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DEPARTMENT OF ENGLISH



**THE IMPACT OF TEACHER'S NON-VERBAL
COMMUNICATION ON STUDENTS' SPEAKING
PERFORMANCE: THE CASE STUDY OF FIRST YEAR EFL
STUDENTS AT TLEMCEM UNIVERSITY**

*Dissertation Submitted to the Department of English as a Partial
Fulfilment for the Requirement for the Degree of Master in Language
Studies*

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Dedication

To my parents,

To my brother Ammar,

To my sister Rabia.

Meriem

Dedication

To all my family,

To my supportive friends,

To all those who believed in me

Ibrahim

Acknowledgments

We owe our deepest gratitude to Almighty Allah for granting us strength and capacity to fulfil this work successfully,

A sincere appreciation is extended to our supervisor Dr. F.Z Imane OMARI for her in-depth, thought-provoking questions and comments, patience, overall guidance and valuable pieces of advice,

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At last we offer our regards and blessings to all the supportive and loving people who have contributed in the fulfilment of this work.

Abstract

The purpose of the present study was to explore the impact of non-verbal communication of EFL teachers on students speaking performance in oral expression session. Therefore an exploratory case study was concerned with first year EFL “licence” students of the English Department at Tlemcen University. Different research instruments were used in order to gather the necessary data. Those instruments included two questionnaires administered to first year EFL students and oral production teachers. These questionnaires were analyzed both quantitatively and qualitatively. The main results demonstrated that positive attitudes and behaviors from the part of teachers were the main reasons behind students’ oral participation. The findings also revealed that the suitable solutions to overcome students’ difficulties in oral participation include smiling at them, nodding with the head after they have performed a speaking task and establishing eye contact with them when participating. Also, the results argued that teachers influence students’ oral participation by their attitudes, reactions and non-verbal behaviors, which occur both consciously and subconsciously. At the end, some suggestions and recommendations were proposed in order to overcome the study issue. Those suggestions included the reinforcement of the positive non-verbal behaviors by the teachers to increase students’ motivation and participation during the oral production sessions.

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List of Abbreviations and Acronyms

A: Agree

AF: Absolute Frequency

D: Disagree

EFL: English As A Foreign Language

NAND: Neither Agree Nor Disagree

NVB: Non-Verbal Behavior

OP: Oral Production

PR: Percentage

RF: Relative Frequency

SA: Strongly Agree

S D: Strongly Disagree

General Introduction

A huge portion of our meaning is not transmitted through words but rather through non-verbal cues, such as eye contact, gestures and facial expressions. Each day, in every social setting we tend to communicate our feelings, attitudes, thoughts and concerns nonverbally.

Non-verbal communication plays a highly important role in every aspect of the human life; it enables people to express love and emotions, to show status and power and even to regulate the flow of the communication. Regarding teaching, however, very little attention has been given to the incorporation of nonverbal behaviour as an essential element in education in general and language learning in particular.

This issue has been of interest of the researchers whose main aim was to closely examine to what extent does the nonverbal communication of the EFL teachers in the English department at Tlemcen university impact EFL learners' speaking performance. The final objective is, therefore, to determine whether the impact is positive or negative and how does it contribute in helping EFL students perform speaking more successfully and fluently as well as overcoming the difficulties they encounter at this level.

To achieve the above-stated goal, the researchers have formulated the following questions:

1. To what extent does the EFL teachers' non-verbal communication influence the EFL students' speaking performance?
2. Is the impact positive or negative?
3. How may the teacher's impact of non-verbal communication differ from one student/ learner to another?

Therefore the following hypotheses are formed:

1. The EFL teachers' non-verbal communication may have a huge impact on EFL students' speaking performance by increasing or decreasing their motivation.
2. The impact is positive.
3. The impact of non-verbal communication may differ at the level of students' gender.

This dissertation consist of two chapters, the first chapter represents a theoretical overview on the main concepts that are relevant to this work namely the notion of nonverbal communication and its role in the educational context, in addition to a brief description of the aspects of the speaking performance.

Chapter two entails two parts: the first one is a space in which the description of the methodology framework is provided. The second includes an in-depth interpretation and analysis of the major findings reached through this case study. This chapter is meant to answer the questions formulated by the researchers to either confirm or reject the hypotheses as well as a set of recommendations suggested by the researcher concerning the use of nonverbal communication in the classroom setting.

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1.1 Introduction

Communication, which is used in everyday life from greeting a stranger to touching a lover, is a dynamic process of sending and receiving messages that enables humans to exchange information, knowledge, feelings, emotions and attitudes. Communication occurs through two different media: verbal and nonverbal. Verbal communication takes place through the use of spoken language whereas nonverbal communication is mediated through nonverbal behaviours.

To create an effective communication and pass on meaningful messages to the listener one must be competent not only in verbal communication but also in non-verbal one; because most of our meaning and impressions are conveyed nonverbally and the classroom setting cannot be an exception for this.

Students are not only impacted by the verbal language of the teacher but also and more prominently by his nonverbal behaviour which can affect their learning process. This chapter is, therefore, an exposure to the background of this issue with an attempt to highlight the relationship between nonverbal communication of the teacher and students' academic achievements.

1.2 The concept of communication

Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). The word communication is derived from the Latin word, *communis*, which means common. The definition underscores the fact that unless a common understanding results from the exchange of information, there is no communication. In this seek, Miller (1988) indicates that communication is an ongoing process of sending and receiving messages that enables human to share knowledge, attitudes, and skills. Both definitions give evidence that communication is an exchange or sharing of ideas and feelings in a mood of mutuality .Figure 1 illustrates the definitions and identifies the important elements of this process (Chenny, 2011).

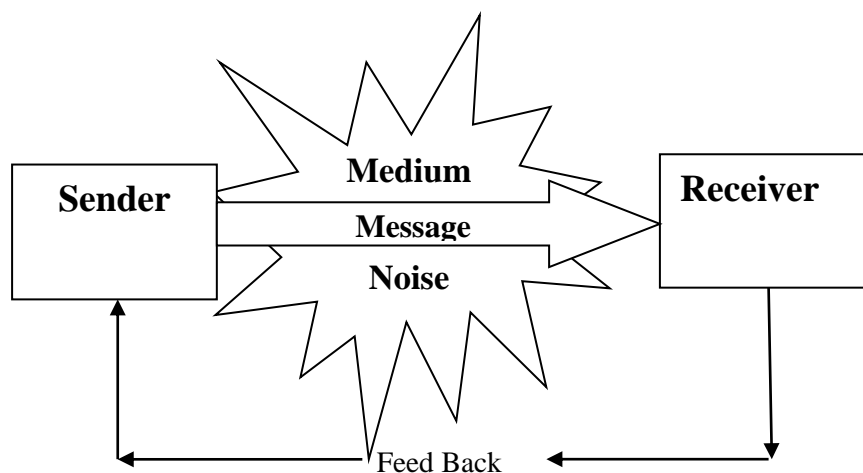


Figure 1.1 The process of communication

The common elements in every communication process are the sender and the receiver. The sender initiates the communication and the receiver responds. In the classroom situation, teachers send messages to their students encoding the information selected by the teacher. The message is sent through a medium or channel, which is the carrier of the communication. The medium can be a face-to-face conversation, telephone call, e-mail, or written report. The receiver decodes the received message into meaningful information. Noise is anything that distorts the message. Through this process of exchange, interlocutors are able to communicate their thoughts both explicitly using words, and implicitly using non-verbal cues. These two forms of interaction are labeled verbal and nonverbal communication.

