

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH BRANCH



*Developing Master -One Learners' Lesson Comprehension
through Teacher's Verbal and Non-verbal Communication in a
TEFL Situation*

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER (2) IN LANGUAGE
SCIENCES

Submitted by:

Wafa MENANI

Supervised by:

Mr. Ramdane MEHIRI

Board of Examiners

Chairman: Mr. Tayeb BOUHITEM

University of Biskra

Supervisor: Mr. Ramdane MEHIRI

University of Biskra

Member: Mr. Barkat TURQUI

University of Biskra

Academic Year: 2012/2013

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH BRANCH



*Developing Master -One Learners' Lesson Comprehension
through Teacher's Verbal and Non-verbal Communication in a
TEFL Situation*

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER (2) IN LANGUAGE
SCIENCES

Submitted by:

Wafa MENANI

Supervised by:

Mr. Ramdane MEHIRI

Board of Examiners

Chairman: Mr. Tayeb BOUHITEM

University of Biskra

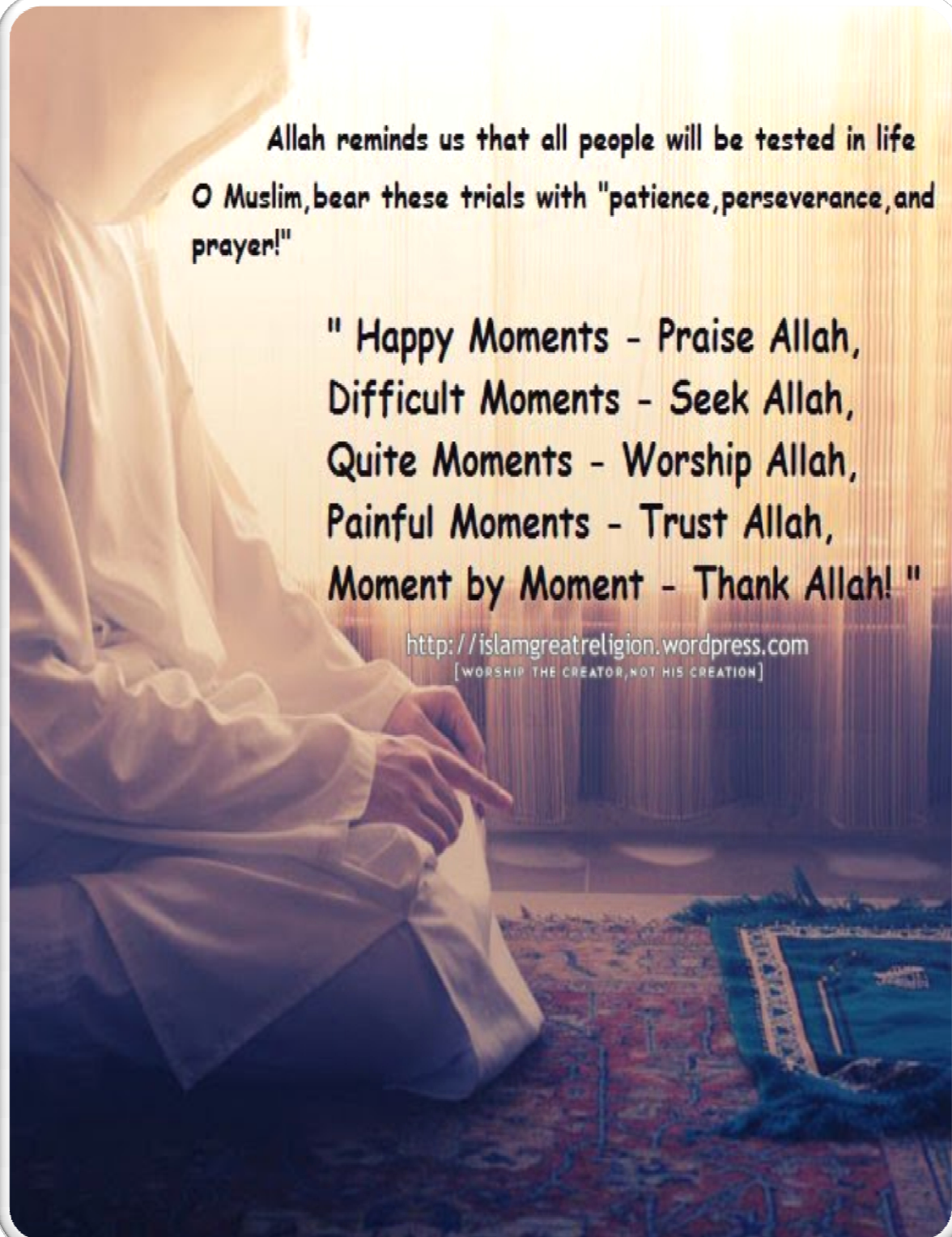
Supervisor: Mr. Ramdane MEHIRI

University of Biskra

Member: Mr. Barkat TURQUI

University of Biskra

Academic Year: 2012/2013



Allah reminds us that all people will be tested in life
O Muslim, bear these trials with "patience, perseverance, and prayer!"

" Happy Moments - Praise Allah,
Difficult Moments - Seek Allah,
Quite Moments - Worship Allah,
Painful Moments - Trust Allah,
Moment by Moment - Thank Allah! "

<http://islamgreatreligion.wordpress.com>
[WORSHIP THE CREATOR, NOT HIS CREATION]

Declaration

I, *Wafa MENANI*, do hereby solemnly declare that the work I am going to present in this dissertation is our own, and has not been submitted before to any other institution or university for a degree

This work is to be carried out and completed at Mohamed KHEIDER University of BISKRA, ALGERIA.

Certified:

Miss. *Wafa MENANI*

Signature:

DEDICATION

At Last..... !!!

I would like to dedicate the present modest work to all those who gave me their support and help;

Special thanks go in particular to my parents:

My mother who has always given me her care and love;

My late father to whom I wish God blessings;

Special dedication goes to my great supervisor who never ceased providing me with helpful pieces of advice;

I dedicate this work to all the members of the jury;

I would like to dedicate the fruit of this work to all my family members;

I expand my dedication to all my cousins;

Special dedication goes to my dear husband

Finally, a special dedication goes to all my friends

Acknowledgments

Thanks to God and may His peace and blessings be upon His prophets for granting me the opportunity and the ability to successfully complete this study.

Words alone cannot express the thanks I owe to my supervisor Mr. Mehiri, for whom I am and I will be always grateful, for his recommendations and suggestions which have been valuable for my research from the preliminary to the concluding level.

I show my deepest gratitude and respect to the head of our department Mrs. Boudiaf for handing me the opportunity to work on this research topic.

Special thanks go to all my teachers who have always been generous with me especially Mr. Bechar, S; Mr. Karboua, S; Mr. Hammoudi, A; Ms. Dalia, Kavaliauskienè (from Lithuania), Dr. Menani, N; and those teachers who participated with me in doing the interview; namely, Ms. Hassina, Mr. Timagoulte, and Mr. Seguni.

This research would not have been possible without the help of the library staff for using the library facilities in inappropriate times.



Abstract

This study aims to extend the perceptions of teachers and students regarding verbal and nonverbal communication as important teaching-learning skills, in addition to investigating the causes which lead to poor classroom communication between the teacher and his/her students; for those reasons, three hypotheses were formulated. The first hypothesis states that a better knowledge of the influence of verbal communication on students' feedback may enable teachers give an effective lesson comprehension to their students; the second one states that If teachers make use of nonverbal communication in the classroom context, their messages would be clear, and thus, students would comprehend it adequately; however, the third one states that effective communication between teachers and their students might be based on good lesson preparation which leads to good lesson comprehension. In order to reach our objectives and test the validity of those hypotheses, we have conducted the main investigation through the use of a questionnaire administered to students and an interview held with teachers after making a pilot study; following a descriptive research method in quantitative and qualitative research design. The results has shown that teaching experience is the most important factor that determines the type of verbal or nonverbal communication strategies that teachers may use inside the classroom in order to enhance students' lesson comprehension; in addition, supporting verbal communication, teacher talk, with nonverbal cues contributes in better lesson explanation, and thus effective comprehension on the part of learners.



Figure 01: Experience is the Best Teacher

ملخص

تهدف هذه الدراسة إلى تقديم تصورات المعلمين والطلاب بخصوص الاتصال اللفظي وغير اللفظي ومهارات التعليم والتعلم الهامة، بالإضافة إلى البحث عن الأسباب التي تؤدي إلى ضعف التواصل بين المعلم وطلبتة، علاوة على ذلك، فإننا نميل إلى النظر لبعض من استراتيجيات الاتصال الفعال والتي تستخدم من قبل المعلم في سياق الفصول الدراسية من أجل تسهيل فهم الدروس للمتعلمين، وبالتالي التوصل إلى ردود فعل إيجابية. ولهذه الأسباب، تمت صياغة ثلاث فرضيات. الفرضية الأولى تقول أن معرفة أفضل تأثير الاتصال اللفظي على ردود فعل الطلاب قد تمكن المعلمين من إعطاء فهم الدرس فعال لطلابهم، أما الفرضية الثانية فتتنبأ على أنه إذا استفاد المعلمين من التواصل غير اللفظي في القسم، فرسائلهم قد تكون واضحة، وبالتالي، فإن فهم الطلاب يكون على نحو كاف، ولكن الفرضية الثالثة تنص على أن التواصل الفعال بين المعلمين وطلابهم يمكن أن تقوم على حسن إعداد الدرس الذي يؤدي إلى فهم جيد للدرس. من أجل الوصول إلى أهدافنا واختبار صحة هذه الفرضيات، قمنا بإجراء دراسة تجريبية للطلاب من خلالها اختبرنا فهمهم لمساهمة الاتصال اللفظي وغير اللفظي للمعلمين في فهم الدرس. بعد ذلك، أجرينا التحقيق الرئيسي من خلال القيام باثنين من أدوات البحوث؛ استبيان ومقابلة، مصممة تصميمًا وصفيًا، كمي ونوعي. وقد أظهرت مناقشة النتائج إلى أن الخبرة في مجال التدريس هي العامل الأهم الذي يحدد نوع استراتيجيات التواصل اللفظي أو غير اللفظي التي قد يستخدمها المعلمين داخل الفصول الدراسية من أجل تعزيز فهم الدرس للطلاب، إضافة إلى دعم التواصل الغير لفظي التواصل اللفظي، كلام المعلم، بحيث يساهم في شرح أفضل للدرس، وبالتالي فهم فعال للمتعلمين

List of Abbreviations

ELL:	English Language Learning
TT:	Teacher Talk
%:	Percentage
L2:	Second Language
EFL:	English as a Foreign Language
Ctd:	Cited
P:	Page
Pp:	Pages
e.g.:	Example
DVD:	Digital Video Disc
STT:	Student Talking Time
TTT:	Teacher Talking Time
WWI	World War One
L1	First Language
L3	Third Language
CA	Communication Apprehension
Q1	Question One
Q6	Question Six
Q15	Question Fifteen
Q26	Question Twenty Six
Q14	Question Fourteen
ICT	Information Communication Technology
N	Number
T1	Teacher One
T2	Teacher Two
T3	Teacher Three
T4	Teacher Four
TEFL	Teaching English as a Foreign Language
NVC	Nonverbal Communication

List of Tables

Chapter One: Insights into Communication and Classroom Communication

Table 01: The Characteristics of an Effective Trainer.....	pp.20-21
-------------------------------------------------------------------	----------

Chapter Two: Nonverbal Communication in the Language Classroom

Table 01: Types of Nonverbal Communication.....	p.26
--------------------------------------------------------	------

Chapter Three: Verbal Communication in the Language Classroom

Table 01: The Functions of the two Brain Hemispheres.....	p.71
------------------------------------------------------------------	------

Table 02: Communication Strategies to Reduce Classroom Anxiety.....	pp.80-81
----------------------------------------------------------------------------	----------

Chapter Four: Field Work

Table 01: The Outline of Chapter Four.....	p.81
---------------------------------------------------	------

Table 02: Students' Gender.....	p.92
----------------------------------------	------

Table 03: Students' Baccalaureate Stream.....	p.93
------------------------------------------------------	------

Table 04: Age Range.....	p.94
---------------------------------	------

Table 05: Students' Repeating Years.....	p.94
-------------------------------------------------	------

Table 06: The students' Choice of English.....	p.95
-------------------------------------------------------	------

Table 07: The importance of Classroom Management for Effective Communication in the Classroom.....	p.96
--------------------------------------------------------------------------------------------------------------	------

Table 08: The Students' Position into the teachers' Physical Appearance.....	p.97
-------------------------------------------------------------------------------------	------

Table 09: Visual aids and Lesson Comprehension.....	p.98
------------------------------------------------------------	------

Table 10: The Role of Audio Visual Aids.....	p.100
-----------------------------------------------------	-------

Table 11: The Role of Using Humour in the Classroom.....	p.100
-----------------------------------------------------------------	-------

Table 12: The Role of space between the teacher and students in the classroom...	p.101
-----------------------------------------------------------------------------------------	-------

Table 13:	The Management of Teacher Talk.....	p.102
Table 14:	The Students' Position into Teachers' Eye Contact.....	p.103
Table 15:	The Frequency of Using Visual Aids in the Classroom.....	p.104
Table 16:	Providing Comprehensible Input to Students.....	p.105
Table 17:	The Students' Position into Teachers' Seriousness.....	p.106
Table 18:	The Students' Viewpoints about Unnecessary Topics.....	p.107
Table 19:	The Teacher's Pace while Using Teacher Talk.....	p.109
Table 20:	Lesson Presentation Pauses.....	p.110
Table 21:	The Questions asked by the Teacher for Final Feedback.....	p.111
Table 22:	Students' Reaction if they are Praised.....	p.113
Table 23:	Comprehending Lessons through Managing Teacher's Level.....	p.113
Table 24:	Questions for more Clarification.....	p.114
Table 25:	Teachers' Criticism.....	p.115
Table 25.1:	Students' Reaction on Teachers' Criticism.....	p.116
Table 26:	Hindering factors to verbal communication in language classrooms according to the interviewees' viewpoints.....	p.119
Table 27:	Results and Recommendations.....	p.121

List of Figures

Figure 01: Experience is the Best Teacher.....

Chapter One: Insights into Communication and Classroom Communication

Figure 01: A Diagram of Interpersonal Communication..... p.10

Figure 02: Steps of Powerful Presentation..... p.14

Figure 03: The Linear Model of Communication..... p.18

Figure 04: The Transactional Model of Communication..... p.18

Chapter Two: Nonverbal Communication in the Language Classroom

Figure 01: Nonverbal Communication and Body Language..... p.24

Figure 02: Facial Expressions..... p.27

Figure 03: Hand Gestures and their Interpretations in an Algerian Context.... p.28

Figure 04: Teacher- Student Eye Contact..... p.30

Figure 05: The Teachers' Physical Appearance..... p.33

Figure 06: The Classroom..... p.36

Figure 07: Don'ts of Nonverbal Communication..... p.39

Figure 08: The Importance of Nonverbal Communication..... p.42

Chapter Three: Verbal Communication in the Language Classroom

Figure 01: Stage Fright..... p.63

Figure 02: Buzan's Mind Map..... p.75

Chapter Four: Field Work

Figure 01:	The Main Questionnaire’s Design (mine).....	p.86
Figure 02:	Teacher’s Interview.....	p.87
Figure 03:	Students’ Gender.....	p.92
Figure 04:	The Students’ Baccalaureate Stream.....	p.93
Figure 05:	Students’ Repeating Years.....	p.94
Figure 06:	The Choice of English.....	p.95
Figure 07:	The importance of Classroom Management for Effective Communication in the Classroom.....	p.96
Figure 08:	The Students’ Position into the teachers’ Physical Appearance.....	p.97
Figure 09:	Audio Visual Aids and Lesson Comprehension.....	p.98
Figure 10:	The Role of Audio Visual Aids.....	p.99
Figure 11:	The Role of Using Humour in the Classroom.....	p.100
Figure 12:	The Role of Space between the Teacher and Students in the Classroom.....	p.101
Figure 13:	The Management of Teacher Talk.....	p.103
Figure 14:	The Students’ Position into Teachers’ Eye Contact.....	p.103
Figure 15:	The Frequency of Using Audio Visual Aids in the Classroom.....	p.105
Figure 16:	Providing Comprehensible Input to Students.....	p.106
Figure 17:	The Students’ Position into Teachers’ Seriousness.....	p.107
Figure 18:	The Students’ Viewpoints about Unnecessary Topics.....	p.108
Figure 19:	The Teacher’s Pace while Using Teacher Talk.....	p.109
Figure 20:	Lesson Presentation Pauses.....	p.110
Figure 21:	The Questions asked by the Teacher for Final Feedback.....	p.112
Figure 22:	Students’ Reaction if they are Praised.....	p.114

Figure 23:	Comprehending Lessons through Managing Teacher's Level.....	p.115
Figure 24:	Questions for more Clarification.....	p.115
Figure 25:	Teacher's Criticism.....	p.116
Figure 25.1:	Students' Reaction on Teacher's Criticism.....	p.117

Table of Contents

Declaration.....	I
Dedication.....	II
Acknowledgments.....	III
Abstract (in English).....	IV
Abstract (in Arabic).....	V
List of Abbreviations.....	VI
List of Tables.....	VII-VIII
List of Figures.....	IX-X
Table of Contents.....	XII-XIX

GENERAL INTRODUCTION

1. Statement of the Problem.....	01
2. Significance of the Study.....	01
3. Aims of the Study.....	02
4. Research Questions.....	02-03
5. Research Hypotheses.....	03
6. Methodology of Work.....	03
7. Research Tools.....	03
8. The Literature Review.....	03-05
9. The Structure of the Study.....	05-06

CHAPTER ONE: SOME INSIGHTS INTO COMMUNICATION IN THE LANGUAGE

CLASSROOM

Introduction.....	08
1.1. Definitions of Communication.....	08
1.1.1. Definition One.....	08

1.1.2.	Definition Two.....	09
1.1.3.	Definition Three.....	09
1.2.	Forms of Communication.....	11
1.3.	Effective Communication.....	11
1.4.	Tools of Communication.....	11-12
1.5.	The Communication Process.....	12
1.5.1.	Have a Message Worth Communicating.....	12
1.5.2.	Gain the Listeners' Attention, Capture their Interest and Build their Trust	12
1.5.3.	Emphasise Understanding.....	13
1.5.4.	Obtain Feedback.....	13
1.5.5.	Watch your Emotional Tone.....	13
1.5.6.	Persuade Them.....	13
1.6.	Communication and Lesson Presentation.....	13-14
1.6.1.	Definitions of Teacher's Lesson Presentation.....	14
1.6.2.	The Pillar- Steps of a Powerful Classroom Presentation.....	14-15
1.7.	The Influence of Communication on the Listener.....	15
1.7.1.	The Heard Message is not always like the Intended One	15-16
1.8.	The Components of Communication.....	16
1.8.1.	The Sender.....	16
1.8.2.	The Encoding.....	16
1.8.3.	The Message.....	16
1.8.4.	The Receiver.....	16
1.8.5.	The decoding.....	17
1.8.6.	Feedback.....	17-18

1.9.	Types of classroom communication.....	18
1.9.1.	Verbal communication.....	18
1.9.2.	Nonverbal communication.....	19
Section Two: The Teacher.....		20
1.10.	The teacher.....	20
1.10.1.	Definition of the Teacher.....	20
1.10.2.	Characteristics of a Good Teacher.....	20-21
1.10.3.	Weaknesses of the Teacher as a Presenter.....	21
Conclusion.....		22

CHAPTER TWO: USING NONVERBAL COMMUNICATION IN THE LANGUAGE

CLASSROOM

Introduction.....		24
2.1	What is meant by Nonverbal Communication.....	24
2.1.1	Definition One.....	25
2.1.2	Definition Two.....	25
2.1.3	Definition Three.....	25
2.2	Types and features of Non Verbal Communication.....	26
2.2.1.	Body movements and position.....	26
2.2.1.1.	Posture.....	26-27
2.2.1.2.	Facial expressions.....	27-28
2.2.1.3.	Gestures.....	28-29
2.2.1.3.1.	Guidelines to Ensure that the Gestures will Enhance lesson Presentation.	29
2.2.1.4.	Eye Contact “Eye Behaviour, Gaze”.....	30
2.2.1.4.1.	Some Strategies for Better Eye Contact.....	30-31
2.2.1.5.	Paralanguage (Teacher’s Voice, Vocal Behaviour).....	31

2.2.1.5.1	Some Vocal Strategies to Effectively Reach the Students.....	31
2.2.1.6.	Touch (Tactile Communication).....	32
2.2.2.	The Communicator’s Physical Characteristics and Attitude.....	33
2.2.2.1.	Personal Appearance (Personal Fronts).....	33
2.2.2.1.1.	Things to Consider about Appearance.....	33
2.2.2.2.	Attitude.....	34
2.2.2.2.1.	Positive Attitude of the Teacher.....	35
2.2.3.	The Communication Environment.....	35
2.2.3.1.	Proxemics (space).....	35
2.2.3.2.	The Classroom.....	35-36
2.2.3.2.1.	The Design of the Classroom.....	36
2.3.	Functions of Nonverbal Communication.....	36-37
2.4.	Ways to Improve the Desired Atmosphere within the Classroom.....	37
2.5.	Mistakes of NVC.....	38
2.6.	Supporting the Classroom Lesson Presentation.....	39
2.6.1.	Supporting the Presentation with visual Supports.....	39
2.6.1.1.	Defining Visual Support.....	39
2.6.1.2.	Do’s and Don’ts of Visual Support.....	39-40
2.7.	The Role of NVC.....	40-41
Conclusion.....		41

CHAPTER THREE: VERBAL COMMUNICATION IN THE LANGUAGE CLASSROOM

Introduction.....		45
3.1.	The Definition of Teacher Talk.....	45-46
3.2.	The Role of Teacher Talk in FLL.....	46-47
3.3.	The Features of TT.....	47

3.3.1.	The Formal Features of TT.....	46
3.3.2.	The Functional Features of TT.....	47
3.3.2.1.	The Amount of TT.....	47-48
3.4.	Conditions to make TT useful.....	48
3.5.	Accessibility of TT.....	48
3.5.1.	Vocabulary.....	49
3.5.2.	Grammar.....	49
3.5.3.	Pronunciation (Phonological Modification).....	49
3.6.	Presentations as Spoken Communication.....	49
3.6.1.	Benefits of Face to Face Presentations.....	50
3.7.	Guiding Principles for Good Lesson Presentations.....	50
3.7.1.	Understand and Adapt to the Students Context.....	50
3.7.2.	Think Strong to Speak Strong.....	51-52
3.7.3.	Balance both Style and Content.....	52-53
3.7.4.	Establish and Maintain a Positive Relationship with Students.....	53
3.7.4.1.	Positive Relationship.....	53-54
3.7.4.1.1.	Some Strategies to Build Positive Relationship.....	54-55
3.7.4.2.	Negative Relationship.....	55
3.7.4.2.1.	Strategies to Diminish the Negative Relationship.....	55-56
3.8.	Getting to Know Students.....	56
3.8.1.	Gathering Information about the Students.....	56
3.8.1.1.	Observing the Students.....	56
3.8.1.2.	Asking.....	56
3.8.1.3.	Drawing Conclusions.....	57
3.9.	How Students are Similar.....	57

3.9.1.	Attract the Attention of Students.....	57-58
3.10.	How Students are Different.....	59
3.10.1.	Demographic Characteristics.....	59-60
3.10.1.1.	Analysing Demographic Characteristics.....	60
3.10.2.	Motivational Characteristics.....	60
3.11.	Stages of Classroom Presentation.....	61
3.11.1.	Stage Fright.....	61
3.11.1.1.	Strategies to First Meeting.....	61-62
3.11.2.	Making Friends with the Students.....	63
3.11.3.	Stating Objectives at the very Beginning of the Presentation.....	63
3.11.4.	Introducing the Topic.....	64
3.11.5.	Starting the Lesson.....	64
3.11.5.1.	Strategy One: Lesson Starters.....	65
3.11.5.2.	Strategy Two: Brain Gym.....	65-66
3.11.5.3.	Using Mini Whiteboards to Engage Learners.....	66-67
3.11.5.4.	Guess the Lesson.....	67
3.11.5.5.	Can We Play a Game?.....	68
3.11.5.6.	Telling a Humorous Story.....	68
3.11.6	Communication Strategies.....	68-69
3.11.6.1.	Avoidance Strategies.....	69
3.11.6.2.	Compensatory Strategies.....	69-70
3.11.6.3.	Time Gaining Strategies.....	70
3.11.7.	The Way to Provide Instructions.....	70
3.11.8.	Ending the Presentation by Using Mind Mapping Technique for summarising.....	70

3.11.8.1.	The Definition of Mind Map Technique.....	71
3.11.8.2.	The Usefulness of MMT.....	71
3.11.8.3.	A Quick View on how to Make a Mind Map.....	71-72
3.11.9.	Getting the Students' Feedback.....	72
3.11.9.1.	The Definition of Feedback.....	72
3.11.9.2.	Strategies to Get Students Feedback.....	73
3.11.9.2.1.	Nonverbal Feedback.....	73-74
3.11.9.2.2.	Verbal Feedback.....	74
	Learning from Students' Feedback and Adjusting Information	
3.11.9.3.	Accordingly.....	75
3.11.10.	Strategies for Students with Learning Difficulties.....	76-77
3.11.11.	Communication Strategies for Reducing Classroom Anxiety.....	78-79
3.11.11.1.	The Definition of Anxiety.....	79
	Conclusion.....	81

CHAPTER FOUR: FIELD WORK

	Introduction.....	83
	Section One: Methodology	83
4.1.	Research Method.....	83-84
4.2.	Participants.....	84-85
4.3.	Research Tools.....	85
4.3.1.	The Pilot Study.....	86
4.3.2.	The Description of the Main Questionnaire.....	87-88
4.3.3.	The Description of the Teacher's Interview.....	88-89
	Section Two: Results and Discussions	89
4.3.1.1.	Analysis and Discussion of the Pilot Study.....	89-92

4.3.2.1.	The Main Student Feedback Questionnaire Analysis.....	92-119
4.3.3.1.	Analysis and Discussions of the Interview.....	126-129
	Results and Recommendations.....	126-129

General Introduction

1. Statement of the Problem:

This research intends to investigate and find out some verbal and non-verbal communication strategies that are likely to be used by teachers in a classroom context in order to enhance and develop learners' lesson comprehension in an EFL classroom. This study tries to meet learners' needs in English language classes in terms of teachers' communication strategies which may provide them with better feedback. This stems out of the assumption that interaction in language classes is based mainly on the easy flow of teacher-learner communication. Since not all teachers in educational institutions *master* the way to make well presented lessons, *control* their hand gestures, postures, *fit* their facial expressions with the point of the lesson being discussed, we have thought of a such problem to solve, and to try to reach by the end some communication strategies that create a positive leaning environment, and which make learners connect positively with their teachers.

2. Significance of the study:

This research problem is interesting, as far as we are concerned, because it will be a beneficial and a helpful tool for teachers and the would-be teachers to effectively interact and connect with their students. No one can ignore that Classroom Verbal and Non-verbal Communication between the teacher and his/her students play a fundamental role in the classroom, and even in our daily lives. Being aware of the communication strategies that are likely to be used by teachers inside the classroom helps enhancing teachers' interaction with the learners. In addition, the way teachers present their lessons, their physical appearance, and the adequate use of the body language, have a very positive impact on student's performance. Hence, choosing the appropriate verbal communication strategies and mastering the nonverbal cues will facilitate teacher's task and ensure better results.

3. Aims:

This research aims at:

- ✓ Extending the perceptions of teachers and students regarding verbal and non-verbal communication as important teaching-learning skills;
- ✓ Exploring the importance of both verbal and non-verbal communication in the classroom setting;
- ✓ Finding out how the two mechanisms contribute to better lesson comprehension on the part of the learner;
- ✓ Investigating the causes which lead to poor classroom communication between the teacher and his/her students;
- ✓ Exploring some of the effective communication strategies which ought to be used by the teacher in a classroom context in order to enhance learners' lesson comprehension, and therefore reach a positive feedback;
- ✓ Showing to the readers the impact of using those strategies on the learners' feedback in English Language Learning (ELL).

4. Research Questions (Problematic):

This dissertation relies on the following questions:

1. Why do some teachers fail in providing their students with effective lesson comprehension?
2. What factors may hinder students' inadequate response to verbal and nonverbal communication cues?
3. How could teachers, using verbal and non-verbal communication strategies, stimulate students to comprehend the lesson?

5. Research Hypotheses:

The present research is based on three main research hypotheses:

1. We hypothesise that a better knowledge of the influence of verbal communication on students' feedback may enable teachers give an effective lesson comprehension to their students.
2. If teachers make use of non-verbal communication in the classroom context, their message would be clear, and thus, students would comprehend it adequately.
3. Effective communication between teachers and their students might be based on good lesson preparation which leads to good lesson comprehension.

6. Methodology of work:

The design of our research is on the whole descriptive, where the researcher has used both quantitative and qualitative methods. The researcher intends to use a questionnaire for students as a quantitative research tool to acquire and gather data for this dissertation. In addition, she will conduct an interview with teachers as a qualitative research tool to cater for applied research. The results of the questionnaire and the interview will be included in the dissertation. Moreover, the researcher plans to derive information from any material relevant to her field of interest which is a new and a fresh area in this department as far as she is concerned.

7. Research Tools:

The main research tools which are used in this research are Questionnaire, Library and classroom research, and Interview.

8. Literature Review:

Researchers searched a lot concerning communication with its both forms; verbal and nonverbal. In a broader context, communication has been defined by Eze (1998; ctd in

Ogili, 2005) as “the process of establishing commonness of ideas, thoughts, or information”. Another definition, stated by Ellis and Bettie (1986, p.3), says that “communication occurs when one organism encodes information into a signal which passes to another organism which decodes the signal is capable of responding appropriately.” People who communicate effectively are able to obtain trust, have more fun with people, get others to feel more confident about themselves, convey information easily and accurately, and reach their objectives (Bender, 1997, p.18). Many researchers revealed that if verbal and nonverbal communication strategies are used appropriately by the teacher in the classroom, students’ lesson comprehension will be improved; since the objective of the teacher while giving the lesson is the desire to have some impact on his/her students as to change their behaviour (Redmond and Vrchota, 2007, p.8).

According to Rosdah and Kowalski (2008, p.485), non-verbal communication is showing information without using words or language; messages expressed through body posture, gestures, facial expressions, and other forms of nonverbal behaviour provide cues or suggestions to a person’s true feelings or beliefs”. Researchers pointed out that nonverbal cues support the verbal message. In this respect, O’Rourke (2008) states that nonverbal communication can serve many functions; accenting, complementing, contradicting, regulating, repeating, and substituting.

Verbal communication has not been taken extensively as the nonverbal one by previous research. However, related aspects, such as teacher talk, and verbal strategies that enhance the quality of education have been broadly taken. Therefore, according to Xiao-Yan (2006), the kind of language used by the teacher for instruction is known as teacher talk (TT). For this term, Longman Dictionary of Language Teaching and Applied Linguistics defines it as “that variety of language sometimes used by teachers when they are in the process of teaching”. As another illustrative definition of teacher talk, Rod Ellis defines it

as, “the special language that teachers use when addressing L2 learners in the classroom”. Its goal is to communicate with students and develops students’ foreign language proficiency. Xiao –Yan (2006, p.11) stresses the importance of teacher talk saying that “Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans? In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible L2 input the learner is likely to receive”.

