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Influence of teacher's non-verbal
communication on EFL students'
speaking performance.

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Dedication I

I dedicate dissertation and give special thanks to my loving parents, who have given me the guidance I need. Without their encouragement and support this work would not have been made possible.

To my most beloved brothers and my amazing sisters I also dedicate this dissertation to my best friends and all people who helped me and showed me the right path to success.

Thank you.

Karima

Dedication II

This work is lovingly dedicated to all my family members and many friends. A special feeling of gratitude to my respective parents ,Abd Allah and Fatima Balloham whose encouragement, love, care; affection, and prayers made me able to complete this research. They have always been my good role model. My brothers and sisters whom I am truly thankful for having in my life. Also, to the most adorable and talented nephews, Selsabil and Mohammed Yasser.

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Abstract

Nonverbal communication plays a significant role in every interaction. In the EFL classroom, it is assumed that the teacher's nonverbal communication plays an important role in students' performance through interactions between teacher and students. The investigation in this research aims to shed light on the influence of teacher's nonverbal communication on students' speaking performance in oral expression classroom. Thus, this research is based on an exploratory case study focused on first-year EFL LMD students of English Department at Adrar University. Both questionnaire and interview were used as research instruments in order to collect enough data. The questionnaire was directed to first-year EFL students while a written interview was emailed to oral expression teachers. All data were analysed both quantitatively and qualitatively. Results reveal that teacher's nonverbal communication has its impact on students' participation or performance in an oral session. The impact might be positive or negative; in other words, the influence differs according to the proper use of such nonverbal cues in the classroom either consciously or subconsciously. Last but not least, some suggestions and/or recommendations are offered to seek to help teachers to be aware of the use of their nonverbal behaviours and inviting them to strengthen their positive nonverbal cues to encourage their students to participate and perform well during oral production session.

Key concepts: Nonverbal communication, speaking performance, oral production teachers, EFL students

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List of Abbreviation and Acronyms:

%: Percentage

EFL: English as Foreign Language

VC: Verbal communication

NVC: Nonverbal communication

NVB : Nonverbal behaviour

NVBs : Nonverbal behaviours

LMD : Licence Master Doctorate

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General introduction

A great majority of our senses are not conveyed through speech, but instead via nonverbal signals, including eye contact, movements and facial expressions. Everywhere, in every social situation, we seek to express non-verbally our emotions, behaviours, opinions and worries.

Non-verbal communication plays a vital role in every context of social life; it allows people to communicate desire and feelings, to demonstrate importance and strength, and also to control the exchange of information. However, relatively little consideration has been paid to the inclusion of non-verbal actions as an important factor of education in general and in the English language learning in particular.

This topic is also of concern to researchers whose aim is to explore the impact that non-verbal communication of EFL teachers in the Department of English at Adrar University have on the oral performance of EFL learners. Thus, the final objectives are to assess whether the influence is positive or negative and how it encourages EFL students to speak more easily and fluently, and to resolve the challenges they face at this stage.

The present investigation seeks to answer the following questions:

1. How does the non-verbal communication of EFL teachers affect the speech performance of EFL students?
2. Either the affect is positive or negative?
3. What are the most efficient non-verbal cues used by teachers that enhance the performance of EFL students speaking?
4. For this research, researchers hypothesize that:

5. Teachers' nonverbal communication might have huge influence on EFL students' speaking performance that is it may either rise or weaken student's motivation to speak.

1. There are particular NV cues that positively affect students' speaking performance if they are properly used by teachers.

2. If teachers misuse some aspects of their NVC, they might negatively affect students' speaking performance.

This dissertation consists of two chapters : the first chapter contains a theoretical summary of the key concepts that are applicable to this research, such as the concept of non-verbal communication and its function in the educational background, besides to a brief explanation of the aspects of speaking performance.

The second chapter represents two sections. The first section covers the definition of the research methodology, the research design, the research instruments, and a description of the samples. The second section provides an analysis and interpretation of the main results of the investigation. This chapter is intended to answer questions set by researchers whether to affirm or refute the hypotheses, as well as a series of suggestions and recommendations proposed by the researchers based on teachers' point of view on the use of non-verbal communication in classroom environments.

Chapter one : Literature Review

1.1. Introduction

In every second of our everyday life communication is there. It is a dynamic and a continuous process in which a sender and a receiver exchange information, ideas, skills, and feelings.

The communication process is categorised to two major types including the verbal and nonverbal communication. Verbal communication is based on the use of language through speech, writing or signs whereas nonverbal communication is expressed through nonverbal behaviours such as facial expressions, gestures, and eye contact...etc.

To build a successful communication with others, a person should not be competent only in verbal language but should also be experienced in nonverbal communication because nonverbal behaviours have a lot to do in reflecting what we mean in different communicative situations in our life.

For instance, in a classroom environment where the students' learning process is influenced by both the teacher's verbal language and his nonverbal behaviour. Thus, it is the aim of this chapter to explain and provide definitions and literary reviews about the key concepts (communication, verbal communication, speaking performance, and nonverbal communication) focusing more on NVC, in addition to some previous studies and investigations concerning this subject matter, and shedding light on the effectiveness of teacher's nonverbal communication on students' performance in the classroom

1.2. Defining communication

Keyton in 2011 defines communication as the process of exchanging information and common understanding from one person to another. (Cited in Massa & Lukong, 2016: 18). The origin of the word *communication* comes from the Latin word *communis* which means *common*. The previous definitions come by the fact that meaningful communication is based on the idea of mutuality. (Chenny, 2011) (cited in Massa & Lukong, 2016: 18)

Chenny (2011) illustrates the definition of communication in the following figure by identifying the major elements of this process.

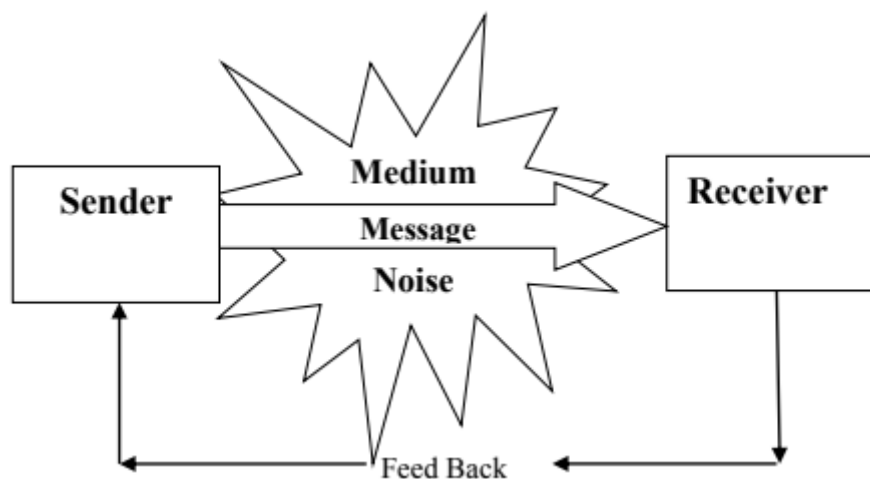


Figure 1. The process of communication (Cited in Lunenburg, 2010)

The communication process is different for each situation of a given social context, but it always relies on four basic elements: sender, receiver, message, and feedback. The sender produces a message to the receiver who replies back by submitting a feedback and resulting in a subsequent process of information exchange.

In the classroom, the teacher is the sender who has to transfer information, ideas, knowledge ...etc. The receiver is his/her students to whom information, knowledge...etc. is transferred. The sender encodes his/her ideas, thoughts, information... etc. using words, symbols, or actions to produce a certain message.

The message is the result of the encoding process which may be shaped in a verbal form, nonverbal form, or in a written language. The message is delivered by the sender to the receiver through a passage called the medium.

The medium or the channel is represented in different forms, such as face to face communication, letters, radio, television, e-mail... etc. A receiver decodes the message, that is, he/she translates the encoding information sent by the sender, so he/she can understand it; after that, the receiver responds by giving his/her feedback in another message replying to the sender who needs to know that his/her message has been received and understood.

Lastly, noise is there at any level of the process. It is anything that deforms the process of transmitting the message; thus, it may weaken the accuracy of the communication. Different perceptions of the message, language barriers, interruptions, emotions, and attitudes are patterns of noise.

Authenticity is important in each element for the quality of any communication process. If any element is affected, the effectiveness of the communication process is reduced. (Keyton, 2011) as cited in Lunenburg, 2010.

1.3. Verbal communication

Verbal communication is based on language use. It is commonly defined as the use of words to exchange information and thoughts either in the spoken form or in the written form. Speaking is the most effective and predominant skill in verbal communication considering the other skill (writing) because of its usefulness and its crucial impact on oral communication (Khabaz, 2013; cited in Bambaeroo&Shokrpour, 2017: 54). Foreign/second language learners give more attention to their speaking performance and are eager in improving their speaking skill; Nunan (1995) believes that success in learning a foreign language is when the learner can perform a conversation in that language. (Cited in Leong &Massoumeh, 2017: 34)

Since verbal communication is mostly linked to the spoken form of communication and our investigation is focusing on the student speaking performance, it will be useful to explain the concept of “speaking performance”.

1.3.1. Definition of speaking performance

To understand properly the definition of the phrase “speaking performance”, we need to define both terms 'speaking' and 'performance'. First, speaking is a basic skill and one of the two productive skills of any language excepting of sign languages; further, fluency in the speaking ability does not necessitate only knowledge of language features but also the ability to process information and language. (Harmer, 2001, p. 269)

Second, performance is defined by Brown (2001, p. 43) as the observable and concrete manifestation or realization of competence, and it is the actual doing of

something. Consequently, 'Speaking performance' can be defined as the actual verbalization of one's knowledge, thoughts...etc. in a real context.

1.3.2. Aspects of speaking performance

The ability to speak fluently is often correlated with other aspects that would be featured by the speaker. In EFL classrooms, speaking is a fundamental skill in the oral expression class where students are expected to perform well in speaking English but it is not always the case; In this respect, Husnawati (2017, p.13) indicates that a lot of English language learners who have been learning English in a couple of years (three years) still have low speaking ability. He shows that this low performance is due to the difficulty they face to fulfil some aspects of speaking performance. Therefore, it is worth listing these aspects:

a. Accuracy

For Nunan (2015), accuracy is when the/a learner produces his speech with acceptable use of grammar, clear pronunciation, appropriate choice of vocabulary, free from errors.

b. Fluency

Fluency is the ability to speak at a reasonable speed with slight mistakes and hesitations (Nunan, 2015). Concerning the speaking ability, fluency is to be able to describe events or circumstances, in specific words, and to interact or convey a series of thoughts fluently (Lade, 1961). From a listener perspectives, Thornbury considers pausing as one of the reasons behind fluency (2005). According to him, learners are

considered as fluent speakers if they fulfil the following features when they make pauses in their speech:

- a. Pauses may be long but not frequent.
- b. Pauses are usually filled.
- c. Pauses occur at meaningful transition points.
- d. There are long runs of syllables and words between pauses.
- e. Less time spent of silence or saying 'um' and 'ah'.

c. Pronunciation

Pronunciation is related to how a speaker can produce correct and understood utterances (Thornbury, 2005). Here it is more related to the ability of an EFL speaker to use English sounds correctly. Pronunciation is an important aspect of the speaking performance through which the speaker can improve and express his/her ideas and to which extent he/she can be understood by the listener in any interaction. In other words, good and correct pronunciation leads to a real understanding of what is being said; whereas wrong pronunciation may cause misunderstanding.

d. Grammar

Grammar is defined by Brown (2001) as "system of rules which control the arrangements and relationships between words in one sentence". Moreover grammar is the description of how words in a given language change their forms to combine different sentences (Harmer, 2001). learning the grammar of the target language makes

the learner aware of how logically words and sentences should be connected to construct clear and fluent ideas.

e. Vocabulary

Vocabulary is group of words in a specific language that speakers of that language use to express their thoughts and communicate with each other. In addition, Thornbury (2005) notes three common things that speakers use when they speak:

A) people use of high amount of words and expressions to convey their position “stance” to what is being said.

B) they typically use words and expressions to deliver positive and negative assessments because usually the speakers’ speech has an interpersonal function, and they can express solidarity by recognizing what people like and hate.

