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submitted and defended by: Nacira RAHMANI

The Influence of Teachers' Nonverbal Communication on English as a Foreign Language Students' Understanding of Course Content. (Case of third-year EFL Students at Biskra University)

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Declaration

I, Nacira RAHMANI, hereby declare that this work titled "The Influence of Teachers' Non-Verbal Communication on EFL Students' Course Content Understanding" is my own original research conducted at the University of Biskra, Department of English Language, under the supervision of Mr. Khaled AMRAOUI. This dissertation has not been previously presented for the award of any other degree.

The information and data gathered from the literature review have been properly cited and referenced. This study was conducted and completed for the academic year 2023/2024 as part of my Master's degree in the specialty of Science of Language.

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Dedication

The Master Thesis titled "The Influence of Teacher's Nonverbal Behaviour on Students' Content Understanding" is dedicated to the loving family and friends who provided unwavering support throughout the academic journey. Special thanks to parents for their love, encouragement, and sacrifices, to other family members for their advice and balance reminders, to friends for inspiration and motivation, and to the academic advisor, educators, experts, and study participants for their contributions to the research.

Acknowledgement

I extend my deepest gratitude to everyone who contributed to this Master's Thesis. Thanks to Allah for strength and guidance. Special thanks to my supervisor, Mr. Khaled Amraoui, for invaluable guidance and mentorship. Acknowledgment to the Board of Examiners, Professor ChelliSliha, and Mrs. Samira Masaabi for their expertise and feedback. Appreciation to the Department of English Language teachers, students, and all participants for their contributions and support.

Abstract:

This study investigates the impact of teachers' nonverbal behaviour on learners' understanding of content in English as a Foreign Language (EFL) classrooms. Nonverbal communication, comprising body language, facial expressions, gestures, eye contact, and proximity, plays a significant role in classroom dynamics and student engagement. The objectives are to understand how teachers use nonverbal cues, explore the influence of nonverbal behaviour on learners' comprehension, and provide pedagogical implications for effective communication strategies. Using a mixed-methods approach, the study utilizes structured classroom observation for third year students and a semi-structured questionnaire for teachers at Biskra University, Department of English. The observation highlights key nonverbal cues contributing to rapport, engagement, and a conducive learning environment. The questionnaire gathers student perceptions, exposes the impact of nonverbal communication on their learning experiences. Results indicate that positive nonverbal cues, such as eye contact, confident posture, and engaging gestures, enhance student involvement and understanding. However, cultural sensitivity was identified. Recommendations include nonverbal communication training, effective communication strategies, rapport building techniques, and cross-cultural awareness to enhance classroom interactions. While the study provides valuable insights into the significance of nonverbal communication in EFL classrooms, limitations such as time constraints and cultural considerations suggest areas for further research and development of communication skills among educators. Overall, the findings highlight the importance of intentional and effective nonverbal communication for creating a positive and enriching learning environment.

Keywords: teachers' nonverbal behaviour, mixed-methods approach, cultural sensitivity, rapport building techniques.

Table of Contents:

Declaration	1
<i>Acknowledgement:</i>	
<i>Dedication:</i>	
Abstract:	IV
Table of Contents:	V
List of Appendixes:	VII
List of Abbreviations and Acronyms	VIII
List of Tables:	IX
List of Figures:	X
General introduction	11
1/ Introduction:	1
2/ statement of the problem:	1
3/ Research Questions:	2
4/Objectives of the study:	2
5/ Research Procedures and Methods:	3
6/ Significance of the Study :	3
7/Main Results of the study:	3
8/Implications:	4
9/Limitations :	4
Chapter One:	7
Literature Review.....	7
Section one: Nonverbal Communication	8
1.Introductio	8
1.2.Communication:	8
1.3.Aspects of Nonverbal Communication	14
1.4.Nonverbal Communication in Foreign Language Context:	19
1.6. Literature Review:	27
Section Two: Content Understanding	30
1.1.What is meant by Understanding :	30
1.2.Pedagogical content knowledge:	35
1.3.Description of a sample for pedagogical content knowledge (lecture of civilization of the Language as a sample):	41

Conclusion:	45
Chapter Two:	47
Data Collection and Analysis.....	47
Introduction:	48
3.1.Research Design:	48
3.2.Sample and population:	49
3.3.Data Collection Methods:	50
3.4.Validity and Reliability:	52
3.5.Data Analysis	52
3.6.Discussion of the results	70
Conclusion:	76
Provisional reference list:	80
Appendix A:	90
Students Questionnaire :	90
Appendix B:	97
Classroom observation Checklist:	97
Resumé :	101
الملخص	103

List of Appendixes:

Appendix A : Classroom Observation Checklist

Appendix B: Students' Questionnaire

List of Abbreviations and Acronyms

EFL: English as foreign language

NVC: Nonverbal Communication

ESL: English as a Second Language

KSA: Kingdom Saudi Arabia

PCK: Pedagogical content knowledge

KNW: know-need to know- want to know

PK: Pedagogical Knowledge

List of Tables:

Table 1.1 : functions of eye contact in classroom management

Table 1.2 : gestures rules in language classrooms

List of Figures:

Figure 1.1: Classroom communication according to Laura K and Alexia (2010)

Figure 1.2: forms of nonverbal communication in language classrooms

Figure 1.3:Diagram of Edward The T. Hall's personal reaction bubbles (1966), showing Radius in feet

Figure 1.4: Teacher's Communication Effectiveness

Figure 2.1: the process of understanding through classroom interaction.

Figure 2.2:Importance of pedagogical content knowledge.

Figure 2.3: The first part of lecture: introduction.

Figure 2.4: The second part of lecture: main body.

Figure 2.5: the third part of lecture: conclusion.

Figure 3.1:the gender composition of the participants in the study.

Figure 3.2: Students perceptions of teacher engagement.

Figure 3.3:The impact of the teacher's facial expressions on student's understanding.

Figure 3.4:The student's perceptions of the teacher's body language.

Figure 3.5:Students' perceptions of the teacher's body language in relation to understanding the lessons.

Figure 3.6:Students' perceptions of the teacher's tone of voice.

Figure 3.7: Teacher cues may indicate lack of enthusiasm or interest in the subject matter.

Figure 3.8: Teacher's enthusiasm nonverbal cues.

Figure 3.9: The impact of maintenance eye contact between the teacher and the students

Figure 3.10: The extent of interaction between teacher and the students in classroom.

Figure 3.11: Students experience of confusion because of the teacher's nonverbal behavior

Figure 3.12:Effects of teachers nonverbal cues on learning atmosphere.

Figure 3.13: Teacher's tone of voice on the understanding of the subject matter.

The Influence of Teacher's Nonverbal Communication on EFL Students' course content understanding.

General Introduction

The Influence of Teacher's Nonverbal Communication on EFL Students' course content understanding.

Introduction:

Communication is an inevitable, fundamental and integral part of human life. People communicate to share ideas, to express feelings, or to deliver knowledge. Meaningful communication is the communication, which can build a relationship between sender and receiver. Communication as well has two main types. The first is verbal one that is basically a spoken language and second type is non verbal communication; when the actor uses non verbal cues to send his or her message like the use posture, gesture, facial expressions and eye contact. Recent researches show that non verbal cues present 75 percent of the whole communication process that is why use of non verbal elements play a crucial part in any daily life conversation. Not so far from the context of teaching English as foreign language where teaching tends to be more communicative approach; researchers try to shed the light on the area of non verbal communication and its effectiveness in delivering knowledge and to encourage classroom interaction .They also attempt to explain how non verbal cues contribute in learning motivation and enhancing academic outcomes. In short, non verbal communication works as vital element in language classrooms if only it is used properly and actively by teachers.

2/ statement of the problem:

Classroom communication is crucial in teaching English as a foreign language. Teachers, as providers of knowledge, lesson deliverers, and motivators, need to actively use their communication skills to meet learner needs and teaching objectives. However, nonverbal communication in language classrooms is often overlooked, leading to a lack of awareness and ineffective use of nonverbal cues. Nonverbal communication includes body language, facial expressions, gestures, eye contact, and proximity, which can convey messages, establish rapport, and enhance comprehension. When employed effectively,

nonverbal communication supports verbal instruction, making the learning experience more engaging. For example, positive body language and facial expressions inspire and motivate learners, while gestures and eye contact aid in illustrating meanings and maintaining student involvement. Neglecting nonverbal communication can hinder learners' progress and reduce their motivation. To address this, teachers should recognize the importance of nonverbal communication and develop their skills through professional development programs and workshops. By incorporating nonverbal communication techniques, teachers can create dynamic and interactive learning environments that promote student engagement and language acquisition.

3/ Research Questions:

The present paper seeks answers to the following questions:

- 1) How do EFL teachers use nonverbal cues while teaching?
- 2) How does an EFL teacher's nonverbal behaviour influence learners' understanding of the content knowledge?

4/Objectives of the study:

The objectives of the present study are as follows:

- 1) To understand the way teachers use nonverbal cues in English language classrooms.
- 2) To explore the influence of teachers' nonverbal behaviour on learners' understanding of the subject matter being taught.
- 3) To provide some pedagogical implications.

5/ Research Procedures and Methods:

The research conducted at Biskra University, Department of English, employed a mixed-method approach and an exploratory descriptive research design. The study involved third-year teachers (3) and students (40) as participants. Research instruments included a structured classroom observation checklist and a semi-structured questionnaire for students. The research procedures included selecting participants for classroom observation, purposefully selecting teachers for repeated sessions, randomly choosing students for the questionnaire, and analyzing data using thematic analysis for classroom observation and statistical analysis for the student questionnaire.

6/ Significance of the Study :

This study delves into the pivotal role of nonverbal communication in language classrooms, emphasizing its profound significance in facilitating effective teaching and learning. Nonverbal cues, encompassing gestures, facial expressions, and body language, go beyond verbal expression, providing contextual richness and aiding comprehension in the learning process. Extensive research has underscored the benefits of nonverbal communication, including heightened student engagement, stronger teacher-student rapport, and enhanced cultural sensitivity (Smith, 2020). The findings of this study are particularly beneficial for educators and students, equipping them with valuable insights and pedagogical strategies to enhance communication and create an inclusive learning environment in the classroom.

7/Main Results of the study:

The main results of this study show that nonverbal cues, such as eye contact, confident posture, and positive facial expressions, play a crucial role in establishing rapport

and creating a connected learning environment. The classroom observation revealed that nonverbal cues, such as eye contact, confident posture, and positive facial expressions, are crucial in establishing rapport and creating a connected learning environment. Respecting personal space was also noted as important for fostering collaboration among students. Although the teacher's tone of voice was engaging, there were opportunities for improvement in voice volume and speaking pace. Furthermore, gestures, body movement, and posture were recognized as enhancing communication and student involvement. The questionnaire results provided insights into student perceptions and experiences, indicating that students are attentive to teacher engagement levels, thus suggesting that nonverbal behaviour influences their level of interest and involvement in the classroom. The questionnaire also revealed that students' experiences and understanding of the learning environment are shaped by the nonverbal cues exhibited by their teachers. These findings emphasize the significant impact of nonverbal communication on students' overall learning experience.

8/Implications:

Effective nonverbal communication is a crucial aspect of teaching that can significantly enhance the learning environment for students. To this end, schools should consider implementing a comprehensive training program for teachers. This should include modules on interpreting and aligning nonverbal cues with verbal interactions, as well as strategies for active listening, empathetic responses, and clear instructions. Additionally, teachers should be trained in using gestures, body language, and facial expressions to build trust and rapport with their students. Classroom management techniques that leverage nonverbal cues for positive redirection can also be highly beneficial. Furthermore, raising cross-cultural awareness and promoting adaptation to diverse cultural norms in nonverbal communication will ensure that teachers are equipped to engage with students from all backgrounds. Finally, encouraging teachers to seek

feedback and reflect on their own nonverbal behaviors will foster a culture of continuous improvement, ultimately leading to a more engaging and effective learning experience for all.

9/Limitations :

While the study provided valuable insights into the role of nonverbal communication in the classroom, there were several limitations that should be acknowledged. The time constraints of the research project may have restricted the depth of data collection and analysis, potentially limiting the completeness of the findings. Additionally, the lack of detailed information about the participants who completed the questionnaires could impact the reliability of the data gathered. Furthermore, the researchers' own limited experience and knowledge on the investigated topic may have influenced the overall comprehensiveness of the study. The number of classroom observation sessions was also relatively small, which may have hindered the researchers' understanding of long-term nonverbal behavior patterns among teachers. Crucially, the study did not consider the cross-cultural effects on nonverbal communication, potentially affecting the generalizability of the conclusions to diverse educational settings. Finally, the researchers may have faced challenges in identifying gaps within the existing literature, which could have restricted the study's ability to make a more substantial contribution to the field.

Chapter One: Literature Review

Section one: Nonverbal Communication

1. Introduction:

Communication is a fundamental aspect of human interaction, encompassing both verbal and nonverbal forms. Understanding the significance of nonverbal communication is particularly relevant in the context of English as a Foreign Language (EFL) instruction, as it can impact learners' motivation, classroom management, and learning experience. Furthermore, the influence of social culture on nonverbal communication must be considered. This section will explore the dimensions of nonverbal communication, its relevance in EFL, and its implications for learners and teachers. Additionally, it will focus on understanding content and its significance in classroom interaction, delving into the process of planning for useful pedagogical content and the importance of pedagogical content knowledge in the EFL context and cultural aspects.

1.2.Communication:

In his work, Peters (1999) explores the ancient origins of communication. He focuses on the ideas of dialogue and spreading information that can be seen in Plato's Phaedrus and the synoptic gospels of the Christian New Testament. Scholars, including Peters, have studied how people today understand communication and have found that these ideas have deep roots in the past. This shows that communication is an important and complex part of human being. Peters' analysis shows that there is a long history of theories and practices related to communication, which have changed and shaped our understanding of how people talk to each other and how information spreads over time (as cited in Peter, 2016).

Larne (2006) defines communication as a term of considerable complexity that is frequently employed yet often lacks comprehensive comprehension. It entails a process that encompasses a greater number of steps than typically acknowledged by individuals. Remarkably, communication stands as one of the most prevalent activities engaged in by humans, as it serves as their means of survival. Despite its widespread usage, there exists a lack of complete understanding regarding the details of communication. To better grasp its significance, it is essential to recognize the multifaceted nature of this fundamental human endeavour

Classroom communication, both verbal and non-verbal, plays a crucial role in facilitating effective learning. According to pedagogical theory, the teacher's contribution to classroom interaction can account for up to 70% of its success. This is because the teacher is responsible for imparting knowledge, structuring teaching activities, and encouraging student participation in the classroom. Therefore, the teacher's effective use of language and non-verbal cues is vital for a productive learning environment (Nuraeni & Isnaeni, 2020).

Communication, in its essence, involves the exchange of messages between individuals, allowing them to share information, thoughts, feelings, and beliefs (Salah, 2011). Communication plays a vital role in human existence, as it enables individuals to convey their thoughts, emotions, knowledge, and requirements. To establish meaningful connections with others and comprehend their expressions, effective communication is crucial (Nihal, n.d)

Akhtim (2017) states that communication is crucial for individuals to explore their own identities, foster self-awareness, and establish meaningful connections with the world. The quality of one's life is largely determined by the relationships they cultivate with others. However, unsuccessful communication arises when individuals exhibit a lack of willingness to comprehend others' thoughts and ideas, experience annoyance when receiving messages,

create more distance during interpersonal exchanges, and consistently fail to inspire others to take action.

Based on the previous description, communication can be defined as a complex process that involves the exchange of messages between individuals, enabling them to share information, thoughts, feelings, and beliefs. It is a fundamental human endeavour that plays a vital role in human existence, serving as a means of survival and facilitating the establishment of meaningful connections with others. Effective communication requires the willingness to understand and comprehend others' thoughts and ideas, and it encompasses the ability to convey one's own thoughts, emotions, knowledge, and requirements. Successful communication contributes to self-awareness, the exploration of personal identity, and the cultivation of fulfilling relationships.