1.3 Verbal communication

Verbal communication can be defined as the act of sharing information between individuals using sounds, words and speech. Speaking is an effective way of communicating which helps the speaker to meet his needs of expressing his emotions and thoughts using words. In the context of foreign language learning, the speaking performance of students receives much more attention than any other language skill, this can be clearly indicated in (Ur, 1984) words who asserted that most of the foreign language learners are interested primarily in speaking.

1.3.1 Speaking performance

1.3.1.1 Definition of speaking performance

In order to set up an authentic definition, one needs to define the two parts of the sentence “speaking” and “performance” separately then draw a definition. Speaking, in the first part, is considered as a basic skill and one of the two productive skills of the language that is unique to human (Levett , 1989). In the same respect, Harmer states speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process information and language on ‘the spot’. Performance, on the other hand, can be defined as the concrete manifestation or realization of competence that is overtly observable. (Brown, 2000, p 30). Hence, speaking performance is the actual verbalization of thoughts, ideas and knowledge (speaking competence) in a concrete situation.

1.3.1.2 Aspects of the speaking performance

It is assumed that the ability to speak fluently is all the time associated with certain characteristics that ought to be owed by the speaker. Those characteristics are briefly presented as the following:

❖ Fluency

Lado (1961, p.240) points out that speaking ability is the ability to converse or express a sequence of ideas fluently. According to him, a speaker is considered to be fluent if the pauses he makes while speaking follow certain characteristics which can be presented as follows:

- a) Pauses maybe long but not frequent.
- b) Pauses are usually filled.
- c) Pauses occur at meaningful transition points.
- d) Pauses are used strategically.

- e) There are long runs of syllables and word between pauses.
- f) Less time spent in saying “umm” and “ahh”.

❖ **Pronunciation**

Pronunciation is the way in which a particular person pronounces the words of a language (Hornby, 2006, p. 1164). Pronunciation is a highly important aspect of the speaking performance that helps the speaker to express himself and be understood by others when interacting with them. However, improper pronunciation can lead to negative impressions, misunderstanding and ineffective communication.

❖ **Grammar**

Brown (2001, p.362) states: “Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.” In other words, it is a set of rules that determine how sentences are properly constructed and that enables the learner of language to think logically and clearly and speak the language fluently.

❖ **Vocabulary**

As stated by Hatch and Brown (1999, p.1), vocabulary is a list or set of words for a particular language, or a list or a set of word that individual speakers of a language might use. This definition implies that vocabulary is a list of words of a language that are used by people to communicate with others.

❖ **Interactive communication**

According to Thornbury (2005, p.129) , interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirements.

1.4 Non-verbal communication

Simply stated, non-verbal communication includes “all communication other than language” (Andersen, 1999, p. 2). It involves the exchange of information through non-verbal symbols (Crable, 1979). In this respect, Knap(1972) pointed out that non-verbal communication may be all of those human responses which are as overtly spoken or written words. Miller (1988) elaborates on this definition by indicating that non-verbal communication includes those overt behaviors such as facial expressions , eye contact, touching and tone of voice, as well as less obvious behaviors such as the way of clothing , posture, and spatial distance between two or more people.

Going through these definitions, we can conclude that nonverbal communication is the process of stimulating meaning in the mind of another person or persons by means of nonlinguistic cues such as facial expression, body language, gestures ect. This can be synthesized in Elizabeth Kuhnke (2007) words who says:

If you are quiet for a moment and take time to pay attention to body language movements and expressions that silently communicate messages of their own, you can cue in on gestures that convey a feeling and transmit a thought. If you pay close attention, you can identify gestures that you automatically associate with another person, which tell you who she is. In addition, you may notice other types of gestures that reveal a person’s inner state at that moment

(Kuhnke,2007)

Moreover, non-verbal communication is a process whereby people, through intentional and unintentional manipulation of normative actions and expectations express feelings, and attitudes either singly or in accompany with verbal behaviors in the exchange and interpretation of messages within a given situation or context and tell us about whether verbal messages are true, joking, serious, threatening and so on. To make it clearer, however, one may need to highlight the difference between verbal and non-verbal communication. Firstly, the majority of nonverbal behaviours (NVBs) is intuitive and based on normative rules. There are not any clear-cut linguistic structures for non-verbal communication. On the other hand,

‘verbal communication is highly structured and reinforced through an extensive formal and informal learning process’ (Harris, 2002, p.153). Second, verbal communication is restricted to the use of language.

On the contrary, NVC deliver meaning beyond the use of words. For the analysis, this is a useful division. However, ‘nonverbal communication is so inextricably bound up with verbal aspects of the communication process that we can only separate them artificially’ (Knapp, 1972). Finally, we can say that verbal communication is mainly concerned with the structural use of language, whereas nonverbal messages are judged more by the situational context in which they occur rather than the absolute correctness.

1.4.1 Types of non-verbal communication

1.4.1.1 Eye contact

Eyes are the window to the soul; this explains why interlocutors focus their interest on the eyes during any interactional episode. Eyes are, by nature, highly expressive means of communication; they send and receive a great deal of messages during a face to face conversation. Therefore the eye behavior has more probability to be captured than any other bodily behavior, there is no wonder It is a much more prominent interaction signal than any other nonverbal cue. In this regard, McCroskey & Richmond (2000) state that people have less control over their eyes and that is why their eye movement is more expressive than any other movement of their body behavior.

Besides, in daily conversation, the eye behavior may indicate one’s cognitive ability during a face to face interaction, if one interlocutor looks away; his act signals a difficulty in processing the information. In addition, his eye contact and movement can depict the degree of interest and focus in the other participants’ message (Khan, 2000), for example; If his eyes are narrowed, that means he is trying to concentrate on the received message.

Eye contact is also used to regulate the flow of a conversation as well as turn taking, for instance, the interlocutor's tendency to look away while speaking indicates that they will soon finish their speech as well as their concern about other participants' turn in this conversation. Contrary to this, if one does not want to lose his turn, he won't attempt looking away very often; only in case he wants to focus on the message he wants to deliver. (Beattie, 1990).

Another function of eye behavior is monitoring feedback, when the speaker focuses his eye contact on the listener this means that he seeks the other person's approval or disapproval to what he says. Consequently, if the listener looks away and gazes in the other direction, this can be counted as harmful and rude in all cultures generally.

Finally, eye contact and gazing behavior can serve expressing one's most emotional thought and feelings better than any other means of communication, It is not surprisingly significant that a liar will always avoid eye contact for the sake of not feeling nervous and getting caught (Gregerson, 2005).

1.4.1.2 Gestures

Oxford dictionary defines gestures as: movements that you make with your hands, your head and your face to show a particular meaning. This definition suggest that the visible bodily actions which are performed through hands, head and face hold meaning for their own and are used to convey particular messages among interlocutors.

Elizabeth Kuhnke in her book *body language for dummies* (2007) illustrated that gestures are used by the speaker as a visual aid with the intention of creating an image in the mind of the receiver. This can help creating an effective communication process and a mutual understanding between the sender and receiver of the code being exchanged.

Elizabeth also confirmed that there exists a wide variety of gestures that the human being can create using his body parts with each having its own role to play

and meaning to convey, she indicated some key types of gestures that can be presented as the following:

- Signal gestures that tell who the person is and that are performed under specific conditions, One of Diana, Princess of Wales's most vividly remembered gestures was the head lowered, eyes looking upward which is now known as the shy Diana look
- Fake gestures: those gestures are designed and performed to fool and conceal the other person, to communicate something different from what is really happening. Most frequently faked gestures are: smiling, frowning sighing and crying
- Micro gestures: they are small gestures which flash of emotions that flicker across the face faster than a hummingbird, the most common micro gestures are: movement around the mouth, tensions at the eyes, flaring of the nose.

