

Ministry of Higher Education and Scientific Research

University of Mohammed Seddik Ben Yahia -Jijel

Faculty of Letters and Languages

Department of English



**An Ethnographic Study of Nonverbal Communication in an EFL
Classroom**

Dissertation Submitted in Partial Fulfilments of the Requirements for the Master
Degree in Didactics English Language Sciences

Candidates:

Boutaina BENGUESSOUM

Sabrina BOUKMOUCHE

Supervisor:

BOUKEZZOULA Mohammed

Board of Examiners:

Chairperson: Loubna KOUIRA

Mohammed Seddik Ben Yahia University, Jijel.

Supervisor : Mohammed BOUKEZZOULA Mohammed Seddik Ben Yahia University, Jijel.

Examiner: Asma BENALILECHE

Mohammed Seddik Ben Yahia University, Jijel.

2017-2018

Dedication

In the name of God, the most Merciful the most compassionate.

In life, success doesn't just come and find us, we have to go out and get it walking through hard ways which can be easier by the guidance, help and love of those who are close to our hearts.

I'm honoured to dedicate this work

to:

The precious person who vigorously supported me all the way through the whole course of my life, quintessence of kind heartedness to your constant prayers..... To you my dearly mother "Nadia" the best gift I ever got.

My precious father "Boualem" for earning a modest living for us, and being a safe haven for me, for all your endless efforts, sacrifices and support without which I might not be the person I'm today.

My sunshine grandmother "Nouni" may Allah prolong your life.

My dear brother and sisters: Sifou, Khouloud and my Pinou.

My brother in law Mouhsin.

To my sugary friend and my fellow derby..... to you "Sabie". We've shared the bother of this work, we have been anxious, stressed, busy and happy yet always together supporting each other .I hope that our friendship will last long.

My dear best friends: Lynda, Mira, Fedoua, Soumia, Cooki, Hadjer, Meriem and Fatima for being sparks in my dark days.

Lastly and not least to my family members who support and encourage me.

"Boutaina"



Dedication

In the Name of God, the Most Merciful, the Most Compassionate.

Every challenging work needs self efforts as well as guidance and support of others especially to those who are dear to my heart.

I'm honoured to dedicate this humble dissertation

to

My dad, Ferhat, who has spent his life giving endlessly to others and inspired me to accept nothing but my best effort.

My mom, Farida, who nurtured, loved, and cared for me, to the precious person of my life who strongly supported and believed on me all the way through my whole life.

My grandparents "Jadî and Mimi" may Allah prolong your life.

My source of happiness, dear sisters and brother:" Nina, Nawal, Nedjma and Fares."

My sister-in-law "Amira" .My Brothers in law: Rabah, Mohammed and Rachid.

My little cuties nieces:" Maya , Sirine and Romaïssa" who totally rule my heart in the story of my life.

My Fabulous Friend "Boutaina" , for all the good and bad days that we have passed together, for your encouragement and kindness and for the sleepless nights we were working together before deadlines, and for all the fun we have had in the last four years.

My fantastic cousins: Messa, Noura and Nessrine.

My friend Khouloud who spent days and days helping us, thank you so much.

My wonderful friends: Lynda, Fedoua, Soumia, Amira, Cooki, Miry and Hadjer, to my amazing childhood friends: Nanou, Chaima, Esma, Soussou and Nedjla for all their continued support and encouragement.

"Sabrina"

Acknowledgements

First and foremost , praises and thanks to Allah , the Almighty, for his showers of blessings throughout our research work to be completed successfully.

“We thank you Allah”

We would like to pay special thankfulness, kindness and pleasure to some special persons below who made our research possible, successful and helped us at every point to achieve our objective.

To our supervisor, Dr. Boukezzoula Mohammed, he has been a tremendous mentor for us; we would like to thank him for his vital support and aid. His encouragement made it possible to reach the goal.

We would like to express our very great appreciation to Madame Kouira Loubna who presides the jury and Madame Benalileche Asma who accepted to examine the current dissertation.

We are very thankful for the help that such a great teacher gave. Madame Chioukh her help is much appreciated.

We are particularly grateful for the assistance given by Mr. Naili and Mr. Bonnar. Without their passionate contribution and input, the validation study could not have been successfully conducted.

We would like to offer our special thanks to Madame Zait, for her help and guidance when we were really in need for.

Finally, our thanks go to all the people who have supported us to complete our research work directly or indirectly.

May the Almighty God richly bless all of you.

Abstract

The present study was a preliminary attempt to investigate the role and importance of nonverbal communication in a third year oral classroom at the department of English in Mohammed Seddik Ben Yahia University. The aim of the study was twofold: first, to evaluate ethnographically the effectiveness of one oral expression teacher's use of nonverbal communication and second, to gauge this teacher's perceptions of the importance and evaluation of her use of this important aspect. In order to achieve the above stated aims, the literature about the teaching and learning of nonverbal communication in English language teaching was reviewed so as to develop the observation scheme used to evaluate the teacher's practice of nonverbal communication as well as to design the questions of the teacher's interview. The analysis of the data generated by the observation scheme showed that, while the teacher was, noticeably, very adept use of oculusics (eye contact), in general, her use of the other nonverbal features varied considerably. Moreover, her use of hand gestures, proxemics, haptics, and paralanguage was satisfactory, in general. As far as the data generated by the teacher's interview is concerned, the analysis showed that the teacher was fully aware of the importance and the necessity of integrating the teaching/learning of nonverbal communication in the English university Jijel curriculum so as to foster a cross-cultural competence in the use and teaching of this important aspect among students. As far as her evaluation of her own practice in the use of nonverbal communication is concerned, the teacher's answers revealed that, although her use and perception of her students' use of some nonverbal features was highly effective, it was most often than not largely spontaneous and unconscious, and, thus, the result of intuition and unconscious acquisition rather than explicit instruction.

List of Abbreviations and Symbols

%: Percentage.

CC: Communicative Competence.

CLA: Communicative Language Ability.

EFL: English as a Foreign Language.

FL: Foreign Language.

FLT: Foreign Language Teaching.

L1: First Language.

L2: Second Language.

Nº: Number of subjects.

NVC: Non Verbal Communication.

Q: Question.

SLA: Second Language Acquisition.

TL: Target Language.

USA: The United States of America.

VC: Verbal Communication.

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General introduction

1. Background of the Study

The social anthropologist Hall (1959) claimed that 60% of human communication is nonverbal. (As cited in Elfatih, 2005, p 5). Price (2003), for example, found that nonverbal content is at least sixty-five percent more powerful than verbal content. In this regard, Merabian (1971) stated that if verbal and nonverbal cues are in conflict, then nonverbal cues carry as many as 13 times the weight verbal content does. Interestingly enough, some research on human communication has shown that human beings are much more influenced by nonverbal signals than verbal ones. (As cited in Ngo, 2017).

Nonverbal communication may differ from person to person and, more importantly, from one culture to another. For example, Hall (1990) considered cultural space to be among the most significant items in nonverbal communication. Cultural space refers to physical distance between speakers while conversing.

2. Statement of the Problem

As far as English as a foreign language classrooms are concerned, a number studies have found that most of the communication in the classroom is 70% nonverbal (Janak, 2009). In spite of its importance, however, the role of nonverbal communication is still a neglected issue in foreign language teaching, in general, and in the Algerian context, in particular. For instance, although some modules like linguistics hint to the importance of nonverbal communication being an essential component of communicative competence in any language, the English university curriculum currently in use does not offer any explicit training geared towards fostering a cross-cultural competence in the use of nonverbal communication.

In the light of the above, the present study attempts to answer the two following major questions:

1-Does the teacher of oral expression selected for this study use nonverbal communication effectively inside the classroom?

2. How does the teacher in question evaluate and perceive the importance of her own nonverbal teaching practice?

3. Aims of the Study

The aims of the present study are twofold. First, it aims at evaluating ethnographically the effectiveness of the use of nonverbal communication by one teacher of oral expression at the university of Jijel in the light of the existing literature concerning effective nonverbal communication teaching practice. Second, it aims at corroborating this evaluation with an insider's view through gauging this teacher's perception and evaluation of the effectiveness of her nonverbal practice.

4. Means of Research

In order to achieve the first aim of the present study, an observation schedule will be designed, in the light of our review of the existing literature concerning the use of nonverbal communication in the teaching of English as a foreign language, and will be used to observe and evaluate a teacher of oral expression use of nonverbal communication. As far as the second aim of our research is concerned, an interview will be designed, in the light of our analysis of the data generated by our observation schedule, and administered to the teacher in question in order to reach the purposes of our study.

5. Structure of the Dissertation

The present dissertation consists of three chapters. The first two chapters are devoted to the theoretical background of the study. Chapter one deals with the definition of nonverbal communication, its importance, its types, and the factors that influence nonverbal communication. The second chapter deals with the different aspects of teaching and learning nonverbal communication as well as with the ways of integrating this important aspect in the syllabus. However, chapter three deals with the practical part of the present research.

Chapter One: Nonverbal Communication

Introduction.

1.1. History of Nonverbal Communication.

1.2. Definition of Nonverbal Communication.

1.3. Types of Nonverbal Communication and Body Language.

1.3.1. Kinesics.

1.3.1.1. Gestures.

1.3.1.2. Head Movement and Posture.

1.3.1.3. Eye Contact.

1.3.1.4. Facial Expression.

1.3.1.5. Clothes and Physical Appearance.

1.3.2. Haptics.

1.3.3. Vocalic.

1.3.4. Proxemics.

1.3.4.1. Intimate Space.

1.3.4.2. Personal Space.

1.3.4.3. Social Space.

1.3.4.4. Public Space.

1.3.5. Chronemics.

1.4. Importance of Nonverbal Communication.

1.5. Features that Influence Nonverbal Communication.

1.5.1. Culture.

1.5.2. Gender.

1.6. Reading Body Language.

Conclusion.

Introduction

. Humans communicate not only by using the verbal language, but also through the use of the nonverbal one such as gestures, eye contact, space, touch and many others. The present chapter reviews the history of nonverbal communication and presents its types as well as the most important features that influence its use.

1.1. History of Nonverbal Communication

The first scientific research of nonverbal communication started in 1872 with Charles Darwin's publication in his book *The Expressions of the Emotions in Man and Animals* (Pease and Pease, 2004). Darwin (2004) assumed that emotions are expressed by many systems including "facial expression, behavioural response, and physical response" (p. 5). He argued that humans continue to make facial expressions because they have acquired communicative value through evolutionary history (Krauss et al., 2000 p. 340).

According to Julian (1989), NVC is one of the most valuable means by which people cooperate with one another. It includes "facial expressions, body movements and posture, gestures, eye contact, touch, space, physical appearance, and even parts of the environment" (As cited in Grady, 2014, p 1).

According to Mehrabian (1971), nonverbal communication is 93% of human understanding of people's emotions and behaviours. He asserted that 55% of useful communication is through facial expressions and body language also 38% of communication contains intonation, while words consist only 7% of communication. According to him when the significant of words is conflicting with sentiments passed on by tones of voice, facial expressions, or body language, our words hardly count as communication (As cited in Hecht and Ambady, 1999).

In 1920, it was the emergence of the behaviourists in which the famous behaviourist Skinner prepared pigeons to interact in different behaviours to show how animals engage in behaviours with rewards (Sanderson, 2010).

Nonverbal communication came back in the mainstream; it began in 1955 by Adam Kendon, Albert Scheflen, and Ray Birdwhistell. They analysed an explanatory strategy called “context analysis” which is a method utilised for transcribing observed behaviours on to a secret writing sheet. These three researchers estimated that humans can make and recognise about 250.000 facial expressions. In the mid 1960s, it was the explosion of information and studies by many psychologists and researchers. Argyle and Dean, for instance, studied the relationship between eye contact and conversational distance. Ralph V. Exline examined patterns of eye contact. Eckhard Hess established several studies on learner dilation. Robert Sommer studied in personal space and the environment (Hecht and Ambady, 1999).

After that, the prosperity of knowledge being published including bestsellers such as: Body language by Fast in 1970 which focused on how to use nonverbal communication to attract others and How to Read a Person Like a Book by Nierenberg and Calero in 1971 (Pease and Pease, 2004).

