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Title

The importance of nonverbal communication in the lesson dilevry

(The case of first year EFL students at Biskra University)

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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Dedication

I would like to manifest my gratefulness to the people who supported me during this long cycle of my life called "University". I would not have been able to overcome this cycle without the unconditional support of my family, who believed in me and stayed by my side even in the direst of moments: my mother, Dalila, who has been the greatest pillar of my life; my father, Mohamed, whose encouragement and wise advices gave me the strengh to overcome all the obstacles i faced during this cycle. To my sisters Majda and Sara whose been always there for me and helped me to face all the difficult moments. Last, but not least, my bestfriends, Nachoua, Rayane, and Amel, who have been always there for me and supported me. To all, thank you from the heart. I love you.

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I owe my deepest gratitude to almighty god for granting me strength and capacity to fulfill this work successfully.

A sincere appreciation is extended to my supervisor Dr Youcef Laala for his in-depth, thought-provoking questions and comments, patience, overall guidance and valuable pieces of advice,

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Abstract

In every interaction, nonverbal communication plays an important part. It is assumed in the EFL classroom that the teacher's nonverbal communication influences students' motivation through interactions between teacher and students. The investigation in this research aims to shed light on the importance of teacher's nonverbal communication on students' cognitive learning process. Thus, this research is based on an exploratory case study focused on first-year EFL LMD students of English Department at Biskra University. Both questionnaire and classroom observation were used as research instruments in order to collect enough data. The questionnaire was directed to first-year EFL students and the observation was conducted with first-year EFL students oral expression classes. All data were analysed both quantitatively and qualitatively. Results reveal that teacher's nonverbal communication has its impact on students' motivation and understanding the impact might be positive or negative; in other words, the influence differs according to the proper use of such nonverbal cues in the classroom either consciously or subconsciously. Last but not least, some suggestions and/or recommendations are offered to seek to help teachers to be aware of the use of their nonverbal behaviours and inviting them to strengthen their positive nonverbal cues to encourage their students and motivate them in the learning process.

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%: Percentage

EFL: English as Foreign Language

LMD: Licence Master Doctorate

NVC: Non-Verbal Communication

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GENERAL INTRODUCTION

As humans everyone has learned how to communicate, whether it be speaking, facial and hand gestures or other body signals. As a result, using spoken words, nonverbal behaviors, and symbols, all humans can communicate effectively and appropriately. People employ all of their abilities and natural qualities to deliver messages in order to convey a clear understanding of what they want to say. At the same time, communication is an intricate process which basically consists of sending and receiving messages, which allows us to share information as well as to interact with other people. When referring to communication, we are not merely talking about spoken utterances; on the contrary, effective communication implies the combination of verbalized concepts together with nonverbal features, which give deeper and distinct meaning to what we are trying to convey. Thus,the process of communication is divided into two aspects: verbal and nonverbal.

According to Fujishin (2009) explains that the communication process has two forms- verbal and nonverbal. Nonverbal communication between teachers and students in the classroom has the potential to widen linguistic communication and, as a result, influence language development. Because non-verbal communication is a very important supporter in a communication in order to convey the intent and purpose of the communication. As well as in the process of language learning, non-verbal communication is an important support that must be considered when the learning process occurs. Because with the support of good non-verbal communication can make the classroom atmosphere more controlled, and students become comfortable with learning so that the objectives of language learning can be achieved and students can understand the learning. In classroom interactions, students use both verbal and nonverbal communication. The term "instructional language" refers to a spoken or written type of communication that teachers utilize for specific objectives. As a result, nonverbal

communication is required for students to participate in the learning process. ("Impact Of Nonverbal Communication In The Learning Process")

file:///C:/Users/sarab/Downloads/1738-Article%20Text-6710-1-10-20191112%20(3).pdf

Nonverbal communication (NVC) can be defined as a method of conveying information without using words. Frequently, the speech we provide is peppered with gestures, physical motions, and other variations that aid the listener in comprehending what the speaker is saying. Each nonverbal signal is, in fact, a form of communication in and of itself. Everything sends a message: what individuals wear, the pitch and tone of their voice in conversation, the space they utilize, and the movements they make all send a message. Furthermore, a person's silence can have or appear to have the aim of transmitting a concept.

Statement of the Problem

Teachers often complain about discipline, lack of attention and motivation and many other problems, many of which lead to a breakdown in communication between teacher and students or between students themselves. It is well known that speech is only one part of communication. Teachers and students make use of both nonverbal and verbal for interaction; the learning process attempts to develop people's abilities, in terms of content as well as in communicative terms, however EFL teachers are not aware of the importance that the use of non-verbal communication features have on students' cognitive learning process.

Objectives

The following paper examines nonverbal communication in the context of foreign language instruction. It tries to go through the main points of NVC in the context of an EFL classroom. The general objective of this study is to determine whether or not the

features of nonverbal communication have a significant impact on students' cognitive learning processe. Subsidiary objectives of this investigation are first, to come up with results from an EFL activity using nonverbal devices. Secondly, the research analyzes students' opinion about using nonverbal features while delivering the lesson.

Case of study

In order to enable the researcher to determine the degree of impact of nonverbal features, a further investigation is required, and this cannot be only based on the mixed-method because this research deals with both quantitative and qualitative approach.Thus, as a way to measure differences and analyze information from a pedagogical point of view. The investigation will be carried out with 1st year oral expression classes of the department of English, university of Biskra. In this study, the research uses both an observation and a questionnaire as tools to gather data.

Research Questions

1. Do EFL teachers are aware of how to use nonverbal communication while teaching?

2. Do the nonverbal features have an evident impact on students' attitude and their academic results?

3. Do EFL teachers know the importance of nonverbal messages they send and the impact they have on students in teaching-learning processes?

Research Hypotheses

For this research and based on the above research questions, the researcher hypothesize:

RH1: We hypothesize that EFL teachers' NVC may have a huge impact on EFL students' learning by increasing their motivation.

RH2: We suppose that the impact of teachers' NVC on EFL students is positive.

Chapter One :

Nonverbal Communication

Chapter One : Nonverbal Communication

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Chapter One: Nonverbal Communication

1.1. Introduction

Every second of our daily lives is spent communicating. It's a dynamic and ongoing process in which a sender and receiver exchange data, ideas, skills, and feelings.

The communication process is divided into two major types: verbal communication and nonverbal communication. Nonverbal communication is expressed through nonverbal behaviors such as facial expressions, gestures, and eye contact...etc. Verbal communication is based on the use of language through speech, writing, or signs, whereas nonverbal communication is based on the use of language through speech, writing, or signs.

To build a successful communication with others, a person should be proficient not only in verbal language but also in nonverbal communication, because nonverbal behaviors play an important role in reflecting what we mean in various communicative situations in our lives.

1.2. Communication

Teaching entails a variety of factors that, when combined, result in good learning. Establishing connection with kids is one of the most important factors. A rapport is a "relation characterised by harmony, conformance, concord, or affinity," according to Merriam-Webster. Without a doubt, strong communication inside the classroom is essential to achieving this relationship.

The root of the word "communication" in Latin is *communicare*, which means to share, or to make common (Weekley, 1967). Communication is defined as the process of understanding and sharing meaning (Pearson & Nelson, 2000).

The Oxford Dictionary defines communication as "the imparting or exchanging of information by speaking, writing, or using some other medium" as a primary definition, adding to it that it is also "the successful conveying or sharing of ideas and feelings" as well as "social contact". According to this description, communication is a function essentially human; however, some authors argue that it pertains to both animals and humans alike. For instance, Hauser (1996) declares that people are not the only beneficiaries when saying that "for all organisms, including humans, communication provides a vehicle for conveying information, and for expressing to others what has been perceived." Here, Hauser implies that every living creature is capable of communicating with their peers, not only humans. Moreover, all creatures on earth have developed means in which to convey their emotions and thoughts to one another. However, it's the ability of humans to use words and language to transfer specific meanings that sets them apart from the animal kingdom.

Furthermore, the complexity of communication is revealed under the fact that every field of study has a different focus regarding what communication is, and how it works. Heinemann (1980) stated that communication per se cannot be treated as a determined subject of study for every area; consequently, formulating a definition that adjusts to every aspect of every field is virtually impossible. In his pedagogical research he takes into account the positions of cybernetics, psychology, social psychology, sociology, linguistics, anthropology, and philosophy. For example, Spitz (as cited by Heinemann, 1980) defines communication as the changes in people's behavior, either conscious or unconscious, where other people influence somebody's perception of the world, their feelings, ideas or attitudes. Heinemann goes further by declaring that this psychological view of communication explains how the behavior between teacher and student work.

On the other hand, sociology has a position that moves from the behavioral aspect

towards the social implications of communication. Heinemann stated that it is an element that defines society by creating relationships and links between the members of said society. Furthermore, Cooley (as cited in Heinemann, 1980) considers communication to be a mechanism where relationships are developed, including not only the symbols of said communication (either written or spoken), but also the mediums used for transporting them.

According to linguistics, this field studies communication from the point of view of the signal systems that human being use to interact and exchange ideas (Heinemann, 1980). In other words, linguistics cares about communication in terms of the verbal or non-verbal language that humans use in order to get messages across. Corder (1993) understands communication as a function of language, which is, at the same time, a human behavior. In this sense, he explains "if communication is to take place, the participants must share the same conventions", adding to it that communication "is a social institution". He also makes the distinction between intentional and unintentional communication, establishing that, whileall behavior is informative –as everything communicates something about the participants, including their clothing, gestures, tone of voice, etc.-, not all the messages are sent consciously by the sender. Similarly, the receiver does not necessarily understand what all the verbal and non-verbal signals mean.

1.3. Verbal Communication

When people think of the word communication, they usually think of chatting. We rely on verbal communication to communicate with one another and grow as people. Although the phrase "verbal communication" usually conjures up images of spoken communication, it also encompasses written communication.