1.4.1.3 Facial expressions

The human face is extremely expressive, It has the potential of expressing countless emotions without using words. It can reveal happiness, anger, fear, disgust and other emotions that are commonly agreed upon by all cultures, It is defined in Wikipedia as the motion or position of muscles under the skin and that can express meaning:

The face is rich in communicative potential. It is the primary site for communication of emotional states, it reflects interpersonal attitudes; it provides nonverbal feedback on the comments of others; and some scholars say it is the primary source of information next to human speech. For these reasons, and because of the face's visibility, we pay a great deal of attention to the messages we receive from the faces of others.

Knapp and Hall (2006, p. 260)

From this definition, we can infer that interlocutors are hyper attentive to the facial expression of others for the great deal of meaning and impressions they can genuinely express.

1.4.1.4 Posture

Posture is the position in which someone holds their body when standing or sitting. It communicates a wealth of information and attitudes such as the degree of attention or involvement in the conversation, the difference in status between people and can reveal the degree of fondness a person has for the other.(Kuhnk, 2007).

1.4.1.5 Spatial behavior

According to Helmer & Eddy, (2003, p43) spatial behavior is the distance we put between others and ourselves. Physical proximity is a meaningful communicative category; everyone is concern about his body bubble. During a conversation, if one person gets closer in distance to the other one, this latter is going to perceive it as an invading to his territory. In fact, distance between people differs and varies in terms of the nature of their relationship. In an attempt to classify the distances people use, Hall (1959) identifies four types of distances which he believes can vary according to cultural, personality and environmental factors.

- Intimate distance ranges from body contact to approximately eighteen inches (just less than half a meter). According to Hall (1956), the close phase (up to six inches) includes intimate activities which require extensive contact of the bodies while the far phase (from six to 18 inches) does not allow for much, if any, body contact.
- Personal distance ranges from 1.5 to four feet between people. Hall identifies a close and a far phase. The close phase (1.5 to 2.5 feet) permits

one person to touch another, while the far phase of personal distance (2.5 to four feet) "an arm's length" does not permit this.

- Social distance (four to 12 feet) is the casual interaction-distance between acquaintances and strangers. This much distance is common in business meetings, classrooms, and impersonal social affairs. Its close phase (four to seven feet) is the characteristic of informal interaction, while more formal interaction requires the far phase (seven to 12 feet). Some physical barriers such as desks, tables, and counters, usually make people keep this distance. Hall mentions that this type of proxemic behavior is culturally conditioned and arbitrary.
- Public distance ranges from 12 to 25 feet or more. Its close phase (12 to 15 feet) provides the amount of space generally desired among strangers, while its far phase (15 to 25 feet) is necessary for large audiences. In this case, speech must be projected or amplified to be heard.

1.4.1.6 Haptics

Haptics is the use of touch as a form of communication indicating degrees and patterns of intimacy like a reassuring pat on the back. Touch can be considered one of the most primitive forms of communication that is not universally acknowledged but differ from one culture to another.(Montagu ,1971)

Jones and Yarbrough (1985) distinguish five possible significant meanings of touch:

- **Positive affect:** when people are in close relationship and there is an intimacy between them, they tend to use touching as way of expressing desired emotions such as: engorgement, motivation, empathy. In this regard Desmond Morris (1972) reported that touching is a very powerful system of communication and can genuinely express what one holds for another person, and that is why used as little as possible when people are not close in their relationship.

- **Playful :** this kind of interaction is used by the producer of the action to deliver a sense of humor
- **Control:** These touches serve to direct the behavior, attitude, or feeling state of the recipient. The key feature of these touches is that almost all of the touches are initiated by the person who attempts influence.
- **Ritualistic:** These touches consist of greeting and departure touches. They serve no other function than to help make transitions in and out of focused interaction.
- **Hybrid:** These touches involve two or more of the meanings described above. These touches can be further classified as greeting/affection and departure/affection.

1.4.1.7 Paralanguage

Various acoustic properties of speech such as tone, pitch and accent, collectively known as prosody, can all give off nonverbal cues. Masterson (1996) and Boyd (2000) describe these as ‘vocalics’. Paralanguage may change the meaning of words. Prosody may reflect various features of the speaker or the utterance, they are :

- The emotional state of a speaker
- Whether an utterance is a statement, a question, or a command;
- Whether the speaker is being ironic or sarcastic; emphasis, contrast, and focus; other elements of language that may not be encoded by grammar or choice of vocabulary.

1.4.2 Functions of non-verbal communication

According to Capper (2003) indicates five functions of nonverbal communication that are produced by the sender and help the receiver better

understand the message. These functions are: reinforcement, substitution, contradiction, accentuation and regulation.

- ❖ **Reinforcement** : refers to the amount of redundancy nonverbal communication adds to the verbal message” for example if you say “Hi” or “Bye” you will probably wave your hand also, and if you say you’re hungry you might rub your stomach. If something tastes bad you would express your dislike accompanied with a disgusted look on your face.
- ❖ **Substitution:** is using a nonverbal action or cue instead of speaking” for example instead of actually saying “hi” or “bye” you might just wave a hand at someone. When we are not able to speak to a person we use a nonverbal cue.
- ❖ **Contradiction:** the use of a nonverbal message to negate the verbal message” for example if you ask how someone is and they say “good” but they roll their eyes or look down at the floor and shrug their shoulders, you know they are actually not good and they have just negated the verbal message they were sending.
- ❖ **Accentuation:** the use of nonverbal cues to intensify the verbal message” for example if you speak louder and quickly you are adding intensity to the verbal message. We can tell when a person is excited because they usually speak loud and their eyes widen, making the message clearer.
- ❖ **Regulation:** “the turn taking cues of conversational order” for example we use hand signals to indicate that we are done talking and it is someone else’s turn to talk. We also use nonverbal signals like looking at the other person as if to say “what do you think about that” without actually speaking the words.

1.4.3 The impact of non verbal communication on students' outcomes

In the classroom setting, non-verbal messages take place as well as verbal ones. Teacher creates more impression through NVC in the classroom than the knowledge of subject matter and verbal fluency. In this seek; Miller (1988) indicates that teachers' awareness of their own nonverbal behaviours in the classroom allows them to deliver the lectures more proficiently and successfully.

Since interest aroused in this field of research, several NVC studies have been carried out. Studies that are done in the classroom environment suggest that non verbal cues send very clear and distinct messages. Moreover, these 'non-verbal messages can be a more explicit and candid means of determining intent than merely the spoken word alone' (Rosa, 2000, p. 1) .

Other studies have examined the influence of a specific non-verbal behavior on students' outcomes. For instance, in a study of elementary school children, Otheson (1978) concluded that teacher's tendency to make eye contact with their students while reading them a story can enhance their ability to recall for it. Other empirical studies have documented that teacher's gestures can predict students learning; especially when the material covered is complex and/or involves scientific or mathematical concepts (McNeil et al, 2000).

In the same vein of thought, Boyd (2000) conducted a research in which he examined the common behaviours of effective teachers at AT-Risk middle school for males. The prominent effective behaviours includes: change in voice inflection, invading students' territories and nodding with head.

The same year, Rosa (2000) conducted a research on Understanding the role and potential impact of non-verbal communication in the primary inclusion classroom the purpose of which was to compare the nonverbal behaviour of average students with those who are perceived as cognitively challenged while taking lectures in regular classroom instruction in both small and large groups. The findings she reached in her investigation gave evidence that the less distance there

were between the lecturer and the student the more effective the process of understanding the information was, regardless of the cognitive ability of the student.

