close distance. They try to move away in order not to be that close to you. Even eye contact, some students don't maintain good eye contact with the teacher in return. Students' personality types affect my nonverbal communication in the classroom. The way you address an extrovert is not the same as an introvert. After all you are dealing with human beings. Some personalities are unpredictable. As a teacher you need to adapt to be able to deal with them.
C	As a teacher, you try to be fair with everyone. Some students might not like it when I'm close or don't feel comfortable to be confronted or talked to but you're there to learn and you will have to deal with me. You cannot go through university without dealing with learning, teachers and all what comes with it. I understand that some students are anxious and shy but that's the way I deal with it. I take into consideration them being anxious, afraid or shy but it does not really factor because if you let the students guide you, it will not be a learning experience it would be just you trying to comfort them and trying to keep them in their comfort zone and they will not learn much. They should be pushed out of their comfort zone.
D	Sometimes I feel that some students need more attention and interaction for them to do more or to show more. And some others I feel that they don't need me and some don't even want my interference. They just need my final remark at the end of the presentation or the assignment. But some need more reinforcement and encouragement. I can tell from the way they show up to the class and the way they perform, the way they behave. Some students are explicitly asking for help. "Miss Please! Help me with this" but nonverbally. Perhaps I can understand it out of experience or because I am in the first place aware of my emotions. So, I can identify their emotions similar to mine. I do consider the effect of emotions on me and my students. I do give importance to this aspect of teaching and learning because we are human at the end.
E	I try to devote equal interaction and attention with both introverts and extroverts. But I try to vary the type of the nonverbal cues I use with each

> type. I try not to put so much pressure on introverts compared to extroverts. I mainly rely on eye contact or asking explicit questions from time to time to keep them engaged and if I am to discuss anything with them it is usually kept till the end of the session contrary to extroverts who are always explicitly expressing their ideas and needs during the session.

Table 19 reveals what teachers think about the students' personality types and how they deal with it at the nonverbal level. They believe that dealing with an extrovert is dissimilar to that with an introvert and it might affect or limit the teacher's nonverbal communication. It affects the distance to be kept between them and the teacher, eye contact and attention to be provided to them. Teachers try to adapt to both types according to their needs and preferences. Teacher C specified that although this aspect should be taken into consideration yet it does not have to go so far that it controls the teacher's performance instead of him controlling it. The learning objectives should be prioritised even if students are pushed out of their comfort zone.

1.1.1   *Results of The Students' Questionnaire*

Section One: Personal Information

The aim behind questions one and two is to obtain background information about the respondents mainly their current educational level and gender.

Item 01: Tertiary Level

Figure 12

Participants' Tertiary Level Distribution
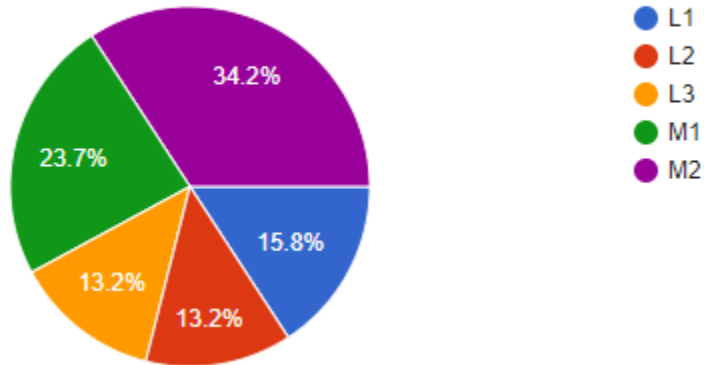
Figure 12 demonstrates a pie chart that illustrates the tertiary level of the students. It shows that the supremacy level is master two students (M2). 13 M2 student responded to the questionnaire (34.2 %). In addition to nine master one students (23.7 %), five third year licence students (13.2 %), five second year licence students (13.2 %) and six first year licence students (15.8 %).

Item 02: Gender

Figure 13

Students' Gender Distribution
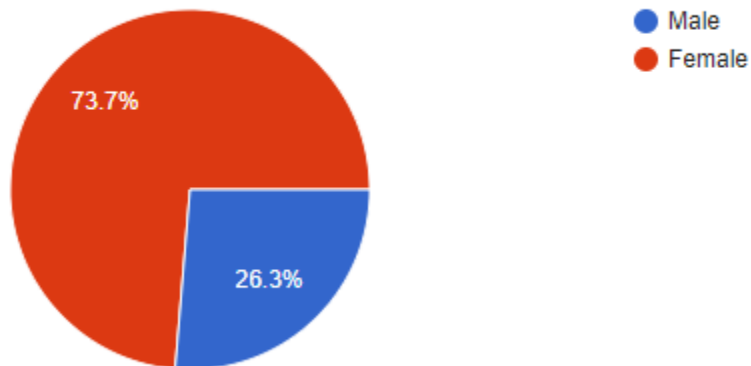
Figure 13 portrays that the majority of the questionnaire's respondents are females. The overall number of respondents comprised 28 female student (73.7 %) in addition to 10 male respondents (26.3 %).

Section Two: The Teachers' Nonverbal Communication

Item 01: How often do the nonverbal cues used by your teacher affect your interaction with them in the classroom?

Figure 14

Students' Perceptions about the Frequency of the Impact of The Teachers' Nonverbal Communication on the Student-Teacher Interaction
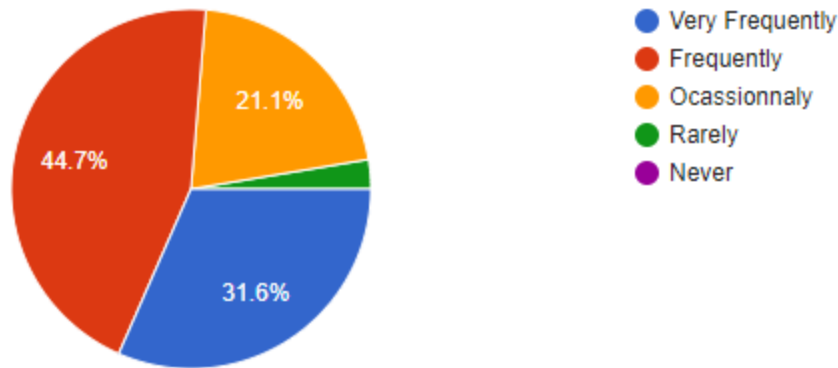
Figure 14 showcases the students' Students' Perceptions about the frequency of the impact of the teachers' nonverbal communication on the student-teacher interaction. The purpose of this question is to uncover whether students consider and acknowledge their teachers' nonverbal communication and to what extent do they believe it to be effective in terms of the way they interact with them in the classroom. A majority of 17 respondents (44.7 %) perceive it as frequently impactful. The next group of 12 respondents (31.6 %) believe that it affects their interaction with their teacher at a higher level (very frequently). The third category believe that it does affect it yet occasionally (8 students (21.1%)). Only one student claimed that it rarely has any impact.

Item 02: Tick the option that indicates the extent to which you agree or disagree with the following statements:

    a. A successful Learning experience is dependent on both the content of the lesson and the way it is delivered

    b. The teacher's nonverbal cues impact my motivation

    c.   The quality of classroom interaction is impacted by the teacher's nonverbal behaviour.

    d.   Through the teacher's nonverbal performance, I can recognise variations in their mood and attitude during classroom interaction.

    e.   The teacher's nonverbal performance affects the frequency of my engagement in the classroom

The statements above were primarily extracted from the teachers' answers regarding the general roles their nonverbal communication have on the classroom atmosphere and the quality of the students' learning experience. The researcher sought to obtain the extent of agreement students express about them. Table 20 reveals the results of the Likert scale and Figure 15 is a Bar chart in which they are visualized. The results indicate that the great majority of the student either agree or strongly agree with the suggested statements.

Table 20

The Results of the Likert Scale of Question 02 Section Two

Statements	Options					Total
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	
	Frequencies and Percentages (%)					
A	1 (2.63%)	1(2.63%)	1(2.63%)	12(31.58%)	23(60.53%)	38 (100%)
B	2(5.26%)	1(2.63%)	3(7.89%)	22(57.89%)	10(26.32%)	38 (100%)
C	1(2.63%)	4(10.53%)	5(13.16%)	19(50%)	9(23.68%)	38 (100%)
D	1(2.63%)	1(2.63%)	5(13.16%)	19(50%)	12(31.58%)	38 (100%)
E	1(2.63%)	4(10.53%)	4(10.53%)	20(52.63%)	9(23.68%)	38 (100%)

Figure 15

The Distribution of the Answers of Question 2 Section Two
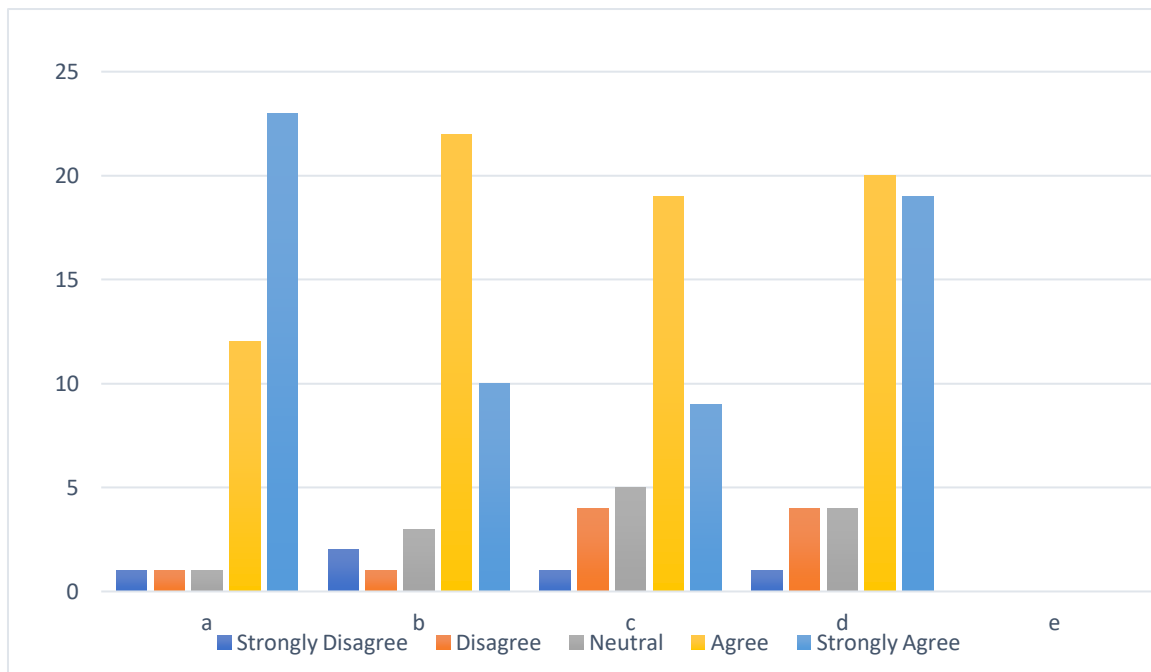
Section Three: The Paralinguistic Cues Used by the Teachers

Item 01:

    a. On Average, what type of voice pitch do you prefer your teacher to use?

Figure 16

The Students' Preferences Regarding their Teachers' Use of Voice Pitch
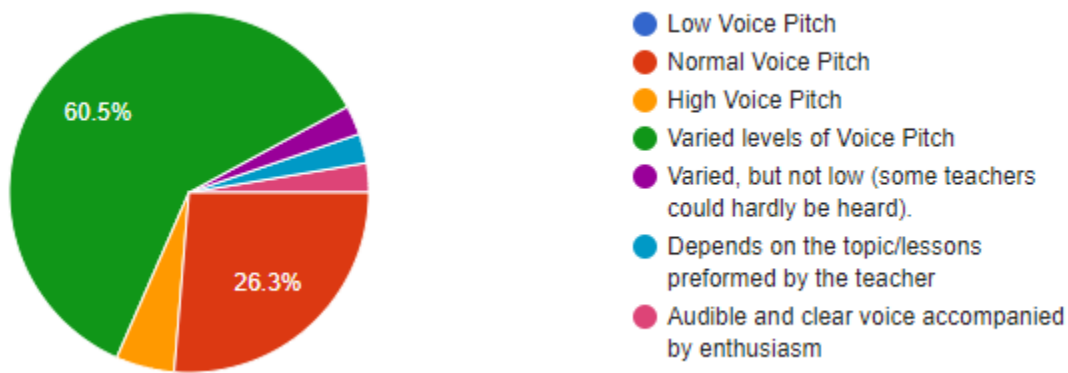
The segments of the pie chart in Figure 16 represent the respondents' preferences regarding their teachers' use of voice pitch. The majority of students prefer the variation of voice pitch (60.5 %). The second segment of the pie chart indicates that 26.3% of the respondents favour the teacher to maintain a normal voice pitch. The third category (5.3 %) have a preference for high pitched voice. Three more options were added by the respondents. One prefers the teacher's voice pitch to be varied yet not low. Another believes that it depends on the topic or the lesson being covered by the teacher rather than his preference and the last option is for the teacher's voice to be audible, clear and accompanied by enthusiasm.

b. Are you usually able to interpret the change in your voice pitch?