C) a speaker often uses deictic expressions i.e. words and expressions pointing to the place, time and members in the intermediate context or a more distant context, e.g., words like: here, there, yesterday, tomorrow, personal pronouns (they, we...).

f. Interactive communication

Interactive communication reflects the willingness of the individual to communicate with the interlocutor and other participants by effectively introducing and reacting to the conditions of the task at the proper speed and rhythm (Thornbury, 2005).

The interactive nature of communication is the most challenging aspect that students face while speaking; precisely when they get through conversations where they are involved in a process of negotiating the meaning (Brown, 2001). Therefore,

learners commonly have problems in how to say things, when they speak. Students' assessment through their interaction is an effective way to train them to have automatic speaking regardless to the difficulties they may face.

g. Appropriateness

According to the Cambridge dictionary, "appropriateness" means the excellence of being correct or suitable for specific circumstances or situations; as an aspect of "speaking performance", "appropriateness" refers to the speaker's act in performing a speech appropriately according to the situation, or by realising a successful conversation relevant to each occasion.

As shown by harmer (2001, p. 24), there are such variables: setting, participants, gender and channel, that are connected to the term 'appropriateness'; they need to be taken into consideration by people when communicating to achieve the appropriateness in communicating.

h. Complexity :

It is inaccurate to consider written language which is organised, structured, as more complicated than the spoken language because it is disorganised and fragmented (Halliday, 1985). This is also not to say that written language is simpler than the spoken one, but it can be valid that they are both complex at a different level, and this is explained by Nunan (2004) who says that the complexity in speaking is linked to the type of information which has to be transmitted concerning the level of the task and the interrelationships between the various elements involved. Thus, the spoken language is complex because it is dynamic, though written language is complex because it is static and dense.

1.4. Nonverbal communication

There are many definitions about nonverbal communication (NVC). For instance, Anderson simply defines NVC like all other aspects of communication except of verbal language as words or symbols in sign language. (1999 in Wood, 2009)

Sign language is does not form part of the aspects of NVC because it is a language where only symbols are used by deaf and mute people to communicate. This is mentioned by Knapp & Hall (1992) and Zoric et al. (2007) that sign language is a true form of communication without verbalisation. (in Barry et al. 2011)

Gregersen and Devito& Hecht describes NVC as a process of exchanging information, intentionally or unintentionally, without words but through non-linguistic codes, like: body language, facial expressions, eye contact, prosodic vocal features, time, touch, social distance, physical appearance...etc. (2007, 1999)

NVC is the use of certain NV cues, in a given situation, that people do consciously or unconsciously when communicating with each other. Besides, NVC does not occur without any words or any language, but it is more likely to occur within conversations and interactions. For example, a person can move his head form right to left while saying “no” to reject something, or he/she could just move his head.

NVC plays a great role in enhancing, emphasising, or clarifying the meaning in verbal language, i.e. both NVC and VC_ can go hand in hand in conversations; in this respect, DeVito and Hecht (1990) elaborate that the verbal and nonverbal messages are more in harmony together to create a complete communicative event. NVC has its significance towards VC; this is clearly illustrated in Brown’s words: “ we communicate so much information nonverbally in conversations that often the verbal

aspect of the conversation is negligible.... it is not what you say that counts but how you say it...” (2000, P: 210)

NVC is considered as a main element in human communication; Treholm, asserts that NVBs have such power and significance to carry the meaning in different ways; in other words, they can modify and refine concurrently verbal messages and help to regulate the flow of the conversation. (Treholm& Jensen, 2008)

Researchers in this field use the two terms “nonverbal communication” (NVC) and “nonverbal behaviours” (NVB) interchangeably; from which, we can understand that NVC is a process where people consciously and subconsciously express their feelings, thoughts, ideas, experiences, and attitudes through particular NVBs individually or in interaction over their verbal communication in a given context. In other meaning, they interpret their verbal messages and opinions through NVBs , whether they are honest or deceiving, joking or serious, threatening...etc.

To shape a clear picture about this process, it is necessary to highlight the differences between both NVC and VC. Verbal messages are less efficient and accurate without the nonverbal ones because NV messages are perceived to be relatively more honest and less deceiving. Even though we can control our NVBs and with the lack of evidence, NVC is regarded as more truthful. (Anderson, 1999; in Wood, 2009)

Moreover, Brown (2000) compares NVC as more subtle and subconscious in the same time than verbal communication (VC) that is rather mechanical and systematic.

In NVC, most NVBs are spontaneous and based on normative rules, and they have no clear-cut linguistic structures (Negi, 2009), unlike verbal communication which is discrete and highly structured (Harris, 2002; cited in Negi, 2009).

Likewise, NVC occurs through non-linguistic features, and it is more estimated by contextual variables in contrast with VC which strict to language use and absolute correctness (Negi, 2009). Though there is typical distinction between NVC and VC, they are closely connected so we can only separate between them 'artificially' (Knapp, 1972; cited in Negi, 2009); nonverbal communication functions in accompany with verbal communication.

1.4.1. Aspects of Nonverbal Communication

Various types of NVC used in everyday social communications include kinesics, facial expression, haptics, paralanguage, proxemics, oculusics, physical appearance,... etc. (Tabatabaei, is2012). Negi (2009) identifies different forms of NVC that are used in the language classrooms. These forms are discussed below:

1.4.1.1. Kinesics

According to Birdwhistell, the founder of this category, kinesics refers to the "systematic study of how human beings communicate through body movements and gestures"(Noth,1990). This definition suggests that most of the field of NVC is covered by the scope of kinesics. Duncan (1969) enumerates different modalities of kinesics include: gestures, facial expression, eye movement, posture, and other body movements.

- **Gestures**

Thesaurus dictionary defines gestures as: a movement or position of the hand, arm, body, head or face that is expressive of an idea, opinion, emotion, etc. This definition shows that the body as a whole is used to convey particular messages expressively. In fact, gestures have a significant role in human

communication in that, they animate discussion, clarify misunderstandings and avoid breaking down in communication. They also help human being to express emotions and feelings deeply, like happiness, surprise, fear...etc. In addition, gestures are used by teachers during teaching and learning process in order to describe or say something to their student. According to Axtell (1998) gestures are classified into three extensive categories: instinctive, coded, and acquired(cited in Wellein,2008).

a. Instinctive gestures

Instinctive gestures refer to the kind of gestures that people perform almost unconsciously without any awareness. They are more universal and common than any of the other kinds of gestures. For example, a person tends to slap the back of his/her head unconsciously when he/she is suddenly surprised or shocked. Patting the stomach with the hands when someone is hungry...etc.

b. Coded gestures

They are the more specialized kind of gestures. They are used and understood only by groups of individuals who share the same activity. This category of gestures is also called technical gestures. For example, hand signals used by football referees, brokers in the stock market, film makers...etc.

c. Acquired gestures

They are socially generated and adapted signals. These gestures used to differentiate societies and communities. They often have different meanings among different communities. The origin of these gestures is unknown. The clearest example is the "OK"sign. Most of the English-speaking world use this sign

to indicate that everything is fine, all right, great, or perfect. However, in Brazil this hand gesture is considered as a rude gesture.

- **Postures**

Postures refer to the position or the general way people carry their bodies while sitting, standing, lying ,etc. This position has a significant role in interpreting nonverbal behaviour(Rahmat,2018). It conveys a message of self-confidence, consciousness, and attention. Teacher's postures give the students impression about the teacher. In this sense, teachers with good posture, stand erect or sit in a relaxing professional way, can arouse the positive attitude of their students. Unlike teachers who have bad postures, they influence their classrooms negatively. They make students feel bored and uncomfortable.

- **Facial expression**

Facial expression is considered an effective form of nonverbal communication. It is a fundamental aspect of conveying social information throughout the whole world. It refers to a way of communicating thoughts and emotions through changes in facial behaviour. Ekman and Friesen(1975) assort a list of six innate universal facial expressions relate to emotions. That is to say, these common facial expressions are expressed and interpreted in consistent ways among all humans. They include: happiness, sadness, fear, anger, disgust, and surprise(cited in Gregersen).

Additionally, facial expression is a very useful tool in teaching and learning process. It makes the process more successful and interesting. Positive teacher's facial expressions support the students' motivation and make them interested in the subject matter. According to Smith (1984) a smiling teacher

promotes a strong and non-threatening classroom environment, which enhances the students' understanding in the classroom and corresponding achievement(cited in Rahmat,2018). In fact, teachers who smile frequently are perceived as more friendly, likable, and immediate than teachers who do not. Moreover, students feel happy and react more favourably to the teachers who smile a lot and have a positive facial expressions. On the other hand, teachers who have dull facial expressions are perceived as not interesting and unapproachable. Their students become bored, depressed, and uncomfortable. As a result, they have more classroom disarrangement. So, teachers must have pleasing facial expressions in order to enhance the student's performance and make them heedful in the classroom.

1.4.1.2. Proxemics

The concept of proxemics was first coined by the American anthropologist Edward Hall (1959). It usually refers to the study of one's use of space. According to Helmer and Eddy (2003) proxemics is the physical distance that people place comfortably between themselves and others (cited in Negi,2009). Furthermore, the way people handle space between each other conveys something about their personality, attitude, and relationship. To understand totally how proxemics works, one can look at it from various perspectives: personal space and territoriality.

- **Personal Space**

Sommer (1979) defines personal space as” an area with invisible boundaries surrounding a person's body into which intruders may not come”. When a person encroaches somebody else's personal space, the other feels anger or discomfort. The personal space that people put between each other is not considered a static or fixed area

because it differs according to individuals and situations. It also varies from culture to culture. For example, The British and North Americans usually like to maintain distance from one another however the Arabs and Spanish people like to stay very close to each other (Arias,1996). According to Hall (1969) there are four different zones of personal space utilized in everyday interpersonal communication: intimate, personal, social, and public. These main zones are commonly noticed by North Americans (cited in Bicki,2008).

a) Intimate distance (from body contact to one and a half feet)

This physical distance is the closest one. It serves very close interactions. For example, lovers, friends, close family members...etc. In classroom, students may feel angry when a teacher violates their intimate distance. They perceive him/her as an intruder.

b) Personal distance (from one and a half to four feet)

Personal distance refers to the space within which a person communicates with family members or close friends. It is considered the most suitable distance for teachers to get closer to their students discussing with them their fear, personal problems..etc.

c) Social distance (from four to twelve feet)

Social distance is commonly used in interactions between casual friends and acquaintances. It is also considered the appropriate space for meeting people for the first time. The social distance is very common in classrooms, business meeting, and impersonal business. Hall states that this kind of proxemics is culturally conditioned and arbitrary (cited in Arias,1996).

d) Public distance (beyond twelve feet)

Public distance is used in formal interactions. It is usually reserved for a larger audience. For example presentation at class/ work, president's public speech.

Additionally, Hall (1959) and Vargas (1986) identify two different kinds of people. Firstly, high-contact people stay very close to each other, like the Arabs, Greeks, Latin Americans, and French people. Secondly, low-contact people such as North Americans, Chinese, Germans, Japanese, and British people usually keep further apart. Knowing these differences is a key factor for people to enhance their comprehension and be more successful in the communication process(cited in Arias,1996).

Territoriality

Territoriality is a specific form of proxemics. It refers to any geographical area owned and secured by an individual or group of individuals. This area is strongly protected by its owner(s) against intruders. Altman (1975) divides territory into three major types: primary, secondary, and public (cited in Zubaidi,2019).

a) Primary territory:

Primary territory refers to the exclusive domain of an individual , which comprises his/her personal goods. It is very essential in one's daily life. E.g. house, bedroom...etc.

Secondary territory:

Secondary territory refers to the area which is not important in one's daily life. It can be shared temporarily with strangers. E.g. a magazine, a person's desk at work, restaurant...etc.

b) Public territory:

Public territory refers to all areas that are available to everyone, but only for temporary possession. For example, parks, beaches, seats in classrooms...etc.

Researchers in this field confirm that human beings as well as animals claim their ownership of territories to defend themselves from intrusions. For example, in classrooms, a student often tends to stay in a specified place till the end of the year. When another student sits there, s/he violates the territorial boundaries. This may lead to a conflict (Vargas, 1986).