Likewise, Christopher (2002), Lewis (2005) and Hassan (2007) carried out researches on Nonverbal Communications. Christopher reached at the finding that males displayed more active nonverbal behaviour than females; the result by Lewis showed that female students make eye contact more than the male students and smile more often in the classroom setting; and the study by Hassan showed that the college students are not only aware of their teachers' NVC but are also biased towards certain types of non-verbal cues and behaviour

1.5 Conclusion

Non-verbal communication plays an indispensable role in everyday's life and it is equally important in the educational context. The way teachers communicate to their students non-verbally is one of the many factors that determine effective teaching and how this is perceived by students might affect their affective and cognitive learning. This chapter is, therefore, an exposure of a general background of nonverbal communication and its use in the educational context is provided as well as a brief description of the speaking performance and its composing aspects

CHAPTER TWO: Data Collection and Interpretation

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2.1 Introduction

This chapter represents the empirical phase of this study in which the researchers aim is to answer the research questions to either confirm or reject the pre set hypotheses. It consists of two parts; the first one is a brief description of the methodology framework of the study. The second part, on the other hand, is devoted to the discussion of the major findings reached through this investigation.

2.2 Research Methodology

The selection of the research method is one of the main important stages in conducting a research. For this inquiry the researchers opted for the case study approach about which a detailed description is provided in this section.

2.2.1 Research design

This work is a case study that is expected to capture the complexity of a single entity or group. It enables the researcher to closely examine data within a specific context. In this approach, the researcher is able to observe a real-life contemporary phenomenon in order to obtain data to test his/her hypotheses. After analysing and interpreting data, the researcher is finally able to draw conclusions about the impact of nonverbal communication on students outcome dealt with and provide solutions to reduce the problem.

Moreover, there exist several types of case studies, each differing from the other based on the needs and purposes the researcher wants to meet in his work. The current investigation is an exploratory case study which provides an in-depth analysis for the target topic. The aim of the researchers is to investigate the influence that the nonverbal communication of the teacher has on the student's academic achievement in the oral expression sessions.

2.2.2 Sample population

In the process of investigating the same issue that has been previously discussed theoretically, a sample population consisting of 44 first year "licence"

EFL students, and 10 EFL teachers were chosen from the English Department at AbouBekrBelkaid University to be the sample population of this investigation.

2.2.2.1 Students' profile

The sample size was 44 undergraduate English students whose average age was 18; the oldest student was 26 and the youngest was 17. There were 28 female students whereas the number of males was 16. The participants in this work were chosen randomly and given surveys to fill in so the researchers can obtain data.

2.2.2.2 Teacher's profile

For this inquiry, the researchers selected 10 teachers who are in charge of teaching oral production module or have experienced teaching oral production to first year students and their age ranges from 28 to 45 years old.

2.2.3 Data collection

Data collection is the process of gathering information and facts from various sources to answer the questions set by the researcher in a particular area of interest. It is a means by which the researchers are able to evaluate the outcome and make prediction about future probabilities. In order to collect accurate data, there are many instruments of research that can be useful such as: the questionnaire, the interview, the survey observation, etc. This process encompasses two types of data: quantitative data and qualitative data. Quantitative data is any data that is in numerical form -- e.g., statistics and percentages. Qualitative data is descriptive data -- e.g., color, smell, appearance and quality.

In this work, the researchers used the questionnaire as a research tool for the sake of gathering information from respondents. Two questionnaires were designed and distributed to both first year English students and their teachers with the objective of accessing their opinions and views about the influence of nonverbal behavior of the teacher on students speaking ability.

2.2.3.1 Students' questionnaire

The Students' questionnaire consists of nine questions written in English. It is divided into two parts; the first one includes general questions about the informants' gender and age. The second part enquires about the emotions and attitudes students may predictably feel toward their teachers' nonverbal behavior during the oral production lecture. In this latter (part) participants are suggested a set of scenarios that simulate classroom nonverbal interactions, and are requested to either agree or disagree on the statements.

2.2.3.2 Teachers' questionnaire

Another questionnaire was designed and administered to teachers with the goal of assessing their point of view about the classroom nonverbal interactions. It encompasses three types of questions; open ended, close ended and multiple choice questions.

2.3 Data Analysis

Data analysis is the process of interpreting obtained data with the goal of discovering useful information and drawing conclusions. It encompasses reporting the findings either quantitatively or qualitatively after data has been obtained. A chief aim of data analysis is to draw unbiased inferences and follow the acceptable norms of this step and to report the finding clearly and objectively. In the same respect, quantitative data analysis is considered to have the aim of quantification of data which allows the generalization of result from a sample to an entire population. On the other hand qualitative data can provide an in depth exploration of the issue and understanding the underlying motivations and reasons behind a contemporary phenomenon.

2.3.1. Results of students' questionnaire

➤ Section one: students' profile

The results reveal that 64% of informants are females and 36% of them are males. Their age ranges between 18 and 21 years old. Acknowledging that, the

sample population was limited to first year EFL learners since it is their first year dealing with oral performance and thereby the students are more subjected to the influence of teachers.

Table 2.1: Students' gender

Gender	AF	RF
Female	28	64%
Male	16	36%
Total	44	100%

- **Section two:** Students' perception of the impact of nonverbal communication of the teacher on their speaking performance.

Question 1: do you believe the nonverbal communication of the teacher affect students' speaking performance?

Table2.2: students' perception of teacher's nonverbal communication

Students were asked to give their opinion about the non-verbal communication of teachers, their answers are reported in the table below

Question	Agree	Strongly agree	Disagree	Strongly disagree	Neither agree nor disagree					
1	AF	26	AF	18	AF	-	AF	-	AF	-
	RF	59,09%	RF	40.90	RF	-	RF	-	RF	-
	M	10	M	6	M	-	M	-	M	-
	F	16	F	12	F	-	F	-	F	-

As Indicated above shows the answers to the first question which contains multiple choices and students are asked to select one answer from them in order to show their approval or disapproval to this question. As obtained data reveals, 59,09 % of students agree that the nonverbal communication of the teacher has an impact on their speaking performance. In the other side, 40% showed a stronger approval to this statement.

- **Question 02:** It is easy to speak/perform in front of teachers who are always smiling?

When students were asked about their opinion of the smiling teachers and their influence on their speaking performance during the oral production session, they reported a variety of answers. The results are presented in the graph

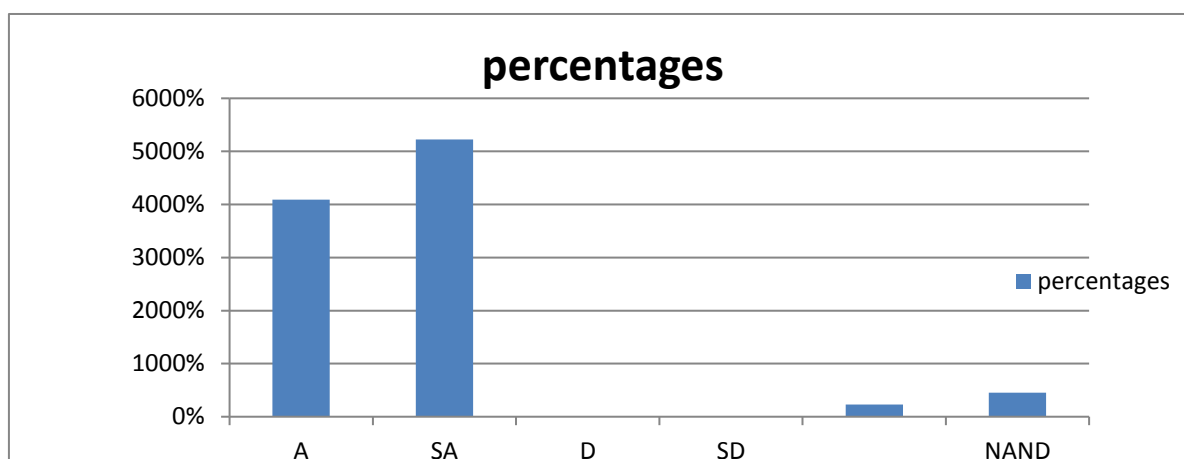


Figure 2.1: Students responses to smiling teachers

As indicated above, Learners showed higher motivation toward teachers who smile during the lectures with a percentage that acceded 90% of agreement among whom 50% strongly agreed. In this regard, reported answers demonstrated difference between males and females reaction to this nonverbal communication cue .