Figure 17

Students Ability to Interpret the Change in their Teachers' Voice Pitch
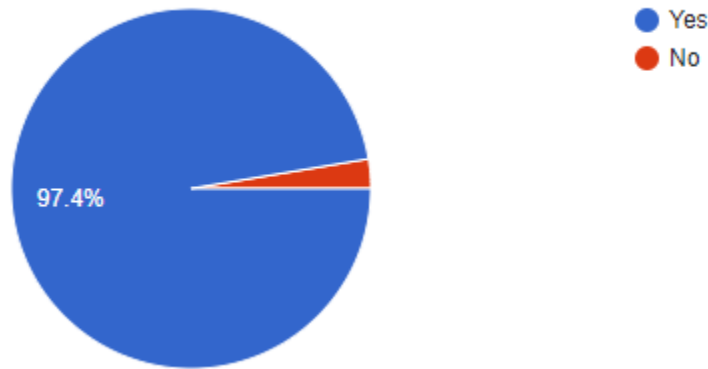
Figure 17 displays that 37 out of 38 of the respondents claim that they are able to interpret the change in their teachers' voice pitch during classroom interaction. They were next asked to explain why they have this belief.

Table 20 illustrates the different interpretations students have for the different levels of voice pitch their students' employ in addition to some quotes from the explanations they provided.

Table 21

The Students' Interpretations of the Change in their Teachers Voice Pitch

Interpretations	Voice Pitch Level	Quotes
To express the importance level of what is being said	High	-If the teacher rises his voice (high voice pitch) I can interpret that the following saying is important or necessary. -For example, when he uses a high pitch in a specific word that means we should note it down and it's important

		-The teacher Usually raises his voice pitch and tries to put stress on words, letters ... more when the information is very important and he wants us to write it down.
	Low	-I noticed that frequently teachers lower their voices when delivering important information. This helps attract attention. - when he uses low voice pitch so he emphasises what he is saying. -they opt for a lower pitch when they are digging deep into the details of the lesson and reaching the intended conclusions since by then they had established a calm and focused atmosphere in the class. -for instance, when the teacher is mad and wants the classroom to be quiet while he/she is explaining the lecture, he/she will use high voice pitch which will indicate immediately that exact message
To attract the students' attention	High	-Some teachers speak louder at once when they feel they're losing students' attention. -When the teacher sees that students are sleepy, he rises his voice to get their attention -When the teacher uses a higher pitch, it is usually when introducing a new concept or element in the lesson to attract our attention
	Low	- I noticed that frequently teachers lower their voices when delivering important information. This helps attract attention.
To express intolerance of noise/ misbehaviour	High	-when he hears some students speak during the explanation, he raises his voice as if to say a little calm, please
	Low	From what I have noticed in some teachers If they are using a low-voice pitch means they are disturbed by something done by the students
To express that he is in a bad mood	Low	-The voice pitch denotes the mood of the teacher. One can tell whether the teacher is happy, sad, angry. etc. from the voice pitch -When they are not in a good mood, they may have a low-pitched voice.
Inability to interpret the change		I can't I think it depends on their mood and state of mind

The interpretations shown in Table 21 indicate that besides the one student who believes that he/she does not have the ability to interpret the change in his/her teachers' voice pitch because it depends on their mood and state of mind, the interpretations suggested by the students go along with the choices the teachers taking part in the study make with similar intentions yet differently performed. The latter indicates that students are able to interpret both cases depending on the teacher. These interpretations encompass the expression of the importance of what is being said, attracting the students' attention, expression of intolerance towards misbehaviour and expression of the teachers' emotional state (bad mood mainly). All of the aforementioned interpretations were addressed by the teachers.

Item 02: During classroom student-teacher interaction, do you prefer the teacher to:

Figure 18

Students' Preferences Regarding their Teacher's Voice Tone
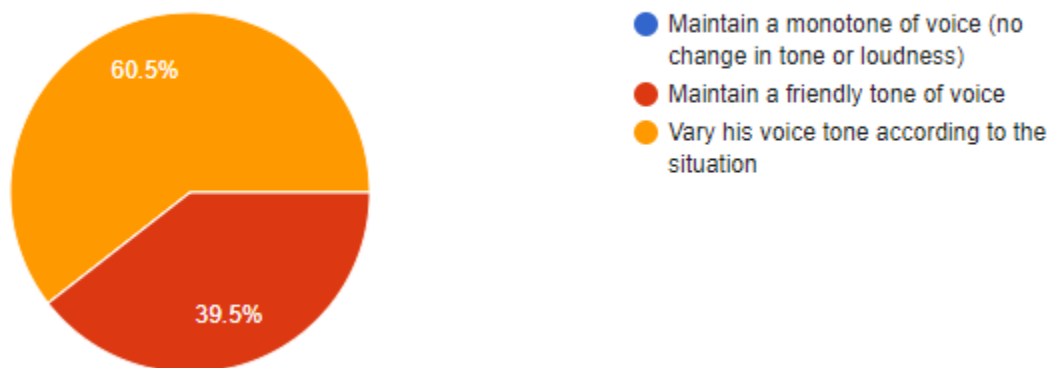
The pie chart in Figure 18 displays the students' preferences their teachers' voice tone. 60.5 % of respondents favour the variation of voice tone. In addition, 39.5 % prefer their teachers to maintain a friendly tone. They were asked to explain the reasons behind their choices. The results are illustrated in Table 22.

Table 22

The Students' Explanations of their Teachers' Use of Voice Tone Preferences

Students' Preference/ Aversion	Explanation/ Interpretations (Quotes)
Monotone	-I think the teacher should know when to change his voice tone. he doesn't have to speak loudly all the session nor with a low voice tone so it depends on the situation, every situation requires a specific voice tone -Having a monotone voice would bore me, being friendly all the time is not very convenient to different situations, it is better when he's able to adapt to the situation and the type of students he has. -In daily communication, having a monotonous conversation is hardly engaging to maintain. Therefore, teacher-student interaction has to be of varied tones, according to the context of course, in order to be fulfilling. The teacher sends a lot of hints and signals for the learner to decode in order to develop their performance. For instance, I could tell if I am on the right track with my answer or deviating from the topic. Also, as an auditory learner, I believe that the change in tone of the teacher ensures better recalling of the feedback given, in contrast to it being monotonous. -Keeping the same voice tone all the session makes the students bored and lose interest so that they become absent-minded students
Friendly Voice Tone	-I would like my teacher to maintain a friendly tone other than that I'd lose concentration or even lose interest on his session. -Teacher must maintain a friendly tone of voice to make each student feel comfortable during the session. -Most of the students prefer that friendly voice because they feel kind of close to the teacher. -When he speaks gently and friendly; it will affect in good manner during the class -Maintaining a friendly tone would make me feel free to interact with the teacher -A friendly tone of voice will create a safe / non-judgmental atmosphere that will eventually enhance students' engagement in the classroom. -When the teacher is speaking to you in a friendly way, you will be able to talk comfortably with him.

Variation in voice tone	-The variation signals emphasis of certain points, either positively or negatively, or the change in the turn taking.
	-I can only be hooked when the teacher varies his tone. This works for me, not just because I like it, but I need it in order to stay focused.
	-Because the voice tone can help a lot in the intention behind the teacher talk, so it should be varied according to the situation.
	-I think it would be helpful to us if the teacher changes the tone according to the situation because for me personally, I cannot focus on a one tone the whole class as I get really distracted or zoned out. In addition, the teacher needs to exert some sort of authority in his/ her voice according to the situation. Thus, I think a friendly tone all the time would backfire. A change of tone according to the situation helps me focus on the importance of the parts of the lesson and the lesson itself.
	-İt's better to vary his voice tone, so we can know the key words and the important elements of the lesson.
	-Variation is better because students can know about their teacher's mood.
	-I personally think varying the voice tone makes me as a student stay focused.

The provided interpretations of the three cases were relatively similar among respondents. Their explanation of why they dislike monotone was linked to its effect on them mainly because it causes them to lose interest and feel bored. The maintenance of a friendly tone was associated to the teacher's approachability and that it makes the students feel more at each to interact with him. The variation in voice tone, however had multiple interpretations. For instance, it helps the distinguish the important element in the lesson from those that are less important, to stay focused and attentive or to perceive the teacher's mood and communicative intentions. These results go along with the teacher's expectation about the difference among students in terms of preferences and personality types.

Section Four: The Kinaesthetic Features Used by the Teacher

Item 01: Tick the option that indicates the extent to which you agree or disagree with the following statements:

a. The teacher's facial expressions enhance my understanding of what he is trying to communicate.

b. When the teacher maintains eye contact with me during classroom interactions, I feel that my contributions are being respected and considered.

c. I feel more confident and validated when the teacher maintains eye contact with me during my presentation.

d. I feel more confident when the teacher nods in agreement during my presentation.

e. Certain hand and arm gestures used by the teacher enhance my comprehension of complex ideas

The above statements were extracted from the teachers' intentions, anticipations and expectations from the use of different kinaesthetic cues. The results of the agreement degree students have with them are displayed in Table 23 and visualized in Figure 19. The latter portrays that the majority of respondents showed a high level of agreement with the statements.

Table 23

Results of Question One Section Four

Statements	Options					Total
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	
	Frequencies and Percentages (%)					
A	2(5.26%)	0(0%)	5(13.16%)	17(44.73%)	24(63.16%)	38(100%)
b	2(5.26%)	1(2.63%)	3(7.89%)	22(57.89%)	10(26.32%)	38(100%)
c	1(2.63%)	1(2.63%)	5(13.16%)	17(44.73%)	13(34.21%)	38(100%)
D	1(2.63%)	0(%)	1(2.63%)	11(28.95%)	25(65.79%)	38(100%)
E	1(2.63%)	0(%)	6(15.79%)	16(42.11%)	15(39.47%)	38(100%)

Figure 19

Students Perceptions about Their Teachers' Use of Kineasthetic Cues
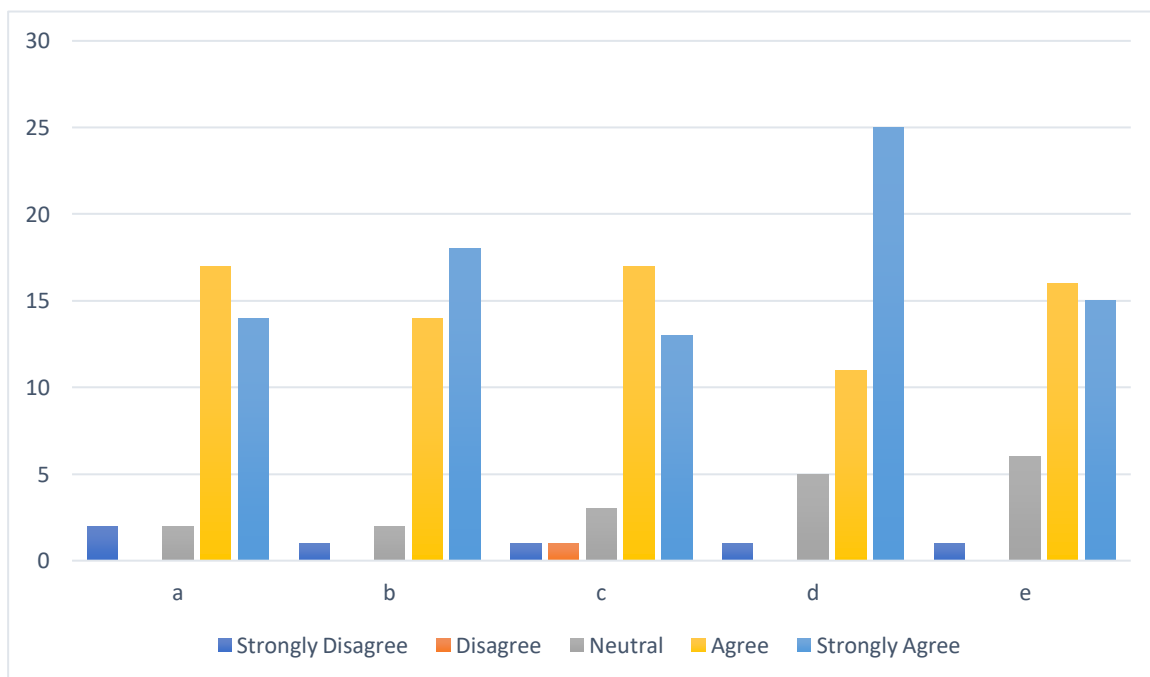
Section Five: Proxemics

Item 01: How do you feel while working on an assignment in the classroom and your teacher is walking between the rows? (You can tick more than one option)

Figure 20

Results of Question 01 Section Five
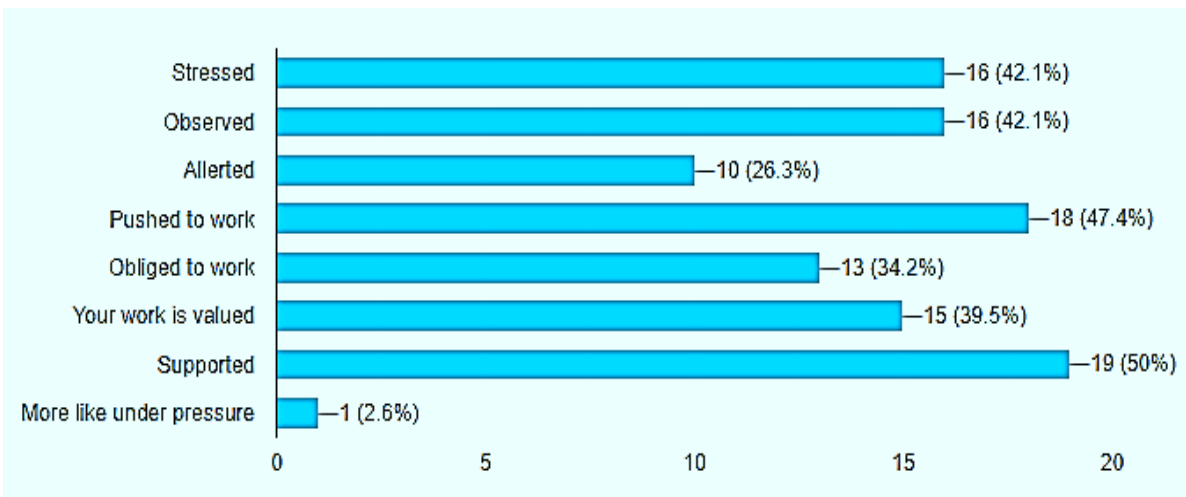
Figure 20 reveals the respondents' perceptions regarding their teacher walking between the rows while they are working on their assignments. It indicates that they can interpret it differently depending on the situation due to them choosing multiple feelings to be associated with it. It is worth noting that feeling supported received the highest percentage (50%) followed by feeling pushed to work (47.4%), stressed and observed (42.1%), your work is valued (39.5 %), obliged to work (34.2%), and alerted ranking last (26.3%). One additional option was added by one of the respondents is more like under pressure (2.6%).