The speaker's tone, clarity of voice, loudness, speed, body language, and the quality of the words used in the conversation all influence the efficiency of verbal communication. The

feedback is immediate in the case of verbal communication since the sender and receiver are both transmitting and receiving the message at the same time. There are several assumptions about the origins of human speech; one of them which are closely related to verbal communication is the Glossomery approach (Yule, 1996). Because the topic people have physical qualities that no other living species in the world shares, this concentrates on the biological component of the formation and development of human speech. Yule cites a number of biological characteristics that enable humans to communicate and deliver messages orally. To make sounds like f, v, and th, for example, teeth are positioned upright. Furthermore, lips have a more complicated muscle than primates; therefore it helps to make sounds such as *p*, *b* and *w*. In addition, the human mouth can be opened and closed quickly, incorporatingthe tongue, which is used to make and shape a broad variety of sounds. Besides, Homo sapiens have a larynx that contains vocal cords; this organ is joined to the pharynx which is located above the vocal cords, acting as a resonator for all the sounds that are produced via the larynx. As it was mentioned before, the physical and biological characteristics of the human body are not shared by other organisms, and it explains the reasons why only humans have the ability of speech; despite the fact that all living creatures are competent ofcommunicating with other animals, no matter how different their processes and biological features are.

1.4. Nonverbal Communication

The words we use have a big impact. Indeed, the verbal content of a message (for example, verbal communication) can have a significant impact on the people, places, and things with whom we interact. From a student ordering a burrito exactly the way she wants it to an FBI agent negotiating a hostage situation, it is critical that the words we use convey the messages we want them to convey. At the same time, much of what we don't say is just as

important; our gestures, facial expressions, tone of voice, and eye contact (among other things) can all have a big impact in a room.

As Bowman (2020) states, recently, nonverbal communication has been defined as "any communicative characteristic or behavior that intentionally or unintentionally conveys a message without the use of verbal language."(p. 8). Charles Darwin was one of the first researchers to propose the existence of nonverbal features in The expression of the emotions in man and animals (1872), in which he established that human beings transmit sentimental emotions through nonverbal messages such as facial expressions; additionally, people do these things because "they are vestiges of serviceable associated habits -behaviors that earlier in our evolutionary history had specific and direct functions."

Nonverbal communication can be defined in a variety of ways. Miller (1988) stated that he synthesized the definitions of several researchers when he stated "Non-verbal communication has been defined as communication without words…." (p. 3). Miller also stated that NVC is learned and developed after birth, and that it is exercised and improved throughout one's life. He also stated that NVC "includes both overt behaviors like facial expressions, eyes, touching, and tone of voice, as well as less obvious messages like dress, posture, and spatial distance between two or more people" (p.3). Similarly, Knapp and Hall (2006) identified three major components of NVC: the communication environment, the communicators' paralinguistic characteristics, and nonverbal behaviors, all of which were closely related to all of Miller's features.

Some years earlier, Knapp (1972) stated that NVC perhaps considered all human answers which are not fully recognized as spoken or written words. It is important to mention that NVC has different signs, which mean "an inherent and essential part of message creation (production) and interpretations (processing)" (Burgoon, 1994, as cited by Hale & Burgoon,

1984). Richmond and McCroskey (1995) stated that nonverbal communication is "theprocess of one person stimulating meaning in the mind of another person or persons by meansof non-verbal messages." (p.1).

Most of nonverbal communication is carried out face to face, thus McNeill (2000) asserted that NVC plays an essential role in this type of interaction. Similarly, DePaulo and Fredman (1998) added that "nonverbal communication is the dynamic, mostly face-to-face exchange of information through cues other than words". Likewise, Burgoon, Buller and Wooddall (1989) added that nonverbal communication is the unexpressed dialogue which includes the messages conveyed beyond the words.

1.4.1. The importance of Nonverbal Communication

Non-verbal communication has been described as an effectual process because the message is delivered and communicated more accurately than verbal communication. It is a fact that when a person speaks it is not just with words as his whole body is involved somehow or the other. Suppose someonee meet a friend then the smile on his face is more radiant but if he sees someone he is not comfortable with then his fidgety behavior will show his unease. The non-verbal communication is not always intended and in most cases is an automatic or instinctive reaction because people are also less conscious about it than the verbal one. The importance of non-verbal communication is that it gives credence to the verbal one if both are synchronized at the time of speaking. (Bhasin, 2021)

Evidently, and as suggested by Hinde (1976), if people become more aware of the effects of nonverbal communication -that is to say, possess more knowledge of the nonverbal signals they emit- together with the impressions they give when sending and receiving nonverbal messages, people can certainly manage better the use of nonverbal features, and, as a result, to ameliorate the communicative process. (p. 24)

1.4.2. Encoding and decoding processes

The above mentioned processes of sending and receiving or, in other words, producing and comprehending these messages are denominated *encoding* and *decoding* correspondingly. Encoding is defined by Ambady and Rosenthal (1998) as the "display of nonverbal behaviors that may be decoded by others". On the other hand, the same author defines decoding as the "detection of true feelings, states, or messages from observed nonverbal behavior" (p. 775)

The encoding and decoding model of communication is an argument that was first proposed by Stuart Hall in 1973.Hall was a successful Jamaican-born (Shepherd, 2020) scholar of the British Cultural Studies (Abugu, 2020). Hall argued that the concept of language and communication was not as easy as the researchers before him proposed (Teel, 2017). He tried to create a more textual analysis and came up with the encoding and decoding model. According to Hall, the possibility of a message being received exactly as it was sent is slim especially if the audience did not have anything in common. ("Essay on Encoding and Decoding Concept," 2021)

According to Duck and McMahan (2012) the process of decoding is identical to any other process of interpreting a message, this means that people observe behaviors performed and give meaning to them. On the contrary, encoding is quite more complex than the former. Encoding is nearly related to the inner feelings and emotions, which most of times cannot be hidden. The authors then highlight that skillful encoders, who are conscious of the use and significance of nonverbal behaviors when communicating, are quite successful in a great number of situations which require an expected and convincing performance. A clear illustration of this fact is when a talented actor attempts to *look* sad and he persuades the audience effectively (Duck & McMahan, 2012). Another quite significant example is when teachers are in front of a class; they have to make themselves believable, trustful, and

engaged, not only with the subject but also with the students' affective and cognitive needs.

As it was said before, people utilize nonverbal cues to communicate by encoding and decoding messages. Burgoon, Buller, and Woodall (1989) as cited by Allen (1999) point out two manners by which nonverbal features are related to the emission of messages and contribute to language interaction. The first one is "to mark units in which utterances are produced"; the second way is "to help the speaker activate and recall words, thoughts, images, and ideas that become part of the utterance" (Allen, 1999). In addition, it can be said that nonverbal behaviors and features facilitate the entire instance of communication by providing clues of the context of face to face conversation and also highlighting attention towhat may be the most relevant piece of information.

1.4.3 Nonverbal Behaviours as Communication Itself

Nonverbal communication and nonverbal behaviours are frequently viewed as if they were one and the same. Nonverbal communication is defined as communication between two or more people that involves more than just words. It is studied by professionals who are interested about the importance of behavioral clues in human interaction and the formation of social relationships (Kendon, Sebeok, & Umiker-Sebeok, 1981). As a matterof fact, there is an extensive discussion in determining if nonverbal behavior should be considered communication by itself or if it should be appointed with a communicative characteristic (Kendon et al.1981, p. 8). People behave in certain ways according to different contexts and these behaviors somehow, communicate.

1.4.4. Nonverbal Behaviours Awareness

Nonverbal communication is the study of the various behaviors that humans exhibit when interacting. Some of these are voluntary and others involuntary, since we are not

conscious of their execution during the discourse, neither of the effects they may have for our listeners. As Knapp, Hall and Horgan (2012) point out:

> Sometimes human beings have time to plan their responses. Sometimes it is important for them to respond rapidly when a great deal of information is impinging on their senses. When this occurs, people are unaware or dimly aware of why they respondedas they did. (p. 10)

Ambady (1998) amplifies the argument of the unconsciousness of nonverbal behaviors bysaying:

> Such communication is often subtle, uncontrollable, spontaneous, rapidly and unconsciously communicated and interpreted (…) although nonverbal communication can be controlled to adhere to cultural display rules (norms that regulate the expression of emotion) and to meet certain personal goals such as impression management or deception, such communication is generally a more automatic rather than controlled process. (Nonverbal Communication, p. 775)

1.5. Classification of nonverbal communication

Nonverbal communication is classified into a number of categories and subcategories, each of which has been given a different name; nonetheless, the majority of them have the same criteria and features. According to Elfatihi (2006), NVC is divided into four main categories: kinesics, proxemics, oculesics and facial expressions.

Firstly, *kinesics* is the use of body movements and gestures in communication. Gestures, also known as "the silent language," play an important role in human interaction. Because they make human interaction more interesting, these two kinesthetic features are

regarded as the most effective method of communication.

Secondly, *proxemics* refers to the manner in which people manage physical space while interacting. The attitude that people have when communicating conveys different ideas about their personality, point of view, and the relationship that exists between interlocutors.

Thirdly, *oculesics* has relation with the use of eye contact during the communicative process. The organs of sight are very important features in the human body, not only for the function they have, but for communicational purposes as well: through the eyes, people are able to convey ideas. Last, but not least, *facial expression* refers to the use of all the demeanors able to perform by the face while interacting.

Darn (Aspects of Nonverbal Communication, 2005) proposes a different classification for NVC, which is divided into the following categories: kinesics, proxemics, haptics, oculesics, vocalic, facial expression, posture, olfatics, silence, adornments, and chronemics.