1.4.1.3 Occulesics

Occulesics refers to the study of eye behaviour. It has a great role in a face to face communication. The eyes are considered as "mirrors of the soul" because of their communicative importance (Gregersen,2005). They monitor feedback and show the interest and attention of others. Also, they depict concentration (Khan, 2001). In other words, lack of eye contact indicates negative attitudes such as rudeness, unfriendliness, and timidity. In the classroom, the student's eye can provide teachers with messages. For example, the teacher can guess whether his/her students have understood the course or not from their eye's apprehension. According to Knapp and Hall (2006), there are five functions of eye movement (cited in Gregerson,2005).

First of all, eye contact controls the flow of conversation that occurs through visual contact. When a person uses eye contact s/he informs others that s/he is ready to speak or cues them to talk.

Another function of eye contact is monitoring interactions. It happens through taking in feedback and sending information. For instance, individuals can use eye contact during a discussion to know whether their interlocutors are engaged or confused. Then, they say the message. Eye contact also indicates cognitive activity. Andersen(1999) suggests that sometimes one of the speakers looks away while communicating. Actually, this action may be a consequent of complex information processing (Cited in Gregerson,2005).

The next function of eye behaviour is expressing emotions. The eyes reflect the feelings accurately better than any other tools of communication. Gregersen(2005) considers them as "the most genuine expression of emotion". In a classroom situation, Bicki (2008) states that learners who are suffering from foreign language anxiety carry on less eye contact with their teachers.

Lastly, gaze behaviour demonstrates the nature of the relationship between communicators. The status of the person involved in the conversation is very important. For example, the eye contact is usually increased when someone is participating with his/her close friend.

1.4.1.4 Haptics

Haptics refer to the use of touch in communication. This kind of NVC involves physical contacts, like handshakes and a gentle pat on the back. It shows empathy and intimacy with others. This term is produced to course thoughts quickly.

Communicating through haptics depends on the culture of the speakers, context, as well as the status of a relationship. Moreover, haptics are labeled into four aspects: functional or professional, social, friendship, and intimacy touch (Heslin,1974). Numerous studies in this field have shown that haptics communication is essential to human life. From their birth, people need touch to grow, arise, reassure, guide, learn, and so on. Ashly Montagu (1986) says that a person cannot survive without physical touch. The use of haptics in EFL classes is rarely used. They are used by teachers to motivate the students and convince them to talk in front of the classroom. Furthermore, some researchers indicate that the use of touch in classroom makes the students feel appreciated. It also gives the students a great confidence and facilitates their learning process.

1.4.1.5 Chronemics

It is the study of how human beings communicate through the use of time. Time can convey different messages. For example, calling a person at midnight usually indicates an emergency. Furthermore, time is one of the key parts of the teaching and learning process; teachers should be more punctual. They should start and end the lectures on time just like what the school had scheduled. Also, teachers seem to be strict while giving the students activities in the classroom to allow them to finish on time (Indrawan et.al,2017).

1.4.1.6 Paralanguage

This branch of NVC deals with the non-verbal audio part of speech such as tone of voice, intonation... etc. It refers to the way a person says something rather

than what s/he says. Masterson (1996) describes it as Vocalics. The study of paralinguage is called paralinguistic. Moreover, the study of conversation includes the study of paralinguage. In this regard, Abercrombie (1986) says:” the conversational use of spoken language cannot be properly understood unless paralinguistic elements are taking into account” (Cited in Khalifa&Faddal,2017). It consists of quality (each human beings has a unique voice. It may be rich and resonant/ thin and nasal.. etc.), volume (refers to the loudness or the softness of the voice), pace or rate (rate is the number of words that a person speaks per minutes), pitch (refers to the number of vibrations per second of one’s voice), pronunciation, and articulation. Besides, paralinguage is considered as an effective factor in teaching and learning a foreign language because it enhances the performance of language learners. In addition, a research has suggested that EFL students are readily affected by this powerful nonverbal tool. They can get the message easily if their teachers have a loud voice and good pronunciation (Bicki,2008).

1.4.2 Functions of Nonverbal Communication

This area of study used to indicate the message that the NVC conveys. NVC occurs jointly with the verbal message and it is used to reinforce, substitute for, complement, regulate, and contradict the verbal communication (Negi,2009).

According to Capper (2000), there are five functions carried out by NVC. These five functions are very important for effective communication (Cited in Bicki,2009). They are explained as follow:

- **Regulatory function**

During interaction between individuals, nonverbal tools serve a great deal to arrange turn-taking and control the conversational behaviour. That is to say, nonverbal cues help the interlocutors to take turns during interaction, without saying any words. As a result, they do not interrupt each other.

- **Interpersonal function**

Nonverbal communication can be used to contradict or negate the verbal message. For instance, when someone asks his/her friend “how are you?” This friend might answer “I am fine”, but has a sad tone to his/her voice. In this situation, the friend’s nonverbal communication goes against his/her verbal response. The nonverbal communication is more likely interpreted in this case than the verbal communication.

- **Emblematic function**

It refers to the use of nonverbal cues intentionally to transmit the message instead of speaking like “waving a hand” to someone instead of saying “hi” or “bye”. Another example is a “head-nod” instead of the verbal reply “yes”

- **Illustrative function**

Nonverbal cues serve to complete or accentuate the verbal message. Using these cues help the individuals to get a better understanding of their speakers’ message. For example, when a person asks for directions to a specific place, the speaker will probably point in the right direction.

- **Adaptive function**

Adaptive function refers to the largely use of nonverbal cues to indicate comfortable situation or reassurance; often including unconscious actions such as playing with tools, playing with hair, etc.

1.4.3 Importance of Using Nonverbal Communication in the EFL Classroom

Teacher's nonverbal behaviours play a highly significant and fundamental role in foreign language classrooms. It is considered as the inevitable part of language teaching (Pan,2014). It helps teachers creating more impression in their classes. Moreover, these nonverbal behaviours can be more overt and explicit means of assigning teacher's intent than the spoken language alone (Rosa,2000). Establishing a successful classroom depends upon the effective communication between both the students and their teachers. However, the process of communication becomes inauthentic without the appropriate use of nonverbal attitudes. In this regard, Stevick (1982) believes that the most important thing in the class is the teacher body language. It creates a profound influence on the student's interest and attention. Furthermore, Mey (1993) points out that actions such as facial expression, eye contact, body movements, etc. speak louder than words and often help people making accurate decisions about thoughts, feelings, and intention of others. Also, Hymes (1972) considers the rules of NVC as essential as other grammar rules for learning a foreign language. Finally, in an interview, Kim (2015) states that NVC and VC should be linked to create a successful classroom and enhance student performance. She says: "I can say that I talk a lot but I am trying to balance them and I am trying to use my voice with the support of body language. I use body language a lot equally to my speech. I cannot say that I sometimes or always use body language because it is a kind of natural thing. Whenever needed, I try to use it effectively." (cited in Caganaga,2015). As Kim states in the interview, she talks and uses her body language jointly in order to make the meanings very clear and attract her students' attention.

1.4.4 Previous studies concerning the role of teachers' NVC in the classroom

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

Rosa (2000) pursued an investigation on Understanding the Role and Potential Impact of Non-verbal Vommunication in the Primary Inclusion Classrooms. She aimed to compare NVB of average students with cognitively challenged students while involving them in usual classroom activities in groups. But the results show that for the most part, most of NV interactions happen between students who were pretty close to each other irrespective of their intellectual aptitude. Rosa proposes that "nonverbal behaviours send clear and distinct messages. Moreover, these nonverbal messages can be a more explicit and candid means of determining intent than merely the spoken word alone." (2000, p. 1)

In the same year, Boyd (2000) fulfilled a research entitled Non-verbal Behaviours of Effective Teachers of At-risk African American Male Middle School Students. His study was designed to answer the following question: "What non-verbal

behaviours are used by effective teachers of at-risk African-American male middle school students?”. Results of the study reveal the regular existence of proximity between effective teachers and the at-risk African-American male middle school students during interactions; moreover, effective teachers establish eye contact, invade students' territories (distance was within two feet), gesture to students, and they also change their voice inflections frequently.

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

Negi (2009) researched Teachers' Non-verbal Communication and its Impact on the Learners' Motivation at the Department of English Education, Tribhuvan University, Nepal. His purpose is to recognize the most often NVB used by the teachers and to discover its impact on students' motivation in the ELT classroom. His findings show that students were influenced both positively and negatively by their teachers' NVC. In other words, students whose teachers smiled at them made them laugh in the classroom and exemplified the topic for them were very motivated. In contrast, students whose teachers frequently stared at them coldly and pointed their raised finger toward one of them were experiencing difficulties in the classroom concerning how to deal with those teachers. Negi's findings also reveal that students are more active and when the teacher keeps moving around in the classroom, and they are more focused when he makes eye contact with them.

1.5 Conclusion

Everyday nonverbal communication plays a vital role in our communication as well as the verbal one. The same case in the classroom background, teachers' NVC is an essential aspect to determine the effectiveness of their teaching; besides, it affects their students' intellectual learning and their performance in the classroom. Thus, this chapter presents an overall context about NVC and its role in the classroom situation; in addition to a concise definition of communication in general and its verbal side in which we focus more the speaking performance and its aspects.

Chapter two : Data Collection

2.1. Introduction

The present chapter represents the practical part of this dissertation in which researchers seek to either validate or disprove pre-set theories in order to answer research questions that aim to investigate the impact of teacher's nonverbal communication on students' speaking performance in oral expression session. The current chapter consists of two major sections; the first is a concise summary of the investigation's methodological structure. Moreover, the second, is a review of the main results of this inquiry.

2.2. Research Methodology

One of the main important steps in conducting a research is the selection of the research method. For this research investigation qualitative method, case study approach, and quantitative method are appropriate. this section includes a comprehensive overview about each one

2.2.1. Research Design

The qualitative method “is primarily an exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem.” Susan E. Defranzo (2011)

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

A case study method is defined as the method that allows researchers to closely investigate the data within a specific context. Usually, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. Case studies, in their real meaning, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships. (Zainal, 2007)

Yin (1984:23) defines the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.” (In Zainal, 2007)

There are many types of case studies ; Yin (1984) states there are three categories that are : exploratory, descriptive and explanatory case studies.

The current dissertation is an exploratory case study that offers an analysis of the topic. Zainal defines « exploratory case studies set to explore any phenomenon in the data which serves as a point of interest to the researcher » (2007 :03). Quantitative methods « emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. » Babbie, Earl R. 2010 cited in:

(<https://libguides.usc.edu/writingguide/quantitative>)

Finally, the goal behind using both methods is to examine the effect of the teacher's nonverbal communication on the performance of the student through oral sessions both quantitatively and qualitatively.

2.2.2. Research Instruments

In this work, both questionnaire and written interview are used as a tool in gathering data. The aim behind using both of them is to investigate how teacher’s nonverbal communication influences the speaking performance of first year LMD students at the English department of Ahmed Dra ‘ia University.

2.2.3. Sample Population

The questionnaire was distributed to 55, randomly chosen, EFL students of first year LMD of English department at Ahmed Dra'ia University-Adrar. The written interview was delivered via email to 5 teachers of oral session in the same department

2.2.3.1. Students' Profile

The sample is exclusive to EFL learners for the first year since it is their first time coping with oral production and they are more exposed to the influence of teachers. The average age of participants is between 17 and 20 years old; the oldest student is 32 and the youngest is 17. The sample is a combination of 37 female students and 18 male students. The participants in this work are chosen randomly and given questionnaires to fill in. Questionnaires distributions were at the end of the session for the first class and in the beginning of the session for the second class. They also gave us the chance to explain the questionnaire's items or statements for students.

2.2.3.2. Teacher's Profile

Because of the current circumstances of COVID19, we were unable to reach all teachers of oral session at the level of the Department of English for a face to face interview with each one of them. Therefore, our choice was to send them a written interview via a Google forms to their emails. There are only five teachers for the oral production module in the English Department of Ahmed Dra'ia University for the academic year 2019/2020. Only 3 teachers respond to our written interview; they are two male teachers of first year BA and one female teacher of third year BA.

2.2.4. Description of Students' Questionnaire

The Student Questionnaire consists of two questions and twelve statements written in English. It is divided into two parts; the first contains general concerns about the gender and age of the participants. The second section explores the opinion or emotions and attitudes of students towards the non-verbal communication of their teacher during oral session. Participants are provided a series of situations that illustrate non-verbal classroom experiences , and are asked to choose one point out of five points of the Likert scale (strongly agree, agree, strongly disagree, disagree, and neutral) for each statement.