Item 02: Do you prefer your teacher to provide you with feedback in the classroom while: (You can tick more than one option)

Figure 21

Results of Question 02 Section Five
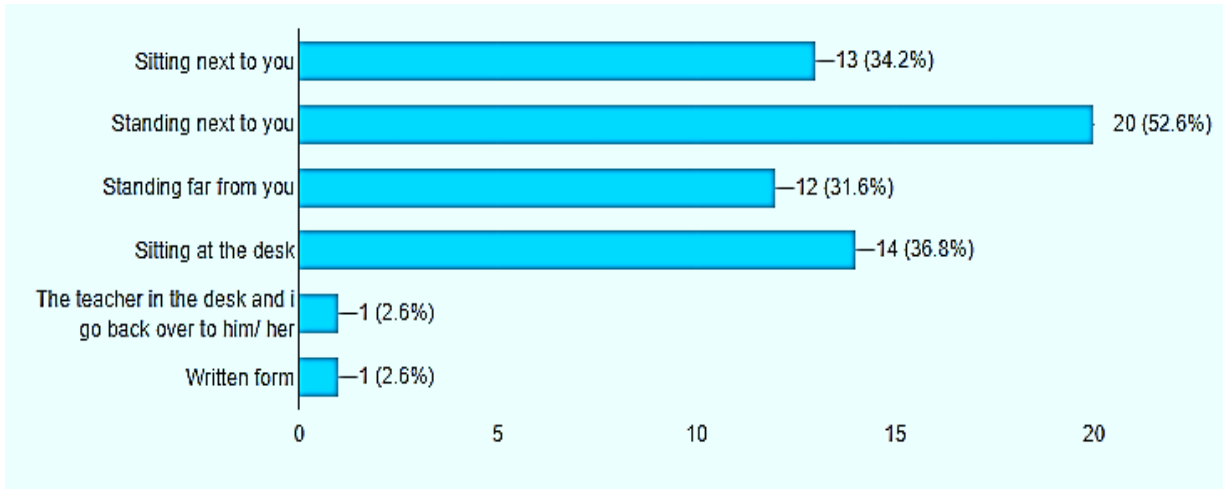
Figure 21 displays the students' preferences regarding their teacher proximity while providing them with feedback. 20 (52.6%) respondents prefer that he does that while standing next to them. 14 (36.8%) prefer that he provides them with feedback while sitting at the desk, 13 (34.2%) while sitting next to them and 12 (31.6 %) while standing far from them. Two options were added by the respondents either through a written form or by sitting at the desk and the student reaching out to him instead. They were asked to justify their answers. Table shows some justifications they provided for each case.

Table 24

Justification of Question 02 Section Five

Teacher Proximity Preference	Explanation (Quotes)
Sitting next to the student	- Because I don't like when he talks in front of everyone about me - Distance plays a major role, I prefer short distance that will create a comfortable zone

	- Sitting next to me because I don't want others to know what I'm working on and I feel shy and stressed. -When the teacher corrects my notes closely; I will feel more comfortable and motivated to work more. - The closer the proximity is the better understanding is. It creates a safer atmosphere - Sometimes you do something wrong and when the teacher provides you with feedback in front of the students you feel embarrassed. - I focus more on his feedback when he's sitting or standing next to me, while when he's standing far from me or sitting at the desk, I feel lost and totally not focused. - When the teacher sits next to someone, they are acting as if they were a friend, and thus the student will surely feel comfortable and understand thoroughly. - I prefer to be corrected in private and to ensure that I understand what the teacher is saying and I am listening clearly to what he/she is saying
Standing next to the student	- Standing next to me, for more comprehension and error correction. - Reasonable proximity allows clear hearing of the feedback while the opposite either too close provokes uncomfortableness, too far suggests carelessness - I feel confident when the teacher standing next to me while giving me feedback - Sometimes you do something wrong and when the teacher provides you with feedback in front of the students you feel embarrassed. - I focus more on his feedback when he's sitting or standing next to me, while when he's standing far from me or sitting at the desk, I feel lost and totally not focused. - Ensures more privacy. "Sitting" feels like they're getting in my personal space. Basically, there is a short distance that needs to be there between me and them
Standing far from the student	- As I can't hold eye contact for a long period of time, I tend to prefer having the room to look at anything else and not the teacher's eyes. The teacher being close only adds to my stress - I need to have some distance from the teacher in order for me to maintain eye contact. - I don't like it when the teacher approaches me physically.
Sitting at the desk	- All the options are normal for me but I prefer the teacher sitting at the desk or on the front of the classroom because this is his normal place so I feel more focused on what he is saying. But when he changes his place, my concentration may be disturbed. It's like something new and unusual happens. - I don't like it when the teacher approaches me physically.

	- As I can't hold eye contact for a long period of time, I tend to prefer having the room to look at anything else and not the teacher's eyes. The teacher being close only adds to my stress
The teacher at the desk and the student reaches out to them	I feel more committed and motivated to work as long as I'm getting clear instructions and feedback
Written Form	If the feedback is positive, I would like to be praised in front of my classmates which enhances my motivation and self-esteem. Though I don't mind being criticized before everybody, I still prefer to be provided with written feedback.

The provided justifications are associated to the level of introversion and extroversion of the students and the different needs of each personality type. Introverts require more privacy and less attention while extroverts seek validation and open discussions and praising. Each of them has different preferences regarding their teachers' level of proximity in which they feel more comfortable to interact with the teacher and receive his feedback whether positive or negative.

Item 03: While working in groups in the classroom, do you prefer your teacher to interfere in the group discussion: (You can tick more than one option)

Figure 22

Students' Preferences regarding their Teachers' proximity While Interfering in Group Discussions
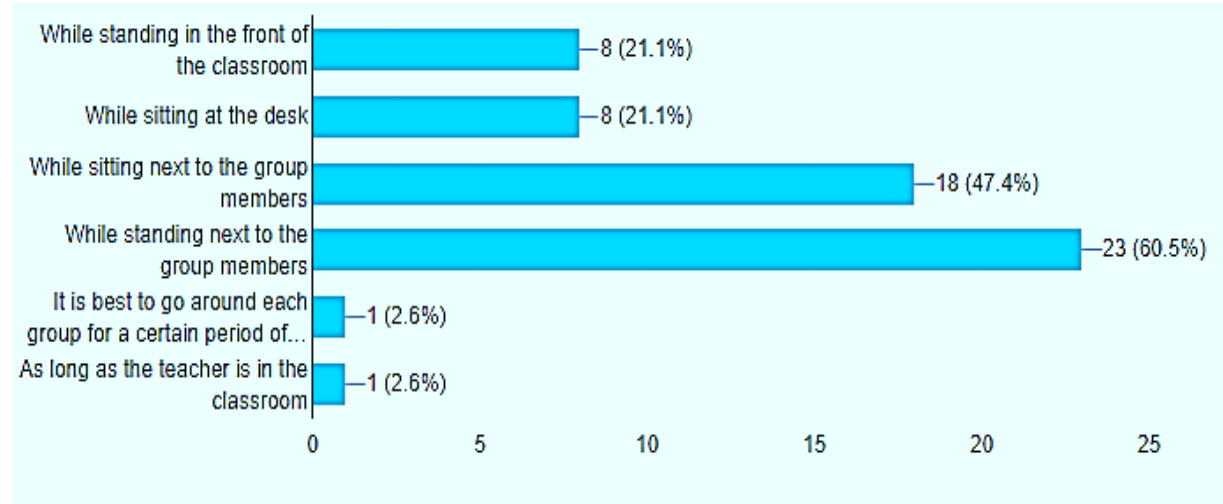
Figure 22 displays the respondents' preferences regarding their teachers' proximity while interfering in group discussions. The option that received the highest number of selections is while standing next to the group members (60.5%). Next is while sitting next to the group members (47.4%). Both the while standing in the front of the classroom and while sitting at the desk received the same number of selections (21.1%). Two options were added by two respondents which are that it is better to go around each group for a period of time to provide advice (2.6%) and as long as the teacher is in the classroom which means that it doesn't really make big of a difference (2.6%). They were further asked to justify these choices.

Table 25

Respondents Justifications Question 03 Section Five

Teacher Proximity Preference	Explanation (Quotes)
While standing in the front of the classroom	-I prefer if he stands in front of the whole classroom when he needs to bring our attention to something that might have been overlooked by other groups/group members.

	-I prefer my teacher to interfere in the group discussion while standing in the front of the classroom or sitting at the desk, this helps me to discuss my group members in comfortable conditions.
While sitting at the desk	- I prefer my teacher to interfere in the group discussion while standing in the front of the classroom or sitting at the desk, this helps me to discuss my group members in comfortable conditions. - I don't like it when someone (including teachers) disrespects the physical distance between us. -I believe it is less intimidating, and I perceive it as if the teacher is trusting our competence and regarding us from a professional perspective, although this preference might be highly influenced by my introversion.
While sitting Next to the group members	-To feel that what we are doing is important and no one can know what we are doing It gives an impression that the teacher is fully invested in the discussion. - The teacher should take the role of a participant from time to time and get involved in the group discussion - When the teacher is standing or sitting next to the group, the discussion will be deeper and more specific. In addition, group members will be comfortable asking for further explanation. -To feel not shy to ask him questions
While standing Next to the group members	-I'd prefer it more if he is close to the group, because I don't want others to hear for example my answers yet and it gives me the sense that I'm being supported. -I think it's more appropriate if the teacher joins the discussion while standing next to each group. Since every group might be working on different things.

It is best to go around each group for a period of time	-Moving around suggests a sense of involvement and casualness which breaks the teacher student ice.
As long as the teacher is in the classroom	-It doesn't matter where the teacher is just as long as we are getting feedback and instructions.

Similar to the previous case, the justifications provided by the respondents about where they prefer their teacher to locate himself during group discussions and his interference in them are highly influenced by their extroversion and introversion and how the distance between them and their teacher influences the way they interact with him as well as the way they are perceived by their classmates.

Item 04: While delivering a presentation, do you prefer your teacher to:

Figure 23

Students' Preferences Regarding their Teacher's Location During Presentation Delivery
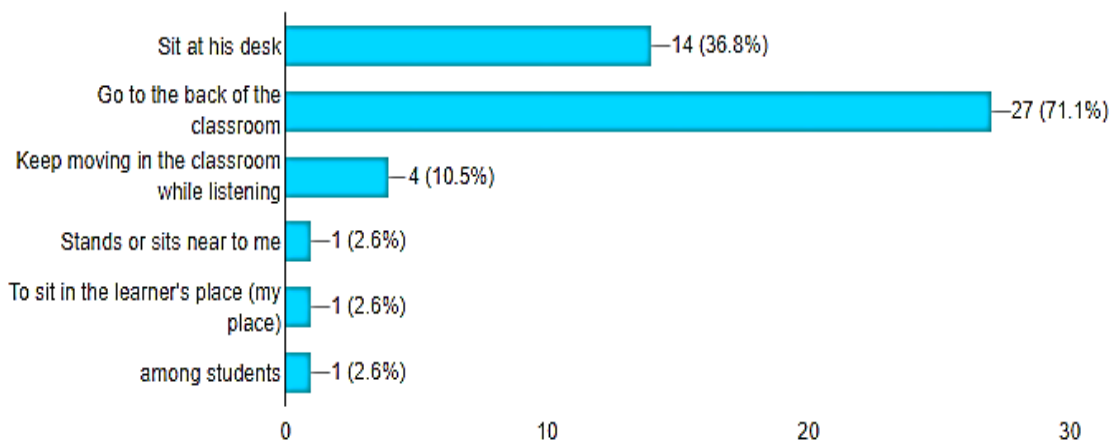
Figure 24 indicates the students' preferences regarding their teacher's location during presentation delivery. The majority of respondents have a preference towards the teacher

locating himself at the back of the classroom (71.1%). The second option that was selected is the

teacher sitting at the desk, third is for the teacher to keep moving in the classroom while listening

(10.5%). Three extra options were added by the respondents are: stands or sits next to the student

(2.6%), sits in the presenter's place (2.6%) or to sit among students (2.6%). Respondents were

asked to justify these choices. The results are displayed in Table 25.