On the one hand, *kinesics*, one of the most well-known categories, focuses on body movement and gestures used when maintaining communication. On the other hand, *proxemics* is related to the manner how humans utilize and manage the space when having aconversation or any kind of intercommunication. In relation to this category, Knapp and Hall(as cited by Duck and Mcmahan, 2012) added the concept of Territoriality, that is, the setting up and maintenance of space that the speakers assert for their personal use. At the same time, they established three kinds of territory: primary, secondary, and public. *Primary territory* is concerned with the space speakers own or the control they have over it. In other words, the way speakers control the space will let others know how the speech maker will be able to manage her or his environment. *Secondary territory* is focused on the use of space that does not belong to the speaker; although it is linked to the speaker since it is used daily. Finally, the *public territory* is a space open to any person; however, it is obtainable for the speaker'snon-

permanent occupancy. In some occasions, secondary and public territory can be entailing the same type of space, always depending on the circumstance.

The next category in Darn's classification is *haptics*, which is concerned with the use of touch for reflecting the mood or intention of the interlocutor when emitting ideas or emotions. *Oculesics* is concerned with eye contact, which helps to convey the intention of the message, even if it is not explicitly mentioned in the verbal form. The following category, *vocalic*, deals with tone, pitch, timber and volume of the voice, that is to say, all the suprasegmental features of speech that help to clarify the understanding of the pieces of information emitted by a person. Next, *facial expression* refers to all the gestures and movements of the muscles of the face. *Posture* is related to the position and orientation the body takes during the process, while *olfatics* is concerned with the use of smell while communicating. Additionally, the category of *silence* implies the absence of oral words where all the messages are sent by means of nonverbal cues. *Adornments* are related to physical features such as clothes, hairstyle, or jewelry. Finally, *chronemics* is focused on how people manage the time during conversations or any other type of communication.

1.5.1. Types of messages

Nonverbal communication can be produced in several manners. There are two classifications for the unspoken messages: ones originated from movements of the body, and others generated by the broad setting. The former category embraces nonverbal features that have mentioned and defined in previous chapters such as facial expressions, body movement, posture gestures, eye contact and touch. The latter is correlated to several distinct aspects.

First, it is considered the personal space, referring to the distance that people put among themselves in particular situations, and which is often a reflection of the relationship between the participants. The distance perceived is able to communicate divergent kind of messages by

itself, such as intimacy, anger, affection, emotion, coldness and so on.

Secondly, there is locomotion. It alludes to the kind and line of movements in a specified physical space, in other words, the manner a person does the body motion and which give evidence of the feelings and emotions of the interaction's partakers. On the third place is pacing. This conceptualization refers to the amount of time the decoder of the messages actually understands and reacts to nonverbal stimuli produced by the other participant.

Fourth, there is the strategic use of the voice and its features. It is worldly known that the voice, including variations in pitch, distinct rhythms, tone and volume can, as a matter of fact, demonstrate; thus communicating speakers' mood, intentions and emotions lying behind the words. Fifth, there is the category of physiological responses, a complex category that is impossible to manage voluntarily, due to the fact that it is related to the way in which people experience emotions. Finally, adornment is related with the accessories that are used by the individuals during a communicative occasion. (McLean, 2010)

1.5.2. Kinesics

As it was mentioned before, *kinesics* refers to all types of body movements that are able to occur due to the physical and muscular form of the human anatomy. These motions include all actions that are performed physically as a result of a psychological state, and which are produced in form of gestures, postures, facial expressions and touch.

According to Axtell (as cited by Elfatihi, 2006) gestures are extremely significant for the human interaction since they are able to enliven conversations, contributes to avoid misunderstanding, and also add components related to feelings and emotions to the messages expressed. Axtell divided gestures into three categories: *instinctive gestures, coded gestures* and *acquired gestures.*

Instinctive gestures are the demeanors that human beings perform unconsciously. This kind of gestures can be considered as more global than the other two categories, as some of them are universally understood by numerous people. Coded gestures are more particular than the others, since they are shared by a group of people only, who often perform a specific role or have a profession in common, that is to say, these gestures will be grasped mainly by the subject people who participate in the same activity or possess similar characteristics.

Finally, *Acquired gestures* are created and performed by a specific community and it is highly related to the cultural background. The complexity of this type of gesture relies in the association between the body signal and its implied meaning; if there is inconsistency, it may result in misunderstandings during interaction. Moreover, gestures can be either local or universal. The former are used and are understood by people of specific countries or regions. The latter are understood all over the world, they are gestures that can be comprehended by people of different places, because they do not belong to a specific community. In addition, these body signals are often popularized through the mass media such as television or internet.

Facial expressions are also an important aspect of kinesics. Their importance is determined by the direct effects they have during interaction. Facial cues are the first ideas that provide critical information to the message's recipient. As previously stated, the human face is the most complex component of the body; when interacting with society, the countenance carries out the majority of the ideas and messages. And, once again, facial expressions, like feelings and emotions, can be understood globally.

According to Haller and Rambaud (as cited by Elfatihi, 2006), facial expressions are divided into five categories: basic expressions, secondary expressions, reinforcing expressions, relative expressions and complementary expressions.

The term "basic expressions" refers to the wide range of face expressions that can be

made. These can be linked to both positive and negative emotions like happiness, anger, and surprise, among others. Secondary expressions refer to facial expressions that, due to their complexity, can only be created by adults. Positive and negative expressions, such as adoration and sorrow, are likewise grouped under this category.

Reinforcing expressions are used to emphasize the meaning or idea that the speaker wishes to convey verbally. Relative expressions serve the purpose of "relating different other expressions or imparting a distinct characteristic such as remembrance, helplessness, or satiety." Finally, complementary expressions are expressions that are used in very specific events; thus, interpreting and analyzing them is a difficult task.

Touch is considered a component of NVC in some classifications; however, it is also considered a component of kinesics in others. Touch always conveys ideas or messages, especially those relating to emotions, whether positive or negative.

1.5.3. Proxemics

Proxemics is a type of nonverbal communication involving how we deal with the environment around us. Proxemics is defined as the study of the nature, degree, and effect of the spatial separation individuals naturally maintain. (As in various social and interpersonal situations) and how this separation relates to environmental and cultural factors. (Merriam-Webster). This explains how we use the *space* around us to communicate our personal comfort or perceived relationship to the world around us. For example, if someone were sharing personal secrets with a very close friend, their proxemics would be different than if they were attending a lecture at a school. A person would not be standing within a few inches of a professor while he is giving the lecture. These proxemics communicate that one person is

intimately close to their friend and values a professor's space as a public speaker (and possibly a stranger). (Proxemics: What Space and Cistance Communicates to Others)

"Proxemics refers to the study of how space and distance influence communication. We only need to look at how space shows up in common metaphors to see that space, communications, and relationships are closely related." (Hans, 2015) Proxemics can either inhibit or encourage communication, depending on what we view as the norm in our society. We can communicate that we don't want to talk to a person by standing further from them. Conversely, someone can communicate to a friend or loved one that they want to speak to them by standing closer. The relevance of proxemics in the communication process is to set the tone with others about how close someone perceives the relationship to be. This nonverbal cue can set the tone for the type of verbal communication people will have. Teachers standing in the front of the classroom to lecture will prime their proxemics to be able to see and speak to the whole group. They know this sets them up to use a certain volume and tone based on their distance. But a teacher can also approach an individual student at their desk to be able to speak to them more privately and quietly. (Proxemics: What Space and Distance Communicates to Others)

1.5.4. Function of NVC

Nonverbal communication is essential for successful and effective communication. Because nonverbal communication is so important in interactions, it was heavily researched in the early days of communication research. These investigations led to the discovery that nonverbal communication can interect in six manners: Repeating/emphasizing, conflicting/contradicting, complementing, substituting, regulating and accenting/moderating. *Repeating*, or *emphasizing*, refers to the use of gestures with the aim of empowering the verbal message. It occurs, for example, when a person raises or lowers the voice depending on

the idea to be conveyed. *Conflicting* or *contradicting* is directly related to message comprehension, as it is sometimes not clear enough, resulting in misunderstandings. They are recognized as mixed messages in these situations because the verbal aspect is incongruent with the nonverbal cues projected by the speaker. This lack of coherence is also referred to as double-messaging.

Unlike conflicting, the function of *complementing* refers to the precise interpretation of ideas and messages, which are better understood when nonverbal and verbal communication complement each other, that is, when they are coherent between them. Following that, *substituting* is a function that is more closely related to NVC than the others because it considers the types of messages or ideas that can be conveyed without the use of verbal communication. In other words, nonverbal characteristics take the place of the spoken word. This is possible due to the fact that many body movements are linked to specific intentions and ideas.

Regulating has relation with how nonverbal cues are capable of managing theinteraction between two or more people. Lastly, *accenting* or *moderating* is concerned with the nonverbal signals that are responsible of altering the comprehension of the verbal messages sent by a person. (Wrench, Punyanunt-Carter, Thweatt, 2020)

Duck and Mcmahan (2012), following a similar line of thought, establish six NVC functions that are tightly linked to verbal functions, because verbal and nonverbal functions support each other during the communicative process. These are the functions: repeating, substituting, emphasizing, moderating, contradicting, and punctuating.

Firstly, *repeating* deals with the reiteration of a verbal cue that is reinforced with a nonverbal signal. Secondly, *substitute* focuses on the replacement of a verbal message with a nonverbal one. Thirdly, *emphasize* is connected with giving stress to a verbal message by

means of gestures of diverse type. Fourthly, *moderate* is in charge of moderating the interaction. Fifthly, *contradict* refers to the incoherencies that in the messages, when words are not consistent with what the speaker expresses through nonverbal behavior. Finally, *punctuate* is related with how to speak to other people, for instance, how to start or finish a conversation, and so on.

1.6. Conclusion

To conclude, nonverbal communication media are part and parcel of human communication. They either complete the verbal communication, or replace it in some circumstances. These media are investigated in classroom environment in the next chapter.