9. Organisation of the Dissertation:

This dissertation is composed of four chapters; the first three ones are theoretical, and the last one is practical. The first chapter will tackle and give a general overview and some insights into communication and classroom communication. It tends to clarify some key features that ought to be known by the readers before getting to read the details of this research topic. The second chapter deals with a form of communication called nonverbal communication. Some useful and helpful points, concerning both the teacher’s use of nonverbal cues, and his/her students’ reaction towards them, will be mentioned. We are going to talk about the other form of communication in the third chapter where we will provide our readers with the way teacher talk would be presented, and we will emphasise on the verbal strategies that lead to students’ lesson comprehension; however, we will deal only with the spoken communication rather than the written one. At last, our pure work will appear in the fourth and the last chapter where we will make an investigation into both forms of communication. We will opt for a descriptive research design where we will investigate a case study through a random sampling of students from Master- One English language learners’ at the department of foreign languages at Mohammad Kheider University of Biskra. A

questionnaire will be administered to this sample of master-one students, and analysed afterwards by the researcher. In addition to this research tool, we are going to make an interview with some teachers by making an audio recording and analysing it in details in order to reach by the end the verbal and nonverbal strategies which contribute in students' lesson comprehension. The results will be included at the end of this dissertation.

Chapter One :

INSIGHTS INTO COMMUNICATION

AND

CLASSROOM COMMUNICATION

Objectives of this chapter

In this chapter, the researcher's objectives are to:

- Give some suggested definitions to Communication and classroom communication;
- Present the forms of communication that can be found in any situation;
- Show the influence of communication on the listeners;
- Demonstrate the different factors that help in transmitting the intended message;
- Provide the readers with the main characteristics of a good teacher, and other objectives...

Introduction

This chapter is divided into two sections; the first section intends to give some general insights into human communication focusing on the classroom context. This involves talking about different perspectives of different sources that define the term communication. Moreover, we will tackle some points like the components of communication, the forms of communication in addition to passing through the steps that we all go through to enable others to understand us. We will also talk about how communication may influence listeners. At last, we will end up with the types of classroom communication, i.e. verbal and nonverbal communication. However, the second section intends to focus on the teacher him/herself by giving the main characteristics of a good teacher, and what he/she is supposed to do in the case of a heterogeneous class of different learners' types. All these points are going to be discussed in this chapter.

Section One: Communication in the Language Classroom:

1.1. Definitions of Communication:

1.1.1. Definition One:

The term Communication comes from the Latin word "*communicare*", which means "*to establish commonness*". When a person communicates, he/she creates common understanding between him/her and other people. Without communication it would be impossible for any person to relate to other people and make him/her understand. Communication is the process of creating meaning between two or more people through the expression and interpretation of messages. By expression is meant a public demonstration of the idea or feeling initially within the mind of the communicator. By interpretation is meant the meaning the receiver gives to this message. Communication is therefore an attempt to reach the minds of others (Cleary, 2008, p.1).

1.1.2. Definition Two:

Another definition says that human communication means the process of sharing meaning, ideas, thoughts, experiences, information or opinions from person to person. Thus, it can be seen as a social process of establishing commonness of ideas, thought or information (Eze, 1998; in Ogili (2005)). Communication can be described as a social process that uses signs, symbols, languages and other such means to exchange thought and meaning between and among individuals and groups for better understanding and relationships. Ogili (2001) describes communication as a process of transmitting and receiving symbolic cues, both verbal and nonverbal. It can also be oral or written or formal and informal (Ctd in Ogili, 2005).

1.1.3. Definition Three:

In their book “The psychology of language & communication”, Ellis and Beattie (1986, p.3) provided us with a definition of communication stating that “Communication occurs when one organism (the transmitter) encodes information into a signal which passes to another organism (the receiver) which decodes the signal is capable of responding appropriately” (Ctd in Finnegan, 2005, p.9). In order to illustrate this definition, Benneli (2007, p.39) provided us with a diagram of interpersonal communication where he showed all the elements of communication in the following figure:

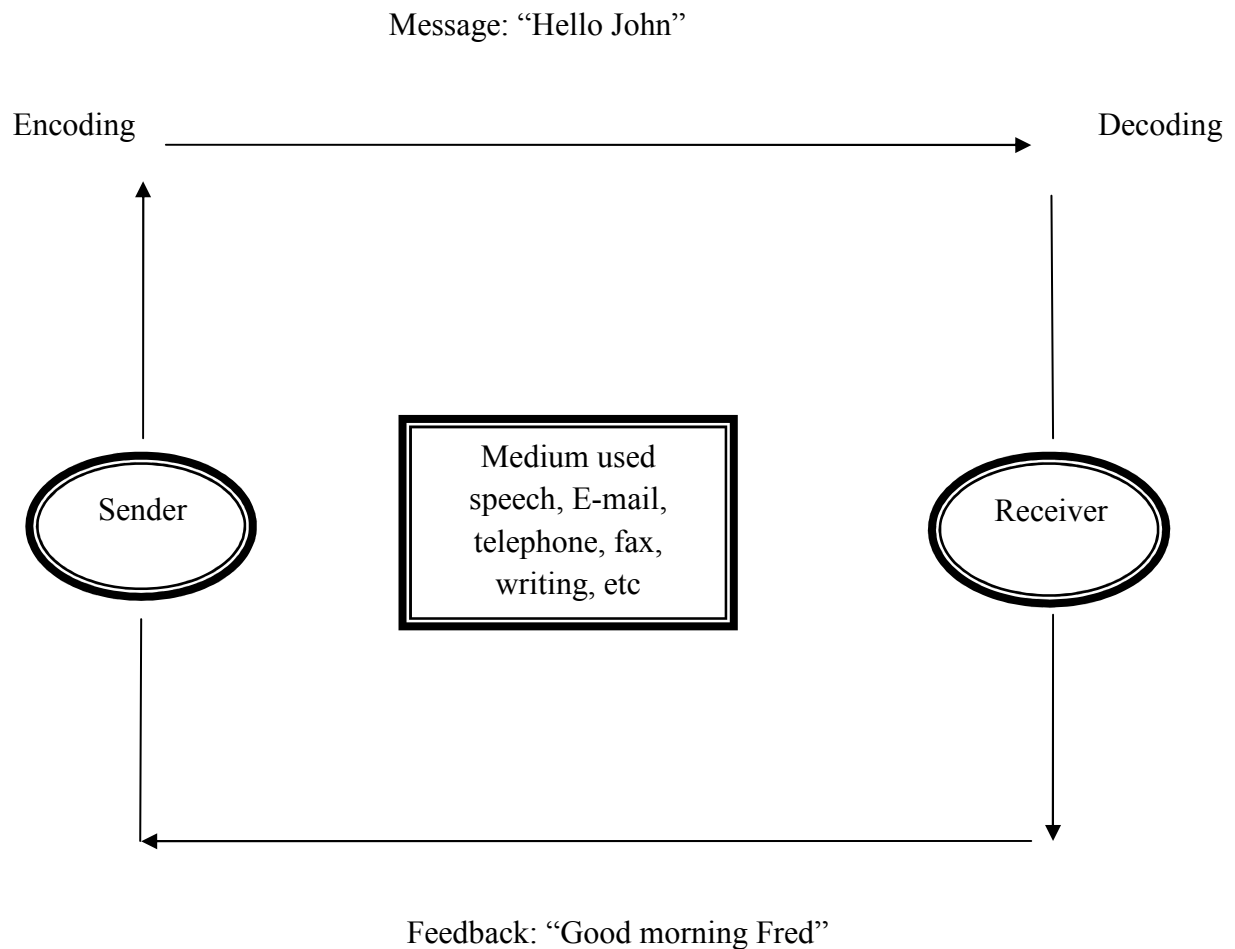


Figure 01: A diagram of Interpersonal Communication

A useful combination of the three definitions stated above says that communication is Latin word which means to establish commonness. It is a social process of exchanging ideas, thoughts and meaning among individuals through the expression and interpretation of messages. It goes from encoding information into a signal to decoding this signal in order to receive a feedback, and respond appropriately according to the context.

1.2. Forms of Communication:

Communication is not just speech. Communication takes place in many forms: audio, visual, Sensual-through sounds, images and physical impulses. It consists of talking, listening, looking, touching, tasting, feeling, smelling, acting, and much more. It can include sending messages through photographs, posters, books, newspapers, magazines, television, radio,

recorded sounds, videotape, computers, and other forms of communication (Bender, 1997, p.19).

1.3. Effective Communication:

Effective communication can be defined as the utilisation of ideas, objects, techniques, devices, and people for planning, designing, carrying out and evaluating human learning and communication (Ogili, 2005, p.4). It takes place when the communicator shares his/her message with others in such a manner that it is clearly understood. People who communicate effectively are able to:

- Obtain trust;
- Have more fun with people;
- Get others to feel more confident about themselves;
- Convey information easily and accurately;
- Achieve their goals; and
- Reach their objectives (Bender, 1997, p.18).

1.4. Tools of Communication:

Successful communication requires that the teacher uses all the modern skills and support materials available in order to make sure that the points presented in the classroom are perceived by the students as intended. The conveying of ideas happens in several dimensions at once. It takes more than just words to communicate an experience to others. The teacher must involve his/her listeners in what he/she is saying. They are likely to perceive his/her message using all of their senses: sound, touch, sight, and even smell and taste (Bender, 1997, p.20).

Ogili (2001) further asserts that learners generally remember:

- 10 percent of what they read;
- 20 percent of what they hear;
- 30 percent of what they see;
- 50 percent of what they hear and see;
- 70 percent of what they say; and
- 90 percent of what they say as they do a thing (In Ogili, 2005, p.4).

1.5. The Communication Process:

According to Bender (1997, pp.26-28), Communication is the process of sending and receiving messages. But it is not complete until feedback is obtained from the listener. He states that there are six steps we all go through to enable others to understand us:

1.5.1. Have a Message Worth Communicating:

The speaker must have a “worthwhile” message and be ready to communicate it. However, before proceeding to communicate this message in front of others, he/she should take some time to prepare it and organise his/her thoughts since it is a key factor in effective communication.

1.5.2. Gain the Listeners’ Attention, Capture their Interest, Build their Trust:

Every listener asks one basic question: “what is in it for me?”. Speaking to their needs and desires begs the response, “so what?”. To maintain their attention, the teacher must then gain their trust in order to persuade them. He/she should establish their trust at the beginning of the lesson presentation, not at the end. The *Ancient Greeks* knew that: “*No one is interested in you until you are interested in them!*”

1.5.3. Emphasise Understanding:

The communicator should focus on making him/herself understood by the means that he/she finds suitable to implement like repeating, illustrating by pictures, gestures, or videos.

1.5.4. Obtain Feedback:

The teacher should test to see if the lesson presentation is going right and find out if his/her students understood him/her. If they do not, he/she should stop and clarify what he/she meant. He/she should try again and again if necessary in order to illustrate his/her point. Patience is required while communicating with people. However, if students do not understand their teacher, it just means that he/she did not communicate clearly.

1.5.5. Watch Your Emotional Tone:

The speaker's tone should not sound a kind of disagreement when communicating with people whose emotions are aroused, but he/she should acknowledge as early as possible that he/she understands and agrees with what they are saying. Doing this behaviour will help calm them; so that the intended message can be heard.

1.5.6. Persuade them:

This is the last step and perhaps the most important one for the speaker. Once he/she is confident that his/her listeners have understood him/her, then he/she should focus on persuading them to adapt his/her point of view and take the action he/she wants. Persuasion will be much easier after the communicator has deliberately gone through the first five steps.

1.6. Communication and Lesson Presentation:

Presentation is any interaction in which two specific and exclusive roles are enacted: the role of the speaker, and the role of the listener. Communication in its basic form is simply

acting on information or a stimulus. The “acting” part of the definition means that something happens; some change occurs. The only way for a lesson presentation not to be communication would be if no one heard it. The act of simply getting someone’s attention means the communicator has caused that person to change his/her focus on this communicator. People do not have to agree with or be persuaded by a speaker for communication to take place; however, they may disagree or reject the idea(s) of the people they are interacting with. A presentation is a specific, narrow form of communication that is concerned with the impact of intentional messages on other people (Redmond and Vrchota, 2007, p.6).

1.6.1. Definitions of Teacher’s Lesson Presentation

Teachers’ lesson presentation is one aspect of everyday presentations in which the teacher intentionally and strategically deliver an oral message to his/her students, and then to obtain their feedback, i.e. lesson comprehension. The teacher plans a message which is seen by the learners as the primary source of information for a given period of time (Redmond and Vrchota, 2007, p.4).

1.6.2. The Pillar- Steps of a Powerful Presentation:

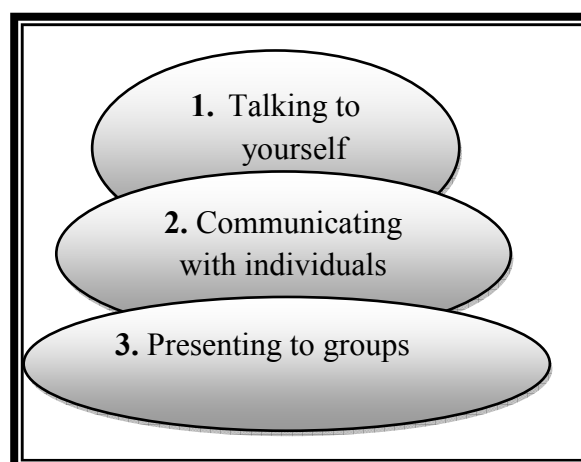


Figure 02: Steps of Powerful Presentation

1. The teacher must talk to him/herself. He/she should clarify the message in his/her own mind before communicating it to his/her students.
2. When the teacher speaks to individuals; he/she should express his/her thoughts in an organised manner. He/she should clarify and ask for feedback. He/she should not assume that the message sent is the same received.
3. When presenting to a group, the teacher should use the ideas already organised in his/her mind, and his/her chances of being understood and accepted will increase dramatically (Bender, 1997, p.8).

1.7. The Influence of Communication on the Listeners:

Communication is by nature influential. Influence is any change that occurs in response to a stimulus. Whenever communication occurs, there is a change. The objective of the teacher while giving the lesson is the desire to have some impact on his/her students as to change their behaviour (Redmond and Vrchota, 2007, p.8).

✓ Example:

A teacher attempting to “inform” students about a concept (like the definition of communication) is an attempt to convince them that it is worth listening to and important. If the students learn and accept the definition, then they are influenced and the feedback is positive.

1.7.1. The heard Message is not always like the Intended One:

People communicate ideas by sending and receiving messages. Most of the times, they simply do not say what they mean. We often mislead others by not conveying messages in simple and familiar terms. The message said is not always perceived by the listeners as really intended by the speakers; however, listeners judge speakers by what they think they said. The

meaning of the speaker's messages is determined by the reaction they get from other people. Their reaction is not important if others do not understand what the speaker is saying. Therefore, the speaker ought to make his/her speech simpler and more familiar so as to be got by the hearer (Bender, 1997, p.22).

"I know that you believe you understand what you think I said, but, I am not sure you realize that what you heard is not what I meant...."
(Author unknown)

(Bender, 1997, p.22)

1.8. The Components of Communication:

According to Redmond and Vrchota (2007), the most basic model of communication consists of the following components and concepts:

1.8.1. The Sender:

The sender is a person who is stimulated to create a message, i.e. initiates the communication by thinking of an idea to communicate to the receiver. The sender is sometimes referred to as the *source*, the *communicator* or the *encoder*.

1.8.2. The Encoding:

Before the idea or message can be sent to the receiver, the sender needs to encode it in an appropriate code. Encoding is the process by which a person puts an idea into words and behaviours to others, so that it becomes perceptible to the receiver. This can be done using a verbal code_ language, whether spoken or written_ or nonverbal code_ a code without words or language. (This will be clarified in the following chapters).

1.8.3. The Message:

It is the product or behaviour of the sender who is transmitting in an attempt to connect with a receiver.

1.8.4. The Receiver:

The receiver is a person to whom the sender directs the message and who thus has to understand the message. Each receiver has a unique frame of reference and accordingly decodes or interprets the message in a unique way.

1.8.5. Decoding:

It refers to the process of receiving, interpreting and understanding the encoded message by the receiver. If the receiver is unable to interpret and understand the message, there will be no shared meaning, and therefore no communication. .

1.8.6. Feedback:

The response a receiver displays in a reaction to a given message (pp.4-5).

These components create a linear model of communication that consists of a sender sending a message to a receiver with a minimal feedback from the receiver to the sender. The figure below will show those components:

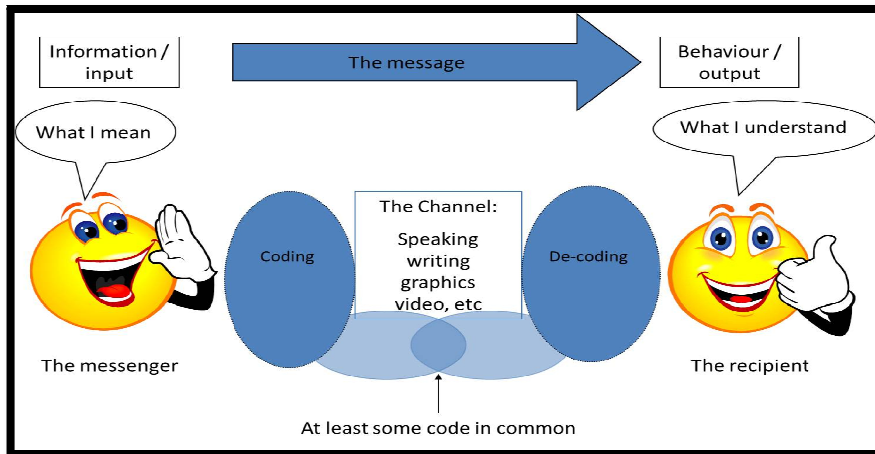


Figure 03: The Linear (One-way) Model of Communication¹.

However, when both participants, the speaker and the listener, engage in communication with each and one another, it becomes no longer linear model of communication, but a transactional model of communication. This model is shown below:

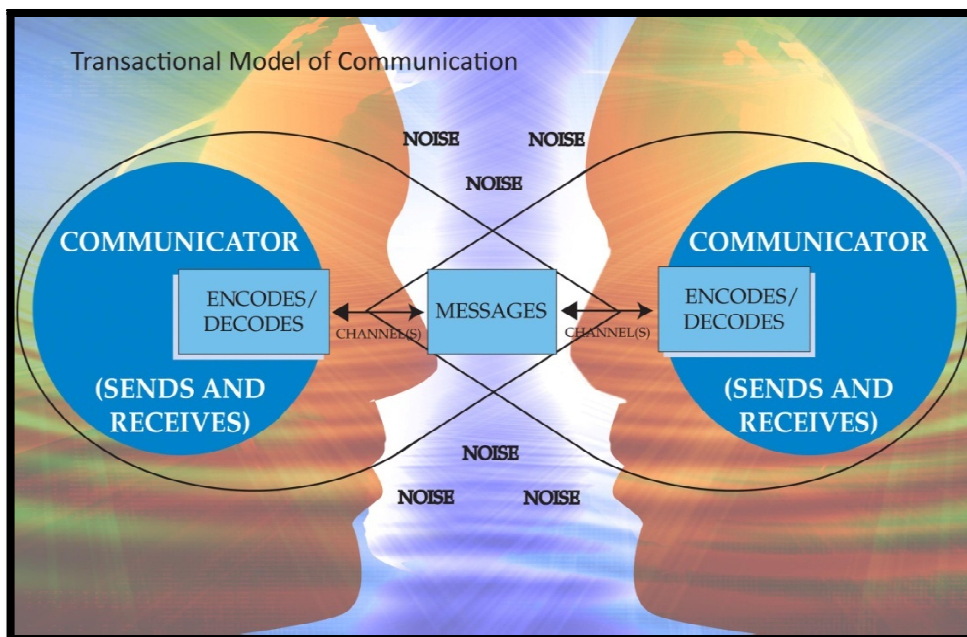


Figure 04: The Transactional Model of Communication.²

¹ Figures 2.2 and 2.3 are retrieved from Google image in January, 16th 2013 at 21:46.

² This figured has been retrieved from Google image in January, 16th, 2013 at 21:56.

1.9. Types of Classroom Communication:

Communication, in a classroom situation, is composed of two inseparable main parts:
Verbal and Nonverbal Communication:

1.9.1. Verbal Communication:

Verbal Communication is when the speaker uses words, phrases or sentences/utterances in order to express him/herself, send messages, inform, persuade, ask, answer a given question, etc... according to his/her communicative intent. However, verbal communication cannot be used alone by the teacher or any other speaker, it should be accompanied with Nonverbal cues to deliver and complete the intended message.

1.9.2. Non-verbal Communication:

Non-verbal Communication is everything except spoken words. It is when the teacher, or any other speaker, unconsciously uses body movements as a representation to his/her thoughts, and emotions. This type of communication is supposed to be the most important because the nonverbal cues clarify, illustrate, show feedback, reinforce, and support the verbal code of the speaker (the teacher in our context). Nonverbal communication has five elements:

- 1. Kinesics:** It is the study of head and hand gestures, facial expressions, eye contact and posture.
- 2. Proxemics:** It is the study of the space that may be used in the classroom or any other setting. It can be personal, public, intimate, or social.
- 3. Haptics:** It is the study of touching.
- 4. Chronemics:** It is the study of the use of time in a given situation, a classroom in our context.

5. Appearance: The way the teacher looks through clothes and the dress code.³

Section Two: The Teacher

1.10. The Teacher:

1.10.1. Definition of the Teacher:

The teacher is a person who gives lessons and instructions to students in a classroom context. Teaching is a very hard task that needs so many duties to fulfil on the part of the teacher. The teacher should have many features that pave the way for him/her to reach the students he/she is teaching.

1.10.2. Characteristics of a Good Teacher:

In order to expose our readers to the characteristics that should be present in any teacher in order to get a positive feedback from learners, a study was made by Dr Tarik Swidan in his book “*Training and Creative Teaching*”, different trainers were asked about the characteristics of the effective trainer; as a result, he reached those outcomes that are going to be shown in the following table:

Ambitious	80%
Credibility	70%
Good Communicator	60%
Polite	60%

³ The types of Communication are dealt with in this chapter superficially; they will be clarified and illustrated in details in the following chapters.

Creator	60%
entertainer	60%
convincer	60%
Takes care of others	60%
Good looking	60%
Energetic	50%
Ready	50%
Organised	50%
Evaluator	40%
Flexible	40%
Wise	40%
Patient	40%
Sensitive	30%

Table 01: The Characteristics of an Effective Trainer (p. 09)

These are the main characteristics of an effective teacher as stated by many trainers of different professions. The percentage in the table above is the number of trainers who were asked by Dr Tarik Swidan during his study.

1.10.3. Weaknesses of the teacher as a presenter:

The role of any teacher is to present a well structured lesson, of whatever kind, accompanied with a simple and precise explanation. If the previously mentioned characteristics of any trainer were present in the teacher, the learning conditions would act as a stimulus for both the teacher and the students to communicate and interact effectively in the classroom. However, if the teacher lacks some features, he/she would not reach the expected outcomes, i.e. positive feedback from students; those lacks are called weaknesses.

Conclusion

To conclude, communication is a very important factor in daily life. It is the only means of connecting with others by exchanging ideas and transmitting messages in order to inform, persuade, gain trust, change ideas and beliefs, and other functions. It can take two forms, verbal and/or nonverbal. The former is through expressing ideas using words, and the latter is through expressing ideas without using any word, i.e. by facial expressions, posture, hand gestures, and so on. However, knowing the way to effectively use both forms of communication together leads the listener to decode the message as intended by the speaker. Our interest in this dissertation is the classroom communication between teachers and students.

Chapter Two:

Nonverbal Communication



The Language Classroom

Objectives of this chapter

In this chapter, the researcher's objectives are to:

- Provide some definitions to Non verbal communication and body language;
- Clarify the different types of Non verbal cues;
- Demonstrate the benefits of using Non verbal communication inside the classroom;
- Clarify the different functions of Non verbal communication; and
- Show the interaction between verbal and non verbal communication.

Introduction

Every person has a wonderful resource in his/her own person for creating a presentation in which his/her students will hang on to his/her every word. Perhaps the most important part of delivery refers to the way the teacher uses him/herself as a means of conveying his/her messages. This power is called *Non-verbal communication*. Therefore, this chapter is going to deal with a number of aspects concerning this type of classroom communication. We will provide our readers with all the nonverbal cues which may influence the way the teacher presents the lesson and that determine what he/she intends by delivering a certain message to his/her students.

2.1. What is Meant by “Non-Verbal Communication”?

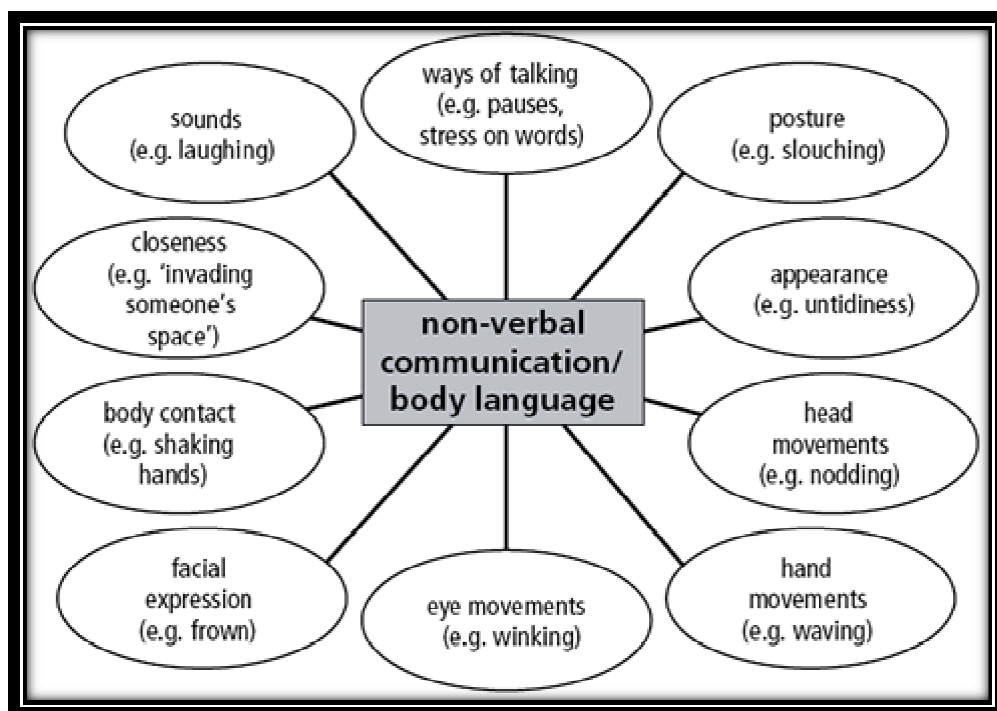


Figure 01: Non-verbal Communication and Body Language¹

¹ This figure was retrieved from Google image in 10th, January, 2013 at 18:00.

People can communicate a lot without saying a word. Human beings can connect with each other by the means of communication. Knowing the way to use communication effectively is the best solution for communication barriers between the teacher (speaker/listener) and the learner (listener/speaker) verbally or nonverbally. Every gesture the speaker does is communicating something if we listen with our eyes.

2.1.1. Definition One:

Nonverbal communication is a sort of communication that is used consciously or unconsciously by the speaker through *appearance, attitude, gesture, dress, posture, facial expression* and so on, that are crucial to the communication of ideas, emotions and reaching the listeners (students) by attempting to change their beliefs, attitudes and ideas.²

2.1.2. Definition Two:

Nonverbal communication is usually understood as the process of [communication](#) through sending and receiving wordless (mostly [visual](#)) cues between people. Messages can be communicated through [gestures](#) and touch, by [body language](#) or posture, by [facial expression](#) and [eye contact](#). Nonverbal messages could also be communicated through objects or artefacts (such as clothing, hairstyles or [architecture](#)). Speech contains nonverbal elements known as [paralanguage](#), including [voice quality](#), rate, pitch, [volume](#), speaking style, [rhythm](#), [intonation](#), and [stress](#). However, much of the study of nonverbal communication has focused on face-to-face interaction, where it can be classified into three principal areas: [environmental](#) conditions where communication takes place,

² After a careful analysis of the available definitions, we have tried to elaborate a synthesis of the most important notions laid out in the different definitions.

physical characteristics of the communicators, and behaviours of communicators during interaction.³

2.1.3. Definition Three:

Nonverbal Communication is sharing information without using words or language; it is also called body language. Messages expressed through body posture, gestures, facial expressions, and other forms of non-verbal behaviour provide cues or suggestions to a person’s true feelings or beliefs (Rosdah and Kowalski, 2008, p.485).

2.2. Types and Features of Non Verbal Communication:

Body Movement and position	The Communicator’s Physical Characteristics and Attitude	The Communication Environment
<ol style="list-style-type: none"> 1. Bodily posture 2. Facial expressions 3. Gestures 4. Eye contact 5. Paralanguage 6. Touch (Tactile Communication) 	<ol style="list-style-type: none"> 1. Personal appearance 2. Attitude 	<ol style="list-style-type: none"> 1. Proxemics(space) 2. Setting

Table 01: Types of Nonverbal Communication

2.2.1. Body Movement and Position:

2.2.1.1. Posture:

When the teacher enters the classroom even before he/she speaks, the students draw conclusions about him/her on the basis of his/her posture, the only source of information

³ This was retrieved from wikipedia, the free encyclopedia

they have at that point. Even if his/her students know him/her, their impression of him/her on that day is based on his/her posture. This posture speaks for him/her before he/she begins to speak. After he/she begins to speak, his/her posture continues to represent him/her. Descriptions of good posture often include words like “*dignified, strong, and confident*”. The teacher’s posture will convey these impressions to the students. As he/she moves about the presentation space, maintains the distance between his/her shoulders and his/her ears; keeps his/her shoulders lowered and together on his/her back. Good posture should be similar to breathing (Redmond and Vrchota, 2007, p.92). According to *Merriam Webster Learner’s Dictionary*, posture is also the way in which your body is positioned when you are sitting or standing.