Table 26

Students' Preferences Regarding their Teacher's Location During Presentation Delivery

Proximity Preference	Explanation (Quotes)
Sit at his desk	-So he can hear me well and I would easily look at him while explaining and presenting -Sitting on the desk make me more comfortable -Because when delivering a presentation, one needs to be focused and teacher moving around creates a distractive sense -I don't want to focus on him if he's moving or sitting in the back, if he's at his desk I'd be able to focus on what I'm saying without distractions. -His eyes on me and movement stress me and makes me unfocused.
Go to the back of the classroom	-Because it makes it easier for me to explain more about my presentation it makes me feel like he is one of my classmates -In order to face him! Facing his eye contact and his facial expressions will motivate me more -When he sits in the back; I will be more comfortable to walk in the stage while I am presenting and do some gestures to make my classmates feel excited and cheerful. -it's the impression that the teacher cares to the point that they provide the floor to you while still managing the classroom. -It gives the presenter more sense of taking control. -stand back in the classroom gave the student an eye contact to the teacher to react his facial expressions to know if he doing well while presenting his speech.
Keep moving in the classroom while listening	-I prefer him/her to keep moving in the classroom while listening, because this helps in reducing stress and enhancing presentation performance. -When the teacher keeps moving, it shows that they are really paying attention to one's presentation.

Stands or sits near to me	-To feel like we are supported if İ forget something
To sit in the learner's place (my place)	-I would prefer the teacher to sit at the back of the classroom or even among students (at my place or something) because at this moment he's one of the audience and the stage should be all mine, & so I could move easily & own it in a way.
Among students	-It is better that the teacher fades among the students so the presenter treats them almost the same and feel he is the controller of the class.

Most of the provided justifications took into consideration the different needs students would require while presenting such as them seeking support and validation from their teachers because they feel anxious or stressed. Another reason is them being stressed from him observing their performance so they seek more space and prefer the teacher to fade among their classmates. Addedly, some students require more adequate space to feel comfortable enough presenting thus they prefer the teacher to settle in the back of the classroom and give them the floor to perform.

The evaluation of the respondents' answers and their justifications throughout the questionnaire reveals that the teachers' anticipations and expectations regarding their choices of nonverbal cues and patterns are relatively right and that students are able to interpret them correctly to a good extent

4.2   Discussion and Synthesis of the Findings

in an attempt to synthesise the preliminary interpretation of the data obtained from the classroom observation, the teachers' interview as well as the students' questionnaire and give it the final look, the following is a comprehensive account that summarises the obtained results, their relevance to answering the research questions and confirming or disconfirming the research hypotheses.

With accordance to the qualitative approach, the previously displayed data was gathered with the aim of answering three main research questions that led to the principal objective of the study, namely, uncovering the potential effects of emotional intelligence on the effectiveness of the teacher's nonverbal communication in the classroom. The results will be further discussed and summarised in relation to the said research questions.

Research Question One: What nonverbal communicative patterns do EFL teachers employ in the classroom?

The classroom observation of the targeted teachers revealed that whether focus is on paralinguistic and kinaesthetic cues or on proximity, each participant performed in a way that is unique to him/her in accordance to the context in which the session is taking place. Which confirms the first hypothesis. As for the use of voice features teachers relied on variation in both voice pitch and tone to express certain attitudes or emotions. Additionally, some relied on the use of interjections to express specific attitudes mainly satisfaction and dissatisfaction.

 Further, they made use of multiple body movements. More precisely, hand and arm gestures, facial expressions, eye contact and head movements such as nodding. To locate themselves in the classroom, teachers varied the distance between them and their students. They maintained specific patterns such as walking between the rows, moving around the classroom to check on students work and progress, standing next to the student(s), sitting next to the student (s), sitting at the desk or sitting at the back of the classroom. These cues and patterns were used both independently or combined with verbal language.

Research Question Two: What are the EI aspects that manifest in the teachers' use of these nonverbal patterns?

Initially, the present study did not aim to measure the EQ level of the participants nor for the researcher to interpret the way they utilize the nonverbal cues but rather to pinpoint the emotional intelligence aspects and skills from the way participants nonverbally perform. For the aforementioned to be achieved the researcher sought to move to the next stage of the investigation. Findings drawn from the teachers' interviews revealed four main aspects of emotional intelligence that were extracted by analysing the teachers' responses regarding the intentions and objectives behind their nonverbal performance in the classroom. The above-mentioned aspects are drawn from the Salovey and Mayer model of emotional intelligence: emotional perception, emotional understanding, emotional management and emotional use. In other words, the second hypothesis is disconfirmed.

The interviewees expressed that they are aware of their emotions to a considerable extent as well as those of their students. There was an agreement among them about the way they identify and perceive the latter which is through the students' nonverbal communication such as facial expressions, eye contact, body movements and voice in addition to verbal statements in some cases. Moreover, most of the explanations that they provided about why they choose to utilize certain nonverbal cues and patterns in specific communicative situations were related to their awareness of the psychological and emotional effects they have on students. In other words, they understand the different variations of emotions, what they indicate and the difference between the subtle differences and changes between emotions that are deemed similar but differ from an individual to the other and from one classroom situation to the other.

Both emotional perception and understanding are the basis for the remaining aspects. That is to say, teachers have the ability to manage their own emotions and influence the emotions of their students. The latter paves the way to the use of emotions in a way that is focused on

positively reaching the objectives of the communicative situation. The way this is established at the level of nonverbal communication is through the teachers' conscious nonverbal responses rather than unconscious reactions during the interaction with students in the classroom in addition to the creation of situations where the nonverbal pattern or cue in use is deliberately implemented to affect the student in a way that serves the pedagogical aims of the lesson and foster a healthy teaching and learning atmosphere in the classroom.

Further, additional factors that might be argued to be influential for when it comes to the use of nonverbal cues in the classroom and the possible pedagogical and psychological effects are the content of the lesson and the implemented classroom activities, teaching experience and the extroversion and introversion level of students themselves. Teachers agreed that these elements either affect or limit their nonverbal performance. However, since the choice of the employed nonverbal cues is context dependent to a high extent and varies at subtle levels in which emotions are the influential factor, emotional intelligence is more likely the most impactful factor of them. The combination of emotional perception, emotional understanding, emotional management and emotional use determines the choices teachers make at the exact instant wherein the communicative situation is taking place.

Research Question Three: What are the students' opinions, perceptions and attitudes towards their teachers' use of these nonverbal patterns?

Moving on to the final stage of the study wherein the interpretations and perceptions of the derived patterns and cues by the students were investigated. In this regard, the results of the questionnaire showed that students had dissimilar interpretations and perceptions of them. The latter go along with the teachers' perceptions of their students' emotions, expectations and intentions behind the choices they make at the nonverbal communication level. Elements such as

the teacher's approachability and support and the students' different communicative needs and concerns in relation to their level of extroversion and introversion were emphasised by students and highly considered by the teachers through the use of nonverbal cues. Therefore, the findings obtained from the three instruments validate one another and the third hypothesis is confirmed.

Educational institutions are incited to develop and implement teacher training programs at the level of university in order to foster the subskills and strategies related to both nonverbal communication and emotional intelligence. The latter ought to be adapted to the pedagogical aims and requirements as well as the students' needs especially in the Algerian context where most teachers lack access to these programs that they deem a necessity.

Conclusion

The final chapter was primarily devoted for displaying, analysing and summarizing the obtained data from the data collection instruments opted for. Addedly, it presented the synthesis and discussion of the results obtained in light of thematic analysis with regard to the posed research questions to reach a final conclusion.

General Conclusion

Nonverbal communication is gaining a growing interest among scholars in the field of education. In recent years, EFL learners and educators are developing more awareness regarding its significance, especially, that it constitutes an integral part of classroom interaction. Scholars in the said field put emphasis on the impact of the teachers' utilization of the various types of nonverbal cues with relation to the conveyance of knowledge and exchange of ideas with students in the classroom. However, Little attention is given neither to the aspects that determine the choices teachers make with regard to nonverbal communication and responses nor to the effects the latter might have on students at the psychological level. The evidence in this area is inconclusive.

As for the current study, it was concerned with investigating the effects of one potential factor on the nonverbal performance of EFL teachers in the classroom. In precise terms, it attempted to explore the effects of emotional intelligence on the effectiveness of nonverbal communication of EFL teachers during classroom interaction. That is to say, it attempted to pinpoint the way emotional intelligence aspects manifest when teachers make decisions about how they nonverbally respond or express themselves as part of student-teacher classroom interaction and how that impacts the effectiveness of their use of these cues.

Four chapters constituted this research two of which were devoted for a comprehensive review of the literature about the dependent and independent variables in this study. The first chapter addressed the nonverbal communication of the teacher as a primary part of communication in the classroom. It began by defining the notion of communication, its models and types and then the scope was narrowed to focus on nonverbal communication by defining it and presenting an overview about the available information in the literature regarding its

multiple categories, wherein particular emphasis was given to paralanguage, kinesics and proxemics, in addition to its functions and principles. Addedly, it displayed a synthesis of a set of research studies that are related to this type of communication and its effects with regard to the EFL context.

The second chapter was allocated to provide a literature review of the available theoretical background and research evidence available on emotional intelligence. It initially covered the notions of emotions and intelligence and the relationship between them moving on to the main components of emotional intelligence, its models, measures, training to end with a review of the available literature on the implications of emotional intelligence within the EFL context.

The third chapter portrays a concise account regarding the methodological considerations and decisions opted for to reach the objectives of this investigation. The fourth chapter was devoted for the presentation of the gathered data and its analysis and interpretation that constitute the basis for the final conclusions.

The conduction of this research study included three data collection methods that constituted its three phases. More precisely, classroom observation, teachers' interview and students' questionnaire were employed to gather relevant data to the purpose of the study. Accordingly, a qualitative research approach was adopted. With respect to the findings, it revealed that although the use of nonverbal cues is context-dependent and varies from an individual to the other, emotional intelligence skills highly affect the choices these individuals make in order to better nonverbally communicate or respond in the classroom as an educational and professional setting.

Emotional intelligence reflects a teacher's awareness about his emotions and those of students in addition to the ability to leverage these emotions to address classroom communicative situations effectively. At the level of nonverbal communication, it aids the teacher to channel emotions towards the pedagogical and communicative objectives aimed for in the classroom in order to make better decisions and choices to effectively convey communicative messages or solve problems.

The results of this research are a call for the implementation of teachers training programs, for both emotional intelligence as well as nonverbal communication. They encompass a set of sub-skills that can be trained, developed and implemented for the betterment of the quality of the student-teacher communication and interaction in the classroom which is invaluable for both the teaching and learning processes. More specifically, to foster effective nonverbal communicative strategies as part of the teachers' performance in the classroom.

Implications and Recommendations

- Fostering emotional intelligence in the educational settings for both students and educators.

- The Incorporation of training programs that focus on developing the teachers' emotional intelligence skills and awareness.

- The Implementation of nonverbal communication training programs that provides teachers with effective strategies on how to take advantage of nonverbal cues to manage classroom interactions at the affective level.

- Integrate emotional literacy curriculum to raise students' awareness about nonverbal communication and cues to be able to accurately interpret them

- Promote peer learning where teachers with different experiences and skills can exchange nonverbal communication strategies that they deem effective.

- Encourage longitudinal studies to uncover the effects emotional intelligence teacher training might have on their nonverbal performance in the classroom

- Incorporating emotional intelligence assessment tools in teacher recruitment processes.

Limitations and Suggestions for Further Research

One of the limitations that this research endeavour faced is the lack of reliable EI tests. The measurement of the EQ level of the teachers who took part in this study would have added a solid back up to its findings. Addedly, if available, EI measurement tests would have paved the way for a correlational research study between both variables. It makes possible the combination of both qualitative and quantitative data to further yield in depth insights about the relationship between EI and NVC and how they affect one another. Another limitation that was encountered in the course of conducting the present research study is the challenge of capturing nonverbal cues with reliance on manual recording in addition to the researcher's inability to analyse and interpret the NVC of the participants at the emotional level.

In this regard, future researchers are urged to:

- Integrate technological tools such as video recording of the overall performance of the teacher.

- Consult professionals who are trained to interpret and analyse the different ways nonverbal cues are employed in different contexts.

- Integrate EI measuring tests because they serve as valuable tools to assess the various components of emotional intelligence and provide empirical evidence to reinforce the observations made during the study.

- Limit the number of nonverbal cues to be observed and interpreted to avoid being overwhelmed with data.

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Appendices

Appendix 1: Participant Informed Consent

Participant Informed Consent Form

Dear Participant,

I am currently conducting a qualitative case study to investigate the effect of emotional intelligence on the teacher's nonverbal communication effectiveness in an English as a foreign language classroom.