Chapter Two:

NVC in the lesson delivery

Chapter Two: NVC in the lesson delivery

2.1. Introduction

2.2. Social culture and nonverbal communication

2.3. Importance of Using Nonverbal Communication in the EFL Classroom

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Chapter Two: NVC in the lesson delivery

2.1. Introduction

So far, it has been discussed what nonverbal communication is and how it differs from verbal communication; how it is viewed in terms of the various fields of academic research interested in its characteristics; and its importance in society and culture. Because education is such an important part of every society, it stands to reason that NVC plays an important role inside classrooms, influencing the relationships that develop among members of the educational community as well as the teaching and learning processes that take place inside classrooms.

2.2. Social culture and nonverbal communication

Schools are constructed of complicated networks of interactions that involve every member of them. In this way, they act as mini-societies with their own culture, norms, and conventions that govern conduct and interactions inside this setting. These social conventions established by educational institutions have a big influence on communication, especially nonverbal communication, and they cover everything from how to address peers and superiors to expected behaviors, methodologies, and even dress code.

Nonverbal communication, on the other hand, is not confined to its role in the implementation of school rules and conventions: classrooms are buzzing fields of nonverbal indications from teachers and students alike, each transmitting different feelings, moods, or dispositions (Boyd, 2000). As a result, classroom communication is a complex process that necessitates a high level of expertise in identifying and decoding actions that can either help or hurt the learning process. Teachers also send out positive and negative signals. Following this logic, and considering the function of educators in the classroom, nonverbal signals

influence students' attitudes for better or worse (Andersen, as cited by Boyd, 2000); hence, the necessity of instructors' understanding of how to regulate what they express with their manners and presence.

Communication is crucial in the educational setting. In order to provide better and simpler ways to acquire certain understanding of the language, both verbal and nonverbal languages are used simultaneously. It has been widely stated that students' completion of course goals is not just dependent on the quantity of content they get; rather, it is the teacher's ways and modes of transmitting knowledge that open up additional opportunities for fruitful comprehension.

The non-verbal qualities that should constitute the repertoire of teachers every day and purposefully are emphasized in educational speech or during communication education (Manusov & Patterson, 2006). In the teacher-student interaction, nonverbal communication is extremely important. Teachers should be aware of this, as every single action or gesture made in class can have a significant impact on students' cognitive and affective learning, especially as learners are particularly susceptible to noticing these characteristics.

Managing nonverbal signals or behaviors, as well as being tuned in to receive messages from students, are crucial strategies for teachers to improve classroom communication and ensure greater success during the teaching process. Nonverbal cues from teachers are manifestations of their feelings and emotions for their pupils, the subject, the learning process, the target language, and education. At the same time, students can form impressions and beliefs based on teachers' attitudes; these interpretations can be positive or negative in various ways, with the most important of the outcomes being the fact that nonverbal behaviors can significantly disrupt students' learning processes, both cognitively and emotionally.

"Teachers express enthusiasm, warmth, assertiveness, confidence or displeasure through their facial expressions, vocal intonation, gestures and use of space. Teachersreinforce or modify student behavior by their use of smiles, winks, frowns and scowls. When teachers exhibit verbal messages that conflict with nonverbal messages, students become confused. This confusion often affects their attitudes and their learning." (Miller, 2005)

For the past two decades, several specialists have researched the significant impact that NVC has inside the classroom. Many people think that, while both verbal and nonverbal communication is important in the classroom, it is the former that has a direct link to content delivery (Manusov &Patterson, 2006, p. 424).

This is not to argue that nonverbal clues are irrelevant; on the contrary, the articulation of nonverbal cues has a significant impact on students' affective learning, that is, their attitudes and emotions toward the subject and the teacher. This is thought to be critical for pupils' success.

2.3. Importance of Using Nonverbal Communication in the EFL Classroom

Nonverbal behaviors of teachers are extremely important and fundamental in foreign language classrooms. It is regarded as an unavoidable component of language instruction. (Pan,2014). It assists teachers in making a stronger impression in their classes. Furthermore, nonverbal behaviors can be a more overt and explicit means of determining a teacher's intent than spoken language alone (Rosa, 2002). The establishment of a successful classroom is dependent on effective communication between students and teachers. However, without the appropriate use of nonverbal attitudes, the communication process becomes inauthentic.

Regarding this, Stevick (1982) believes that the most important thing in the class is the teacher's body language. It creates a profound influence on the student's interest and attention. Furthermore, According to Mey (1993), actions such as facial expression, eye contact, body movements, and so on speak louder than words and frequently assist people in making accurate decisions about the thoughts, feelings, and intentions of others. Also, Hymes (1972) considers the rules of NVC as essential as other grammar rules for learning a foreign language. Finally, in an interview, Kim (2015) states that NVC and VC should be linked to create a successful classroom and enhance student performance. She says: "I can say that I talk a lot but I am trying tobalance them and I am trying to use my voice with the support of body language. I use body language a lot equally to my speech. I cannot say that I sometimes or always use body language because it is a kind of natural thing. Whenever needed, I try to use it effectively." (Caganaga, 2015). According to Kim in the interview, she talks and uses her body language together to make the meanings very clear and to attract the attention of her students.

2.3.1 Previous studies concerning the role of teacher's NVC in classroom

According to some previous studies on the topic, NVC is involved in the classroom's interactions hand in hand with the verbal one. Moreover, it is believed that teachers are more effective and impressive when they engage some NV cues in the classroom regardless of their fluency and knowledge about the subject; in this respect, Miller (1988) suggests that teachers' knowledge of their non-verbal actions in the classroom allows them to become more competent in receiving and sending messages more efficiently. (Cited in Boyd, 2000)

Rosa (2002) pursued an investigation on Understanding the Role and Potential Impact of Non-verbal Vommunication in the Primary Inclusion Classrooms. She aimed to compare NVB of average students with cognitively challenged students while involving them in usual

classroom activities in groups. But the results show that for the most part, most of NV interactions happen between students who were pretty close to each other irrespective of their intellectual aptitude. Rosa proposes that "nonverbal behaviours send clear and distinct messages. Moreover, these nonverbal messages can be a more explicit and candid means of determining intent than merely the spoken wordalone." (2002, p. 1)

In the same year, Boyd (2000) fulfilled a research entitled Non-verbal Behaviours of Effective Teachers of At-risk African American Male Middle School Students. His study was designed to answer the following question: "What non-verbal behaviours are used by effective teachers of at-risk African-American male middle school students?". Results of the study reveal the regular existence of proximity between effective teachers and the at-risk African-American male middle school students during interactions; moreover, effective teachers establish eye contact, invade students' territories (distance was within two feet), gesture to students, and they also change their voice inflections frequently.

Similarly, Christopher (2002), Lewis (2005) and Hassan (2007) accomplished researches on NVC. First, Christopher finds that males show actively more NVB than females; whereas, Lewis shows that female students make eye contact and smile more often than male students in the classroom. Then, Hassan states that students of the university are not only aware of their teachers' NVC but also they are influenced by certain types of NV cues and behaviours. (Cited in Negi, 2009)

Negi (2009) conducted research at the Department of English Education, Tribhuvan University, Nepal, on Teachers' Nonverbal Communication and its Impact on Learners' Motivation. His goal is to identify the most frequently used NVB by teachers and to investigate its impact on student motivation in the ELT classroom. His findings show that students were influenced by their teachers' NVC in both positive and negative ways. In other

words, students who had teachers who smiled at them, made them laugh, and exemplified the topic for them were highly motivated. In contrast, students whose teachers frequently starred at them coldly and pointed their raised finger toward one of them were experiencing difficulties in the classroom concerning how to dealwith those teachers. Negi's findings also reveal that students are more active and when the teacher keeps moving around in the classroom, and they are more focused when he makes eye contact with them.

2.3.2. NVC and EFL classroom

While nonverbal communication is important in all aspects of education today, it is especially important in the English as a foreign language classroom in terms of conveying meaning and encouraging the development of a second language.

2.3.3. NVC and attitudes

Nonverbal signals communicate more than what teachers and students are willing to communicate. Postures, facial expressions, or the tone of the voice send loads of information to the receivers which are likely to be understood, and provoke a reaction. Different signals send different messages, and several assumptions can be made by looking at them (Elfatihi, 2006). Teachers can perceive if their students are bored or uninterested in the topic by paying attention to their behaviors or the way they answer. Similarly, students are able to detect the mood of their teacher, the level of engagement with what he or she is teaching, as well as the level of interest in the subject matter and the learners. This idea emphasizes the need for teachers to be aware of their nonverbal cues, in addition to have some degree of knowledge of what certain signs mean in order to avoid them in the classroom.

Firstly, the teacher's attitude is crucial for fostering good disposition towards learning, creating a welcoming environment that stimulates curiosity. Richmond and McCroskey (as

mentioned in Boyd, 2000) stated that the nonverbal behavior expressed by the teacher should be used to bring enthusiasm towards learning of the specific subject, so students would have a positive attitude, being more willing to listen and learn (p.24). In the context of EFL, this statement takes further relevance, for students need great encouragement to learn a language that is not spoken in their immediate environment. For instance, subjectslike science or maths appeal to knowledge that has a connection with their lives, and they arefully aware of the uses that they might have in practical situations. On the contrary, English might be seen as a strange component in places where it has the status of foreign language, as it means that students do not have the opportunity to speak it outside the classroom; therefore, there are no processes of acquisition, nor the environmental motivation to learn something they are not sure will be useful in their lives. For this reason, teachers need to manage nonverbal behaviour in such a way that aids the teaching practice, especially in beginner classes (Burk and Leblanc, as mentioned by Elfatihi, 2006, p. 20).

2.3.4. EFL teacher immediacy

Although measuring behavioral variables performed by teachers is frequently difficult, when referring to nonverbal features present in the teaching context, the first concept that comes up as relevant to take into account for this study is immediacy. This concept is originally explained by Mehrabian (as cited by Andersen, Andersen, & Jensen, 1979, p. 153) defined immediacy as the "abbreviated approach behaviors that communicate availability and attentiveness". Later on, Mehrabian (as mentioned in Velez & Canon, 2008) expanded in his definition by stating that immediacy is "communication behaviors that enhance closeness to and nonverbal interaction with another". Such nonverbal behaviors produced byteachers have different type of reactions in student's attitudes.