2.2.1.2. Facial Expressions:

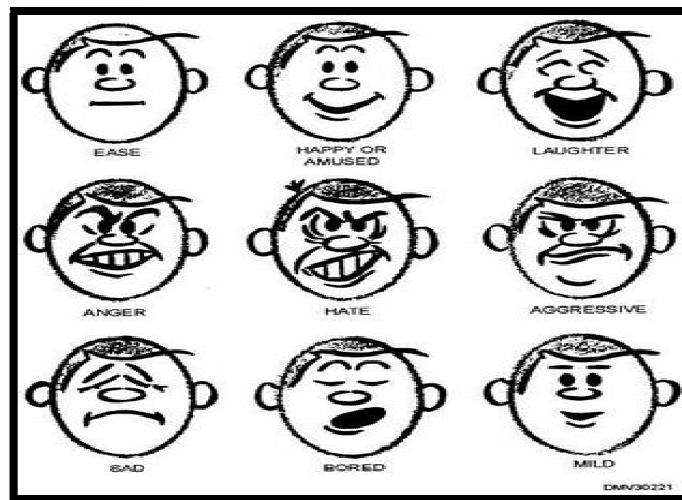


Figure 02: Facial Expressions⁴

Most studies of the face are concerned with the configurations that display various emotional states. The six primary effects that receive the most study are *anger, sadness, surprise, happiness, fear, and disgust*. Facial expressions can also function as regulating

⁴ This figure was retrieved from Google image “hand gestures” in 23rd, November, 2012 at 16:34.

gestures, providing feedback and managing the flow of interaction (Knapp and Hall, 2010, p.9). The teacher's face is also a primary source of information to his students. When the students perceive a conflict between the teacher's verbal messages and non verbal messages, they are likely to assume that his facial expression which does not mirror or communicate the point of the presentation could cause the students to question the teacher's sincerity or his credibility or to focus on his face and stop listening to his words. In addition, face is an important means for the teacher to make a connection with the students. The teacher's face should reflect the intended message, such as sadness, happiness, appreciation, encouragement, sincerity, motivation, and the other different emotions. Knowing how the muscles feel around the teacher's eyes, the position of his/her eye brows, and the shape of his/her mouth can help him/her make adjustments and to deliver the message he/she wants his/her students to hear in his/her words (Redmond and Vrchota, 2007, p.93).

2.1.1.3. Gestures:

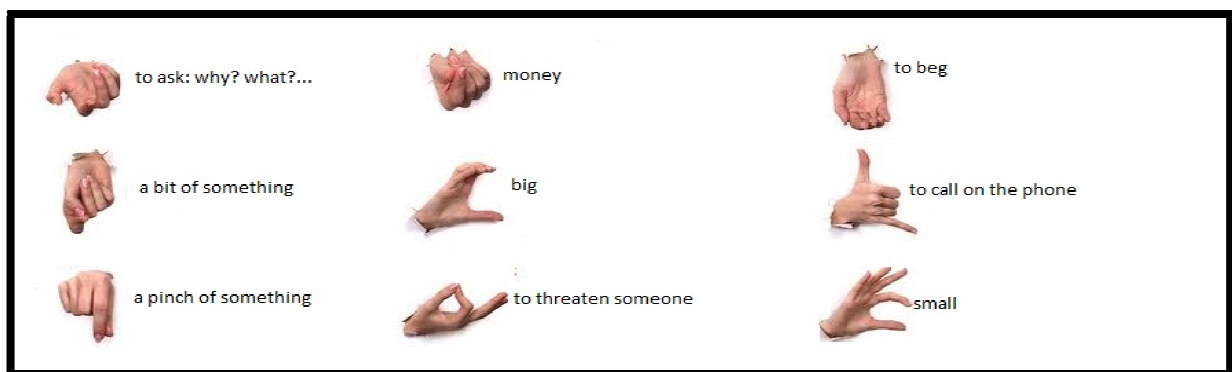


Figure 03: Hand Gestures and their Interpretations in an Algerian Context.

Some people naturally use their hands a great deal when they talk; on the other hand, others do not. Whether the teacher generally does or does not, it is unwise to identify gestures he/she will use at certain points in his/her presentation and practice those gestures

in advance. It is just as unwise not to give some thought to his/her gestures. If he/she knows what he/she wants to say, and he/she is committed to what he/she is saying, his/her gestures are more likely to enhance his/her presentation in a natural, effective manner (Redmond and Vrchota, 2007, p.95). However, gestures differ from one context to another. Teachers use gestures in the classroom to:

- Make the lesson content clearer by emphasizing specific points or by making an explanation more graphic;
- Hold attention better and therefore maintain interest.
- Remind students of specific routines - for example, to look at whiteboard or screen, to listen carefully, not to 'rock' on the chair etc...
- Maintain the flow of an activity - for example, some kind of 'continue' gesture makes it clear that you want more information in the answer from the student.⁵

2.1.1.3.1. Guidelines to Ensure that the Gestures will Enhance the Classroom Lesson Presentation:

There are some teachers' strategies, considered as guidelines, for the purpose to ensure that the gestures will enhance the classroom lesson presentation. Therefore, the teacher should:

1. Use fewer rather than more gestures. Not every word or idea is necessarily accompanied with a gesture. He should save his/her gestures for areas of his/her presentation when his/her hands can help emphasise, repeat, clarify or explain.

⁵ Retrieved from: <http://www.classroom-management-success.org/non-verbal-cues.html>

2. Gestures should be larger rather than smaller. Small gestures could go unnoticed or be mistaken for signs of nervousness. When hands are far enough away from the body that the students can see them, the gestures the teacher makes will be large and look deliberate.
3. Gestures should be made slowly. A quick gesture can be overlooked. Slow gestures are more easily noticed; they give the teacher the opportunity to think about their effect on the students; and they give the students time to acknowledge and derive meaning from them.
4. The teacher should always follow through; in other words, to absolutely complete the gesture.⁶

2.1.1.4. Eye Contact: “Eye Behaviour, Gaze”:



⁷ **Figure 04:** Teacher- Student Eye Contact

During a presentation, it is impossible for the teacher to give the lesson looking to the ceiling of the classroom rather than to the students. Where we look, when we look and how long we look during an interaction are the primary focuses for studies of gazing. Gaze refers to the eye movement we make in the general direction of another’s eye area. It is sometimes an indicator of interest, attention, or involvement (Knapp and Hall, 2010, p.11). Eye contact creates connections with the students, as well as establishing a channel through which communication occurs. Eye contact signals a willingness to communicate because it

⁶ Retrieved from the same website.

⁷ This picture was retrieved from google image “ eye contact”

is difficult to communicate when there is no eye contact. The simple act of looking at the students allows communication to happen successfully; in addition, it increases the value of the message (Redmond and Vrchota, 2007, p.96).

2.1.1.4.1. Some Strategies for Better Eye Contact: The teacher ought to:

- Try to start his/her presentation with a smile.
- Look at the students' heads if the number is huge.
- Try to get away anything that prevents him/her of looking to the students.
- Look at the eyes of his/her students since it reflects his/her self confidence.
- If he/she dismisses his/her students for more than ten seconds, he should avoid looking at somewhere else when talking to his/her students.
- Use his/her hands to indicate something but according to his/her topic.
- Avoid rubbing his/her nose and head while speaking to his/her students (Redmond & Vrchota, 2007, p.98).

2.1.1.5. Paralanguage (Teacher's Voice; Vocal Behaviour):

The ability of the teacher's voice to give meaning to words is called paralanguage. The teacher's paralanguage is important to his presentation. The use of the voice to give meaning to words is related to students' attitudes change and an increase in their retention of information. If the teacher wants to appear confident, trustworthy, and competent, if he wants to have an influence on his students, if he wants to create a situation in which his students are more likely to retain the knowledge he conveys through his message, his voice should attain a style called "*prepared conversational style*", that means that his voice sounds conversational but that he has considered what he wants to say in advance of his classroom presentation. A voice which is fluent, that makes brief hesitations, which

expresses variations in pitch, a voice slightly louder than what might be considered normal. All of these qualities of the voice will help the teacher to effectively convey his messages (Redmond and Vrchota, 2007, p.99).

2.1.1.6. Some Vocal Strategies to Effectively Reach the Students:

The teacher should:

- Speak at a normal, conversational rate with more volume, more vocal variety, and more emphasis;
- Avoid speaking in a monotone because voice modulation is important;
- It is perfectly acceptable to pause at points during his/her presentation; he/she does not need to talk continuously. Appropriately placed pauses can be quiet effective in getting the students' attention.
- Not overuse commands like “mustn't, don't, shouldn't, why? and so on”.
- The suitable speaking speed while presenting something in the classroom is from 120 to 150 words per minute;
- Stress on the important key words;
- Show his/her impressions in his/her voice;
- Speak evidently and clearly; and
- Get rid of the verbal tics⁸ (Hamm, 2006, p.14).

2.1.1.6. Touch: (Tactile Communication):

Argyle (1988) wrote that “The most basic meaning of touch is that an interpersonal bond is being offered or established” (p.226). Touch can be used for consolation, support, and congratulations depending on the relationship of the interactants. It may be used, for

⁸ A verbal tic is a word which is often repeated by a person, a teacher for instance during his/her explanation.

instance, in handshakes. Touch like any other communication message may elicit negative and positive reaction depending on the configuration of people and the circumstances (Knapp and Hall, 2002). If it is used properly, it can create a more direct message than dozens of words; however, if it is used improperly, it can build barriers and cause mistrust. One can easily invade someone's space through this type of communication. If it is used reciprocally, it indicates solidarity; if not used reciprocally, it tends to indicate differences in status. Touch not only facilitates the sending of the message, but the emotional impact of the message as well.⁹

2.2.2. The Communicator's Physical Characteristics and Attitude:

2.2.2.1. Personal Appearance (Personal Fronts):



¹⁰ **Figure 05:** The Teacher's Physical Appearance

Appearance means a lot. Although the saying goes, "You can't judge a book from its cover.", however, the cover does make the first impression. Personal appearance is a significant non-verbal clue to the teacher's personality. A number of studies have proved that personal appearance plays an important role in speech making. Generally, the students form an impression about their teacher from his/her appearance because they see him/her before they hear him/her (Koneru, 2008, p.10). The nature of the teacher's speaking environment often dictates how he/she will appear. To do otherwise, may cause the students

⁹ Retrieved from <http://www.bizmove.com/skills/m8g.htm> (BizMove Business guide. Nonverbal Communication)

¹⁰ This picture was retrieved from google image "personal appearance".

to be affronted or at least confused (Hamm, 2006). Appearance deals with physical aspects including: body shape, hair colour and skin tone, as well as, dress (both clothing and jewellery) and the use of appearance enhancements such as body piercings, brandings and tattoos.

2.2.2.1.1. Things to Consider about Appearance: The teacher should:

- ✓ Plan how he/she will appear; think carefully about what message his/her appearance enhance the transmission of his/her ideas or distract the students from his/her message;
- ✓ He/she is the speaker; so he/she needs to be seen. He/she should evaluate anything that might make him/her invisible. For instance, if his/her long hair falls over his/her face when he/she is explaining the lesson, students will not be able to see their teacher's face, so he/she ought to push his/her hair out of his/her face in order to be seen properly.
- ✓ Posture is important in conveying an assured presence; so the teacher should stand up straight, fit approximately shoulder width apart, weight equally distributed on both feet, and hands relaxed at his/her sides. In addition, he/she should avoid standing on one side by resting on one leg to feel comfortable (Hamm, 2006).

2.2.2.2. Attitude:

The students are more willing to follow a teacher who shows a positive attitude. However, they will try to avoid those who consistently show a negative aggressive attitude. Thus, the teacher should be positive.

• Examples:

- ✓ **Positive boss:** “there are a couple of different ways to run that grader. How about if I show you one way I found that makes the job go smoother.”
- ✓ **Negative boss:** “you will never finish this job if you run the grader that way.”

2.2.2.2.1. Positive Attitude of Teacher: The teacher should:

- Trust his/her students.
- Listen to them without criticism.
- Encourage them to think and to learn (Rosenbaum, 2005).

2.2.3. The Communication Environment:

2.2.3.1. Proxemics (Space):

In order to communicate effectively with people, we need to understand accepted boundaries; the use of space between people who are communicating has been studied extensively. The teacher is supposed to leave *a distance zone*¹¹ about 12 to 25 feet between him/her and the students (Rosenbaum, 2005). According to Redmond and Vrchota, Proxemics refers to the relationship of space and the interaction with the students in that space. There are two ways to consider the space in which the teacher is presenting. First, he/she should be aware of the environment within which the presentation will occur, second, he/she should also consider ways that his/her movements within that environment can create relationships or connections with students that will facilitate reaching his/her communication goal (Redmond and Vrchota, 2007, p.91).

According to Wikipedia, Proxemics is the study of how people use and perceive the physical space around them. The space between the sender and the receiver of a message influences the way the message is interpreted. In addition, the perception and use of space varies significantly across cultures and different settings within cultures. Space in nonverbal communication may be divided into four main categories: intimate (1-18 feet), social (4-12 feet), personal (18-48 feet), and public (over 12 feet).

¹¹ Distance Zones: are areas ranging from zero to more than twelve feet that can be managed to create a connection with the students.

2.2.3.2. The Classroom:



Figure 06: The Classroom

A classroom or schoolroom is a [room](#) devoted primarily to [teaching](#) or [learning](#) activities. Classrooms are found in educational institutions of all kinds, including public and private schools, home schools, corporations, and religious and humanitarian organizations. The classroom attempts to provide a safe space where learning can take place uninterrupted by other distractions.¹²

2.2.3.2.1. The Design of the Classroom :

The design of the classroom has a significant role and effect upon the quality of education. Attention to the colour scheme may reduce distractions and aid concentration. The lighting and furniture likewise influence study and learning¹³

2.3. *Functions of Non-verbal Communication:*

Argyle (1988) put forward the hypothesis that whereas spoken language is normally used for communicating information about events external to the speakers, non-verbal codes are used to establish and maintain interpersonal relationships. It is considered more polite or nicer to communicate attitudes towards others non-verbally rather than verbally, for instance in order to avoid embarrassing situations. He put forward five primary functions of nonverbal bodily behaviour in human communication:

¹² This definition has been retrieved from http://en.wikipedia.org/wiki/Classroom_of_the_future in 14/05/2013 at 16:48.

¹³ This has been retrived from the same source.

- ✓ To express emotions;
- ✓ To express interpersonal attitudes;
- ✓ To accompany speech in managing the cues of interaction between speakers and listeners;
- ✓ Self-presentation of one's personality; and
- ✓ Rituals (greetings).¹⁴

According to O'Rourke (2008), Nonverbal Communication can serve many important functions in our lives, but researchers have identified the following six major functions:

1. Accenting

Nonverbal communication often highlights or emphasizes some part of a verbal message. A raised eyebrow might accompany an expression of surprise; a wagging finger might show an expression of disapproval.

2. Complementing

Nonverbal communication also reinforces the general tone or attitude of our verbal communication. A sad expression and slumping¹⁵ posture might accompany words of discouragement or depression; however, an upright posture is accompanied with a smile, and animated movement.

3. Contradicting

Nonverbal communication, on the other hand, can contradict the verbal messages we send, sometimes deliberately, sometimes unintentionally. Tears in our eyes and a quiver¹⁶ in our voices might involuntarily contradict a verbal message telling friends and family that we're doing all right. A wink and a nod might deliberately send the nonverbal message that what

¹⁴ This Passage was retrieved from wikipedia, the free encyclopedia which in turn had retrieved it from Argyle, Michael. (1988). Bodily Communication.

¹⁵ According to Cambridge Advanced Learner's Dictionary, slumping posture is an exhausted posture.i.e. when a person sits or stands in a falling manner because of being sad, unhappy, exhausted, or disappointed.

¹⁶ According to Cambridge Advanced Dictionary, "quiver" meand a slight shake often because of strong emotion.

we're saying just isn't so. The fact is, when verbal and nonverbal messages contradict, we tend—for a number of reasons—to believe the nonverbal. In the last analysis, it's simply much easier to lie than it is to control a range of nonverbal reactions: our facial expression, tension in our vocal cords, pulse rate, sweating, muscle tone, and many others. Control of such things is, for most of us, well beyond our voluntary reach.

4. Regulating:

Certain nonverbal movements and gestures are used to regulate the flow, the pace, and the back-and-forth nature of verbal communication. “When I want you to speak to me, I'll face you, open my eyes, open my arms with hands extended and palms facing upward, and look expectantly into your eyes. When I want you to stop speaking so I can either talk or think of what I'm about to say, I will turn slightly away from you, fold my arms, put one hand out with palm facing forward, and either close my eyes or turn them away from yours.”

5. Repeating:

Nonverbal messages can also repeat what verbal messages convey. “With car keys in hand, coat and hat on, I can announce: "I'm leaving now," as I walk toward the door. You might hold up three fingers as you ask: "Is that the best you can do? I've got to buy three of them”.

6. Substituting:

Nonverbal communication can also substitute for, or take the place of, verbal messages, particularly if they're simple or monosyllabic. As a youngster looks toward a parent on the sidelines during an athletic contest, a quick "thumbs up" can substitute for words of praise or encouragement that might not be heard from a distance or in a noisy crowd (pp.150-151).

2.4. Ways to Improve the Desired Atmosphere within the Class:

Here are some ways in which body language can improve the desired atmosphere within the classroom:

1. Keeping eye contact with the student the teacher is talking to;
2. Standing “tall” and walking in with head held high, instead of shuffling in, head bowed;
3. Having a calm, relaxed face_ smiling and laughing easily;
4. Using facial expressions that show he/she is listening and responding to what the student is saying;
5. Smiling and nodding when a student is saying something;
6. Walking around the class when a discussion is going on;
7. Capturing and holding attention of the class through exaggerated movements when explaining something;
8. Using voice appropriately in different situations according to the importance of the information given; and
9. Wearing smart and comfortable clothing (Abhiyan, 2003).

2.5. Mistakes of Nonverbal Communication (Don'ts):

The teacher should avoid the following as they are signs of careless attitude:

- Wearing very informal clothing;
- Folding the arms and speak to the students;
- Keeping playing with pen or fingers while teaching/ listening to students;
- Keeping his/her hands in his/her pockets;
- Removing his/her shoes and sit in the class;
- Pointing to his/her students by the finger;

- Putting his/her hands on his/her waist; and
- However, he should be natural, and stretch his/her hands in a normal way (Abhiyan, 2003).

2.6. Supporting the Classroom Lessons Presentation:

Supporting material is any material that supports the teacher's lesson. In general, support material is anything offered by the teacher that expands, enhances, proves, demonstrates, justifies or clarifies an idea to the students. For students' perspective, it is anything that is said which increases the believability of the teacher's ideas and information (Redmond and Vrchota, 2007, p.197).

2.6.1. Supporting the Presentation with Visual Support (Visual Aid):

2.6.1.1. Defining Visual Support:

Visual Support is anything besides the message itself that stimulates the students' interest or aids in comprehension of the message or benefits a presentation on some other manner. Visual aids include information from the presentation that is displayed to the students in a different format as "bar chart, data shows, posters, flip charts¹⁷, chalk and dry boards, video tapes or DVDs etc..."; However, the teacher is the most important aid in the classroom; moreover, he/she cannot be substituted by any other material, and he/she also serves as a visual support (Redmond and Vrchota, 2007, p.244).

¹⁷ Flip chart: is a giant spiral notebook standing on its end with the spiral running across the top; generally used not to prepare visual support in advance but for interactive areas of the presentation. (Redmond and Vrchota 2007: p256)

2.6.1.2. Do's and Don'ts of Visual Support: The teacher should:

- Maintain eye contact with his/her students even if the visual is projected behind him/her;
- Make sure he/she will have the necessary equipments and other supplies and that he/she knows how to use all the equipment;
- Check spelling on visual aids to make sure information is accurate;
- Give the source of information on each visual;
- Not say: “you probably can't see this but...” or “the last time I used this, it didn't work...”
- Not display his/her visuals until he/she talks about them;
- Not look over his/her shoulders at his/her visual as he/she talks to his/her students;
- Not leave projector lights on after he/she has finished using the equipment; and
- Not make his/her visuals the point of his/her presentation; in other words, he/she should not shade all the lights on it and forget his/her existence (Redmond and Vrchota, 2007, p.268).

2.7. The Role of Nonverbal Communication:

It is estimated that over 75% of messages one delivers are communicated nonverbally (Rosenbaum, 2005). Nonverbal communication provides individuals and groups with many options for presenting their messages. The following figure shows the importance of nonverbal behaviour:

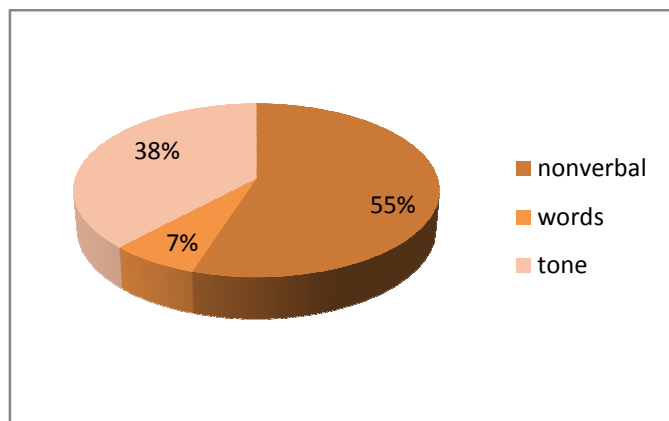


Figure 08: The Importance of Nonverbal Communication¹⁸

Here are some of the uses of Nonverbal Communication:

- To create impressions beyond the verbal element of communication;
 - To repeat and reinforce what is said verbally;
 - To manage and regulate the interaction among participants in the communication exchange;
 - To express emotion beyond the verbal element;
 - To convey relational messages of affection, power, dominance, respect, and so on;
 - To promote honest communication by detecting deception or conveying suspicion;
 - To provide group or social leadership by sending messages of power and persuasion
- (Unit 2, Verbal and Nonverbal Communication; Faculty of Buffalo State UAE.)

To sum up, Nonverbal Communication is communication without using words. Nonverbal codes are used for a number of functions such as to express meaning, to modify verbal messages and to regulate the flow of interaction. The nonverbal codes used are proxemics, physical appearance, gaze, facial expressions, kinesics and vocalics. However, Communication between the teacher and his/her students sometimes breaks down. This often happens because the messages expressed by the teacher are interpreted differently by the students. As a result, teachers rely heavily on nonverbal codes to regulate the messages

¹⁸ This figure was retrieved from Google image “ nonverbal communication”

they say. In written messages, communicators rely on the use of headings, sub headings, paraphrasing, different fonts and pictures to clarify meaning. However, in spoken messages, body language and tone of the voice for instance are used. However, this is not sufficient for a whole classroom communication to take place; therefore, the following chapter is going to tackle the second entity of human communication which is “Verbal communication” in a classroom context and its impact on the students’ feedback.

Chapter Three:

Verbal communication

In

The Language Classroom

Objectives of this chapter

In this chapter, the researcher's objectives are to:

- focus on the spoken aspect of verbal communication by the teacher in the classroom context; therefore, the researcher is going to deal with *teacher talk* and how it should be presented in order to be effective; thus, to get a positive feedback by the students which enhances their competence in foreign language learning;
- Provide some definitions of verbal communication and teacher talk;
- Mention some principles of good lesson presentation;
- Clarifying the role of teacher talk in language learning; and other objectives...

Introduction

This chapter is going to give an overview on the use of verbal communication inside the language classroom. It is going to deal with the kind of language used by the teacher “Teacher Talk” starting with its definition to its functions, its role, and its features. In addition, we will talk about the conditions that make TT useful moving to some guiding principles for good lesson presentation. In this chapter, we attempt to cover as many points as we can including some verbal communication strategies and activities that teachers may opt to follow within the language classroom.

3.1. The Definition of Teacher Talk:

According to Xiao-Yan, for foreign language learners, classroom is the main place where they are frequently exposed to the target language. The kind of language used by the teacher for instruction is known as teacher talk (TT). For this term, Longman Dictionary of Language Teaching and Applied Linguistics defines it as “that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristic of foreigner talk and other simplified styles of speech addressed to language learners.” (Richards, 1992) According to Rod Ellis, “teacher talk is the special language that teachers use when addressing L2 learners in the classroom. There is systematic simplification of the formal properties of the teacher’s language...studies of teacher talk can be divided into those that investigate in the type of language they use in subject lessons.” He also commented “. The language that teachers address to L2 learners is treated as a register, with its own specific formal and linguistic properties” (Ellis, 1985). It has its own specific features which other varieties do not share. One can see that teacher talk is special communicative activity. Its goal is to communicate with students and develops students’ foreign language proficiency. In this way,

students practice the language by responding to what their teacher says. Besides, teachers use the language to encourage the communication between learners and themselves. Therefore, teacher talk is a kind of communication based on interaction- based talk (p.5).

3.2. The Role of Teacher Talk in Foreign Language Learning:

There is no learning without teaching, so as a tool of implementing teaching plans and achieving teaching goals, teacher talk plays an important role in language learning. Nunan (1991; cited in Xiao-Yan, 2006) points out: “Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans? In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible L2 input the learner is likely to receive” (Xiao-Yan, 2006, p.11).

3.3. The Features of Teacher Talk:

Teacher talk has many features; according to some scholars; teacher talk is regarded as a special simplified code with a number of features including speed, repetition, pause, modification of teacher talk, quality, quantity of teacher talk, the questions used by teachers, interactional modifications and teacher’s feedback. In China, some scholars call “speed, repetition, pause, modifications of teacher talk” as the formal features of teacher talk and the rest as “the functional features of teacher talk (Xiao-Yan, 2006, p.13).

3.3.1. The Formal Features of Teacher Talk:

Long and Sato (1983) observed all kinds of phenomena about teacher talk, and made a comparison between the language that teachers use in and out of the classroom; their main findings are as follows:

- ✓ Formal adjustments occur at all language levels (pronunciation; i.e. phonology and morpho-syntax, and semantics).
- ✓ In general, ungrammatical speech modifications do not occur.
- ✓ Interactional adjustments occur (Ellis, 1985).

Chaudron (1988) proposed that teacher talk in the language classroom tends to show the following modifications:

- ✓ Rate of speech appears to be slow.
- ✓ Pauses are possibly more frequently used to give the students the opportunity to grasp knowledge and ask questions.
- ✓ Pronunciation tends to be exaggerated and simplified.
- ✓ More declaratives and statements are used than questions.
- ✓ Basic and simple vocabulary is often used.

These findings reflect some properties of teacher talk. Formal adjustments occur at all language levels in and out of the class. Teachers choose different words to meet the need of class teaching. Ungrammatical speech modifications should not occur in teacher's language in class because teacher talk should be the model for students to imitate.

3.3.2. The Functional Features of Teacher Talk:

3.3.2.1 The Amount of Teacher Talk:

Both teachers and students should participate in language classes actively. Teachers have to face those two tasks in language classrooms:

- ✓ Offer enough high quality of language input;
- ✓ Offer more opportunities for students to use the target language.

So, the distribution of teacher talk time as an important factor that affect language learning, has been concerned by many scholars. A great number of researchers have testified whether the amount of teacher talk influences learners L2 learning. Researchers in language classrooms have established that teachers tend to do most of the classroom talk. Teacher talk makes up over 70 percent of the total talk (Cook, 2000; Chaudron, 1988). In such an environment, students have little opportunity to develop their language proficiency. In order to avoid the overuse of teacher talk, many scholars tend to maximise student talk time and minimise TTT. Getting the students to speak_ to use the language they are learning_ is a vital part of a teacher's job (Harmer, 2000, p.4) cited in (Xiao-Yan, 2006, p.16).

3.4. Conditions to Make Teacher Talk Useful:

Based on O'Neill, 1994 (ctd in Ellis, 2012), teacher talk is useful when the following conditions are met:

- It is broken into sense groups;
- It is simplified but not unnatural;
- It is more redundant than ordinary speech and words and structures are naturally repeated or recycled at regular intervals;
- It is broken into “short paragraph” segments to encourage or invite students to interrupt, comment and ask questions;
- When new vocabulary or structure is taught, typical examples are given;
- The teacher talk gets regular feedback through questions especially open questions;
- The teacher uses other devices to get feedback such as students physical responses;
- A variety of explanation techniques are used, such as illustrations;
- A variety of correction techniques are employed including both covert and overt types; and
- It is between 85% and 95% comprehensible (Ellis, 2012, p.119).

3.5. Accessibility of Teacher Talk:

Teacher talk accessibility means making it simple is making it accessible to the students by simplifying texts and explaining them.

Accessible text = linguistic simplification, contextual information and relevant background.

To make teacher talk accessible, the teacher should modify the input given to his/her students including vocabulary, pronunciation and grammar.

3.5.1. Vocabulary:

- ✓ Use of more common vocabulary;
- ✓ Avoidance of idioms;
- ✓ Use of nouns rather than pronouns.

3.5.2. Grammar:

- ✓ Shorter utterances;
- ✓ Less complex utterances;
- ✓ More regular surface structure; and
- ✓ Increased use of present tense.

3.5.3 Pronunciation (Phonological Modification):

- ✓ Slower speech;
- ✓ Clearer articulation;
- ✓ More frequent use of standard forms;
- ✓ Greater stress differentiation;

- ✓ Wider pitch range;
- ✓ More pauses; and
- ✓ Longer pauses (Lynch, p.41).

3.6. Presentations as Spoken Communication:

Spoken communication is that communication that occurs through the articulation of words. The meaning and impact of those words are modified by variations in tone of voice and the use of nonverbal cues such as facial expressions or gestures. For example, stories and narratives can take on an almost magical quality when spoken. Because presentations are face to face, they have some benefits that will be mentioned below.

3.6.1. Benefits of Face to Face Presentations:

1. Presentations can be used to effectively highlight information while presenting and developing key issues;
2. Teachers can immediately adapt to students' feedback (displays of confusion/ boredom or questions) by providing additional explanation and examples;
3. Key information can be presented and emphasized with vocal and visual cues.

3.7. Guiding Principles for a Good Lesson Presentation:

▪ What do teachers need to know to make a good lesson presentation?

As stated by Redmond and Vrchota (2007, p.16), these principles intend to develop and make effective presentations. They include:

1. Understand and adapt to the students context;
2. Think strong to speak strong;
3. Balance style and content;

4. Speak with sincerity and thoughtfulness; and
5. Establish or maintain a positive relationship with the students.

3.7.1. Understand and Adapt to the Students Context:

Whether the teacher is speaking to one person or 100, creating and delivering a message that has been adapted to your listeners enhances the quality and effectiveness of his/her presentation. Adaptation involves using his/her understanding of the students and the classroom to select strategies tailored to their needs and interests. There are a number of questions the teacher can ask to analyze the listeners (students); “directed to the teacher”:

- “If I were sitting among my students, what would I want to hear?”
- “How are those students different from me?”
- “What do my students want?”
- “Why are those students here?”
- “What do they think of me?”
- “What would their attitudes be toward my topic?”
- “What do I want from these students?”
- “Are the students in a position to provide what I want?”

The teacher must also make an analysis of the presentational situation. Is the setting appropriate, suitable and equipped by the needed equipments for a comfortable presentation for both teacher and students; thus, the classroom context limits the type of presentation the teacher will get to practice.

3.7.2. Think Strong to Speak Strong:

Speaking reflects thinking. According to the ancient Roman philosopher Seneca: “Speech is the mirror of the mind”

The teacher's presentation reflects his/her thought; in other words, good thinking is fundamental to good speaking. Effective speakers have the ability to think through an issue and develop supportive arguments by speaking and even as they speak. Creating an effective speech requires strong critical thinking skills (that is the ability to observe, analyze, synthesize and evaluate information). When planning a presentation, the teacher needs to spend time just thinking about his/her speech: thinking about the issues, deliberating over the points to include, considering the students and the context, identifying and clarifying his/her goals and developing effective arguments, illustrations and examples.