Hence, I seek your consent to take part in this research study. More precisely, four successive sessions of semi-structured classroom observation will be conducted with five teachers of English to observe the different ways they implement different nonverbal cues as a part of the student-teacher classroom interaction. Addedly, a semi-structured interview will be held with EFL teachers to gain their insights on the topic and their reflections on their use of different nonverbal cues inside the classroom. Also, an attitudinal questionnaire will be distributed to EFL students from different levels to consider their attitudes and perceptions on the teacher's nonverbal communication in the classroom and its possible psychological impacts on them and their academic achievement.

Confidentiality, anonymity, and privacy of teachers' and students' personal information and data gathered throughout the process of conducting this research work will be guaranteed.

If you consent to the participation in the present research study, please sign the attached consent form. Your permission and cooperation will be highly appreciated.

For further inquiries, you are welcome to contact the researcher.

Yours truly,

The researcher's Contact Details:

Lamis ACHOURI

Email : lamis.achouri@univ-biskra.dz.

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Section of English

I have read and clearly understood the researcher's request. I consent to participate it the
abovementioned research study.

Name: ....

E-mail ....

University: ....

Faculty: ....

Department: ....

Section: ....

Date: ....

Signature

Appendix 2: Consent Letter for the Head of the Department of English

Consent Letter for the Head of the Department of English

Informed Consent

Dear Head of the Department,

I am currently conducting a qualitative case study on the effect of emotional intelligence on the teacher's nonverbal communication effectiveness in an English as a foreign language classroom.

In this regard, a semi-structured interview will be held with five EFL teachers to gain insights on some aspects of their use of nonverbal communication within the classroom in relation to their emotional intelligence. Therefore, I am seeking your consent to occupy the ICT laboratory and possibly one of the rooms 05,06 or 07 (it depends on the teacher's schedule and availability). Further, an attitudinal questionnaire will be distributed for students of English to consider their attitudes and perceptions of their teacher's nonverbal communication in the classroom and the extent to which it affects them both psychologically and academically. Moreover, a semi-structured classroom observation will be conducted with five teachers of English to observe the different ways they implement different nonverbal cues as a part of the student-teacher classroom interaction.

Confidentiality, anonymity, and privacy of the participants' personal information and data gathered throughout the process of conducting this research work will be guaranteed. If you consent to what is mentioned above, please sign the attached consent form. Your permission and cooperation will be highly appreciated.

For further inquiries, you are welcome to contact the researcher.

Yours truly,

The researcher's Contact Details:

Lamis ACHOURI

Email: lamis.achouri@univ-biskra.dz.

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Section of English

I have read and clearly understood the researcher's request. I consent to the participation of EFL

student as well as the previously mentioned data collection as part of the research project being

undertaken by

Lamis ACHOURI

Name: ……………………………………………………

E-mail: ………………………………………………………………………

University: ………………………………………………………………..

Faculty: …………………………………………………………………..

Department: …………………………………………………………....

Section: ………………………………………………………………...

Date: …………….................

Signature:

Appendix 3: Consent Letter for the Head of the Pedagogy Office of English

Consent Letter for the Head of the Pedagogy Office

Informed Consent

Dear Head of the Pedagogy Office,

I am currently conducting a qualitative case study on the effect of emotional intelligence on the teacher's nonverbal communication effectiveness in an English as a foreign language classroom.

In this regard, a semi-structured interview will be held with five EFL teachers to gain insights on some aspects of their use of nonverbal communication within the classroom in relation to their emotional intelligence. Therefore, I am seeking your consent to occupy the ICT laboratory and possibly one of the rooms 05,06 or 07 (it depends on the teacher's schedule and availability). Further, an attitudinal questionnaire will be distributed for students of English to consider their attitudes and perceptions of their teacher's nonverbal communication in the classroom and the extent to which it affects them both psychologically and academically. Moreover, a semi-structured classroom observation will be conducted with five teachers of English to observe the different ways they implement different nonverbal cues as a part of the student-teacher classroom interaction.

Confidentiality, anonymity, and privacy of the participants' personal information and data gathered throughout the process of conducting this research work will be guaranteed. If you consent to what is mentioned above, please sign the attached consent form. Your permission and cooperation will be highly appreciated.

For further inquiries, you are welcome to contact the researcher.

Yours truly,

The researcher's Contact Details:

Lamis ACHOURI

Email: lamis.achouri@univ-biskra.dz.

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Section of English

I have read and clearly understood the researcher's request. I consent to the participation of EFL

student as well as the previously mentioned data collection as part of the research project being

undertaken by

Lamis ACHOURI

Name: …………………………………………………

E-mail: …………………………………………………………………

University: …………………………………………………………..

Faculty: …………………………………………………………...

Department: …………………………………………………...

Section: …………………………………………………………..

Date: …………….................

Signature:

Appendix 4: The Teachers' Interview Guide

Teachers' Interview Questions

- **Section One: General Information**

Q_{01}**:** Would you specify your degree.

Q_{02}: How long have you been teaching English at university?

- **Section Two: The Importance of NVC, Students Emotions and Attitudes, Paralanguage, Kinesics and Proxemics.**

Q_{03}**:** To what extent do you believe that the nonverbal communication of the teacher is important as a part of the student-teacher interaction in the EFL classroom?

Q_{04}: Taking into account that the student-teacher interaction in the classroom is a double-sided process, are you usually able to recognize your students' emotions and attitudes? if yes, what communicative aspects help you to identify them the most?

➤ **Paralanguage (voice pitch, tone, use of interjections, whispering and pauses)**

Q_{05}**:** Do you intentionally use a specific paralinguistic feature(s) to communicate a specific attitude(s) (satisfaction, dissatisfaction, disappointment, assertiveness, anger etc.) or during classroom discussion in general (while providing explanation, feedback and instructions or to catch the students' attention). **If yes**, would you provide few examples.

➤ **Kinesics (facial expressions, eye contact, hand/arm gestures, head movements, mimics, body posture).**

Q_{06}**:** Do you intentionally use a specific kinesthetic feature(s) to communicate a specific attitude(s) (satisfaction, dissatisfaction, disappointment, assertiveness, anger, etc.) or during classroom discussion in general (while providing explanation, feedback and instructions or to catch the students' attention). **If yes,** would you provide few examples.

➤ **Proximity (sitting at the desk, sitting next to students, standing close to the students, standing far from the students, walking between rows, etc.)**

Q07: Do you intentionally vary the distance between you and your student (s) as a part of the classroom interaction? **If yes**, would you provide few examples and explain why?

- **Section Three: Additional Influential Factures**

Q08: Does your mood and emotional state affect your nonverbal communication in the classroom? Why?

Q09: How does the type of the course itself and the activity(ies) implemented during the lesson affect your nonverbal communication?

Q10: To what extent does the teaching experience and the acquired expertise affect your nonverbal communication in the classroom? Are there any changes that you made or nonverbal communicative patterns that you intentionally implemented out of experience that proved to be more effective? If yes, would you provide examples and explain why.

Q11: Do learner's types affect your nonverbal communication in the classroom? Why?

Appendix 5: The Opinionnaire

The Opinionnaire

Are there any repetitive questions?

Yes ☐   No ☐

- If yes, please specify them.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Did you find any grammar/spelling mistakes in the questions?

Yes ☐   No ☐

-If yes, please notify them below.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………..

Are there any irrelevant questions that need to be removed?

Yes ☐   No ☐

-If yes, please provide the number of the question(s) below.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………..

Is the questionnaire of reasonable length?

Yes ☐   No ☐

Are there any ambiguous questions that need to be reformulated and / or clarified?

Yes ☐   No ☐

-If yes, please indicate which questions require rewording.

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

What do you think of the layout?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Are the response categories appropriate?

Yes ☐   No ☐

If there are any questions that you believe are of close relevance to the purpose of the

questionnaire but were not included, please write them below.

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Thank you!

Appendix 6: The Interview Validation Form

Teachers' Interview Validation Form

I hereby clarify that I have thoroughly read the teacher's interview questions in the research study undertaken by Lamis ACHOURI, who is currently working on her Master Dissertation at the University of Biskra. Precisely, I declare that I have assisted and provided the researcher carrying out the current research project with the necessary remarks and comments regarding the content and structure of the interview.

Background Information on the Expert

Name: …………………………………………………………..

University: ……………………………………………………

Present Occupation: …………………………………………….

Degree: ………………………………………………………….

Telephone Number: ……………………………………………..

Email Address: …………………………………………………..

Signed: ……………………………………………………......

Researcher Contact Details:

Lamis ACHOURI

lamis.achouri@univ-biskra.dz.

Mohamed Kheider University of Biskra,

Faculty of Letters and Foreign Languages

Department of English Language and Literature

Appendix 7: The Students' Questionnaire

The Students' Questionnaire

Dear Participant,

You are cordially invited to thoroughly read and provide responses to the following questionnaire based on your learning experience. **It attempts to uncover your opinions and attitudes towards the teacher's nonverbal communication as part of classroom interaction**. Please do consider the questions carefully, as your input is invaluable to our research study. The confidentiality and anonymity of your responses are ensured and they will be used for academic purposes compatible with the fulfillment of the study in hand. Kindly, tick the right answer(s) and provide full statement whenever required.

In case of any inquiries or need for further clarification we are available at:

lamis.achouri@univ-biskra.dz**.**

Thank You for your time and cooperation!

Glossary:

Nonverbal communication: The transmission of meaning and emotions through nonverbal cues instead of verbal ones.

Verbal Cues: Spoken or written words.

Nonverbal Cues: they include but are not limited to: **paralinguistic features** (e.g., voice tone, voice pitch, interjections), **kinesics** (e.g., gestures, facial expressions, eye contact), **proximity** (the physical distance between communicators).

Section One: Personal Information

Q01: Tertiary Level

L1 ☐

L2 ☐

L3 ☐

M1 ☐

M2 ☐

Q02: Gender

Male ☐

Female ☐

Section Two: The Teacher's Nonverbal Communication

Q01: How often do the nonverbal cues used by your teachers affect your interaction with them in the

classroom?

Very Frequently ☐

Frequently ☐

Occasionally ☐

Rarely ☐

Never ☐

Q02: Please select the appropriate checkbox to indicate your level of agreement or disagreement

with the following statements:

The Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a.A successful learning experience is dependent on both the content of the lesson and the way it is delivered.					
b. The teacher's nonverbal cues impact my motivation to learn.					

c. The quality of classroom interaction is impacted by the teacher's nonverbal behavior.					
d. Through the teacher's nonverbal performance, I can recognize variations in their mood and attitude during classroom interaction.					
e. The teacher's nonverbal performance affects the frequency of my engagement in the classroom.					

> Section Three: The Paralinguistic Cues Used by the Teacher

Q:01

a. On Average, what type of voice pitch do you prefer your teacher to use:

Low Voice Pitch ☐

Normal Voice Pitch ☐

High Voice Pitch ☐

Varied levels of Voice Pitch ☐

Others: ………………………………………………………..

b. Are you usually able to interpret the change in your teacher's voice pitch?

Yes ☐

No ☐

Kindly explain:

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Q02: During classroom student-teacher interaction, do you prefer the teacher to:

Maintain a monotone of voice (no change in tone or loudness) ☐

Maintain a friendly tone of voice ☐

Vary his voice tone according to the situation ☐

Others:

………

Kindly explain:

………

………

………

……….

> Section Four: The Kinesthetic Cues Used by the Teacher

Q01: Please select the appropriate checkbox to indicate your level of agreement or disagreement

with the following statements:

The Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. The teacher's facial expressions enhance my understanding of what he is trying to communicate.					
b. When the teacher maintains eye contact with me during classroom interactions, I feel that my contributions are being respected and considered.					
c. I feel more confident and validated when the teacher maintains eye contact with me during my presentation.					
d. I feel more confident when the teacher nods in agreement during my presentation.					
e. Certain hand and arm gestures used by the teacher enhance my comprehension of complex ideas.					

Section Five: Proximity

Q01: How do you feel while working on an assignment in the classroom and your teacher is walking between the rows? **(You can tick more than one option)**

Stressed ☐

Observed ☐

Alerted ☐

Pushed to work ☐

Obliged to work ☐

Your work is valued ☐

Supported ☐

Others:

……………………………………………………………………………………

Q02: Do you prefer your teacher to provide you with feedback in the classroom while:

(You can tick more than one option)

Sitting next to you ☐

Standing next to you ☐

Standing far from you ☐

Sitting at the desk ☐

Others: ………………………………………………………………

Justify:

……………………………………………………………………………………………

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Q03: While working in groups in the classroom, do you prefer your teacher to interfere in the

group discussion:

    (You can tick more than one option)

    While standing in the front of the classroom ☐

    While sitting at the desk ☐

    While sitting next to the group members ☐

    While standing next to the group members ☐

    Others: …………………………………………………….

Justify:

……

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…………………………………………………………………………………….

Q04: While delivering a presentation, do you prefer your teacher to:

    Sit at his desk ☐

    Go to the back of the classroom ☐

    Keep moving in the classroom while listening ☐

    Others: …………………………………………….

Justify:

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Appendix 8: The Questionnaire Validation Form

Teachers' Interview Validation Form

I hereby clarify that I have thoroughly read the students' questionnaire questions in the research study undertaken by Lamis ACHOURI, who is currently working on her Master Dissertation at the University of Biskra. Precisely, I declare that I have assisted and provided the researcher carrying out the current research project with the necessary remarks and comments regarding the content and structure of the interview.

Background Information on the Expert

Name: ………………………………………………………..