1.2. Definition of Nonverbal Communication

Nonverbal communication refers to a form of communication of sending and receiving messages without the use of words to express oneself. Barbara (2002) stated, “Nonverbal communication that is the form of communicating thoughts and emotions without the use of words, accounts for nearly 70 per cent of all communication. In communication, much of emotional meanings are received through nonverbal sub-codes” (Sibuyi, 2011).

Nonverbal communication includes all aspects of communication but the use of words. That is to say, it is consisted not only gestures and body movements but also the way words

are expressed, such as the music of the words, interruptions, loudness and accents; these nonverbal features affect the meaning of words (Salimi, 2014). Robinson (2006) argued that verbal communication is inseparable between nonverbal and verbal behaviour. Together they create greater meaning (Robinson 2006. p, 448).

1.3. Types of Nonverbal Communication and Body Language

Types of nonverbal communication are used in every aspect of life. Having knowledge about the types and the units in understanding the body language can help controlling our nonverbal behaviours through our communication.

1.3.1 Kinesics

The origins of the word kinesics comes from the root word kinesis, which means “movement”, and refers to the study of hand, arm, body, physical appearance and face movements. It is the use of gestures, head movements and posture, eye contact, and facial expressions as nonverbal communication (Grady, 2014).

1.3.1.1. Gestures

There are three main types of gestures: adaptors, emblems, and illustrators (Andersen, 1999). Adaptors are touching behaviours and movements that specify internal states that are related to arousal or anxiety.

In regular social situations, adaptors come from uneasiness, anxiety, or a general sense that we cannot control. A lot of people subconsciously click pens, shake their legs, or engage in other adaptors during classes, meetings...etc.

In public speaking situations, the majority of people regularly use self- or object-focused adaptors. Common self-touching behaviours like scratching, twirling hair, or fidgeting with fingers or hands are considered self-adaptors.

Certain self-adaptors are marked internally, as coughs or throat-clearing sounds. In addition, the use of object adaptors can show boredom as people play with the straw in their drink or peel the label off a bottle of water. Smart phones have become common object adaptors, as people can fiddle with their phones to help ease anxiety.

Emblems are gestures that have a specific agreed-on significance. For instance, holding up the index and middle fingers in a “V” shape with the palm facing in is an insult gesture in Britain (Pease and Pease, 2004).

Illustrators are the most familiar type of gestures that are used to illustrate the verbal message they go with. For example, you might use hand gestures to indicate the size or shape of an object. Unlike emblems, in general, illustrators do not have meanings on their own and are used more subconsciously than emblems. Even though, people are never explicitly taught how to apply illustrative gestures, they do them automatically (Grady, 2014).



Figure 01: An example of a gesture “a thumb up” (www.humintell.com).

1.3.1.2. Head Movements and Posture

Body language can tell much about a human being, whether the person is happy, afraid, sad or angry. It is important because it speaks to people more than words can do. It can give to others the full information about what a person want or try to say.



Figure 02: Different situations of body movements and postures (www.motive-toi.com).

Nonverbal communication occurs through posture, bearing, stance, and other subtle body movements. The way people stand, sit, walk, or hold their heads may communicate a wealth of information about their attitudes, confidence levels, and feelings. “One’s walk and posture can tell a great deal about one’s frame of mind” (Hall et al., 1979 in Grady, 2014).

Head movements, such as nodding is a universal sign of acknowledgement in cultures where the formal bow is no longer used as a greeting. The universal head movement is the headshake back and forth to signal “no.” This nonverbal signal starts from birth. For instance, babies shake their head from side to side to reject their mother’s breast and later shake their head to reject attempts to spoon-feed (Pease and Pease, 2004).

According to Hargie (2011, p 2) “There are four general human postures: standing, sitting, squatting, and lying down. Each of these postures has many variations, and when combined with particular gestures or other nonverbal cues they can express many different meanings”.

1.3.1.3. Eye Contact

Eyes play an essential role in nonverbal communication. They are very effective and powerful in expressing emotions and feelings. Eyes are considered as the windows to the soul as well as the windows to one's heart. This saying is actually accurate in terms of where people typically think others are located, which is right behind the eyes (Andersen, 1999).

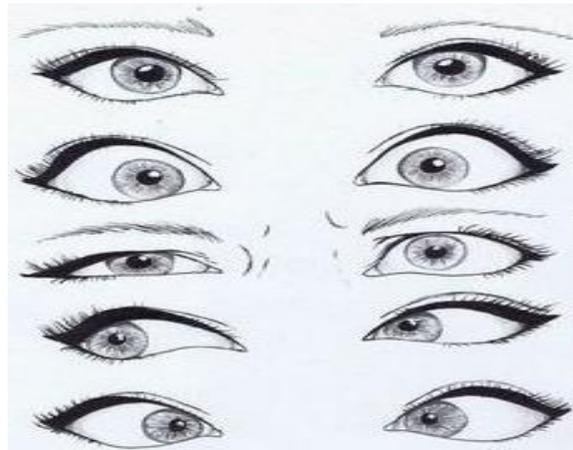


Figure 03: Different expressions of “Eye contact” (www.pinterest.com).

Eye contacts have their own branch of nonverbal studies which is called Oculistics, it comes from the Latin word *oculus*, that means “eye.” The face and eyes are the main features of focus during communication. Certain eye behaviours have become tied to personality trait or emotional states. For instance, there are “hungry eyes,” “evil eyes,” and “bedroom eyes”.

Eye contact has a big influence on social behaviour; it varies from one culture to another, and however, as globalization carries on to changes the face of the world, it's important to note that actions such as eye contact can change in meaning across different cultures. In the Algerian culture, for example, looking directly into the eyes of someone can be seen as an impolite and a rude behaviour. Meanwhile, In the USA, making eye contact is understood as showing interest, paying attention, and having self-confidence (Martin and Nakayama, 2010).

1.3.1.4. Facial Expressions

The face is the most expressive part of human's body. It expresses emotions without saying a single word.

Human faces for Happiness, sadness, fear, anger and disgust are universals. The first four are especially identifiable across cultures. Nevertheless, the triggers for these expressions and the cultural, social norms that influence their displays are still culturally diverse.



Figure 04: Different facial expressions of happiness, sadness, relief... etc (www.pinterest.com).

Smiles are powerful communicative signs. Even though facial expressions are seen as innate and several are universally known, they are not always connected to an emotional or internal biological stimulus; they can actually serve a more social purpose. For instance, most of the smiles that people make are principally produced for others and are not just an involuntary reflection of an inner emotional situation (Andersen, 1999).

Human beings cannot avoid expressions from specific emotions even if a person is trying to hide them. For instance, when someone says that he/she is in a good mood, the appearance on his/her face may tell others something else (Evans, 2001).

1.3.1.5. Clothes and Physical Appearance

The first impression of any individual is influenced by his/her own appearance. Clothing is a kind of extension of the self. It can affect one's general behaviour or others. Clothing and accessories can make real or alleged social status. For example, women who accede to a high management function will tend to dress in a particular way, similar to men wearing accessories. Clothing is generally associated with carelessness, and rarely with the intrinsic value of the individual (Dinică, 2014).

1.3.2. Haptics

The earliest type of communication for any individual is Haptics, the science of touch, which is originated from the Greek Haptikos meaning “to be able to come into contact with others”. People communicate through touch on their daily life, most of the time without paying attention to it. To illustrate, people use handshakes in order to have self confidence or to introduce themselves (Floyd, 2006).



Figure 05: The power of touch as a non verbal cues (www.slideshare.net).

According to Andersen (1999, p. 36) “Touch is necessary for human social development, and it can be welcoming, threatening, or persuasive. Research projects have found that students evaluated a library and its staff more favourably if the librarian briefly touched the patron while returning his or her library card”.

1.3.3. Vocalics

Vocalics is the study of paralanguage, which includes the vocal qualities that go along with verbal messages, such as pitch, volume, rate, vocal quality, and verbal fillers.

Pitch helps convey meaning, regulates conversational flow, and communicates the intensity of a message. Children, for example, have a difficult time perceiving sarcasm, which is usually conveyed through paralinguistic characteristics like pitch and tone rather than the actual words being spoken. Adults with lower than average intelligence and children have difficulty reading sarcasm in another person’s voice and instead may interpret literally what they say (Andersen, 1999).



Figure 06: Receiving of voice messages (www. <http://slideplayer.com>).

Speaking rate is the how fast or slow a person speaks that leads people form impressions about his/her emotional state. As with volume, variations in speaking rate can interfere with the capability of others to get and recognize verbal messages.

Verbal fillers are like filling gaps using sounds in speech as people think about what to say next. They are considered a part of nonverbal communication because they are not the same typical words that stand in for a specific meaning. Verbal fillers such as “um,” “uh,” “like,” and “ah” are common in regular conversation (Buller and Burgoon, 1986).

1.3.4. Proxemics

Proxemics is the study of how space and distance influence communication. Ivannia (1996) defined it as “the study of one’s perception and use of space”. The American anthropologist Hall (1965) produced the theory of personal space which includes four levels of distance.

1.3.4.1. Intimate space

It is for only those persons who are relationally close such as family and close friends (0-1.5 feet).

1.3.4.2. Personal space

It is also known as the bubble of space (1.5- 4 feet) is used for conversation and no personal communication.

1.3.4.3. Social space

It is used in more formal situations. For instance, in business transactions, meeting new people and interacting with groups of people (4-12 feet).

1.3.4.4. Public space

(Over 12 feet) occurs in larger communication circumstances such as a courtroom (Hall, 1968).

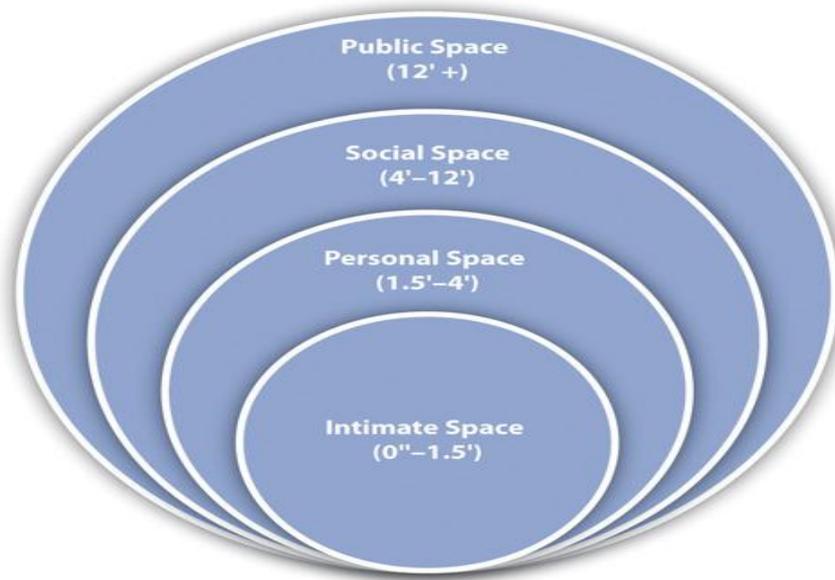


Figure 07: Proximics Zones of Personal Space (Hans and Hans, 2015).

1.3.5. Chronemics

Chronemics is the study of how time affects communication. According to Andersen (1999), Time can be classified into several different categories, including biological, personal, physical, and cultural time. Biological time refers to the rhythms of living things. However, personal time is the way in which people experience time. The way that people experience time varies based on the mood, the interest level, and other aspects. While Physical time refers to the fixed cycles of days, years, and seasons. On the other hand, Cultural time is how a large group of people consider time.

1.4. Importance of Nonverbal Communication

“The most important thing in communication is hearing what isn't said” (Drucker, 2005 in Mujezinovic, 2011). Nonverbal communication has a significant meaning in expressing thoughts, ideas, emotions and feelings that are shared by people with expressions and movements through different body gestures, faces, touch, space and even voice.

Nonverbal communication gives the opportunity for people to read each other's minds. If someone wants to hide his/her feelings or any reaction to some kind of information, the attention should be given to the nonverbal acts (Pease and Pease, 2004)..