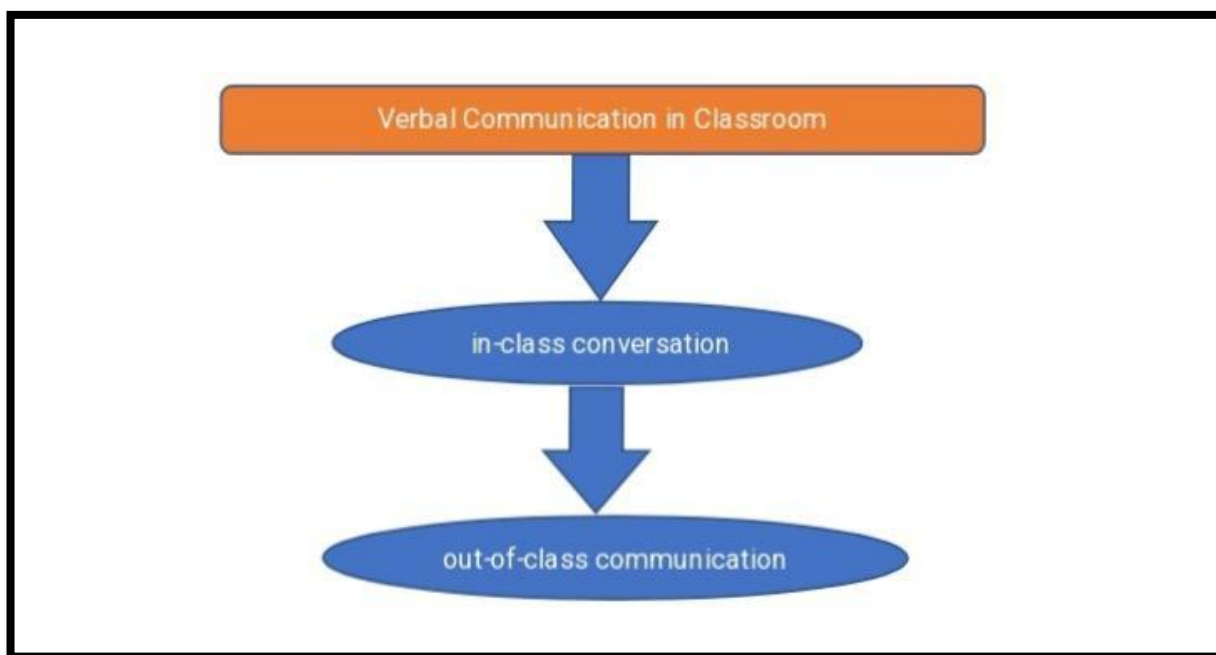
1.2.3. Verbal Communication:

Verbal communication refers to the exchange of information between educators and learners, aimed at nurturing shared comprehension through spoken or written means. It involves the ability to articulate thoughts using clear and logical language, ensuring that students can easily understand the intended message (Nuraeni& Isnaeni,2020).

Laura and Alexia (2010) believe that in the classroom setting, two forms of verbal communication are employed to encourage greater interaction between instructors and learners, ultimately fostering an environment conducive to active student engagement. The initial type, referred to as in-class conversation, involves various practices aimed at fostering student participation, including promoting student dialogue, seeking diverse perspectives, and offering personal illustrations. The second type of verbal communication is known as out-of-class communication, which centres on the perceived accessibility of teachers outside of regular class hours.

Figure 1

Classroom communication according to Laura K and Alexia (2010).



Note: based on the previous description , researcher has designed this figure (Laura and Alexia 2010).

1.2.2.Nonverbal Communication:

In recent decades, there has been a notable and encompasses expansion in the field of nonverbal communications. This growth has been accompanied by its widespread applicability across various sectors, including business, media, international relations, and education, as well as any field that heavily relies on interpersonal and group interactions(Salah ,2010).

The concept of nonverbal communication commonly refers to the transmission of information and meaning through means other than spoken or written words (Mohamed,2006).According to Hark (2021), nonverbal communication is the act of transmitting and receiving messages without the use of words. It encompasses various elements of communication, such as gestures and facial expressions, that do not rely on verbal means but can also encompass nonverbal components of speech. This definition highlights the significance of nonverbal cues in the overall process of communication, emphasizing their role in conveying meaning and supplementing verbal expression.

According to research conducted by Argyle (1994), the majority of our message when communicating feelings and attitudes is conveyed through non-verbal cues such as body language (55%) and tone of voice (38%), while only a small portion (7%) is attributed to the actual words we use. Dewe(2019) states:

Research conducted by Argyle (1994) shows that when communicating feelings and attitudes, only a small percentage of our overall message comes from the words we use. - 55% of our message comes from body language (especially from movements of the small muscles around the eye which can convey shock, disbelief, doubt or disgust) - 38% of our message comes from tone of voice - Only 7% of our message is conveyed by the words we use (p.634)

Meta et al.(2021) suggest that in a typical conversation involving two individuals, the verbal aspects of communication contribute less than 35 percent to the overall social meaning of the interaction. On the hand, the nonverbal aspects, including body language, facial expressions, and tone of voice, account for more than 65 percent of the social meaning conveyed

Hall (2019) determines that The field of nonverbal communication (NVC) lacks a unified theoretical framework and encompasses various perspectives, including biological, social, socio-political, functional, and dyadic approaches. NVC covers a wide range of topics due to its numerous functions, such as expressing emotions, indicating attitudes, regulating interactions, managing impressions, revealing physical and mental states, and exerting interpersonal control.

Effective communication skills are crucial for teachers' teaching performance as they play a significant role in determining the success of teaching and learning. Teachers are expected to excel not only in transferring knowledge but also in building personal relationships and modelling positive attitudes and values. Humanist education places a strong emphasis on establishing interpersonal and group relationships within the school community, which thrive in an atmosphere of love and understanding. In addition to imparting knowledge, teachers are responsible for nurturing verbal skills in learners, enabling them to reach their full potential Akhtim (2017).

Sukris (2018) highlights the significance of how teachers communicate with students in determining effective teaching. The way teachers communicate can impact how students perceive their instruction, which in turn affects their learning experience and cognitive development. The emotional aspect of communication also plays a role in students' feelings throughout the learning process. Overall, this emphasizes the importance of effective communication between teachers and students for successful teaching and meaningful learning outcomes.

Teachers should move away from the traditional belief that students are empty vessels waiting to be filled with knowledge. Instead, constructivist perspectives emphasize that learning involves active engagement and the construction of knowledge by learners

themselves. In this approach, teachers and students interact with each other, not only through verbal communication but also through nonverbal cues like eye contact, facial expressions and gestures (Mwangi et al,2019).

Canan(2009)declares that in many sources, it is commonly believed that eyes and facial expressions serve a disciplinary purpose and have various functions that assist teachers in classroom management.

According to Gower and Walters (1983), eye contact in the classroom serves several purposes are summarized in the table below:

Table 1

functions of eye contact in classroom management.

EYE CONTACT SIGNALS	PURPOSE OF THE SIGNALS
ACTIVE LISTENING	. It indicates to a student who is speaking that the teacher is paying attention.
ATTENTION MANAGEMENT	. It helps to ensure that everyone is focused and concentrating.
PROMPTING	. It signals to a specific student that the teacher wants to speak with them or wants them to perform a task.
ENGAGEMENT	It encourages students to contribute their ideas when the teacher is seeking input.
OBSERVATIONAL ASSESSMENT	. It allows the teacher to gauge if students have something to say by observing their reactions.

Note: According to Gower and Walters (1983), eye contact in the classroom serves several purposes are summarized in the table.

1.3.Aspectsof Nonverbal Communication

Mohammad (2006) emphasizes that a significant majority of communication is conveyed through nonverbal means. In our everyday interactions, we employ nonverbal

communication, such as the tone of our voices, body movements, and gestures, to express our emotions and ideas. He suggests that actions have a more impactful influence than words alone. In an educational context, teachers can gain deeper insights into their students' characteristics and behaviours by observing their actions rather than solely relying on their verbal expressions.

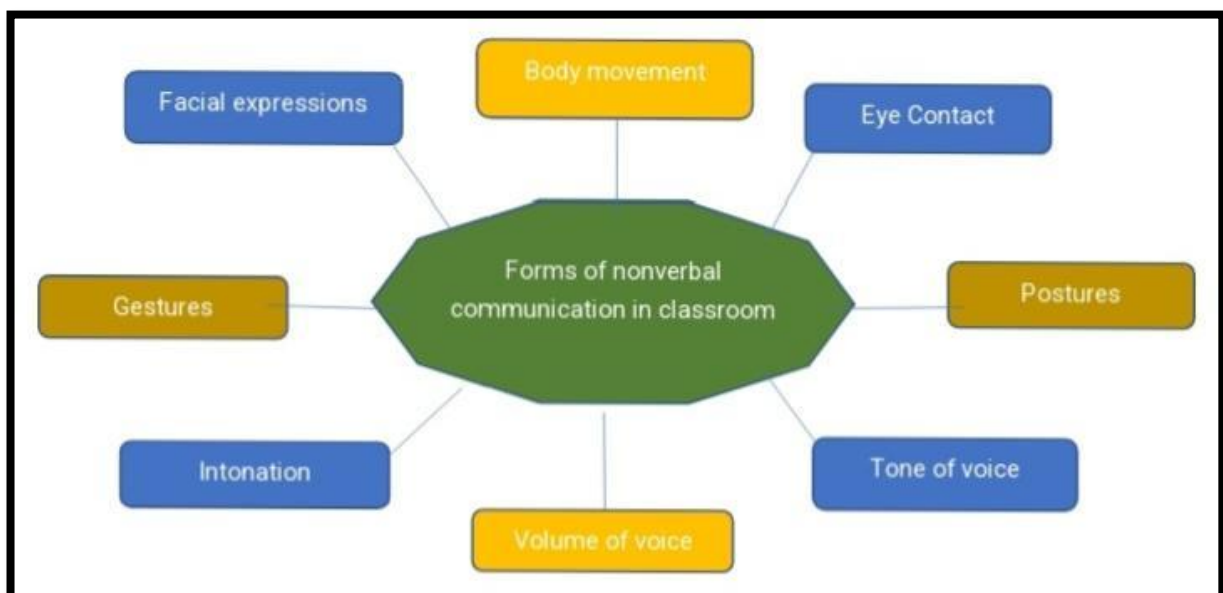
Hark (2021) indicates that nonverbal communication plays a crucial role in language classrooms. Several aspects of nonverbal communication are utilized in this context. These include kinesics (body movements), facial expressions, oculosics (eye contact), haptics (touch), proxemics (personal space), paralanguage (vocal cues), chronemics (use of time), physical appearance, olfactics (smell), and environmental factors. These elements collectively contribute to the overall communication dynamics within the language classroom setting. By understanding and utilizing these nonverbal cues, teachers and students can enhance their communication and comprehension skills. Despite the significant influence of nonverbal communication, it is often neglected in teaching. Surprisingly, the majority of messages, ranging from 75 to 90 percent, are transmitted through nonverbal means. In fact, the importance of words diminishes when compared to the teacher's tone of voice, facial expressions, eye contact, gestures, and posture, as these elements are closely linked to the information being conveyed to students. The true meaning of words lies in the manner in which they are expressed or presented (Chaudhry ,Arif 2012).

Afdaliah et al (2000) assert that theeducators employed eight distinct forms of nonverbal communication (NVC). These encompassed gesture, posture, eye contact, facial expression, touching, voice, distance, and appearance. Certain nonverbal cues were utilized as substitutes for spoken language, while others were employed in conjunction with verbal messages to enhance and reinforce their intended meaning.

To sum up, nonverbal communication is a significant part of our daily interactions, as it conveys the majority of messages. In language classrooms, various aspects of nonverbal communication, including body movements, facial expressions, eye contact, and vocal cues, play a crucial role in enhancing communication and comprehension skills. Educators utilize a range of nonverbal cues, such as gestures, posture, and voice, either as substitutes for spoken language or in combination with verbal messages to reinforce their intended meaning

Figure 2

Forms of nonverbal communication in language classrooms



1.3.1. Body Language:

Body language is a type of non-verbal communication that includes body position, hand movements, and eye motions. People unconsciously send and understand these signals. The study of body movement and expression is called kinesics. Body language can give clues

about a person's attitude or mental state, such as aggression, attentiveness, boredom, relaxation, pleasure, amusement, and many other signals (Human communication, 2011).

According to Haneef (2014) teachers often use body language and gestures unconsciously while teaching. They argue that after many years of experience in the field of teaching, it becomes difficult to consciously control their teaching style and body movements.

1.3.2.Paralanguage:

Paralanguage is an essential aspect of communication as it accompanies speech. It allows individuals to convey their emotional state, truthfulness, and sincerity. There are eight key paralinguistic features, including pitch, tempo, loudness, resonance, timbre, intonation range, syllabic duration, and rhythm(Girsang , Sumbayak&Yusuf ,2021).

According to Miller (1998, p. 18), the use of paralanguage positively impacts students' learning. Nonverbal cues such as movements and gestures can indicate self-confidence, fatigue, energy levels, or social status. As a result, students receive these body messages with enthusiasm. Additionally, Abereombic (1995, p. 72) states that effectively utilizing paralanguage plays a significant role in conveying positive meanings in verbal communication, making it easier for people to understand the message.

1.3.3Proxemics:

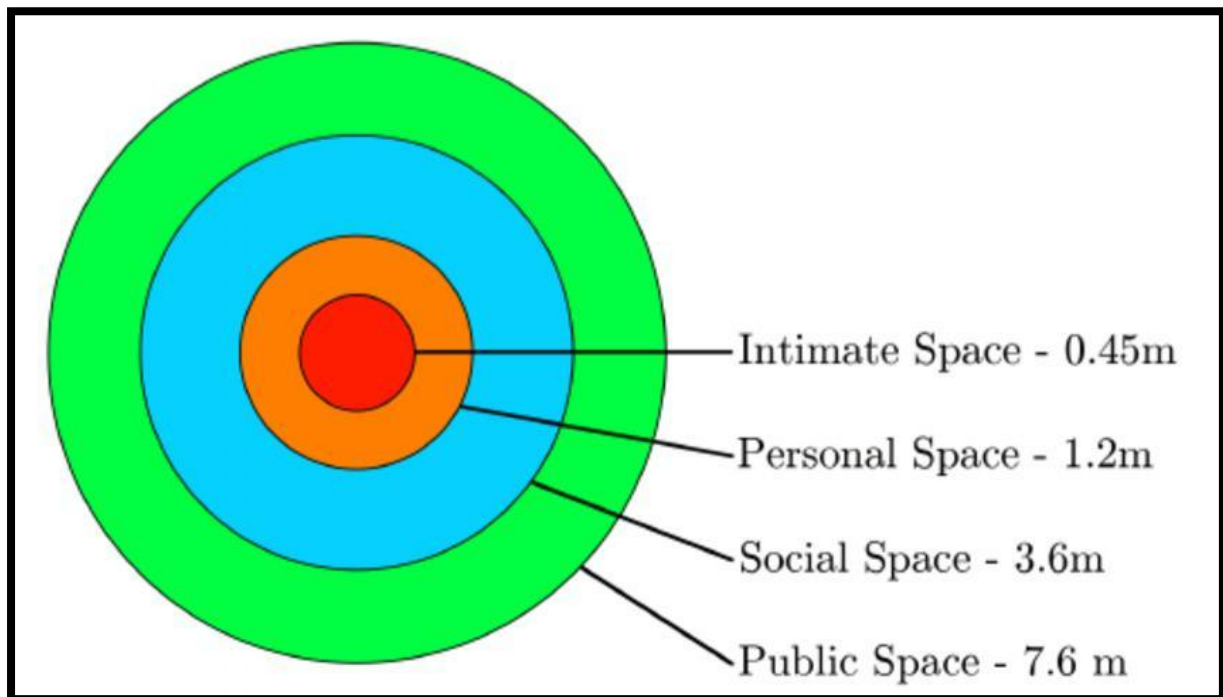
In study by Hall (1966) examines how individuals utilize and perceive the physical area surrounding them, and how the space between the sender and receiver of a message impacts the interpretation of the message. Additionally, it acknowledges that the perception of comfortable personal distances is influenced by factors such as culture, social context, gender, and personal preference. Hall observed that various cultures adhere to different

standards of personal space, with Latin cultures having smaller relative distances and being more at ease with close proximity, while Nordic cultures exhibit the opposite tendency. Nonverbal communication encompasses four primary categories of space: intimate, social, personal, and public space(cited in Human communication, 2011).

Figure 3

Diagram of Edward The T. Hall's personal reaction bubbles (1966), showing

Radius in feet



Note: this diagram is taken from:

https://www.researchgate.net/figure/Representation-of-Edward-Halls-reaction-bubbles-28_fig6_291516650

Gordillo and Antonelo declare(2011):

The significance of physical proximity between teachers and students in the field of proxemics is crucial. According to Cuadrado (1992), this approach plays a crucial role in establishing an emotional connection between teachers and students. By being physically close, teachers are able to convey their interest and concern for the students, while also demonstrating a receptive and available attitude towards them (Andersen, 1999).

1.4. Nonverbal Communication in Foreign Language Context:

Nonverbal communication is highly valued in ESL teaching and learning. It is recognized as an effective tool for classroom management and effective teaching, facilitating understanding between teachers and students without language barriers (Saleem, Rana & Bashir, 2022).

Allen (1999) determines that in the classroom, non-verbal communication holds significant importance, particularly in relation to the non-verbal signals conveyed by teachers. These signals serve several purposes, such as encouraging student participation during lessons, motivating students, emphasizing expectations, monitoring and controlling student behaviour, adjusting the pace based on students' responses to the topics being discussed, aiding in comprehension of the intended message, and raising students' awareness of gestures used in the target language .

Surkamp (2014) confirms that non-verbal behaviour is important as a communication strategy. It can assist language learners in understanding and expressing themselves in a foreign language. When vocabulary knowledge is lacking or speech production is challenging, non-verbal cues can compensate by conveying part of the intended message through gestures. Additionally, non-verbal behaviour's emotive function provides valuable information about the emotions and intentions of conversation partners during linguistic

emergencies. Furthermore, utilizing the phatic function of non-verbal communication allows speakers to use their own facial expressions and gestures to provide feedback on their partner's reaction to the communication process or to interpret the success of the communication by decoding their partner's non-verbal behavior.