University: …………………………………………………………

Present Occupation: ………………………………………………….

Degree: ………………………………………………………….

Telephone Number: ………………………………………………..

Email Address: …………………………………………………..

Signed: ………………………………………………………......

Researcher Contact Details:

Lamis ACHOURI

lamis.achouri@univ-biskra.dz.

Mohamed Kheider University of Biskra,

Faculty of Letters and Foreign Languages

Department of English Language and Literature

Appendix 9: The Observation Scheme and Field Notes Sheet

Teacher: ……………………………………………   **Class Activity:** …………………………………………..
Session Number: …………………………………   **Duration :** …………………………………………..
Lesson: …………………………………………   **Lesson Objective :** …………………………………….

Field Notes

………………………………………   ……………………………………………   …………………………………………
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Session Phases ⌄	Nonverbal Communication Cues ❯	Paralanguage				Kenesics							Proximity			
		Voice Pitch			Use of interjections	Facial Expressions				Gestures			Sitting at the desk	Sitting next to the student (s)	Standing close to the student (s)	standing far from the student (s)
		Low	Normal	High		Eye Contact	Smiling	Rest Face	Cheerful Face	Hand Gestures	Arm Gestures	Mimics				
Beginning of the session	Greeting the students															
	Recapitulation															
	Introducing the Lesson															
Durring the session	Feedback															
	Explanation															
	Providing Instructions															
	Praising															
	Asking Qs															
	Answering Qs															
	Expressing Satisfaction															
	Expressing Dissatisfaction															
	Expressing Disappointment															
End of the session	Assigning Homework															
	Greeting the Students															
	Answering Qs															

Appendix 10: Teacher A Interview Manuscript

Interview Manuscripts

Teacher: A

The Interviewer: Would you specify your degree?

Teacher A: a magister degree in teaching English and its methods.

The Interviewer: How long have you been teaching English at University?

Teacher A: as a part time teacher for seven years and as a permanent teacher for five years. In general, it is all about twelve years.

The Interviewer: have you received any previous training on how to use nonverbal communication as part of the teaching process?

Teacher A: It was a part of my training in magister. It was a part of a module that deals with classroom management, how to deal with the class, how to divide it, how to use gestures, where you sit, eye contact etc. It all has to do with classroom management.

The Interviewer: So, it was not a practical training

Teacher A: no, it was not practical but I just want to add here that, talking about my personal experience, I started to develop it a bit by bit on my own. Because I do strongly believe that body language plays a vital role in communication. According to the statistics that I have 98% of human communication is nonverbal.

The Interviewer: To what extent do you believe that the nonverbal communication of the teacher is important as a part of the student-teacher interaction in the EFL classroom?

Teacher A: I am not giving 50% but more. The nonverbal communication plays a major rule in classroom communication.

The Interviewer: Taking into account that the student-teacher interaction in the classroom is a double-sided process, are you usually able to recognize your students' emotions and attitudes? if yes, what communicative aspects help you to identify them the most?

Teacher A: yes of course, to a certain extent I am able to. What makes me able to identify and to know their emotions is that I do carefully scan my students with my eye contact in the beginning of the session or in the beginning of the semester. I try to notice how they seem when I address them personally and when I address the other students and the change that happens in their attitudes and emotions when I do so. Also from my own experience, when I move in the class and when I get near to the student, I can see whether she is comfortable or he is comfortable or not. When I make changes in distance between me and the students, some students feel afraid when I get near to them and when I go far from them, they can communicate and utter some words.

 The Interviewer: How about their nonverbal communication, does it help you?

Teacher A: Honestly, let's be frank here. Students at this level do not react much especially at the nonverbal level. Very few do so, especially those who it stacks with them in English and in expressing themselves, it helps me to understand what they are trying to communicate. It helps a lot.

The Interviewer: Do you intentionally use a specific paralinguistic feature(s) to communicate a specific attitude(s) (satisfaction, dissatisfaction, disappointment, assertiveness, anger etc.) or during classroom discussion in general (while providing explanation, feedback and instructions or to catch the students' attention). If yes, would you provide few examples.

Teacher A: yes of course, especially when I want to explain a key word or terminology when we feel that students do not get the meaning, I try to use my … (the teacher seemed confused).

The Interviewer: I will give you an example. During the classroom observation, there was this time where students were making so much noise and you kept loudly saying "Please! be quiet!" but most of them did not. Then, you lowered your voice and said "Do you want me to change the method?!" and suddenly the whole class went silent.

Teacher A: Ah yes, this is one of the strategies.

The Interviewer: I mean is it intentional?

Teacher A: yes of course it is intentional. What is the intention behind this? If your students in the class are making noise and you called their attention to stop and they do not stop, do not go behind them and keep screaming "Stop! You stop making noise!". Instead do the opposite. You lower your voice. Here you guarantee that they are paying attention to what you are saying. They will calm down and hear you because they feel afraid of missing something that you have said. It is a strategy.

The Interviewer: one thing that was frequently present in your case is the use of interjections. "Eeem", "Heuum" (as a reminder to the teacher). Is it intentional? Do you prefer the use of interjections instead of verbally stating that you are unsatisfied or disappointed with a student's answer for example?

Teacher A: yes of course, they feel more comfortable doing this. They laugh at it. It makes the students feel comfortable.

The Interviewer: Do you intentionally use a specific kinesthetic feature(s) to communicate a specific attitude(s) (satisfaction, dissatisfaction, disappointment, assertiveness, anger, etc.) or

during classroom discussion in general (while providing explanation, feedback and instructions or to catch the students' attention). If yes, would you provide few examples. For example, during the classroom observation, I noticed that you keep moving around the sub-groups and get close each group's members, you lower your voice and talk to them while maintaining eye contact with the students. What do you try to communicate doing so?

Teacher A: of course, I should move around and check, for what purpose? To keep the students alerted and they would know that they are being observed. To push them to work. I come very close to them and I lower my voice and whisper in their ears. Do you know what I whisper in my students' ears? I do lie! I lie to them! On purpose. I would say for example "hey, do you know the other group are almost there! And they did well! but I think that you are able to do the same too. Excellent in this! To motivate them. If we take this example of nonverbal communication in our daily communication. When we lower the voice, we feel more comfortable and that this person is a friend so you build such a relationship.

The Interviewer: Do you intentionally vary the distance between you and your student (s) as a part of the classroom interaction? **If yes**, would you provide few examples and explain why? For example, why would you choose to provide feedback while sitting next to the students instead of doing so standing in the front of the classroom.

Teacher A: Well, in the beginning I used to do this only with few students. Who are these students? Students that I feel that they are shy and they cannot talk, they feel afraid or seek some privacy. I try to break this feeling inside of them. Especially those whom I feel that they are afraid when they see me or when I get near to them. And at the same time, I sit next to them as a way to make them feel as if I am a student not a teacher to make them feel more comfortable

sharing their ideas. I even intend to say "I don't know about this answer, we will see together later, let me see. Oh, here yes very good".

The Interviewer: Does your mood and emotional state affect your nonverbal communication in the classroom? Why?

Teacher A: I do not know if I can evaluate myself here, yet I am aware of the different emotional states I experience in the classroom. We cannot ignore that as human being we get affected by the outside. But I do engage in the class and I forget about what happened outside. It may affect it for few minutes or for a period of time, in the beginning maybe, but I can overcome it quickly. I think I am able to do this. The only thing that may affect my nonverbal communication is when I am physically exhausted or I am sick.

The Interviewer: How does the type of the course itself and the activity(ies) implemented during the lesson affect your nonverbal communication?

Teacher A: This is very important, it depends on the type of the module itself, the content of the module itself and the type of the activities.

The Interviewer: Can you provide examples from you own experience. What modules do you teach and how is it different?

Teacher A: If we take linguistics for example**,** the use of hand and arm gestures in explaining and shaping the ideas and keeping eye contact with the students should be there. It should be there. But when it comes to proximity and your movements in the classroom there is a difference. If you feel that you are about to explain a complex concept or deal with so many details it is better to sit at the desk and try not to use a high voice or a very low voice. Try to maintain a normal voice pitch in order to keep the students concentrated and not to disturb them

with your movements. But when it is a group work, you can move and provide examples and even the eye contact differs. The activities have to do with the lesson itself.

The Interviewer: To what extent does the teaching experience and the acquired expertise affect your nonverbal communication in the classroom? Are there any changes that you made or nonverbal communicative patterns that you intentionally implemented out of experience that proved to be more effective? If yes, would you provide examples and explain why.

Teacher A: I have changed some patterns and the first one is my voice. I used to start and finish the session with a very high voice. I learnt over time that there should be variation and times where you lower the voice. It can be affected by many factors, whether it is the morning or the afternoon, the content of the lesson, the reaction of the students etc. Another patter that I implemented is sitting in the desk. In my first years I did not use the chair at all. But through time I learned that sitting in the desk has its effects and makes the students pay more attention to the teacher. It has its importance parallel to moving in the class. I used to move a lot in the classroom. I tried to minimize my movement in the class because I received some comments from the students saying that "sir, too much movement disturbs us".

The Interviewer: Do you communicate the meaning of some of the nonverbal cues that you use in the classroom to your students so that they do not get confused.

Teacher A: you mean the conventions that I set with my students? As in for example if I nod my head, it means you are correct?

The Interviewer: yes, if I do this it means that. So that they can tell what you intend to communicate.

Teacher A: yes, I do this but it is optional, whether you announce it to the students in the beginning or you let them discover them during the sessions. For example, if you observed what I do in the class, when I raise my hand and stop the student in the middle of answering it does not mean it is wrong. It is the opposite. It is correct but I do not want you to carry on answering I am looking for another student's answer. And the opposite, if it is wrong, I will not stop you. I would nod my head and go "Emmm hummmm".

The Interviewer: Do learner's types affect your nonverbal communication in the classroom? Why?

Teacher A: It does not affect but it limits.

The Interviewer: Can you tell if a student is less comfortable with you being close or with your voice being high for example?

Teacher A: Yes! for introverted students for example, I do avoid to sit next to them frequently. For example, if they are working in a sub- group, I change my place each session and I do not next to the same student repeatedly. I try to approach them gradually.

Appendix 12: Teacher B Interview Manuscript

Interview Manuscripts

Teacher: B

The Interviewer: Would you specify your degree?

Teacher B: I hold a doctorate degree in applied linguistics.

The Interviewer: How long have you been teaching English at University?

Teacher B: Officially since 2009, almost 14 years.

The Interviewer: To what extent do you believe that the nonverbal communication of the teacher is important as a part of the student-teacher interaction in the EFL classroom?

Teacher B: There is no doubt that interaction is a combination of both, I mean verbal and nonverbal and sometimes nonverbal communication is stronger. A good eye contact in its appropriate timing addresses a message perfectly. A well-studied body language says more than words. Sometimes you don't even control yourself. You find yourself communicating both verbally and nonverbally at the same time. It is very spontaneous but in the classroom, it is very important to pay attention to both.

The Interviewer: Taking into account that the student-teacher interaction in the classroom is a double-sided process, are you usually able to recognize your students' emotions and attitudes? if yes, what communicative aspects help you to identify them the most?

Teacher B: Well, you can recognise emotions and attitudes but sometimes it is not easy as you are not focussing on one individual or two. You have a class consisting of almost 30 students. So, you may pay attention to one student's feelings and attitudes but I think it's almost impossible to consider the classes' emotions all at once.

The Interviewer: for example, can you tell that a student is confused, satisfied, dissatisfied etc. If yes, how?

Teacher B: Yes, in case we are having a one-on-one conversation, I can easily notice the confusion, the anxiety, uncertainty, there are many emotional messages that a student conveys to me via his facial expressions or via his posture or body langue in general ... Umm pauses in cases of uncertainty. I think through experience we get to learn these behaviours.

The Interviewer: Do you intentionally use a specific paralinguistic feature(s) to communicate a specific attitude(s) (satisfaction, dissatisfaction, disappointment, assertiveness, anger etc.) or during classroom discussion in general (while providing explanation, feedback and instructions or to catch the students' attention). If yes, would you provide few examples.

Teacher B: I use my voice… I really think that the voice is a blessing. I use my voice to address a number of messages. Satisfaction for instance, I can express it using high pitch and sometimes even with a low pitch to say encouraging words such as "Excellent!". I address student's noise or other discipline related problems can be easily resolved by an optimum control of voice. Voice is an asset teachers have to consider. I intentionally for example keep silent when I am unable to control the class verbally. I keep saying "Pay attention", "Please be quiet", "Please focus here" etc. So, I pause for a while so that students notice my silence after a period of speech. It affects them at the psychological level. Students will know that I have something important to say. Breaking the speech or the verbal message with a pause means that there is something very important to address. I usually don't have an aggressive tone. I don't like to sound aggressive or violent or loud. Students at this age don't like it when you address them with an aggressive tone. Because they think that they are mature enough and the tone reflects the mutual respect that should be maintained especially in such professional setting.

The Interviewer: Do you intentionally use a specific kinesthetic feature(s) to communicate a specific attitude(s) (satisfaction, dissatisfaction, disappointment, assertiveness, anger, etc.) or during classroom discussion in general (while providing explanation, feedback and instructions or to catch the students' attention). If yes, would you provide few examples.