The silent signals of nonverbal communication tend to reveal underlying motives and emotions-fear, honesty, joy, indecision, frustration and much more (Kinsey, 2008 in Mujezinovic, 2011). The tiniest gestures, like the way your co-workers stand or enter a room, often speak volumes about their confidence, self-worth, and credibility. And the way you sit, stand, or look at others reveals more about your true intent than you may realize (Mujezinovic, 2011; Bambaerero and Shokrpour, 2017).

Body language has the power to transfer the attitudes and feelings of people to others and in many cases can be even more effective than verbal messages (Farhangi, 1995; Mujezinovic, 2011)

1.5. Features That Influence Nonverbal Communication

1.5.1. Culture

Gamble and Gamble (2002) stated that culture plays a significant role in modifying the use of nonverbal language in human communication interaction. Culture guides people on how to interact interpersonally and socially.

Nonverbal communication has important roles in intercultural situations, according to Anderson (1982), contact cultures are those cultures that promote close body contact between individuals in a social interaction. These include countries such as Saudi Arabia, France, Italy, most North African countries and so forth.

People of Scandinavia, Germany, the British Isles and North America on the other hand, prefer to reserve a certain amount of personal space in public interaction. Ivannia (1996) stated

that “Personal space is an area with invisible boundaries surrounding a person’s body into which intruders may not come”.

As people from different places vary in the way of using personal space between two or more communicators, emotional expressions can also differ. Gamble and Gamble (2002) asserted that, in the Mediterranean area people seem to be uninhibited in expressing their feelings, while people of the Far East like the Chinese and Japanese tend to withhold their feelings in public.

Gamble and Gamble (2002, p 17) believed that. “Touch can serve as a demonstration of openness, comfort with and trust in the other person”. The amount of touch that is acceptable to individuals and how they want to be touched are largely determined by culture. Gudykunst and Kim (1992) suggested that different cultures value touch differently. For instance, Asian people, such as the Japanese, shy away from touching in public, because their cultures forbid this. On the other hand, most Westerners display affection in public because their cultures tend to encourage this.

In the United States, smiling can indicate that people are friendly and open-minded. However, in the Japanese culture people are expected not to smile because smiling at strangers is seen as inappropriate particularly for women. Furthermore, Eye contact can show interest and attentiveness .In some cultures; making a lot of eye contact conveys honesty, while avoiding it is seen as shifty and dishonest in other cultures. These cultures believe that making a lot of eye contact is insulting and a sign of aggression and these people show that they are paying attention to another person by glancing at them only occasionally. (Goddard and Wierzbicka,1997, p. 221).

The same nonverbal cue may carry different meanings in different cultures. According to Gamble and Gamble (2002), nodding one’s head symbolises agreement in North

America whereas in Japan this may imply someone has received the message but not that he/she agrees with it.

Westerns focus more on body language and eye contact while communicating face to face. However, Arabs believe that it is rude and disrespectful to use eye contact for a long duration. The Japanese, on the other hand look at others very little and focus on the face and the neck while speaking.

Crystal (1997) said that visual signs differ from one culture to another. In some cultures, the use of hand gestures and waves is needed and is considered as important in communication. Some cultures as the Italian one makes extensive use of gestures and facial expressions, while others like the Japanese use very few. A gesture can mean something in a country, and means something offensive in another one. Hands and fingers are also different in use; Middle Eastern cultures prevent eating with left hands because they are reserved for bodily hygiene. Some Venezuelans may use their lips to point at things because pointing with a finger is impolite

Although people may use gestures and bodily expressions differently, the fact that they share similarities cannot be neglected. There are universal facial expressions that do not change because they are parts of all human beings. For example, any person if he/she is happy he/she keeps smiling and even laughs a lot during a conversation that indicates one's in a good humour. When a person is turning red-faced, that means he is whether angry, shocked, excited, or shy. The opened-eye with a half-opened has the significance of fear or surprise. Sadness is also a universal feature each individual may express it similarly in every country. According to Crystal (1971) expressions of the face and movements of the body can reveal clues as to a person's mood and personality (Mihoubi, 2014).

Damen (1987) declared that aspects of body language such as the inclination of the body towards the speaker can convey attention in some cultures but not in others. Zhihong (2001) believed that eye-contact may differ from one culture to another. In the French culture,

for example, using eye-contact while communicating with others is a must. In China, however, eye-contact especially between males and females may be negatively interpreted. (Kitao, 1991; Belkhir-Benmostefa, 2016). Sercu (1998) stated that people "betray their membership of a particular culture not merely through their accent but also through the way they express or do not express their emotions, the way they stand, the way they look or do not look into the eyes of their communication partner". (P. 263).

1.5.2. Gender

Gender is also another feature that influences the use of nonverbal communication. Men and women differ significantly in their use of it. Researchers believe that women use gestures more than men do, because of the stereotype that women are more sociable, friendly and outgoing than men as well as they are better at expressing themselves.

Cummings (2011) stated that, when a woman tries to express her feeling, she can generate thousand of gestures. However, men usually use the nonverbal cues in order to show authority and power. They know how to control their gestures not like women do.

According to Kramer (1977), women tend to use the facial expressions and hands gestures to transmit their message more than men do. Another study by Briton and Hall (1995), assumed that women use more expressive and involve more nonverbal communication than men, which are considered to be more skilled at transmitting the nonverbal cues.

At haptics, female are more likely to touch others because according to them touching is considered as a form of friendship or kindness.

1.6. Reading Body Language

According to Allan and Pease (2004), Reading body language means to understand people's emotional conditions and cultural backgrounds. To read body language appropriately,

body movements should go with what is being said .Body language may only be read in context and clusters, a lot of gestures appear at the same time so they cannot be read separately.

Body language has its own words, sentences and punctuation. Every gesture is like a word, and every word has several meanings, only when a word is within a sentence it seems understandable for the reader, exactly like gestures.

Reading body language makes the person more conscious of people's personalities and mentalities .It makes him a good observer who feels more sensitive toward people's emotions and feelings and it helps improving the relationships with others (Pease and Pease, 2004).

Conclusion

This chapter presented a general overview about nonverbal communication and body language and its importance in different sectors of modern life. Developing an awareness of the importance of this aspect constitutes a decisive step towards developing an adequate level of competence in its use.

Chapter Two: Nonverbal Communication in Teaching

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Conclusion.

Introduction

This chapter sheds light on the different aspects of teaching/learning nonverbal communication competence. Moreover, it deals with some options of integrating this aspect in the curriculum.

2.1. Effective Body Language Teaching Techniques

Teachers have to pay attention to their body language while teaching, because it is what makes students respond to their output. Most researchers have shown that students do not respond to the content of the lesson if the way of presenting it is a poor one. For that, it is obligatory for teachers to use effective body language techniques in their classes.

2.1.1. Use the Voice

In order to transfer ideas and information to students while performing lessons, teachers use their voice, gestures and facial expressions. A teacher should address his class with clear and upbeat voice so as to take control of his/her students' divided attention (Genard, 2012 in Mihoubi, 2014).

2.1.2. Use the Appropriate Posture

The teacher should avoid standing behind the table for a long time because this act may create a physical barrier between him and his students, and may institute space in communication during class, particularly teachers who tend to sit all the session on their chairs with no movement or lack of it. Those teachers were portrayed by the majority of students as "boring".

2.1.3. Use the Space

The teacher should occupy space while teaching in a way that shows him as comfortable in his own class. The way a teacher moves and stands on stage shows confidence and leads students to trust him and what he/she is presenting to them. The teacher should try to find a way

to utilise space effectively because over moving in the class for instance can distract the students and makes them confuse.

2.1.4. Use Facial Expressions

Facial expressions are very effective and helpful in instituting authentic teaching / learning experience, in which students will focus the most on the teacher's face to improve the deliverance of the lesson. The more the teacher uses facial expressions, the more his students will pay attention and participate to achieve the aim of the class (Neill and Caswell, 1993).

2.1.5. Hands and Gestures

According to Van Edwards (2014), hands play an essential role in indicating trust. Thus, teachers should keep their hands open while communicating verbally with their students to show trustworthy to them and to gain their attention (As cited in Mihoubi, 2014, p. 18).

2.1.6. Use Suitable Rate of Speech

Teachers should be flexible while dealing with their students, and with the subject matter being discussed, as well as using body language as a tool to do their jobs. Avoiding rushing is one way to make the teacher looks more confident since slowing down the rate of speech will calm the atmosphere and helps students to understand what is being explained better (Neill and Caswell, 1993).

2.1.7. Getting Student's Attention

Communication between a teacher and his learners occurs in classrooms every day. An effective teaching requires paying a lot of attention and focus during the lesson by managing the class in a good way without wasting time.

A teacher has to use certain markers in order to make his/her students paying attention in the classroom. These markers are very important to regain the teacher's control over the classroom and save time by ensuring messages not to be repeated. For instance, tell students to keep quiet, refocus them of what is being said or praise attentive ones.

Eyes contact is considered as one of the most powerful features that facilitates and creates a positive relationship between the teacher and his/her students. However, in some cases, there are certain teachers who avoid eye contact in teaching/ learning process that lead to a lack of interest in them .According to Khan and Akbar (2000) “In teaching learning process eye contact is perhaps the most powerful way we communicate with”. Longer eye contact is associated with trust, good feelings and participation of students. Most teachers already know that it is too much important to look at students' eyes, but some of them ignore the use of it. As a result their students feel less concentrated and marginalised in the classroom. Eye contact is very important in keeping a class focused.



Figure 08: The teacher's head is forward lean (Neill and Caswell, 1993, p 91).

By this she is showing that she is paying attention to the student. In this case and by pointing with her index finger, she is nominating the learner to speak (Neill and Caswell, 1993).

According to Kansas (2003) “Posture as well as eye contact is used to indicate attitudes, status, affective moods, approval, deception, warmth and other variables related to classroom interaction” (Roviello, 2004).

Body language is also another way to improve nonverbal communication skills in teaching and learning. Posture in the classroom promotes attentiveness and awareness. However, it is also hard to maintain. For example, when a teacher is standing with hands in the pockets and leaning or sitting on furniture this may make him comfortable but it may effect on student’s attention (Neill and Caswell, 1993).

White (2000) stated that “for a teacher to be an effective listener, he/she must have a relaxed and open posture”.

2.1.8. The Effective Ways in Teaching

Effective teachers use certain methods that best provide the learning needs of learners. These kinds of teachers have the ability to motivate, promote, understand students and encourage them to study more and perform better. In classroom, the teacher has the role to transmit body message of enthusiasm by using facial expressions, eye contacts, body movement, space and even voice (Neill and Caswell, 1993).

In the figures below, there are some descriptions of how an effective teacher does throughout the lesson, taking from the video study of Neill and Caswell (1993) with a brief clarification of each one:

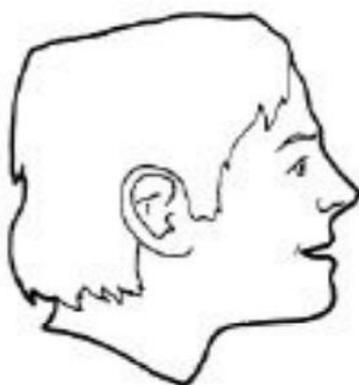


Figure 09: The teacher's head is forward with a smile (Neill and Caswell, 1993, p 90).

This is a relatively mild expression of attentiveness and interest in what the learner has to say. Most students saw this teacher as “friendly”, and gave a mixture of other positive comments.



Figure 10: The teacher is effectively catching the idea of the student (Neill and Caswell, 1993, p 98).

When the teacher does so, most students see it as helpful. However, some may find this approach frightening and overpowering.