3.7.3. Balance both Style and Content; Speak with Eloquence and Sincerity:

Eloquence, a speaking style that is personal and conversational, does not emphasize the argument, uses storytelling and narratives and utilizes strategic sharing of personal experiences and feelings. "Be sincere; be brief, be seated." (Franklin D. Roosevelt)

In the classical sense, "style" tended to be a term referring to the manner in which a speech should be given as prescribed by the situation. Speakers were expected to carefully select their words, employ metaphors and attend to delivery all for the purpose of providing the most effective presentation (Redmond and Vrchota, 2007, p.15).

The teacher should be himself/herself, be interpersonal, share who he/she is, demonstrate and understanding of his/her students, maintain a relationship with his/her listeners. Some teachers emphasize the content of their presentations over their delivery styles, believing that if they provide good, solid information, how it is delivered is important to maximize the potential impact of speech; the teacher needs to take advantage of the spoken and transactional nature of presentations. A teacher with an ineffective delivery style forces the students to work harder to listen and understand; and they will do so only if they believe the information is important to them. However, an instructor who has great style with no content

might cause trouble to his/her students with the exams, for instance. The most effective speaking style should reflect consideration of the issue, and the style should reflect honesty and openness. A sincere person speaks honestly, genuinely, without airs of pretense and from the heart because this leads the students to respond positively to his/her presentation. Sincerity can even offset disorganization and poor delivery. As listeners, the students are moved by personal stories, honestly, and by the teachers' commitments to what they are saying. According to Redmond and Vrchota:

“Tell the truth and speak from your heart. If you do that, 85% of what you do will come naturally. Your body will move, you will make eye contact, you'll penetrate the audience, you'll tell jokes if you are supposed to, you'll be invulnerable. People will connect with you because you are talking about own life, your own heart, your own passion” (2007, p.15).

3.7.4. Establish or Maintain a Positive Relationship with the Students:

3.7.4.1. Positive Relationship:

“The dream begins when a teacher believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called
« truth »”
Dan Rather

One presentation goal that might not be apparent is to establish and maintain a positive relationship with the students; in other words, to make a connection with them. The interpersonal communication researchers Laura Stafford and Dan Stafford applied two strategies for maintaining positive relationship with the students are *positivity* and *openness*. Being cheerful and showing a positive regard for a student elicits liking; a positive response from the students; thus, this increases the probability that they like the teacher in return. On the other hand, if the teacher deals with his students with a lack of enthusiasm or a negative attitude, they may respond in kind. Everyone expects his/her friend to be open with him/her and to share personal information with him/her; the same is true when giving a presentation.

The teacher should be as open as a person to his/her friend (Redmond and Vrchota,2007, p.16).

3.7.4.1.1. Some Strategies to build positive relationship:

Here are a few habits that successful teachers adopt in striving to build positive relationships with students:

“A student never forgets an encouraging private word, when it is given with sincere respect and admiration”

William Lyon Phelps

- Create a “Who is your teacher?” bulletin board to welcome students the first week. You might include photos of you enjoying your favourite activities. Share your interests, travels, and hobbies (Partin, 2009, p.13).
- Always remain sensitive to the influence you have in your students’ lives. Your choice of words, disapproving non verbal messages, harsh tonality, ignoring, or sarcasm can have long and profound effects on your student’s self-esteem.
- Treat students politely. Treat them as you have wished to be treated as a student.
- Acknowledging what students are doing right is more helpful than only giving criticism of what they do wrong.
- Never use sarcasm or ridicule when talking to students.
- Always try to convey an attitude of acceptance toward all students. This does not mean you must approve of everything they do.
- Develop the habit of saying “please” whenever you make a request of a student. Convey respect by responding with “thank you” whenever a student complies with a request; strengthen the appreciation by using the student’s name.

- Remember the adage “praise publically, criticize privately”; even when reprimanding or criticizing student’s behaviour, never cause the student to lose face in front of his/her peers.
- Aim to talk with each student every day; even if it is only a smile and greeting as they leave or enter the classroom. Attempt to get to know your students better during these mini-conversations. This will help you build rapport as well as discover the frustrations, challenges, disappointments, and conflicts facing your students (Partin, 2009, p.16). However, what happens if the teacher has a negative relationship with his/her students?

3.7.4.2. Negative Relationship:

Here are some possible reasons for the negative relationship:

- The teacher is associated with something that is viewed negatively by the students;
- The students might have a negative attitude toward the teacher because they have a negative reaction to the situation(the classroom where they are);
- The students can be biased against the teacher. The teacher’s race, sex, ethnicity, accent, age, body size, hairstyle, clothing style and so on can all evoke a negative reaction from the students. Here are some strategies to diminish the negative relationship.

3.7.4.2.1. Strategies to Diminish the Negative Relationship:

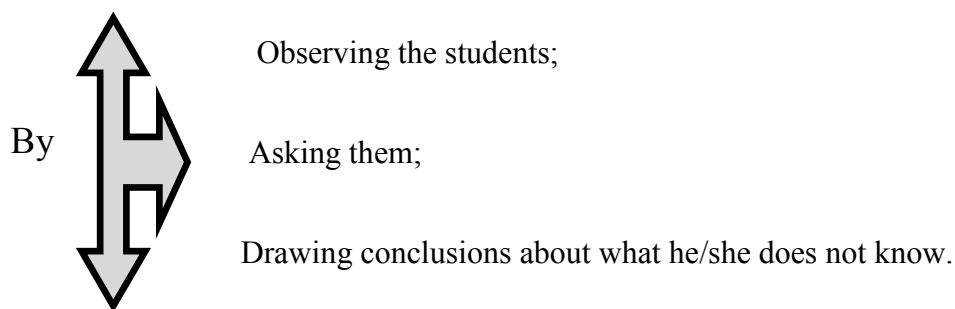
- ✓ Establishing common ground and showing understanding of the students and appreciating their perspectives;
- ✓ Establishing common ground, common interest and common goals not only gains the students’ interest but also increases their acceptance of the teacher. Showing understanding, concern, empathy and connection with the students will make it so difficult for them to maintain a negative attitude because students do not expect those they dislike to act this way.

✓ The more the teacher can establish himself/herself as a part of his/her students, the more influence he/she is likely to have (Redmond and Vrchota, p.17 ,2007).

3.8. Getting to Know Students:

3.8.1. Gathering Information about the Students:

According to Redmond and Vrchota (2007, p.140), there are three ways the teacher can gather information about his/her students to assist in building his/her students' profile:



3.8.1.1. Observing the students:

By simply keeping eyes and ears open, the teacher can acquire large amounts of valuable information about his/her students that will help him/her in planning his/her lessons. In the classroom, the teacher is in a position to observe his/her students from his/her very first class meeting. He/she should be a good listener and identify the topics the students are interested in from his/her discussions with them.

3.8.1.2. Asking:

To learn information about the students that would be of advantage to the teacher in planning the lesson, the teacher can always ask in order to know the percentage of his/her students who understand and are interested in the topic being discussed.

3.8.1.3. Drawing conclusions:

After the process of observing and asking, teachers draw conclusions about their students using information they already know and information they glean through observation.

3.9. How students are similar:

One very important feature the students share is that they each possess a brain, and learning capacities that help them evaluate knowledge and decide what information is important enough to remember. Although many of the students appear to be listening attentively to the teacher, others are not. Some quietly whisper to each other, others appear to be working on assignments for other classes and so on. Therefore, the teacher's goal in this case of getting through his/her students, and making an impression on them, or having an influence on their thoughts, or actions becomes a difficult task. Indeed, the best way for the teacher to be in real touch with his/her students is to make them aware of his/her care and familiarity vis-à-vis them (Redmond and Vrchota, 2007, p.144). In order to act accordingly, the teacher should:

3.9.1. Attract the attention of the students:

Some researchers estimate that the human's brains are capable of processing up to 40,000 bits of information each second. The brain gets rid of the unimportant information and allows us to be aware only of the important ones. The teacher's concern is to attract the students' attention and to keep them connected with him/her. There are two ways to facilitate this process: the teacher should:

- ✓ Emphasize issues of high priority to the students as soon as he/she begins to speak. If his/her students will not realize why or how his/her topic is important, he/she should establish a connection to something that is a priority.

- ✓ Appeal to the emotions of his/her listeners. Emotional appeals in presentations are often viewed as secondary in importance compared to factual information. However, in his book “emotional intelligence”, Daniel Goleman says: “when it comes to shaping our decisions and our actions, feelings counts every bit as much_ and often more_ than thought.”
- ✓ **Personally involve the student:** the teacher should remember that the brain is constantly assessing and reassessing the importance of information. Even though he/she has been successful in attracting the attention of his/her students, he should maintain their attention in two ways:
 1. Link students’ names to his/her topic;
 2. Establish common ground with his/her students by referring to an incident of which they share common experience and agreement (Redmond and Vrchota, p.146, 2007).

Here are some other ways of getting the students’ attention according to McKerrow et al:

- ✓ **Proximity:** the teacher should bring the topic of the lesson close to home. A direct reference to something nearby in time and space often orients a student who may be wondering what his/her teacher is talking about.
- ✓ **Familiarity:** the teacher should show how the unfamiliar is like the familiar. Students are more familiar when their teacher refers to familiar ideas.
- ✓ **Novelty:** the teacher should introduce novelty. New and unusual developments attract wide notice.
- ✓ **Humour:** the teacher should share humour. Students pay attention when they are enjoying themselves. Humour allows them to participate actively, diffuses tension, and revives tired students.
- ✓ **Visualisation:** Create vivid images with words. If students can picture what is said as they listen, they will be more attentive.

✓ **Well-framed introduction:** A well-framed introduction attracts the students' attention. It gets them to focus on the subject of the lesson and picks their interest (p.200).

3.10. How Students are Different:

The students are similar only in the way their brains process information, but they are different according to the way they have lived their lives. The teacher should be aware of such individual differences as careers, interests, and cultures in order to analyse his/her students. Here are the questions the teachers should be asked to know how students are different:

- ✓ What are your students' demographic characteristics (factual information)?
- ✓ What are your students' motivational characteristics; are they attending your sessions voluntarily or are they forced to?
- ✓ What are your students' interests? To what extent they are knowledgeable about your topic?
- ✓ What are the attitudes, beliefs, and values embraced by your listeners? (Redmond and Vrchota, pp.148-149).

Here are two examples taken from Redmond and Vrchota, p150, which show that students are different:

3.10.1. Demographic Characteristics:

Demographic characteristics of the students are their factual features such as age, sex, religion and hometown. Knowing those characteristics can be helpful for the teacher to connect with his/her students effectively by adjusting the basic message to make it relevant to them; however, it is sufficient just to be aware of those which work with the teacher's speaking goal. In a college classroom, there are different students with different races, genders, ages, education and experience, cultural background; therefore, the teacher needs to

plan his/her lessons according to such individual differences in a way which does not offend or touch them.

3.10.1.1. Analysing Demographic Characteristics:

The competent teacher, who is looking for an effective relationship with his/her students, asks questions about their demographic information in order to manage the way to deal with them. Here are brief descriptions of some the demographic characteristics stated in the preceding paragraph:

- ✓ **Age:** Are the students young, middle aged, elderly, or is the class that is going to be taught of mixed ages? Is the teacher's lesson is likely to be more familiar and interesting to some students rather than the others? (McKerrow et al., p.88, 2007).

Therefore, the teacher should find the way to plan his/her lessons accordingly.

- ✓ **Education and Experience:** how much will the students know about the subject? Will their educational background allow them to grasp easily the essential ideas the teacher wants to convey? (McKerrow et al., p.89, 2007).

3.10.2 Motivational Characteristics:

Knowing why the students have chosen to study a given branch can help the teacher make decisions about the content of the lesson. Knowing what motivated the students to attend will tell the teacher about their attitudes, give the teacher some idea of their knowledge about the topic being discussed and provide some additional clues about their demographic characteristics.

3.11. Stages of Classroom Presentation:

3.11.1. Stage Fright:



Figure 01: Stage Fright¹

Everyone gets stage fright. Some people might call it by a different name_ anticipatory excitement, but everyone feels excited before a performance. The teacher should use these feelings to his/her advantage; instead of being frightened that he/she might make a poor impression, he/she should be excited because he/she has been well prepared and wishes his/her lesson to be well presented. The teacher should remember that his/her students expect him/her to succeed and to be an enthusiastic speaker (Hamm, 2006, p.12).

3.11.1.1. Strategies to First Meeting:

“A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.” *Horace Mann*

¹ This image of stage fright has been retrieved from http://www.google.dz/search?gs_rn=12&gs_ri=psy-ab&cp=9&gs_id=11&xhr=t&q=stage+fright&bav=on.2,or.r_qf.&bvm=bv.46865395,d.bGE&biw=1366&bih=667&um=1&ie=UTF-8&hl=fr&tbm=isch&source=og&sa=N&tab=wi&ei=4wSeUfq_H6TY4QT9IIHYCQ#um=1&hl=fr&tbm=isch&a=1&q=don%27t+do+that+&oq=don%27t+do+that+&gs_l=img.3..0i19110.15884.18359.8.21268.8.7.0.1.1.0.179.1071.0j7.7.0...0.0.0..1c.1.12.img.5IMrgIsMpXk&bav=on.2,or.r_qf.&bvm=bv.46865395,d.ZG4&fp=7563f50d09ae7197&biw=1366&bih=624&imgsrc=FCQh6Q0aSI9ziM%3A%3BCHBG5gypMsxx8M%3Bhttp%253A%252F%252Fgeekandpoke.typepad.com%252F.a%252F6a00d8341d3df553ef016764a591d9970b-800wi%3Bhttp%253A%252F%252Fgeek-and-poke.com%252F2012%252F04%252Fwhy-dont-do-it-the-groovy-way.html%3B800%3B1132

How can the teacher achieve a calm attitude when his knees are knocking, and his palms are sweating? According to McKerrow et al, here are some effective strategies to manage the first meeting with students:

- The teacher should breathe evenly from his stomach at a normal rate and depth;
- The teacher should avoid manipulating objects if his/her hands are shaking badly, until the shakiness disappears; otherwise, if he/she had to use his/her hands during the beginning of the lesson presentation, he should keep focusing on the topic of discussion not on his/her hands, and eventually the tremors will stop;
- If he/she really feels he/she is losing control, he/she should drop something; as he/she is bending to retrieve it, he/she collects his/her thoughts, centres him/herself on his/her topic, and remembers why he/she is there. As he/she stands back up, he/she smiles and makes a joke, such as “that was a refreshing break”, and continues;
- The teacher should practice, practice, and practice prior to his/her presentation. The best tool for combating nervousness is knowing the material he/she is using.
- Here are other strategies of how to manage the teacher’s fear of classroom presentation on the first sessions_ according to McKerrow et al: The teacher should:
- Realise that tension and nervousness are normal and even beneficial to teachers. Tension can give him/her energy and alertness.
- Take comfort in the fact that tension is physiologically reduced by the act of speaking. As he/she begins to give the lesson, and he/she discovers that his/her students accept and understand what he/she is saying, his/her nervousness will disappear. Physiologically, his/her body is using up the excess *Adrenaline* it generates; psychologically, his/her *ego* is getting positive reinforcement. The act of talking aloud reduces fear. Until that happens, the teacher should avoid holding a sheet of paper by itself because it may shake as he/she holds it, which may direct the students to concentrate on their teacher’s

- Start with something simple and easy to say that will allow him/her to get his/her point across clearly, with finding difficulties to pronounce words. Starting well helps him/her end well.
- Talk about subjects with which he/she is familiar. Confidence born of knowledge helps him/her control his/her nervousness.
- Speaking up in class discussions, engaging in conversations with teachers, and contributing ideas in meetings also will help the teacher realize what strategies work for him/her in reducing nervousness (2007, p.17).

4.11.2. Making Friends with the Students:

When the teacher begins to speak, he/she has entered to a relationship with his/her students, and his/her calm behaviour helps them in a number of ways:

- A calm and confident attitude puts the students at ease since relaxed students are usually more attentive and open to new ideas.
- Extending politeness in one’s attitude and behaviour towards others, for example, thanking the students for the opportunity to speak, shows an awareness of others and establishes the teacher as a caring person.
- A cheerful and humorous attitude engages the students and gives them a sense of accessibility to the teacher (Hamm, 2006, p.13).

3.11.4. Stating Objectives at the Very Beginning of the Presentation:

According to Richmond and Wrench, It is vital that teachers communicate their objectives to their students. Objectives have informative and communicative value for teachers and students. Here are some benefits of objectives:

- They provide an answer to the question “why am I doing this?” ;

- They help students understand the direction a unit or course of study is taking.
- They can direct their attention to important concepts and skills instead of trying to guess what the teacher intends to do.
- They help the students assess how they are doing throughout the unit.
- Objectives help the teacher to choose content, activities and instructional materials.
- They make evaluation easier, directing the kinds of questions that should be on a test.
- Teachers are able to clearly see the results of their instructional efforts.
- Objectives are an important step in being able to communicate clearly and convincingly to learners (2009, p.32).

Although the format of objectives varies, they should address three points:

1. TTT (Teacher Talking Time) VS STT (Student Talking Time):

There is a continuing debate about the amount of time teachers should spend talking in class. Getting students to speak and to use the language they are learning is a vital part of teacher's job. Students are the people who need to practice to get a positive feedback at the end of the achievement, in other words, not the teacher. In general terms, therefore, a good teacher maximizes STT (students talking time) and minimizes TTT (teachers talking time). Good TTT may have beneficial qualities. If teachers know how to talk to students_ if they know how to rough-tune their language to the students' level_ then the students get a chance to hear language which is certainly above their own productive level, but which can more or less understand (Harmer, 2001, p.4).

2. What is the object of the action verb?

In other words, what exactly the student is asked to do to demonstrate that the objective has been mastered (Richmond and Wrench, 2009, p34).

3.11.3. Introducing the Topic:

3.11.4. Starting a Lesson:

“Nine-tenths of education is encouragement” (*Anatole France*)

Starting class is beneficial because it signals to all of the students that it is time to be ready and start to work. In this process, the teacher should make some strategies in order to connect with students positively. These strategies include:

3.11.4.1. Strategy n° 1: Lesson starters:

A popular method is using a lesson starter. Lesson starters are exactly that a quick fire beginning to the lesson. Here are some ideas that can be adapted to any subject area:

✓ Lesson starter 01:

In an English lesson, take a long word like “Constantinople”; if the pupils are very young then give them five minutes to find as many words as they can from its letters. If they are older, ask them to find (5) as many words with five or more letters. Give a prize to anyone who comes up with words of seven (7) or more letters.

✓ Lesson starter 02:

A modern foreign language lesson, get pupils to write down:

- Numbers from 1 to 10;
- Days of the week;
- Months of the year;
- Ten words to describe things to do with a house, for instance; and

- Ten words to describe people and their appearance.

Get pupils to listen to you when you give them numbers in the foreign language and ask them to add them together, multiply them, and so on

These lesson starters ensure that pupils become engaged in the class.

3.11.4.2. Strategy n°2: Brain Gym:

Another technique similar to lesson starters is something called “*Brain Gym*” where teachers pose a question that pupils have to solve.

▪ Examples:

Question 1: Would you rather a crocodile attack you or an alligator?

Answer 1: I would rather the crocodile attacks the alligator

Question 2: If you were in a room with a candle, a wood stove and a gas lamp and you have only one match, what would you light first?

Answer 2: The match

Question 3: You have a barrel filled to the top with water which weighs 150 pounds. What can you add to the barrel to make it lighter?

Answer 3: Holes.

This technique is a sort of brain teasers that teachers can use. They do get pupils thinking and can be good for getting brains activated and ready to learn. It is better to vary a bit in choosing the appropriate technique to start the lesson. Variety is the spice of life.

3.11.4.3. Using Mini Whiteboards to Engage Learners:

Mini whiteboards are today's equivalent of the little blackboards with a few sticks of chalk that you used to be able to buy. Now whiteboards and felt pens are used with a cloth to wipe the boards cover. Pupils in a class are given these and the aim is to ensure that they are engaged in the learning activity. No one can escape as they all have to produce the answer and hold the boards up. Mini whiteboards can be used in any subject as the following ideas:

Examples:

▪ **Mini Whiteboard 01:**

- ✓ Give pupils a time in a foreign language and ask them to write down the time in numbers;
- ✓ Give pupils the names of buildings and people, asking them to write down the meaning in English;
- ✓ Read out a passage in a foreign language. Ask questions and get pupils to write down one or two answers.

▪ **Mini Whiteboard 02:**

- ✓ Ask pupils to write three (3) key words that have been used in the lesson. Choose one of the key words and write three (3) things about it. After that, discuss their responses.
- ✓ Write the definitions of a word on the main board and ask pupils to write down the word being defined on their boards.

3.11.4.4 Guess the Lesson:

Put a word on the board. Tell the pupils that this lesson has something to do with the word on the board, and that they will get a maximum of five (5) words to help them.

▪ **Example:**

1. History:

Mud, barbed, wire, 1914, poppy, trenches

✓ **Answer:** WWI (world war 1)

This can be supported by music playing from that era as the pupils walk in and by an interactive video showing clips from WWI. The words also can be substituted by pictures.

2. **Geography:**

Play a piece of music with Luciano Pavarotti singing.

✓ **Answer:** Italy

3.11.4.5. **Can We Play a Game?**

In this game, groups of pupils have a set of cards; in the front of the card, there is a key word and the back, there are 3 key words that describe the word written in the front side of the card. They must not tell their opponents what is written on their cards.

The aim of this game is to get pupils to guess what is being described without using any of the three (3) words written bellow the main word.

▪ **Example:**

Ocean	Simile
Large	As
Body	Like
Water	Comparaiso

This idea can encourage understanding and knowledge of key words.

3.11.4.6. **Telling a Humorous Story:**

According to McKerrow et al, the teacher can begin the session by telling a funny joke or relating a humorous experience. When doing so, recall the three earlier cautions in making

sure that humour works for you rather than against you: be relevant, be appropriate, and be quick (2007, p.205).

3.11.5. Communication Strategies:

Communication Strategies pertains to the employment of verbal or nonverbal mechanisms for the productive communication of information.

Faerch and Kasper (1983, p.36); Cited in Douglas Brown (2007, pp.137-138), defined Communication strategies as “Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal.”

Dörnyei’s classification is an appropriate practical basis for some further comments on communication strategies followed by learners while being in the classroom. Here are a few of them:

3.11.5.1. Avoidance Strategies:

Avoidance is a common communication strategy that can be broken down into several subcategories. The most common types of avoidance strategy are:

- **Message Abandonment:** Leaving a message unfinished because of language difficulties.
- **Topic Avoidance:** Avoiding topic areas or concepts that pose language difficulties.

3.11.5.2. Compensatory Strategies:

They will be clarified in the table below:

- **Circumlocution:** Describing or exemplifying the target object of action, (e.g., the thing you open bottles with)

- **Approximation:** Using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sailboat).
- **Use of all-purpose words:** Extending a general, empty lexical item to contexts where specific words are lacking.
- **Word coinage:** Creating a non-existing L2 word based on a supposed rule (e.g., *vegetarianist* for *vegetarian*)
- **Non-linguistic signals:** Mime, gesture, facial expression, or sound imitation.
- **Foreignising:** Using a L1 word by adjusting it to L2 phonology (i.e., with a L2 pronunciation and/or morphology (e.g., adding to it a L2 suffix)
- **Literal translation:** Translating literally a lexical item, idiom, compound word, or structure from L1 to L2.
- **Code- switching:** Using a L1 word with L1 pronunciation or L3 word with L3 pronunciation while speaking in L2.
- **Appeal for help:** Asking for aid from the interlocutor either directly (e.g., What do you call...?) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression)

Time-gaining strategies: Using fillers or hesitation devices to fill pauses and to gain time to think (e.g., well, now let's see, uh, as a matter of fact) (Dörnyei, 1995, p.58).

3.11.6. The Way to Provide Instructions:

This issue of how to talk to students becomes crucial when teachers are giving their students instructions. The best activity in the world is a waste of time if the students don't understand what they are supposed to do. There are two general rules for giving instructions:

they must be kept as simple as possible, and they must be logical. Before giving instructions, therefore, teachers must ask themselves the following questions:

- What is the important information I am trying to convey?
- What must the students know if they are to complete this activity successfully?
- Which information do they need first?
- Which should come next?

When teachers give instructions, it is important for them to check that the students have understood what they are being asked to do. This can be achieved by asking a student to explain the activity after the teacher has given the instruction or by getting someone to show the other people in the class how the exercise works. When students all share the same mother tongue, which the teacher also understands, a member of the class can be asked to translate the instructions in order to check whether they have understood them (Harmer, 2001, p.4).

3.11.7. Ending the Presentation by Using Mind Mapping Technique for summarising:

In order to provide the way to deal with Mind Mapping technique in the teaching process, the term Mind Map should be clarified for our readers.

3.11.7.1. The Definition of Mind Map:

Mind Mapping is a vital technique for structuring and organising thoughts and ideas. Human beings are created with brains which are divided into two hemispheres; left and right. Each hemisphere has certain functions:

Left brain	Right brain
Logic	Rhythm
Lists	Colours
Words	Imagination
Numbers	Intuition
Analysis	Music

Table 01: The Functions of the two Brain Hemispheres

If some people have primarily used one side of their brain, they may find it harder to use the other; however, researchers like Tony Buzan, who developed the Mind Map technique, are showing that we need not be totally left-brained or right-brained, but by using both sides of the brain in our activities, we become more “whole-brained”. Mind mapping is a powerful way of using both sides of the brain at once and expressing thoughts and which has a significant value and relevance for both teachers and students as well (Thorne, 2007, p.22).

3.11.7.2. The Use of Mind Mapping Technique:

This technique can be used in a variety of contexts, including note taking, summaries of lessons, problem solving, decision making, planning and designing learning, career choices, and so on (Thorne, 2007, p.22). The implementation of this technique requires colours, highlighters, drawings, symbols, and pencils; in addition, the teacher or the learner needs to gather the key words of the lesson being summarised (for teachers) or revised (for students) and put them in the mind map as it is going to be shown bellow.

3.11.7.3. A Quick View on how to Make a Mind Map:

The question of how to make a Mind Map has been answered by different researchers like its founder “Tony Buzan” in an independent book; however, the researcher will not deal with this issue in depth, but she will make a general overview in a number of points of the way to make a mind map in summarising a lesson, for instance. Here are the steps of doing so:

1. Bring a white sheet of paper and the required tools stated above;
2. Put the key word (be it one or two words) of the title of the topic being dealing with in the centre of this paper;
3. Put a signal or draw a picture which represents this topic in order to make recalling it easier;
4. Take the sub titles out of the lesson, and start with the first most important one to put in the mind map by drawing a thick wavy and flexible line with a given colour starting from the central image and trying to create a signal or a representative image as it is shown in the figure bellow.
5. It is evident that each point in the lesson may have inclusive sub points. Those sub points should be put in the mind map by drawing a thinner line than that of the first sub title; this line is drawn with a different colour. The thickness of the line depends on the extent of the importance of this term in the lesson;
6. The other sub titles are dealt with in the same way like the first one without forgetting about the use of colours and pictures in each idea written. The example bellow shows the points stated above:²

² The information given about the mind map technique and that has not been cited is the researcher’s own background knowledge about this topic.

Example of Mind Map:³

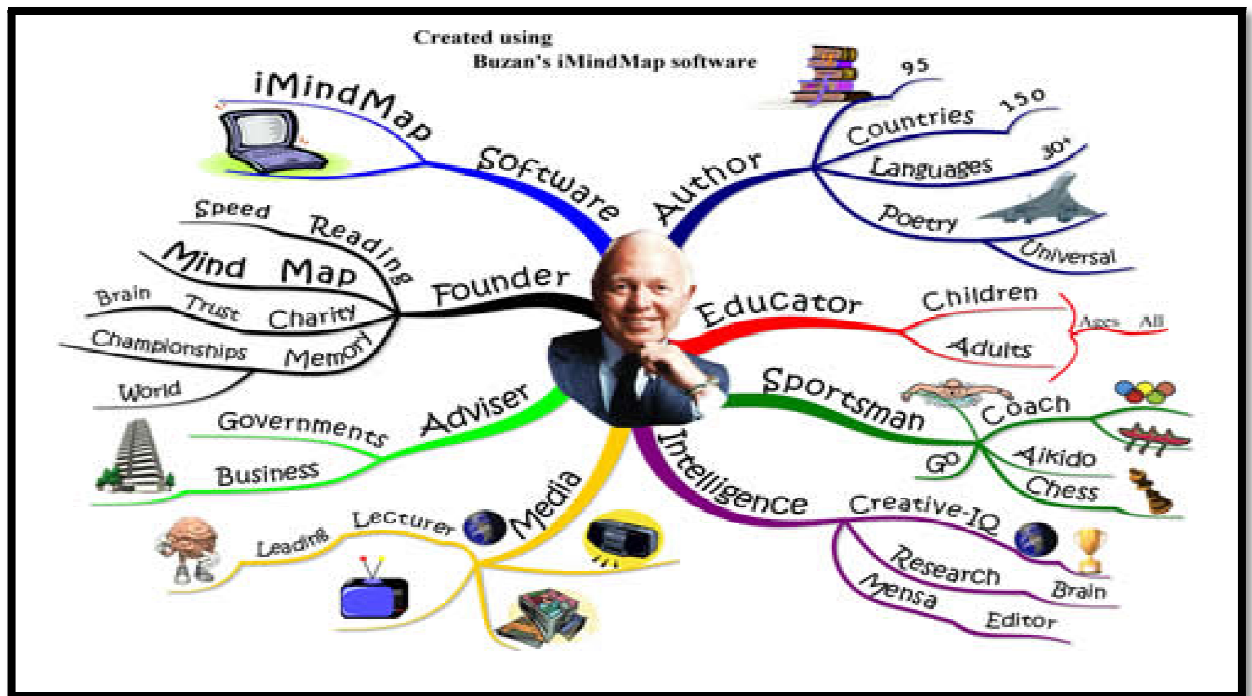


Figure 02: Buzan's Mind Map

3.11.8. Getting the Students' Feedback:

In order to become an effective teacher, it is not enough to deliver high quality lessons and to provide effective verbal and non verbal communication; however, teachers must be good markers of pupils or students' work and be able to give good feedback to them about how they can improve.

3.11.8.1. Definition of Feedback:

Feedback is the response of both teachers and students to messages from each other. It is the information that learners return to the teacher about the clarity and acceptability of his/her ideas. Listeners may provide immediate feedback in the form of verbal or nonverbal

³ This figure was retrieved from Google image from this website: http://www.google.fr/search?q=tony+buzan+mind+mapping&hl=fr&bpcl=38897761&biw=1280&bih=602&bav=on_2_or_r_gc_r_pw_r_qf.&um=1&ie=UTF-8&tbn=isch&source=og&sa=N&tab=pi&ei=th-tUNmiB--Z0QXajoCwCA on 21 November 2012 at 22:40.

responses during an interaction. Some immediate feedback is direct, such as when the students ask questions, whereas some is indirect, such as when speakers look for smiles, nodding heads and other nonverbal cues to students' reaction. Being able to read feedback for signs of comprehension and acceptability is important. As this skill allows the teacher to make midcourse adjustments in the lesson presentation. (McKerrow et al.). Feedback serves three primary functions:

1. Assisting teachers in determining whether the instructional process choices they have made are appropriate;
2. Assisting students in determining whether or not their interpretation of what they think the teacher has communicated is correct.
3. Increasing the likelihood of understanding.