Immediacy can be both verbal and nonverbal, and its consequences are directly related

to teachers' efficacy and, as a result, student success. Richmond and McCroskey (as cited in Manusov and Patterson, 2006) emphasize the importance of immediacy in educational settings, stating that "the more communicators use immediate behaviors, the more others will like, evaluate highly, and prefer such communicators (...)." Teachers, on the other hand, are more likely to be regarded as ineffective or incomprehensible if they do not demonstrate high levels of immediacy toward students as communicators.

According to Richmond, Gorham, and McCroskey (as cited in Velez & Canon, 2008), nonverbal immediacy conveys affective aspects related to language, such as warmth, closeness, and belonging, and it is based on the idea that teachers' nonverbal behaviors can influence and produce feelings related to arousal, pleasure, or dominance in students. These moods are moderated in general by the variables of body proximity, facial expressions, and body movements. Andersen (as cited in Velez & Canon, 2008) concludes that the effects of nonverbal immediacy are extremely valuable, since the more immediate the teacher is to his students, the more likely the teacher will communicate positively through smiling, engaging with proper eye contact, as well as applying overall body gestures and movements.

Immediacy is also linked to the Avoidance Approach, a motivational theory that simply emphasizes the fact that people avoid other people, objects, or circumstances that they do not appreciate or are not pleased with. In contrast, the theory contends that people gravitate toward objects or situations that they perceive to be comfortable, and thus participate willingly. This is supported by the idea that the emotional system has a connection with the brain that indicates a proclivity to approach or avoid. Emotions are obviously relevant when nonverbal behaviors appear; all emitted signals are emotional expressions, and teachers should clearly be in control of this emission of nonverbal messages. Richmond et al., as well as Weiner (as cited by Velez & Canon, 2008), describe and relate the theory's relevance and

immediacy as

Approach-avoidance, a component of the behavioral drive/reinforcement theory that has been used to describe immediacy as the manner in which students either seek out and feel comfortable when interacting with a teacher, or avoid and are apprehensive of the instructor.

Immediacy, according to Richmond, McCrokey, and Hickson (2012), is the creation of proximity in a sense of affection, indivisibility between the speaker and the listener. When people communicate, there is evidence of immediacy between senders and recipients, as well as a sense of mutual interest and attentiveness; in other words, there is attraction between them, resulting in effective communication. Immediacy is extensively and primarily associated with the cognitive area implied in the learning process, according to Richmond, McCroskey, Kearney, and Plax (as cited by Boyd, 2000). This connection is made possible by teachers' ability to engage students in their own education and to value knowledge acquisition. According to Roach, Cornett-Devito, and Devito (as cited in Boyd 2000), while verbal reception of messages has a significant impact on students' learning processes, NVC demonstrated by teachers appears to be far more productive for achieving the desired results. Furthermore, Butland and Beeber (as cited in Velez and Canon, 2008) stated that nonverbal immediacy has been shown to increase students' cognitive comprehension of the contents while also facilitating information recall. It also improves affective learning by influencing students' perceptions and attitudes toward the teacher, as well as his competence and effectiveness.

As previously stated, the manifestation of nonverbal immediacy development can have both positive and negative consequences. Building positive relationships with students is critical for creating a welcoming and beneficial environment that will immediately prompt guidance to the rhythm of the lessons. The development of student-teacher closeness

demonstrates confidence and involvement, which can be beneficially enhanced by cultivating an appropriate level of nonverbal immediacy. On the other hand, when the teacher's behaviors are incongruent with verbal language and body language signals are not well chosen, it can lead to a cold-distant relationship.

2.3.5. EFL students' Motivation

Motivation is the second concept to consider when analyzing the effects of nonverbal communication. The list of sectors that have commented on the validity and significance of motivation is long and varied; as a result, defining the target term precisely is a difficult process. . For the purposes of this work, it is necessary to establish, firstly, a differentiation between two other related concepts which are: *amotivation* and *demotivation*. The former is characterized by a complete lack of drive to carry out an activity, which may be coupled by a belief in one's own inability to achieve a goal (Kaboody, 2013). The latter, according to Dörnyei (as cited by Kaboody, 2013) refers to a "reduction of motivation due to some specific external forces". Furthermore, Demotivation can be achieved through a variety of methods, one of which is the effective use of nonverbal communication.

Motivation has long been considered an important aspect of the teaching-learning process. Certainly, a number of obstacles can obstruct good teaching. Several of them are linked to particular characteristics of teachers, such as personality, temper, teaching style, and behaviors (Joetze, 2008). The behavior of teachers is one of the most important variables influencing pupils' motivation or demotivation (Kaboody, 2013). According to Brophy (as cited by Velez & Canon, 2008), teachers' ability to manage time effectively, as well as the use of nonverbal messages and gestures in conjunction with verbal techniques, offer the possibility of increasing learners' motivational intensity. Furthermore, the role of motivation in the classroom can be related to improving students' values and attitudes toward the

language, as well as establishing expected learning objectives and goals to provide constructive feedback (Joetze, 2008).

2.3.6. The Influence of the Teacher on Learners' Motivation

Teachers' tasks in the classroom may be numerous; however, one important role is to engage students in the subject's contents, in this case, the target language. English teachers were assigned 51 motivational techniques to be tested among learners for further research and application in a study conducted among Hungarian EFL students (Dörnyei & Csizér, 1998). As a result of the study, ten final commands were developed that were frequently observed during the study and are recommended for teachers to increase and maintain positive levels of motivation and engagement in the classroom. Some of these commands are closely related to the teacher's nonverbal behaviors. Teachers should first demonstrate exemplary behavior because they serve as role models for students. Second, the suggested commands placed a high value on teachers' nonverbal communication during the teaching process, particularly during the presentation of contents stage. The body can be the most powerful tool for conveying meaning or exemplifying, and gestures and movements are easily remembered. The remaining suggestions are primarily related to extrinsic factors, such as the curriculum chosen for the course and the classroom environment, among others.

Certainly, maintaining motivation is a demanding duty that can be as difficult as awakening students' motivation in the beginning; however, once the teacher has identified the students' strengths, weaknesses, interests, and personalities, maintaining a high level of motivation should be simplified.

2.3.7. Teacher's Expectation

Teachers' expectations of students can be communicated with a single glance, smile, or

encouraging or approval gesture. This can have a huge impact on students' internal motivation and, as a result, participation. Inside the classroom, there should be a healthy set of practices that enhance this personal motivation supported by the teacher, and, once again, the appropriate and strategic use of nonverbal language plays a key role. This social interaction, which consists of both verbal and nonverbal messages, has a direct impact on motivation, both positively and negatively. This fact is supported by Griffiths (2008) who declares that "In order to promote healthy interaction between social and individual processes of motivation, it seems clear that there must be closealignment between pedagogical goals and values, individual needs and interests, and peer- related interpersonal goals. (p. 3)

It is an undeniable fact that body language communicates: everyone, consciously or unconsciously, possesses the natural skills of nonverbal language through a set of gestures and movements. As Alison and Halliwell (as cited by Kaboody, 2013) state, teachers must produce confidence and reliability in their students, so they can approach when they are in need help or support. Teachers can or should detect students' lack of confidence, low self-esteem or any other relevant characteristic that may interfere with the flow of the class, as that especially may demotivate the learners to participate or clear up their doubts. Furthermore, in the same way teachers perceive students' body expressions, they must be very cautious when performing nonverbal cues inside the classroom when dealing with demotivated students, since it is crucial to produce verbal and nonverbal sense of tranquility,trustworthiness, and real care during the process.

Even though immediacy and motivation have been discussed separately, there is an undeniable and close relationship between the two, as the former can be viewed as a means to the latter.

2.3.8. NVC and Classroom Management

Non-verbal communication is tightly connected to classroom management. Elfatihi (2006) states that "One cannot talk about classroom management without referring to the useof gestures" (p. 20). This belief has its g rounds in the optimization of talking time for teaching purposes (p.29). Sometimes valuable time is lost while attempting to get a class ready to begin a lesson or transition to the next stage of the lesson. These situations can be avoided by employing gestures that the students are already familiar with as a result of previous instruction; in this context, the use of nonverbal cues is referred to as substitution (Singh Negi, 2009). For example, raising one's hand when silence is required, pointing or extending one's hand towards someone who is being invited to contribute or speak, and so on.

2.3.9. The Impact of NVC on Students' Outcomes

Nonverbal communications, as well as verbal ones, are exchanged in the classroom. In the classroom, NVC makes a stronger impression on students than subject knowledge and linguistic fluency. Miller (1988) suggests that teachers' awareness of their own nonverbal classroom behaviors assists them to give lectures more competently and successfully.

Several NVC studies have been conducted since interest in this field of research arose. Nonverbal cues, according to studies conducted in the classroom, send very clear and distinct messages. Furthermore, "nonverbal messages can be a more explicit and candid means of determining intent than merely the spoken word alone" (Rosa, 2002, p. 1)

Boyd (2000) conducted research on the common behaviors of effective teachers at AT-Risk middle school for males. The following are some of the most effective behaviors: changing voice inflection, invading students' territories, and nodding with head. Also, Rosa (2000) conducted a research on Understanding the role and potential impact of non-verbal

communication in the primary inclusion classroom the purpose of which was to compare the nonverbal behaviour of average students with those who are perceived as cognitively challenged while taking lectures in regular classroom instruction in both small and large groups. The findings of her investigation demonstrated that the less distance there was between the lecturer and the student, the more effective the process of understanding the information was, regardless of the student's cognitive ability.

2.4. Conclusion

Nonverbal communication, like verbal communication, is an important part of our daily lives. Similarly, in the classroom, teachers' NVC is an important factor in determining the efficiency of their instruction; it also influences their pupils' intellectual development and classroom performance. As a result, this chapter provides an overview of the role and value of NVC in the classroom setting.