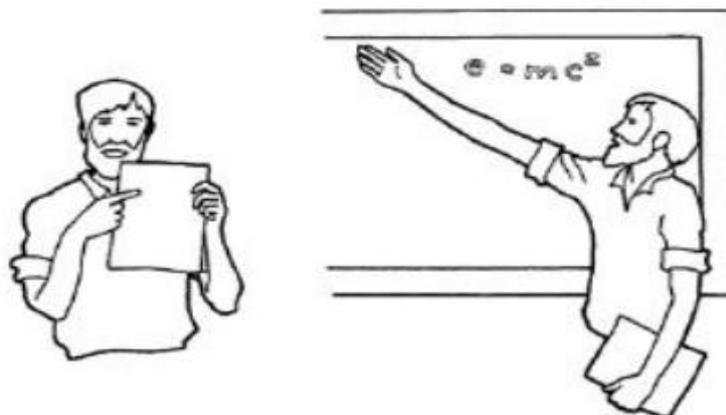


Figure 11: The teacher is using hand gestures (Neill and Caswell, 1993, p 101).

This technique is using in order to clarify things for students and providing them to follow their teacher.



Figure 12: Making abstract notions concrete by gestures and motions (Neill and Caswell, 1993, p 102).

This teacher, for instance, is miming the course of World War One trenches down between Belgium and Switzerland.



Figure 13: The teacher is showing an idea to the class using the gesture of palm up (Neill and Caswell, 1993, p103).

Thanks to this gesture, students saw this teacher positively, and consider him as ‘interesting’ or ‘helpful’.



Figure 14: The teacher is counting points that are made verbally (Neill and Caswell, 1993, p105).

It is a helpful way to make students draw an image about what is being said, and help them remember each element separately.

Those figures mentioned above show the effectiveness of teachers using nonverbal cues to transmit their messages enthusiastically. Those gestures facilitate and manage the communication between the teacher and students.

2.1.9. The Appropriate Sitting Arrangement

Classroom seating arrangement is very important to teacher's plan for classroom management. According to Wannarka and Ruhl (2008), the classroom environment contains different elements, whether the teacher is able to control it or not.

This environment known as the setting events for a lecture which can consist of the temperature of the classroom, illumination, physical space, seating arrangement, student seating position, noise level and existence or absence of peers or adults among other elements which help shape the classroom atmosphere in which students are expected to be taught. Some students prefer to sit in specific places in the classroom. Each position can effect on student's performance and ability such as attention distance, awareness, understanding and the retaining of information can be influenced by where the student chooses to sit.

According to Çinar (2010, p 210) "There are several factors which help determine an appropriate seating arrangement for a classroom to optimise student learning. For a seating arrangement to be successful, the arrangement should facilitate interaction among students and teacher, suite the instructional objectives and activities, and ease access to the instructional material".

Most of studies have reported that students who sit in the left are much better in spelling tests than those who sit in the right. Also, students occupying the front rows are more attentive than others. And learners who sit on the back benches are the least receptive and usually they avoid being noticed by the teacher (Szparagowski, 2014).

2.2. Student's Body Language

Inside classrooms, students tend to use nonverbal behaviours while communicating and responding to their teacher's input. These behaviours help the teacher to know how to run his/her class effectively to get students' attention.

2.2.1 Boredom

Students' nonverbal behaviours during the lesson can tell a lot about their feelings. When students begin to use gestures such as using their hands to support their heads, it shows that they are feeling bored. Normally students start with their chins being supported by their hands or thumbs, but the whole cluster of hand supporting the head from falling asleep is the most famous symbol of boredom, as well yawning, putting fingers in one's hair, gossiping with others, or even putting the head on the table.

A lot of gestures like drumming fingers on the table, looking around, or making themselves busy with something else, are all signals of the lack of interest. After the teacher observes that, he/she has to change his way of teaching so that students renew their interest (Sharma, 2011).

2.2.2. Active Students

In classrooms, active students always appear more than others. A lot of gestures a student's may use to tell the teacher if he is really listening to what is being said or not. Facial expressions such as nodding and head tilting are good signs that indicate attentiveness, and that the student is interested in what is being said. Eye contact when exchanges between the teacher and the students will help to establish communication inside the classroom, thus the students will contribute in the lesson (Bambaeroo and Shokrpour, 2017).

2.3. Benefits of Using Nonverbal Behaviours in Classroom

Successful teachers should be aware not only of what they are communicating but also of how they are communicating, they need to understand the meaning of their nonverbal behaviours that they are sending and receiving in the classroom.

Ali (2011) stated that when nonverbal signals are used successfully in classroom, they may provide language extra support. Thus, nonverbal cues are used: to decrease needless

teacher talking time, to arouse learners' participation, to build a self confidence, to reduce the fear of silence, to give comprehensible information, to control classroom efficiently, to develop listening and speaking skills, to develop learner's performances in pairs and group works, to develop intercultural competence, to avoid misunderstandings and to benefit the classroom atmosphere.

According to Neill (1991) "Nonverbal communication within the classroom is very important because the teacher and pupils often have more confidence in the nonverbal than in the verbal message".

Kusanagi (2003) believed that "gestures used in the classroom may facilitate teaching and learning at different levels".

Tai (2004) asserted that, teachers can progress their methods of teaching by using "eye contact" in a creative way. He also believed that teachers should be glance around the students in order to increase their participation.

2.4. Nonverbal communication and Second Language Acquisition

Verbal and nonverbal behaviours can be considered as indispensable components of human communication, and, as a result, they become inseparable from the teaching of foreign languages because a proper understanding of nonverbal communication can improve the effectiveness of communication (Pike, 1967; Bachman, 1990; Kendon, 2004). Despite this fundamental role that NVC plays in communication, second language teachers often neglect the teaching of it (Soudek and Soudek, 1985; Jungheim, 2001), and this, in turn, can result in learners' failure in grasping the true nature of communication in the target language (Cameron, 2001).

This failure is due to the fact that nonverbal behaviour reveals basic cultural traits by which people are able to gather clues about the underlying attitudes and values of the members of

the target community. It can be concluded that the study of NVC is part of the study of a bigger paradigm known as cross-cultural communication (Gudykunst, 2003; Wiseman, 2003).

Nonverbal communication has also been investigated by the researchers who desire to discern the process of second language acquisition. For instance, Stam (2006) argued that we can get a clearer and more complete picture of the learners' progress in learning another language by looking not only at their speech but also at their gestures. Gullberg (2006) also suggested that the analysis of second language learners' use of NVC in interaction can offer valuable insights into the processes of language acquisition. Stam (2006) beside Yoshioka and Kellerman (2006) found that the speakers of verb-framed languages, like Japanese and Spanish, as well as those of satellite-framed languages, like Chinese and English; inappropriately transfer their L1 gestures of motion verbs to their L2 signing.

The importance of nonverbal communication has also been attested by some language teachers (Smith, 1979). Ehrman and Dornyei (1998) and Sime, (2006), for instance, have identified three functions of nonverbal communication. The first of these functions is cognitive. Given its cross cultural and cross-linguistic variation, nonverbal communication can be treated as part of what learners can acquire in a target language (Pennycook, 1985; Neu, 1990; Gullberg, 2006). Rosa (2004) reminds classroom teachers of the second function of nonverbal communication, namely as emotional function. For effective teaching to take place, Rosa believes, teachers need to pay attention to how they combine verbal elements to convey particular meaning to children, especially to older children because they tend to focus more on adults' nonverbal behaviour in their attempt to understand what is expected of them. She recommends proactive use of eye contact with individual students.

Nonverbal communication tools, like tone of voice, body posture, facial expression, and gesture can help a teacher to establish a presence in the classroom and therefore motivate students to engage actively in class activities (Sime, 2006). These tools also help boost

the students' learning capacity and their ability to recall information (Allen, 2000; Lazaraton, 2004). The third function of NVC in the classroom is organizational function. Rosa (2004) backs the use of gestures for classroom management and endorses the use of paralanguage (voice tone, pitch, volume, tempo, intensity and silent pauses) in establishing and sustaining learners' attention.

2.5. Nonverbal Communication and Models of Language Proficiency

The concept of language ability, which is known as communicative competence in research circles, has been considered as one of the most powerful theoretical developments in language education. The instigation of the concept of communicative competence has helped redefine the objectives of L2 instruction and target language proficiency (Lee, 2006).

2.5.1. Canale and Swain's (1980) Model of Communicative Competence

Earlier models of language ability were either linguistic or psycholinguistic (Carroll, 1961 in Farhady, 2005). This kind of models concentrated completely on the linguistic components (knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics, and phonology) of language skills or mental processes needed to comprehend these skills. These models had a fairly narrow vision of linguistic capacity and were focused on verbal aspects of language thus ignoring the nonverbal aspects altogether (Bachman, 1990).

Before dealing with the term communicative competence, it is first, merit mentioning that the growth of this term starts with Chomsky's (1965) distinction between the linguistic concepts competence and performance. According to him, competence is the intuitive grammatical knowledge of the mother tongue that a native speaker has which allows him to make grammatically correct sentences that are agreeable by his speech community. Furthermore, performance is the linguistic behaviour of the native speaker. Declared differently, it is the use of the language determined by the linguistic competence in real life situations.

Chomsky (1965) believed that the linguistic competence is the worthy aspect a speaker needs while communicating, and he considered other factors as irrelevant. Chomsky pointed that linguistic competence is “Concerned primarily with an ideal speaker-hearer, in a completely homogenous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance”. That is to say, grammar rules that exist in the mind are enough for the language users to communicate sufficiently.

The idea of Chomsky (1965) was criticized by many scholars. Hymes (1972) proposed that the speaker needs –beside the linguistic competence – the knowledge of how the language is performed by his speech communion. So as communication takes place in a sufficient way. He urged on the point of the appropriateness of utterances to their related context. As a consequence, the term CC came as an umbrella term for the linguistic competence which consists of the various rules of the components of the abstract language, and the contextual/sociolinguistic competence.

For Hymes (1972) communicative competence is to include not only grammatical competence (or explicit and implicit knowledge of the rules of grammar) but also contextual and sociolinguistic competence (knowledge of the rules of language use).

It was not until late 1970s and early 1980s that a more comprehensive model was proposed by Canale and Swain (1980), and this model was later adapted by Canale (1983). The 1980 model included minimally grammatical competence, sociolinguistic competence, and communication strategies (strategic competence). The components of the nonverbal communication do not seem to have assigned a specific place in Canale and Swain's model; nevertheless, the model is clear about the compensatory function of nonverbal communication strategies.

As a branch of strategic competence, nonverbal communication strategies can be called into action “to compensate for breakdowns in communication due to performance variables or insufficient competence” (Canale and Swain, 1980, p 32). An example of this nonverbal communication is the use of role-playing strategies for the communication of difficult concepts.

According to Oxford (2001), strategies for language learning and use are specific behaviours or thought processes that students use to enhance their own L2 learning. Such behaviours may be either learning strategies or communication strategies. Learners who can compose useful strategies tend to learn language better and faster than those who are strategically inept. On the other hand, strategic competence is related to both the verbal and the nonverbal strategies used to make up for break downs, for instance comprehension checks and conversation fillers. Furthermore, it makes communication more effective. This type of knowledge is tightly related to the ability of interlocutors to use communication strategies (Canale and Swain, 1980).

Canale and Swain have also included sociolinguistic element as an important component of communicative competence into their model, and it seems that this component rules the realisation of other competences to ensure social acceptability. However, researchers believe that there is not a strong theoretical or empirical motivation for supporting this view. So it can only be inferred that sociolinguistic rules govern nonverbal communication and ensure its contextual suitability.

In 1983, Canale started to modify the earlier model and introduced a model that tried to account for both psychological and contextual factors. The components of Canale’s model, except for the grammatical competence, have witnessed radical changes when compared with Canale and Swain's (1980) model.

Sociolinguistic competence, for instance, helps form two separate components of sociolinguistic and discourse competence. Sociolinguistic competence refers to the socio-cultural rules of using the second language appropriately; that is, how utterances are produced and understood in different sociolinguistic contexts.

Canale (1983) has also tried to specify the components of NVC by the introduction of the concept of proxemics, she further relates the appropriateness of nonverbal behaviour and proxemics to socio-cultural rules that run in a speech community. Discourse competence was defined as rules concerning cohesion and coherence of various kinds of discourse in L2 (e.g., use of appropriate pronouns, synonyms, conjunctions, substitution, repetition, marking of congruity and continuity, topic-comment sequence, etc.). Canale also extended the use and the function of nonverbal communication strategies in that the author considers them not only as compensatory strategies that are called upon when grammatical and sociolinguistic L2 competence fail to function, but also as elements that boost the effectiveness of communication (Birjandi and Nushi, 2010).