2.2.5. Description of Teacher's Interview

The intended interview was reorganised as a written interview using the feature of Google forms. The questions aim to assess teachers' point of view about the classroom nonverbal interactions. Moreover, they are asked to provide suggestions according to their teaching experience. The interview involves three types of questions; open ended, close ended and multiple choice questions.

2.3. Analysis and Interpretation of The results

2.3.1 Results of Students' Questionnaire

➤ **Section one : students' profile (personal information)**

The results show that the participants age is between 17 and 32 years old. 67,3% of the participants are females representing 37 students and 32,7% are males representing 18 students.

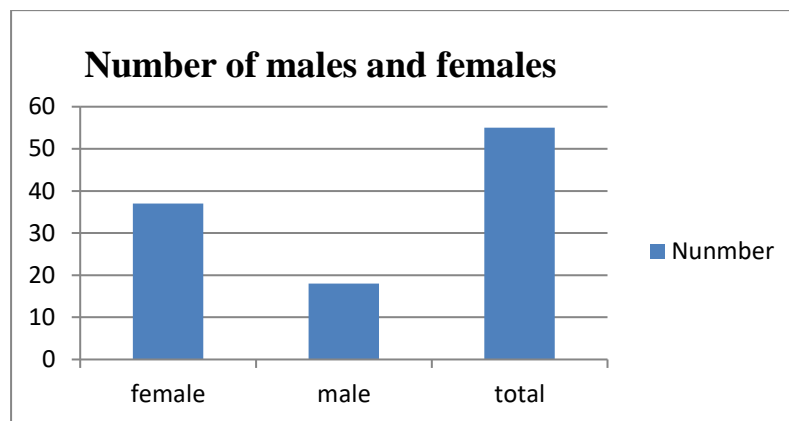


Figure 02. Participants' number and gender

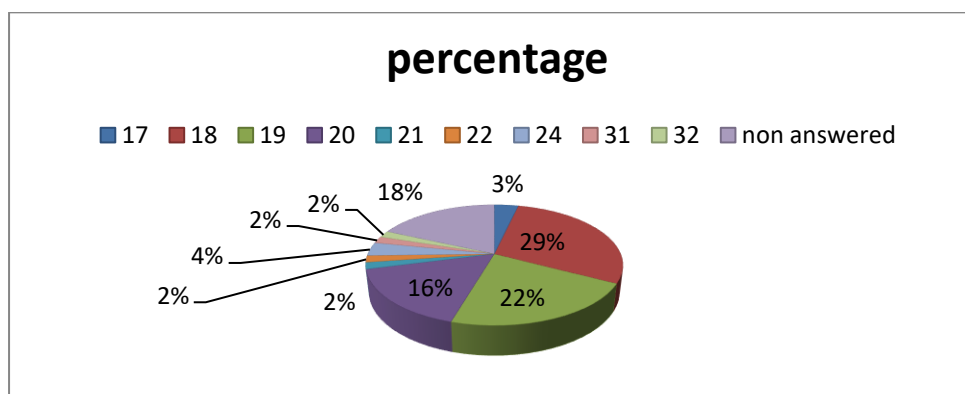


Figure 03. Students' age categories.

➤ **Section two:** Students' perception towards teacher's nonverbal communication.

Students were asked to give their opinion about the non-verbal communication of their oral session teacher through twelve statements.

- **Statement 01 :** I believe that teacher's non-verbal behaviours (gestures, body language, eye contact, facial expressions...) affect my speaking performance.

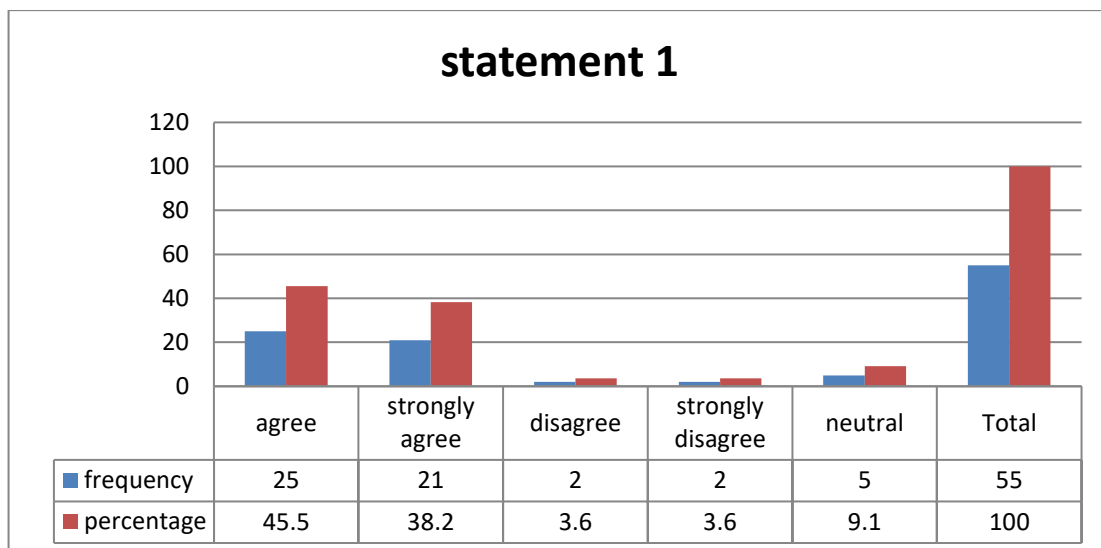


Figure 04. Students' perception of teacher's nonverbal communication

Figure 04 shows statistics of the students' opinion toward the first statement which holds multiple choices; the students were asked to select one answer from them in order to show their agreement or disagreement to this statement. Data reveals that 45,5% of the students agree that the nonverbal communication of the teacher has an impact on their speaking performance. In addition, 38,2% showed a stronger approval to this statement. However, 9,1% are neutral, 3,6% disagree and 3,6% strongly disagree.

- **Statement 2:** I feel nervous , and sometimes I fail to speak accurately and fluently when the teacher points at me to speak.

The purpose of this question was to investigate students' responses when teachers point at them randomly to speak. The responses are illustrated in Figure 4 below:

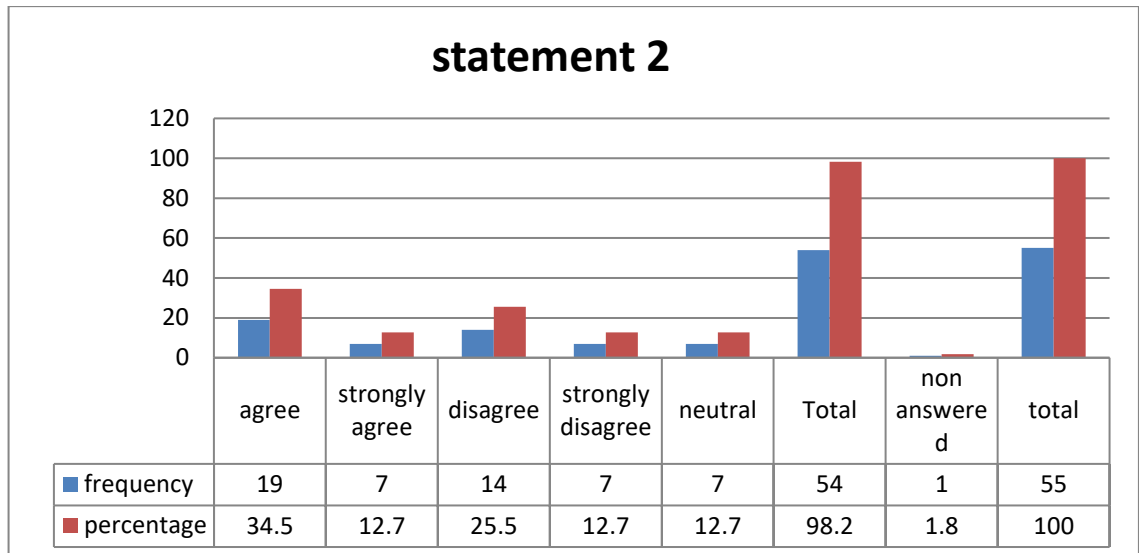


Figure 05. Students' perception of teacher pointing at them

Figure 05 represents the statistic results of the students' opinion when teacher point at them in the classroom to perform a speaking task. The results show that 34.5% of students agree that they do feel nervous when the teacher points at them, also 12.7% of them strongly agree. In the other hand, 25.5% of students disagree and 12.7% strongly disagree; besides, 12.7% of the participants are neutral.

For more clear analysis to this data, we prefer to compare the results between both genders, males and females in the graph below:

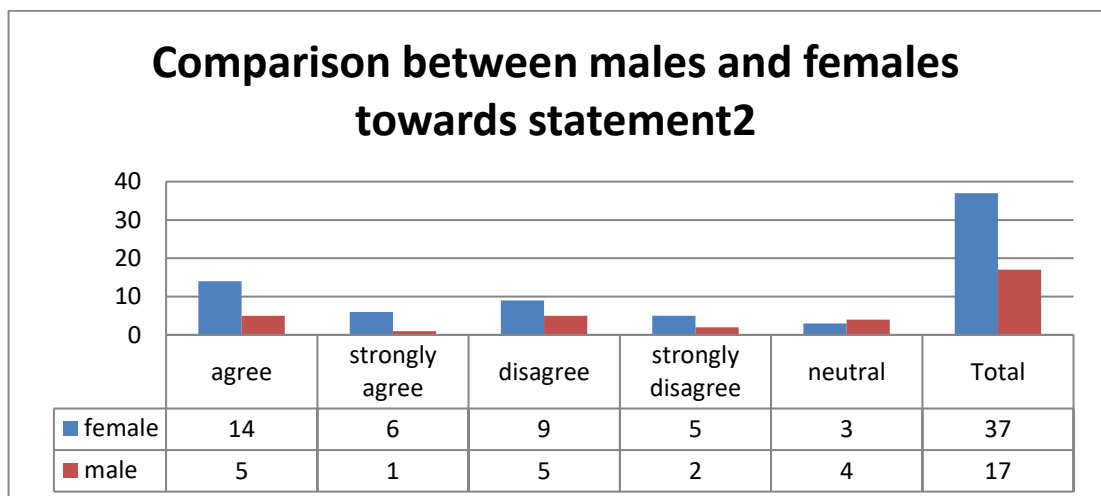


Figure 06. Comparison between both genders' perception towards statement 2

Shown data in figure 06 reveal that most female students, regarding that they represent the predominant gender, agree and/or strongly agree with statement 2, i.e. female students are more exposed to feel nervous than boys when their teacher points at them to speak.

- **Statement 3 :** Negative teacher’s facial expressions (looking angry, fretful, or unsatisfied...) make me feel nervous or uncomfortable.

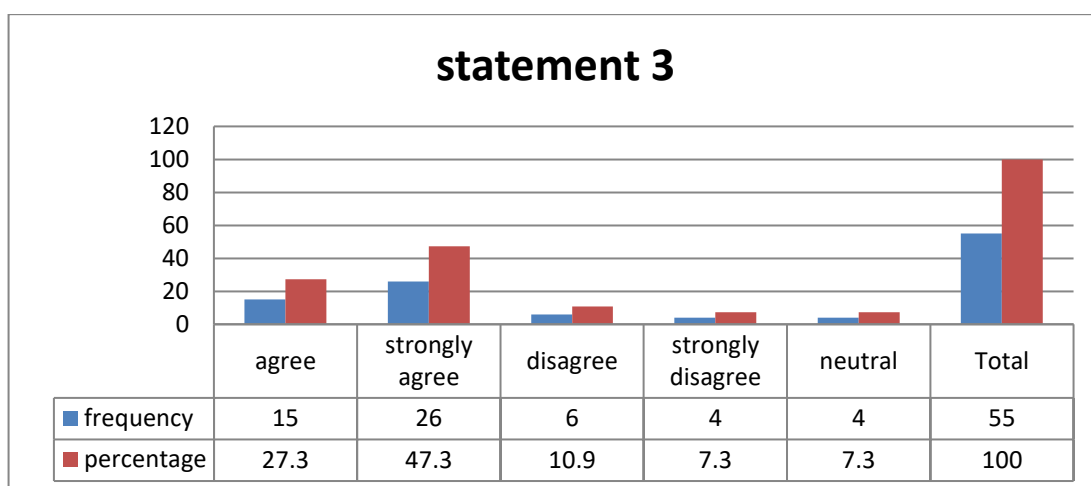


Figure 07. Students’ perception of teachers negative facial expressions.