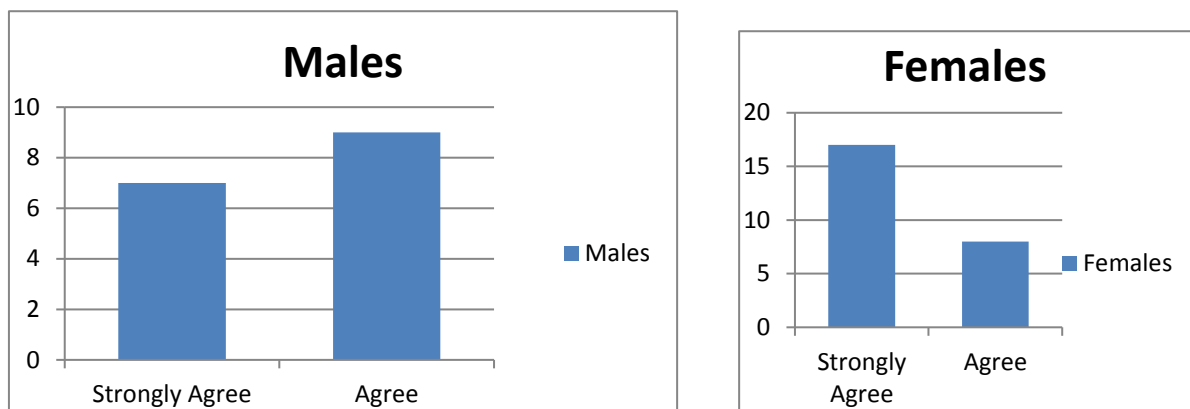


Figure 2.2 Difference between male and female responses

The results show that females seem to be more encouraged and showed more excitement to smiling teachers in comparison with their male peers since 68% of those who have agreed showed a stronger approval to the scenario that the question communicates.

Questions 03: It is hard to perform speaking in front of those teachers who stare at their students coldly

The aim of the researcher behind this inquiry was to examine students' responses to teachers staring at them coldly while performing a speaking task and which are sketched in the graph below

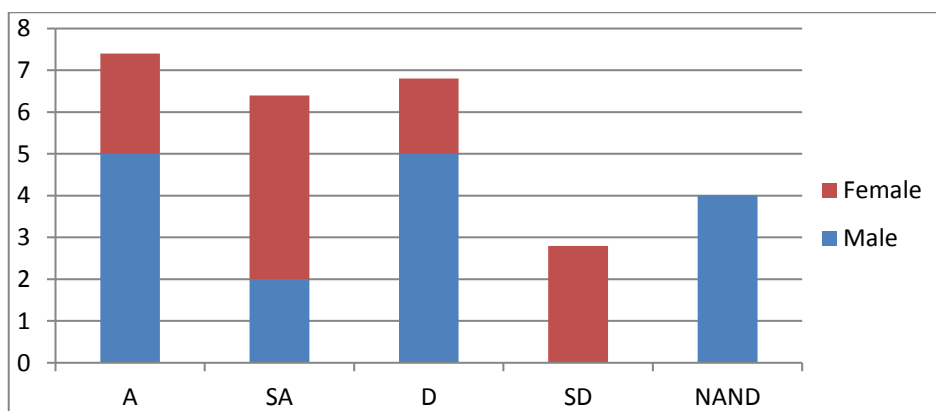


Figure.2.3: students' perception of teachers staring at them

In this respect, provided data suggest that female students found more difficulties to perform and were highly unmotivated by such teachers in comparison with males as 71,42 % of them agreed while the percentage for males was less than 50% of agreement .

- **Question 04:** Students oral /speaking presentation is more successful when teachers make eye contact with them.

When being asked about the impact of the teacher’s eye contact, students reported a variety of answers.

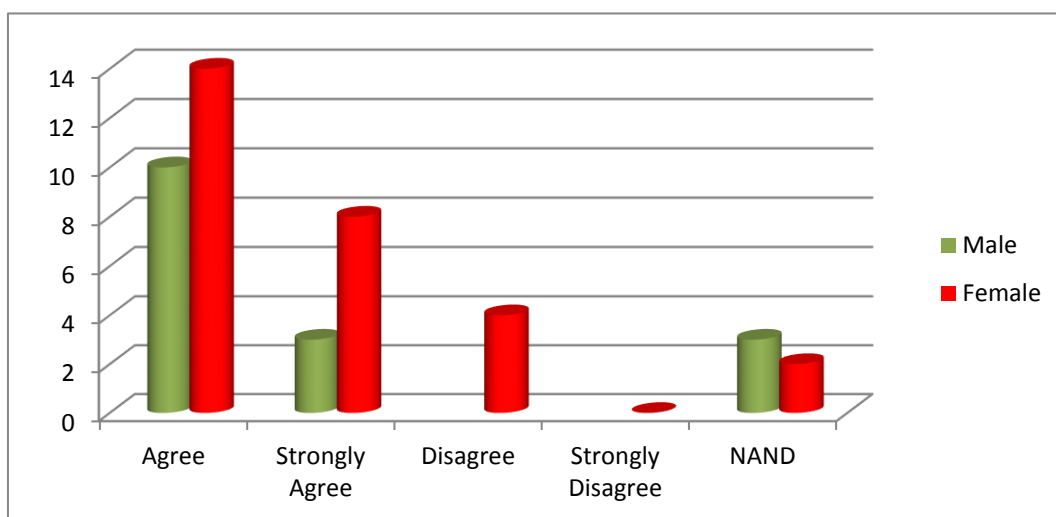


Figure2.4: Students’ Responses to the eye contact of the teacher

The majority of students considered making eye contact with the teacher as factor for the success of their speaking performance task. However, few of the students disagreed and fewer remained neutral.

- **Questions 05:** the students enjoy more the lecture when the teachers are well dressed.

Participants were questioned about their attitudes toward teachers’ clothing behavior to which they reported a variety of answers. Standing on their view point, all students (100%) agreed upon the positive impact of a well dressed teacher on the effectiveness of oral production lecture

➤ **Question 06:** The teachers' movements keep students active in the class.

In Q6 the researchers wanted to explore whether teachers' movement in the classroom throughout the lectures contributed in keeping them active. As indicated in the graph below, the findings report a majority of agreement on the positive outcome of this nonverbal behavior.