Teacher B: All of them. Personally, I use my eye contact a lot. I also like to sustain eye contact with my students. These are intentional but sometimes I would say something but my hand or arm gestures would not reflect the meaning. I rarely use mimics; I do not think it is required at this level.

The Interviewer: Do you intentionally vary the distance between you and your student (s) as a part of the classroom interaction? **If yes**, would you provide few examples and explain why?

Teacher B: I am very approachable. I like to sit next to students especially when I provide feedback. I do not like to give remarks from far away. I instead bring a chair and sit next to the student and to express to him that I really care about what you've written and I am here to hear from you and to see exactly what you would like to express via your writing. Even when I talk to students or discuss ideas with them, I usually stand next to them. For me, it's a way to tell students that I do care.

The Interviewer: One thing I noticed during the observation was that, while students were embodying the role of the teacher, technically they should be in charge of the classroom. You usually go to the back of the classroom and only interfere when they need help to manage. Is it intentional?

Teacher B: Me going to the back means me telling the students "Take the lead, I am not going to interfere. It is your job. the stage is yours now, do it the way you plan it. I will be just an

observer watching your performance". I interfere when there is a case that require my interference because technically, I am still in charge and still the teacher.

The Interviewer: As for your interference, I observed that you repeatedly interfered one there was a luck of collaboration among the group members.

Teacher B: Yes. I fill the gap. Whenever I feel that there is a gap in communication, students don't get along, there is a misunderstanding, there are gaps in the presentation for example. I try to fill these gaps.

The Interviewer: I also observed that you fill these gaps by communicating with the group members in the side of the classroom using a low voice pitch. Why not providing instructions from the back of the classroom for example.

Teacher B: It is intentional. I consider those remarks as personal remarks and I would like the student to hear it himself not the whole class. I am also concerned about the self-esteem of the student. I am afraid that If I say it in public, I might hurt his or her feelings. I really do care about the affective side of the teaching process.

The Interviewer: Does your mood and emotional state affect your nonverbal communication in the classroom? Why?

Teacher B: Sure. Because we are human. Sometimes when I am in a good mood, I feel very hyperactive and very attentive and cooperative with students. But sometimes when I am in a bad mood, I try to hide it in order not to affect the atmosphere of the classroom negatively. For instance, If I am upset and I have a session with students in the morning, I try to share it with them. Because I would like students to know why I look sad or angry and for them not to be confused and think that I am angry at their behaviour. I try to share incidents, anecdotes, what happened to me in the early morning. Things that might affect me at a psychological level or that

affect my performance. I feel like students like it. I feel like it's a good starter for the lesson or the lecture.

The Interviewer: How does the type of the course itself and the activity(ies) implemented during the lesson affect your nonverbal communication? You said that you teach both writing and mastery of language. How is it different?

Teacher B: It is different. Writing is very personal so you have to address the student in his personal space however in a lecture for instance that can't really be achieved. In amphitheatre I have to maintain eye contact with most of the students. I cannot give special attention to a specific one unless he or she is providing an answer or a remark in which I try to be attentive. But while I am explaining I try to move from one side to the other in order to cover all the students' spectrum. To me, continuously addressing a specific student in such setting is a lack of respect to the others. All the class members deserve equal attention from me so I try to do my best although it can be challenging sometimes.

The Interviewer: To what extent does the teaching experience and the acquired expertise affect your nonverbal communication in the classroom? Are there any changes that you made or nonverbal communicative patterns that you intentionally implemented out of experience that proved to be more effective? If yes, would you provide examples and explain why.

Teacher B: I have read a couple of articles concerning how to control body language in the classroom and the voice. What I have been practicing for years now is not just out of experience it is also out of reading. I have read a considerable amount of literature about it but the spontaneous side of it is very present as well. It can be very overwhelming.

The interviewer: So, you didn't have any previous training on nonverbal communication and its effects on students and classroom management maybe.

Teacher B: No, not really. As I said my knowledge is mainly from literature or watching some videos. For a long time, I suffered to control my body posture. I feel uncomfortable with my body in the classroom. I don't know where to put my hands. I avoid putting my hands in my pockets because I read that it indicates carelessness. Some hand gestures for instance indicate inclusion or exclusion of others. Opening your arms can mean that everyone is welcome. Crossing the arms could mean that you're not very comfortable with the person in front of you etc. Experience is a good teacher; from my experience I learned many things. This gives you a good reward… the other gives you good feedback from students this doesn't.

The interview: I observed that there are some repetitive patterns in your case. For example, going to the back and moving around the groups etc.

Teacher B: I act upon the situation. As I said when you receive positive feedback on something that you are doing. When I feel that students are satisfied, I keep it and the opposite is correct too. As a teacher, you feel the pressure to address all the students or group members with the same level of attention without ignoring anyone. Because if you do so you are jeopardising the self-esteem of somebody in the classroom. I am afraid to lose any of my students in the classroom. I always believe that teaching in inclusive. You have to include everyone even if there are different levels among students. What is the fault of a low achiever to receive less attention from the teacher. I believe they should be given more attention than high achievers.

The Interviewer: Do learner's types affect your nonverbal communication in the classroom? Why? I am addressing the level of extroversion and introversion of students here. For instance, you said that you sit next to students to provide feedback. Some may be anxious

Teacher B: They are. There are situations where students don't like the close distance. They try to move away in order not to be that close to you. Even eye contact, some students don't

maintain good eye contact with the teacher in return. Students' personality types affect my

nonverbal communication in the classroom. The way you address an extrovert in not the same as

an introvert. After all you are dealing with human beings. Some personalities are unpredictable.

As a teacher you need to adapt to be able to deal with them. The questions of this interview are

very interesting and revealing. Thank you!

The Interviewer: Thank you for your time and insightful answers.

Appendix 13: Teacher C Interview Manuscript

Interview Manuscripts

Teacher: C

The Interviewer: Would you specify your degree?

Teacher C: I have a PhD in language education specifically applied linguistics and the teaching of foreign languages.

The Interviewer: How long have you been teaching English at University?

Teacher C: As a full-time job for three years.

The Interviewer: Have you received any previous training on how to use nonverbal communication in the classroom?

Teacher C: I have not received particular training on how to use nonverbal communication but it was a part of my training abroad. We did some sort of simulation. You have a classroom and you have to simulate situations in the classroom. For example, you are explaining or doing and activity or lecturing and there were four teachers observing to evaluate my performance and give me remarks on how to deal with different situations in the classroom such as a noisy classroom or a huge lecturing classroom. They partially addressed the nonverbal communication of the teacher in the classroom.

The Interviewer: To what extent do you believe that the nonverbal communication of the teacher is important as a part of the student-teacher interaction in the EFL classroom?

Teacher C: Very important. I believe that it's important to look natural. Particularly in sessions dealing with oral expression, speaking or other interactive sessions that involve interactive activities. The teacher should look normal. I think if you just stand up without moving and using body language it would look odd and not address the ideas properly. In my context, because I

teach oral expression, it's very crucial because you're not only concerned about what you say but also how you say it. Sometimes it's more important than what you are saying.

The Interviewer: Taking into account that the student-teacher interaction in the classroom is a double-sided process, are you usually able to recognize your students' emotions and attitudes? if yes, what communicative aspects help you to identify them the most?

Teacher C: With first year and second year it is usually easier than Master students because they are emotionally smarter and they know how they hide their emotions. But for first and second year it's easier to guess their emotional state by looking at the way they are sitting, their non-interaction with the activities… maybe they are detached from what is happening in the classroom… Lack of activity probably. For example, in oral expression you can notice that they just want to get done with the activity they not to be fully committed with the assignment they have in hand.

The Interviewer: Do you intentionally use a specific paralinguistic feature(s) to communicate a specific attitude(s) (satisfaction, dissatisfaction, disappointment, assertiveness, anger etc.) or during classroom discussion in general (while providing explanation, feedback and instructions or to catch the students' attention). If yes, would you provide few examples.

Teacher C: Yes, I try to sound as normal as possible. I consider myself to be comfortable to a particular extent. I use my tone of voice to highlight that something is important. I don't like to raise my voice all the time. I like to keep a calm pitch until maybe the behaviour of the classroom gets out of hand then I try to raise my voice because I believe that if I shout all the time, it would lose its effect. I try to maintain a serious tone when students are not taking their assignments seriously I would "Come on do the work" in a serious tone in order to push them to work.

The Interviewer: Do you intentionally use a specific kinesthetic feature(s) to communicate a specific attitude(s) (satisfaction, dissatisfaction, disappointment, assertiveness, anger, etc.) or during classroom discussion in general (while providing explanation, feedback and instructions or to catch the students' attention). If yes, would you provide few examples.

Teacher C: I try to provide feedback often in the most expressive way. I don't think it would be believable if I say "Excellent!" without convenient facial expressions or without developing the smile of satisfaction. Especially if I know that the student is focussing and doing hard work. Otherwise, it would be discouraging to students. It would be better to observe me because it's a little hard to reflect on my own performance.

The Interviewer: During the observation, I noticed that whenever you assign students an activity to work on you keep walking silently between the rows. What do you try to communicate doing so?

Teacher C: Yes. Unfortunately, there is this bad habit that Algerian students have which is that if I go back to my desk they would immediately start talking and not work on the activity. When I walk around, I am not trying to be dominant. I try not to be intimidating although it can be perceived like that. Knowing the culture of our students I feel like I should walk around to communicate that I am here watching you, you work matters and I want to see you working. And I can tell when students are faking it.

The Interviewer: How can you tell?

Teacher C: Well first of all you know your students. I keep a profile of my students. I know the proficiency level of most students. Some are hardworking and have a good level. Some are average but they work hard and I also know when students are lazy and usually whenever I am close the first thing Algerian students do is that they bring a paper and start moving left and right

in their place and looking at their friend's paper and pretend that they're interested and ask "What is this? … what is that?". I spot it. I point it out and ask them to at least leave their classmate work. I do that even if I push students to fake that they are working to show that I am always here around observing your work. But it can be intimidating. Actually, when I was teaching abroad. In my first year of teaching, one of the inspectors… she was Eastern-European working in the UK. She didn't like that I stood a lot in the seminars. They call TD sessions seminars. She said "This is not a lecture. Please don't stand a lot" and her reason to the head of the department is that she felt that I was too dominant and that students might not be comfortable. It was a didactics course and my students were international students. You would be surprised but some of them did not do their work so I had to walk around. However, rows are banned in seminars or TD sessions in the UK. They use the U shape instead. They recommended that you put your chair in the middle and discuss with our students. I understand, and I do that but I stand a lot when I am trying to explain. In a Lecture, you have to stand otherwise you lose your dominance. Actually, I was given good remarks on my Lectures because I stood a lot compared to one of my colleagues who sat because he was very stressed. Also, the voice is important. When you stand, move around and explain it has much more impact than when you sit at the desk and talk with no interaction during a lecture.

The Interviewer: Do you intentionally vary the distance between you and your student (s) as a part of the classroom interaction? **If yes**, would you provide few examples and explain why? For example, in one of the sessions, students were delivering presentations and you mainly sat at the desk to give them the floor to perform. What do you try to communicate doing so.

Teacher C: I not only give them the floor but also try to get them used to talking in front of a small audience. When I did a survey at the beginning of the year 80 % of students said that they

wanted to be either teachers or any jobs that involves speaking English. When I sit on my desk when they're doing their presentations they come to the front of the class and they stand and they turn to me… because they're being afraid… and they talk to me… which is not the purpose of the activity. In most of the activities I am not giving them a mark. I'm just giving them the opportunity to speak and practise English. So what I try to do is that sometimes I sit at the back and try to give them the space to get used to using their voice and I create a situation where they have to raise their voice pitch and interact with their audience and at least interact with their friends. It might not be comfortable but it doesn't have to be comfortable. I tell them that this not for me it's for you and there is a pedagogical intention behind it. The TD session's aim of the oral expression session in the LMD system is to give the floor to students to practise their English as much as possible. But sometimes by getting close to students I try to show care especially when I see the students struggling and looking for words in the dictionary, I try to discuss the issue with them, I explain and answer their questions. I want to show care and that I'm not doing this just to penalize or put pressure you. I do this also during listening activities. Because I know that students will be working while the recording is still on. I walk around to both see their work but also show care about them and their emotional state. I even ask them "Are you okay?", "is everything going well for you? "Is there anything that I can help with?". It's not only dominance. It depends on the situation and the activity. Sometimes when students have a group work and I notice a lot of laughter and disinterest in the activity I walk around to push them to work without shouting or verbally stating it. You would be surprised because you don't think about it when you are teaching but it is more impactful than you would think.

The Interviewer: Does your mood and emotional state affect your nonverbal communication in the classroom? Why?

Teacher C: I try to prevent it from affecting my performance. When I am working, I try to focus on the activities and try to forget about my personal life but the problem is that it is inevitable. Particularly my facial expressions. I don't have full control over it. It can affect it yes.

The Interviewer: How does the type of the course itself and the activity(ies) implemented during the lesson affect your nonverbal communication? You said that you teach both writing and mastery of language. How is it different?

Teacher C: It does greatly affect. In oral expression… It is an interactive session… You have to use body language and facial expressions but when it comes to phonetics or statistics you still have to be interactive with students but it won't be as impactful.

The Interviewer: To what extent does the teaching experience and the acquired expertise affect your nonverbal communication in the classroom? Are there any changes that you made or nonverbal communicative patterns that you intentionally implemented out of experience that proved to be more effective? If yes, would you provide examples and explain why.