Figure 07 shows that the majority of students agree and/or strongly agree that teacher’s negative facial expressions like, looking angry, fretful, or unsatisfied..., make them feel uncomfortable when performing a speaking task. This is illustrated respectively as 47.3% strong agreements and 27.3% agreements. A small percentage of students is split into disagreement (10.9%), and strong disagreement (7.3%); in addition, some of them were neutral (7.3%).

- **Statement 4:** It is easy for me to speak/ perform in front of a teacher who often smiles.

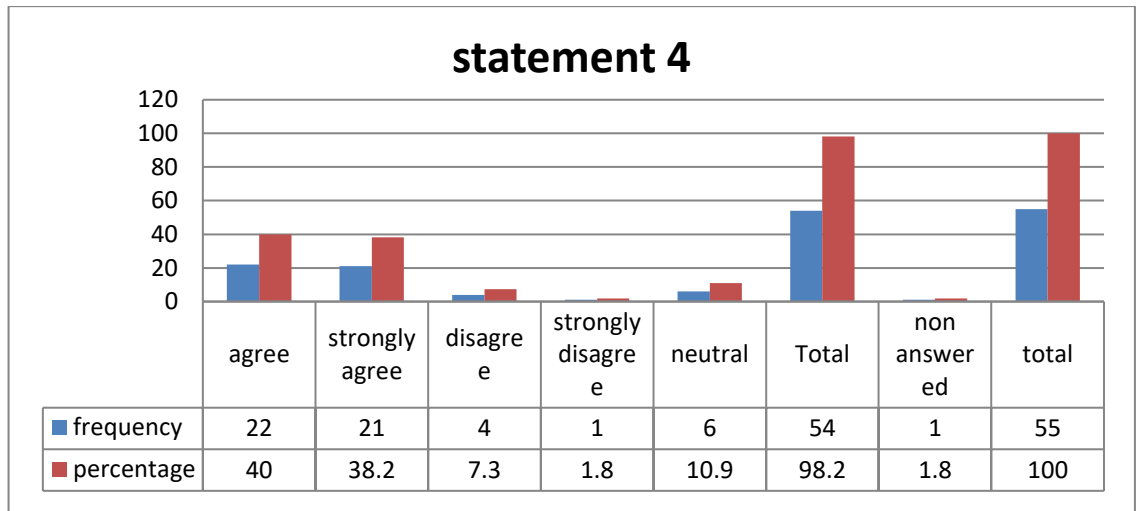


Figure 08. Students' responses to (a) smiling teacher (s)

In figure 08, it is clear how most participants expressed their motivation toward (a) smiling teacher(s). They show their agreement to the fact that it is easy for them to speak and perform better in front of a teacher who often smiles at them; 40% of them agree with it and 38.2% strongly agree, whereas 7.3% of participants disagree with it and 10.9% are neutral.

Statement 5: It is hard to speak/ perform in front of teachers who look at me coldly or fretfully.

The aim behind this statement is to discover how the misuse of eye contact by teacher can influence students' performance. Results are demonstrated in the graph below:

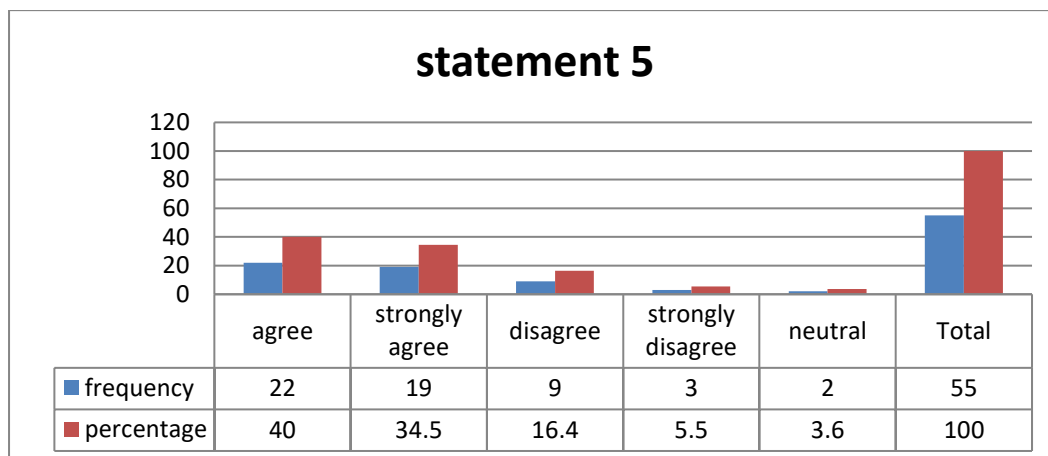


Figure 09. Students' response when the teacher looks at them coldly and fretfully

Results show that the majority of the participants approved for this statement. 40% of the participants agree that it is hard for them to speak when the teacher looks at them coldly and/or fretfully; and 34.5% strongly agree on that, while 16.4% disagree with it, and 5.5% strongly disagree. In addition, there are 3.6% of participants who have a neutral opinion.

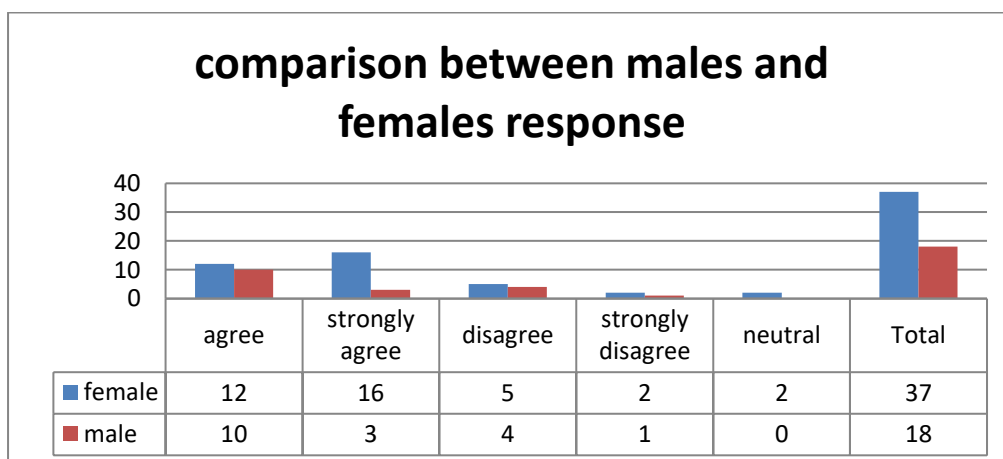


Figure 10. Males and females' responses when the teacher looks at them coldly and fretfully.

Figure 10 reveals that 12 female participants out of 37 agree; in addition to 10 male participants out of 18. In the other side, 16 female participants out of 37 show strong

agreement, while only 3 male participants strongly agree. Data shows that females experience more difficulties to speak when the teacher looks at them coldly and/or fretfully.

- **Statement 6:** Students’ oral performance/ presentation is more effective and successful when teachers make positive eye contact with them.

Positive eye contact means the establishment of eye contact properly; it might be demonstrated in a focusing look showing interest and caring about what the speaker is saying. Figure below represents resulted data that show participants opinion toward the 6th statement:

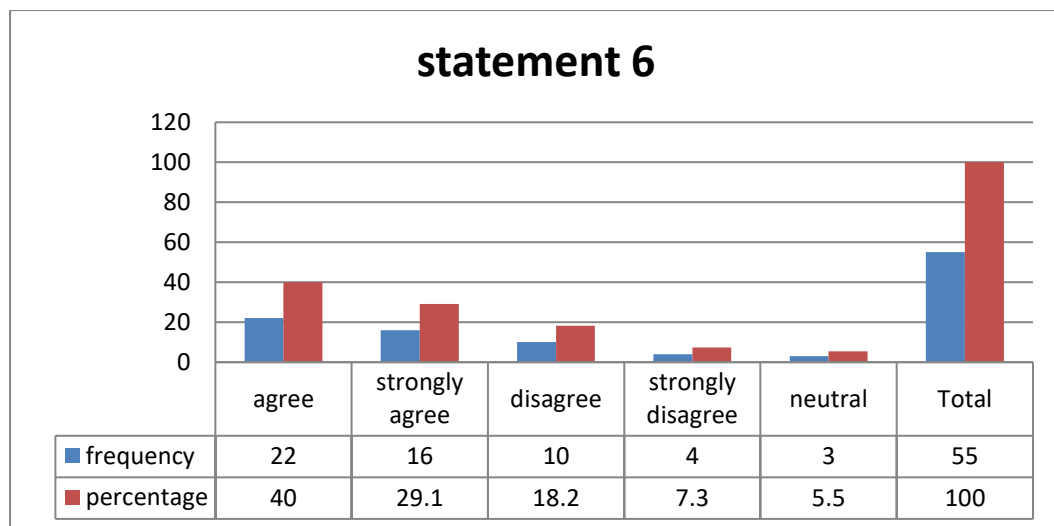


Figure 11. Students’ perception of teacher’s positive eye contact.

Data reveals variety of responses from participants toward the 6th statement. 40% of the participants agree and 29.1% of them strongly agree with the possibility of performing effective speaking task when teacher establishes proper eye contact with them.

In contrary, 18.2% disagree with that. Besides only 7.3% who strongly disagree , and 5.5% of the participants decide to be neutral.

- **Statement 7:** Teacher’s movements in the class (like walking around instead of sitting in his/her chair) make me more active, interested and motivated to speak.

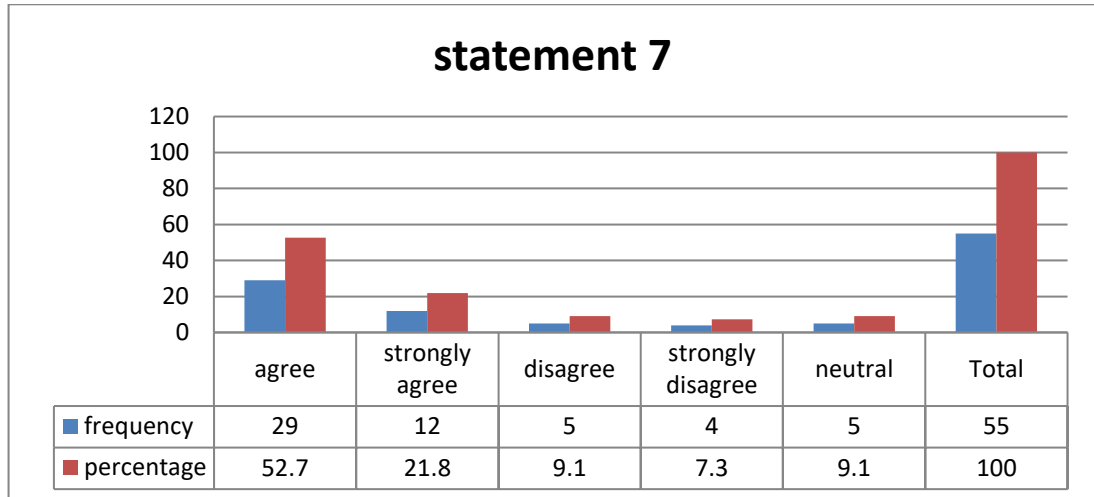


Figure 12. Students’ perception toward teacher’s movements in class.

The aim behind statement 7th is to explore how teacher’s movement in the classroom help to keep students active and interested to participate in speaking tasks. The results show that the majority expressed their approval to the statement. As it is illustrated in figure 12, 52.7% of the participants agree; and 21.8% of the others strongly agree, while 9.1% disagree, 7.3% strongly disagree, and 9.1% are neutral.

Statement 8: Teachers with positive personality traits (patient, caring, and kind) encourage their students to speak.