2.5.2. Bachman's Communicative Language Ability

A decade after the introduction of Canale and Swain's (1980) seminal model of communicative competence, a more comprehensive, stratified model was proposed by Bachman (1990). He suggested using the term communicative language ability, claiming that this term combines in itself the aspects of both language proficiency and communicative competence. He developed three central components for CLA that are essential for defining one's competence in communicative language use; these components include language competence, strategic competence, and psycho-physiological mechanisms. The first component was termed as language competence, and it contained organisational and pragmatic competence. The organisational competence was further divided into grammatical competence and textual competence.

Bachman's grammatical competence is consonant with Canale and Swain's (1980) grammatical competence in that it comprises abilities to control the formal structure of language. The second type, i.e., textual competence, pertains to the knowledge of conventions for cohesion and coherence and rhetorical organization.

Bachman's (1990) textual competence is thus believed to contain Canale and Swain's (1980) discourse competence, as well as the strategic competence.

Bachman's (1990) pragmatic competence mainly focuses on the relationship between what one says in his or her communicative acts and what functions he or she intends to perform through his or her utterances. This concerns the illocutionary force of an utterance, or "the knowledge of pragmatic conventions for performing acceptable language functions" (Bachman, 1990), which he embodies as illocutionary competence under the pragmatic competence. Illocutionary competence enables a speaker to use his or her language to use different functions; it also helps a hearer in interpreting the illocutionary force of an utterance. One needs.

However, more than illocutionary competence to successfully execute a certain communicative function; the speakers and hearers should have a standard for appropriateness, and this standard should be based on the language use context in which communicative exchange actually takes place. This ability is accounted for by the sociolinguistic competence which forms the other component of Bachman's pragmatic competence. To be more specific, Bachman talks of a number of abilities that concern with sociolinguistic competence: ability to be sensitive to regional and social language varieties; ability to be sensitive to differences in register; and ability to produce and interpret utterances based on naturalness of language use. In his work, sociolinguistic competence and illocutionary competence are put together to shape a speaker's pragmatic competence, which, in turn, composes, along with grammatical competence, the speaker's language competence (Birjandi and Nushi, 2010).

While Canale and Swain (1980) limit strategic competence to a set of "compensatory" strategies, Bachman (1990) expanded the scope and portrayed a much broader perspective for strategic competence.

Bachman provided a broader theoretical model of strategic competence by dissecting it into three components. He believed that the strategic competence is a mental capacity for implementing the competences of language competence in contextualised communicative language use. According to Bachman, the strategic competence provides the means for relating language competences to features of context in which language use takes place (Socio-cultural knowledge, real world knowledge) and thus ensures the interaction among the competences.

The Bachman's model is not overly different from Canale's (1983) model. The feature that distinguishes his model from others is its in-depth analysis of the components of each competence. Bachman mentions paralinguistic features and places them within the grammatical competence which are governed by sociolinguistic competence and illocutionary competence for contextual and functional appropriateness, with strategic competence providing the link between these competences.

2.6. Materials to Teach Nonverbal Communication in EFL Classes

It is certain that one of the main objectives in language classrooms is to establish successful classroom management as a teacher because classroom management creates the foundation for an effective classroom environment.

Classroom management is essential to create an environment that promotes both teaching and learning. It includes the procedures and practices that teachers use to maintain an environment in which learning can occur. Classrooms can be managed through nonverbal behaviours, such as eye contact and facial expressions, because these can effect or even change students' good and bad behaviour.

In addition to this, nonverbal language is a kind of tool that helps teachers to communicate with the students in the target language and to control the students to create an efficient communication and discipline in the classroom.

The need to focus on dynamic aspects of interaction is a must. There is no way that the traditional teacher-fronted language classroom can help learners practice the dynamic nature of genuine interaction in their TL. The rhythm and intonation, the body and eye movements, and other aspects of face to face communication must be practiced in pairs and small groups. Teachers and learners need to have access to videotapes or film clips that realistically demonstrate interlocutors' total behaviour (not just speech) during oral communication. Such videotapes or film clips can be used in many ways to sensitize learners to target language use. For instance, watch the segment without sound to observe, describe, and imitate nonverbal behaviours. Listen to segment (sound only) to focus on the language rhythm, intonation, pitch, timing, and volume, as well as grammar and vocabulary. Watch and listen to the intact segment several times in order to role play the segment or to perform a similar interaction (Alcón Soler and Safont Jordà, 2007).

Finally, teachers should videotape learner performances so the learners can observe themselves and see where they need to improve or not.

2.7. Integrating Nonverbal Communication in the Algerian Syllabus

In teaching a great deal of knowledge is transmitted through body language, including gaze, posture, hand gestures, voice, touch and body movements. Teachers as well as students should understand the nonverbal cues to facilitate and develop the teaching learning process.

Even though nonverbal communication is an indispensable aspect of communicative situations; it is still a neglected aspect in the field of teaching and learning foreign languages.

In the context of foreign language teaching, however, nonverbal phenomena have not been given sufficient attention (Knabe, 2007).

According to Pan (2014, p 12), “nonverbal communication has a significant role both in our daily communication and in language classes because nonverbal communication is the inevitable part of language teaching, in order to obtain the aim of teaching: developing teaching quality and the development of teaching methods”.

What is more, Ledbury et al. (2004) mentioned that nonverbal communication is really crucial for the teachers’ and the students’ performances (Canan, 2009).

Body language is largely culture-specific, in English foreign language classes teaching nonverbal communication should be taken into consideration to prevent the misunderstanding that occur in cross-cultural communication and to develop the students’ understanding on the differences existing across cultures. According to our experiences, in the Algerian classes the distance between the teacher and the students is in a large communication. However, in the European classes, the distance is too close.

In classroom, good communication emphasizes not only on the VC, but also on the meanings that are conveyed through nonverbal language, each one complete the other to make the knowledge clearer and easier. Knabe (2007) believed that we remember vocabulary and language patterns for a longer period of time if language is linked with nonverbal signs.

Using nonverbal cues in different fields of foreign language teaching is very valuable to help both students and teachers recognise the nonverbal aspects of communication in various contexts. All this, makes it very important to be included in the Algerian syllabus.

Conclusion

This chapter presented important aspects of teaching nonverbal communicative competence. In addition, it attempted to deal with some options of integrating this aspect in the curriculum. Since nonverbal communication is not taking into account and still a neglected issue in the field of teaching and learning. For that, EFL Teachers and learners should be aware of the importance of NVC and use it to create a more motivating, comfortable, and successful class.

Chapter Three: Practical Part

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Introduction

The present chapter deals with the practical part of our research. The overall purpose of the chapter is to evaluate the effectiveness of a teacher's use of nonverbal communication in an oral classroom at Mohammed Seddik Ben Yahia university in Jijel, and to gauge this teacher's awareness and perception of the effectiveness of her nonverbal practice inside the classroom. This chapter consists of two sections. The first section deals with the results of our classroom observation using an observation schedule designed in the light of our previous review of the literature. The second section deals with the analysis the teacher's interview, which has been designed in the light of our analysis of the data generated by the observation scheme so as to corroborate our analysis with the teacher's evaluation of her own nonverbal teaching practice.

3.1. Classroom Observation

3.1.1. Description of the Classroom Observation

Classroom observation is the act of observing the teaching process while it is taking place in a classroom or any other learning environment.

For the purpose of investigating the use of nonverbal cues in an EFL classroom by the teacher, a classroom observation was conducted. Our classroom observation was conducted at Mohammed Sedik ben Yahia university with third year students of English language department specifically in oral expression module. It takes place from 30/03/2018 to 29/04/2018. In addition to oral sessions, we attended other sessions of phonetics with the same teacher in order to make her familiar with us and less distracted as Cohen (1998) states " ... if the observer ... is present during several lessons, students may become accustomed and consequently revert back to their normal classroom behaviours". The number of the students of the class under investigation was about 31, but not all of them attended the class regularly, during the observation. To ensure the observation of all what was happening in the classroom,

we sat at the back. Data collection was merely based on taking notes and filling the observation schedule. We tried to notice the nonverbal cues that the teacher used while communicating and interacting with her students. The nonverbal cues that a teacher should or should not use while teaching are presented in the schedule and the “how well” the teacher under the observation used them is presented under the following titles: excellent, satisfactory and needs improvement.

3.1.2. Analysis of the Classroom Observation

In the classroom observation, we relied on filling an observation schedule when we attended the teacher’s sessions. In this observation, we noticed all the gestures she has made while teaching her class such as the use of nodding the head, smiling, hand gestures, eye contact... etc. The schedule contains gestures that a good teacher should and should not apply while communicating and interacting with his/ her learners and the “how well” she uses and avoids the use of those gestures is presented in the schedule.

3.1.3. Observation Schedule for the Evaluation of the Use of Nonverbal Communication in the Oral Classroom

Nonverbal communication	Excellent	Satisfactory	Needs improvement
1- Oculesics (Eye Contact)			
Staring directly to the students’ eyes.	✓		
Gaze and smile with the students.	✓		
Avoid looking up	✓		
Avoid looking down	✓		

Avoid looking Sideways	✓		
Avoid rubbing eyes	✓		
Closing the eyes		✓	
2- Kinesics			
2-1-Facial expression			
Smiling to the students when communicating	✓		
Avoid rising the mouth corner			✓
The use of brows arched gesture while listening to students' answers.			✓
Avoid nose wrinkled	✓		
Putting the hand to support the head			✓
Avoid brows lowered		✓	
Stroking the chin			✓
Nodding the head when a student is answering		✓	
2-2- Hand Gestures			

Rubbing the palms together			✓
Avoid the use of hands over the mouth		✓	
Hands clasping on the desk			✓
Avoid hands clenched in raised position		✓	
Use hands clenched in lower position			✓
Use the gesture of thumb up		✓	
Avoid the use of the thumb down gesture	✓		
The use of the index finger to write a difficult word in the air.			✓
Holding hands behind the back		✓	
Use of the steeple hands		✓	
Use the gesture of crossing hands.			✓

3- Posture

Standing all the time			✓
Avoid sitting on the desk for a long period of time	✓		
Moving in the classroom			✓
Forward lean			✓
4- Proxemics			
Avoid keeping a long distance between the teacher and his/her students		✓	
Avoid staying very close to the students		✓	
5- Haptics			
Avoid the use of touch		✓	
6- Paralanguage			
The use of intonation		✓	
The speaking rate		✓	
Rising and lowering the volume	✓		
Rising and lowering the pitch	✓		

3.1.4. Description of the Results of the Observation Schedule

The schedule above is a whole of 37 gestures that an EFL teacher should and should not apply in his /her class. Each gesture has a significant meaning that any teacher should be aware of. In the schedule gestures are organised according to their use by the teacher into: Excellent, satisfactory and needs improvement.

3.1.5. Analysis of the Result of the Observation Schedule

In the oral sessions, the teacher always starts with a warm up in which she introduces both the verbal and the nonverbal aspects. She communicates using certain gestures, some of them she is aware of and others she is not. The gestures that the teacher uses have the potential to influence students' learning. For that, it is obligatory for teachers to understand the meaning behind any gesture they are using.

During the oral sessions, the teacher uses eye contact. She stares directly at her student's eyes in an excellent way. This sign is considered as a sign of motivation and concentration for learners in order to make them feel important and confident as well. Keeping eye contact with students may indicate that the teacher is interested in every individual and communicates well with them. Moreover, while communicating, she uses the gesture of gaze besides smiling with her students in an effective way. This creates a warm atmosphere in the classroom and encourages her students to interact effectively.



Figure 15: Using eye contact in the class besides smiling (<https://www.freepik.com>).

One of the most observed gesture that the teacher uses while teaching is avoiding looking up and down as well as avoiding looking sideways. By doing so, she has the power to manage her class effectively and keeps her learners focused on what she is saying.