1.4.1 Functions of Nonverbal Communication:

The research conducted by Saleem et al. (2022) highlights the vital functions of nonverbal communication in the classroom setting. As noted by Parker (2006), nonverbal signs help set the tone of a lesson and provide valuable insights for teachers to analyze students' understanding and interest levels. The use of nonverbal cues allows teachers to assess whether students are actively engaged in the learning process or not during a lesson. Furthermore, body language plays a crucial role in maintaining high motivation levels among ESL (English as a Second Language) learners, enabling teachers to evaluate the effectiveness of a lesson without causing disruptions in the classroom. Additionally, eye gazes and hand gestures serve as silent forms of communication, conveying powerful messages and assisting teachers in effectively conveying information to their students.

Nonverbal communication is less constrained by rules compared to verbal communication and is influenced more by situational factors rather than the absolute correctness of behaviours (Mauni, 2021). He highlights the significance rules of using gestures in language classrooms, are summarised in table below:

Table 2

Gestures rules in language classrooms

Gesture Type	Description
Descriptive	Clarifies or enhances verbal messages. Helps audience understand comparisons and contrasts and visualizations.
Emphatic	Underlines or emphasis what is being said. Indicates earnestness and conviction
Suggestive	Represents symbols of ideas and emotions. Helps create a desired mood or express a specific thought.
Prompting	Used to elicit a desired response from the audience. Sets an example for listeners to follow.

Note: Mauni (2021) , Significance rules of gestures in language classrooms.

The importance of eye contact , facial expressions, posture, gestures, and touch in classroom according to Ghorzang(2021):

- A. Eye contact is a crucial form of nonverbal communication in the classroom, allowing teachers to understand students' behaviours and thoughts. By observing where students are looking, teachers can infer their interests and use eye movements as a significant channel of communication.
- B. Facial expressions, particularly those of the mouth and eyebrows, convey a wealth of emotional information in the classroom. These expressions are universally understood and can communicate emotions such as happiness, sadness, anger, surprise, fear, and disgust across different cultures.
- C. Teacher posture in the classroom is a powerful form of nonverbal communication that speaks volumes to observers. Maintaining good posture,

whether sitting or standing, can convey professionalism, approachability, and draw students' attention, thereby influencing their attitude and engagement.

D. Gestures play a vital role in nonverbal communication, with humans commonly using hand and arm movements to express themselves. In the classroom, teachers who incorporate gestures into their teaching style captivate students' attention, make the material more interesting, and enhance the learning experience.

E. Touch can have a powerful impact in the classroom, offering comfort and support in moments of sadness when words alone may not suffice. However, the potential for touch to be perceived as threatening or inappropriate due to its associations with sex and violence must be considered.

1.4.2. The Role of Nonverbal Communication in Learners Motivation:

The teacher's facial expressions should typically be positive and encouraging towards students as it is an effective means of facilitating their learning (Ouakrime, 2006)

Ghorzang (2021) adds that the nonverbal cues displayed by lecturers establish a comfortable and calming atmosphere for students, fostering their self-assurance and resulting in heightened involvement and active participation in the class. Additionally, these nonverbal communication signals stimulate students to engage and interact during lectures.

Mugambi (2019) suggests that non-verbal interactions between teachers and learners during the learners' speech can indicate acceptance and avoidance of self-centeredness, while teachers' attention to learners' nonverbal behaviours during instruction, such as eye contact, signs of fatigue, and humour, reflects their concern for the learners' mental and physical well-being.

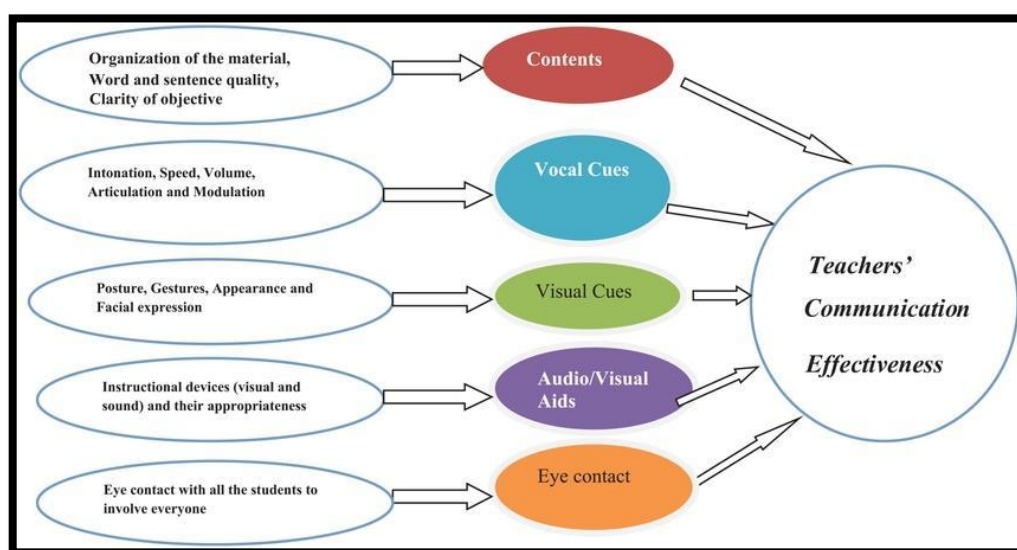
Wahyuni(2014)“Through nonverbal communication, teachers can save energy in speaking. Students can also be involved and motivated as well as obtain freedom in the process of discussion in the classroom”(p,81). This statement suggests that nonverbal communication used by teachers can have several benefits in the classroom. Firstly, it can help teachers conserve their energy by reducing the amount of speaking they need to do. Secondly, nonverbal cues can engage and motivate students, making them more active participants in classroom discussions. Lastly, nonverbal communication can create a sense of freedom for students, allowing them to express themselves more freely during class discussions.

1.4.3. Classroom Management and Teacher’s Nonverbal Communication

Leven and Nolan (1996) are of the view that effective classroom managers use verbal and non verbal immediacy side by side and if non verbal techniques like eye contact, movement toward disruptive students, hand movements and special gestures fail, verbal skills come into action(cited in Khan& Nasim,2009).

Figure 4

Teacher’s communication effectiveness



Note: The Classification is taken from:

https://www.researchgate.net/figure/Variables-influencing-communication-effectiveness-in-classroom-teaching_fig1_352404831

According to Peng Hong Li (2011), classroom teaching involves the exchange of information between teachers and students through communication. This communication includes both spoken words and non-verbal cues, making it important for teachers to be mindful of non-verbal behaviours in the classroom.

Akhtim(2017)highlights the importance of communication in interpersonal interactions, particularly in the teacher-student dynamic within a classroom setting. It emphasizes that teachers need to possess effective nonverbal communication skills, such as body language, eye contact, proximity to students, and appropriate touch. Additionally, it suggests that a significant portion, approximately 75%, of classroom management relies on nonverbal communication.

1.4.4. Teachers as Nonverbal Communicators:

In order to foster interest in learning among students, it is important for teachers to establish a consistent atmosphere of learning through nonverbal interaction even before the lesson begins(Nyagah,2019).

Zeki (2009) found that English as a Second Language (ESL) teachers frequently encounter difficulties with students' inattentiveness in the classroom. However, this issue can be effectively addressed by incorporating eye gestures and hand movements into their teaching strategies.

According to Parker (2006), non-verbal signs play a crucial role in establishing the tone of a lesson and allow teachers to gauge students' comprehension and interest levels. Additionally, body language helps maintain high motivation among ESL learners and enables

teachers to evaluate the effectiveness of the lesson while maintaining discipline in the classroom.

Kaluska's (2007) research highlights the various important roles that nonverbal communication plays for teachers in the classroom. Firstly, nonverbal communication encourages student participation by setting the appropriate tone and providing insights into students' understanding and interest levels. Secondly, it helps motivate students by conveying enthusiasm and engagement through body language. Thirdly, nonverbal cues are used to emphasize teachers' expectations and reinforce important information. Fourthly, nonverbal communication enables teachers to monitor and control student behavior, allowing them to assess if students are actively learning. Fifthly, nonverbal signals assist teachers in adjusting the pace of instruction based on students' reactions and comprehension levels. Sixthly, nonverbal communication facilitates comprehension by serving as a silent form of communication and conveying powerful messages. Finally, the effective use of gestures enhances students' awareness and understanding of the information being conveyed.

These functions enable teachers to create an engaging and effective learning environment, where students are motivated, behaviour is managed, and comprehension is enhanced through non-verbal signals and cues.

1.4.5.Social Cultureand Nonverbal Communication:

Surkamp(2014) asserts that when teaching intercultural communicative competence, it is essential to incorporate non-verbal communication. He suggests that individuals learning foreign languages should be informed about how culture influences both spoken and non-spoken aspects of communication. Additionally, he highlights the importance of familiarizing learners with customary behaviours in their own culture in various everyday situations.

In intercultural interactions, mistakes in non-verbal behaviour often have more serious consequences. Many misunderstandings and breakdowns in communication occur when someone from one culture is perceived, interpreted, and reacted to in an "inappropriate" manner by someone from a different culture (Culham 2002.).

Cross-cultural studies have found that people from different cultures around the world display similar physiological reactions to universal facial expressions(Manusov& Patterson, 2008, as cited by Okon, 2011).. For instance, a smile is universally interpreted as a sign of happiness, while furrowing the brows and tensing the facial muscles is seen as a sign of annoyance. A skilled teacher demonstrates attentiveness by actively observing learners, showing interest through nonverbal cues, and differentiating between engaged and disinterested students. By employing nonverbal techniques, the teacher aims to foster a sense of curiosity and motivation among the learners(cited in Irungu,Nyagah& Mugambi,2019).

In conclusion, incorporating non-verbal communication is crucial when teaching intercultural communicative competence. Understanding how culture influences both spoken and non-spoken aspects of communication is essential for individuals learning foreign languages. Familiarizing learners with customary behaviours in their own culture helps navigate various everyday situations. Mistakes in non-verbal behaviour can lead to serious consequences in intercultural interactions, resulting in misunderstandings and breakdowns in communication. Cross-cultural studies have shown that people from different cultures universally display similar physiological reactions to universal facial expressions. A competent teacher pays attention to learners, uses nonverbal cues to express interest, and differentiates between engaged and disinterested students. By employing nonverbal techniques, teachers aim to foster curiosity and motivation among learners.

1.6. Literature Review:

- Previous related studies :

Nonverbal communication is the most important part of human communication. It plays an effective role in EFL classroom to understand the content matter for our students. Though NVC is the quite least paid attention field than others however many studies have been done over it.

In a study conducted by Salah Ali Mohamed Ali in 2011 at Tabuk University, KSA, the study titled “The Use of Nonverbal Communication in the Classroom” aims to highlight the importance of using body language in the classroom. Additionally, the researcher tries to raise teachers’ awareness of the effective use of body language to facilitate the learning process and encourage its application. The study aims to investigate elementary and pre-intermediate students, as well as teachers. The research employs various instruments such as observation, surveys, video recording, interviews, and note-taking. The procedures involve randomly selecting six schools (three public and three private), attending multiple class sessions over a three-month period for observation and documentation, conducting interviews with teachers and students, and distributing questionnaires to a selected sample of participants. The study found that an awareness of nonverbal communication allows teachers to become better receivers of student messages. Because of this, teachers should be aware not only of the importance of those cues but also of how to use them effectively. As a result, the proper use of nonverbal communication reinforces learning and increases the perceived degree of psychological closeness between teachers and learners.

Gordillo’s article (2011) has primarily focused on verbal language in the analysis of communicative behaviours between teachers and students. However, “Nonverbal Communication as a Mechanism of Cognitive and Emotional Mediation in Learning”

(article's title) examines the role of nonverbal communication as a cognitive and emotional mediator in learning. The study utilizes a case study methodology with four secondary education teachers and their respective students. The study analyses communication behaviours in the classroom to facilitate student learning and create a positive emotional climate.

The results highlight the significant reliance on nonverbal behaviours by both teachers and students, as they contribute to understanding educational content, constructing mental representations, and fostering a positive classroom environment for learning, social development, and personal well-being.

In the same context, another study was conducted by SabghatullahGhorzgy, Muhammad Shafiq Omari, and MirwaisYahyazai (2021) at Kandahar University. The title of the paper is "The Importance of Nonverbal Communication," and the researchers aim to discuss the main ideas related to nonverbal communication, with a special emphasis on its aspects in teaching and learning in the classroom. They want to understand the different kinds of nonverbal signals and their correct usage.

Additionally, the paper identifies the core concept of nonverbal behaviour in relation to classroom arrangement and the effects of culture on these cues. The results of the study show that teachers' nonverbal signals create a comfortable and relaxing environment for students. This helps students develop self-confidence, leading to increased participation and contribution during lessons. Moreover, nonverbal cues encourage students to engage and interact during their lectures.

The previous description of some studies show the importance of those cues in the process of education generally and learning particularly due to its effectiveness

and that is why the lecturers should give equal importance to verbal as well as non verbal communication in language classrooms.

Section Two: Content Understanding.

1.1.What is meant by Understanding :

Understanding refers to the capacity to utilize knowledge in thinking and behaviour. It encompasses a versatile ability to apply and adapt one's knowledge to various situations. In essence, it involves a flexible performance capability that emphasizes adaptability and practical application of knowledge (Perkins,n.d).

The definition of understanding, as implied by (science of learning,2007) is the higher level of comprehension that goes beyond mere memorization. It is attained by building upon existing background knowledge and actively making meaningful connections between concepts that have been learned and applied. In other words, understanding involves a deeper grasp of information through the synthesis and application of knowledge in a meaningful and contextually relevant manner.

Based on the previously mentioned information, a simple definition of understanding is the ability to go beyond memorization and actively make meaningful connections between concepts, demonstrating a deeper grasp of information through the synthesis and application of knowledge in a relevant and meaningful way.

1.1.2.What is meant by content (knowledge):

Content-based language teaching at the university level incorporates the acquisition of a second language with the study of specific subject matter. In this approach, the design of the curriculum is primarily influenced by the nature of the content being taught, rather than focusing solely on language forms and their order of presentation(Jufrizal&Refnita,2018).

According to Ball et al., (2008), the definition of content is the specific subject matter or information that is being taught or learned. It goes beyond mere definitions or isolated facts and includes the learning associated with that particular content. Content knowledge refers to having a deep understanding and expertise in the subject matter, while pedagogical content knowledge focuses on the knowledge and skills required to effectively teach and convey that content to students.

Content refers to the subject matter being taught and learned in education. It encompasses various curriculum topics, concepts, or themes that are aligned with state or national standards. The content presented to students includes essential facts and skills that are considered important for their education. It serves as the foundation for teaching and learning, providing the necessary knowledge and understanding in a particular subject area (Department of Education and Communities, 2015).

Content in pedagogical content knowledge (PCK) encompasses the subject matter taught in education, going beyond definitions to include associated learning and deep understanding. It serves as the foundation of education, aligning with curriculum standards and equipping students with essential knowledge and skills, while pedagogical content knowledge emphasizes effective teaching strategies.

1.1.3. Content Understanding in general sense:

Content understanding goes beyond just memorizing information. It involves actively connecting concepts and demonstrating a deeper understanding by applying knowledge in meaningful ways. It requires synthesizing information and making connections to fully comprehend the subject matter. Content understanding is not limited to knowing facts; it involves analysing, interpreting, and applying knowledge in a broader context. It is a crucial aspect of education as it develops critical thinking and problem-solving skills. Ultimately,

content understanding helps individuals effectively apply their knowledge and skills. (Jufriзал&Refnita,2018).

1.1.3.Understanding the content throughout Classroom interaction:

Asrar et al.(2018)“A large amount of students agreed and thought that the friendly environment and cooperation of the teacher is an essential part of the success of the study”(p.33).

According to Farrell (2009), teachers employ communication in the classroom to achieve three objectives: to extract pertinent information from students, to react to students' contributions, and to articulate the collective classroom experiences they share with students.