Teacher C: I don't have a long experience so, anything that works for me I try to keep it. For the moment at least. Other than that, I think that I mainly rely on my training and learning. I am not ideal but I always try to improve. I also rely on some remarks from my experienced colleagues who are more experienced and know the culture of the students better. They know how to deal with situation with a balanced and a more professional way.

The Interviewer: Do learner's types affect your nonverbal communication in the classroom? Why? I am addressing the level of extroversion and introversion of students here.

Teacher C: As a teacher, you try to be fair with everyone. Some students might not like it when I'm close or don't feel comfortable to be confronted or talked to but you're there to learn and you will have to deal with me. You cannot go through university without dealing with learning,

teachers and all what comes with it. I understand that some students are anxious and shy but that's the way I deal with it… That's the way I deal with students. I take into consideration them being anxious, afraid or shy but it does not really factor because if you let the students guide you, it will not be a learning experience it would be just you trying to comfort them and trying to keep them in their comfort zone and they will not learn much. They should be pushed out of their comfort zone.

Appendix 14: Teacher D Interview Manuscript

Interview Manuscripts

Teacher: D

The Interviewer: Would you specify your degree?

Teacher D: A magister degree

The Interviewer: How long have you been teaching English at University?

Teacher D: I think I've been teaching here for five years now.

The Interviewer: To what extent do you believe that the nonverbal communication of the teacher is important as a part of the student-teacher interaction in the EFL classroom?

Teacher D: I do believe that nonverbal communication or interaction is as important as verbal communication when it comes to the relationship between the teacher and the students. To what extent? To a high extent. It helps in conveying certain attitudes towards students' performance etc.

The Interviewer: Taking into account that the student-teacher interaction in the classroom is a double-sided process, are you usually able to recognize your students' emotions and attitudes? if yes, what communicative aspects help you to identify them the most?

Teacher D: Actually, yes but not in normal settings… only when we are doing certain tasks and withing certain learning and teaching situations. For example, when a student is performing something. In my case for example we do presentations. When the student is performing in front of his or her classmates certain communicative aspects can manifest. When he can't or she can't express something or convey it properly. Some students especially females here tend to be more stresses than male students. Their body movements help me a lot to recognize that… the movement of the eyes…some gestures…. Some words he utters like "I'm sorry… I'm sorry…

excuse me … well" from these verbal and nonverbal cues I can identify stress or anxiety or whatever emotional case.

The Interviewer: Do you intentionally use a specific paralinguistic feature(s) to communicate a specific attitude(s) (satisfaction, dissatisfaction, disappointment, assertiveness, anger etc.) or during classroom discussion in general (while providing explanation, feedback and instructions or to catch the students' attention). If yes, would you provide few examples.

Teacher D: I do not really rely on my tone when it comes to paralinguistic features but. I rely more on the use of interjections along with the nods. I usually say "yes! … Okay!... excellent!... Uhuh! Hmmm!" to praise them or to bring their attention to something. It depends on the situation.

The Interviewer: Do you intentionally use a specific kinesthetic feature(s) to communicate a specific attitude(s) (satisfaction, dissatisfaction, disappointment, assertiveness, anger, etc.) or during classroom discussion in general (while providing explanation, feedback and instructions or to catch the students' attention). If yes, would you provide few examples.

Teacher D: I do use my facial expressions a lot actually… my eyes even my mouth… I nod my head according to the situation and what is needed.

The Interviewer: Do you intentionally vary the distance between you and your student (s) as a part of the classroom interaction? **If yes**, would you provide few examples and explain why?

Teacher D: I usually choose to remain at the desk to give the presenters the whole space to express themselves and to be the principal participants doing the tasks and then I take the floor whenever required. But during the presentation itself I always make sure to not interfere in unreasonable way. Or a random way. It is to make them feel more confident and responsible.

The Interviewer: Does your mood and emotional state affect your nonverbal communication in the classroom? Why?

Teacher D: I am usually aware of my emotions which is a key point that helps me to master and manage them. People who can't control their emotions might not even be aware of them so instead of controlling their emotions they let their emotions control them. I always try to do responses in my classroom instead of reactions. I respond I don't react. Making responses is much more conscious than reactions because we can have control over them to a certain degree.

The Interviewer: How does the type of the course itself and the activity(ies) implemented during the lesson affect your nonverbal communication? You said that you teach both writing and mastery of language. How is it different?

Teacher D: I usually teach oral expression for first year students and applied linguistics with Master one students. I always feel like I should invest more in my verbal and nonverbal emotional responses with first year students than Master one's. Both the category of the module and the students themselves control that. With first year students I feel like they are less aware of themselves. I feel that I need to be there not just physically but emotionally with them. Much more emotional investment is usually with first year students regardless of the module.

The Interviewer: To what extent does the teaching experience and the acquired expertise affect your nonverbal communication in the classroom? Are there any changes that you made or nonverbal communicative patterns that you intentionally implemented out of experience that proved to be more effective? If yes, would you provide examples and explain why.

Teacher D: That needs a reflection. It's a good question. Now I think that there is no change but no there must be some changes. Well, my students usually seem satisfied with my performance in the class and my encouragements. My verbal and nonverbal support. The way I use my facial

expressions, my body and my hands. They like it. I don't move around the classroom much but

devote my whole body to express myself in my desk. It's by choice and I think it's effective. I

have been doing this from my first year of teaching and it proved to be effective. Even if there

are some changes, they are minor changes.

The interviewer: So, you didn't have any previous training on nonverbal communication and its

effects on students and classroom management maybe.

Teacher D: Not really no, I mostly rely on my readings and personal experience.

The Interviewer: Do learner's types affect your nonverbal communication in the classroom?

Why? I am addressing the level of extroversion and introversion of students here.

Teacher D: It does affect it yes. Sometimes I feel that some students need more attention and

interaction for them to do more or to show more. And some others I feel that they don't need me

and some don't even want my interference. They just need my final remark at the end of the

presentation or the assignment. But some need more reinforcement and encouragement. I can tell

from the way they show up to the class and the way they perform, the way they behave. Some

students are explicitly asking for help. "Miss Please! Help me with this" but nonverbally.

Perhaps I can understand it out of experience or because I am in the first place aware of my

emotions. So, I can identify their emotions similar to mine. I do consider the effect of emotions

on me and my students. I do give importance to this aspect of teaching and learning because we

are human at the end.

Appendix 15: Teacher E Interview Manuscript

Interview Manuscripts

Teacher: E

The Interviewer: Would you specify your degree?

Teacher E: I am a doctor in English Studies. Literature in particular as an option.

The Interviewer: How long have you been teaching English at University?

Teacher E: I have been teaching officially for almost nine years.

The interviewer: Have you received any previous training on how to use nonverbal communication in the classroom.

Teacher E: Not in particular but mainly theoretical through some hints in lectures of psycho-pedagogy in the past but not in a practical manner.

The Interviewer: To what extent do you believe that the nonverbal communication of the teacher is important as a part of the student-teacher interaction in the EFL classroom?

Teacher E: It is very important to create that atmosphere in the classroom where you can interact with your students as a teacher elicit what they have, to provoke them to engage and participate in the classroom. These nonverbal cues can be considered as mediums that help you do so. They help you to stimulate them to be a part of the lesson or the lecture you're delivering and not only passive recipients.

The Interviewer: Taking into account that the student-teacher interaction in the classroom is a double-sided process, are you usually able to recognize your students' emotions and attitudes? if yes, what communicative aspects help you to identify them the most?

Teacher E: Of course. It's clear from his or her facial expressions mainly. Also, the degree of interaction in the classroom if we can say. Sometimes they are very active and other times they are very quiet or passive.

The Interviewer: Do you intentionally use a specific paralinguistic feature(s) to communicate a specific attitude(s) (satisfaction, dissatisfaction, disappointment, assertiveness, anger etc.) or during classroom discussion in general (while providing explanation, feedback and instructions or to catch the students' attention). If yes, would you provide few examples.

Teacher E: Yes, it's one of the natural aspects of my personality. We need to show the students that there is something abnormal. I usually raise my voice pitch. I change my voice tone when I am not satisfied to evoke the others to notice it and discuss it together as a way to find the correct answers.

The Interviewer: Do you intentionally use a specific kinesthetic feature(s) to communicate a specific attitude(s) (satisfaction, dissatisfaction, disappointment, assertiveness, anger, etc.) or during classroom discussion in general (while providing explanation, feedback and instructions or to catch the students' attention). If yes, would you provide few examples.

Teacher E: I usually use my arm and hand gestures to catch the attention of the students and to facilitate certain aspects of the lesson to them.

The Interviewer: Do you intentionally vary the distance between you and your student (s) as a part of the classroom interaction? **If yes**, would you provide few examples and explain why?

Teacher E: Yes. I teach writing and I do sit next to students to provide feedback. Because I want to make them feel that I am not passive even when they are working on their writing tasks. That I am here as a guide and to provide any support they need. Also, when I do what I call my tour in the classroom which is basically moving around the classroom I make them feel that they are

observed and awaited by the teacher. I make them feel that we are all working on their task to be discussed later. To make them that I am always present whether I am explaining or while they are working.

The Interviewer: Does your mood and emotional state affect your nonverbal communication in the classroom? Why?

Teacher E: When I come to the classroom everything changes because I like the atmosphere of the classroom so much. But as human beings we are influenced by what happens in our daily lives. I always try to turn what's negative to something positive especially if the class is at the level of my expectations. I am aware of my emotions but I try to overcome them or manage them through classroom interaction with my students. Whether my communication is verbal or nonverbal or a combination of both.

The Interviewer: How does the type of the course itself and the activity(ies) implemented during the lesson affect your nonverbal communication? You said that you teach both writing and mastery of language. How is it different?

Teacher E: In fact, I teach literature and writing. They are not very different but at a personal level I feel that in a writing session I am more active and expressive because even if it is more of a student production dependent course I still have to interfere and be there for the students. For the literature module. It's a lecture I do interfere mainly by the end during the discussion or analysis. I try to keep students engaged in both settings through my nonverbal communication and it takes me double the efforts sometimes because of the nature of the modules.

The Interviewer: To what extent does the teaching experience and the acquired expertise affect your nonverbal communication in the classroom? Are there any changes that you made or

nonverbal communicative patterns that you intentionally implemented out of experience that proved to be more effective? If yes, would you provide examples and explain why.

Teacher E: Yes. When I address students in a normal voice pitch and then I feel that students are bored by looking at their facial expressions and level of engagement I try to raise my voice pitch and even use some catchy words to wake them up and my them interact with me. I vary my interaction according to their reaction. It depends here on the situation.

The Interviewer: Do learner's types affect your nonverbal communication in the classroom? Why? I am addressing the level of extroversion and introversion of students here.

Teacher E: I used to be an introverted student myself. Now I am revenging on my own personality. As a teacher? I try to devote equal interaction and attention with both introverts and extroverts. But I try to vary the type of the nonverbal cues I use with each type. I try not to put so much pressure on introverts compared to extroverts. I mainly rely on eye contact or asking explicit questions from time to time to keep them engaged and if I am to discuss anything with them it is usually kept till the end of the session contrary to extroverts who are always explicitly expressing their ideas and needs during the session.

ملخص الدراسة

تم إجراء مجموعة واسعة من الجهود البحثية للكشف عن العناصر التي تحدد فعالية اتصال المعلمين غير اللفظي في نقل المعرفة والأفكار، ومع ذلك، يتم تجاهل تأثيره على المستوى العاطفي. وبناءً على ذلك، هدفت هذه الدراسة البحثية إلى التحقيق في التأثيرات المحتملة للذكاء العاطفي على التواصل غير اللفظي لمعلمي اللغة الإنجليزية كلغة أجنبية كجزء من تفاعل المعلم والطالب في الصف. من الناحية المنهجية، تم اعتماد منهج بحثي نوعي جنبًا إلى جنب مع تصميم بحث دراسة حالة. وللحصول على البيانات اللازمة للدراسة، تم إجراء مراقبة للفصل الدراسي بالإضافة إلى مقابلات شبه مهيكلة مع خمسة معلمين للغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك، تم توزيع استبيان اتجاهي على 38 طالبًا يدرسون اللغة الإنجليزية كلغة أجنبية لاستخلاص آرائهم بشأن أداء معلميهم في التواصل غير اللفظي. أشار تحليل المواضيع إلى أن المعلمين المستهدفين استخدموا مجموعة متنوعة من الدلائل غير اللفظية وأنماط غير لفظية متكررة. نتج عن ذلك تجلي جوانب الذكاء العاطفي من خلال استخدام هذه الدلائل. ومع ذلك، تباينت آراء الطلاب وتفسيراتهم بناءً على نوع شخصيتهم وتفضيلاتهم. كشفت نتائج الاستفسار الحالي أن الذكاء العاطفي يؤثر في اتخاذ المعلمين قراراتهم بشأن استخدام الدلائل غير اللفظية وبالتالي تأثيره على تفاعل المعلم والطالب في الصف. الاستنتاجات التي توصلت إليها الدراسة تؤكد على ضرورة دمج برامج تدريب المعلمين حول الذكاء العاطفي والتواصل غير اللفظي لتزويدهم بالاستراتيجيات اللازمة لتحسين فاعليتها.