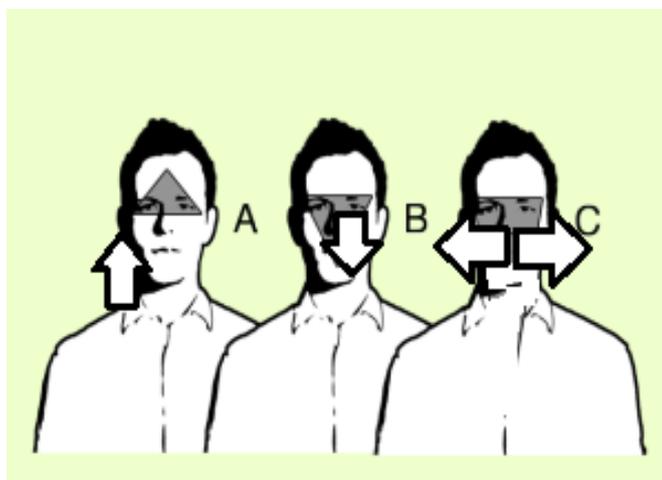


Figure 16: Different directions of eyes (<http://sonamics.com>).

Rubbing eyes on the other hand, is totally avoided by the observed teacher and this is a good signal since rubbing a teacher's eyes conveyed the message that he/she is either tired or sleepy and that what affects the teaching/learning process.



Figure 17: Rubbing eyes gesture (<http://sonamics.com>).

Closing the eyes is also a noticeable act the teacher uses from time to time and it can be said that it is used satisfactory. This gesture, if made for a short period of time, it would be acceptable and means that the teacher is looking for a word or an idea for instance. However, if it lasted for a long period of time, it would be considered as a wrong interpreted message that will confuse students and make them doubt about the ability of the teacher.



Figure 18: Closing eyes gesture (<https://brightside.me>).

The teacher, during the oral expression sessions tries to motivate her students and encourage them to speak by using facial expressions. These signs can help in creating a feeling of anticipation and approval. According to Vanessa Van Edwards, facial expressions are a tool to gain trust. According to Edwards (2014), studies have found that people who have an expressive face are seen as more likeable and more charismatic, and most importantly more memorable. The observed teacher uses signals such as: smiling while communicating with her students. This sign makes the learners more confident to speak and decreases their anxiety.

Unconsciously, when the teacher is waiting for a student's answer, she often raises her mouth's corner. This gesture is interpreted negatively by the students, since they will feel inferior and will have a lack of confidence.



Figure 19: Raising one mouth's corner gesture (www.123rf.com).

The use of brows arched gesture while listening to students' answers is an unenthusiastic act that the observed teacher uses without paying attention. This sign makes the students have doubts about their knowledge and then feel hesitated to take the floor to speak especially when the teacher use it without a smile.



Figure 20: Brows arched gesture (<http://newbostonpost.com>).

Nose wrinkled on the other hand is a signal that teachers should avoid while listening to the students' speech. The teacher under the observation keeps away from doing so skilfully. The use of such behaviour has a bad impact on the student's learning process.



Figure 21: Nose wrinkled gesture (<http://bodylanguageproject.com>).

Putting the hand to support the head is a sign of boredom that the observed teacher rarely uses in the classroom. This sign makes students sleepy and have the willing to stop. For that, it should be avoided.



Figure 22: The gesture of supporting the head by the hand (www.indiabix.com).

The gesture of stroking the chin is one sign that the teacher under the observation makes. It is applied when she is listening to a student's answer. The gesture of stroking the chin can be interpreted differently by students; it can be either a sign of interest if the teacher's made it with a slight smile or a sign of doubt if the teacher made it with a sharp face. The observed teacher expresses it sharply. As a result, her student felt hesitated to give the full answer.



Figure 23: The gesture of stroking the chin (<http://sonamics.com>).

Nodding the teacher's head however is a signal that she uses frequently. This gesture has a positive impact on the students' performance since in a conversation, when a teacher nods it means he/she is listening carefully and indicates that students are doing well and that they should continue.

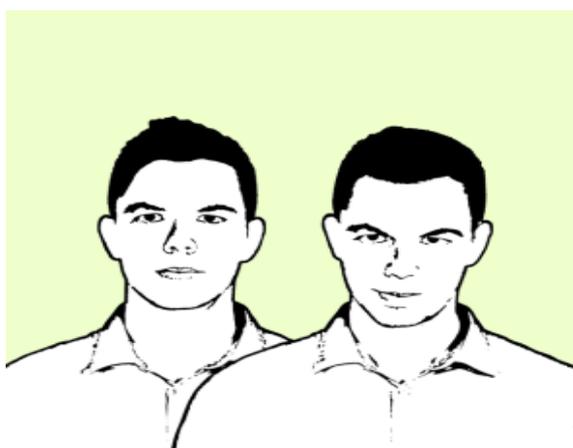


Figure 24: The gesture of nodding the head (<http://sonamics.com>).

While interacting with her students the teacher implies a lot of hand gestures, using those gestures to hint /explain something is an approved way to help the students better remember the elements of the lesson. Researchers have found that when you accompany hand gestures to your verbal explanations the retention of your material goes up. One of the most important gestures is robbing hands together which is considered as a positive expectation for students' answers as well as for their learning procedures. The teacher under the study neglected the use of such essential behaviour and by that, she misses a lot of chances to make her students more comfortable in their own class.



Figure 25: Robbing hands together (<https://pt.slideshare.net>).

One of the signs that a teacher should also avoid while teaching is putting the hand over the mouth. The teacher under investigation escapes the use of such gesture satisfactory and this is a good thing to do, since if it is used by the teacher it will indicate that he/she is not interested in what the student is saying also learners will consider the teacher as a not sure person who has lack information about what is being said.



Figure 26: Putting the hand over the mouth (<https://www.indiabix.com>).

Hands clasping on the desk is an act that the observed teacher uses. This gesture has a negative effect on students' oral performance because it shows nervousness, anxiety or insecurity from the teacher's part. That is to say, the more tightly clasped hands are, the more anxiety will be.



Figure 27: Hands clasping on the desk gesture (<http://slideplayer.com/>).

Hands clenched in raised position and hands clenched in lower position indicate that they are frustrated gestures which signal the idea of a teacher holding back a negative attitude. The instructor would be more difficult to be handled when his/her hands are highly or slightly held. The observed teacher avoids the use of hands clenched in raised position. However, she utilises the position of hands clenched lower; this gesture makes students feel uncertain about the teacher's confidence and performance.

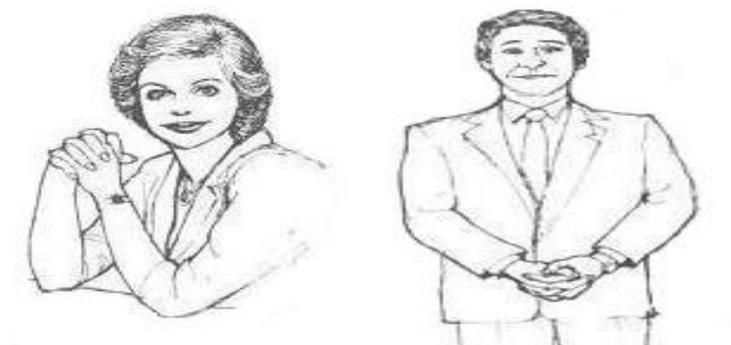


Figure 28: Hands clenched in raised and lower position (www.indiabix.com).

Many small things may appear useless in teaching, but in fact they are very beneficial for students' encouragement; an example of that is the use of a thumb up by the teacher to reward his/her students. This gesture has a positive impact on the students' acquirement since they will be motivated and willing to learn and participate more. The teacher under the observation applies the use of it perfectly. For that, she gains her students' appreciation.



Figure 29: The thumb up hand gesture (www.weareteachers.com).

The teacher needs to use everything possible to make his/her students engaged in the work inside the classroom. Thus, he/she should avert the use of negative signs such as: a thumb down hand gesture. The observed teacher avoids the use of it excellently and this is what makes her far away from unsuccessful teachers.



Figure 30: The thumb down hand gesture (<https://forum.wordreference.com>).

During the oral expression sessions, the observed teacher uses her index finger to write difficult words in the air. This gesture should be totally avoided because it disturbs the students and distracts their attention.



Figure 31: The use of the index finger to write a difficult word in the air
(www.colourbox.com).

The gesture of holding the hands behind the back is a sign that the teacher under the observation uses adequately. This sign indicates that she is superior, has self-confidence, certain about what she is saying as well as makes her look more trustful.

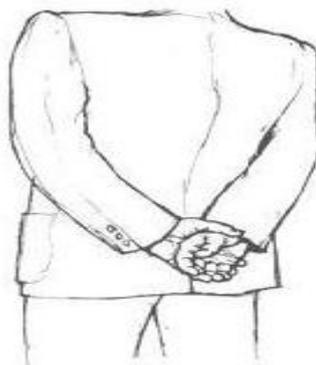


Figure 32: Holding hands behind the back gesture (www.indiabix.com).

The steeple hands gesture in a form of upward pointing “V” is a sign used by many teachers in the classroom. This gesture conveys the teacher’s confidence and his/her self-assured attitude. The teacher under the investigation uses it appropriately in a way by which she transmits a message to her students reflecting her feelings of confidence, intelligence and knowing what to do.



Figure 33: The steeple hands gesture (www.indiabix.com).

Arms can act as the doorway to the body and the self. When they are crossed, they form a closed defensive shield, blocking out the outside world. While communicating, the observed teacher crosses her hands continuously. This gesture has a bad effect on the audience since it indicates anxiety which is either driven by a lack of trust in the other persons or an internal discomfort and sense of vulnerability.



Figure 34: Crossing hands gesture (<http://sonamics.com>).

In classrooms, teachers tend to take different postures. Some of them prefer standing and others prefer sitting behind the desks or moving around ... etc. The observed teacher trends to stand all the time in a way that makes her look somehow exaggerated, since she rarely sits or moves around. Still, standing in “centre stage” when a teacher wants everyone’s attention, especially at the beginning of the lesson is a powerful signal that it is his/her show and he/she is ready to start.



Figure 35: The gesture of standing in front of students (<http://teaching.monster.com>).

The Teacher in this study does not use extensive moving through students, or stand close to them and talk because this is seen as a threat to the student and it creates confusion for him/her; yet, a bit of moving will make the class more vivid and animated. Sitting behind the desk during the whole class on the other hand is not a suitable act to be done and this behaviour is definitely avoided by the teacher under the observation.

Leaning forward is a gesture that the observed teacher neglects its use in her class. This sign reflects the teacher's attitude. It is that simple, the closer you get, the more interested you are. Hence, leaning forward, especially when combined with nodding and smiling is the most distinct way to say nonverbally: "yes, I like what you are saying, keep going". This will help learners to be more motivated and comfortable to speak and express their thoughts and opinions.



Figure 36: The forward lean gesture (www.businessinsider.com.au).

The teacher under the observation while dealing with her students in oral expression sessions uses her space effectively, by standing in front of them avoiding getting too close as well as standing far away from them. Because being too close will make students feel unsecured and uncomfortable. As well keeping a long distance away from them will create an atmosphere of neglecting and inferiority. By standing in front of her students beside moving around from time to time she helps them keeping attentive and focused, also she acquires their interest before starting the lesson, and even during it.

Touch is a type of communication that based on the context. This means that different situations and characters alter the meaning of the touch. A teacher's pat on the back of his/her student can suggest encouragement and enforcement. However, the observed teacher avoids the use of it and that is due to the influence of her culture. Different cultures have different codes when it comes to the amount of touch that is socially acceptable and how it should be done. The teacher under the investigation prefers standing in front of her students averting the use of touch as all her community members do.

Intonation is crucial for communication. It is also a largely unconscious mechanism, and it is such a complex aspect of pronunciation. Without intonation, it's impossible to understand the expressions and thoughts that go with words. The teacher under the observation uses it in a very good way besides the excellent use of pitch and volume. The teacher tries to use everything possible to make her students engaged in the communication inside the classroom. Her tone of voice and the different intonation she uses were essential in conveying emotions and enthusiasm to the students throughout the learning process. About the volume of voice, she uses it differently from one situation to another when surprised she raised her voice slightly, when talking to a shy student she somehow decreases her voice as a sign of understanding and interest and when feeling angry she uses a sharp tone of voice to show her rage to the students. The rise and fall of volume helps maintain interest for all students and can be very effective in classrooms. All that is clearly manifested in the observed teacher's sessions.