Feedback from students to teachers lets teachers know they are accomplishing their goals, and lets them correct problems before effect is diminished (Richmond, Wrench and Georhan, 2009). In order to get the students' feedback, the teacher has to survey them while he/she is speaking. As a speaker, the teacher is usually his/her intent to reach the students with his/her message as possible. Here are some strategies directed to the teacher about the way to get the student's feedback.

3.11.8.2. Strategies to Get Students Feedback:

A. Nonverbal Feedback:

The teacher should watch attentively for signs of comprehension in the students' facial expressions. Such feedback can be seen in nods or shakes of the head, eye contact, smiles (of confidence or hesitancy), silence etc... Therefore, in order to get such feedback which is expressed nonverbally through facial expressions and body language, it is necessary for the teacher to be able to see his students by:

1. Seating Arrangement:

In many classrooms, around the world, students sit in orderly rows. At the front of such classrooms, frequently on a raised platform, the teacher stands so that to see all the students. In contrast, there are other institutions where students sit in a large circle around the walls of the classroom, or in small groups working in different parts of the room such as, workshops and group work. Sometimes, they are arranged in a horseshoe shape around the teacher, and sometimes, it is not immediately obvious who the teacher is in such seating arrangement (Harmer, 2001). However, in order to facilitate the way to obtain students' feedback easily, the teacher should make them sit in a horseshoe shape and be a part of it among his/her students. This will help him monitor their facial expressions and body language to see whether they have understood the information given (Khemlani, 1996).

According to Hamm (2006):

✓ The teacher should look for obvious body language cues from the students. Do they look relaxed and attentive? Are they in open postures (arms open, hands relaxed) or closed postures (arms crossed, fists clenched)? Are they watching their teacher or looking out of the window?

✓ Do they appear confused?

Students rarely discuss a point with their teacher when they are confused. So, the teacher should stop and ask whether there is a point which is ambiguous or want him/her to explain further.

✓ If the nonverbal cues the teacher is receiving from the students indicate that he is not getting his message across, he/she has to be creative and modify his/her behaviour to elicit the students' response. For instance, he/she might change the modulation of his/her voice, uses different argument or a piece of evidence to support his/her premise, or ask questions.

✓ If the students are responding negatively to the teacher's presentation, he should look at it as an opportunity to try new speaking ploys to get the presentation back on track (p.15).

B. Verbal Feedback: The verbal feedback can be obtained by:

- **Way one:**

One strategy for getting the students' verbal feedback is by asking a student to report to his/her peer what the teacher had said. This is an informative way of determining whether students have understood the teachers' message (Khemlani, 1996).

- **Way two:**

Another way the students' verbal feedback is to ask them simple questions such as "Did you like that exercise?", "Did you it useful?" and see what they say. But, not all students can discuss topics like this openly in class. It may be better to ask them to write their answers down on a sheet of paper and hand them in (Harmer, 2001, p.22).

- **Way three:**

Another way of getting students' reactions is to invite a colleague into the classroom and ask him/her to observe what happens and make suggestions afterwards.

Many teachers encourage students to say what they feel about the lessons and how they think the course is going. The simplest way to do this is to ask students once every fortnight⁴, for example, to write down two things they want more of and two things they want less of. The answers the teacher gets may prove a fruitful place to start a discussion where he/she can modify the input appropriately in the light of the students' feelings. Such modifications will greatly enhance the teachers' ability to manage the class (Harmer, 2001, p.22).

⁴ Fortnight means two weeks.

3.11.8.3. Learning from Students' Feedback and Adjusting Information Accordingly:

Not only teachers who provide learners with information, but also they can learn from them. When the students inform the teacher of what they have understood from her/him, the effective teacher should make use of the information. With the help of this feedback information, the teacher can determine what is going right or wrong with the ways, methods and procedures he has used to transfer information. Therefore, he can improve his/hr teaching techniques. What goes on in the learner's mind remains an enigma to the teacher unless the students provide their feedback. This feedback opens to the teacher the mind of the learner; moreover, the teacher can assess whether the learner responds to the input given positively or negatively. Continuous feedback must be the aim of each teacher in every lesson. An effective teacher should always ensure that what is being taught is the same as what is being understood (Khemlani, 1996). This can be done through a variety of measures including homework assignments, speaking activities where the teacher scores the participation of each student, and frequent small progress tests. Good teachers keep records of their students' achievements so that they are always aware of how they are getting on and then to evaluate whether their teaching and students' learning has or has not been successful (Harmer, 2001, p.22).

3.11.9. Strategies for Students with Learning Difficulties:

Students with learning disabilities often have difficulty with language. This difficulty takes many forms. They might have a trouble understanding what the teacher says. This could be the result of auditory problems (difficulty processing sounds) or receptive language difficulties (trouble understanding the words and turning them into action or pictures). Students with learning difficulties may also have difficulty speaking due to trouble forming

their thoughts, attaching words to concepts, putting words in the right order and many other reasons. Here are some strategies suggested by Dale and Karen: the teacher should:

- Speak slowly, clearly and naturally. If his/her pace tends to be fast, he/she should focus on ensuring that each syllable is clear, rather than trying to speak slowly. Try using shorter sentences. Ask his/her students to signal him/her if he/she is very quickly.
- Face his/her students and avoid putting his/her hands in front of his/her face. People sometimes want to see the face and lips of the person they are struggling to understand.
- Where practical, the teacher should turn off machines that create background noise. For example, if one of the classroom's neon lights is making a loud buzz, he/she should ask maintenance to fix it. Ask administrators to avoid placing classrooms with students with learning difficulties next to noisy classrooms.
- Be careful when he/she uses idioms because they may not understand these expressions or may take them literally.
- Tone of voice, facial expressions and gestures may be misunderstood by students with learning disabilities because they often have a difficulty processing these signals. It is important to speak naturally, recognize that if the teacher is sarcastic, some students in his/her class may not understand the intended meaning. So, he/she should use words to reinforce his/her body language.
- Supplement language in his/he classes with pictures, manipulative objects, kinaesthetic activities and other ways where they use all of their senses.
- Tell his/her students when something is particularly important. He/she might want to say something like "a key point is...". Use the same (or at least similar) phrase, tone of voice and gestures every time.
- Allow and encourage students to tape-record his/her classes. Many students with language disabilities listen to the words several times and review the tape for main points.

- If possible provide a written input of his/her talk. This will help them prepare for class and know where to place their listening focus.

These strategies suggested by Brown and Karen are beneficial not only for learners with language difficulties, but also they can help the other students become engaged, active participants because the more language is clearer and comprehensible, the more lesson understanding will be (Brown and Ford, 2007).

3.11.10. Communication Strategies for Reducing Classroom Anxiety:

Before getting to know the different communication strategies for reducing classroom anxiety, the term anxiety should be clarified.

3.11.10.1. Definition of Anxiety (Apprehension):

According to Richmond & McCroskey (1998), Communication Apprehension (CA) is the fear or anxiety associated with either real or anticipated communication with another person or persons.

After having defined the term “Anxiety”, the researcher would like to provide a number of very effective communication strategies that have been put forward by Richmond, wrench and Gorhan, and which can reduce classroom anxiety. Many of these strategies will also assist the students in acquiring the content. When our students’ classroom anxiety level is low, they are more capable and able to concentrate, process information, and recall information. They will be organized in the following table: ⁵

⁵ The researcher has taken the data in this table from the reference under it and organized it in a form of a table in order to clarify it more.

Strategy	Explanation
1. FUN	Learning must be made to be an enjoyable process. In order to lessen classroom anxiety by exchanging fun ideas, telling interesting stories related to the content, funny jokes, and trying to make the classroom an environment where learning is fun.
2. Positivity	Communication with students should be as positive as possible. Teachers should avoid the use of negative criticism and apply the use of reinforcing statements, praise and reward. Students of all ages and levels perform better and learn more in such environment where they are praised nor admonished for their efforts.
3. Similarity	Teachers can reduce classroom anxiety by communicating about their similarities and likeliness to their students. This does not mean they become one of their students; however, if they can build some similarity, their communication will be more effective. Teachers should avoid being perceived as too different from their students. High levels of dissimilarity will make students anxious because they do not know how or what to communicate with them.
4. Input	Allowing students to have input in some classroom issues may reduce the likelihood of classroom anxiety emerging.
5. Solidarity	Teachers should build affinity and solidarity with their students. As both factors increase and are present, classroom anxiety will decrease and students can communicate honestly with their teachers without fear of reprisals, reproaches, or reprimands.
6. Clarity	As the content becomes more complex, confusing or ambiguous, teachers need to become more clear and concise. Brophy and Evertson (1976) suggest that communication clarity and student achievement are related.
7. Learning 8. Environment	It is crucial that teachers attempt to create an environment where students also engage in supporting their classmates or communicating their criticism in a supportive manner.
	Teachers should acknowledge and use students' ideas and suggestions in their teaching and delivery of content. According to Flanders (1970): <i>"when we use students' ideas, we are showing that we accept and</i>

<p>9. Feedback</p>	<p><i>respect our students”</i></p> <p>He suggests:</p> <p>Acknowledging the pupils’ ideas by repeating the nouns he/she has expressed; modifying, rephrasing, or conceptualizing it in the teacher’s own words, comparing the ideas by drawing a relationship between the pupils’ s ideas and one expressed earlier by either a pupil or a teacher. Summarizing what was said by a pupil or a group of pupils; all give weight and importance to students’ existence in the classroom which increases their feedback</p>
---------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Table 02: Communication Strategies to Reduce Classroom Anxiety (Richmond, Wrench and Gorhan, 2009, p.100)

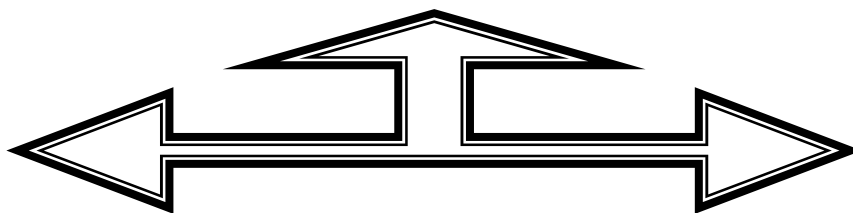
Conclusion

To sum up, this chapter has dealt with most of the points concerning verbal communication inside the classroom trying to reach at least most of the communication strategies that can be used by the teacher when starting a lesson, explaining it, and ending it. However, the classroom context can involve a lot of contacts, interactions, and communication between the teacher and his/her students; thus, it is very hard for the researcher in a limited period of time to cover all what happen inside the classroom between the teacher and students. The researcher intends in the following and the last chapter, field work, to include her own investigation which aims to apply what has been found so far from the theoretical framework of this dissertation, and compare those findings with the results of the field work.

Chapter Four:

FIELD WORK

CHAPTER FOUR: FIELD WORK



Section One: Methodology of Work	Section Two: Results and Discussions
4.1. Research Method	4.3.2.1. Results and Discussions of the Pilot Study
4.2. Participants	4.3.3.1. Results and Discussions of the Main Questionnaire
4.3. Instruments	4.3.4.1. Analysis and Discussions of the interview
4.3.1. Questionnaire of Students	Results and Recommendation
4.3.2. The Pilot Study	
4.3.3. the Main Questionnaire	
4.3.4. Interview with Teachers	

Table 01: The Outline of Chapter Four

Introduction:

This chapter is devoted to the practical framework of our dissertation. It is composed of two sections. The first section deals with the method and process used for the research. It starts with a description of the research method used in this investigation, the population, and the sample of the study. Next, we will talk about the pilot work, our students' questionnaire accompanied with the obtained results from this pilot test. Moreover, the two research tools used for this study, the questionnaire and the interview, will be dealt with individually. As far as the second section is concerned, it deals with the analysis and interpretations of the two research instruments.

Section One: Methodology

4.1. Research Method:

Since our research problem has been an attempt to describe verbal and nonverbal communication strategies which a teacher may use so that students' lesson comprehension can be improved, the most appropriate research method to be adapted is the descriptive one as stated by Turney and Robb (1971, p.52), "Many research problems in education lend themselves well to descriptive methods." Gay (1976) defines the descriptive method as: "Involving collection of data in order to test hypothesis or to answer questions concerning the current status of the subject of the study." (ctd in Adanza, 1995, p.39). Travers (1978) consolidates Gay's definition by stating that: "the descriptive method's aim is to describe the nature of situation as it exists at the time of the study and to explore the causes of particular phenomena." (ctd in Adanza, 1995, p.39). The reasons mentioned above led us to opt for this research method, and exactly "the survey method research". Survey has been defined in *the Encyclopedia of communication and Information* as "a research method that seeks to describe a population by the use of questionnaires, tests, interviews, and other methods..." (2002,

p.32). In this study, a quantitative- qualitative approach has been followed because the nature of our research topic needs to be investigated using this mixed method design; moreover, they “arguably contribute to a better understanding of the various phenomena under investigation.” (Angouri, 2010, p.46).

4.2. Participants:

The population used in this research is composed of 142 students (three groups) of Master- One at the department of foreign languages (the Branch of English) at Mohamed khider University of Biskra. for they are supposed to be mature enough, more likely to understand our research topic, and to collaborate with us to fulfil our work adequately; their answers are supposed to be valuable, and more cooperative,. The sample has been taken following Moore’s definition (1983) who suggests that “the sample is the representative group of people selected randomly from the population”. Accordingly, we have taken 38 (27%) students selected randomly, The students were heterogeneous, i.e. some of them were from different geographical regions in Algeria, and some others were from other African countries, and of different genders. Our population consists of (98 = 69,01%) females, and (44 = 30,89%) males. The (38) subjects used in this work includes (8 = 18,18% males), and (30 = 30,61% females), and their age ranges from (21) to (35) years old.

However, concerning the second research tool, the teachers’ interview, we have opted for a non random choice of four teachers to participate in this study, and to help us in answering some questions that work well with our investigation. They are tutors with rich teaching experience; one is a teacher of Applied linguistics, one is a teacher of oral and written expressions, another one is a teacher of psychopedagogy and civilisation, the fourth one is a teacher of pragmatics. The reasons behind choosing those teachers in particular was their long experience in teaching, their seriousness and good reputation at our university. In addition, we

had to choose the teachers that could be present at that time; moreover, they have taught the researcher for a couple of years, and they could help us to gain further guidance in order to ensure that the study has been conducted appropriately.

4.3. Research Tools:



In an EFL context, it seems appropriate to give students the opportunity to express their ideas not only by the means of assignments, but through the first research tool we have used in this dissertation which is “the questionnaire”. The aim of using this research tool is to collect data from respondents for the purpose of analysing them, gaining thorough understanding of which verbal and nonverbal communication strategies work well with students’ lesson comprehension, getting final results that either confirm or reject our suggested hypotheses, and reaching answers to our research questions by the end of our investigation. The second research instrument was a semi-structured face to face interview with four teachers chosen non-randomly from our department of English. We have opted for a non-random choice of teachers for the reasons stated in “participants”. We have chosen this tool since it is useful to collect in-depth information, and their nonverbal reaction can be noticed, furthermore the questions asked can be explained using other words (Kumar, 2005, p.130). In addition, McNamara (1999) provided us with the usefulness of interviews saying that, “Interviews are particularly useful for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information around the topic. Interviews maybe useful as follow-up to certain respondents to questionnaires, e.g. to further investigate their responses.”

4.3.1. The Pilot Study:

The term *pilot studies* refers to mini versions of a full scale (also called feasibility studies), as well as the specific pre-testing of a particular research instrument such as questionnaire, or interview schedule.¹The purposes behind using this research design have been:

- ❖ To check whether all words used are understood by the students;
- ❖ To make sure that the questions set are answerable and the tools to be used actually work;
- ❖ To know if there is a question or item which would be interpreted in a wrong way; and
- ❖ To ensure if there is an item (s) which may be irrelevant to our research objectives.

The pilot work was done four (4) days before the main study with a group of ten students, and the time taken was just after their session of Didactics with the presence of their teacher. Our pilot study has been represented in a form of questionnaire. The researcher asked the respondents to seek clarifications when they feel the need to.

The questionnaire consisted of twenty-eight (28) questions. In each question, students were supposed to choose a correspondent answer. It was divided into two parts. The first parts consisted of six background information questions about respondents; however, the second part represented the centre of our inquiry; it was in turn divided into two sections labelled according to the two middle chapters of our dissertation. The first section was composed of eight (8) close-ended questions where students were given a list of choices to tick or cross according to their viewpoint, and two questions among them were accompanied with a form of seeking for details questions, such as the secondary part of question eight (8) ,in the questionnaire of the pilot study, “ If yes, please specify how can this type of physical appearance distract your attention for a good lesson comprehensio?”.

¹ This definition was retrieved from : www.ncbi.nlm.nih.gov/pubmed/12216297 (the details of this source will be included in the list of references.

4.3.2. The Description of the Main Questionnaire:

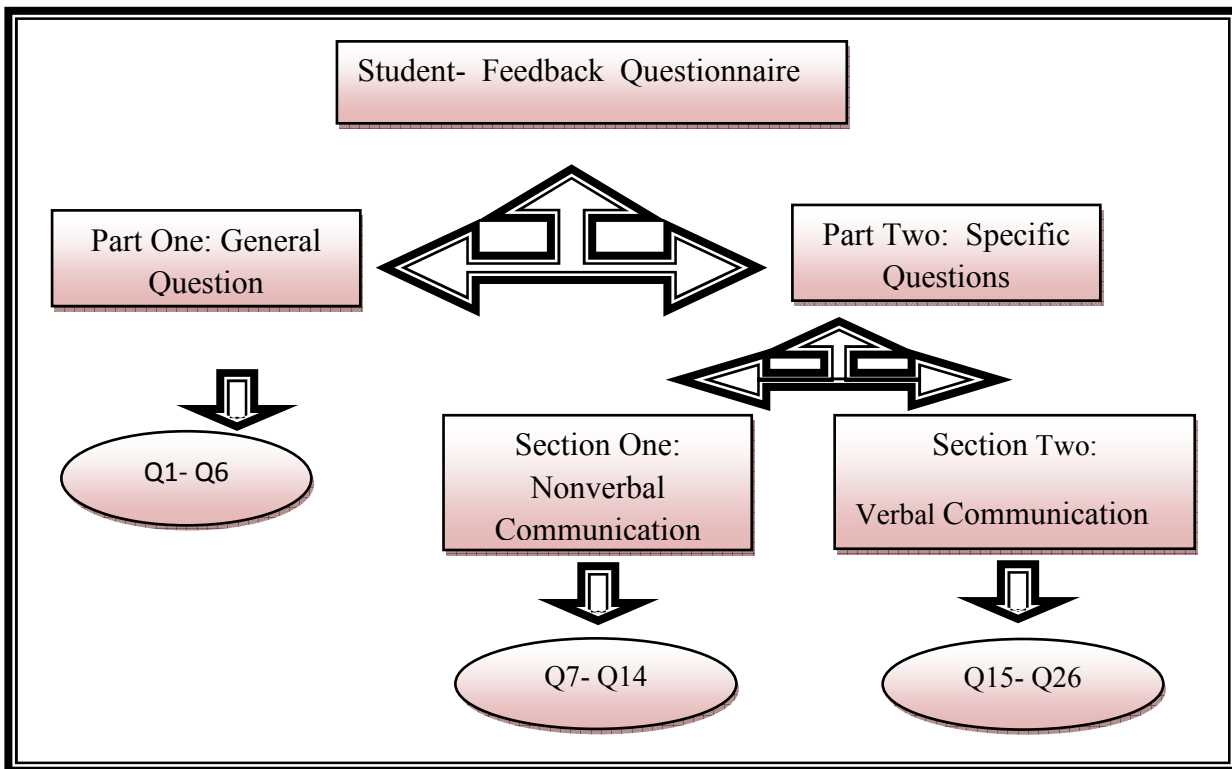


Figure 1: The Main Questionnaire’s Design

As shown in appendix B, the student- feedback questionnaire consisted of 26 questions which were divided into two parts; the first part “general questions” was a background information about respondents which was incorporated for the purpose of helping the researcher to analyse the students’ answers accordingly. However, the second part “ specific questions” was in turn divided into two sections; labelled according to the second and third chapters of our dissertation, in other words, the first section talks about *nonverbal communication*, while the second section talks about *verbal communication*. We have mainly used the technique of close-ended questions because students were restricted with time since they answered the questionnaire during the time between their session of applied linguistics from 9:30 to 11:10 and methodology from 11:20 and 12:50. In short, there were two types of questions used in this questionnaire;

- **Open-ended questions:** are questions that allowed respondents to answer in their own words. The aim of using this type of question is to determine the respondents' opinions towards the subject under study.

- **Close-ended questions:** which are mostly used in this questionnaire, are questions that ask respondents to choose from pre-determined answers.

Concerning the first section, we have taken the most important points, as far as our topic is concerned, that represent nonverbal communication, and we linked each question with students' lesson comprehension according to our dissertation objectives, in a way which helps us reach answers to our research questions. The same principle has been followed concerning the second section of the second part in the questionnaire; we have taken the points that well represent verbal communication, i.e. teacher talk, as far as we are concerned, in order to facilitate the way to obtain valid and reliable data. The second section of part two ends up with an open-ended question in order to obtain our samples' suggestions about some solutions to our research problem.

I.4.3.3. The Description of the Teacher's Interview:



Figure 2: Teacher's Interview²

Our interview has been conducted with four teachers of English in our department with a rich teaching experience ranging from ten to thirty years of teaching in the secondary school and university. The first teacher is a teacher of civilisation and psychology; the second teacher

² This figure has been retrived from <http://roadtoteaching.com/student-teacher-topics/teacher-job-search-resume-interview-and-placement/>

is a teacher of applied linguistics; the third one is a teacher of written and oral expressions, however, the last one is a teacher of pragmatics. The interview consists of five questions which range from asking them about verbal to nonverbal communication strategies they use in the classroom to enhance students' lesson comprehension. We conducted the interview in different places in our faculty ranging from the staff room, the interviewee's office, one of the faculty's classrooms, and even at home. The questions with details about the interviews will be included in the appendices.

Section Two: Results and Discussions:

4.3.1.1. Results and Discussions of the Pilot Work:

After making an overview on the ten questionnaires that were answered by students, we have found that seven (7) who represent (77.77%) from the chosen sample "ten students" did not answer the two open-ended questions found in section one of the first part of the questionnaire; therefore, we had been obliged to remove them in the main questionnaire. Most questions in this section were yes- no ones. They were totally answered by the sample. In the first item of the first section, eight (08) (80%) students think that the classroom management is a key feature for good communication with students, and only (02) (20%) see the inverse. Seven (07) (70%) believe that the teacher's casual appearance distracts students' attention, and three (03) (30%) think that this type of appearance does not make any change in their attitude. In both the ninth item, with its two parts, and the tenth one, all students (100%) confirmed the importance of visual aids and their answers turned about the fact that they either clarify the points being discussed (40%), or help to memorise the key points of the lesson (60%), and aligned the use of humour in the classroom (100%). Seven students (70%) see that the space left between the teacher and his/her student plays an important role for effective communication in the classroom; however, only three (30%) believe the inverse. In the twelfth item, nine (90%) students say "yes" to the used of teacher talk "TT" with non

linguistic cues, and only one (1%) believes that the teacher should give an opportunity for students to express themselves by relying on student talk too. Concerning the thirteenth question, five (50%) students think that teacher's eye contact makes them engaged within classroom communication, two (20%) believe that when their teacher looks at them, they feel self-confident and follow the lesson flow, (20%) state that eye contact helps them understand the point being explained more; however, only one student (10%) thinks that this type of nonverbal communication inhibits her from concentrating on lesson comprehension and makes her shy. The fourteenth question and the last one in the first section "Nonverbal Communication" talks about the frequency of using audiovisual materials when explaining lessons; our respondents' answers ranged from either "never", or "rarely". In other words, (70%) say the teacher makes use of audiovisual aids rarely, but (30%) negate this use and choose 'never'. Moving to the second section of the second part of the questionnaire; as stated above, this section talks about teacher's verbal communication inside the classroom, and it focuses on the oral language rather than the written one. The fifteenth question is about whether teachers provide students with comprehensible input, so their answers were all "yes", and this makes the task of decoding what the teacher is saying easy, which reinforces their lesson comprehension. Most students (60%) believe that the teacher's seriousness with them plays an important role in their concentration with the lesson flow; being careless about his/her promises can even stop them from concentrating on his/her explanation, and therefore lesson comprehension will be unrealised; however, only four (40%) students state that they do not care about that, but they keep connecting with him/her naturally because they believe that if they do not follow his/her explanation, they will be the losers. This is also the case with the seventeenth question that when the teacher deals with topics which are not related with their lessons, (40%) say they keep connected naturally, and (60%) say the inverse. Students (30%) see that teacher talk can be better followed and understood when it is slow and carefully

uttered, however, the rest of students (70%) see it is realised only when the teacher varies his pitch and intonation, but no one agrees with teachers when they speak in a mono-tone. Lesson presentation pauses are perceived by (10%) students as slowing the lesson flow, and (90%) as helping them better understand the points of the lesson. In the twentieth question, students (90%) think that the questions asked by the teacher are a stimulus to understand the lesson better, however, (10%) think that asking questions by the teacher while explaining lessons is considered as an obstacle to understand the lesson, but no one (0%) consider them as any other teaching strategy. After answering those questions, the teacher displays either a positive feedback, i.e. praising, or a negative feedback, i.e. punishment. So, (80%) say that their teachers praise them when they answer a question correctly which make them feel self confident and encouraged, however, only (20%) who said teachers do not display a positive feedback which make them discouraged and upset. One way of praising students is by using their answers as a model to their classmates; Most students (70%) feel self confident when their teacher uses such a communication teaching strategy, which reinforces their learning and lesson comprehension, but (30%) consider it as any other teaching strategy. The twenty third question talks about the level of the teacher when dealing with students, (100%) ensure that the teacher should adjust his/her talk according to students' level in order to lead to better lesson comprehension. However, the respondents' answers in the twenty fourth question indicate that (90%) believe that asking questions to check for comprehension at the middle of teachers' explanation helps with better lesson comprehension; whereas, only (10%) think that those types of questions hurdle their concentration. In the next question, (60%) of our sample like those types of questions asked by the teacher after his explanation about a point in the lesson; however, the rest (40%) dislike being asked about such questions. In the twenty sixth question, (80%) of the students in our sample feel engaged when their teacher asks them questions to get their final feedback, but only (20%) do not. In the twenty seventh question,

(90%) of the students have not ever been criticised by their teacher about an inappropriate behaviour in the classroom; however, (10%) has been received such punishment, and their reaction ranged from being upset to being demotivated. In the last question, most of them (60%) did not write any response; however, (40%) provided some strategies like motivation, miming, gestures, visual aids, and the use of ICTs.

From the students' responses, we conclude that the open ended questions have been partially neglected by the respondents, maybe, because of their limited time to collaborate with us since they had a session after that time; in addition, some students wondered about the meaning of "monotoneous way", so we explained it for them. As a result, we have been obliged to modify our questionnaire by omitting the two open ended questions that ask for their reactions, but we left only the last one (question 28) because it really helped us to fulfil our study, however, we decided to ask them to answer it in the main questionnaire. In addition, we have shortened the general instructions in the first page "dear colleagues...." because when we asked them if they had read it, they said it was long, and our time was limited to read it.

4.3.2.1. The Main Student- Feedback Questionnaire's Analysis:

After the administration of the main questionnaire, and receiving them after one hour and a half (1h, 30), we analysed students' answers and reached some results that will be represented in tables and pie charts.

Part One: General Information:

Question One:

Are you: Male or Female?

Gender	Males	Females	Total
Frequency	08	30	38
Percentage	21.05%	78.94%	100%

Table 02: Students’ Gender

As previously stated, our university includes more females than males in its population. The table above shows that 08 respondents out of the chosen sample of the study are males; whereas, the remaining respondents ‘30’ are females. In order to approach the idea more, and to illustrate better, the following figure (03) has been made.

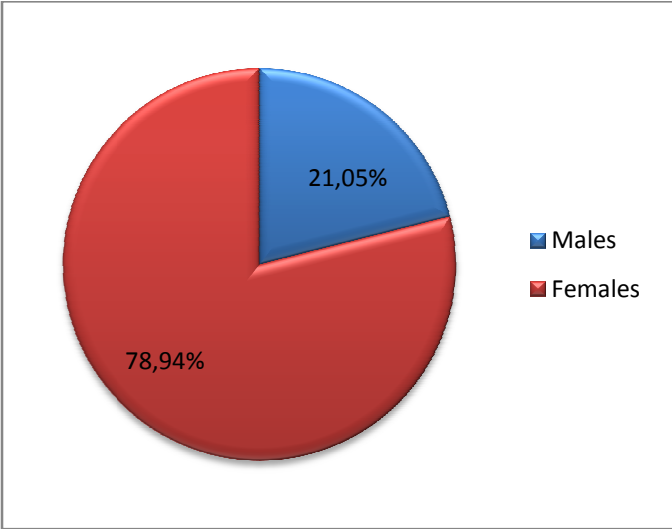
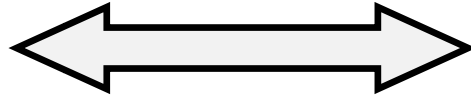


Figure 03: Students’ Gender

Question Two :

How old are you?

This question has been previously answered in “ the participants”. We have found that the students’ age ranged from 21 years old to 35 years old. This means that our sample (38) was heterogenuous, i.e. it contained different types of learners with distinct life experience. For this reason, we got plenty of answers that represent each one’s personality and beliefs.



21 years old

35 years old

Question Three:

What was your baccalaureate stream?

This question aims at analysing students' way of thinking which influences their answers.

Options	Scientific	Literary	Total
Frequency	14	24	38
Percentage (%)	36.84%	63.15%	100%

Table 03: Students' Baccalaureate Stream

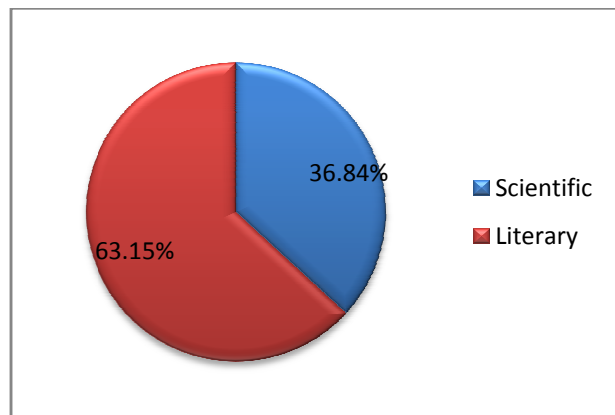


Figure 04: The Students' Baccalaureate Stream

The table and the figure above show that (24) students (63.15%) had a literary- stream baccalaureate; however, The remaining students (14) (36.84%) had a scientific- stream baccalaureate. This means that our sample contains different students with varied learning backgrounds.

Question Four:

How long have you been studying English?

Algerian	Other African Countries
Ranged from 10- 15 years	4 years

Table 04: Age Range

The table above shows that our sample is not homogeneous, but heterogeneous. The students who participated in the fulfilment of the questionnaire involve some who repeated a year, some others who repeated two years, and others who started learning English from the primary school; for those reasons, their period of studying English ranged from 10 to 15 years for the Algerian students, and 4 years for the African learners starting from the first year LMD till first year master.