Chapter Three:

Data Collection and

Analysis

Chapter Three: Data Collection and Analysis

3.1. Introduction

3.2. Research Methodology

3.3. Research Design

3.4. Sample population

3.5. Data collection methods

3.5.1. Students' questionnaire

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3.6. Data Analysis

3.6.1. Results of students' questionnaire

3.6.2. Results of the classroom observation:

3.7. Discussion of main results

3.8. Suggestions and Recommendation

3.9. Conclusion

Chapter Three: Data Collection and Analysis

3.1. Introduction

This chapter reflects the study's empirical phase, in which the researcher's goal is to answer research questions in order to support or refute the predetermined hypotheses. It is divided into two sections, the first of which is a brief summary of the study's methodology framework. The second section, on the other hand, is devoted to a description of the investigation's significant results.

3.2. Research Methodology

One of the main important steps in conducting a research is the selection of the research method. For this inquiry the researcher opted for the mixed-method since this research deals with both quantitative and qualitative approach. This section includes a comprehensive overview about each approach.

The qualitative method "is primarily an exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights intothe problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem." The quantitative research "is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a larger sample population. Quantitative Research uses measurable data to formulate facts and uncover patterns in research." Susan E. Defranzo (2011)

Cited in (https://www.snapsurveys.com/blog/qualitative-vs-quantitative-research/)

3.3. Research Design

This work is a case study aimed at capturing the complexity of a particular entity or group. It allows the researcher to study data in depth within a given context. The researcher can use this method to observe real-life contemporary phenomena and collect data to test his or her theories. After analyzing and interpreting the data, the researcher is able to draw conclusions regarding the impact of nonverbal communication on student outcomes and provide strategies to address the issue.

3.4. Sample population

In the process of investigating the same issue that has been previously discussed theoretically, a questionnaire was distributed to 40, randomly chosen, EFL students of first year LMD of English department at Mohamed Khider Universty-Biskra. The observation was conducted on a sample of 4 classrooms of oral expression session, the goal was to assess the teachers' nonverbal communication and the interaction between them and their students.

3.5. Data collection methods

Data collection is the process of obtaining information and facts from a variety of sources in order to answer the researcher's queries in a specific area of interest. It is a technique that allows researchers to assess the outcome and make predictions about future probability. Many research instruments, such as the questionnaire, the interview, the survey observation, and others, can be used to acquire accurate data. There are two types of data in this process: quantitative and qualitative. Any numerical data, such as statistics and percentages, is considered quantitative data. Color, fragrance, look, and quality are examples of qualitative data.

In this work, both questionnaire and observation are used as a tool in gathering data. The aim behind using both of them is to investigate whether teacher's nonverbal communication influences the students' cognetive and affective learning process.

3.5.1. Students' questionnaire

The Students' questionnaire consists of fifteen questions written in English. It is divided into two parts; the first one includes general questions about the informants' gender and age. The second part enquires about the attitudes students may predictably feel toward their teachers' nonverbal behavior during the oral production lecture.

3.5.2. Classroom observation

A classroom observation was designed with four classrooms of oral expression session. The monitoring was conducted in a way that every three seconds the researcher noted observations relating to non-verbal communication. The observation checklist was organized into 5 sections; the first section was about teachers. Sections 2 to 5 of the checklist covered the four areas of non-verbal communication under consideration, namely, Kinesics, Proxemics, Oculesics and Vocalics. Observation was done when the actual teaching and learning was in progress. The participants in the research were not familiar with the purpose and method of monitoring in order to maintain a more natural behaviour and avoid acting.

3.6. Data Analysis

Data analysis is defined as a process of cleaning, transforming, and modeling data with the goal of discovering useful information and drawing conclusions. It encompasses reporting the findings either quantitatively or qualitatively after data has been obtained. One of the most important goals of data analysis is to make fair inferences and adhere to the recognized norms of this stage, as well as to convey the results clearly and objectively. Quantitative data

analysis, on the one hand, is said to have the goal of quantifying data in order to generalize results from a sample to the complete population. Qualitative data, on the other hand, can allow for a more in-depth investigation of an issue and a better understanding of the underlying motivations and causes of a current event. https://www.questionpro.com/blog/data-analysis-in-research/

3.6.1. Results of students' questionnaire

> **Section one:** students' profile

The results reveal that 70% of informants are females and 30% of them aremales.

Their age ranges between 18 and 21 years old.

Table 3.1: Students' gender

Options	Number	Percentage
Female	28	70%
Male	12	30%
Total	40	100%

➢ **Section two:** students' perception towards teacher's nonverbal communication

Question 1: How did you find learning at university?

Students were asked to give their opinion about learning at university; their answers are reported in the graph below:
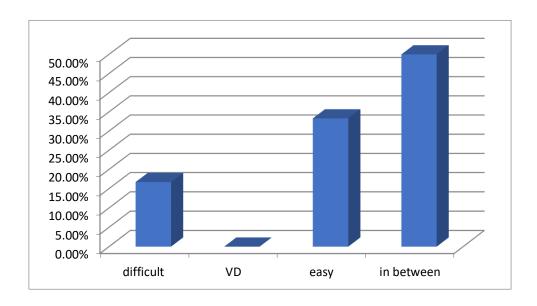

Figure 3.1: students' opinion about learning at university

Figure 01 shows statistics of the students' opinion toward the first question which holds multiple choices; the students were asked to select one answer from them in order to show their opinion about learning at university. Data reveals that 16.7% of the students find learning at university difficult. In addition, 33.3% find it easy. However, no one selected the answer very difficult, and 50% choose to answer in between.

Question 2: What should the teacher use when explaining?

Students were asked about the best way that a teacher should use when explaining, the results are presented in the graph below:
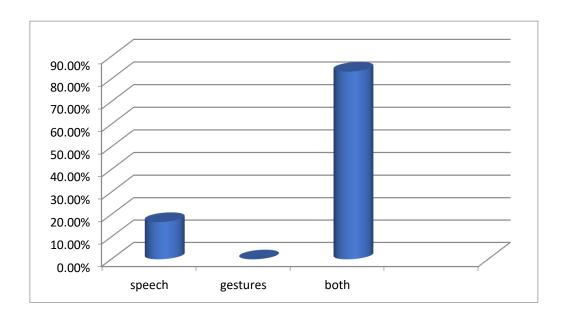
Figure 3.2: students' opinion about the explanation methods

As it is showed in figure2, the majority of students taking part in this study said that the teacher's speech help them in understanding more than gestures by its own. However, what is needed, in teaching EFL students, is a good combination of speech and gestures. When asked whether the teacher should use gestures, speech or both when explaining the lesson, 83,3% of the respondents chose 'both' (figure2).

Question 3: Do the teacher's gestures help you to understand better?

Students were asked to answer with yes or no about the teacher's gestures and if these gestures help them to understand better. The answers are reported in the graph below:
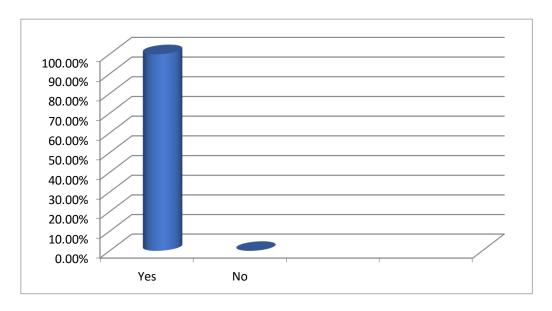
Figure 3.3: The usefulness of the teacher's gestures in students' understanding

The results show that all students confirm that gestures are very helpful in understanding the lesson since 100% said yes.

Question 4: What should the teacher use to point to you?

Participants were asked about what is the best way that a teacher should use to point to them, the findings are in the graph below:
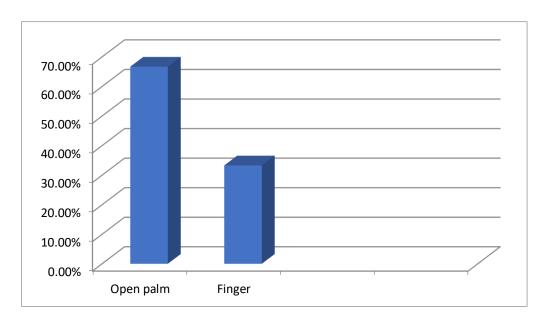

Figure 3.4: Pointing gestures

Pointing to students is part and parcel of classroom management, the way the teacher

points to his students is often considered of minor importance. Surprisingly enough, the current study revealed the opposite. Teachers usually, and thoughtlessly, point to students using the direct index finger. Though done over and over, students object to that gesture. The majority of respondents in this study said that they do not like to be pointed to by the finger, but they prefer an open palm instead (see figure 4).

Question 5: Where do you like the teacher to stand from you?

Students in this study were asked whether they like the teacher to stand 'near', 'not far', or 'far' from them, their answers are reported in the grtaph below:
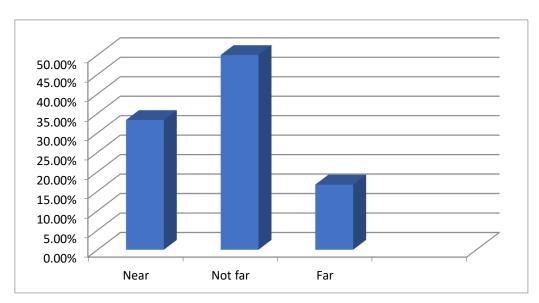

Figure 3.5: Teacher-students proxemics

33.3% of the respondants said that they prefer the teacher to be near to them, and 16,7% find it better for the teacher to be far. However, the majority chose 'not far'. The most important remark here is that students usually like the teacher to be within reach but not too close to them.