One of the signs a teacher should avoid while communicating with his/her learners is talking rapidly. Plenty of learners struggle to understand fast speech, they are still foreigners and a teacher speaking a target language rapidly will make them feel uncomfortable and unwilling to communicate or even to study. They will feel ashamed to participate in communication since they may not have the ability to speak as fast as their teacher.

The Teacher under the observation speaks at a fairly natural speed; she talks in a way that makes all her students get what she is saying without oversimplifying because talking too slowly also may hurt the students learning process in the long run.

The above analysis shows that while the teacher was, noticeably, very adept use of oculusics (eye contact), in general, her use of the other nonverbal features varied considerably. For example, as far as her use of facial expressions is concerned, while her use of certain features such as smiling while communicating, avoiding wrinkled nose, her use of other features such as putting the hand to support the head ,avoiding rising the mouth corner, and the use of arched brows while listening to students was ,at least ,in theory, less effective. Moreover, her use of hand gestures, proxemics, haptics, and paralanguage was satisfactory, in general.

3.2. Teacher's Interview

3.2.1. Interview Procedure

The interview was administered and tape recorded during the period of one hour in the 17th of May, 2018. During the interview, we strived to put the teacher in a very relaxed mood and she was told to feel free to provide any additional information or explanation she may deem necessary to the issues under discussion.

3.2.2. Description of the Interview

This interview is a whole of 22 items. It is conducted to one teacher who was asked to answer 22 open-ended questions related to her evaluation of her use as well as her evaluation of the importance of nonverbal communication in the EFL classrooms.

The first twelve question items focused on the teacher's experience and her perception of the importance of nonverbal communication in English language teaching, while the remaining questions focused on her evaluation of some of the most important nonverbal features that she has used during the oral classes that were subject to our observation.

3.2.3. Analysis of Teacher's Interview

Q.1. How many years have you been teaching English at the university?

When the teacher was asked for how many years she has been teaching English at the university, she declared that it was approximately eight years since 2010.

Q.2. How many years have you been teaching English at the secondary school?

The teacher response to this question reveals that she taught English at secondary school for approximately five years. That is to say from 2006 to 2010.

Q.3. "Our bodies are the mirror of our inner self". What do you think?

The answer of the respondent was that she does not strongly agree with the saying, since she believes that what you hide inside is different from what you show to others. It comes with time that you can manage to control your gestures. She added that she used to show everything by facial expression but with time she learnt how to hide those feelings through practice

Q.4. Given that, according to certain studies, nonverbal communication constitutes 66% of human communication, have you received any training on this important aspect?

When the teacher was asked this question, she responded by saying that in her first year of magister studies she has been taught by a great teacher who could not neglect the fact that nonverbal communication has that great importance in teaching. So, he taught them this aspect superficially since it is not included in their syllabus by giving them activities.

These activities were in a form of an oral presentation about the nonverbal communication. The teacher asked the students to practise various gestures of imaginary situations in front of each other.

Q.5. Do you think that training in the use of nonverbal cues will enable your students to “sound” more native like in real communication?

The teacher strongly agreed with the idea of teachers ‘training in the use of nonverbal cues as a way to enable her students to sound more native like because it is one of the best ways to make students as native communicators. She believed that communication is about both verbal and nonverbal. She also affirmed that people may communicate a lot of ideas and thoughts via eye signs, facial expressions... etc without saying a word. The teacher declared that nonverbal communication is important for students to be very spontaneous and to sound more native like.

Q.6. As a teacher in the secondary school have you ever been evaluated on this aspect?

The teacher’s answer of this question was positive. She said that during the period of her job demarcation i.e. When she had a lot of trainings to be conformed as a teacher in the secondary school, the inspector along with other teachers in the jury told them about that aspect. The teacher declared that at that time the inspector complimented on her way of teaching in the side of using nonverbal communication specially the use of eye contact in order to stimulate the students to talk and interact.

Q.7. Are you aware of the universal and culture specific aspects of the nonverbal cues that you use in the classroom?

The teacher's answer was frankly direct. In her opinion the universal cues are known and agreed by everybody. However, the cultural ones are not really understood by all.

The teacher believed that culture specific cues are one of the most important points that she will pay attention to them more in the future.

Q.8. Do you deliberately use certain target culture nonverbal cues in your classroom?

The teacher answered this question negatively. She stated that since she does not have much knowledge about target culture nonverbal cues, she does not apply them in her class. However, the teacher used some of the gestures spontaneously without paying attention to.

Q.9. Do you consider students' over use of nonverbal cues as a symptom of lack of sufficient oral proficiency?

The answer of the respondent was a “yes”. She confirmed that the students' over use of non verbal cues reflect on a way or another deficiency of learners in speaking skills. She added that these types of learners simply cover their lack of what to say by the use of nonverbal signs.

Q.10. Do you take this aspect into consideration when evaluating your students' oral performance?

When this question was asked, the teacher's answered by admitting that she undoubtedly takes into account the aspect of using nonverbal signs while evaluating her students' speaking skill. She stated that in this year specifically she faced a phenomenon in role plays sessions. In which most of the students who are fluent speakers but ignore the use of nonverbal cues act in a very boring way compared to those students who made a lot of mistakes in grammar and pronunciation but still used those body movements and nonverbal cues which made their presentation amazing. These students manage to convey messages to their teacher and mates appropriately.

Q.11. Do you think that the explicit teaching of target language nonverbal communication skills will make a difference?

The respondent's answer was certainly positive. She declared that by teaching explicitly the target language nonverbal cues, students will be exposed to those signs and they would know and have a very rich background behind. Students would start noticing it and paying attention to it in their daily life conversations, in native context...etc. learners would simply rehearse it by making use of it in their real life situations as well as in their presentations inside classrooms. The teacher believed that it is urgently needed to be taught explicitly by the use of certain materials such as: videos or visual cues to help.

Q.12. Do you think that EFL teacher training courses should integrate a nonverbal communication component?

The interviewee's answer to this question reveals that nonverbal communication is worthy to be taken into consideration and to be integrated in EFL teachers training courses. Since it is a very important component and it is considered as one of the major problems EFL teachers' are faced with. She confirmed that most of teachers in English language department are not aware of those cues which lead to a misunderstanding between teachers and learners in addition to a negative evaluation that will take place. This is why this aspect should be taken into account.

Q.13. We have noticed that smiling to your students is one of the most frequent gestures that you use in your class. For what purpose do you resort to use this feature?

When this question was asked, the teacher stated that she favours using the smiling expression in her classroom because she believed that the majority of students feel reticent, stressed, and shy to take the floor to speak and panic when they make a mistake.

So, she simply makes this gesture to decrease their anxiety or what is called in EFL or SLA context “to decrease their affective filter”. The teacher added that smiling to her students is one way to push them to talk and feel more comfortable in their own class.

Q.14. While you were teaching, we have noticed that when a student of yours gave an answer for a question you kept nodding your head. Why do you use this feature?

The respondent’s answer was that she simply uses the sign of nodding the head in order to make her students feel confident. She affirmed that what a student says is worthy to be listened to. In other words by nodding her head she motivates them nonverbally in a form of “Go ahead, I will be all ears”.

Q.15. When talking about eye contact, we have noticed that you always look in the eyes of your students while communicating. Could you please explain this aspect in particular?

The teacher’s answer was that eye contact is one of the most important features that a teacher should use in the classroom. She declared that when she was a student and especially in oral expression sessions a teacher of her avoids using eye contact while teaching which made her feel uncomfortable to communicate. She believed that if a teacher ignores the use of eye contact, students will feel marginalised and somehow ridiculous because these students are speaking and the teacher is not looking at them. They will consider this kind of acts as a negative evaluation of their speech and that they are being disrespected from the part of the teacher. She stated that it is important for the student to be observed by their teachers in order to feel confident. She added that if the teacher neglects the use of eye contact, learners will be demotivated and think that he/she is not interested in them which make them feel the need to stop.

The teacher affirmed that even for shy learners she prefers staring in their eyes in a way to say nonverbally that she is really interested in what they are saying. She denied that she uses her eye contact differently depending on the situation, as a rigid eye contact when a student of her misbehaved in the classroom or a supported eye contact to encourage a shy one accompanied with a smile.

Q.16. When talking about hand gestures, we have noticed that sometimes you cross your hands while communicating with your students. Could you please comment on that?

The interviewee's answer to this question reveals that while she was using the gesture of crossing her hands, she did not pay attention to it. The teacher said that the use of that sign appears spontaneously since she does not know why she always uses it.

She added that she has never thought about the meaning of the signal previously but as an opinion she considers it simply a symbol of the idiom "I am all ears". She admitted that she will start looking for the real meaning of the gesture from now on.

Q.17. We have noticed that when you were explaining a difficult word to your students, you wrote it in the air using your index finger. Would you please explain?

When the teacher was asked this question she affirmed that she was not aware while writing the word on the air using her index finger. She attributed the reason for such act to the fact that she maybe felt tired to write it directly on the blackboard and she assumed that the gesture of writing words on the air cannot help the students since they will catch nothing from what the teacher wants them to get.

Q.18. When talking about the tone of voice, we have noticed that your tone and your use of intonation differ from one situation to another .Could you specify the reason for such variation?

The respondent's answer to this question was by declaring that people do not have a flat intonation and do not have a flat speech. The teacher affirmed that language is musical and it composes of a lot of types of intonation since there are rising up intonations and falling down ones. She said that there are different functions of intonation and each function requires the use of a specific type and a specific pitch. So, the use differs from one situation to another because intonation shows the status of the person, and it is obvious that the one who is angry is different from the one who is happy.

Q.19. About the distance between the teacher and his students, we have noticed that you always stand in front of your students using both the verbal and nonverbal cues. Could you comment on this behaviour?

The teacher's answer to this question was that she always prefers standing in front of her students because she believes that all of them should see her while communicating. Beside that she can see all of them and notice what is going on inside her class. The interviewee said that she stands in that situation to keep the eye contact between her and the students. She assumed that this situation of standing in front is better than sitting in the chair all the time or moving around the class.

Q.20. When a student of yours was giving an answer, we have noticed that you kept stroking your chin .Has this anything to do with the nature of the student answer?

When this question was asked, the teacher responds by assuming that she uses the gesture of stroking the chin when she feels motivated and interested in what the student is saying.

She admitted that when a student is giving a good answer that raises her curiosity to ask further questions she strokes her chin.

Q.21. We have noticed that when a student gave a good answer you point up your thumb.

What does this sign signify?

The teacher's answer for this question was that she uses the gesture of pointing up her thumb as a way to say nonverbally to her student that he or she did great and more than she was expected. The teacher added that students make efforts to come to the classroom and present in a good way. For that, they should be encouraged by pointing up the thumb as a reward that is considered as the least thing a teacher can do for his/her students.

Q.22. Do you have any comments to add on this specific topic?

The answer of the teacher on this question was that she believes in the importance of the aspect of nonverbal communication. She stated that it is worthy to be investigated further and that basically teachers in EFL classes should be exposed to the different meanings of nonverbal communication. The interviewee asserted that the use of nonverbal cues would save a lot of efforts and decreased many problems that both students and teachers are faced with in the field of teaching, besides encouraging learners to learn more, especially for those who will find themselves in English speaking countries, they will be frustrated in facing such cues without knowing their interpretation. For this reason, the teacher said that a module to teach this important aspect should be designed and integrated in the curriculum so as to offer equip students with the necessary knowledge and skills regarding this important issue.

3.2.4. Interpretation of the Results

Our analysis of the teacher's responses to the different questions of the interview led us to reach to following conclusions.

As far as her perception of the importance of nonverbal communication in English language teaching, the teacher is fully aware of the importance and the necessity of integrating the teaching/learning of nonverbal communication in the English university curriculum so as to foster a cross-cultural competence in the use and teaching of this important aspect among students. As far as her evaluation of her own practice in the use of nonverbal communication is concerned, the teacher's answers revealed that, although her use and perception of her students' use of some nonverbal features was highly effective, it was most often than not largely spontaneous and unconscious, and ,thus, the result of intuition and unconscious acquisition rather than explicit instruction.