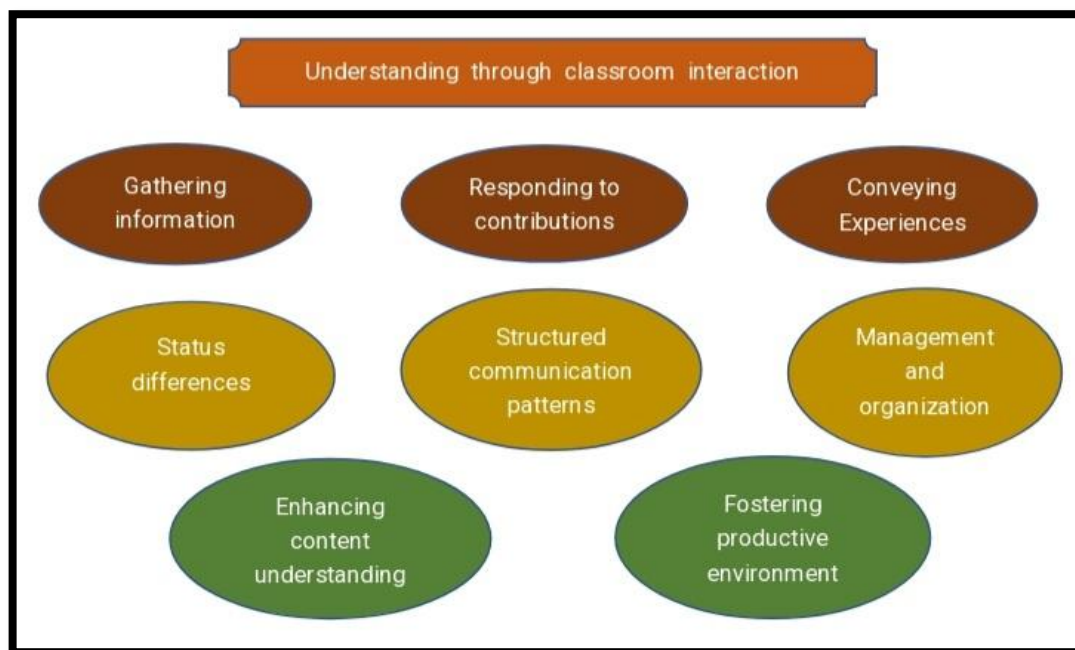
Yusof and Halim (2014) demonstrate that in a classroom setting, communication follows structured patterns between teachers and students, with distinct status differences. The teacher, holding a higher status, assumes control over the class proceedings, including topic selection, division into smaller units, and regulation of speaking opportunities for individuals. This unique dynamic facilitates effective management and organization within the educational environment.

Classroom communication refers to the intricate nature of how teachers and students interact during the teaching process, both inside and outside of the classroom. It encompasses verbal and non-verbal actions, as well as other factors that impact this interaction. Effective communication is essential for successful teaching and learning(Gladys Tomhi&Flora Michael,2022).

In conclusion, effective classroom communication plays a vital role in achieving content understanding. Teachers utilize communication to gather relevant information from students, respond to their contributions, and convey shared classroom experiences. Additionally, the structured communication patterns and status differences between teachers and students contribute to the management and organization of the educational environment,

facilitating a conducive atmosphere for learning. Therefore, establishing and nurturing effective communication channels is crucial for enhancing content understanding and fostering a productive classroom environment.

Figure 1



The process of understanding through classroom interaction.

Note :this figure is designed by the researcher based on the previous description.

1.1.4.Planning for useful pedagogical content:

Met (1994) highlights the importance of adjusting the sequence of content objectives for teachers responsible for developing content skills, including foreign language immersion teachers. By considering the language demands of academic objectives, immersion teachers strategically plan for long-term learning. They may choose to reorder the sequence of content objectives, allowing students to enhance their language proficiency before tackling objectives that require more advanced language skills. This approach recognizes the significance of language development in effectively engaging with and comprehending academic content, particularly in immersive language learning settings.

Incorporating and building upon prior knowledge is a crucial aspect in effective content planning, as outlined by the science of learning (2007). Prior knowledge is essential for establishing a strong foundation in learning, and teaching a rigorous, content-rich curriculum is vital for future learning. However, if prior knowledge is lacking, it must be explicitly taught, as teaching the basics is more effective than introducing new content without the necessary foundational understanding. The relevant information should be actively present during the learning process, as simply reviewing material may not always result in students having the necessary prior knowledge. Connecting new concepts to existing knowledge is not always intuitive, especially for beginners, and therefore requires deliberate effort from educators to ensure that learners can effectively build upon their prior knowledge and develop a deep, interconnected understanding of the subject matter.

Teachers need to utilize various teaching strategies that enable students to investigate and clarify scientific phenomena, use scientific modelling, apply critical thinking, analyse different viewpoints, and articulate their own opinions or solutions. These components are crucial for effective teaching (Minken et al, 2021).

Tomlinson and Allan, (2000) believe that in order to identify students' starting points and provide them with suitable learning opportunities, teachers can employ pre-assessment techniques. These techniques include conducting brief student-teacher conferences, utilizing K-N-W (Know, Need to know, Want to know) charts to assess students' prior knowledge and curiosity, engaging students in journal writing to express their existing understanding of a topic, generating lists of associations prompted certain prompts, creating concept maps to visualize connections between concepts, administering pre-tests to assess students' initial comprehension of content, and encouraging student reflection on their learning experiences. These strategies allow teachers to tailor instruction to individual needs and foster a more effective learning environment.

Gunter et al. (1999) provide three key guidelines for effective instruction planning. Firstly, teachers should have a clear understanding of both the students' needs and the educational goals they aim to achieve. Secondly, it is crucial to establish specific objectives for the instruction and develop appropriate evaluation methods. Lastly, teachers should carefully select suitable materials and instructional procedures to effectively deliver the content (cited in Shing et al, 2015).

1.2.Pedagogical content knowledge:

Definition of the term:

Pedagogical content knowledge (PCK), first introduced by Shulman in 1986, refers to the combination of a teacher's subject matter knowledge and their pedagogical knowledge. It involves integrating content knowledge with effective teaching methods to meet the needs and interests of learners. However, some studies have expanded the concept of PCK to include not only content knowledge and pedagogical knowledge, but also knowledge of learners. In this broader view, PCK empowers teachers to address student misconceptions and effectively teach the subject matter (Kultsum, 2017).

Alkalaki (2021) asserts that pedagogical content knowledge (PCK), which serves as a bridge between knowledge and teaching methods, has been shown to have a beneficial effect on the quality of instruction and, consequently, student achievement.

For educators who are passionate about their subject, it can be challenging to understand the perspective of students who lack the same enthusiasm. Pedagogical Content Knowledge (PCK) assists in bridging this gap. As a community, we can benefit from simple yet effective approaches to identify PCK and improve communication strategies for sharing our insights. One difficulty lies in instructors comprehending the struggles of students that

they haven't personally experienced, making effective communication of PCK essential (Wiese et al, 2022).

1.2.1 The importance of PCK:

- **PCK enhances students academic achievements:**

Kultsum(2017) “content knowledge of teachers influences the teaching-learning process, and it makes the substantial effect for learners’ achievement.”(p.56). Teachers' content knowledge significantly influences the teaching-learning process and student achievement. When teachers have a strong understanding of the subject matter, they can effectively convey information, address misconceptions, and provide relevant explanations. This leads to clearer comprehension, better connections between ideas, and improved learning outcomes for students.

- **PCK: Integrating Subject Knowledge and Effective Teaching for Better Learning**

Alkalaki(2021) “ PCK has helped explain the complex relationship between knowledge of subject and knowledge of teaching a subject by using appropriate methods and evaluation tools. PCK is the fusion of all needed knowledge, in order to teach and learn a subject”(p.12). PCK combines subject knowledge and effective teaching methods to enhance the teaching-learning process. It encompasses the fusion of all necessary knowledge for teaching and learning a subject, including content understanding, instructional strategies, assessment tools, and learner engagement. PCK empowers educators to create meaningful learning experiences and achieve positive student outcomes.

- **PCK: Enhancing Teaching Expertise with Experience**

Shing et al.(2015)”

PCK is expected to expand and grow with the teaching experience of a teacher. It is generally agreed that experienced teachers tend to have a richer repertoire of instructional strategies, a good understanding about the students and confidence in the content that they teach.(p.46).

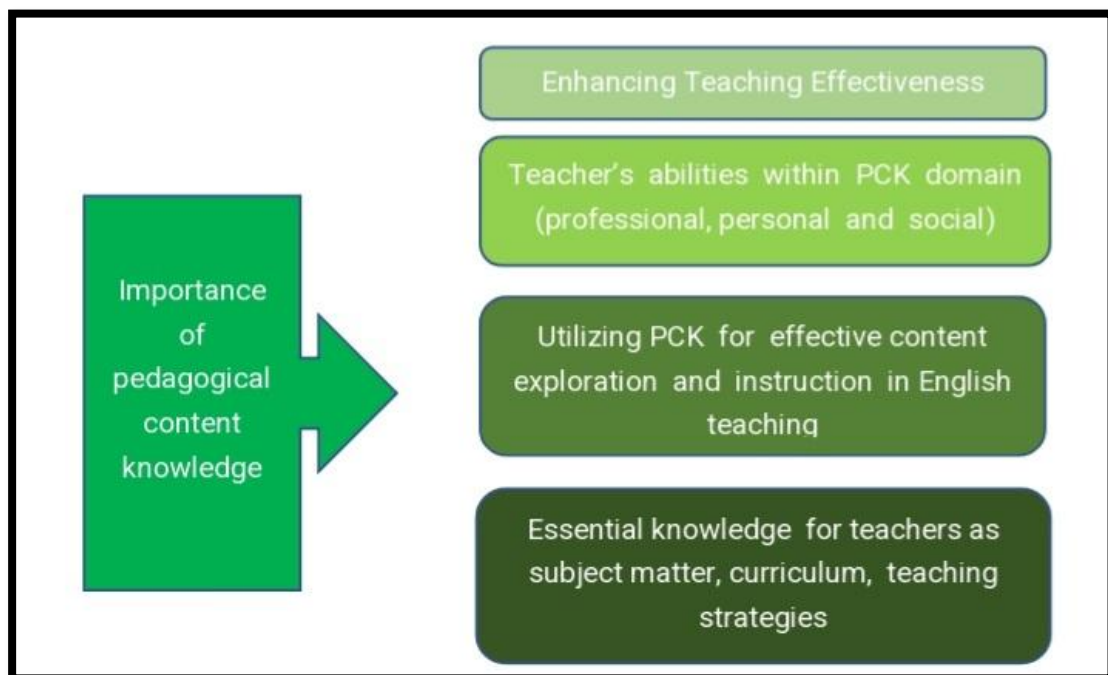
PCK develops and expands as teachers gain experience. Experienced teachers possess a wider range of instructional strategies, a deep understanding of their students, and confidence in the content they teach. This accumulated expertise enhances their ability to effectively teach and engage students.

•PCK: Anticipating Misconceptions and Effective Teaching Strategies in Specific Disciplines

Wiese et al. (2022) “PCK is specific to the discipline and includes anticipating student misconceptions and knowing what teaching strategies are likely to be effective (or not)”(p.07).

PCK is tailored to the subject being taught and involves being able to predicate student misconceptions and determine effective teaching strategies. It encompasses understanding the unique challenges and concepts of a particular discipline, as well as knowing how to address common student misunderstandings. This knowledge helps teachers choose the most effective instructional approaches for facilitating student learning.

Figure 2



Importance of pedagogical content knowledge.

According to Richards (2011), teacher training should equip educators with a solid foundation in Pedagogical Content Knowledge (PCK), which will later enable them to effectively address various aspects of the teaching and learning process (as cited in Eleni, 2021). With a strong grasp of PCK, teachers can better understand learners' needs, diagnose their learning problems, and plan suitable instructional goals for lessons. Additionally, PCK empowers teachers to select and design appropriate learning tasks, evaluate students' learning, create and adapt tests, and critically assess and adapt published teaching materials to suit the unique needs of their students (Richards, 2011, as cited in Eleni, 2021). By fostering a strong PCK in teacher training, educators can enhance their ability to deliver meaningful and effective instruction, tailored to the diverse requirements of their EFL learners.

1.2.2. Pedagogical Content Knowledge and EFL Context:

In the context of English as a Foreign Language (EFL) teaching, pedagogical content knowledge (PCK) refers to the expertise possessed by EFL teachers in employing effective language teaching strategies and methodologies to structure their EFL classes. More specifically, EFL teachers need to possess knowledge regarding what content to teach, how to deliver it in a manner that engages students, and how to address any challenges or obstacles that students may encounter during the learning process (Jiang, 2022).

The objective of Liu's (2013) study was to determine the primary factor driving teachers' pedagogical content knowledge (PCK) by examining whether their PCK is predominantly shaped by their English language expertise or their general teaching skills. The study's findings indicated that, among all the components analysed, pedagogical knowledge (PK) exerted the most significant impact on teachers' PCK(cited in Evens et al, 2016).

Dewi et al. (2020) state that in the domain of English language teaching, subject matter knowledge, or content knowledge, encompasses a deep understanding of various language aspects, including grammar, punctuation, vocabulary, and other language-related elements. It involves being well-versed in the structure and rules of the English language and having a comprehensive awareness of its linguistic components. This knowledge forms the foundation for effectively teaching English to learners, enabling teachers to provide accurate explanations, facilitate language development, and foster language proficiency in students.

According to Kultsum (2017), both content knowledge and pedagogical knowledge are essential in the context of teaching English. Pedagogical Content Knowledge (PCK) can enhance teachers' confidence and effectiveness in English instruction, as it enables them to effectively utilize their content knowledge and deliver it through impactful teaching strategies. PCK encompasses the teachers' professional, personal, and social abilities within

the context of English teaching. To ensure students' learning achievement, teachers must possess a comprehensive understanding of the subject matter, curriculum, teaching strategies, and learners' learning processes (Kultsum, 2017). By fostering a strong grasp of PCK, English teachers can effectively bridge the gap between their content knowledge and their ability to facilitate meaningful and engaging learning experiences for their students.

1.2.3. Pedagogical content knowledge and cultural aspects:

Bank (2016) indicates that in multicultural classrooms, it is important to connect the mainstream school knowledge with the diverse cultural backgrounds of students. Instead of simply teaching mainstream academic subjects, we should recognize and appreciate the cultures of students and incorporate their experiences and interests into the curriculum to create a meaningful and relevant knowledge foundation (cited in Dursun et al, 2021).

Viewing science teacher education as involvement in localized and culturally diverse learning communities provides an opportunity to promote educational fairness and comprehensive scientific literacy for all students. By emphasizing actual locations and relevant scientific topics, teachers are empowered to become knowledgeable authorities and creators of curriculum within the context of their students' communities, practices, and cultural knowledge (Chinn, 2012).

Dadvand, and Behzadpoor (2020) believe that Pedagogical knowledge is influenced by specific contexts. What is considered relevant and effective teaching knowledge can vary depending on the unique needs and circumstances within different educational settings. Building on the insights of Burns et al. (2015), who emphasize the influence of social and historical factors on teachers' thinking, we want to highlight the importance of considering the context, time, and space in teaching and the associated knowledge it requires. Therefore, we want to emphasize that our proposed framework is not a one-size-fits-all solution. Instead,

it aims to deepen our understanding of the complexities of teaching as a professional practice, which is guided by various bodies of pedagogical knowledge .

1.3.Description of a sample for pedagogical content knowledge (lecture of civilization of the Language as a sample):

• Definition of lecture:

A lecture is a traditional teaching method commonly used in medical schools. It is considered a "telling" method of teaching, where the teacher-centred approach is used. The primary goal of a lecture is to share information with the audience. The lecturer's main responsibility is to identify and transmit the most important knowledge to the learners during the lecture. Lectures are especially suitable for subjects where there is a general consensus of knowledge, such as natural sciences. A lecture typically consists of two main components: the active component, which is the speaker delivering the lecture, and the passive component, which is the audience listening and receiving the information(Elshama, n.d).

• Parts of the lecture: According to Heward(2013).

A successful lecture, similar to a well-written research paper, consists of three important parts: an introduction, a body, and a conclusion. It is surprising to see how many lectures lack one or more of these components, and students often highlight the lack of organization as a key factor in unsuccessful lectures or courses.

a-Introduction:

A good lecture begins with an eye-catcher, such as a problem statement, topic introduction, or relevant story, to engage the audience. It is important to connect the lecture to

previously covered material to provide context. Additionally, providing an overview of the lecture's content and goals helps students focus and take better notes. Some lecturers also share key terms or topics that will be discussed, either by posting them on the board or providing them in advance. This helps students prepare and follow along with the preformation.

Figure 3

The firstpart of lecture: introduction.

Lecture One: An Introduction to the American Civilisation
The American Context

INTRODUCTION

People inside and outside the United States of America (USA) have very varied and conflicting views about the country and its people. Some opinions are based on quantifiable facts. Others are conditioned by ideology, hatred or prejudice. American self-images have historically often stressed the nation's supposed 'exceptionalism' (its unique mission in the world, idealism, high aspirations and sense of destiny). However, there have also been internal disagreements about the country's values, institutions, policies and national identity. Debates center on whether the vaunted ideals match American reality or if there is an irreconcilable gap between the two. US society is split politically, economically, ethnically and socially to varying degrees, although considerable attempts are made to reconcile differences and to unify the country.

Note: It is taken from the Course of American Civilisation for second year license, University of M'sila - Ms. Dehimi as lecturer- (2024).

b-Body:

The body of the lecture should focus on presenting the core content of the topic, which includes important concepts, principles, techniques, approaches, and issues. It is also

beneficial to incorporate instructional activities, such as small-group discussions or reviewing datasets or problem sets, to enhance learning. Providing opportunities for the audience to engage, review, and apply the material is crucial. Additionally, incorporating formative assessments is important to gauge the audience's understanding. These assessments can range from informal observations of students' engagement and comprehension to more direct approaches like question and answer sessions, group problem-solving, quizzes, or short-answer activities.