Question 6: Do you like the teacher to move around the classroom? (Explain why yes and why no)

In Q6 the researcher wanted to know the opinion of students about teacher's movement

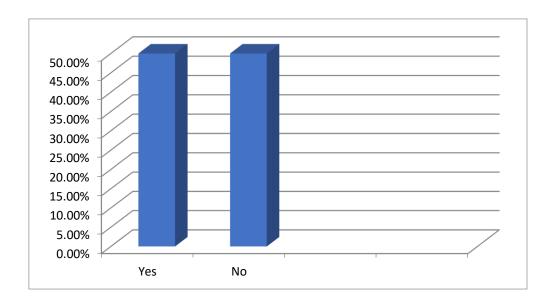around the classroom, the results are in the following graph:

Figure 3.6: Teacher's movement in the classroom

Figure 6 shows that 50% of the students answered with 'yes' which means that they like teacher's movement and 50% said no which means that they are againts teacher's movement. Respondants who said 'yes' mentioned that teacher's movements help them to stay focus in what is he saying, and the ones who answered with 'no' mentioned that teacher's movement distract them and prevent them to concentrate.

Question 7: How often do you like the teacher to move around the classroom?

Students were asked about the frequency of the teacher's movement in the classroom, results are in the graph below:
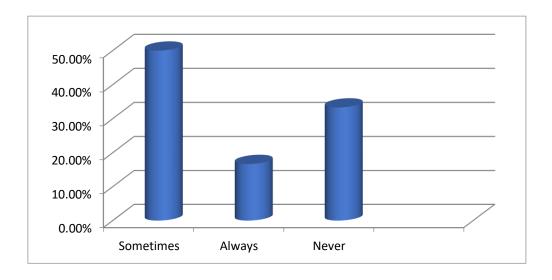
Figure 3.7: Frequency of the teacher's movement in the classroom

In this question most of the participants chose 'sometimes' (50%). 33,3% of the informants selected the answer 'never', and 16,7% of the students chose' always. The frequency of the teacher's movement should not distract them. This is certainly why most of respondents answered this question with 'sometimes'.

Question 8: What seating arrangement do you like?

The physical arrangement of the classroom is considered an important variable in the teaching-learning process, because each activity requires a particular seating arrangement, therefore students were asked about what seating arrangements do they like. The figure below represents the results obtained:
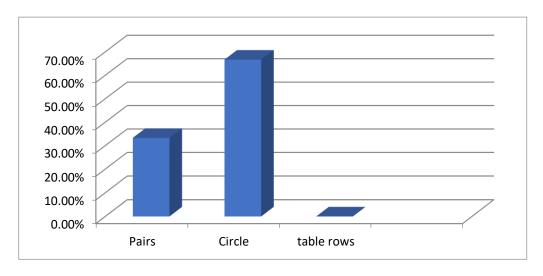
Figure 3.8: Classroom seating arrangements

The results showed that students favour circle more then pairs, but no one opted for the table rows. Eventhough pairs are the most known seating arrangement in Algerian schools and universities, the majority chose circle.

Question 9: Do you look at the teacher when you: understand – want to understand – do not understand?

We can not deny that eye contact is an essential tool of nonverbal communication used in the classroom; therefore, participants were asked when they look at the teacher to know when they use eye contact, figure below shows the data obtained:
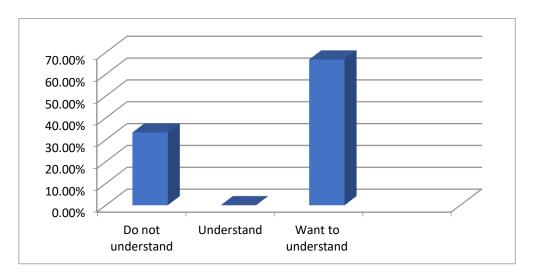

Figure 3.9: Eye contact and comprehension

Usually, when students divert their eye contact, they give a sign of comprehension; therefore, no one selected "understands" in Q9 (figure 9). The majority of participants answered "When I want to understand", this means as long as the students maintain eye contact, they do not understand.

Question 10: How often do you like the teacher to look at you? (Justify)

Apart from comprehension checking, eye contact can also serve to motivate students and maintain their interest, for that reason students were asked about how often do they like the teacher to look at them. Their answers are reported in the graph below:

Figure 3.10: Teacher-students eye contact frequency

As we can notice in figure 10 the majority of the respondants chose 'sometimes'. When asked to justify their answers, some students said that they do not like the teacher to look at them when they are involved in a task or talking with their classmates.

Question 11: Do you like to give anwers when the teacher looks at you?

Figure 3.11: Eye contact and students' answer

Figure 11 shows that most of the informants favour to give answers when the teacher looks at them. Students normally want the teacher to be interested in their answers, and they also expect feedback from him.

Question 12: Do you know the teacher's mood from his\her: speech – gestures – facial expressions?

Figure 3.12: The teacher's facial expressions

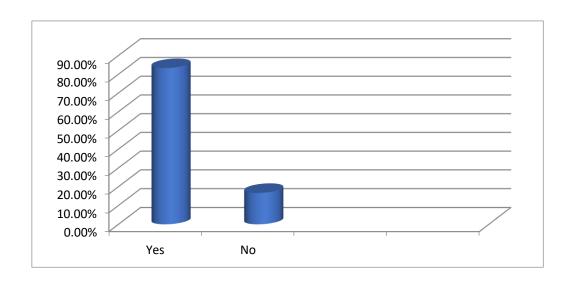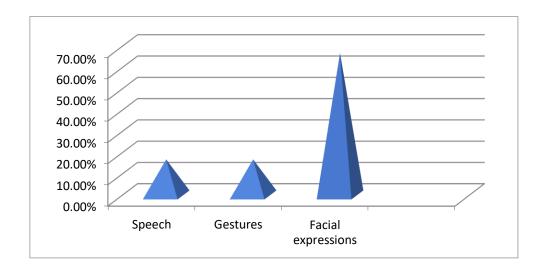The medium of facial expressions is closely related to eye contact. Therefore, students were asked if they do know the teacher's mood from his\her speech, gestures, or facial expressions. According to the data above, the majority of students detect the teacher's mood from his\her facial expressions more than his gestures or even speech.This implies that even if the teacher tries to feign feelings or pretend to be interested, when he/she is not, the students are more likely to find out. This also indicates that teachers should be aware of their students' reactions to their facial expressions. They can either help or hinder their learning process.

Question 13: Do you feel at ease when teachers smile to you while explaining? Justify

In the last question of this study, students were asked an open ended question in order to explain their opinion about teachers who smile to them while explaining. Most of students said that it is easy to them to perform and involve into tasks when the teacher smiles to them, also they mentioned that teachers with a smiley face make them want to attend class.

3.6.2. Results of the classroom observation:

In the classroom, nonverbal communication is a critical element of interpersonal communication. As nonverbal communication sources, instructors provide the   most believable messages. Observing the teacher's nonverbal behavior provides many of the indications students use to draw judgements about the teacher's competency or character. As a student, I know that there are a range of nonverbal signals emitted by teachers in the classroom that influence classroom atmosphere, students moods, perception, learning, and eventually attitudes toward information and education in general. Teachers, on the other hand, have a strong instrument to detect what is actually going on in their class and with each individual without saying anything. Distance, physical environment, face expression, vocal signals, body motions and gestures, touch, time, physical attractiveness, and dress all contribute to nonverbal communication in the classroom.

Face talks

Intentional or inadvertent facial expressions are possible. When people are truly terrified, they do not think about how to move their facial muscles, which is an example of an involuntary gesture. Facial expressions can sometimes be voluntary, such as when a person wants to mask feelings for various reasons. People frequently wear masks to hide their sentiments and emotions. Face expressions like the frown, protruding chin, raised eyebrow, open mouth, and sneer can disclose and ultimately broadcast falsehood. Everyone can fake a joyful or sad expression, a smile or a frown.

Facial expressions in the classroom

Facial expressions are used by almost everyone, including teachers and students, to develop perceptions of others. A smile can be an effective strategy for reinforcing desired student actions. In 3 classrooms, for example, when the instructor smiles at the students in that class, that facial expression encourages favorable responses from the students when the teacher asks a question. When the teacher makes a bad facial expression, such as a frown, disdain, or boredom, they begin to react negatively. A teacher can also use student's facial expressions as valuable sources of feedback. When, for example, delivering a lecture, a teacher should use student's expressions to determine whether or not to slow down, speed up, or in some other way modify their presentation. Facial expression is made up of the tiniest motions, but it has a greater impact in the classroom than any other form of body language the instructor uses. The teacher's face expression most often communicates more inadvertently than any other means. These changes in face expression might serve as reinforcers or non-reinforcers to students when teachers respond to them. Unfortunately, the teacher typically has limited control over such micro-moments, but should be able to manage longer-lasting reactions like grins or frowns.

Kinesics (Body movement and Gestures)

Movements and gestures by the hands, arms, legs, and other parts of the body and face are the most pervasive types of nonverbal messages and the most difficult to control. Humans use body gestures and posture to show their feelings about themselves. True feelings are communicated through body motions, which cannot be hidden. Because these forms of communication are visual, they travel far faster than spoken words and are unaffected by noise that interrupts or cancels speech. Although body gestures and postures have no precise meaning on their own, they can strongly support or reject the spoken phrase.

Body movement and gestures in the classroom

The manner a teacher and a student move, stand, or sit can all have an impact on interpersonal perception. Body postures and movements are frequently indicators of self-confidence, energy, fatigue, or status. In the classroom, students keen to receive body message of enthusiasm or boredom about the subject matter being taught can sense confidence or frustration from the unconscious behaviors of teachers. The focus of the investigation was on the pointing gesture. Based on my observations, I discovered that using a pointing gesture can help students pay more attention in the classroom. I can tell that the students prefer it when the teacher points and asks their name in the classroom rather than asking their name without pointing, based on their facial expression. Similarly, when a teacher teaches anything without referring to a specific object, students will always pay attention until the teacher points to the object being taught.