Question Five:

Are you repetitive?

Options	No	Yes	Total
N°	32	06	38
%	84.21%	15.78%	100%

Table 05: Students' Repeating Years

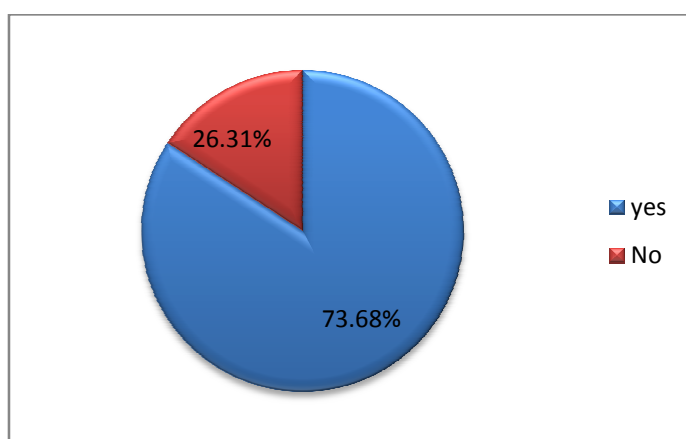


Figure 05: Students' Repeating Years

- If yes, how many times?

This question ranged from one to two times.

Question Six:

Have you chosen English freely?

Options	Yes	No	Total
N°	28	10	38
%	73.68%	26.31%	100%

Table 06: The students’ Choice of English

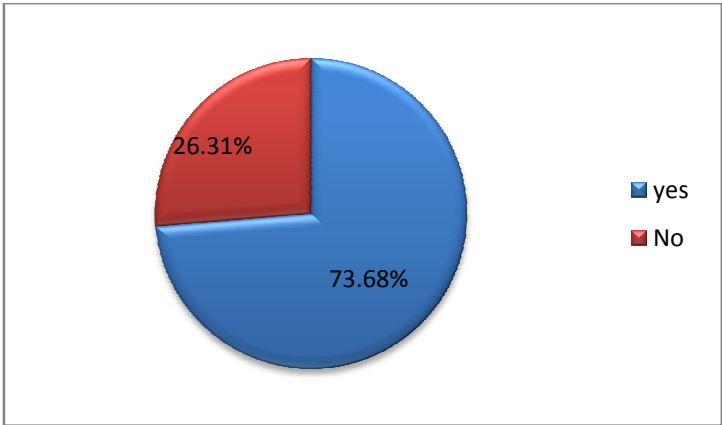


Figure 06: The Choice of English

This question aims at finding out the attitudes of the students in our sample towards choosing to study English; that is to say, whether they have chosen it freely or was imposed on them as a branch to learn at university. So, from the table and the figure above, we can see that (73.68%) from our sample said “yes” which indicates that they have chosen to learn English freely; however, (26.31%) said “no” which indicates that learning English was imposed on them. The freedom of choice to learn this language reveals the positive attitude and the internal motivation learners have towards choosing to study English as a branch at university. We can see that this type of choice can urge them to do better in their academic achievements; however, the impositin in choice reveals a negative attitude towards studying

English, and thus teachers would find difficulties to deal with demotivated students. Therefore, students may fail to have a positive feedback in terms of communicating effectively with their teachers.

Part Two: Specific Questions

Section One: Nonverbal Communication

Question Seven:

Is the classroom management a key feature for good communication with students?

Options	Yes	No	Total
N°	37	01	38
%	97.36%	02.63%	100%

Table 07: The importance of Classroom Management for Effective Communication in the Classroom

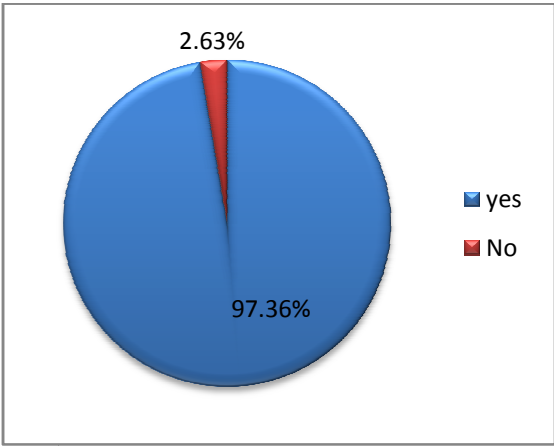


Figure 07: The importance of Classroom Management for Effective Communication in the Classroom

From the data shown in the table and the figure above, the great majority of students in our sample (97.63%) stress the significance of classroom management, and its positive effect on their communication with their teachers. However, only (2.63%) state that the classroom management does not contribute in a better teacher- student communication in the classroom

context. Those findings prove what have been reached in the chapter of “nonverbal communication inside the language classroom” where it has been stated that “the design of the classroom has a significant role and effect upon the quality of education”.

Question Eight:

Does the teacher’s physical appearance distract your attention?

Options	Yes	No	Total
Frequency	26	12	38
%	68.42%	31.57%	100%

Table 08: The Students’ Position into the teachers’ Physical Appearance

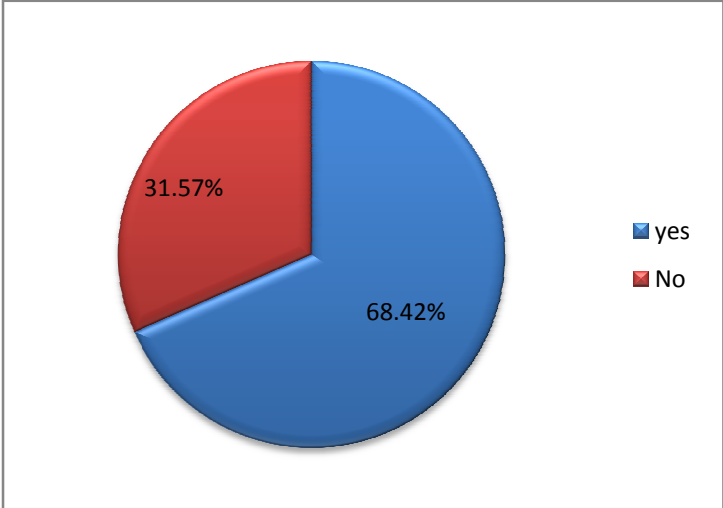


Figure 08: The Students’ Position into the teachers’ Physical Appearance

The table and the illustrative figure above show that the teacher’s physical appearance play an important role in whether keeping or distracting learners’ attention. It indicates that over half of the students in our sample (68.42%) state that the teacher’s physical appearance controls learners’ attention whether by distracting or keeping it. However, (31.57%) are not influenced by their teacher’s physical appearance and see that it does not influence their attention in the classroom. As noted in chapter two about physical appearance that it plays an important role in speech making, and to do otherwise,i.e. not paying a significant attention to

his/her look, may cause the students to be affronted or at least confused (Hamm, 2006). Therefore, it is advisable for our teachers to keep their minds on their personal appearance because the proverb says “ dress to impress; and dress for success”.

Question Nine:

Do visual aids reinforce your lesson comprehension?

Options	Yes	No	Total
Frequency	37	01	38
%	97.36%	02.63%	100%

Table 09: Visual aids and Lesson Comprehension

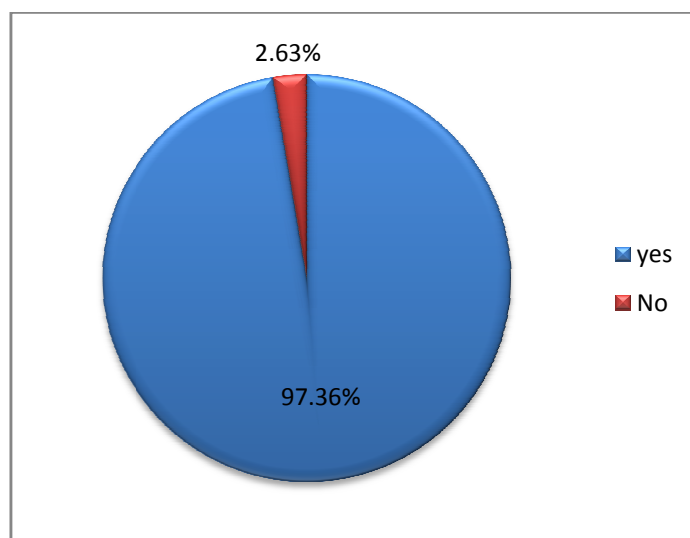


Figure 09: Audio Visual Aids and Lesson Comprehension

The table and the figure above show that audio visual aids enhance and reinforce learners’ lesson comprehension because almost all the students (97.63%) agree with this statement , but only (2.63%) disagree with it saying that visual aids do not reinforce lesson comprehension.

- If yes, how can they help in better lesson comprehension?

Options	Frequency	Percentage
a	3	07.89%
b	16	42.10%
c	0	0%
a & b	19	50%
Total	38	100%

Table 10: The Role of Audio Visual Aids

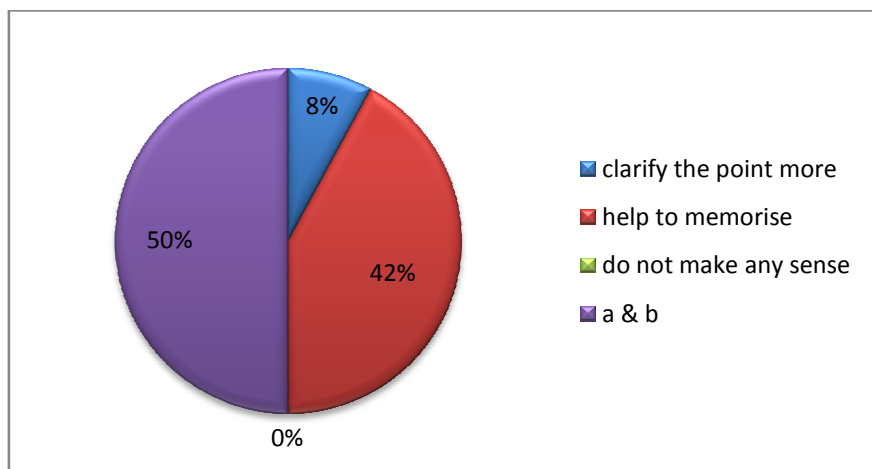


Figure 10: The Role of Audio Visual Aids

The majority of our respondents (50%) who answered by “yes” argue their responses by saying visual aids clarify the point being explained more, and help to memorise the lesson. A considerable number of students (42%) say that visual aids help to memorise the lesson easily; however, only (8%) state that they clarify the point being explained more. But, no one denies the importance of visual aids in facilitating students’ lesson comprehension. From those findings, we can say that the majority of students in our sample prove what has been reached in the second chapter concerning the role of visual aids because it said that they stimulate the students’ interest or aids in comprehension of the message. Therefore, we can conclude that it is advisable for teachers to incorporate visual aids as supportive to their explanation in order to better communicate ideas with each and one and other.

Question 10:

Does using humour in the classroom facilitate your lesson comprehension?

Options	Yes	No	Total
N°	35	03	38
%	92.10%	07.89%	100%

Table 11: The Role of Using Humour in the Classroom

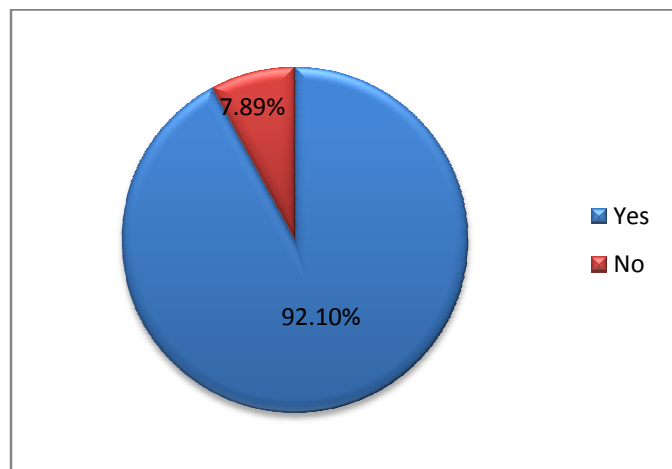


Figure 11: The Role of Using Humour in the Classroom

From the table and the figure above, we can see that most students (92.10%) align this statement that using humour in the classroom facilitates lesson comprehension; however, only 3 students out of 38, i.e. (7.89%) deny the importance of incorporating humour within the classroom. We can note that those findings go hand in hand with our theoretical part in chapter three; “according to McKerrow et al., the teacher can begin the session by telling a funny joke or relating a humorous experience. When doing so, recall the three earlier cautions in making sure that humour works for you rather than against you”. Therefore, the teacher is required to use humour with students in the classroom from time to time in order to prepare them psychologically, and to pave the way for them to connect positively with him/her, and thus to facilitate the task for them to grasp lessons.

Question 11:

The space left between the teacher and his/her students plays an important role in communicating effectively in the classroom?

Options	Yes	No	Total
N°	33	05	38
%	86.84%	13.15%	100%

Table 12: The Role of space between the teacher and students in the classroom

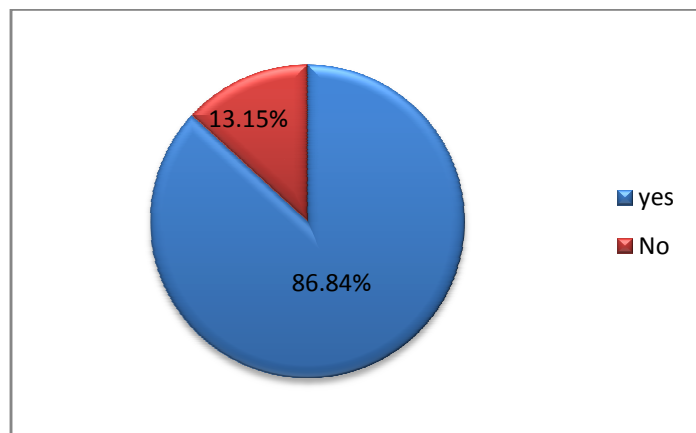


Figure 12: The Role of Space between the Teacher and Students in the Classroom

We can see from the table and the figure above that the great majority of students (86.84%) agree with the statement that the space left between the teacher and his/her students is a significant nonverbal cue for communication inside the classroom. It said in chapter two “In order to communicate effectively with people, we need to understand accepted boundaries; the teacher is supposed to leave a *distance zone* about 12 to 25 feet between him/her and the students” (Rosenbaum, 2005). So, this is proved through those findings in table 11 and figure 12.

Question 12:

Could you understand lessons better when your teacher uses teacher talk only, uses teacher talk with nonverbal cues, or relies on students’ talk?

Options	Frequency	Percentage
a	2	05.26%
b	20	52.63%
c	08	21.05%
b & c	08	21.05%
Total	38	100%

Table 13: The Management of Teacher Talk

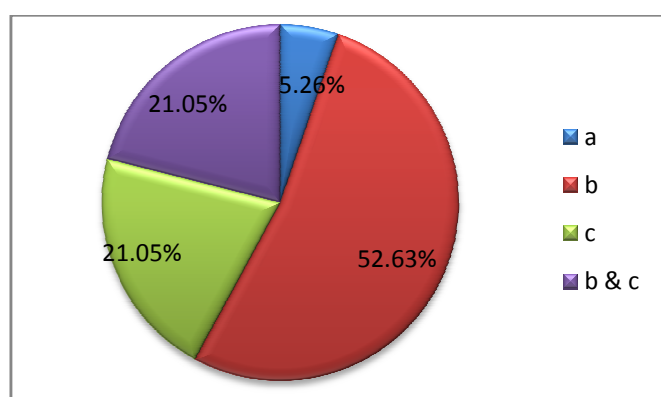


Figure 13: The Management of Teacher Talk

As shown in table 12 and figure 13, a considerable number of students (52.63%) believe that teacher talk is best accompanied with nonverbal cues as a facilitating factor to understanding lessons better. (21.05%) of the students indicate that although teacher talk with nonverbal cues is important in the classroom, there should be a space for student talk too. (21.05%) went for the third choice only; revealing that they should have an opportunity to talk too in the classroom besides the teacher talk. However, only (5.26%) point out that receiving teacher talk only is sufficient for them to understand lessons adequately. Therefore, from the answers of students, we can note that the teacher is required to combine both; offer enough high quality of language input, and give more opportunities for students to use the target language as stated in chapter three in “ the amount of teacher talk”.

Question 13:

What do you feel when your teacher looks at you while presenting lessons?

Options	Frequency	Percentage
Self- confident	06	15.78%
Engaged	06	15.78%
Understand the point more	09	23.68%
Shy and reduce your comprehension	04	10.52%
a & b	04	10.52%
a & c	06	15.78%
b & c	03	07.89%
Total	38	100%

Table 14: The Students' Position into Teachers' Eye Contact

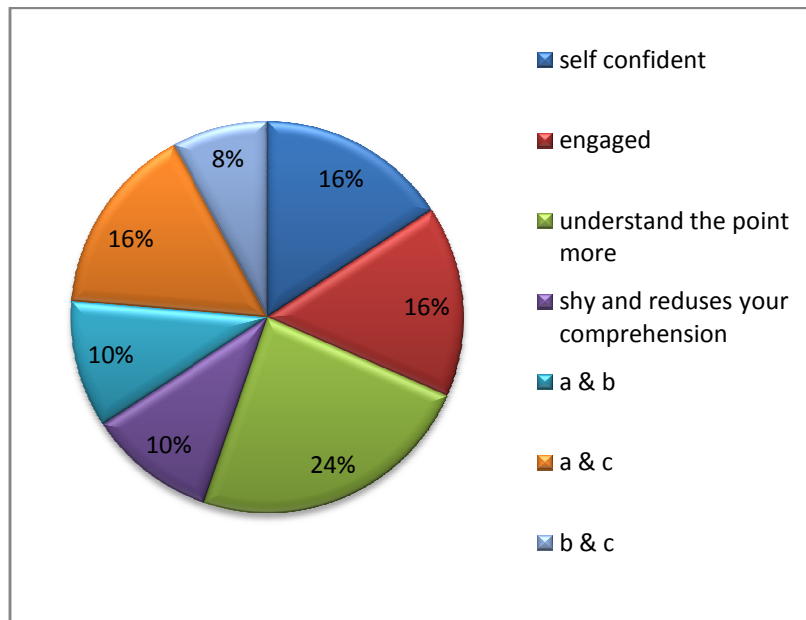


Figure 14: The Students' Position into Teachers' Eye Contact

As shown in table 13 and figure 14, students in our sample went for different choices including one to two choices at once. 9 students (24%) indicate that when their teacher looks at them while explaining lessons, they understand the point being explained more. (16%) of

students state that teachers' eye contact with them raises their self confidence. Other (16%) indicate that this type of nonverbal communication engages them in classroom learning activities. (16%) of students see that eye contact make them self confident and enhance them to understand the point of the lesson more. However, 4 students (10%) state that when their teacher looks at them, they feel shy which reduce their lesson comprehension; but this is not strange because such an attitude (shame) can be found in any field of life. Other (10%) point out that eye contact with their teacher make them self confident and engaged in classroom discussions. Whereas, only (8%) think that this nonverbal communication type make them engaged and understand the point of the lesson more. Therefore, we can conclude from students' responses that our teachers have preferably to maintain eye contact with their students because, as stated in chapter two about "eye contact", it is sometimes an indicator of interest, attention, or involvement (Knapp and Hall, 2010, p.11). Eye contact creates connections with the students, as well as establishing a channel through which communication occurs.

Question 14:

How often do your teachers present lessons using visual aids?

Options	Frequency	Percentage
Never	08	21.05%
Rarely	28	73.68%
Sometimes	2	05.26%
Often	0	0%
Very often	0	0%
Total	38	100%

Table 15: The Frequency of Using Visual Aids in the Classroom

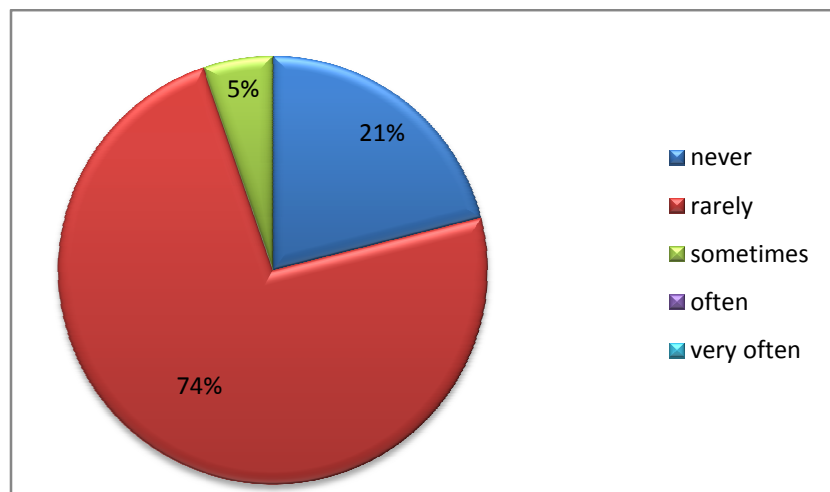


Figure 15: The Frequency of Using Audio Visual Aids in the Classroom

From the table and the figure above, we can see that the majority of students (74%) state that they rarely receive audio visual aids. (21%) of students indicate that their teachers do not use audio visual aids inside the classroom. However, only (5%) say that they are exposed sometimes to audio visual aids; but no one went for the two last choices ‘often , very often’. We can say from the results above that, as far as our university is concerned, our teachers cannot be blamed on their negligence to the use of audio visual aids because of the lack of those materials in our university, but this cannot be a hurdle for teachers to ask for bringing them to our department in order to enhance the quality of education.

Quesstion 15:

Does your teacher provide you with comprehensible input?

Options	No	Yes	Yes, but sometimes ambiguous	Total
N°	0	37	01	38
%	0%	97.37%	02.63%	100%

Table 16: Providing Comprehensible Input to Students

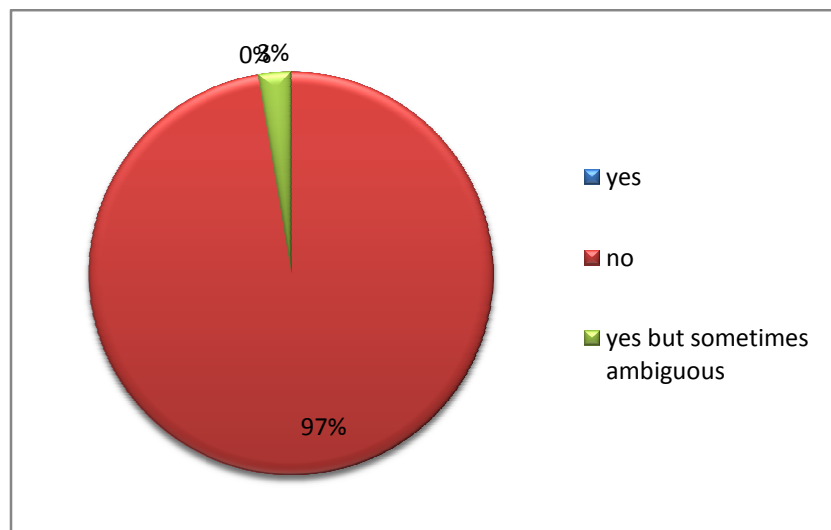


Figure 16: Providing Comprehensible Input to Students

This question has totally been answered by our sample. All students (97%) said yes except one said yes, but sometimes ambiguous (3%). This reflects their positive attitude towards their teachers’ verbal communication, i.e. they are satisfied with their teachers’ lesson presentations. This is likely to work well with students because, as mentioned in chapter three, verbal communication, “in terms of acquisition, teacher talk is important because it is probably the major source of **comprehensible L2 input** the learner is likely to receive” (Xiao-Yan, 2006, p.11).

Question 16:

If you discover that your teacher is not serious with you, what would your reaction be?

Options	Keep connecting with him naturally	Stop concentrating on his explanation	Total
N°	13	25	38
%	34.21%	65.78%	100%

Table 17: The Students’ Position into Teachers’ Seriousness

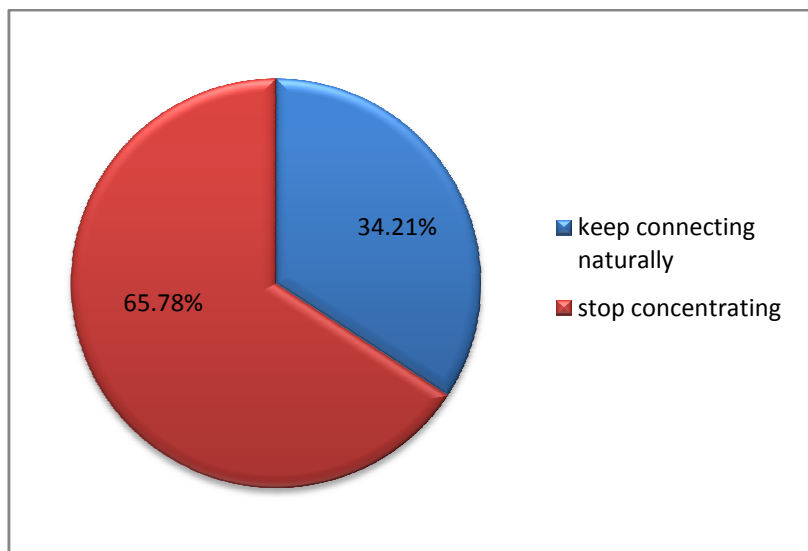


Figure 17: The Students’ Position into Teachers’ Seriousness

The table and the figure above show that a considerable number of students (65.78%) have a negative attitude towards discovering that their teacher is unserious with them in terms of not fulfilling a promise to do something or something like that, so they stop concentrating on his/her explanation. However, the remaining students (34.21%) are not influenced by such a behaviour, and keep connecting with their teacher naturally because they consider that reacting in this way, i.e. stop concentrating, does not make any sense, so they listen to their teacher and keep emotional influences aside. Therefore, from the results above, we can say that as long as there are some students who are affected negatively with being dishonest, and unserious with them, it is recommended from our teachers to realise the promises they give to students, and say only what they are sure of.

Question 17:

Do you keep concentrated if your teacher deals with topics that are out of the subject?

Options	Yes	No	Total
N°	14	24	38
%	36.84%	63.15%	100%

Table 18: The Students’ Viewpoints about Unnecessary Topics

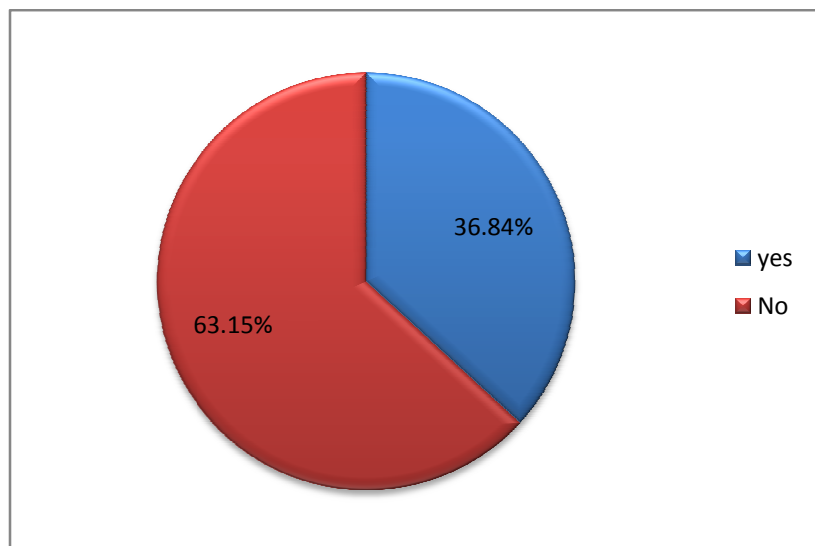


Figure 18: The Students' Viewpoints about Unnecessary Topics

As shown in table 16, and figure 17, over half of the students (63.15%) see that talking about irrelevant topics, which they are not interested in, with students in the classroom distracts their concentration to follow the lesson flow, and thus hurdle them to comprehend lessons better. However, the remaining students (36.84%) believe that this part of verbal communication does not influence their attitude towards the teacher, and they listen to him/her even if he/she is out of the topic of their interest. Therefore, we can conclude that it is better for the teacher to keep talking about the lesson only; and even if they deviate, they keep turning about the lesson only in order not to receive a negative reaction from learners because as stated in chapter three, “a sincere person speaks honestly, genuinely, without airs of pretense and from the heart because this leads the students to respond positively to his/her presentation”.

Question 18:

Can you better follow and understand lessons when your teacher speaks carefully and slowly, varies his pitch and intonation, or keeps talking in a monotone?

Options	Frequency	Percentage
a	15	39.47%
b	20	52.63%
c	03	7.89%
Total	38	100%

Table 19: The Teacher's Pace while Using Teacher Talk

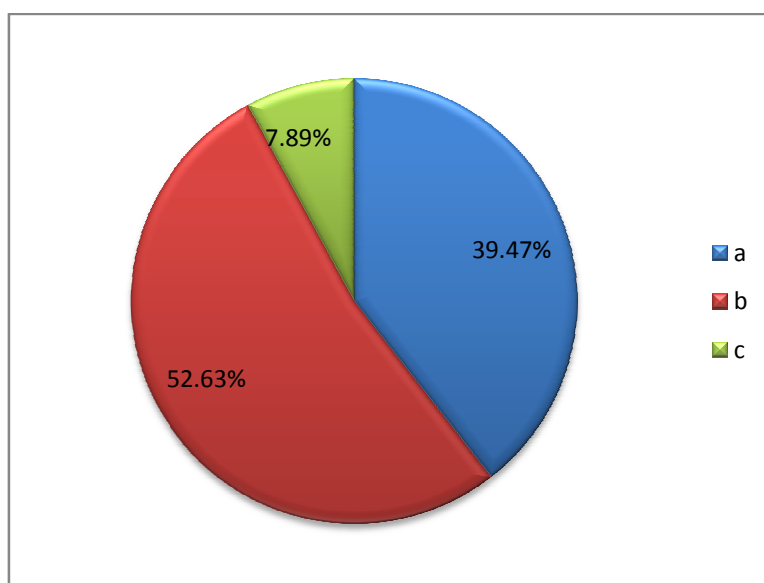


Figure 19: The Teacher's Pace while Using Teacher Talk

The figure and the table above show that over half of the students (52.63%) think that lessons can be better followed and understood when their teacher varies his/her pitch and intonation. (39.47%) see that they can understand lessons better when their teacher speaks carefully and slowly. However, only 3 students who represent (7.89%) point out that when their teacher keeps talking in a monotone, they can follow their explanation and understand the lesson more. As a result, as far the third chapter is concerned, some of the modifications of teacher talk to be accessible are those of phonological modifications concerning wider pitch range, and slower speech. So, those modifications prove what students responded to this question. Therefore, our teachers are advisable to vary their

pitch and intonation while communicating verbally with their learners, but speak slowly and carefully and slowly whenever and wherever they feel the need to as, for instance, in while presenting important ideas that students are required to understand very well.

Question 19:

Lesson presentation pauses slow you to follow the lesson flow, or help you to better understand?