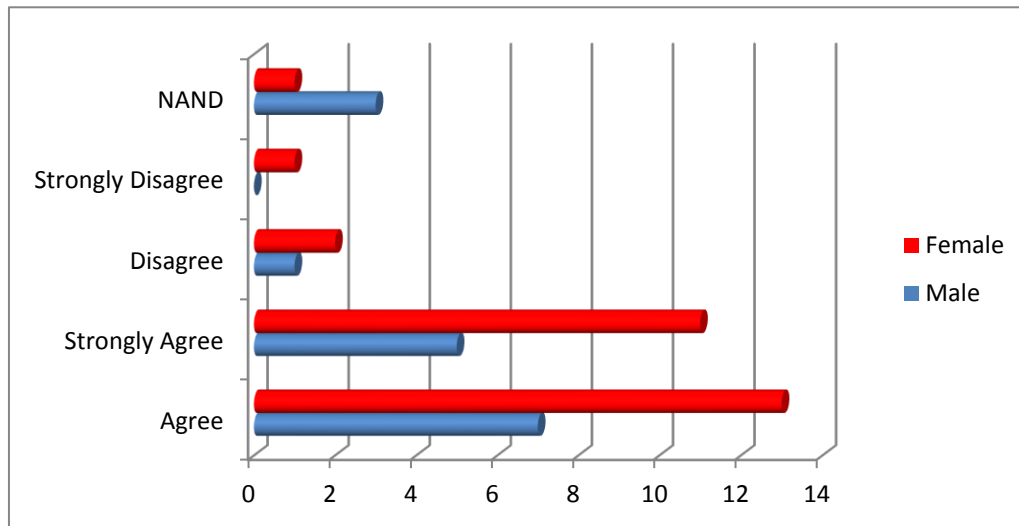


Figure2.5 Students response to teacher's movement in the class

➤ **Question 07:** Teachers with positive personality traits encourage their student to speak.

Informants' responses to this question suggest that all students (100%) liked teachers' positivity which encouraged them to speak during the lecture.

➤ **Question08:** Teachers with negative attitudes can affect his learner speaking performance negatively.

When being asked this question, 80% of the informants revealed a negative reaction toward teachers' negativity and assumed that it can affect their speaking performance. On the other hand, 9, 09% of the participants disagreed and 13, 36% did not show any approval or disapproval.

- **Question 09:** Students feel nervous and fail to speak when the teacher indicates someone to speak with their raised finger.

Clearly indicated in the graph, 75% of students when required to answer this question reported that in such conditions they feel nervous and embarrassed to speak, in the same respect 13% disagreed among whom 0, 88 % strongly disagreed and 11, 36 neither agreed nor disagreed.

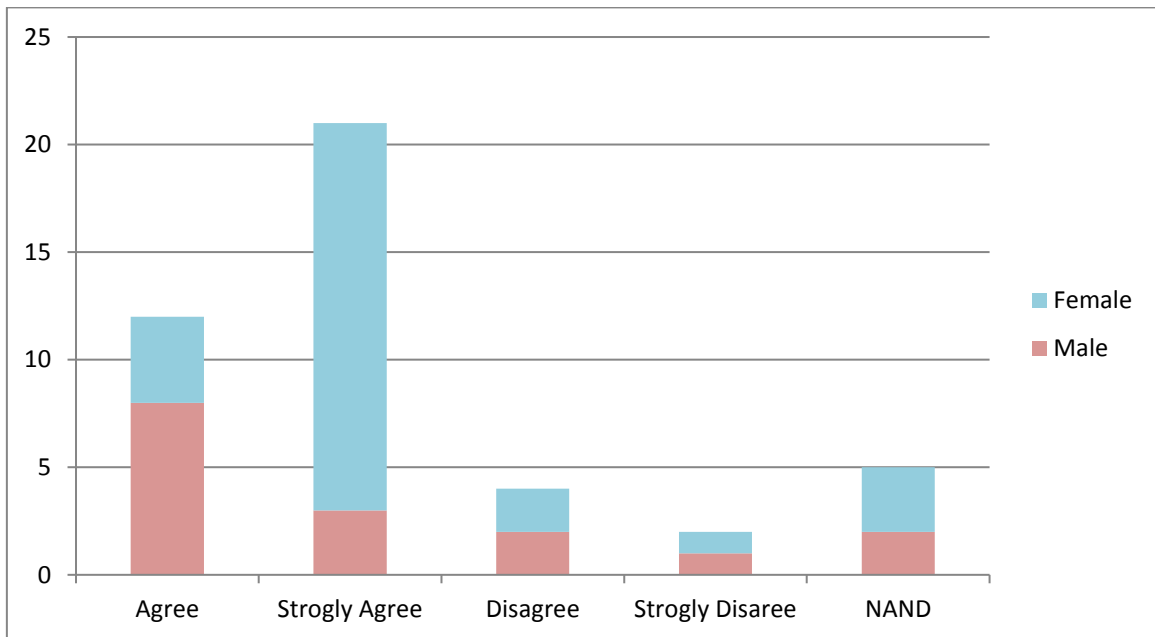


Figure 2.6 Students response teachers raising fingers to indicate someone to speak

2.3.2 Results of teachers' questionnaire:

- **Section one:** Teacher's profile

The questionnaire was administered to 10 teachers, 6 females and 4 males, their age's ranges from 25 to 45 years old, and they have experimented teaching Oral production module to first year students.

- **Section two :**

Question 01: Do you believe the nonverbal communication of the teacher (gestures, eye contact, smile, facial expressions, and teachers' movement) takes place during the Oral Production lecture?

Reported data reveals that all teachers 100% agreed that the nonverbal communication of the teacher do take place in the classroom setting.

Table2.3: teachers’ perception on the nonverbal communication in the classroom.

Teachers answers		
	AF	RF
Yes	08	100%
No	0	0%

➤ **Question 02:** Does the nonverbal communication occur

- ❖ Consciously
- ❖ Subconsciously
- ❖ Both consciously and subconsciously

When being asked about the way in which nonverbal messages are transmitted, all teachers confirmed the fact that nonverbal communication can be conscious and proposal as well as subconscious since 100% selected the third choice.

➤ **Question 03:**Do you believe the nonverbal communication of the teacher has an important role to play in the oral production session at the level of first year English “licence”, illustrate your answer.

Collected answers of the teachers give hint at the big importance that nonverbal communication holds in the classroom setting and that can be presented as follows

- Encouraging students to speak and correcting their mistakes without being interrupted or feeling embarrassed about their mistakes
- Clarifying the verbal information with a nonverbal aid

- Motivating students as well as accentuating the verbal message
- Reducing psychological problems that first year students may encounter such as : anxiety and low self esteem

➤ **Question 04:**Do you believe the impact differ according to gender?

Teachers were required to give their view about whether the impact of the nonverbal messages on females' students differed from those of males. After considering their answers, it is suggested that their opinions varied and can be presented as the following.

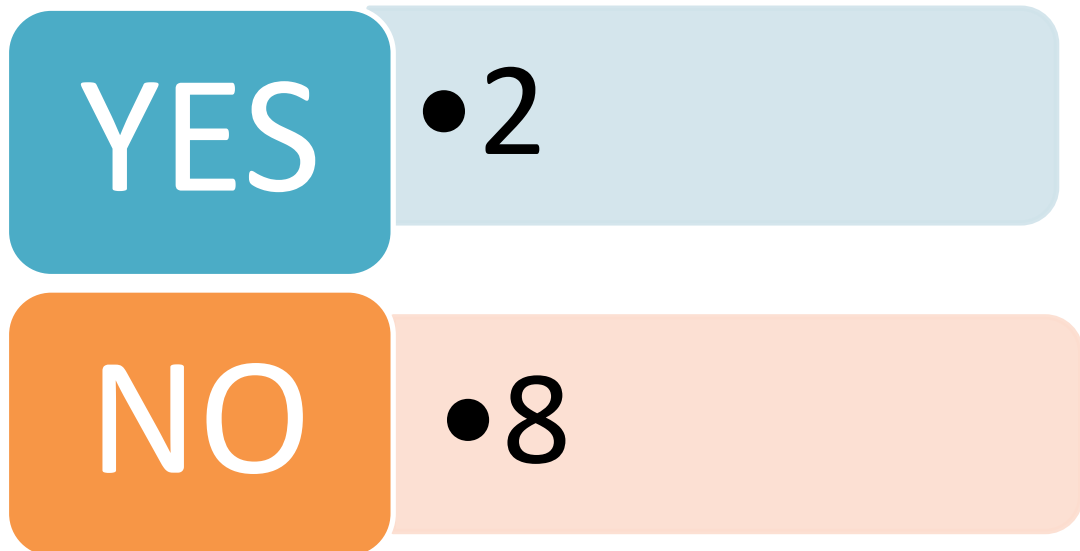


Figure2.7: The difference between males and females reaction according to teachers

Clearly indicated above, the majority of teachers 80% did not witness any difference in students' response in terms of gender. However those who have agreed suggested that the impact may differ at level of students type of personality in which many factors may play a role besides gender such as self-esteem and confidence.