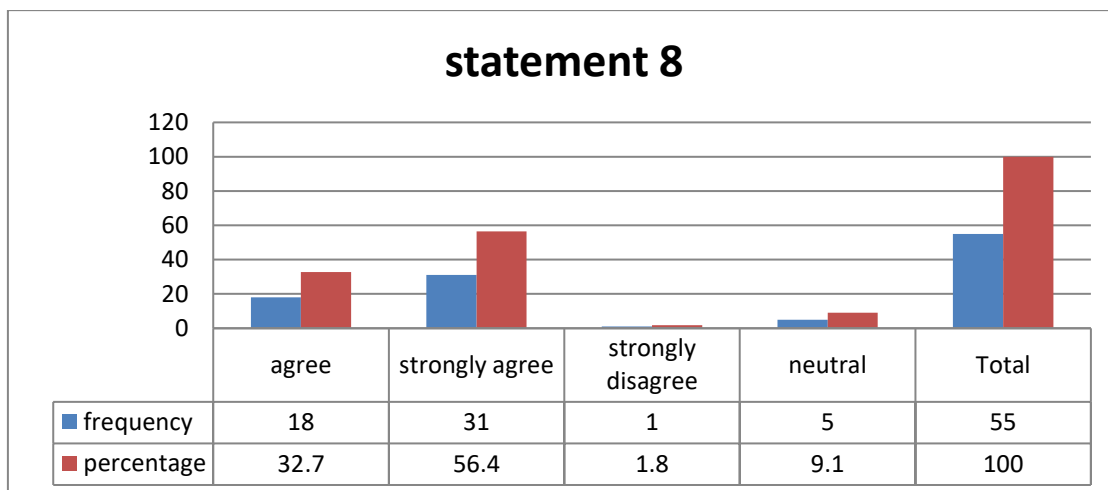


Figure 13. Students' perception towards teachers with positive personality traits

Data for this statement also present the approval of almost all participants. More precisely, 56.4% of participants claim their strong agreement and 32.7% of participants say they agree. In the other side, 1.8% of participants strongly disagree and 9.1% stay neutral.

- **Statement 9:** Teachers with negative attitudes and traits (nervous, careless, impatient...etc.) affect their learners' speaking performance negatively.

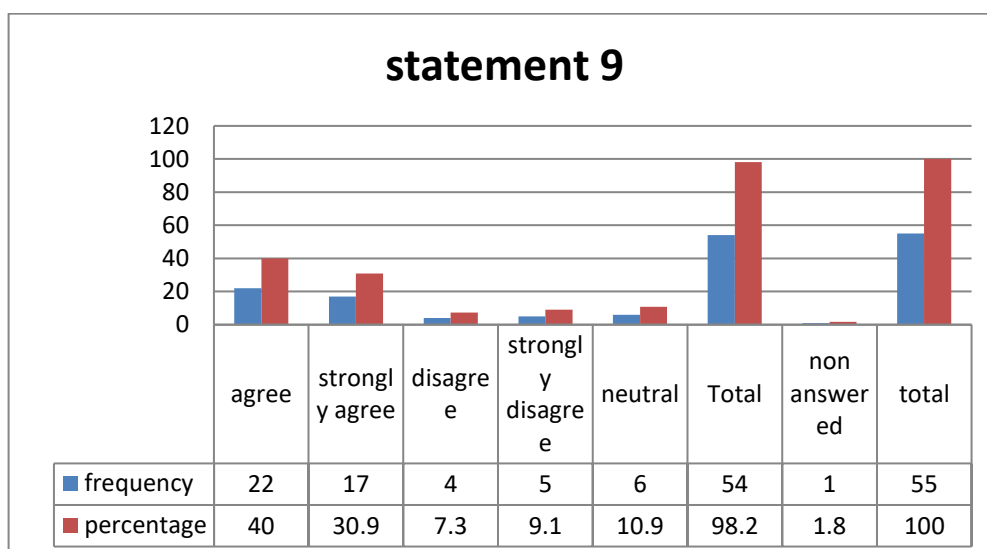


Figure 14. Students’ perception of a teacher with negative attitudes and traits

Participants’ responses to this statement illustrate that the majority approved that a teacher with negative personality traits and attitudes affect their speaking performance negatively. In this respect, 40% of participants say they agree; in addition, 30.9% of them say they strongly agree. However, 7.3% of participants disagree and 9.1% of them strongly disagree while 10.9% claim they are neutral.

- **Statement 10:** I do enjoy having communication or discussion with a teacher who has an active attitude and works in an organised manner.

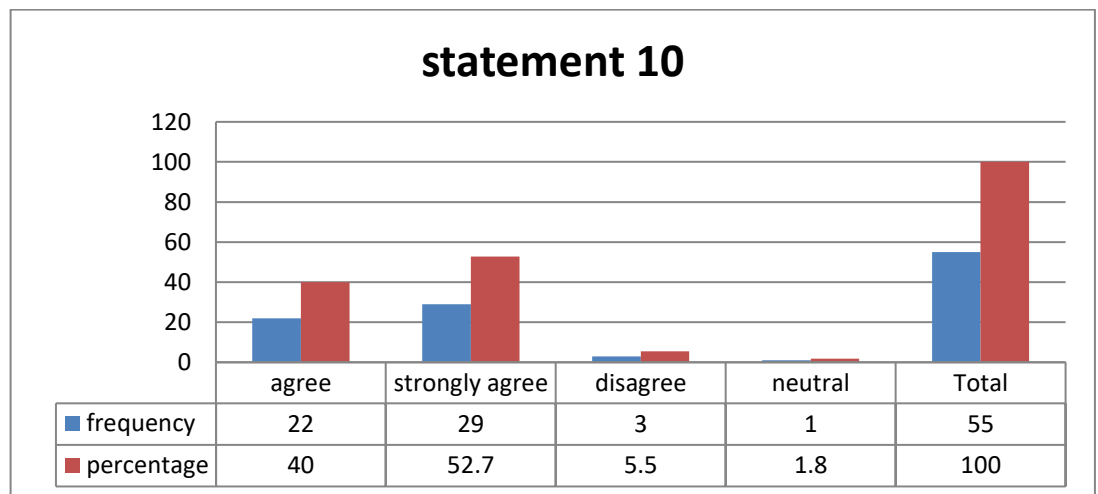


Figure 15. Students’ perception toward (an) active and organised teacher(s)

Data demonstrated in the figure clearly demonstrates that the majority approval. 52.7% of participants strongly agree that they do enjoy having communication with a teacher who has an active and organised attitude as well as 40% of them say they agree too, whereas 5.5% of participants disagree about it and the other 1.8% are neutral.

Statement 11: I believe that well-dressed teachers are more confident, competent and organised.

The intention behind this statement is to investigate students’ perceptions toward teacher physical appearance and clothing styles. The figure below illustrates results:

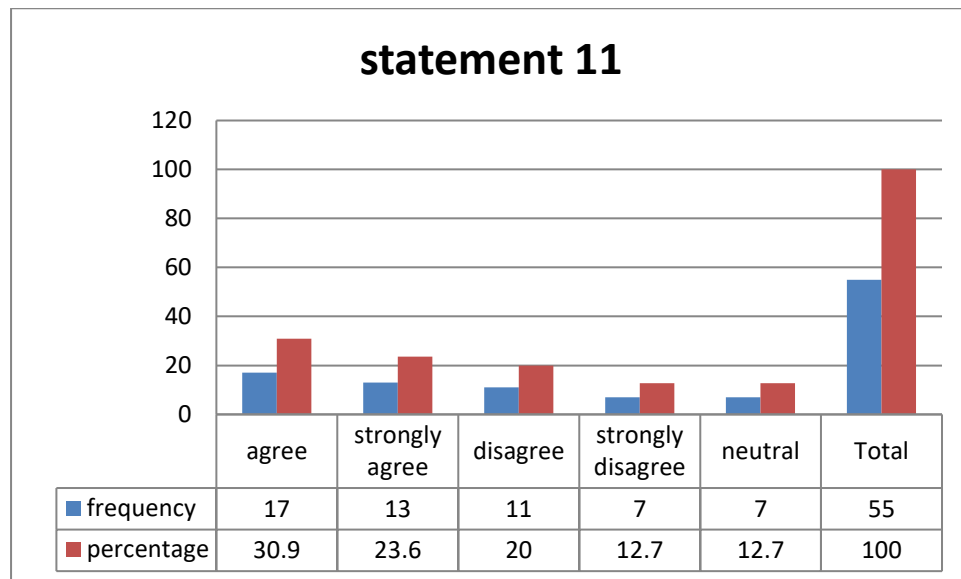


Figure 16. Students’ perception of teacher’s physical appearance.

Students’ responses to this statement demonstrate clear variety. For instance, 30.9% of participants agree; 23.6% strongly agree that they believe that teachers who are well-dressed seem to be more confident and organised, while 20% of participants disagree and 12.7% of them strongly disagree i.e. they don’t believe that physical appearance and/or clothing styles interpret a teacher’s confidence or his/her competency. In the other hand 12.7% of participants stay neutral about it.

- **Statement 12:** I feel nervous and uncomfortable to speak fluently when the teacher is close to me (individually)

This statement intends to examine the social distance as aspect of NV cues between teacher and student and how it influences the student’s speaking performance. Figure 17 shows students’ responses:

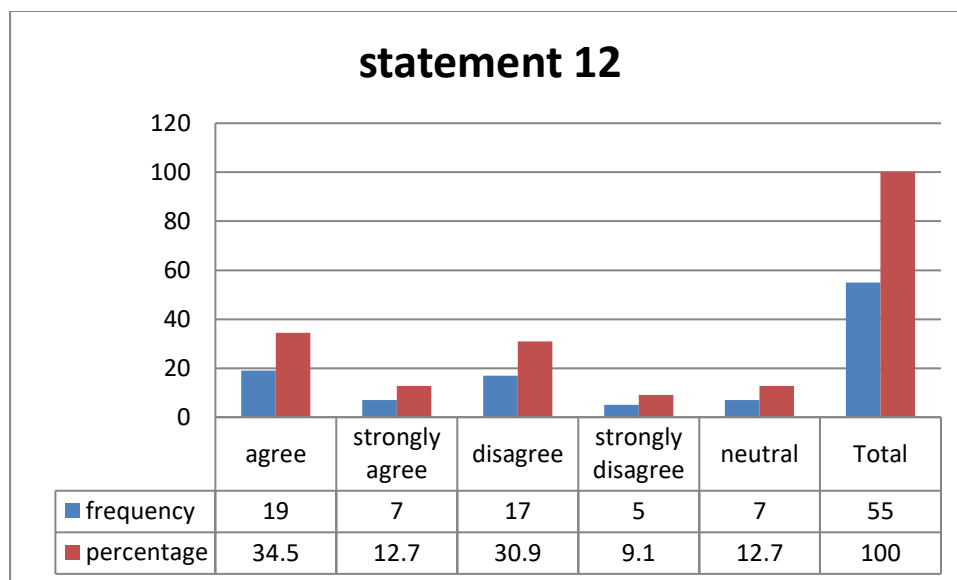


Figure 17. Students’ perception toward social distance between them and the teacher

The results show contrast in students’ answers. The majority is divided between agreement and disagreement. More precisely, 34.5% of the participants agree that they do feel nervous and uncomfortable to speak freely when teacher is close to them, and 12.7% of them strongly agree on that. In contrast 30.9% of them disagree i.e. they don’t feel nervous to speak when the teacher is close to them. In addition, 9.1% of them strongly disagree. Lastly, 12.7% of participants are neutral concerning this aspect.

2.3.2 Results of Teachers’ Written Interview

Question 01: Does the use of nonverbal communication (gestures, eye contact, smile, facial expressions, teachers movement) mostly take place in the classroom environment? if yes how?

All teachers answered by yes.

If yes, how?: Collected responses from the teachers suggest the significant importance of non-verbal interactions in classroom environments.

Response 01: “through interacting with students, and sometimes making them aware of their importance (practicing them)”

Response 02: “it's part of a human natural behaviour while engaging in oral conversation”

Response 03: “ Sometimes they help students understand even when they do not know the new words. Gestures, movements and facial expressions are like stress for me.”

Question 02: Does the non-verbal communication occur:

1. Consciously
2. Subconsciously
3. Both

All three teachers confirmed that nonverbal communication occurs both consciously and subconsciously in classroom by choosing the third option.