Options	Frequency	Percentage
a	10	26.31%
b	28	73.68%
Total	38	100%

Table 20: Lesson Presentation Pauses

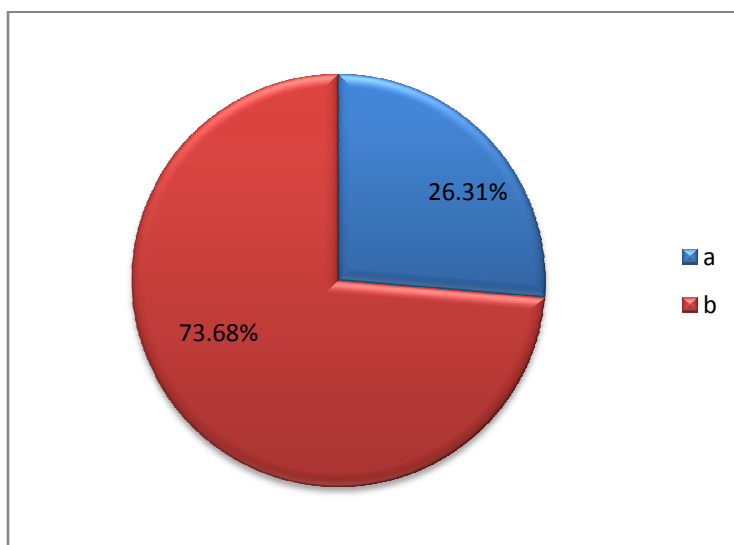


Figure 20: Lesson Presentation Pauses

The findings illustrated in table 19 and figure 20 show that the majority of students (73.68%) are in line with the findings of Long and Sato (1983) that “pauses are possibly more frequently used to give the students the opportunity to grasp knowledge and ask questions”. However, the remaining number of students (26.31%) indicate that lesson presentation pauses

slow them to follow the lesson flow; maybe because their concentration is hardly brought, and as soon as they concentrate, their teacher leaves a pause, so they lose it.

Question 20:

Do you consider the questions asked by the teacher to get your final feedback as a stimulus to understand the points of the lesson, not more than any other teaching technique, or an obstacle to understand the lesson?

Options	Frequency	Percentage
a	32	84.21%
b	06	15.78%
c	0	0%
Total	38	100%

Table 21: The Questions Asked by the Teacher for Final Feedback

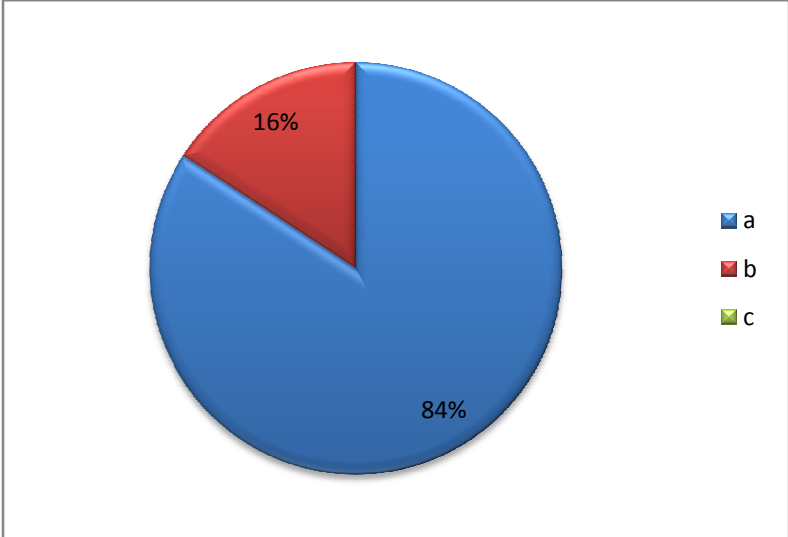


Figure 21: The Questions Asked by the Teacher for Final Feedback

The table and the figure above show that the questions asked by the teacher are a stimulus to understand the lesson better for the majority of students (84.21%), not more than any other teaching technique for some others (15.78%), but no one sees them as an obstacle to understand lessons. As pointed out in the third chapter, one strategy for getting the students’

verbal feedback is by asking a student to report to his/her peer what the teacher had said. This is an informative way of determining whether students have understood the teachers' message (Khemlani, 1996). Therefore, asking students questions is seen as an effective teaching strategy to get their final verbal feedback.

Question 21:

What would your reaction be if you answer a question correctly and your teacher praises you; motivated and engaged, self confident, or does not make any sense to you?

Options	Frequency	Percentage
a	23	60.52%
b	06	15.78%
c	01	02.63%
a & b	08	21.05%
Total	38	100%

Table 22: Students' Reaction if they are Praised

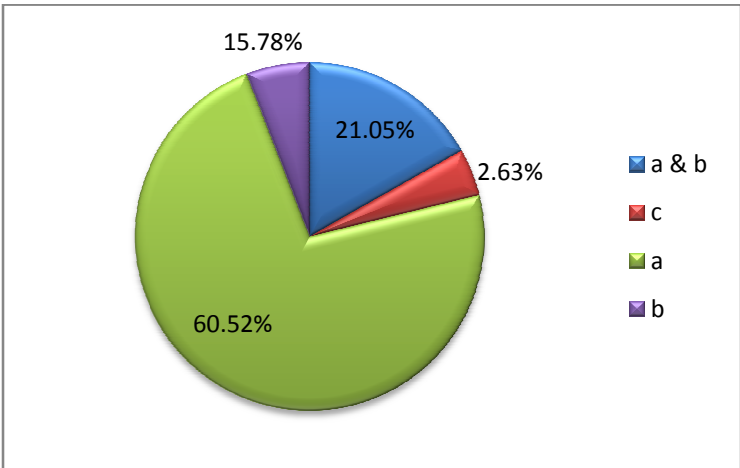


Figure 22: Students' Reaction if they are Praised

As shown in table 21 and figure 22, the majority of students (60.52%) in our sample see that when their teacher praises them for a correct answer on their part, they feel motivated and engaged. (21.05%) of students see that being praised by their teacher raises their self

confidence in addition to helping them be engaged and motivated. However, (15.78%) believe that praising students for their correct answer makes them self confidence. But only (2.63%) do not care about such a behaviour on the part of their teacher. We can conclude from those results that the teacher should ask and praise the students for their positive behaviour, and raise their self- confidence, as absolutelt stated in chapter three.

Question 22:

You comprehend lessons better when the teacher adjusts them according to your level, or talks according to his level?

Options	Frequency	Percentage
a	35	92.10%
b	03	7.89%
Total	38	100%

Table 23: Comprehending Lessons through Managing Teacher’s Level

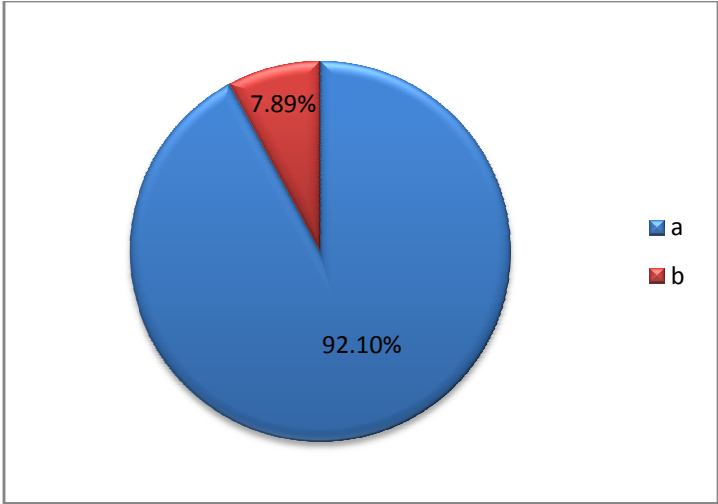


Figure 23: Comprehending Lessons through Managing Teacher’s Level

The table and the figure above show that the great majority of students (92.10%) indicate that they comprehend lessons better when their teacher adjusts them according to their level. However, the remaining students (7.89%) do not have any problem when their teacher presents the lesson according to his/her level. So, we can say that our teachers are required to

make a lesson presentation based on simplifying its structures and activities according to their learners’ level and ability. That would be an effective behaviour from the teacher to provide a comprehensible input which leads to positive output from students.

Question 23:

What would your reaction be if your teacher stops during his explanation and asks you if you need clarification?³

Options	Frequency	Percentage
a	31	81.57%
b	07	18.42%
Total	38	100%

Table 24: Questions for more Clarification

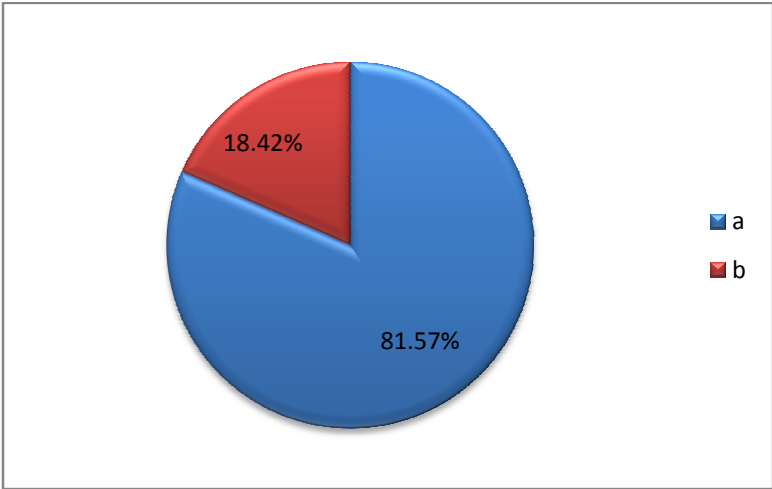


Figure 24: Questions for more Clarification

The table and the figure above show that the majority of students (81.57%) went for the first choice that they have a positive attitude towards the questions asked by the teacher for more clarification if any. However, the remaining students (18.42%) see that this communication strategy hurdles their concentration. To conclude, we can note that asking

³ 'A' and 'b' choices are carified in the appendices. "the questionnaire".

questions to check for students comprehension is an effective verbal communication strategy that teachers are recommended to incorporated in the classroom.

Question 24:

Have you ever been criticised by a teacher on a specific point in the lesson?

Options	Yes	No	Total
N°	20	18	38
%	52.63%	47.36%	100%

Table 25: Tecahers' Criticism

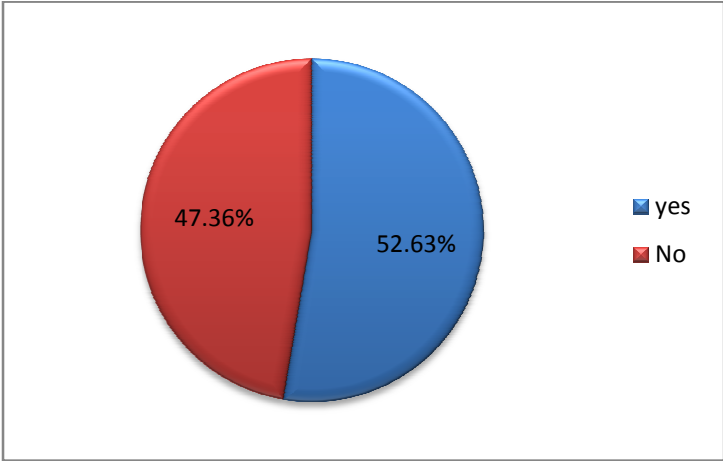


Figure 25: Teacher's Criticism

Table 24, and figure 25 indicate that 20 students, who represent (52.63%) from our sample, say that they have been exposed to teachers' criticism before. However, (47.36%) deny being received such a behaviour from their teachers.

a. If yes, please specify your reaction?

Options	Frequency	Percentage
Upset	20	52.63%
Self confident	0	0%
Unmotivated	10	26.31%
Distracts your attention	06	15.78%
Does not make any change in attitude	02	5.26%
Total	38	100%

Table 25.1: Students’ Reaction on Teachers’ Criticism

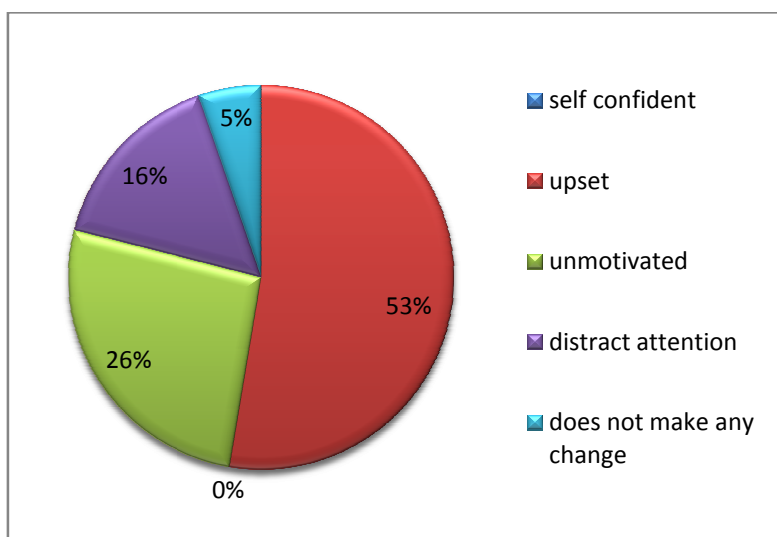


Figure 25.1: Students’ Reaction on Teacher’s Criticism

As shown in the table and the figure above, criticising students for a negative behaviour they make is considered to be negative because over half of the students (53%) feel upset, (26%) feel demotivated, and (16%) point out that this behaviour distracts their attention. Only (5%) have a neutral attitude towards this behaviour. Those findings prove what had been reached in the third chapter; “remember the saying “praise publically, criticize privately”;

even when reprimanding or criticizing student's behaviour, never cause the student to lose face in front of his/her peers (Partin, 2009, p.16).

Question 25:

Can you suggest some strategies (verbal and nonverbal) you find useful to understand lessons presented by the teacher adequately?

This question is the only one with a qualitative nature in the main questionnaire. we would like to know different viewpoints, and to provide students with an opportunity to express themselves. We have received distinct answers from students; however, not all students answered this question because of its nature. Only 27 (71.05%) students answered it, and 11 (28.94%) did not. Their answers will be mentioned below:

- ❖ Each lesson has its own strategies, so the teacher should use them accordingly;
- ❖ The teacher should use gestures and illustrations;
- ❖ The teacher should motivate his/her students, and be a good controller of inappropriate discipline, but should not be very severe with students;
- ❖ The teacher should use data shows, pictures, videos of native speakers, and humour in the classroom to reinforce learning;
- ❖ The teacher should use hand gestures, miming when necessary, tell stories, and set dialogues;
- ❖ The teacher should deal with students according to their level not his/her level;
- ❖ The teacher should ask and praise the students for their positive behaviour, and raise their self- confidence;
- ❖ The teacher should speak loudly with simple English, and use videos to facilitate learning;

- ❖ The teacher should use ICTs⁴ to make students understand, and make lessons less boring;
- ❖ The teacher should make an eye contact with his/her students and talk about the course only in order not to distract their concentration;
- ❖ The teacher should set group and pair works from time to time in order to help students to grasp language easily; and
- ❖ The teacher should not punish students when they make mistakes.

4.3.3.1. Analysis and Discussion of the Interview:

1. Question One:

In your opinion, what hinders verbal communication in your language classes?

- This question intends to find out teachers' viewpoints concerning the problems that students may encounter while communicating verbally with their teachers in the classroom, and connecting effectively with them in terms of interpreting the intended messages appropriately in order to exhibit positive feedback, i.e. understanding teachers' explanation of lessons adequately. Fortunately, it has been answered by all of the four teachers who participated in our interview. The answers of the four interviewees have been classified into two sections; the first section is about the internal conditions of both the teacher and the learner; however, the second section is all about the external conditions that are said to be hindering factors to an effective oral communication between the teacher and his/her students in English language classrooms. So, the following table will clarify our classification:

⁴ ICTs : Information Communication technology

Hindering Factors to Oral Communication in Language Classrooms		
Internal Conditions		External Conditions
The teacher himself	The students themselves	
<ul style="list-style-type: none"> • The lack of preparation; • Mismatch between the teaching style and the learning style; 	<ul style="list-style-type: none"> • The lack of the linguistic mastery to express themselves correctly; • The distance between their mother language and the English language in terms of pronunciation; • The shame of being thoughtweak; i.e. making mistakes in front of their classmates. 	<ul style="list-style-type: none"> • The overcrowded classes; • Time is reduced and limited; and • The physical setting of the class is not comfortable.

Table 26: Hindering factors to verbal communication in language classrooms according to the interviewees viewpoints

From the table above, we can notice that most of the hindering factors stated by our interviewees have been dealt with during the fulfilment of the previous chapters. Concerning the internal conditions of the teacher, the previously mentioned characteristics of an effective teacher (p.19) are proved from the teachers’ answers “ the lack of preparation and the ignorance and underestimating of students’ levels”; moreover, “ the mismatch between the teaching and the learning style” has been previously dealt with in (p.49) “balance both style and content”; furthermore, among the strategies to build positive relationship stated in (p.51) is “ Always try to convey an attitude of acceptance towards all students” which is confirmed

in (T4) answer “The ignorance and the underestimating of students’ level”. Another communication strategy says “ the teacher should practice, practice and practice prior to his/her presentation.” which was mentioned in (p.59) which confirms the answers of (T1 & T4) “ the lack of preparation hinders verbal communication between the teacher and his/her students”. Concerning the external conditions of teaching- learning processes, (T1) stated that one of the hampering factors to an effective oral communication is the overcrowded classes which might cause a number of troubles such as the distribution of speech, the exchange of communication and the chance might not be given to every body equally. In addition, there will be no easy feedback because time is very reduced and limited, and the physical setting is not comfortable.

2. Question Two:

According to your teaching experience, could you give us some verbal communication strategies that enhance students’ lesson comprehension?

- This question intends to obtain as many verbal communication strategies as possible from our interviewees as to try to confirm our research hypotheses, and answer our research questions. So, it has been answered by all the interviewees. Teachers’ responses have been the fruit of their rich teaching experience. (T1)’s response started by talking about teaching in general saying that it is a programme, and the teacher should reach specific objectives in a specific period of time. In addition, (T1) and (T2) agreed on the idea that the teacher develops better verbal communication strategies basing on his/her teaching experience, learners’ levels, the subjects he/she is teaching, and the objectives assigned for the individual lecture. (T1) adds the idea which he sees very significant to urge learners to learn the language stating that the teacher should be the least who speaks in the classroom because communication strategy paves the way for students to learn the language via trial and error system, and thus make and

discover their mistakes by themselves. (T2) stated that “group dynamics”, “group work”, and “group investigation” are useful verbal communication strategies that enhance students’ lesson comprehension. However, (T3) provided us with the phases she passes through during her teaching process, that develop learners’ lesson comprehension stating that she starts by explaining the lesson very well, and then trying to repeat using other words, and finally asking the students some questions in order to get their feedback, i.e. whether they understand the lesson or not. (T4) said that teachers use many verbal communication strategies, and he agrees with (T3)’s point that asking the students some questions would be a very helpful tool to get learners’ feedback, in addition to giving them instructions and brainstorming them at the beginning of the lecture in order to keep them connected with the lesson flow; her answer goes hand in hand with students’ response in the main questionnaire concerning question 20; where they stated that “the questions asked by the teacher are a stimulus to understand the lesson better”.

3. Question Three:

As far as teaching is concerned, how can nonverbal cues support teachers’ lesson explanation?

1. This question aims to confirm one of the nonverbal communication functions ‘accenting’ taken in (p.34) that the use of nonverbal communication by the teacher in the classroom assists him/her to convey the intended messages and supports his/her lesson explanation. Therefore, all of the four interviewees support this function and agree that nonverbal cues support teachers’ lesson explanation. Each one of them provided us with some nonverbal cues he/she uses while teaching in the classroom. (T1) states that the teacher should opt for some behavioural strategies through being an actor who speaks and behaves at the same time because there are some students who learn from behaviour rather than simple teacher talk. All our interviewees agree on the idea that the teacher can support his/her talk with hand gestures

to illustrate and encourage the students to participate to answer and get rid of their inhibitions, i.e. giving learners an issue to solve, but only if they find a difficulty to do that; the teacher may intervene helping them with a nonverbal cue, such as a hand gesture or a picture, which is considered as a stimulus to find out the response. However, (T4) adds a point, he finds important, that the teacher has to make students familiar with those types of nonverbal cues because hand gestures, for instance, differ from one context to the other; for this reason the teacher must respect and behave according to students' cultural backgrounds. Another strategy stated by (T1) is that the teacher should create a relaxed atmosphere through telling jokes; this answer aligns the students answer in the questionnaire about their position into using humour in the classroom, which enhances learners' motivation and self confidence. He also indicated that the physical appearance is one of the key features that can either keep or distract students' attention and concentration. He concludes the interview by saying that one of the biggest mistakes of teaching is going out of the subject, so the teacher should keep turning only about the subject he/she is teaching. (T2) and (T3) agree on the significance and efficiency of facial expressions in the teaching process; and (T3) supports that by saying that eye contact and smiling, for instance, can show the students that their teacher is satisfied with their work and imply ' yes, carry on this way'. She emphasised the importance of nonverbal communication and supported her speech with the proverb which says “ *Actions speak louder than words*”; therefore, she stated that instead of keeping explaining the lesson many times, the teacher can just summarise his long talk by showing learners a picture or a video because “ a picture is worth one thousand words”. (T4) emphasised the importance of nonverbal cues and said that they facilitate learning and attract students' attention.

4. Question Four:

How can you manage Teacher Talk to fit your learners' needs in terms of lesson comprehension ?

- This question is devoted to teacher talk and how the teacher can control it to facilitate the students' lesson comprehension. It has been fortunately answered by all our interviewees. (T1) stated that teacher talk should be adequate with the situation of the whole class, i.e. teachers have to distribute their speech all over the class; moreover, the teacher should respect his/her students, and make them love and trust him/her in order to love his/her English and be successful. However (T2) emphasised the significance of teacher talk to lesson delivery, and he said that it has to be well prepared in advance; in addition, the teacher has to know all the structures of his/her talking beginning by relaxers like jokes and anecdotes for instance to prepare them psychologically; he also gave us the steps that the teacher passes through before starting the explanation stating that the teacher should attract students to the topic, make a suspense, check for their background knowledge, and then starts talking about the topic. However, (T3) answered this question basing on her own way of teaching saying that the teacher planifies his/her lesson, speak generally when it is necessary, presenting the information, explaining it and giving feedback. She added the idea that the teacher should pay attention to his/her tone since it reflects his/her emotions whether he/she agree, disagree, satisfied or furious, for instance. She agrees with (T4) in saying that STT (Student Talking Time) should always exceed TTT (Teacher Talking Time), i.e. the teacher starts talking but gradually leaves the ground to learners, and TTT is determined by the nature of the activity.

4. Question Four:

Does lesson preparation lead to effective verbal communication with students ?

- This question attempts to determine the impact of lesson preparation on teachers' verbal communication. All our interviewees stated that lesson preparation leads to effective verbal communication with students. (T1) said that preparation, which he called “ simulation”, is the key of success in all fields of life because it helps the teacher to foresee what is going to

happen with students in the classroom; and he stated that the failure in teaching comes from ill preparation. (T2) indicated that verbal communication cannot be speculated or invented during the lecture, but it has to be prepared methodologically, clearly, precisely and well organised in order to fulfill the ultimate aim, i.e. having better communication during the lecture. (T3) said that preparation involves planifying where to intervene, how to clarify the objectives, how to explain tasks, when to pass around, and what to do in the classroom, but she adds a point that the teacher should be flexible since some structures and events may change his planifications, so it goes to teachers' creativity and experience. Finally, (T4) aligns (T3)'s ideas stating that preparing a lesson means going through each step of the lesson in order to see what happens exactly to each level of the lesson; and it will certainly enable the teacher know the precise time to interfere, and to know the precise question to ask their students; however, there are times where the teacher should be ready to improvise if it is necessary. At last, we have asked the respondents to provide us with some suggestions and recommendations in order to be included at the end of our dissertation, thus two of them, "T2" and "T3", have given us their suggestions that are going to be included at the end of "Results and Recommendations" section.

From the results above, we can conclude that students agree with teachers in some common points:

- The first point is that both of them stress an important verbal communication strategy which is the amount of students talking time (STT) should always exceed the teacher talking time (TTT);
 - The questions asked by the teacher are an effective tool to get learners' feedback;
 - Visual aids are supportive materials to teachers' explanation;
 - Humour creates a positive atmosphere in the classroom, and enhances learning
 - Teacher talk is likely to be effective when it is accompanied with non linguistic cues;
 - Going out of the subject is the disease of education since it distracts the learners' attention;
- and
- Praising students for a positive behaviour reinforces their learning and lesson comprehension.

Results and Recommendations

This research intended to prove that both verbal and nonverbal communication develop students' lesson comprehension. In order to do that, we designed a questionnaire to students and an interview with teachers. After analysing their responses, we found that our three hypotheses have been confirmed, and our research questions have been answered. The results that we have reached from students' responses and teachers' responses are going to be stated and clarified in the table below:

Teachers' Communication Strategies that develop lesson comprehension			
	Verbal Communication Strategies	Nonverbal Communication Strategies	General Principles of Teaching
Results	<ul style="list-style-type: none"> • Students can understand lessons better when their teacher uses teacher talk with non linguistic cues, but relies on student talk too; • Talking out of the subject in the classroom distracts students' concentration, and delays lesson comprehension; • Praising students for their appropriate behaviour and using their answers as models raise their self confidence; • Checking for comprehension by asking students questions keeps them connected with the lesson flow, and shows their output to the teacher; • Criticising students on their inappropriate behaviour in front of their classmates leads to a negative 	<ul style="list-style-type: none"> • The teacher should be a classroom manager to communicate effectively with students; • Physical appearance controls students' attention and concentration; • The use of visual aids reinforces lesson comprehension by clarifying the point being discussed and memorising the key points of the lesson; • The space left between the teacher and students plays a significant role in communicating effectively in the classroom; • Eye contact helps students to be self confident, engaged 	<ul style="list-style-type: none"> • Teaching is the art of saying best words in a best way; • Teaching experience helps teachers to develop better verbal and nonverbal communication strategies; • Teaching is a combination of behavioural and verbal strategies; • Nonverbal cues support, and assist teachers' lesson explanation; • The lesson determines which strategies the teacher uses in the classroom; • The overcrowded classes and uncomfortable physical setting hamper verbal communication;

attitude towards the teacher and the session;

- The lack of students' linguistic mastery distracts their verbal communication with their teacher;
- Teachers must prepare their lessons according to students' levels;
- STT (Student Talking Time) should always exceed TTT(Teacher Talking Time);
- Teachers should base on "the trial and error system" to urge students to make, discover and correct their mistakes by themselves;
- Group dynamics and group investigation are useful verbal communication tools for better lesson comprehension;
- Stating the objectives of the lesson at the very beginning of the class helps students to communicate effectively with their teacher;
- Brainstorming is one of the key factors that prepare students psychologically to receive new input;
- Speaking loudly with simple language facilitates learning; and
- The teacher should match between his/her teaching style and the learners' style;

in classroom discussions and understand the lesson more;

- Students can better follow and understand lessons when their teacher varies his/her pitch and intonation;
- Lesson presentation pauses gives students the opportunity to ask questions, perceive the lesson, and take notes if any;
- Hand gestures and miming are useful tools to assist students to find answers;
- However, the teacher should pay attention to his/her hand gestures because they differ from on cultural context to the other;
- "A picture is worth one thousand words", so the teacher should summerises his/her speech by using (a) picture(s) to illustrate the lesson;
- The teacher should create a relaxed atmosphere through telling jokes and anecdotes to capture learners' attention, raise their motivation; and eliminate their shame of being thought-weak; and
- The teacher should make use of audio visual materials

- The distance between mother language and English distracts learners' L2 mastery;
- The more the teacher experiences in teaching, the better solution he/she make to solve difficult issues;
- The teacher is a reference and a model to students; therefore, he/she should pay attention to every word he/she says, and every action he/she does;
- Teachers develop communication strategies based on the nature of the activities they make in the classroom;
- Teaching is a programme with specific ultimate objectives that should be realised in a specific time; and
- Preparation is the key of success not only in education, but also in all fields of life;

	<ul style="list-style-type: none"> • Teachers must be well versed, and speak about things they are sure of in the classroom in order to maintain their students' trust; 	to support his/her explanation, and facilitate students' lesson comprehension;	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------	--

Table 27: Results and Recommendations

At last, the table above summerises all the verbal and nonverbal communication strategies that we have arrived to after undertaking this reserach. We have included even the general points that our respondents have added as supportive to their answers in the third column 'general principles of teaching'.

In the interview, we have received some recommendations from (T2) and (T3), which are going to be stated in the figure below:

- **Teacher Three:**

Some teachers dissociate the social factors from teaching ; i mean they come to teach as if they are in any other job, so they are here just to pass and give common information without trying to see whether the message passes or not, so they forget that the classroom is a small society, and if there is no communication, no messages can be delivered; and the role of the teacher here is to try to make the majority of students grasp the lesson, and the role of the students is to try to understand. So, if one of the two elements is absent, communication cannot take place. Therefore, the teacher should diversify in strategies because I believe that nonverbal communication strategies are better sometimes than verbal ones.



- **Teacher Two:**

My general remark about the topic is that it is quite interesting because the investigation which deals with such themes is very rare. I strongly advise you to keep on doing and interested in working on it.



TEACHER
90

General Conclusion

This study has aimed at extending the perceptions of teachers and students regarding verbal and nonverbal communication as teaching and learning skills, and exploring some of the effective communication strategies which may be used by teachers to enhance Master one students' lesson comprehension in the department of languages, the branch of English, at Mohammed Khider University of Biskra. In order to test our three hypotheses, in other words, a better knowledge of the influence of verbal communication on students' feedback may enable teachers give an effective lesson comprehension to their students; If teachers make use of nonverbal communication in the classroom context, their messages would be clear, and thus, students would comprehend it adequately, and the third one states that effective communication between teachers and their students might be based on good lesson preparation which leads to good lesson comprehension. Basing our research on investigating those three hypotheses, we have made three theoretical chapters; some insights into communication in the language classroom, verbal communication in the language classroom, and nonverbal communication as supporting cues to teachers' explanation respectively; in addition, the fourth and the last chapter is devoted to the practical study which is in turn divided into two sections; a methodology section and results and discussions section. The methodology section includes the pilot study, the students' main investigation through the use of a questionnaire, and the teachers' interview. However, the second section is concerned with the results and discussions that we have reached from our three investigations stated above. We concluded this chapter by confirming our hypotheses for all the parts of the practical study.

These results cannot be fairly over generalised on the whole population because of two main reasons, the first one is that our sample of students is just (27%) of the whole population which does not certificate the representation of all the characteristics of the population. The

second reason is the nature of the research because it is concerned with the affective domain of the learners and the attitudes towards using such verbal and nonverbal communication strategies are linked to many other uncontrollable variables like personality factors and past experiences.