Figure 4

The second part of lecture: main body.

In order to understand the contemporary USA and appreciate how it has developed historically, **FOUR MAJOR CULTURES** need to be emphasized and analyzed, which are:

- A Diverse Ethnic Culture.
- A Multi-Faith Religious Culture.
- A Political-Legal Culture.
- An Economic and Consumer Culture.

I- Ethnic Culture:

In terms of ethnic culture, initial US colonial settlement was largely composed of British arrivals, who shared North America with indigenous **Native-American** communities and other Europeans, such as the French and the Spanish. Until 1776, over half of the population came from the British Isles. These people gradually assimilated other early European settlers into a white, mainly **Anglo-American, Protestant** dominant culture.

Note: It is taken from the Course of American Civilisation for second year license, University of M'sila - Ms. Dehimi as lecturer- (2024).

c-Conclusion:

The conclusion of the lecture should summarize the material covered, connect it to the course's objectives, provide suggestions for further study, and offer opportunities for students to summarize and ask questions. This feedback helps guide future lectures and course materials.

Figure 5

CONCLUSION

A historical dilemma for the USA has been how to balance a need for civic unity against the reality of ethnic diversity and, thus, to avoid the dangers of fragmentation. An emphasis was initially placed on 'Americanization', or the assimilation of different ethnic groups into a shared, Anglo-American-based identity or 'melting pot'. This process was gradually seen as pressurizing immigrants to assimilate into an Americanized dominant culture, and values with a resulting loss of their ethnic identity. 'Assimilation' implies absolute national unity, whereas 'integration' occurs at levels of partial blending. Americans may generally appear to believe in the inherent validity of American values, but they continue to question what is meant by these values, how consensual they are and, consequently, what it means to be American.

The third part of lecture: conclusion.

Note: It is taken from the Course of American Civilisation for second year license, University of M'sila - Ms. Dehimi as lecturer- (2024).

1.3.1.Characteristics of good lecture according to Elshama(n.d) :

A good lecturer is characterized by their ability to clearly explain concepts, encourage critical thinking, organize knowledge and experience systematically, and display enthusiasm for the subject matter. Effective lecture organization is crucial, consisting of an introduction that captures attention, outlines objectives and content, a carefully structured body to foster student satisfaction, and a conclusion that reviews the goals and content while facilitating

self-directed learning. Student feedback plays a vital role in improving the educational experience, as it can help identify areas for improvement and address challenges such as "lecturalgia" (difficulties associated with lectures). By incorporating these elements, lecturers can create engaging and impactful learning experiences that effectively convey the subject matter and foster active engagement and critical thinking among their students.

Conclusion:

In conclusion, nonverbal communication is an essential component of human interaction, with significant implications in the context of English as a Foreign Language (EFL) instruction. Aspects of nonverbal communication, such as body language, proxemics, and paralanguage, contribute to the overall effectiveness of communication and have a notable impact on learners' motivation, classroom management, and the dynamics between teachers and students. Additionally, the influence of social culture on nonverbal communication must be recognized, as different cultures have distinct norms and expectations regarding nonverbal behaviour. Understanding and respecting these cultural differences is crucial for effective cross-cultural communication in the EFL context. Furthermore, this section has provided an overview of key concepts related to understanding content, classroom interaction, planning for pedagogical content, and the importance of pedagogical content knowledge in an EFL context, considering cultural aspects. Recognizing the significance of these elements can

enhance the teaching and learning experience, enabling educators to translate subject matter into meaningful and accessible learning experiences for their diverse students.

Chapter Two: Data Collection and Analysis

Introduction:

This chapter examines a mixed-methods research design aimed at understanding the impact of teachers' nonverbal communication on learners' comprehension in English as a Foreign Language (EFL) classrooms. By combining qualitative and quantitative approaches, this study seeks to provide a comprehensive exploration of how nonverbal cues influence the learning environment and student engagement

3.1. Research Design:

A mixed-methods approach is appropriate for studying the use of nonverbal cues by EFL teachers and its influence on learners' understanding of course content. Defranzo (2011) stated "Mixed-methods approach combines qualitative and quantitative methods to gain a comprehensive understanding of the phenomenon" (p.56). Qualitative research involves observing how EFL teachers utilize nonverbal cues, such as body language and gestures. This provides detailed insights into the various cues used. Quantitative methods prioritize objective measurements and the statistical or numerical analysis of data. They involve collecting numerical data through polls, questionnaires, and surveys, or by manipulating existing statistical data using computational techniques. (Babbie & Earl, 2010). The main goal of quantitative research is to gather numerical data and make generalizations across groups of people or to provide explanations for specific phenomena. Quantitative analysis, on the other hand, examines the impact of these cues on learners' comprehension through the use of questionnaires. By integrating both approaches, researchers can gather a wide range of data, from in-depth understanding to statistical evidence, enhancing the overall understanding of the topic. This mixed-methods approach helps address limitations, reduces researcher bias, and improves the generalizability of findings.

3.2. Sample and population:

The research was carried out at Mohamed Kheider University of Biskra, focusing on third-year students and teachers who teach the Civilisation module. The objective of the study was to investigate the impact of teachers' non-verbal behaviour on learners' comprehension of the module's content. To gather data, the students were given a semi-structured questionnaire to answer, while the teachers were observed during six sessions of the Civilisation of Language module. By examining the non-verbal behaviour of the teachers and analysing the responses from the students, the research aimed to understand how the teachers' non-verbal cues influenced the students' understanding of the subject matter.

a) Students' profile:

The participants in this study are English as a Foreign Language (EFL) learners who are in third year of language learning. This group was specifically chosen because they have had more exposure to teachers and they have accumulated a longer period of experience in learning the language, particularly in the Civilisation of Language module. The average age of the participants falls within the range of 19 to 25 years old, with the oldest student being 25 and the youngest being 19. The sample consists of both female and male students. The selection of participants was done randomly, and they were provided with questionnaires to complete. The distribution of the questionnaires occurred at the end of the session for the first class and at the beginning of the session for the second class. Additionally, the researcher had the opportunity to explain the items or statements in the questionnaire to the students.

b) Teacher's profile:

The study on the influence of teachers' non-verbal behaviour on students' content understanding involved observing a group of teachers. The teachers consisted of 1 female and 3 males, all experienced in teaching English at Biskra University . They were all up the age

of 30 years old and shared the same cultural background. Each session lasted 1 hour and 30 minutes, with 25-30 students in the classroom. The gender distribution ensured diversity in the observations. The teachers' experience in the Algerian context provided contextual relevance. Their young age may contribute to relatability with students. The shared cultural background facilitates understanding. The session duration allowed for substantial interaction. The moderate class size ensured manageable teaching conditions. Overall, these factors shaped the profile of the observed teachers in the study.

3.3.Data Collection Methods:

Data collection methods refer to the techniques and procedures employed to gather information for research objectives. These methods can vary in complexity, ranging from direct surveys where individuals report information about themselves, to more intricate experiments involving quantitative or qualitative approaches(Bhat,2024).Cited in <https://www.simplilearn.com/what-is-data-collection-article>

In this study on the influence of a teacher's nonverbal communication on EFL students' content understanding, two research instruments have been utilized: structured classroom observation (checklist) and a semi-structured questionnaire for students. The structured classroom observation, implemented through a checklist, facilitates systematic recording of nonverbal cues and behaviours exhibited by the teacher during instruction. This method enables the quantification and analysis of specific nonverbal behaviours, such as facial expressions, body language, gestures, proximity to students and eye contact. On the other hand, the semi-structured questionnaire allows researchers to gather subjective insights from students regarding their perceptions of the teacher's nonverbal communication and its impact on their content understanding. By combining these methods, researcher aims to

obtain a comprehensive understanding of the relationship between nonverbal communication and EFL students' content comprehension.

a) Classroom Observation:

The classroom observation aims to analyse the nonverbal behaviours demonstrated by a teacher during a six-sessions ;module of civilisation of Language with a group of 30 English as a Foreign Language (EFL) students. The observation focuses on key elements of the teacher's body language, including eye contact, facial expressions, posture, movement, personal space, gestures, and proximity. Additionally, it evaluates the teacher's paralanguage, including aspects such as tone of voice, volume, pace, and intonation. The main objective of the observation is to assess how these nonverbal cues contribute to establishing a positive rapport, fostering student engagement, and facilitating effective communication within the classroom. The specific context of language and culture instruction adds an additional incorporate of significance to the observation, as it highlights the importance of nonverbal communication in bridging cultural gaps and promoting understanding.

b) Student's Questionnaire:

The questionnaire, consisting of fourteen items, is designed to gather the opinions and perceptions of third-year EFL students at Biskra University ;Department of English language, regarding the impact of their teacher's nonverbal behaviour on their learning experience. The questionnaire includes multiple-choice and open-ended questions that assess various aspects of the teacher's nonverbal communication, such as facial expressions, body language, tone of voice, and eye contact. The purpose of this survey is to gain valuable insights from a sample of 40 students, allowing for a better understanding of how nonverbal cues from the teacher can create a positive or negative learning environment. The responses provided will

contribute to potential improvements in the teacher's nonverbal behaviour and enhance the overall learning experience for students.

3.4. Validity and Reliability:

In the study at Biskra University on the influence of teachers' nonverbal behaviour on learners' content understanding, two tools were used: classroom observation and a questionnaire. The reliability of these tools was ensured by conducting observations in two sessions with two teachers, including an experienced teacher from the Department of English Language. The questionnaire's reliability was tested with five students, and its validity was confirmed by the supervisor and an expert teacher in statistics. These measures aimed to establish reliable and valid results for the study.

3.5. Data Analysis

Data analysis is a vital component of research, as it entails summarizing the data that has been collected. This process involves interpreting the gathered data through analytical and logical reasoning in order to identify patterns, relationships, or trends.

3.5.1. Results of Classroom observation:

In this classroom observation, the researcher focused on various nonverbal behaviours related to the themes of :

- **Teacher's Body Language**
- **Proxemics**
- **Paralanguage**
- **Facial Expressions**
- **Teacher's Gestures and Posture**

The analysis aimed to evaluate how these nonverbal behaviours influenced on students understanding of the content being taught.

a) Teacher's body language:

Under the theme of "Teacher's Body Language," the researcher observed that the teacher consistently maintained regular eye contact with students, effectively establishing rapport and promoting student engagement. Furthermore, he skilfully utilized facial expressions that reflected enthusiasm, friendliness, and understanding, thereby creating a positive and welcoming classroom atmosphere. The teacher's demonstration of an open and confident posture, characterized by standing or sitting upright and facing the students, likely contributed to a sense of authority and attentiveness.

b) Proxemics:

Regarding "Proxemics," it is noted that the teacher conscientiously maintained an appropriate distance from students, thereby respecting their personal space. This behaviour is crucial in fostering a comfortable and respectful learning environment. Additionally, the researcher observed that the classroom provides plenty space for student movement and group work, facilitating meaningful interactions and effective collaboration among students.

c) Teacher's paralanguage:

Under the theme of "Paralanguage," the observer found that the tutor employed a clear and varied tone of voice, effectively conveying meaning and actively engaging students in the learning process. However, it is worth noting that the lecturer's voice volume was deemed inadequate for the classroom setting, as not all students could consistently hear and understand the teacher's instructions. Furthermore, the teacher's rapid pace of speaking

appeared to confuse students and reduce their attentiveness to the information being conveyed.

c) Teacher's facial expressions:

The teacher's nonverbal communication, such as smiles and eye expressions, created a positive and supportive classroom environment. The smiles conveyed warmth and acceptance, while the attentive gaze, encouraging expressions, and expressions of concern fostered student engagement, motivation, and a sense of community. These nonverbal cues demonstrated the teacher's interest in student progress and a willingness to provide assistance, which helped establish a welcoming and nurturing learning space.

d)Teacher's Gestures and Posture:

Lastly, under the theme of "Teacher's Gestures and Posture," it was observed that the teacher adeptly employed appropriate hand gestures to reinforce verbal instructions or explanations. Moreover, the teacher's purposeful body movement served to enhance student engagement and effectively emphasize important points. Additionally, the teacher demonstrated the ability to adjust proximity to students when necessary, such as approaching students for individual assistance or maintaining a comfortable distance during whole-class instruction. These behaviours undoubtedly contributed to effective communication, enhanced student involvement, and an optimized learning experience.

In summary, the analysis of the classroom observation underscores the vital importance of nonverbal behaviours in the teaching and learning process. The teacher's consistent and skilful use of eye contact, facial expressions, posture, gestures, and body movement played a pivotal role in establishing rapport, creating a positive and incorporating classroom atmosphere, and promoting active student engagement. However, attention should

be given to improving the teacher's voice volume and speaking pace to ensure the right understanding and attentiveness among all students.

3.5.2. Results of Students questionnaire:

3.5.2.1. Section one: Students Profile

a) Participants' Gender :

1. What is your gender identity? Please select one of the following options:

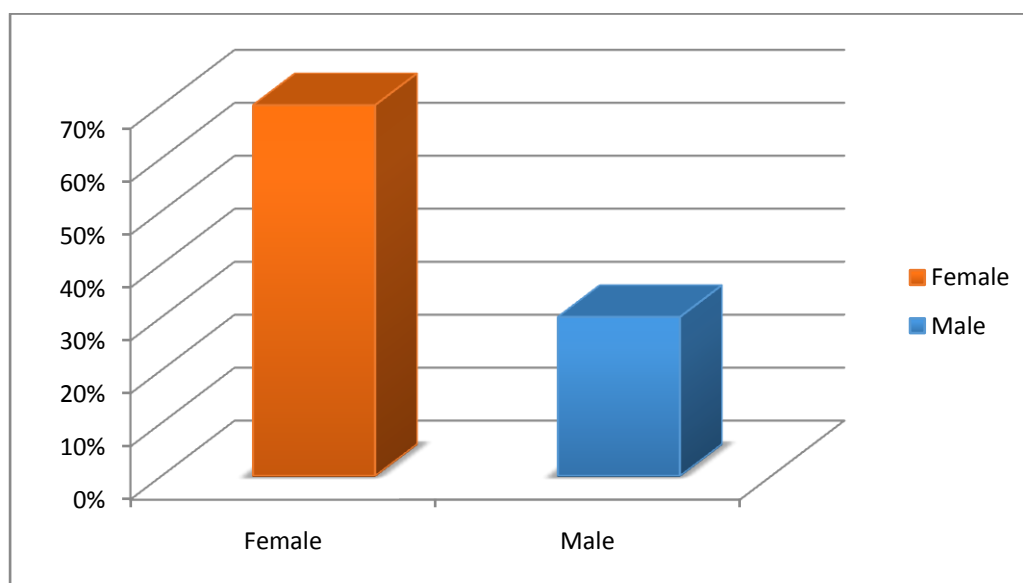
male

female

The aim of asking about gender identity in a study is to gather information on the gender composition of the participants. This information plays a role in analysing and interpreting the study results by considering potential gender-related differences or patterns. It can help researchers understand how gender may influence the variables under investigation and ensure that the findings are representative and applicable to different gender groups.

Figure 1:

the gender composition of the participants in the study.



b) Participant's Age:

2. What is your age? Please provide your numerical age in years.....

The majority of participants fell within the age range of 19 to 25 years old. The purpose of asking for age is to understand the age distribution within the student population and tailor the content or analyse responses based on different age groups. It helps in demographic analysis and ensures the questionnaire is relevant and suitable for the target audience.

c) Participants learning experience:

3. How many years have you been studying the language?

The data suggests that a significant portion of students have dedicated approximately 9 to 11 years to learning the language, indicating their familiarity with language learning across various contexts, conditions, and with different teachers. To better understand the participants' language learning experience and backgrounds, we would like to inquire about the number of years they have been studying the language.

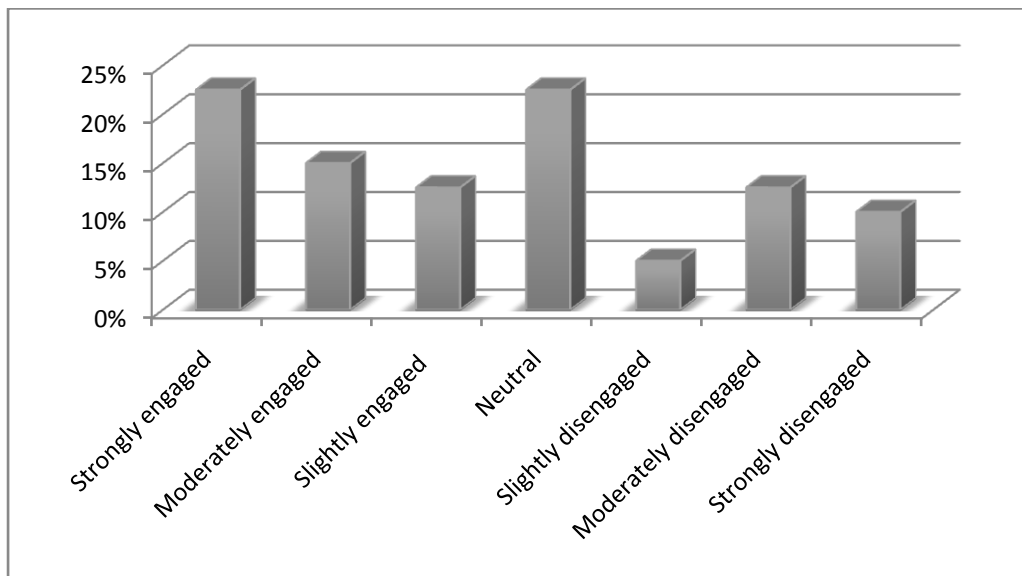
3.5.2.2. Section Two: Students perceptions of their teacher's nonverbal behaviour in the classroom setting.