Question 03: Do you believe that teacher’s non-verbal communication has an important role in oral classes, illustrate your answer? If yes, how?

All teachers said yes.

If yes, how?:

Response 01: “A necessary component for making one's speech be understood”

Response 02: “Eye contact can heavily effect student's desire and enthusiasm and might well influence his/her decision to take part in oral conversations”

Response 03: “It is important but it's not as important as the students' efforts to learn English and oral expression.”

Question 04: Using numbers (from 1 to 5), select from the most frequently occurring non-verbal behaviours to the least:

eye contact

gestures

smiling

nodding

active movements in classroom

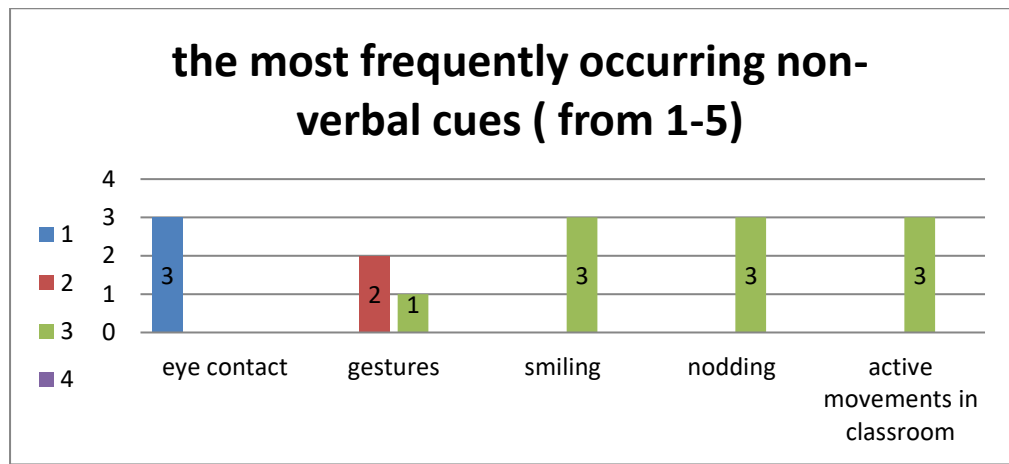


Figure 18. The common frequently occurring nonverbal cues for teachers

The illustrated data reveals that eye contact is the most frequently nonverbal cue in the classroom. Gestures come both in the first and second place; whereas, smiling, nodding, and active movements in classroom are the least occurred after eye contact and gestures .

Question 05: Do you establish eye contact and friendly facial expressions when providing feedback which positively affects students' speaking performance? If yes, how?

All teachers said yes.

If yes, how?:

Response 01: "it is a motivation"

Response 02: "Of course to encourage the students to keep talking"

Question 06: Do you believe that positive attitudes, when giving feedback about their presentations, help encourage and enhance their speaking performance? Explain!

All teachers answered with yes.

Explanations:

Response01: “it is a motivation for speaking”

Response02: “positive attitudes are kinds of motivation for students. Students need just friendly motivating atmosphere where they can foster their speaking skills.”

Response03: “Just like Pavlov's experiment has illustrated, encouraging students conditions and stimulates a better performance next time.”

Question 07: Do you believe that leaving a proper distance between the teacher and students makes them feel comfortable to speak freely? Explain!

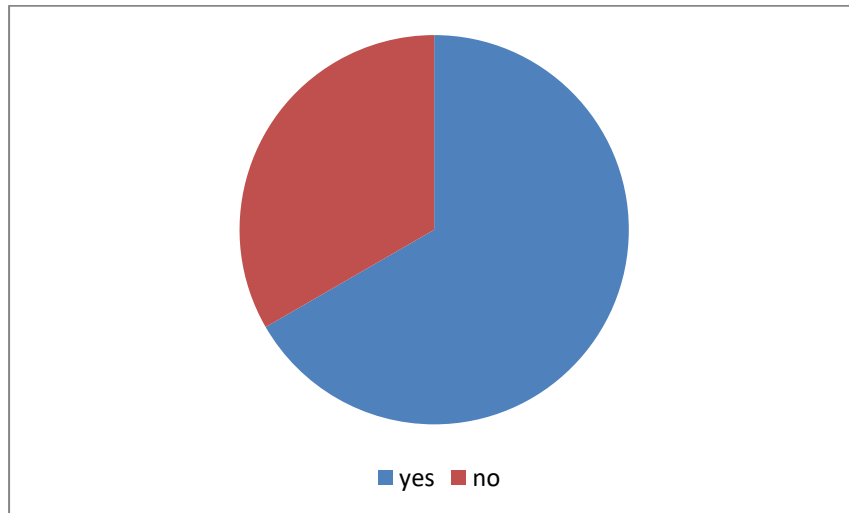


Figure 19. Teachers’ perception of social distance between them and students

Explain :

	Yes/no	<u>Explain:</u>
<u>Response01:</u>	Yes	“some students would not participate unless they are motivated by the authority of the teacher.(forced into speaking)”
<u>Response</u>	No	“A speaker needs ultimately a hearer. If the former

<u>Q2:</u>		feels an evident hesitation from the other interlocutor , he/she would probably avoid having discussion or rather prefers keeping silent. Consequently, teachers are requested to help their students break the ice that might stand as a stumbling step and provide a real communicative environment in which they practice their speaking.”
<u>Response03:</u>	Yes	“Many students feel discouraged when the teacher approaches them. I always require that they take the first seats but I keep my distance.”

Question 08: Do you believe it is important for the teacher to take care of his/her appearance in teaching in general and in oral production in particular? Explain!

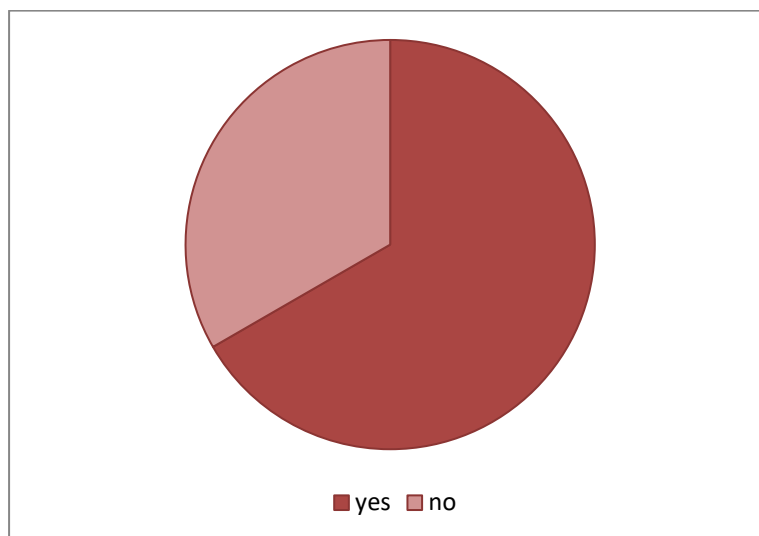


Figure 20. Teachers’ perception of the importance of their appearance.

Explain:

	Yes/No	Explain
<u>Response01:</u>	Yes	“any thing that could enhance their level in speaking

		should be accessed and used.”
<u>Response02:</u>	No	“teachers should be what they genuinely are. As such, they reflect their real personalities.”
<u>Response03:</u>	Yes	“It is important but not mandatory. Many foreign countries require that the teacher of English does not wear hijab when teaching English, whereas they require that the teacher wears hijab if she teaches Arabic. It is believed that this process provides students with a special environment of the language, an informal environment. But this is stressed when the learners are just kids and beginners.”

Question 09: Do you happen to use a particular non-verbal behaviour to achieve a certain response? If yes, how?

They all replied by yes

If yes, how?:

Response01: “stop talking suddenly so that those who are talking would keep silent (using eyes)”

Response02: “For instance, I often stare at a particular student to attract the others' attention or nod with a soft smile to encourage the speaker carry on the speech if I notice that he/she has some trouble in speaking.”

Response03: “Sometimes smiling alone suffices.”

Question 10: How do students respond to smiling teacher?

Response01: “a sort of motivation and sometimes it is not”

Response02: “positively”

Response03: “Of course positively...if you do not focus on the least minority sitting at the back sarcastically "parroting" the teacher or the student.”

Question 11: What are your suggestions concerning the use of nonverbal communication in the classroom and its impact on students' speaking performance?

Response01: “teachers have to teach as well as use nonverbal communication for it is a necessary component if students are to master the use of the language.”

Response02: “Non-verbal communication can be destroying if it is not properly implemented. Over use of gestures and facial expressions may well spoil teaching and can be mocking”

Response03: “My suggestions to learn oral expression are always the same. Do not focus on the teacher whilst oral expression learning is a student process. My suggestion is that students: 1/ learn oral expression through listening comprehension because there is no production without reception, and oral expression is a productive skill that cannot be produced without listening comprehension which is the receptive skill.

2/ learning vocabulary is more important than Learning grammar because you can't apply grammar rules without a rich repertoire of vocabulary.

3/ learning full sentences through normal dialogues from TV series is very effective, unlike watching the news, with series, especially funny ones, you would learn realistic sentences and words and memorise full sentences that help you with grammar so that in future you can use the same sentences and change the words, I.e.: you would speak English subconsciously because your grammar will be subconscious.

4/ I always stress that students memorize proverbs, famous speeches, expressions and idioms because they strengthen their speech and debate.

5/ the last point I stress that they memorize in order to lose the local accent when speaking English, I.e.: to pronounce better, is memorizing tongue twisters and saying them

repeatedly outside class when they're walking or doing chores that do not demand mental attention.”

2.4 Discussion of main results

This research was conducted in order to build a general awareness of the phenomenon of NVC and its impact on the speech performance of first year LMD students of the EFL, as well as to find the most successful non-verbal traits that improve students' participation and willingness to speak during an oral production lecture. This section aims to include a summary of the key findings obtained by the use of questionnaires in order to either support or refuse the predetermined hypotheses.

The data gathered shows a major connection between the willingness of students to speak and the skill of non-verbal communication of teachers. As it is concluded from the students' responses to the questionnaire, most participants see that the non-verbal behaviours of teachers may have both a positive and negative effect on their performance in the oral production session.

For instance, positive nonverbal cues like: proper eye contact, smiling, positive traits and attitudes of the teacher beside his/her active movements in the classroom are shown to be approved by most students to have positive effect on their speaking performance while there is a quite minority who disapprove and/or neither agree or disagree about this idea i.e. they don't believe that such NVC of teacher could influence their performance or they may have no idea about this phenomenon and they don't give attention to it.

Furthermore, answers concerning teacher's gestures (ex: teacher pointing at student), misuse of eye contact (ex: starring coldly at students), his/her physical

appearance, and social distance show clear variation despite the agreement of the majority, but the disagreement of minority should be taken into consideration. Most participants agreed that they feel nervous when the teacher points at them or stared at them coldly, most of them were females which means that they are negatively affected in their speaking ability because of such NV behaviour more than boys, whereas some do not agree and/or they are neutral; this may be because they are more confident and feel comfortable about their speaking performance or they may be more fluent and experienced at the level of speaking EFL more than the others. Also, most students fail to speak when the teacher is close to them; whereas, some of them do not. Those students are expected to have more social experience and they are relaxed when the teacher is close to them. Teacher's physical appearance is also considered as important for most students and represents the teacher's personality and competency. While for the others who disagree it seems to have no importance or it does not interpret teacher's competency and his real personality.

Teachers' responses for the written interview are relatively related to students' results. All teachers agree that NVC takes place in classroom environment through interactions and oral conversations, and they all believe that it has a great role in oral expression because it helps students understand even when they do not get the meaning of words; however, some believe it may also negatively affect students if it is misused, and it could spoil the teaching process if it is overused. They also claimed that NVC occurs both consciously and subconsciously. All teachers confirm that they do establish eye contact and certain facial expressions like 'smiling' and gestures like 'nodding' to motivate and encourage their students to keep talking in the classroom. They all believe that positive traits and attitudes are sorts of motivation and encouragement for students to bring them with friendly atmosphere and conditions in order to foster their speaking skills and achieve better performance.

For social distance, some teachers believe it is important to be close to students because some students would not engage in interactions unless being motivated by the teacher's authority and others believe in so because for them it is necessary for the teacher to break the ice between him /her and their students. Some teachers believe it is helpful to keep proper distance between teacher and students because they might feel discouraged to speak when teacher approaches them.