List of References

1. Abhiyan, S. S. (2003). *Module on communication skills in english*. New Delhi: Distance Education Programme.
2. Adanza, E. G. (1995). *Research methods : Principles and application*. 1st ed. Philippines: Rex Book Store.
3. Angouri, J. (2010). Quantitative, qualitative or both?: Combining methods in Linguistic Research. In Litosseliti, L. (ed). *Research Methods in Linguistics*. (pp. 29-33). New York: Continuum International Publishing Group.
4. Argyle, M. (1988). *Bodily communication*. 2nd ed. Madison: International Universities Press. Retrieved December 6, 2012, from www.wikipedia.org/wiki/nonverbalcommunication.
5. Bender, P. U. (1997). *Secrets of powerful presentation : Focusing on effective, dynamic and impressive business presentations*. 8th ed. Toronto: Canadian Cataloging in Publication Data.
6. Benneli, O. (2007, September). Verbal and Nonverbal Vommunication: A Spsychological Analysis. (Magister Thesis, the department of Applied Languages: Tshwane University of Technology). Retrieved from http://libserv5.tut.ac.za:7780/pls/eres/wpg_docload.download_file?p_filename=F1234931907/OlivierB1.pdf
7. Brown, D. S., & Ford, Karen. (2007, September). *Communication strategies for all classrooms: Focusing on english language learners with learning disabilities*. Retrieved December 16, 2012 from <http://www.idonline.org/article/19260/>
8. Brown, D. H. (2007). *Principles of language learning and teaching*. 5th ed. New York: Pearson Longman.

9. Butt, M. N. (2011). *Impact of nonverbal communication on students' learning outcomes*. Pakistan: SARHAD University.
10. Chaudron, C. (1988). *Second language classroom: Research on teaching and learning*. Cambridge : Cambridge University Press.
11. Cleary, S. (2008). *The communication handbook: Student guide to effective communication*. The Republic of South Africa: Mills Litho.
12. Cook, V. (2001). *Second language learning and language teaching*. 3rd ed. OUP Inc: New york. In Xiao- Yan.
13. Davies, S. (2006). *The essential guide to teaching*. Great Britain: Pearson Longman.
14. Dörnyei, Z. (1995). *On the teachability of communication strategies*. TESOL Quarterly, volume 29 (1). EÖtvös university.
15. Ellis, A., & Beattie, G. (1986). *The psychology of language & communication*. London: Weidenfield and Nicolsen. In Finnegan, R. (2005).
16. Ekman, P. (1965). Communication through nonverbal behaviour: A source of information about an interpersonal relationship. In Tomkins & Jzard (Eds). *Affect, cognition and personality*. New York: Springer. In Koneru, A. (2008). *Professional communication*. New Delhi: The McCraw Hill Companies.
17. Ellis, R. (2012). *Language teaching research and language pedagogy*. The United Kingdom: Wiley Blackwell.
18. Ellis, R. (1985). *Understanding second language acquisition*. Shanghai: Shanghai Foreign Language Education Press. In Xiao- Yan. (2005).
19. Eze, I. O. (1998). *Speech communication as a tool of modern marketing and public relations management*. Journal of Communication. Art, 1(1): 61- 69. In Ogili, E.E. (2005).

20. Finnegan, R. (2005). *Communicating: The multiple modes of human interconnection*. New York: ROUTLEDGE: Taylor & Francis Group.
21. Hamadouche, M. (2010). Developing writing skill through increasing learners' awareness of the writing process in (Master's Thesis, Mentouri University of Canstantine, 2010). Retrieved from http://www.google.dz/#q=people%27s+democratic+republic+of+algeria+dissertation+mentouri+university+hamadouche+&oq=people%27s+democratic+republic+of+algeria+dissertation+mentouri+university+hamadouche+&gs_l=serp.3...47476.50208.0.50820.11.10.0.0.0.0.499.503.1j4-1.2.0...0.0...1c.1.9.serp._md-PMSfInk&bav=on.2,or.&fp=3a14f6ff720bcc91&biw=1024&bih=499
22. Hamm, P. (2006). *Teaching and persuasive communication: Class presentation skills: A handbook for faculty teaching assistance and teaching fellows*. Brown University: The Harriet W. Shridan Center for Teaching and Learning.
23. Harmer, J. (2000). *How to teach english*. Beijing, China: Foreign Language Teaching and Research Press. In Xiao- Yan. (2006). *Teacher talk and EFL in university classrooms*. China: School of Foreign Language and Literature.
24. Harmer, J. (2001). *How to teach english*. England: Longman.
25. Kendon, A. (1983). *Gesture and speech: How they interact*. In Wiemann, J.M & Harrison (eds.). *Nonverbal interaction*. Beverly Hills, CA: Sage.
26. Khemlani, D. M. (2002). *Effective communication skills for highway and public works officials*. New York: Cornell Local Road Program, LTAP Center.
27. Khemlani, D. M. (2006). *Effective teaching and learning strategies in the language classroom*. Faculty of Language and Linguistics: University of Malaya.
28. Knapp, M . L., & Hall, J. A. (2002). *Nonverbal communication in human interaction*. 3rd ed. Crawford Ville: IN Thomson Learning.

29. Knapp, M. L., & Hall, J. A. (2007). *Nonverbal communication in human interaction*. 5th ed. Thomas Learning: Wadsworth.
30. Knapp, M. L., & Hall, J. A. (2010). *Nonverbal communication in human interaction*. 7th ed). Boston, USA: Wadsworth Cengage Learning.
31. Koneru, A. (2008). *Professional communication*. New Delhi: The McGraw Hill Companies.
32. Kumar, R. (2005). *Research methodology: A step-by-step guide for beginners*. London: Sage Publication LID, British Library Cataloging in Publication Data.
33. Long, M., & Sato, C. (1983). Classroom foreigner talk discourse: Forms and functions of teachers' questions. In Seliger & Long (eds). *Classroom oriented research in second language acquisition*. Newbury House.
34. Lynch, T. (2010). *Communication in the language classroom*. Oxford, UK: Oxford University Press.
35. McKay, H., & Abigail, T. (1999). *Teaching adult second language learners*. UK: Cambridge University Press.
36. McKerrow, R. E., Gron, B. B. E., Ehinger, D., & Monroe, A. H. (2007). *Principles and types of public speaking*. 16th ed. United States : Pearson Education.
37. McNamara, C, PHD. (1999-2007). General guidelines for conducting interviews. Minnesota, USA: Authenticity consulting, Free management library.
38. Merriam- Webster's collegiate dictionary (11th ed.). (2003). Springfield, MA: Merriam-Webster.
39. Molinsky, S. J., & Bliss, B. (2003). *Side by side 4: Teachers' guide*. 3rd ed. Newyork: Longman.
40. Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Cambridge: Cambridge University Press. In Xiao- Yan.

41. Ogili, E. E. (2001). *Strategies for effective communication educational instruction*. Paper presented at the Nigeria Association for Educational and Technology (NAEMT) workshop. Enugu, Nigeria, 7th to 10th February. In Ogili, E.E. (2005). *Strategies for Effective Communication of Educational Instruction in Nigeria*. School of Distance Learning and Continuing Education. Institute of Management and Technology. Enugu, South- East Nigeria. Vol. 2, No. 1. Malaysian Online Journal of Instructional Technology. ISSN: 1823- 1144.
42. O'Rourke, J. (2008). *The truth about confident presenting: "Focus on what can go right and win them over."* 1st ed. New Jersey: Library of Congress Cataloging.
43. Redmond, V. M., & Vrchota, D. (2007). *Everyday public speaking*. USA: Pearson Education.
44. Richards, J. C. (1992). Longman dictionary of language teaching and teaching & applied linguistics. Beijing, China: Foreign Language Teaching and Research Press. In Xiao-Yan. (2006).
45. Richmond, V. P, Wrench, J. S., & Georhan. (2009). *Communication, affect, & learning in the classroom*. 3rd. The United States : Tapestry Press.
46. Rosenbaum, T. (2005). *Effective communication skills for highway and public works officials*. Cornell Local Road Program. New York: LTAP Center.
47. Rosdah, C. B., & Kowalski, M. T. (2008). *Textbook of basic nursing*. 9th ed. The point.
48. Schement, J. R (ed). (2002). *Encyclopedia of communication and information*. Vol 03. Pennsylvania State University: Macmillan Reference USA: Thomson Learning. Retrieved from Gale Group database.
49. Swidan, T. (2007). *The Art of effective presentation*. (Arabic Version).
50. Thorne, K. (2007). *Essential creativity in the classroom: Inspiring kids*. New York: British Library Cataloging.

51. Turney, B. L., & Robb, G. P. (1971). *Research in education: An introduction*. North Texas State University: The Dryden Press.
52. Unit 2 verbal and nonverbal communication. UAE: Buffalo state college. Retrieved October, 23, 2012 from http://www.google.dz/webhp?source=search_app#hl=fr&gs_rn=11&gs_ri=psy-ab&cp=72&gs_id=5&xhr=t&q=Unit+2%2C+Verbal+and+Nonverbal+Communication%3B+Faculty+of+Buffalo+State+UAE&es_nrs=true&pf=p&output=search&scient=psy-ab&oq=Unit+2,+Verbal+and+Nonverbal+Communication%3B+Faculty+of+Buffalo+State+UAE&gs_l=&pbx=1&bav=on.2,or.r_qf.&bvm=bv.45580626,d.ZWU&fp=32494e9852375489&biw=1366&bih=667
53. Van, T. E., & Hundley, V. (2002, June). *The Importance of pilot studies*. University of Aberdeen: Department of Public Health. Nurs Stand: 19- 25; 16 (40): 33- 6.
54. Xiao- Yan. (2006). *Teacher Talk and EFL in University Classrooms* (Master' dissertation), School of Foreign Language and Literature, China: Chongqing Normal University and Yangtze Normal University. Retrieved from <http://asian-efl-journal.com/thesis/2007/06/28/teachertalk-and-efl-in-university-classrooms/#thetabs-1-4>.

Appendix A:

The Pilot Study Questionnaire

MOHAMED KHIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
ENGLISH DIVISION

Master-One Student Feedback Questionnaire

Dear colleagues:

We would like to ask you some questions concerning verbal and nonverbal communication role in developing English language learners' lesson comprehension. We think it is worth investigating topic because it tends to meet learners' needs in terms of comprehending lessons through the use of verbal and nonverbal cues by teachers. This is not a test that makes you feel anxious; thus, there are no right or wrong answers and you do not even have to include your name on it. We are interested in your viewpoint since you represent the source of this inquiry. Please, give your answers sincerely so that to guarantee the success of our work. Thank you for your help.

So, please hand the questionnaire back as soon as possible.

Thank you very much for your cooperation.

Your colleague: Wafa Menani

Part One: General Questions

This part is devoted to some general questions about respondents.

N.B: The question- items are written in bold letters in order not to be confused.

1. Are you: Male Female

2. How old are you?

..... years old.

3. What was your Baccalaureate stream?

Scientific Literary

4. How long have you been studying English?

.....years

5. Are you repetitive?

Yes No

• If yes, how many times?

.....time (s).

6. Have you chosen English freely?

Yes No

Part Two: Specific Questions

I. **Section One: Non-verbal Communication**

7. Is the classroom management a key feature for good communication with students?

Yes No

8. Does the teacher's casual physical appearance, (hair style and clothing), distract your attention?

Yes No

If yes, please specify how this type of physical appearance can distract your attention for a good lesson comprehension?

.....
.....
9. Do visual aids reinforce your lesson comprehension?

Yes No

If yes, how can they help in better lesson comprehension? (You can tick or cross more than one choice)

1. They clarify the point being discussed
2. They help to memorise the key points of the lesson
3. They do not make any sense

10. Does using humour in the classroom facilitate your lesson comprehension?

Yes No

11. The space left between the teacher and the students plays an important role in communicating effectively in the classroom.

Yes No

12. Could you understand lessons better when the teacher:

1. Uses teacher talk only
2. Uses teacher talk with non- linguistic cues (hand gestures and facial expressions)
3. Relies on students talk too

13. What do you feel when your teacher looks at you while presenting lessons: (you can tick or cross more than one choice)

Self- confident engaged you understand the point more

Shy and it reduces your comprehension

14. How often do your teachers present lessons using visual aids like data shows, videos, and/or pictures?

Never rarely sometimes often very often

II. Section Two: Verbal Communication

This section contains a mixture of multi- choice questions, yes/ no questions, and Likert-scale questions; to collect as much data as we can and to guide you to specific choices that work well with our investigation.

15. Does your teacher provide you with comprehensible input?

Yes No

16. If you discover that your teacher is not serious with you, what would your reaction be?

You keep connecting with him naturally

You stop concentrating on his explanation

17. Do you keep concentrated if your teacher deals with topics which you are not interested in?

Yes No

18. Can you better follow and understand lessons when your teacher: (you can tick or cross more than one choice)

1. Speaks carefully and slowly

2. Varies his pitch (i.e. the degree of the rising and the falling of intonation) and intonation

3. Keeps talking in a monotonous way

19. Lesson presentation pauses: (“Pause” is the gap which is left by the teacher from time to time during lesson explanation in order to ask students whether they have any question(s), or even without asking them, but they do that by themselves.)

1. Slow you to follow the lesson flow

2. Help you better understand the points of the lesson

20. Do you consider the questions asked by the teacher as:

1. A stimulus to understand the lesson better

2. Not more than any other teaching technique

3. An obstacle to understand the lesson

21. When you answer a question correctly, does your teacher give you a positive feedback, i.e. a praise?

Yes No

▪ **If any, write about your reaction in both cases according to your choice:**

.....
.....

22. What do you feel when the teacher uses your answer as a model to your classmates?

Self confident

This makes no difference to you

23. You comprehend lessons better when the teacher:

Adjusts them according to your level

Talks according to his level

24. What would your reaction be if your teacher stops during his explanation and asks you if you need clarification?

1. Helps with better lesson comprehension
2. Hurdles your concentration

25. How much do you like being asked by the teacher about a point in the lesson after his explanation?

Strongly dislike partially dislike dislike partially like
like strongly like

26. Do you feel engaged when your teacher asks you about a point in the lesson after his explanation to get your final feedback?

Yes No

27. Have you ever been criticised by a teacher on a specific point in the lesson?

Yes No

▪ If yes, please specify what your reaction was? (You can tick or cross more than one choice.)

Upset self confident demotivated it distracted your attention did not make any change in your attitude

28. Can you provide us with any recommendations about what strategies (verbal and nonverbal) would be used as a stimulus to understand lessons presented by the teacher adequately? (Please, be precise and concise)

.....
.....

.....



Prepared by: Menani Wafa

Appendix B:

The Main Student-Feedback

Questionnaire

MOHAMED KHIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH DIVISION

Master-One Student Feedback Questionnaire

Dear colleagues:

Our research topic is concerning verbal and nonverbal communication's role in developing English language learners' lesson comprehension. We are interested in your viewpoint since you represent the source of this inquiry. Please, give your answers sincerely so that to guarantee the success of our work.

So, please hand the questionnaire back as soon as possible.

Thank you very much for your cooperation.

Your colleague: Wafa Menani

Part One: General Questions

1. Are you: Male Female

2. How old are you?

..... years old

3. What was your Baccalaureate stream?

Scientific Literary

4. How long have you been studying English?

.....years

5. Are you repetitive?

Yes No

• If yes, how many times?

.....time (s).

6. Have you chosen English freely?

Yes No

Part Two: Specific Questions

Section One: Non-verbal Communication

7. Is the classroom management a key feature for good communication with students?

Yes No

8. Does the teacher's physical appearance, (hair style and clothing), distract/keep your attention?

Yes No

9. Do visual aids reinforce your lesson comprehension?

Yes No

If yes, how can they help in better lesson comprehension? (You can tick or cross more than one choice)

1. They clarify the point being discussed
2. They help to memorise the key points of the lesson
3. They do not make any sense

10. Does using humour in the classroom facilitate your lesson comprehension?

Yes No

11. The space left between the teacher, and the students plays an important role in communicating effectively in the classroom.

Yes No

12. Could you understand lessons better when the teacher:

1. Uses teacher talk only
2. Uses teacher talk with non- linguistic cues (hand gestures and facial expressions)
3. Relies on students talk too

13. What do you feel when your teacher looks at you while presenting lessons: (you can tick or cross more than one choice)

Self- confident engaged you understand the point more

Shy and reduces your comprehension

14. How often do your teachers present lessons using a visual aid like data shows, videos, and/or pictures?

Never rarely sometimes often very often

Section Two: Verbal Communication

15. Does your teacher provide you with comprehensible input?

Yes No

16. If you discover that your teacher is not serious with you, what would your reaction be?

You keep connecting with him naturally

You stop concentrating on his explanation

17. Do you keep concentrated if your teacher deals with topics which you are not interested in?

Yes No

18. Can you better follow and understand lessons when your teacher: (you can tick or cross more than one choice)

1. Speaks carefully and slowly
2. Varies his pitch (i.e. the degree of the rising and the falling of intonation) and intonation
3. Keeps talking in a monotone

19. Lesson presentation pauses: (*“Pause” is the gap which is left by the teacher from time to time during lesson explanation in order to ask students whether they have any question(s), or even without asking them, but they do that by themselves.*)

1. Slow you to follow the lesson flow
2. Help you to better understand the points of the lesson

20. Do you consider the questions asked by the teacher as:

1. A stimulus to understand the lesson better
2. Not more than any other teaching technique
3. An obstacle to understand the lesson

21. What would your reaction be if you answer a question correctly and your teacher praises you?

1. Motivated and encouraged
2. Self- confident
3. Does not make any sense to me

22. You comprehend lessons better when the teacher:

Adjusts them according to your level

Talks according to his level

23. What would your reaction be if your teacher stops during his explanation and asks you if you need clarification?

Helps in better lesson comprehension

Hurdles your concentration

24. How much do you like being asked by the teacher about a point in the lesson after his explanation?

Strongly dislike partially dislike dislike partially like like strongly like

25. Have you ever been criticised by a teacher on a specific point in the lesson?

Yes No

▪ If yes, please specify your reaction? (You can tick or cross more than one choice.)

Upset self confident unmotivated distracts your attention does not make any change in your attitude

26. Can you suggest some strategies (verbal and nonverbal) u find useful to understand lessons presented by the teacher adequately? (Please, be precise and concise)

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



Prepared by: Menani Wafa

Appendix C:

Teachers' Interviews

This appendix contains the samples of all the four participant interviews. When the researcher began the interview process, the lines of questions concerning verbal and nonverbal communication were viewed as separate entities. We will take the most important points they said because some of them have added some points which we are not interested in from time to time. Thus, all the interviews will be stated below.

Appendix C1:

Participant 1 Interview

This interview was held in the staff room in our faculty at 14:00, April 23, 2013. The interview was conducted after the interviewee's last session of civilisation which started at 11:20, and ended at 12:50. It took twenty minutes to finish the interview. He agreed to be recorded and answered all the five questions asked by the interviewer. The interview proceeded on a quite organised path determined by the preliminary question set used by the interviewer to assure the coverage of the topics of importance to the researcher. Participant 1 gave long, but very significant answers to the questions, and kept the discussion on track till the end of the interview.

Interview One						
Where?	When?	With whom?	Period of interview	Teaching experience	Quality of answers	Face to face/ written
The staff room	14:00, April 23, 2013	Teacher of Civilisation and psychology	23 minutes	30 years	Long but significant	Face to face recorded

Table 01: Interview One Identification

Interview 1

Question One: What hinder verbal communication in your language classes?

▪ **T1:** “ well, the communication in the language classes is not the same in all classes; beginners, intermediate, and upper classes. The teacher should be a very good reference and model to his students because learners imitate and learn from him. Before coming to the classroom, the teacher must be prepared first, and no chance is given to improvisations...may be what hamper the verbal communication could be the overcrowded classes , the distribution of speech and the changes of communication, the exchange of communication, the chance might not be given to everybody to speak naturally, quietly and there is no easy feedback because time is very reduced and limited, and the physical setting is not comfortable...the external conditions of teaching such as the number of students, and maybe the students themselves; it is up to their background and the distance between their mother language and the English Language in terms of pronunciation like in the case of ‘p’ and ‘b’....there are many students who have not understood and they do not want to say that to the teacher, so they keep quiet....so teachers should encourage group work, and urge them to speak English together...what make students do not communicate is the shame of being thought-weak...so fearing to make mistakes is one element that hampers verbal communication.”

Question Two: According to your teaching experience, could you give us some verbal communication strategies that enhance students’ lesson comprehension?

▪ **T1:** “Well, the more the teacher has experience, the more he develops better strategies...according to the learners and according to their level and the subject....teaching is an objective, don’t teach every thing at the same time; teaching is a programme, and you should reach a specific aim in a specific time....in my experience, i am the least to speak, i let

the students speak, i let them learn by trial and error system; it is to encourage students to make mistakes and i do not laugh at them, but make them love their mistakes, discover their mistakes and i correct them consequently...”

Question Three: As far as teaching is concerned, how can nonverbal cues support teachers’ lesson explanation?

▪ **T1:** “The teacher must have something as an actor. When we teach, we speak and behave... may be there are some students who learn from behaviour and others from verbal communication...the big mistake of teaching is to show the right answer immediately, let the students guess, discover, but you just help them, initiate them in the right path...you stimulate them unless the word is really difficult. Encouraging students by telling jokes, make them laugh sometimes by creating a relaxation atmosphere, and even the physical appearance of the teacher supports classroom communication...the mistake of teaching is to go out of the subject...teaching is not a stream of verbal actions to be finished and is not a stream of writing sentences on the board, is not a stream of keeping the speech all the session until you finish, but is a combination of all of that....”

Question Four: How can you manage teacher talk to fit your learners’ needs in terms of comprehending lessons?

▪ **T1:** “Well....the teacher talk should be adequate with the situation of the whole class. It means that the teacher has to distribute his speech all over the class. The eye contact, the movements of the head, and the contentment of the face [raises] the students’ self confidence....and they will be successful....the teacher has to respect himself in order to be respected by learners...”

Question Five: Does lesson preparation lead to effective verbal communication with students?

▪ **T1:** “Preparation is the key of success in all fields of life....I hardly imagine a teacher who does not prepare lessons what he is doing in the classroom. Teaching is a scientific operation; we are dealing with a manipulation of knowledge, and in front of you, you have got learners who are human beings, so how could you manage the classroom filled with forty learners; how are you going to give them knowledge if there is no consequent preparation..... because the more you prepare, you will be performing your competence....even in the preparation, we expect what should be the [students’] feedback.... the term preparation is scientifically called ‘simulation’. May be the failure in teaching comes from weak preparation, so it leads to effective verbal communication with students...at last, I think that teaching is a very nice task when it is given to nice people, wise people; also it is a big responsibility, and the people who love what they do actually they are going to be successful.”

Appendix C2:

Participant 2 Interview

This interview was conducted in one of our faculty’s classrooms at 11:20, April 30, 2013. The interview was held after the respondent’s session of Applied Linguistics which started at 9:40 and ended at 11:10. It took about ten (10) minutes to finish the interview. The researcher asked for the interviewee’s permission a day before, and he agreed to collaborate with her. Fortunately, he provided her with precise and concise answers to the five questions. The researcher did not intervene to direct the interviewee to the right path that goes with her needs because he kept going on the right way until the end of the interview.

Interview Two						
Where?	When?	With whom?	Period of interview	Teaching experience	Quality of Answers	Face to face/ written
One of the faculty's classrooms	11:20, April 30, 2013	Teacher of Applied Linguistics	10 minutes	20 years	Precise and concise	Face to Face recorded

Table 02: Interview Two Identification

Interview 2

Question One: What hinder verbal communication in your language classes?

- **T2:** “The problem of hindering verbal communication in all language classes can be of two aspects. Aspect number one is the psychological problem. Usually, the students are afraid of losing face; this problem of anxiety....the second aspect usually it is the mastery of the second language; they lack the linguistic mastery to express themselves in the correct way in the foreign language.”

Question Two: According to your teaching experience, could you give us some verbal communication strategies that enhance students' lesson comprehension?

- **T2:** “ Usually, the strategies depend on the individual teachers with accordance to their experience throughout their teaching career, but usually, the kind of activities that we develop with the group can be an enhancing factor in helping the students in better communication, for example, group dynamics, investigation work, and things like that may help students to do better; it is by the objectives assigned for the lecture itself.”

Question Three: As far as teaching is concerned, how can nonverbal cues support teachers' lesson explanation?

- **T2:** “Well, the nonverbal cues, i think, can be in two forms; for example, non linguistic communication and the facial expressions which play an important role, the teacher can encourage, with the facial expressions that he has, the students to participate to answer to get rid of their inhibitions; for example, hand gestures, sign language; all these aspects can contribute in the students’ comprehension of the lecture through the encouragement of their participation during the lesson.”

Question Four: How can you manage teacher talk to fit your learners’ needs in terms of comprehending lessons?

- **T2:** “Well, I think teacher talk is a kind of very significant factor in the delivery of the lecture; teacher talk can seem significant because it has to be managed and prepared in advance because you have to know all the structures of your talking during the lecture to present it to the students, for examples, you can begin by relaxers in your speech to make the students be at ease through certain jokes and anecdoted which are funny.....tou try to attract them to the topic through your speechin a kind of suspence about the topic and finally to start talking about the lesson itself. This will depend on the psychological preparation to the students through the language which is used by the teacher.”

Question Five: Does lesson preparation lead to effective verbal communication with students?

- **T2:** “ To my knowledge, it is very important to have a lesson preparation because verbal communication is not something for example that we can speculate or we can just invent during the lecture which has to be prepared methodologically by the teacher, and consequently the notes that should be delivered in the lecture should be concise, clear, well

organised to fulfil the ultimate aim which is to have a better communication during the lecture.”

Appendix C3:

Participant 3 Interview

This interview was conducted in the interviewee’s office in our faculty at 13:00, April 30, 2013. The interview was held after her the respondent’s meeting with the head of the department. It took ten (10) minutes to finish. The researcher asked for her permission one two days before, and she agreed to participate in conducting this interview. She provided the researcher with precise answers, to the five questions, which are related directly to her experience.

Interview Three						
Where?	When?	With whom?	Period of interview	Teaching experience	Quality of Answers	Face to face/ written
The interviewee’s office	13:00, April 30, 2013	Teacher of written and oral expression	10 minutes	10 years	Precise and concise	Face to face

Table 03: Interview Three Identification

Interview 3

Question One: What hinder verbal communication in your language classes?

- **T3:** “I think principally to two things hinder my students’ verbal communication in my class. The first one is the lack of vocabulary; poor vocabulary. They miss a lot of words in different topics. Second, they are ashamed to speak; maybe they do not have enough self-confidence, so they keep silent sometimes.

Question Two: According to your teaching experience, could you give us some verbal communication strategies that enhance students' lesson comprehension?

- **T3:** "So, i've been teaching two main modules which are written expression and oral expression, and some of the verbal communication strategies i use; the first one is that i explain the lesson, i can say a solution which i use as a remedy is repitition, i try to repeat what i say in order to see whether my students are grasping and understanding or not; and the second way, we can use sometimes questions, we can ask in order to see if they understand or not...."

Question Three: As far as teaching is concerned, how can nonverbal cues support teachers' lesson explanation?

- **T3:** "Sometimes, as in my oral expression classes, i try to speak as less as possible because my objective is to make them talk and not to monopolise all the time, so sometimes it is better to use other things than speaking, as the proverb says: "Actions speak louder than words". So, Sometimes, the eye contact can be significant and efficient; the facial expressions, with a smile can mean " yes, go on"; it can show students' feedback; also the body language; some gestures, using hands or crossing your arms, everything can have a meaning.....so, instead of explaining and repeating, we use pictures directly, drawing on boards because " A picture is worth one thousand words", or videoes, or you act yourself and show them how to do. So, i think nonverbal strategies are better sometimes than verbal ones."

Question Four: How can you manage teacher talk to fit your learners' needs in terms of comprehending lessons?

▪ **T3:** “As i have told you; i try to speak as less as possible in my classes, but it doesn’t mean that i do not talk at all, so i try to planify my lesson, i speak generally when it is necessary; presenting the information, explaining it and giving feedback; so these are the main times to speak. The tone means a lot because sometimes through your tone that students know whether you agree, or disagree...”

Question Five: Does lesson preparation lead to effective verbal communication with students?

▪ **T3:** “I think yes, preparing lessons is very important and effective, so i try always to planify my lessons, where to intervene, how to explain tasks, how to clarify the objectives, when to pass around, what to do and sometimes even when giving group works, i sometimes melt with students by sitting down and try to listen. Sometimes eye contact can show them whether they are going on the right path or not. So, the teacher has to be flexible because some structures and events may change your planifications, and here it goes back to teachers’ creativity and experience. When we prepare lessons in advance, we try to guess what the students need but the suggestions you think about cannot be always realisable.”

Appendix C4:

Participant 4 Interview

In this case, the researcher asked for the interviewee’s permission to be recorded, but he refused to do so, and asked if he can just write down the answers on a sheet of paper. It was conducted in the staff room in our faculty at 13:00, April 30, 2013. The interview was held after the respondent’s session of pragmatics. The interviewee took the questions with him, and answered them at home because the researcher was busy, and could not wait till the respondent finishes writing down the answers. After some days, the researcher recuperated

the answers from the respondent. His answers were precise and concise, and worked with her needs.

Interview Four						
Where?	When?	With whom?	Period of interview	Teaching experience	Quality of Answers	Face to face/ written
The staff room	13:00, April 30, 2013	Teacher of pragmatics	Answered at home	20 years	Precise and concise	Written interview

Table 04: Interview Four Identification

Interview 4

Question One: What hinder verbal communication in your language classes?

- **T4:** “Many elements interfere in the communication in the classroom between learners and their teacher. They can be summarised as follow:
 - ✓ Learners’ linguistic background knowledge;
 - ✓ Mismatch between teaching style and learning style;
 - ✓ Teacher’s knowledge about their students’ level (generally, teachers ignore learners’ level)
 - ✓ Lack of preparation. Especially when it comes to the way teachers should address their learners; and
 - ✓ Most of time, teachers overestimate students’ level or underestimate them.

Question Two: According to your teaching experience, could you give us some verbal communication strategies that enhance students’ lesson comprehension?

- **T4:** “Teachers use a lot of verbal communication strategies ranging from direct questions to giving instructions, and brainstorming.”

Question Three: As far as teaching is concerned, how can nonverbal cues support teachers’ lesson explanation?

- **T4:** “In fact, nonverbal communication all the movements or facial expressions the teachers use are of a great importance in the presentation of any step of the lesson. Teachers use a number of gestures that accompany the presentation of the lesson. However, it should be known that teachers should make their learners familiar with those types of nonverbal cues or gestures....they facilitate learning and attracts learners’ attention. Therefore, teachers must use them, but they should be aware of the cultural background of their learners. This is because gestures vary in meaning from culture to culture.”

Question Four: How can you manage teacher talk to fit your learners’ needs in terms of comprehending lessons?

- **T4:** “It is universally known that one success of any lesson will depend on students’ participation. That’s why students talking time should always exceed teachers’ talking time. The rule is that one teacher starts speaking but gradually leaves the ground to his learners. Teachers should not speak to the expense of their students. Moreover, teachers talking time is always determined by the nature of the activity and the step of the lesson.

Question Five: Does lesson preparation lead to effective verbal communication with students?

- **T4:** “In fact, preparing a lesson means going through each step of the lesson in order to see what happens exactly at each level of the lesson. The preparation of the lesson will certainly enable the teacher to know the precise time to interfere, and to know the precise instruction or

question to ask their learners about. This is why it is of a crucial importance to know what to say and when to say anything during the course of the lesson. However, there are times when the teacher should be ready to improvise if it is necessary.”