1. How would you describe your teacher's facial expressions during class?

This question aims to gather information about the facial expressions of the teachers during class as it can provide insights into their engagement, attentiveness, and overall disposition which can impact the teaching and learning experience.

Figure 2

Students perceptions of teacher facial expressions.



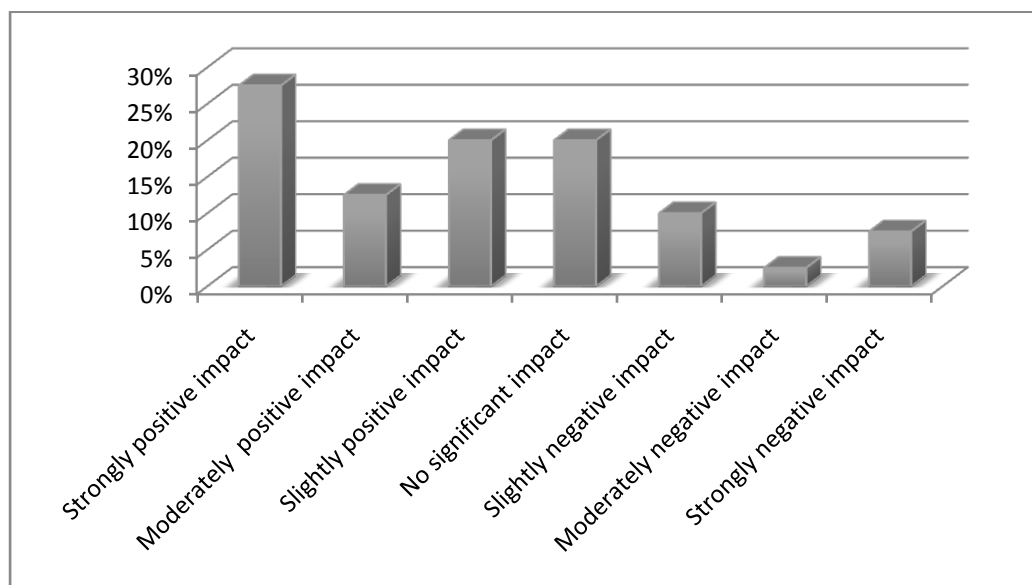
Student perceptions of teacher engagement can be categorized into different levels. Approximately 22.5% perceive high engagement, with positive facial expressions like enthusiasm and attentiveness. Another 15% perceive moderate engagement, indicating varying levels of interest and focus. Around 12.5% perceive slight engagement, reflecting mild interest without deep involvement. Similarly, 12.5% perceive moderate disengagement, with noticeable signs of disinterest. Approximately 5% perceive slight disengagement, interpreting expressions as lacking enthusiasm. Additionally, 22.5% have a neutral perception, neither strongly positive nor negative. Lastly, 10% perceive strong disengagement, interpreting expressions as uninterested or disconnected.

2. To what extent do your teacher's facial expressions affect your understanding of the lessons?

The purpose of this question is to assess the extent to which the facial expressions of teachers influence students' comprehension of the lessons. It seeks to examine the impact of non-verbal cues conveyed through facial expressions on students' understanding and comprehension of the subject matter being taught.

Figure 3

The impact of the teacher's facial expressions on student's understanding.



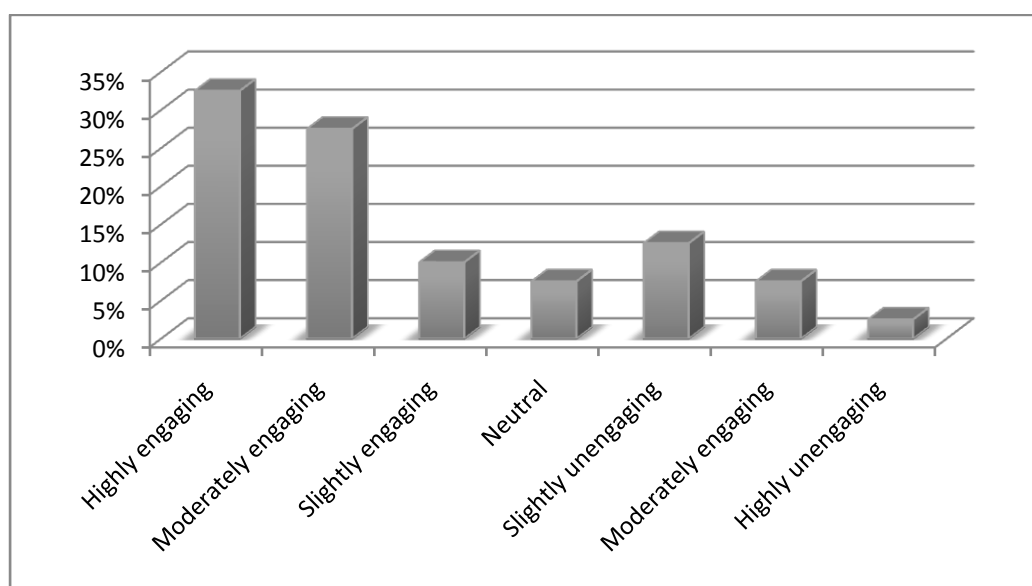
The impact of the teacher's facial expressions on students' understanding can be categorized into different levels. A significant portion (27.5%) of students feel a strongly positive impact, indicating that expressive and engaging facial cues greatly contribute to their learning experience. About 12.5% perceive a moderately positive impact, while 20% feel a slight positive impact, suggesting a lesser but still positive influence. A sizable proportion (20%) of students feel no significant impact, indicating that facial expressions may not play a major role in their comprehension. A minority (10%) perceives a slight negative impact, and a very small percentage (2.5%) feel a moderate negative impact. Finally, a minority (7.5%) experiences a strong negative impact, where certain expressions hinder their understanding of the lessons.

3. How would you describe your teacher's body language (e.g., gestures, posture) when teaching?

The aim of this question is to gather information regarding the body language of teachers during teaching, including gestures and posture. It seeks to understand how these non-verbal cues impact the learning environment and student perceptions of the teaching style and effectiveness.

Figure 4

The student's perceptions of the teacher's body language.

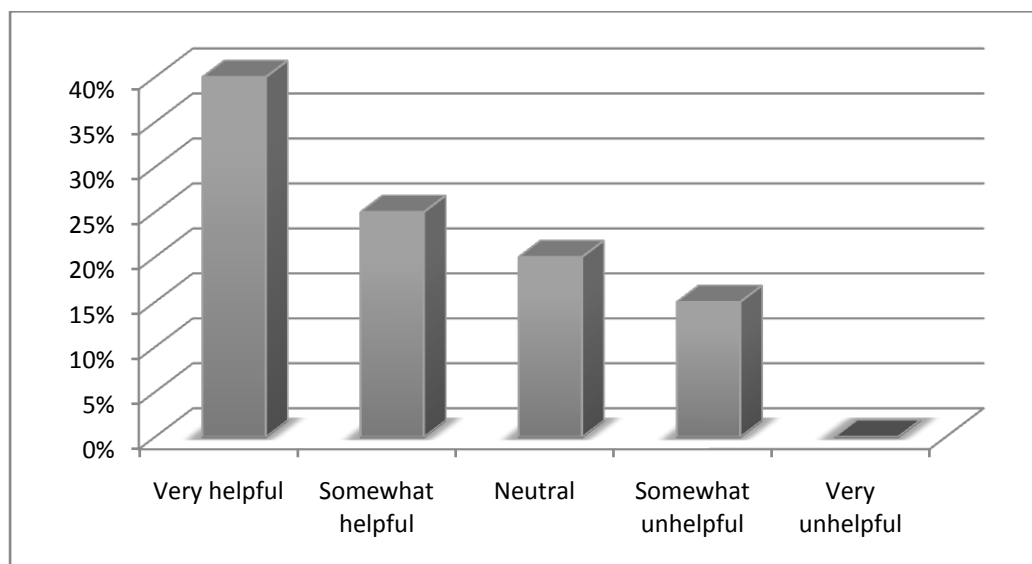


The categorization of students' interpretations of a teacher's body language can be classified into distinct levels.. A significant majority (32.5%) find it highly engaging, while a substantial group (27.5%) sees it as moderately engaging. Some students (10%) perceive it as slightly engaging, while a minority (7.5%) has a neutral perception. Another group (12.5%) finds it slightly unengaging, and a smaller percentage (7.5%) perceives it as moderately unengaging. Finally, a minority (2.5%) finds it highly unengaging.

Does it help you understand the lessons better? (followed)

Figure 5

Students' perceptions of the teacher's body language in relation to understanding the lessons.



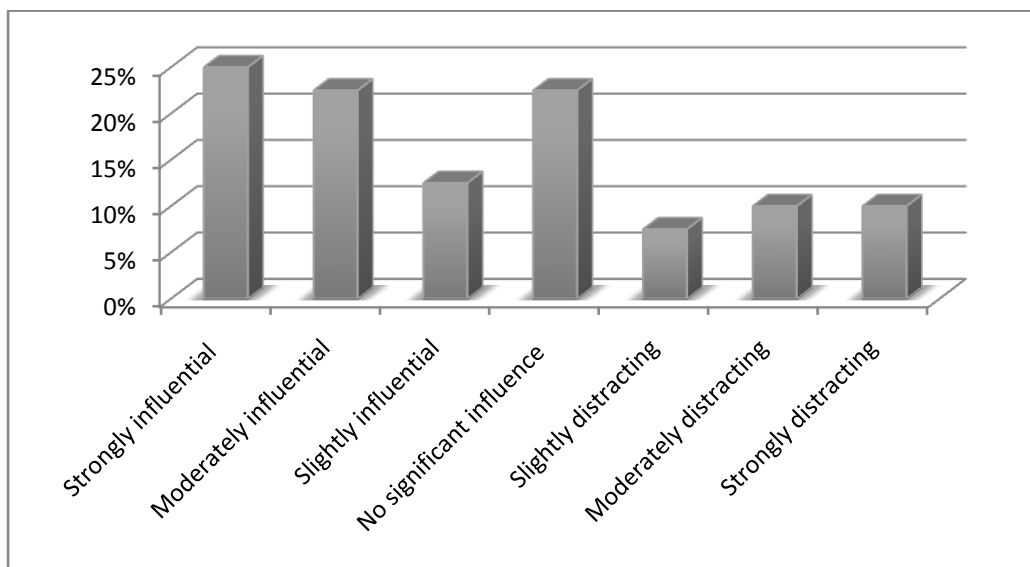
The classification of students' understandings of the teacher's body language in relation to comprehending the lessons can be organized into various levels. A significant majority (40%) find the body language very helpful, indicating that non-verbal cues positively contribute to their comprehension. Another substantial group (25%) perceives it as somewhat helpful, suggesting a positive impact that may not be as strong as for those who find it very helpful. A notable proportion (20%) has a neutral stance, neither strongly agreeing nor disagreeing with its helpfulness. A minority (15%) feels it is somewhat unhelpful, possibly due to aspects of non-verbal communication that do not aid in understanding or could be distracting. Interestingly, no students rated the body language as very unhelpful, suggesting that even those who find it less helpful still see some level of benefit or at least no detriment.

4. Does your teacher's tone of voice influence your perception of the content being taught?

The purpose of this question is to investigate whether the tone of voice used by a teacher has an impact on the way students perceive and understand the content being taught.

Figure 6

Students' perceptions of the teacher's tone of voice.



The students' perceptions of the teacher's tone of voice can be categorized into different levels of influence and distraction. A significant portion (25%) feel that the tone of voice strongly influences their perception of the content, indicating its crucial role in how they interpret and engage with the material. Another substantial group (22.5%) perceives the tone of voice as moderately influential, suggesting an impact that may not be as strong or consistent as for those who find it strongly influential. A smaller percentage (12.5%) feels a slight influence from the tone of voice, implying a positive contribution but to a lesser extent. A notable proportion (22.5%) feels no significant influence, suggesting a focus on other aspects of teaching or learning. A minority (7.5%) finds the tone of voice slightly distracting, indicating certain vocal qualities divert their attention. Another minority (10%) perceives the

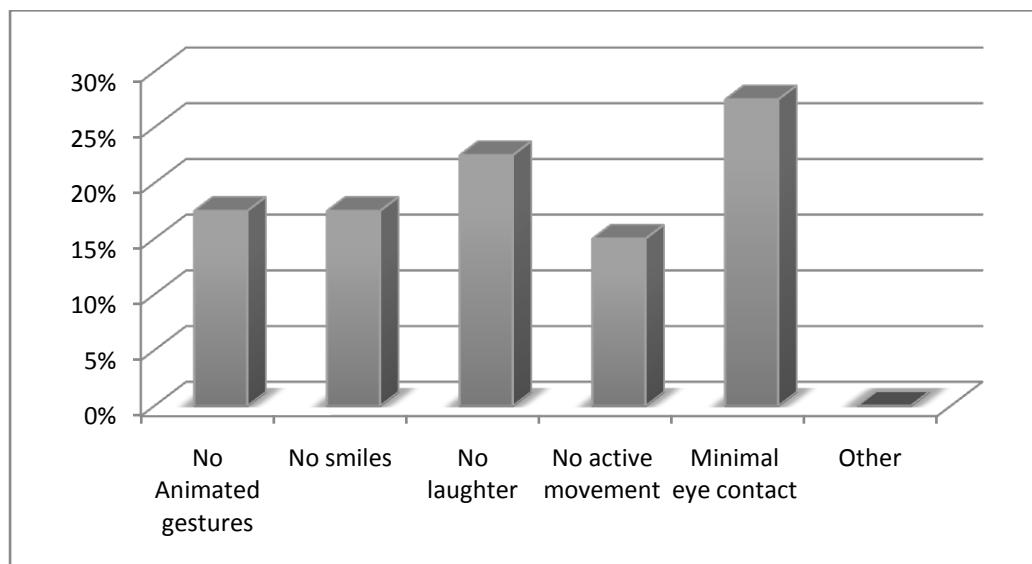
tone of voice as moderately distracting, hindering their focus or comprehension to a noticeable extent. Finally, a minority (10%) finds the tone of voice strongly distracting, significantly detracting from their engagement with the content.

5. Have you noticed any nonverbal cues from your teacher that indicate their lack of interest in the subject?

The aim of this question is to inquire whether the students have observed any nonverbal cues from their teacher that suggest a lack of enthusiasm or interest in the subject being taught. By exploring this aspect of nonverbal communication, it aims to understand the potential impact of a teacher's engagement on student motivation and learning outcomes.

Figure 6

Teacher cues may indicate lack of enthusiasm or interest in the subject matter.



A minority of students (17.5%) have noticed that the teacher does not use animated gestures, which could suggest a lack of enthusiasm or passion for the subject. Similarly, another minority (17.5%) perceives a lack of smiles from the teacher, indicating a potential

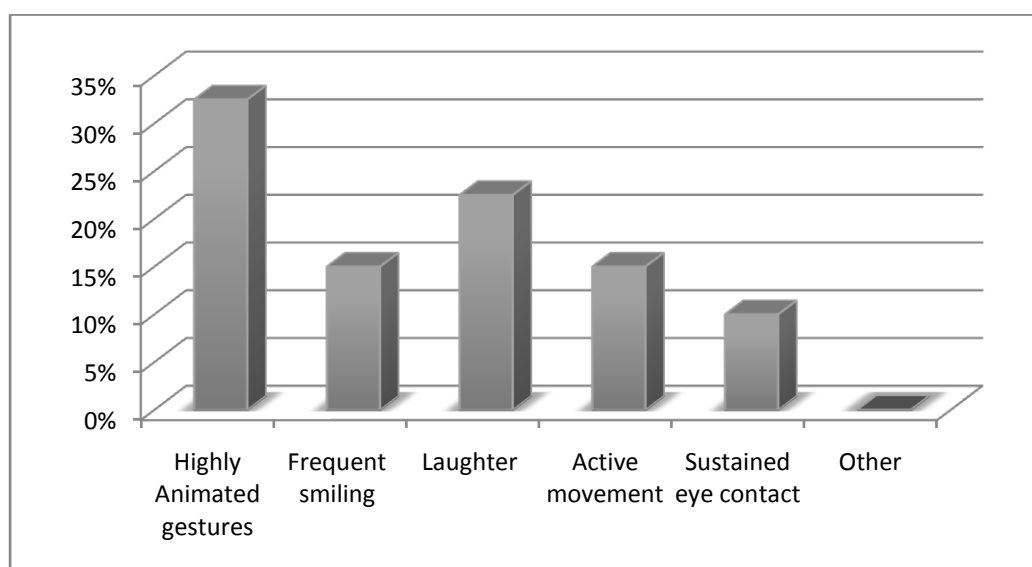
absence of positive emotion or engagement with the subject matter. A notable proportion (22.5%) of students have observed that the teacher does not laugh, which may be interpreted as a lack of enjoyment or interest in the subject. Some students (15%) have noticed a lack of active movement from the teacher, potentially indicating a lack of energy or involvement in the topic being taught. Additionally, a significant portion of students (27.5%) have observed minimal eye contact from the teacher, which can be perceived as a lack of connection or interest in the students or subject matter.