Proxemics

People often refer to their need for "personal space," which is also an important type of nonverbal communication. The amount of distance we need and the amount of space we

perceive as belonging to us is influenced by a number of factors including social norms, situational factors, personality characteristics and level of familiarity. For example, the amount of personal space needed when having a casual conversation with another person usually varies between 18 inches to four feet. On the other hand, the personal distance needed when speaking to a crowd of people is around 10 to 12 feet.

Baseed on my observation, most teachers do not appraoch to their students they prefer to keep proper distance with them. Proxemics as an aspect of NVC was observed to be absent. The researcher noticed that most of the teachers stand in front of the class.

Oculesics (eyes)

The study of eye behavior is called oculesics, and sometimes it is considered a subset of kinesic communication. The most important aspect of oculesics is eye contact that opens communication channels, signals availability for interaction, listening, immediacy, and intimacy. The eyes, which are the most dominant and trustworthy aspects of the face, provide a continual communication route. They can be deceptive and shifty; they can transmit anger, fear, and guilt, or they can indicate confidence, love, and support. With the exception of severely shy persons, most people look for social approval by watching other people's eyes. Eyes can also properly detect whether a relationship is beneficial or negative. People prefer to glance at those they trust, respect, and care about for longer and more often than those they distrust or detest.

Eyes behaviour in classroom

Eye behavior appears to be very important, and it is commonly used to signal whether or not someone is willing to communicate. During the observation I noticed that teachers

always keep eye contact with their students especially when asking them questions, but two of teachers who were observed did not maintain eye contact when students were answering and when a teacher asks the class a question: students who think they know the answer will generally look the teacher, while students who do not will usually try to avoid eye contact. The findings of the observation imply that making eye contact with the students improves concentration, which leads to better understanding. I believe that only very self-confident, knowledgeable and attentive students will prefer 100% of eye contact time. On the other hand, if the speaker makes no eye contact for a significant amount of time, it indicates that the speaker lacks self-confidence, knowledge, or concern for the students.

Vocalics

Vocalics or paralanguage are vocal features that we utilize to transmit nonverbal messages (with-language). Rate, pitch, tone, volume, intensity, pausing, and even silence are all examples of verbal and nonverbal characteristics of communication that influence meaning. Tone and intonation can influence the message delivered, transforming a sentence into a scathing remark, for example. The loudness, fluency, and rhythm of speech can convey information to the listener about the speaker's level of confidence, anxiousness, and even perceived trustworthiness. The quality of a speaker's voice can be just as important as the semantic content of the words spoken in delivering a message.

The observation revealed that teachers use voice pitch most of the time when acknowledging students' actions and work.

3.7. Discussion of The main results

This research was conducted in order to build a general awareness of the phenomenon of NVC and its impact on first year EFL students' attitude and their academic results, along

with identifying the most effective nonverbal behaviours that increase students' motivation. This section aims to include a summary of the key findings obtained by the use of questionnaire and the classroom observation in order to either support or refuse the predetermined hypotheses.

The obtained data revealed a significant correlation between teachers' nonverbal communication and students' ability in understanding the lesson. As it was inferred from students' answers to the questionnaire, teachers' non verbal behaviour can have a more positive impact on students' outcome more than negative. For instance, positive nonverbal cues like: proper eye contact, smiling, positive traits and attitudes of the teacher beside his/her active movements in the classroom are shown to be approved by most students to have positive effect on their understanding. On the other hand, some nonverbal cues impacted students negatively such as: multitude of the body movements.

Furthermore, the results from classroom observation show that teachers' nonverbal communication is crucial in the classroom. Kinesics and Oculesics behaviour are the most commonly used non-verbal communication. Body movements and hand gestures were used extensively by the teachers. Facial expressions also played a very significant role as it drew the students' attention and aroused their interest, but teachers sometimes do not maintain eye contact when students are answering to a question and this can frustrates them. Beside, proxemics was observed to be absent although most students favour the teacher to be not too far to them. It was also observed that teachers' expressions which communicate emotions of happiness, mood and anger were used by both female and male teachers. Students also paid attention when the teacher utilized nonverbal gestures to explain, describe, exhibit, or clarify a concept. The Researcher's observation also found that the more the teacher used NVC, the more the students understood.

3.8. Conclusion

Words are accented and punctuated by body movements and gestures, while the face shows a varities of expressions. It is important to be aware of the dominance of the nonverbal message. If there is disagreement between the verbal and nonverbal message, the nonverbal will win. Also, the validity and reliability of verbal messages are checked by nonverbal actions. Again, if discrepancy exists, the nonverbal will dictate. As a result, students see the teacher's nonverbal messages as more accurate representations of what he is truly thinking or feeling. We can safely assume, based on this and all other stated findings, that more careful examination of the impacts of nonverbal signalization in the classroom could result in extremely useful pedagogical information. Effective teaching depends on successful communication and successful communication on successful. By definition of NVC (non-verbal communication), without uttering a single word, teachers and students constantly send messages to each other.

General Conclusion

General Conclusion

The main objective throughout this investigation has been to determine if nonverbal communication has a significant impact on students' cognitive and affective process when learning. The answers for this enquiry were acquired using two different types of instruments: observation and questionnaire. Each of them belongs to a distinct type of research, converting the methodology of this study, a mixed one. Research studies done in EFL classroom setting suggested that nonverbalcommunication has an effective place in EFL classrooms in order to create a successful teaching and learning atmosphere.

Taking into consideration all findings encountered by means of the observation, plus questionnaire, it is possible to state two main resolutions which are depicted as follows:

In regards to the problem stated at the very onset of this research, which is that EFL teachers in Biskra's university are not aware of the importance that nonverbal features possess; it is possible to affirm that the factual situation was partially true. The findings ascertained that teachers do not use nonverbal features as much as it is needed; notwithstanding, the questionnaire results showed that students are more likely motivated when teachers present the lesson using nonverbal communication.

In the light of reached findings, the researcher confirmed the first hypothesis which suggests that EFL teachers' NVC may have a huge impact on EFL students' learning by increasing their motivation. This can be synthesized in students' reaction and attitudes towards these nonverbal behaviours. Learners showed higher motivation in the presence of smiling teachers, also results revealed that students favour teachers who move around the classroom in order to get closer to them because it keep them feel more active. . In contrast to the second hypothesis, the effect of nonverbal behaviours is not always positive. Though

teachers' tendency to nod with the head, keep active movement in the class and establish eye contact can help creasing students focus and enhancing their learning process, some messages cued through gestures can bring about negative influence. For instance and as the findings of the questionnaire revealed learners disfavour when teachers maintain eye contact for a long time with them because this can make them feel uncomfortable and distract them.

Finally, the researcher's major goal with this study was to shed light on the critical function of nonverbal communication in the foreign language classroom and the significant impact it can have on learning effectiveness and students' abilities.

Suggestions and Recommendation

The present investigation examines the the role of non-verbal communication in academic achievement, in which we tackled the impact of EFL teachers' non-verbal features on the lesson delivery and students' understanding of first year EFL students at the University of Biskra. The goal of the study is to determine whether or not the features of NVC have a significant impact on students' cognitive learning processes. The findings revealed a strong relationship between teachers' nonverbal behaviours and students' motivation and understanding. Students showed higher motivation to teachers who have positive personality traits and are always smiling and nodding with the head to students. Based on the results acheived in this study and what was previously presented, a list of suggestions and recommendation can be listed:

- Teachers should provide their students with a comfortable environment to encourage their concentration during the lesson delivery.
- Smiling occasionally to students make them feel comfortable and break the ice between the teacher and his students.

- Proper eye contact with students lets the instructor retain a positive attendance, controls the quality of the lecture and enhance the verbal messages.

- Teachers must teach as well as use non-verbal communication since it is a required aspect if students are to learn the use of the language.

- NVC can be damaging if it is misused, also overuse of gestures and facial expressions could corrupt or spoil teaching.

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Apprendices

Apprendix 1: students' questionnaire.

> Dear first year students,
>
> I'm a master two student. I am conducting a research about the Importance of Nonverbal Communication in the Lesson Delivery: the case of EFL first year students in Biskra University. Thus, you are kindly invited to help me by providing sincere answers to the following questionnaire, which aims at gathering information needed for the accomplishment of my study. Be sure that your responses will be anonymous and will be used for research purposes only. Please tick (✓) the appropriate box (es) or make complete statements whenever necessary. Thank you for your time, efforts, and collaboration.

Section One: Students' personal information

Are you a male or female?

- Yes
- No

How older are you?

Section two: students' perception towards teacher's nonverbal communication

1. How did you find learning at university?

Easy   Difficult   Very difficult   In between

2. What should the teacher use when explaining?

Speech   Gestures   Both

3. Do the teacher's gestures help you better to understand?

Yes   No

4. What should the teacher use to point to you?

Finger   Open palm

5. Where do you like the teacher to stand from you?

Near   Far   Not too far

6. Do you like the teacher to move around classroom? justify

Yes   No

7. How often do you like the teacher to move around classroom?

Always   Sometimes   Never

8. What seating arrangement do you like?

Pairs   Circle   Table rows

9. Do you look at the teacher when you:

Understand   Want to understand   Do not understand

10. How often do you like the teacher to look at you? justify

Sometimes   Always   Never

11. Do you give like to give answers when the teacher looks at you?

Yes   No

12. Do you know the teacher's mood from his\her:

Speech   Gestures   Facial expressions

13. Does the teacher's movement keep you active?

Yes   No

14. Do you feel at ease when teachers smile to you while explaining? Justify

Apprendix 2: Classroom observation checklist

Section 01		Teacher of class 01	Teacher of class 02	Teacher of class 03	Teacher of class 04
Section02 **Kinesics**	Smile	✓	✓	✓	✓
	Body movement				
	Pointing gestures	✓		✓	✓
Section03 **Proxemics**	Personal distance				
	Proper distance			✓	
Section 04 **Oculesics**	Eye contact	✓	✓	✓	✓
Section 05 **Vocalics**	Pitch	✓		✓	✓