➤ **Question 05:** Using numbers, select the most frequent nonverbal behaviours to the least.

Teachers were required to select the most frequently occurring nonverbal messages to the least during the session, their answers are presented in the table below.

Table2.4: the common frequently occurring nonverbal communication cues

NVC	FR
Eye contact	1
Gestures	2
Smiling	3
Nodding	4
Active movement in the class	4

Considering data presented in the table, eye contact is the most frequently used nonverbal cue in the classroom, gestures and smiling come in the second place whereas nodding and active movement in the class are the least used among the suggested nonverbal cues.

- **Question 06:** Do you believe it is important for the teacher to take care of his clothing style in teaching in general and in oral production in particular, if yes say why?

Data collected after investigating teachers' opinions about their clothing style and according to their answers, The majority of them, that is 80%, found that the clothing behaviour has its own role to play; they suggested their appearance is the first to be noticed by students. Besides, a well-dressed teacher can attract students attention and accentuate their focus and interest in the lecture, however not being dressed adequately may shift their attention to the poor image of the teacher rather than the content of the lecture.

- **Question 07:** Do you tend to use a particular nonverbal behaviour to achieve a certain response and how?

Teachers were asked whether they purposely make use of nonverbal communication cues during the OP lecture, their answers are presented below.

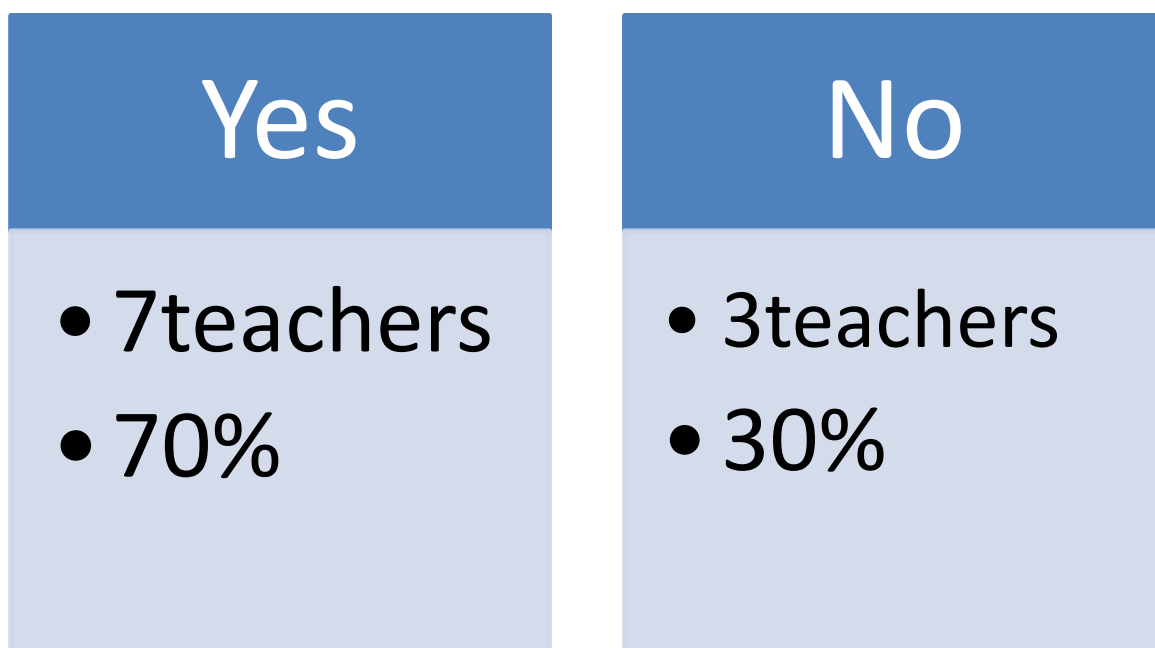


Figure 2.8: Teachers tendency of use nonverbal communication

The majority of teachers with a percentage of 70% confirmed their tendency to use nonverbal cues when dealing with students in the learning context. Collected data revealed that they make use of eye contact to gain control over students and maintain teachers presence, smiles to show support and friendly expressions to help students engage in the lecture, staring at students silently when students misbehave, In the other side, 30% of teachers denied any intended use of nonverbal expressions to achieve a particular response.

- **Question 08:** How do students response to smiling teachers and does it make them feel at ease?

Teachers were asked to describe the impact that smiling can have on students, reported answers all revealed a desired influence that goes around the following :

- Encouraging students
- Building students confidence
- Increasing students motivation

- Showing support and friendliness

2.4 Summary of the main results and discussion:

This study was conducted to set out an overall understanding of the concept of NVC and its influence on the speaking performance of first year EFL students, along with identifying the most effective nonverbal behaviours that increase students' motivation and willingness to speak during an oral production lecture. This part attempts to provide a discussion of the main results acquired throughout the use of questionnaires to either confirm or reject the pre set hypotheses.

The obtained data revealed a significant correlation between students ability in speaking and teachers nonverbal communication. As it was inferred from students' answers to the questionnaire, teachers' non verbal behaviour can have both a positive and negative impact on students' outcome in the oral production module.

The positive nonverbal behaviours included: eye contact, smiling at students, movements in the classroom and gesturing using hands. On the other hand, some nonverbal cues impacted students negatively such as: staring at students coldly, indicating someone to speak and teachers with negative traits. In the same vein of thought, it is significantly important to note that female students were more tuned by the emotional expressions that the body of the teachers expressed in comparison with their male peers. This includes smiling teachers which motivated them and staring at them coldly which achieved a negative response.

The results from teachers' questionnaire were quite similar to those of students. All of the teachers agreed upon the potential that their nonverbal behaviour and the influence it can have on students speaking performance. Collected data give evidence that teachers at Abou Bekr Belkaid intend to send nonverbal messages to achieve certain responses from students. All teachers have confirmed that eye contact helped them to maintain eye contact, regulating students misbehaviour and accentuating the teachers/students interaction. Additionally,

Teachers tended to smile at their students to help them speak freely and without worrying about mistakes. They also nod with their heads after students have perform a speaking task to show encouragement and support.

Finally, the findings revealed that nonverbal communication can be an important source of motivation and encouragement for students and holds the potential of enhancing their speaking performance; however it can reach the opposite if it is used negatively.