6. Have you noticed any nonverbal cues from your teacher that indicate their enthusiasm for the subject?

The aim of this question is to inquire whether the teacher displays any nonverbal signals or behaviour that indicate their passion or excitement for the subject being taught.

Figure 7

Teacher's enthusiasm nonverbal cues.



A significant majority of students (32.5%) have observed highly animated gestures from the teacher, indicating a high level of enthusiasm and engagement with the subject.

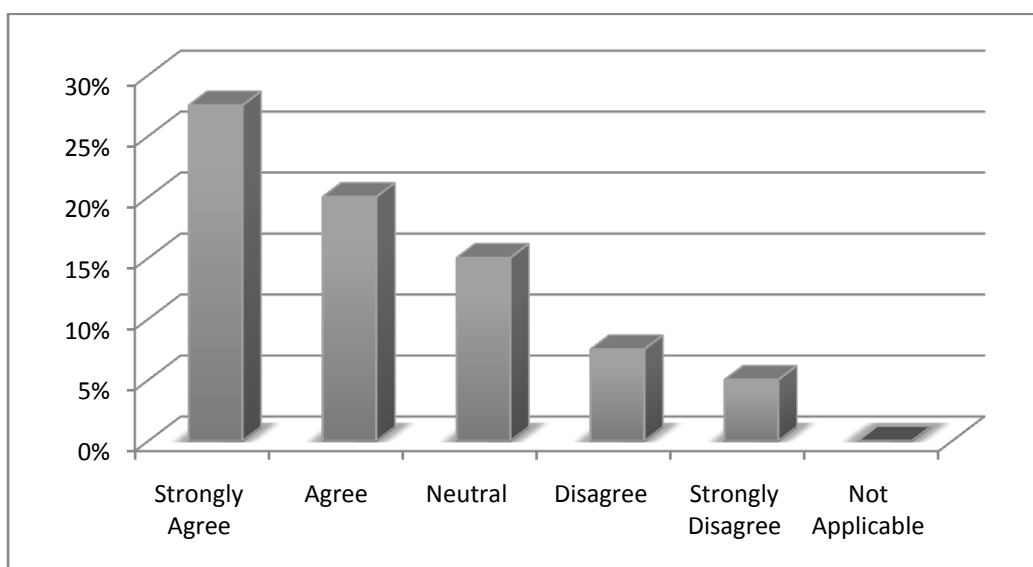
Additionally, some students (15%) have noticed the teacher frequently smiling, suggesting a positive and enthusiastic attitude towards the subject matter. Another notable proportion of students (22.5%) have observed the teacher laughing, which can indicate enjoyment and enthusiasm for the topic being taught. Furthermore, a group of students (15%) have noticed active movement from the teacher, indicating a dynamic and energetic approach to teaching the subject. A smaller percentage (10%) has also noticed sustained eye contact from the teacher, which can be interpreted as a sign of interest and enthusiasm in interacting with the students and conveying the subject matter.

7. Do you find it easier to understand and remember information when your teacher maintains eye contact with the students?

The aim of this question is to determine if maintaining eye contact between the teacher and students has an impact on the students' ability to comprehend and retain information.

Figure 8

The impact of maintenance eye contact between the teacher and the students.



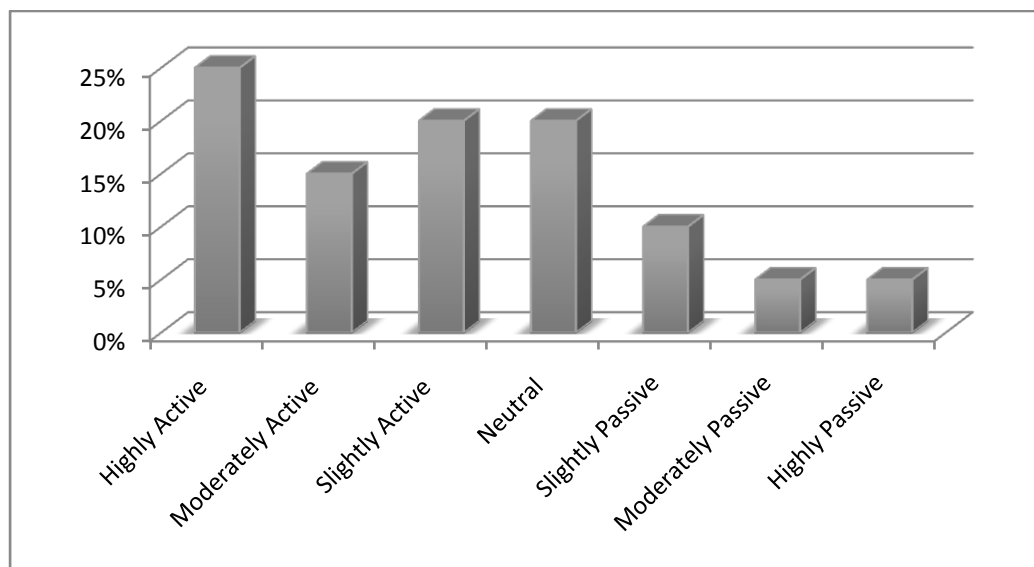
A significant proportion of students (27.5%) strongly agree that they find it easier to understand and remember the information, indicating the effectiveness of the teaching methods or materials used. Another group (20%) agrees, though not as strongly as the first group. A notable percentage (25%) remains neutral, suggesting varying experiences or perspectives on this aspect. Some students (15%) disagree, indicating challenges or areas for improvement in the teaching methods or materials. A smaller percentage (7.5%) strongly disagrees, highlighting significant concerns or difficulties in their learning experience. A minority (5%) finds the question not applicable, suggesting a lack of noticeable difference in their understanding or memory of the information.

8. How would you describe the level of interaction between your teacher and the students in the classroom?

The purpose of this question is to gather information about the extent of interaction that takes place between the teacher and the students within the classroom setting.

Figure 9

The extent of interaction between teacher and the students in classroom.



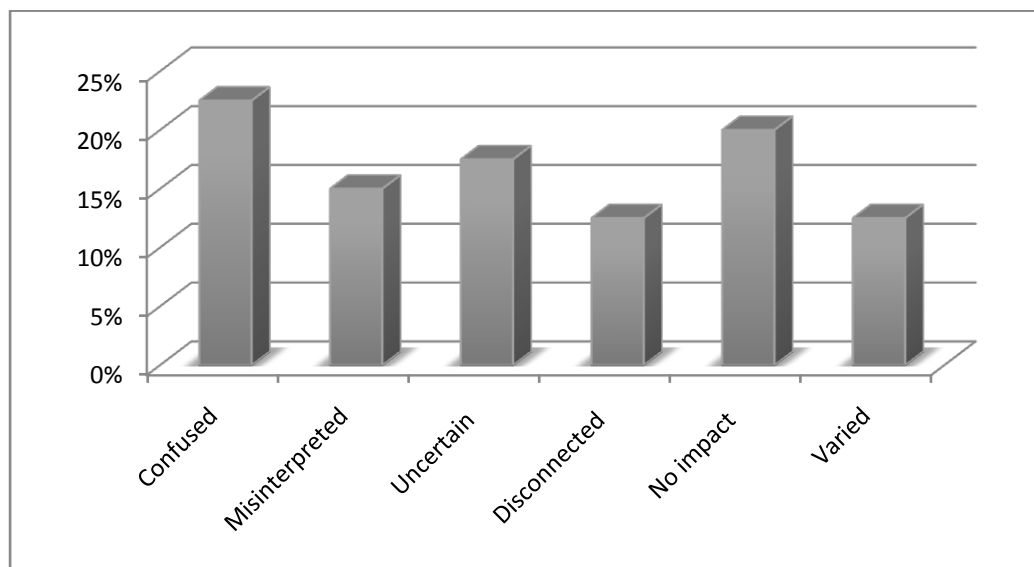
A considerable proportion of students (25%) perceive a high level of interaction between the teacher and the students, indicating active engagement and involvement in the learning process. Another group (15%) sees a moderate level of interaction, suggesting engagement but not as intense or frequent. Some students (20%) perceive a slight level of interaction, indicating some engagement but not to a significant extent. A notable proportion (20%) remains neutral regarding the level of interaction, suggesting varied experiences or perspectives. A minority (10%) perceives a slight passiveness in the interaction, while another minority (5%) sees a moderate level of passiveness, indicating noticeable gaps or limitations. A smaller percentage (5%) perceives a high level of passiveness, indicating a significant lack of interaction or engagement.

9. Have you ever felt confused or misunderstood because of your teacher's nonverbal behaviour?

The aim of this question is to inquire whether the student has experienced confusion or a sense of being misunderstood as a result of their teacher's nonverbal behaviour.

Figure 10

Students experience of confusion because of the teacher's nonverbal behaviour.



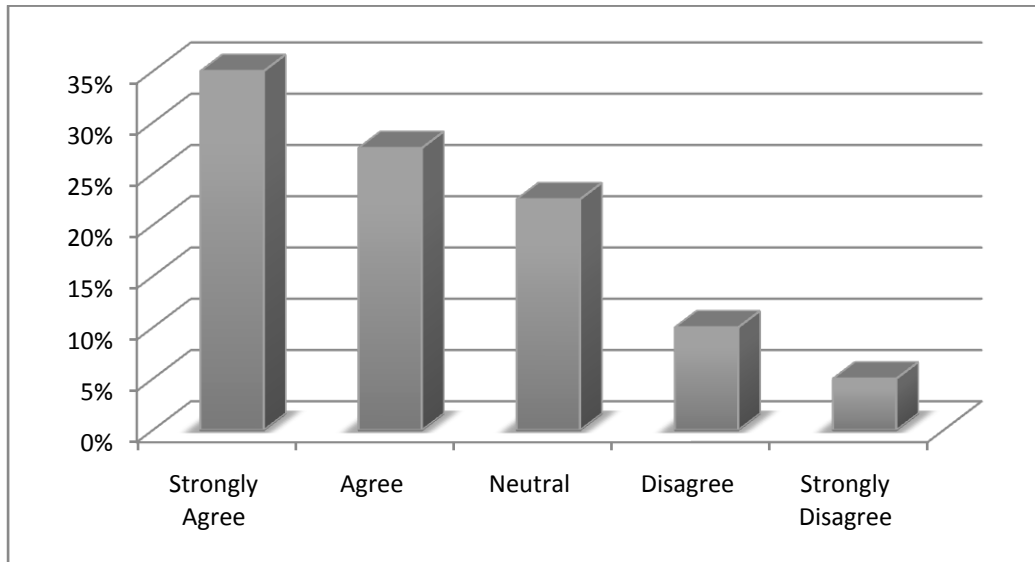
A significant portion of students (22.5%) have felt confused due to the teacher's nonverbal behaviour, leading to misunderstanding or lack of clarity. Another group (15%) has felt misinterpreted, perceiving nonverbal cues differently from the intended meaning. Some students (17.5%) have felt uncertain, experiencing ambiguity or difficulty in interpreting certain cues. A minority (12.5%) has felt disconnected, indicating a lack of connection or understanding. Another group (20%) feels no impact of nonverbal behaviour on their confusion or understanding. Finally, a minority (12.5%) has experienced varied impacts, suggesting that nonverbal behaviour may affect individuals differently.

10. Do you think a teacher's nonverbal behaviour can create a positive learning environment?

The purpose of this question is to examine whether the nonverbal behaviour of a teacher has the potential to foster a positive atmosphere for learning.

Figure 11

Effects of teachers nonverbal cues on learning atmosphere.



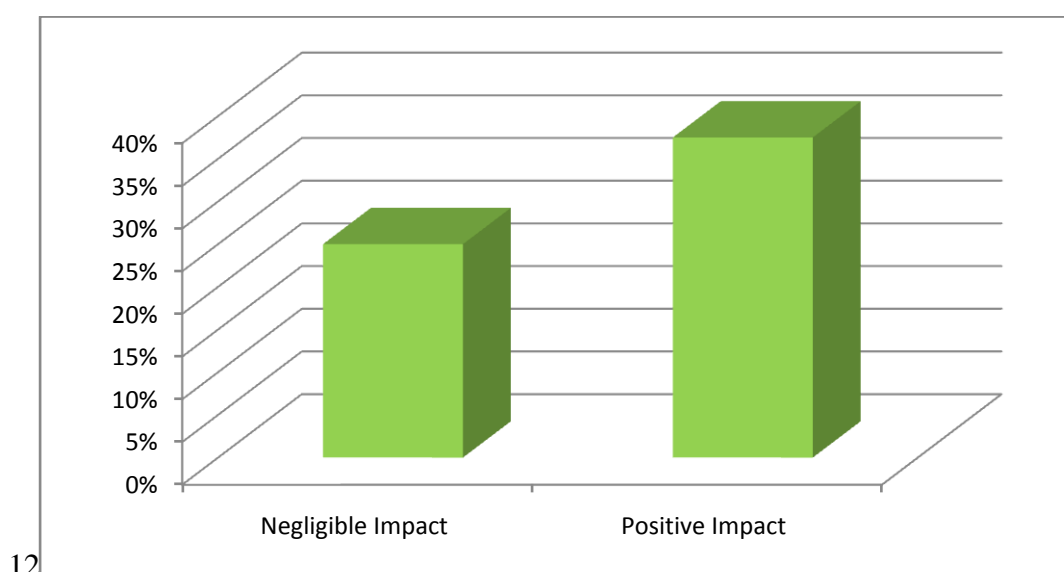
A significant majority of students (35%) strongly agree that a teacher's nonverbal behaviour can create a positive learning environment, emphasizing the impact of nonverbal cues on the learning atmosphere. Another substantial group (27.5%) agrees, though not as strongly as the first group. A notable proportion (22.5%) remains neutral on whether nonverbal behaviour can create a positive learning environment, suggesting varied perspectives or experiences. Some students (10%) disagree, expressing scepticism or differing opinions on the influence of nonverbal cues. A smaller percentage (5%) strongly disagrees, firmly believing that nonverbal behaviour does not contribute to a positive learning environment.

11. How does a teacher's tone of voice impact your comprehension of the academic content?

This question seeks to explore the influence of a teacher's tone of voice on the understanding and retention of academic material.

Figure 12

The effects of teacher's tone of voice on the understanding of the subject matter.



A significant portion of students feel that the teacher's tone of voice has a negligible impact on their comprehension, indicating a focus on other aspects of teaching or learning. The majority of students, however, experience a positive impact from the teacher's tone of voice, finding it helpful in comprehension, understanding, and emotional engagement.

12. What suggestions would you give to your teacher to improve their nonverbal behaviour for better understanding and learning among students?

The aim of the question is to seek suggestions on improving a teacher's nonverbal behaviour to enhance understanding and learning among students, ultimately creating a more engaging and supportive classroom environment.

Most students who answer this question suggest that the teacher can improve their nonverbal communication skills by being aware of their body language, using gestures and hand movements purposefully, maintaining an open and approachable posture, and using appropriate proximity to students during interactions. Additionally, they recommend using facial expressions that reflect emotions and actively listening to students through nodding and other responsive cues.

3.6. Discussion of the results

The research problem in this study is about the lack of awareness and ineffective use of nonverbal communication in language classrooms, which hinders learner progress and reduces motivation. The problem can be addressed by recognizing the importance of nonverbal communication and developing teachers' skills through professional development programs and workshops, ultimately creating dynamic and interactive learning environments that promote student engagement and language acquisition.

- a) **Classroom observation findings:** The classroom observation revealed that nonverbal cues such as eye contact, confident posture, and positive facial expressions play a crucial role in establishing rapport and creating a connected learning environment. Respecting personal space was also noted as important for fostering collaboration among students. While the teacher's tone of voice was engaging, there were opportunities for improvement in voice volume and speaking pace. Additionally, gestures, body movement, and posture were recognized as enhancing communication and student involvement.
- b) **Questionnaire results:** The questionnaire provided insights into student perceptions and experiences. It found that students are attentive to teacher engagement levels, indicating that nonverbal behaviour influences their level of interest and involvement

in the classroom. The questionnaire also revealed that students' experiences and understanding of the learning environment are shaped by the nonverbal cues exhibited by their teachers. These findings highlight the impact of nonverbal communication on students' overall learning experience.