For their physical appearance, some teachers believe it is quite important but not essential because for them this might provide students with special environment, formal or informal. While for others it is not important because they see that they should show how honestly they are to reflect their real personality to students.

As a final point , the results indicates that non-verbal communication can be a significant motivating influence and inspiration for students and has the ability to improve their speech performance; moreover, it can do the reverse if it is used negatively.

2.5 Suggestions and recommendations

The present investigation examines the role of non-verbal communication in academic achievement, addressing the effect of non-verbal actions of EFL teachers on the speech production of first year EFL students at the University of Adrar. The goal of the study is to evaluate whether the effect is positive or negative and whether it varies from student to student. The results show a close correlation between non-verbal behaviour of teachers and encouragement, involvement and oral success of students. Most participants demonstrate greater commitment to teachers who have good personality characteristics and are often smiling and nodding on their heads. Though, most of them face difficulties in their speaking when the teacher gazes or points at them, and/or when he is close to them.

Moreover, these are some suggestions based on the research findings and according to some teachers :

- Teachers should provide their students with a comfortable environment to encourage their concentration during the oral development process.
- Smiling occasionally to students make them feel comfortable and break the ice between the teacher and his students
- Proper eye contact with students lets the instructor retain a positive attendance, controls the quality of the lecture and enhances the verbal message.
- Teachers must teach as well as use non-verbal communication since it is a required aspect if students are to learn the use of the language.
- NVC can be damaging if it is misused, also overuse of gestures and facial expressions could corrupt or spoil teaching.

2.6 Conclusion

Nonverbal communication is significantly important in social life interactions as well as it is in EFL classroom background. Our investigation intends to shed light on both negative and positive influence of teacher's nonverbal communication on students' oral production.

Collected data from students' questionnaire and teachers' written interview demonstrates notable results. Nonverbal communication is estimated to have special part toward students' speaking performance. It affects their speaking performance both positively and negatively based on the way it is used by the teacher.

Researchers faced some obstacles during the process of collecting data for this investigation. They were not able to reach all first year LMD students of English Department and hand them the questionnaire to answer; moreover, it was impossible to reach each one of oral production teachers in the Department and take some of their precious time to realise a face to face interview. The main reason behind these difficulties

is the pandemic of COVID19 that made us go through unplanned circumstances; for this, researchers decided to create a written interview with Google form and send it to the five teachers of oral session in the Department. But only 3 teachers responded to the interview after waiting for one month and sending email reminders to the others.

General Conclusion

General Conclusion

Nonverbal communication is not only vital in an ordinary daily communication but it also plays a very significant role in EFL classrooms as well. It is confirmed upon among researchers that nonverbal behaviours are very demanding in learning a foreign language because they help teachers to send clear and distinct messages to their students which ultimately affects the students' motivation in the class and enhances their speaking performance.

Research studies done in EFL classroom setting suggested that nonverbal communication has an effective place in EFL classrooms in order to create a successful teaching and learning atmosphere. Based on these assumptions the present investigation was conducted with the objective of analysing the different kinds of nonverbal communication used by EFL teachers of oral expression at Adrar University and clarifying its impact on the students speaking performance.

As for the organization of this work, the present study is divided into two chapters, the first one is theoretical and the second is practical. In the first chapter, the researchers provide a general overview about the important terms related to this work namely the concept of nonverbal communication with an attempt to shed the light on the relationship between teachers' nonverbal behaviours and its results on the students' academic achievement. Besides, the same section provides information about speaking performance.

On the other hand, the second chapter is devoted to describe the methodology and research instruments used by the researchers, and to analyse the results obtained from this investigation.

In collecting the data, the researchers use both questionnaire and written interview. The questionnaire was given to the first year English students in order to be able to investigate how do teacher's nonverbal behaviours affect their speaking performance.

While an email interview was directed to oral session teachers of the English department. Interviewing was used in order to be able to know the teachers' opinions about the effectiveness of their nonverbal behaviours on students' speaking performance.

In the light of reached findings, most of the participants agreed with the statement that says "I believe that teacher's non-verbal behaviours (gestures, body language, eye contact, facial expressions...) affect my speaking performance". From this result, it can be inferred that the researchers confirm the first hypothesis which suggests that teachers' nonverbal behaviours might have a huge effect on students' speaking performance. Additionally, the majority of the participants were highly motivated with teachers who smile a lot during oral sessions. Also, they agreed that teachers' positive eye contact makes them successful in their speaking performance tasks; seemingly with teachers' movement in the classroom which keeps the students active and interested to participate in these speaking tasks. From these results, it can be inferred that the second hypothesis, which states that there are particular nonverbal cues that positively affect students' speaking performance, is confirmed as well. As for the third hypothesis, the results revealed the negative effect of teachers' nonverbal cues on the learners. Firstly, the learners feel demotivated, uncomfortable, and anxious whenever the teacher points at the students randomly in order to indicate a student to talk. They also feel angry and annoyed when their teachers stared at them. Additionally, some students feel startled and be unfocussed to do their work whenever the teacher approaching them.

To conclude, there are several kinds of teachers' nonverbal communication that affect positively or negatively the speech performance of the EFL students. Among these kinds there are gestures, posture(stand up rightly), eye contact, facial expressions (smiling), touch, teacher's voice, and distance.

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APPENDICES

Appendix 1

Students' questionnaire

Dear students,

This questionnaire serves as a data collection instrument dedicated to first year “license” students at the English department (University of Ahmed Draia, Adrar), to investigate the impact of teacher’s non-verbal language (gestures, behaviours or body language and facial expressions...etc.) on students’ speaking performance and their participation in oral session. Please give your opinion toward each statement: (whether you agree, strongly agree, disagree, strongly disagree, or you are neutral)

Section one : Personal information:

1. Gender : Male Female

2. Age :

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

PS: A= Agree, SA= Strongly agree, D= Disagree, SD= Strongly disagree, N= Neutral

Questions	A	SA	D	SD	N
1. I believe that teacher's non-verbal behaviours (gestures, body language, eye contact, facial expressions...) affect my speaking performance.					
2. I feel nervous , and sometimes I fail to speak accurately and fluently when the teacher points at me to speak.					
3. Negative teacher's facial expressions (looking angry, fretful, or unsatisfied...) make me feel nervous or uncomfortable.					
4. It is easy for me to speak/ perform in front of a teacher who often smiles.					
5. It is hard to speak/ perform in front of teachers who look at me coldly or fretfully.					
6. Students' oral performance/ presentation is more effective and successful when teachers make positive eye contact with them.					
7. Teacher's movements in the class (like walking around instead of sitting in his/her chair) make me more active, interested and motivated to speak.					
8. Teachers with positive personality traits (patient, caring, and kind) encourage their students to speak.					
9. Teachers with negative attitudes and traits (nervous, careless, impatient...etc.) affect their learners' speaking performance negatively.					
10. I do enjoy having communication or discussion with a teacher who has an active attitude and works in an organised manner.					
11. I believe that well-dressed teachers are more confident, competent and organised.					
12. I feel nervous and uncomfortable to speak fluently when the teacher is close to me (individually)					

Appendix 2

Teachers' interview

Dear teachers :

This interview serves as a data collection instrument administered to oral expression teachers of BA at the English department, of Ahmed Draia University in Adrar, to gather relevant data about the impact of their non-verbal communication on students speaking performance. Please answer the following questions:

✓ **Section one:** Personal information.

1. Gender:
2. Which level do you teach oral session this year?

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

1. Does the use of nonverbal communication (gestures, eye contact, smile, facial expressions, teachers movement) mostly take place in the classroom environment?

And how?

- Yes
- No

If yes, How?

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.....
.....

2. Does the non-verbal communication occur:

- Consciously
- Subconsciously
- Both

3. Do you believe that a teacher's non-verbal communication has an important role in oral classes, illustrate your answer?

- Yes

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- No

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4. Using numbers (from 1 to 5), select from the most frequently occurring non-verbal behaviours to the least:

- Eye contact
- Smiling

- Nodding
- Gestures

Active movements in the classroom

5. Do you establish eye contact and friendly facial expressions when providing feedback which positively affects students' speaking performance?

- Yes:

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.....

- No

6. Do you believe that positive attitudes, when giving feedback about their presentations, help encourage and enhance their speaking performance? Explain?

- Yes

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- No

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7. Do you believe that leaving a proper distance between the teacher and student makes them feel comfortable to speak freely? Why?

- Yes

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- No

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8. Do you believe it is important for the teacher to take care of his/her appearance in teaching in general and in oral production in particular? Why?

- Yes

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- No

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9. Do you happen to use a particular non-verbal behaviour to achieve a certain response? If yes, how?

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10. How do students respond to a smiling teacher?

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

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Thank you.

ملخص

يلعب التواصل غير اللفظي دوراً مهماً في كل تفاعل. في قسم اللغة الانجليزية كلغة اجنبية (EFL)، يفترض أن يلعب التواصل غير اللفظي للأستاذ دوراً مهماً في أداء الطلاب من خلال التفاعلات بينه وبين الطلاب. يستند بحث الدراسة الحالية إلى استكشافية تركيز على طلاب السنة الأولى من كلية اللغة الانجليزية في جامعة أدرار. وقد استخدم كل من الاستبيان والمقابلة كأدوات بحثية لجمع البيانات الكافية. تم توجيه الاستبيان إلى طلاب السنة الأولى في كلية اللغة الانجليزية في حين تم إرسال مقابلة كتابية بالبريد الإلكتروني إلى اساتذة التعبير الشفوي من نفس الكلية. وقد جرى تحليل جميع البيانات من الناحيتين الكمية والنوعية. و قد كشفت النتائج أن التواصل غير اللفظي للأستاذ له تأثيره على مشاركة الطلاب أو أدائهم في التعبير الشفوي. وقد يكون الاثر ايجابيا أو سلبيا؛ وبعبارة أخرى، يختلف التأثير وفقاً للاستخدام الصحيح لهذه الاشارات غير اللفظية في الصف إما بوعي أو دون وعي. أخيراً وليس آخراً، يتم تقديم بعض الاقتراحات و / أو التوصيات بهدف مساعدة الأساتذة على إدراك استخدام السلوكات غير اللفظية الخاصة بهم ودعوتهم إلى تعزيز الإشارات الإيجابية غير اللفظية لديهم لتشجيع طلابهم على المشاركة وتقديم الأداء الجيد أثناء حصة التعبير الشفوي.

المفاهيم المفتاحية: التواصل غير اللفظي، أداء التحدث، اساتذة التعبير الشفوي، طلاب اللغة

الانجليزية كلغة اجنبية (EFL)

Résumé

La communication non verbale joue un rôle important dans chaque interaction. Dans la classe EFL, on suppose que la communication non verbale de l'enseignant joue un rôle important dans la performance des élèves par le biais d'interactions entre l'enseignant et les étudiants. L'étude menée dans le cadre de cette recherche vise à faire la lumière sur l'influence de la communication non verbale de l'enseignant sur le rendement des étudiants en expression orale en classe. Ainsi, cette recherche est basée sur une étude de cas exploratoire axée sur les étudiants de première année EFL LMD du département d'anglais à l'Université d'Adrar. Les questionnaires et les entrevues ont été utilisés comme instruments de recherche afin de recueillir suffisamment de données. Le questionnaire a été adressé aux étudiants de première année de l'EFL, tandis qu'une entrevue écrite a été envoyée par courriel aux enseignants en expression orale. Toutes les données ont été analysées quantitativement et qualitativement. Les résultats ont révélé que la communication non verbale de l'enseignant a une incidence sur la participation ou le rendement des élèves à une séance orale. L'impact peut être positif ou négatif; en d'autres termes, l'influence diffère selon l'utilisation appropriée de tels indices non verbaux dans la salle de classe, consciemment ou inconsciemment. Enfin, certaines suggestions et/ou recommandations visent à aider les enseignants à être conscients de l'utilisation de leurs comportements non verbaux et à les inviter à renforcer leurs indices non verbaux positifs pour encourager leurs élèves à participer et à bien performer pendant l'oral. séance de production.

Concepts clés : communication non verbale, performance orale, professeurs de production orale, étudiants de l'EFL