Conclusion

This section mainly dealt with the practical part of the study. The results generated by the observation schedule have revealed that the teacher's use of some nonverbal features such as oculosics was markedly effective, her use of other features varied considerably ranging from being highly effective to less effective. Some aspects of her use of facial expressions and posture, for example, were found to be less satisfactory. As regards the results obtained through the teacher's interview, while the teacher perceived the importance of nonverbal communication in the EFL classroom and expressed the need to integrate its teaching in the curriculum, her evaluation of her use of this aspect of communication has shown that this use was largely spontaneous and, hence, resulting from unconscious acquisition rather explicit instruction.

General Conclusion

The present study was undertaken to investigate and examine the importance of using nonverbal communication in an EFL classroom by an oral expression teacher in the department of English language at the university of Mohammed Seddik Ben Yahia. The aims of the research were: first, to evaluate ethnographically the effectiveness of one oral expression teacher's use of nonverbal communication, second, to measure this teacher's perceptions of the importance and evaluation of her use of this important aspect.

To achieve the aims of the study, the literature was reviewed about the teaching and learning of nonverbal communication in English language teaching and that to develop the observation scheme used to evaluate the teacher's practice of nonverbal communication as well as to design the questions of the teacher's interview.

The findings gathered from the observation schedule revealed that while the teacher was, obviously, very skilful in the use of eye contact, in general, her use of the other nonverbal cues differed noticeably. For instance, as far as concerned about her use of facial expressions, she uses some features such as smiling while communicating, avoiding wrinkled nose, her use of other features such as putting the hand to support the head, avoiding rising the mouth corner, and the use of arched brows while listening to learners was, at least, in theory, less successful. Furthermore, her use of hand gestures, proxemics, haptics, and paralanguage was satisfactory, in general.

The teacher's interview demonstrated that, as far as her awareness about the importance of using nonverbal communication in English language teaching, she was fully conscious of the necessity of integrating the teaching/learning of nonverbal communication in the English university curriculum so as to promote a cross-cultural competence in using and teaching this crucial aspect between students.

General conclusion

As far as her evaluation of her own practice in the use of nonverbal communication is concerned, the teacher's answers showed that, even though her use and perception of her students' use of some nonverbal cues was highly effectual, it was most often than not largely natural and unconscious.

The results of this preliminary study hints at the importance of providing teachers of English in the Algerian context with explicit instruction so as to foster in them a cross-cultural competence in the use of nonverbal communication. Future more rigorous research is needed so as to do justice to this important, but neglected aspect of language teaching/learning.

Pedagogical Recommendations

In the light of the obtained results, we suggest the following recommendations:

- ✚ One of the interesting findings of this research is bringing about the awareness of syllabus and material designers, teacher educators, and decision makers of the importance of using nonverbal communication in EFL classrooms and shading the light on the need to integrate this important aspect in the syllabus.
- ✚ This study can be critically revealing and helpful for learners to incorporate this essential aspect into their learning process as well as in their daily life conversations.
- ✚ Teachers and responsible ones are recommended being aware of the importance of using nonverbal communication in any EFL classroom appropriately. Thus, it should be integrated in the Algerian syllabus.
- ✚ The ministry of education should supply teachers with guidelines that would aid them in teaching nonverbal communication.
- ✚ Authorities have to schedule some training programs or conferences for teachers to exchange expertises and viewpoints, so that they can serve new teachers, or may share effective methods and techniques in teaching.
- ✚ It is highly recommended that teachers would preferably make use of the nonverbal communication in their classes rather than using only the verbal one.
- ✚ Considering the results of this study, future studies are recommended to research nonverbal communication skills and its effects on teaching and learning more deeply and specifically. Also, it is suggested that educational programs and workshops should be

held on efficacious relationship among the learners and teachers so that the students get practically familiar with nonverbal communication skills to solve their problems and mental disorders by their counsellors.

✚ Consequently, we recommend that nonverbal communication be a new methodology, not just for language teachers but for all teachers in general.

Limitations of the Research

During the time of conducting our research, some problems have been arisen and caused difficulties for us. These limitations are as follows:

- ✚ To begin with, a time constraint in any research is the biggest challenge. Our classroom observation took a lot of time because we had to attend other sessions of phonetics, besides the oral expression sessions.
- ✚ Lack of sufficient studies focusing on the effect and dimensions of nonverbal communication; hence, we could not generalise their methods and results. It seems that this lies in the lack of awareness about the positive impact of nonverbal communication as used by the instructors.
- ✚ Lack of enough research on the nonverbal communication skills and practice in teaching.

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Appendix

1- Checklist of gestures

Nonverbal communication	Excellent	Satisfactory	Needs improvement
1- Occulesics (Eye contact)			
Staring directly to the student's eyes.			
Gaze and smile with the students.			
Avoid looking up			
Avoid looking down			
Avoid looking Sideways			
Avoid rubbing eyes			
Closing the eyes			
2- Kinesics			
2-1- Facial expression			
Smiling to the students when communicating			

Appendix

Avoid rising the mouth corner			
The use of brows arched gesture while listening to students' answers.			
Avoid nose wrinkled			
Putting the hand to support the head			
Avoid brows lowered			
Stroking the chin			
Nodding the head when a student is answering			
2-2- Hand Gestures			
Rubbing the palms together			
Avoid the use of hands over the mouth			
Hands clasping on the desk			

Appendix

Avoid hands clenched in raised position			
Use hands clenched in lower position			
Use the gesture of thumb up			
Avoid the use of the thumb down gesture			
The use of the index finger to write a difficult word in the air.			
Holding hands behind the back			
Use of the steeple hands			
Use the gesture of crossing hands.			
3- Posture			
Standing all the time			
Avoid sitting on the desk for a long period of time			

Appendix

Moving in the classroom			
Forward lean			
4- Proximisc			
Avoid keeping a long distance between the teacher and his/her students			
Avoid staying very close to the students			
5- Haptics			
Avoid the use of touch			
6- Paralanguage			
The use of intonation			
Speaking rate			
Rising and lowering the volume			
Rising and lowering the pitch			

2- The Teacher's interview

Thank you for participating in this interview Madame. The interview serves as a data collection instrument to support our study which is about the importance of using non verbal communication in an EFL classroom.

Question one: how many years have you been teaching English at the university?

Question two: How many years have you been teaching English at secondary school?

Question three: “It have been said that our bodies are the mirror of our inner self”. What do you think?

Question four: Giving that, according to certain studies, non verbal communication constitutes 66% of human communication, have you received any training on this important aspect?

Question five: Do you think that training in the use of non verbal cues will enable your students to “sound” more native like in real communication?

Question six: As a teacher in the secondary school have you ever been evaluated on this aspect?

Question seven: Are you aware of the universal and culture specific aspects of the non verbal cues that you use in the classroom?

Question eight: Do you deliberately use certain target culture non verbal cues in your classroom?

Question nine: Do you consider student's over use of non verbal cues as a symptom of lack of sufficient oral proficiency?

Question ten: Do you take this aspect into consideration when evaluating your students' oral performance?

Appendix

Question eleven: Do you think that the explicit teaching of target language non verbal communication skills will make a difference?

Question twelve: Do you think that EFL teacher training courses should integrate a non verbal communication component?

Question thirteen: We have noticed that smiling to your students is one of the most frequent gestures that you use in your class. For what purpose do you resort to use this feature?

Question fourteen: While you were teaching, we have noticed that when a student of yours gave an answer for a question you kept nodding your head. Why do you use this feature?

Question fifteen: When talking about eye contact, we have noticed that you always look in the eyes of your students while communicating. Could you please explain this aspect in particular?

Question sixteen: When talking about hand gestures, we have noticed that sometimes you cross your hands while communicating with your students. Could you please comment on that?

Question seventeen: We have noticed that when you were explaining a difficult word to your students, you wrote it in the air using your index finger. Would you please explain?

Question eighteen: When talking about the tone of voice, we have noticed that your tone and your use of intonation differ from one situation to another .Could you specify the reason for such variation?

Question nineteen: About the distance between the teacher and his students, we have noticed that you always stand in front of your students using both the verbal and non verbal cues .Could you comment on this behaviour?

Appendix

Question twenty: When a student of yours was giving an answer, we have noticed that you kept stroking your chin .Has this anything to do with the nature of the student answer?

Question twenty-one: We have noticed that when a student gave a good answer you point up your thumb .What does this sign signify?

Question twenty-two: Do you have any comments to add on this specific topic?

Résumé

La vraie communication est la base d'une relation réussie personnelle ou professionnelle et les types les plus efficaces de communication est la communication non verbale qui inclut: le traitement de visage, les gestes ou les astuces, le contact visuel...etc. Ces signes non verbaux peuvent améliorer la compréhension et facilite l'accès de l'information au destinataire d'une manière qui dépasse la communication verbale. L'utilisation de ce type de communication (non verbale), dans le domaine de l'éducation est un moyen efficace pour aider l'enseignant à traiter avec ses étudiants, et à faciliter leur acquisition de connaissances. Mais il n'est malheureusement pas pris en considération et il n'est pas appliqué dans le programme universitaire. C'est pour cela que nous avons fais cette étude, qui vise à sensibiliser les enseignants et les responsables dans le secteur de l'éducation et de l'enseignement dans l'importance de l'utilisation de la langue corporel, et la nécessité de l'inclure dans le curriculum. Ce dernier a eu lieu à l'Université de Mohammed Seddik Ben Yahia - Faculté des lettres et des langues étrangères - section des licences, troisième année pour l'année académique 2017-2018. Pour un emploi stylistique de différentes recherches afin de recueillir des informations et des données sur la crédibilité des objectives de l'étude d'un calendrier d'observation en classe, qui contient des gestes à faire et à ne pas faire par l'enseignant. Ainsi qu'une interview avec un professeur d'expression orale, et ceci pour assembler suffisamment de données sur sa conscience et sa connaissance de la signification des gestes qu'elle utilise lorsqu'elle à communiquer avec ses étudiants. Enfin, l'analyse de la recherche a démontré que la communication non verbale et le langage corporel ont un grand impact et un rôle positif dans la compréhension des étudiants et l'interaction avec la leçon, ainsi, les résultats qui ont été confirmés.

التواصل الجيد هو أساس أي علاقة ناجحة شخصية كانت أو مهنية ، و أكثر أنواعه فعالية هو التواصل غير اللفظي الذي يشمل تعابير الوجه، الإيماءات أو التلميحات، التواصل بالعين... الخ. هذه الإشارات غير اللفظية يمكن أن تعزز الفهم و تسهل وصول المعلومة إلى المتلقي بشكل يفوق التواصل المنطوق. إن استخدام هذا النوع من التواصل في مجال التعليم يعتبر وسيلة فعالة تساعد الأستاذ في التعامل مع تلاميذه و تسهل اكتسابهم للمعارف، إلا أنه و للأسف لا يؤخذ بعين الاعتبار ولا يطبق في المناهج الدراسية. لهذا السبب قمنا بهذه الدراسة التي تهدف إلى توعية الأساتذة إلى الأهمية البالغة لاستعمال لغة الجسد و ضرورة إدراجها في المنهج الدراسي. تمت هذه الأخيرة في جامعة محمد الصديق بن يحيى كلية الآداب و اللغات الأجنبية- قسم اللغة الانجليزية للسنة الدراسية 2017-2018 بتوظيف أسلوب بحث مختلفين من أجل جمع المعلومات و إعطاء مصداقية للدراسة المتمثلين في جدول مراقبة الفصول الدراسية و الذي يحتوي على الإشارات التي يجب و لا يجب على الأستاذ أن يستعملها ولذا إجراء مقابلة مع أستاذة التعبير الشفوي و ه ذا لجمع البيانات الكافية منها حول مدى وعيها ومعرفتها لمعاني الإشارات التي تستعملها لدى تواصلها مع طلابها. أخيرا كشف تحليل البحث أن التواصل غير اللفظي و لغة الجسد لها تأثير كبير و دور ايجابي على مدى استيعاب و تفاعل الطلبة مع الدرس.