2.5 Suggestions and recommendations:

The current study explored the role of nonverbal communication in education, in which we tackled the impact of EFL teachers' nonverbal behaviour on the speaking performance of first year EFL students at the University of Tlemcen. The end of research was to dissect whether the impact is positive or negative and how does it differs from one student to another. The findings revealed a strong relationship between teachers' nonverbal behaviours and students' motivation, participation and oral performance. Students showed higher motivation to teachers who have positive personality traits and are always smiling and nodding with the head to students. However, students did not welcome teachers staring at them while speaking. Based on the results achieved in this study and what was previously presented in the literature review, a list of suggestions and ad recommendations can be listed:

- ✓ Studies reveal that teachers can provide a relaxed atmosphere to their students in order to stimulate their attention in the oral production session.
- ✓ Teachers who tend to smile during the lecture make their students feel at ease
- ✓ Establishing eye contact with students helps the teacher to maintaining a strong presence, regulate the flow of the lecture and accentuate the verbal message.

- ✓ The clothing behaviour of teacher can be an element that determine the effectiveness of teaching and learning

2.6 Conclusion:

Nonverbal communication is a crucial aspect not only of daily interactions; it is equally important in the educational context within EFL learners. This study aimed at highlighting the positive and negative impact that nonverbal communication of the teacher has on students' academic achievement.

Data which were gathered using questionnaire administered to teachers and students revealed interesting findings. It is concluded that nonverbal communication cues has its own role to play concerning students' speaking performance and has both the positive and negative affect depending on how teachers make use of it.

General conclusion

The way teachers communicate to students is one of the many factors that determine effective teaching and learning in a foreign language class. It is agreed upon among researchers that teachers send very clear and distinct messages through their nonverbal behaviours during the lecture that can have direct consequences on students' academic achievement growth in general and their speaking performance in particular.

Studies done in the EFL classroom setting suggested that students are impacted both positively and negatively by teachers' nonverbal behaviour; while smiling and nodding with the head can enhance their cognitive learning and capacities, staring at them coldly on the other hand can decrease their motivation and willingness to learn. Based on these assumptions the current study was conducted with the objective of examining the indispensable role of the nonverbal behaviour of EFL teachers at Tlemcen University and its impact on students speaking performance since speaking comes at the top front of language skills that students struggle at.

As for the organization of this work, the dissertation consists of two chapters; the first one is a space in which the researchers provide a general overview on the main concepts related to this investigation namely the notion of nonverbal communication with an attempt to spark the light on the relationship between teachers nonverbal behaviour and its consequences on the academic achievement of learners. Besides, the same section provides a brief description of the speaking performance. The second chapter on the other hand is the empirical phase of this study which is devoted to the description of the methodology and research instrument used by the researcher as well as an in-depth interpretation and analysis of the results reached through this study.

Standing on the belief that the way teachers communicate with students stimulate certain responses in students, the researcher investigated the impact of particular nonverbal behaviours that occur both consciously and subconsciously ;

including smiling, maintaining eye contact, nodding with head, gesturing, and the way they stare at students . To achieve this goal first year English students were chosen purposely and given a questionnaire containing a set of scenarios that simulate the nonverbal communication that is likely to happen during the lecture of OP. Equally, another questionnaire was administered to teachers in which they reported their opinion on the effectiveness of their nonverbal behaviour on students speaking performance.

In the light of reached findings, the researcher confirmed the first hypothesis which suggests that the effect of nonverbal behaviour on learners is huge. This can be synthesized in students' reaction and attitudes towards these nonverbal behaviours. Learners showed higher motivation and performed more easily and fluently in the presence of smiling teachers. In contrast to the second hypothesis, the effect of nonverbal behaviours is not always positive. Though teachers' tendency to nod with the head, keep active movement in the class and establish eye contact can help creating students focus and enhancing the quality of their performance, some messages cued through gestures can bring about negative influence. Results revealed that learners did not feel comfortable with teachers who tend to raise their finger in order to indicate someone to speak. They also showed fewer acceptances to teachers with negative attitudes in general and those staring at them while speaking in particular. As for the third hypothesis, the researchers found a remarkable difference between male and female reaction toward certain nonverbal behaviours; female students were more intimidated by teachers who tend to stare at them while speaking, and showed higher excitement toward smiling teachers.

At the end, the researchers' main objective through this work was to spark the light on the important role of nonverbal communication in the foreign language classroom and the huge impact that might have on the effectiveness of learning and students competencies in this class

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Appendices

Appendix A: Students' questionnaire

Dear students,

This questionnaire serves as a data collection instrument dedicated to first year English language students, intended to investigate the impact of teacher's non-verbal (gestures, behaviour and facial expressions) language on students' speaking performance and their participation. Please answer the following questions :

Section one : Demographic information

1. Gender :
 - Male
 - Female
2. Age :
 -
3. Was it your choice to study English?
 - Yes
 - No

Section two: The impact of the teacher's and non-verbal communication on students' speaking performance

1. Do you believe the teacher's non-verbal communication (gestures, behaviours, facial expressions) affect students speaking performance ?

- Agree
 - Strongly agree
 - Disagree
 - Strongly disagree
 - Neither agree nor disagree
2. It is easy to speak/ perform in front of teachers who are always smiling
- Agree
 - Strongly agree
 - Disagree
 - Strongly disagree
 - Neither agree nor disagree
3. It is hard to speak/ perform / present in front of teachers who stare at their students coldly
- Agree
 - Strongly agree
 - Disagree
 - Strongly disagree
 - NAND
4. Students oral performance/ presentation is more effective and successful when teachers make eye contact with them
- Agree
 - Strongly agree
 - Disagree
 - Strongly disagree
 - NAND
5. The students enjoy more the lecture when the teachers are well dressed
- Agree
 - Strongly agree
 - Disagree

- Strongly disagree
- NAND

6. Teachers' movements keep students active in the class

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND

7. Teachers with positive personality traits encourage their students to speak

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND

8. Teachers with negative attitudes can affect their learners speaking performance negatively

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND

9. Students feel nervous and fail to speak correctly and fluently when the teacher indicates someone to speak with their raised finger

- Agree
- Strongly agree
- Disagree
- Strongly agree
- NAND

Thank you.

Appendix B : teacher's questionnaire

Dear teachers :

This questionnaire serves as a data collection instrument administered to oral expression teachers of the first year English to gather relevant data about the impact of their nonverbal communication on students speaking performance. Please answer the following questions:

Section one: demographic information.

❖ Gender :

❖ Age:

Section two: Teachers' perception of the impact of nonverbal communication of the teacher on students speaking performance.

1. Do you believe the non-verbal communication of the teacher (gestures, eye contact, smile, facial expressions , teachers movement) takes place in the classroom environment?
 - ❖ Yes
 - ❖ No
2. Does the non-verbal communication occurs
 - ❖ Consciously
 - ❖ Subconsciously
 - ❖ Both consciously and subconsciously

3. Do you believe the non-verbal communication of the teacher has an important role to play in the oral production session at the level of first year English license, illustrate your answer.

❖ Yes

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

❖ No

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.....
.

4. Does the impact differ according to students' gender , elaborate your answer

❖ Yes

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

❖ No

5. Using numbers, select the most frequently occurring non-verbal behaviours to the least

- ❖ Eye contact
- ❖ Smiling
- ❖ Nodding
- ❖ Gestures
- ❖ Active movements in the classroom

6. Do you believe it is important for the teacher to take care of his clothing style in teaching in general and in oral production in particular, if yes say why

❖ Yes

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

❖ No

7. Do you happen to use a particular non-verbal behaviour to achieve a certain response and how?

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.....

8. How do students response to smiling teacher and that make them feel at ease?

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9. What are your suggestions regarding the use of nonverbal communication in the classroom and its impact on students' speaking performance

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

Thank you for the valuable time you spent on answering these questions, your answers are greatly appreciated .