The combination of classroom observation and questionnaire findings reveals that teachers' nonverbal behaviour, including cues like eye contact, posture, facial expressions, and tone of voice, plays a crucial role in establishing rapport, authority, and a connected learning environment. Respecting personal space and using effective gestures, body movement, and posture also enhance communication and student involvement. Students' perceptions of teacher engagement levels and reactions to nonverbal behaviour further emphasize the significance of nonverbal cues in shaping their learning experiences. Overall, intentional and effective nonverbal communication strategies are essential for creating a positive and enriching learning environment.

3.6.1. Patterns and Relationships among the data:

The combined data from classroom observation and questionnaire responses reveal key patterns and relationships regarding teachers' nonverbal behaviour and its impact on students. Positive nonverbal cues, including eye contact, facial expressions, gestures, and posture, create a conducive learning environment, enhance teacher-student interaction, and positively influence student engagement and understanding. These cues also affect students' emotional responses, with improvements in voice volume and speaking pace further enhancing emotional engagement and comprehension. However, individual perceptions and reactions to nonverbal behaviour vary, indicating the need for tailored communication strategies. Overall, the data emphasize the importance of intentional and effective nonverbal communication in fostering a positive and enriching learning experience for students.

The results obtained from both the classroom observation and questionnaire responses effectively answer the research questions posed in the present study:

a) The way teachers use nonverbal cues while teaching:

The first question, regarding how EFL teachers use nonverbal cues while teaching, is addressed through insights gained from both sources. The observation highlights the crucial role of various nonverbal cues such as eye contact, posture, facial expressions, tone of voice, gestures, and body movement in establishing rapport, authority, and a conducive learning atmosphere. The questionnaire further supports this by exploring student perceptions of teacher engagement levels and reactions to nonverbal behaviour, providing a comprehensive understanding of how these cues are utilized in the English language classroom.

b) The Influence of teacher's nonverbal behaviour on learners understanding of the course content:

Moving to the second question on how an EFL teacher's nonverbal behaviour influences learners' understanding of content knowledge, the findings clearly illustrate the impact of nonverbal behaviour on student comprehension and engagement. Positive nonverbal cues are shown to create a connected learning environment, enhance communication, and positively influence student understanding of the subject matter. Additionally, the discussion of pedagogical implications derived from the findings emphasizes the importance of intentional and effective nonverbal communication strategies in creating a positive and enriching learning experience for students. Therefore, the results not only answer the research questions directly but also provide valuable insights into the significance of nonverbal communication in the EFL classroom context.

3.6.2. Researcher's expectations and objectives:

The results from both the observation and questionnaire align with the researcher's expectations. The study aimed to understand how teachers use nonverbal cues in English classrooms and their influence on student understanding. The findings comprehensively show how nonverbal behaviour affects the learning environment and engagement, meeting the research objectives. The emphasis on key nonverbal cues in the observation matches the researcher's interest, as does the exploration of their impact on student comprehension. Additionally, the discussion on practical implications fulfils the goal of providing actionable insights for educational practice. In conclusion, the results met the researcher's expectations regarding the impact of teachers' nonverbal behaviour in English language classrooms.

3.6.3.Contextualisation of the findings within previous researches:

The contextualization of these findings is rooted in a comprehensive study conducted by Arif and Chaudhry in 2012, which serves as a foundational framework for understanding the critical role of teachers' nonverbal behaviour in shaping classroom dynamics and influencing student learning outcomes.

Both studies emphasize the critical role of teachers' nonverbal behaviour in the classroom environment and its impact on student learning outcomes. Arif and Chaudhry (2012) confirmed "A Strong association was found between nonverbal behaviour of teachers and academic achievement of their students" Here are the similarities between the findings of both studies:

1. Consistency with Verbal Behaviour: Both studies found that teachers' nonverbal behaviour was highly consistent with their verbal behaviour across various interactions, such as accepting students' feelings and ideas, asking questions, lecturing, giving directions, and even criticizing

2. Gender Neutral: Both studies concluded that there was no significant difference in nonverbal behaviour between male and female teachers. Both genders exhibited similar nonverbal cues, including praising and encouraging students' actions to maintain a positive classroom atmosphere.

3. Association with Academic Achievement: Both studies identified a strong association between teachers' nonverbal behaviour and students' academic achievement. Strategies such as careful directions, reinforcing positive behaviour, cueing, and responding to students' feelings were linked to better academic outcomes.

4. Communication Enhancement: Both studies highlighted the importance of nonverbal communication in enhancing teacher-student rapport, establishing authority, and creating a conducive learning environment. Effective use of nonverbal cues like eye contact, posture, facial expressions, tone of voice, gestures, and body movement contributed to improved communication and student engagement.

In summary, both studies underscore the significance of intentional and effective nonverbal communication strategies in the classroom, for fostering a positive and enriching learning environment and improving student outcomes.

3.7.1. Possible pedagogical implications:

Based on the study results regarding the influence of teachers' nonverbal behaviour on student learning outcomes, here are some pedagogical content recommendations:

1. Nonverbal Communication Training: Incorporate training sessions for teachers to enhance their understanding and use of nonverbal communication cues such as eye contact, body language, facial expressions, and tone of voice. Emphasize the importance of aligning nonverbal behaviours with verbal interactions to create a positive classroom environment.

2. Effective Communication Strategies: Encourage teachers to employ effective communication strategies, including active listening, empathetic responses, and clear instructions, to foster student engagement and understanding. Teach them how to use nonverbal cues to reinforce verbal messages and regulate classroom dynamics.

3. Rapport Building: Highlight the significance of building rapport with students through nonverbal communication. Train teachers to use gestures, body movement, and facial expressions to convey warmth, approachability, and encouragement, thus promoting a sense of trust and connection with students.

4. Classroom Management Techniques: Provide guidance on using nonverbal cues for effective classroom management, such as using proximity and eye contact to maintain attention, employing gestures for emphasis during teaching, and using nonverbal cues to redirect behaviour positively.

5. Cross-Cultural Awareness: Raise awareness among teachers about cross-cultural differences in nonverbal communication and how these differences can impact student-teacher interactions. Encourage sensitivity and adaptation to diverse cultural norms in nonverbal behaviour within the classroom.

6. Feedback and Reflection: Encourage teachers to seek feedback from students regarding their nonverbal communication effectiveness. Promote self-reflection and continuous improvement by encouraging teachers to analyse their own nonverbal behaviours and their impact on student engagement and learning outcomes.

By incorporating these pedagogical strategies based on the study's findings, educators can enhance their nonverbal communication skills, improve classroom dynamics, and create a more conducive learning environment for students.

3.7.2.Limitations of the study:

The study acknowledges several limitations that could affect the overall quality and depth of the research. Firstly, time constraints constrained the extent of data collection and analysis, potentially limiting the insights gained. Secondly, a lack of awareness regarding the participants involved in the questionnaire raises concerns about data reliability. Additionally, the researchers' limited experience and knowledge in the investigated topic might have influenced the study's comprehensiveness. The restricted number of sessions attended for classroom observation may have hindered a thorough understanding of long-term nonverbal behavior patterns. Furthermore, the study did not account for cross-cultural effects on nonverbal communication, which could impact the generalizability of the findings. Lastly, difficulty in identifying research gaps within the existing literature may have restricted the study's contribution to the field.

Conclusion:

To sum up, the mixed-methods approach utilized in this study offers valuable insights into the significance of teachers' nonverbal behaviour in EFL classrooms. The combination of classroom observation and student questionnaires reveals the crucial role of nonverbal cues such as eye contact, posture, and tone of voice in creating a positive and enriching learning experience. These findings not only align with the researcher's expectations but also contribute to the existing body of knowledge on effective teaching practices and communication strategies. However, the study acknowledges its limitations and provides recommendations for future research to further enhance understanding in this area.

General conclusion

General conclusion:

This study has showed crucial insights into the influence of teachers' nonverbal behavior on learners' understanding of content in English language classrooms. Nonverbal cues, such as eye contact, posture, and gestures, play a fundamental role in establishing rapport, enhancing communication, and creating an engaging learning atmosphere. The findings highlight the importance of training programs for teachers to improve their nonverbal communication skills, including active listening, empathetic responses, and clear instructions, which are vital for effective teaching and learning. Additionally, fostering awareness of cross-cultural differences in nonverbal communication promotes flexibility and inclusivity in educational settings.

By understanding how nonverbal cues impact student-teacher rapport, collaboration, and overall classroom dynamics, educators can implement strategies to enhance teaching effectiveness. This includes using gestures, facial expressions, and body language to build trust and connection with students, as well as managing classrooms more effectively through positive guidance and personal space respect. Moreover, continuous self-reflection on nonverbal behaviors and seeking feedback from students contribute to ongoing improvement and the creation of a positive learning environment.

In conclusion, this study provides useful pedagogical implications for enhancing the influence of teachers' nonverbal behavior on learners' understanding of content. By integrating effective communication strategies, rapport-building techniques, and cross-cultural awareness into teaching practices, educators can create a more connected, engaging, and inclusive learning experience, benefiting both teachers and students in achieving successful communication and facilitating better academic outcomes in the classroom.

Suggestions and Recommendations:

These recommendations can significantly strengthen future research endeavors in this area. Extending the data collection time would allow for a more comprehensive and in-depth analysis, while increasing participant awareness and transparency concerning questionnaires would enhance the reliability of the data. Investing in enhancing researchers' knowledge and experience in the investigated topic would improve the study's comprehensiveness, and conducting more observation sessions would better capture long-term nonverbal behavior patterns. Considering cross-cultural effects in nonverbal communication would enhance the generalizability of the findings, and identifying and addressing research gaps within the existing literature would contribute meaningfully to the field. Finally, fostering collaboration and interdisciplinary approaches among researchers would enrich the study's scope and provide deeper insights. By incorporating these recommendations, future research in this area can significantly advance our understanding of the complex dynamics of nonverbal communication.

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Appendix A:

Students Questionnaire :

***The Influence of Teacher's Nonverbal Communication on EFL Students Civilisation
content understanding***

(Case of third-year EFL Students at Biskra University)

Dear EFL Students,

We invite you to participate in a questionnaire that explores the influence of teacher's nonverbal communication on EFL (English as a Foreign Language) students. The purpose of this questionnaire is to gain insights into how a teacher's nonverbal communication affects students' perception of knowledge.

By participating in this questionnaire, you will have the opportunity to reflect on your own experiences and provide valuable feedback on how your teacher's nonverbal communication has influenced your perception of knowledge. Your responses will contribute to a better understanding of the relationship between nonverbal communication and student learning outcomes in the EFL context.

Please note that your participation is entirely voluntary, and all responses will be kept confidential. Your anonymity will be maintained throughout the research process, and the data collected will only be used for research purposes.

Your input is highly valued, as it will aid in the development of effective teaching strategies and enhance the overall learning environment for EFL students. The insights gained from this questionnaire may also assist teachers in improving their instructional practices, leading to a more engaging and productive classroom experience.

Thank you for considering to participate in this questionnaire. Your contribution will be greatly appreciated, and we look forward to receiving your responses.

Thank you, Regards.

Please select the appropriate option for each question based on your experience and perception.

Section one: Students Profile.

1. What is your gender identity? Please select one of the following options:

male

female

2. What is your age? Please provide your numerical age in years.....

How many years have you been studying the language?

.....

Section Two: Students Opinions towards Teacher's Nonverbal behaviours.

1. How would you describe your teacher's facial expressions during class?

- Strongly Engaged

- Moderately Engaged

- Slightly Engaged

- Neutral

- Slightly Disengaged

- Moderately Disengaged

- Strongly Disengaged

2. To what extent do your teacher's facial expressions affect your understanding of the lessons?

- Strongly Positive Impact

- Moderately Positive Impact

- Slightly Positive Impact

- No Significant Impact

- Slightly Negative Impact

- Moderately Negative Impact

- Strongly Negative Impact

3. How would you describe your teacher's body language (e.g., gestures, posture) when teaching?

- Highly Engaging

- Moderately Engaging

- Slightly Engaging

- Neutral

- Slightly Unengaging

- Moderately Unengaging

- Highly Unengaging

• Does it help you understand the lessons better?

- Very Helpful

- Somewhat Helpful

- Neutral

- Somewhat Unhelpful

- Very Unhelpful

4. Does your teacher's tone of voice influence your perception of the content being taught?

- Strongly Influential

- Moderately Influential

- Slightly Influential

- No Significant Influence

- Slightly Distracting

- Moderately Distracting

- Strongly Distracting

5. Have you noticed any nonverbal cues from your teacher that indicate their lack of interest in the subject?

- Very Rare or No Animated Gestures

- Very Rare or No Smiles

- Very Rare or No Laughter

- Very Limited or No Active Movement

- Avoidance or Minimal Eye Contact

- Other (Please specify).....

6. Have you noticed any nonverbal cues from your teacher that indicate their enthusiasm for the subject?

- Highly Animated Gestures

- Frequent Smiling

- Laughter

- Active Movement

- Sustained Eye Contact

- Other (Please specify).....

7. Do you find it easier to understand and remember information when your teacher maintains eye contact with the students?

- Strongly Agree

- Agree

- Neutral

- Disagree

- Strongly Disagree

- Not Applicable

8. How would you describe the level of interaction between your teacher and the students in the classroom?

- Highly Active

- Moderately Active

- Slightly Active

- Neutral

- Slightly Passive

- Moderately Passive

- Highly Passive

9. Have you ever felt confused or misunderstood because of your teacher's nonverbal behavior?

- Confused

- Misinterpreted

- Uncertain

- Disconnected

- No Impact

- Varied

10. Do you think a teacher's nonverbal behavior can create a positive learning environment?

- Strongly Agree

- Agree

- Neutral

- Disagree

- Strongly Disagree

11. How does a teacher's tone of voice impact your comprehension of the academic content?

- Negligible Impact

- Positive Impact

- Emotional Impact

- Independent Impact

12. What suggestions would you give to your teacher to improve their nonverbal behaviour for better understanding and learning among students?

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

This questionnaire aims to gather your opinions and perceptions about how your teacher's nonverbal behaviour influences your learning experience. Your responses will provide valuable insights. Thank you for taking the time .

Appendix B:

Classroom observation Checklist:

Classroom observation Form

Course:

Instructor:

Length of the course:

Date:

Subject matter treated in the lesson:

Nonverbal Behaviours may used	Emphasized	Observed	Not Observed	Comments
<p>Theme: Teacher's Body Language</p> <p>1. Eye Contact: Does the teacher maintain regular eye contact with students to establish rapport and engagement?</p> <p>2. Facial Expressions: Does the teacher utilize facial expressions that reflect enthusiasm, friendliness, and understanding?</p> <p>3. Posture: Does the teacher demonstrate an open and confident posture, standing or sitting upright</p>				

<p>and facing the students?</p> <p>4. Movement: Does the teacher move around the classroom appropriately, using gestures and body language to emphasize key points? Theme: Proxemics</p> <p>1. Personal Space: Does the teacher maintain an appropriate distance from students, respecting their personal space?</p> <p>2. Students position: Is there sufficient space for movement and group work?</p> <p>3. Students space: Are students respecting each other's personal space and interacting appropriately?</p>				
<p>Theme: Paralanguage</p> <p>1. Tone of Voice: Does the teacher use a clear and varied tone of voice, effectively conveying meaning and engaging students?</p>				

<p>2. Volume: Is the teacher's voice volume appropriate for the classroom setting, ensuring that all students can hear and understand?</p> <p>3. Pace: Does the teacher speak at an appropriate pace, allowing students to process information and respond?</p> <p>4. Intonation: Does the teacher use intonation patterns effectively to convey emphasis, meaning, and emotions?</p>				
<p>Theme: Facial Expressions</p> <p>1. Smile: Does the teacher use smiles to create a positive and welcoming classroom atmosphere?</p> <p>2. Eye Expressions: Does the teacher use eye expressions to show attentiveness, encouragement, or concern?</p>				
<p>Theme: Teacher's Gestures and</p>				

Posture				
<p>1. Hand Gestures: Does the teacher use appropriate hand gestures to reinforce verbal instructions or explanations?</p> <p>2. Body Movement: Does the teacher use body movement to enhance engagement and emphasize important points?</p> <p>3. Proximity: Does the teacher adjust proximity to students when needed, such as getting closer for individual help or maintaining a comfortable distance during whole-class instruction?</p>				

Resumé :

Cette étude examine l'impact du comportement non verbal des enseignants sur la compréhension des apprenants dans les salles de classe d'anglais langue étrangère (ALE). La communication non verbale, comprenant le langage corporel, les expressions faciales, les gestes, le contact visuel et la proximité, joue un rôle significatif dans la dynamique de la classe et l'engagement des étudiants. Les objectifs sont de comprendre comment les enseignants utilisent les indices non verbaux, d'explorer l'influence du comportement non verbal sur la compréhension des apprenants et de fournir des implications pédagogiques pour des stratégies de communication efficaces. En utilisant une approche mixte, l'étude utilise une observation structurée en classe et un questionnaire semi-structuré pour les enseignants de troisième année et les étudiants de l'Université de Biskra, Département d'anglais. L'observation met en évidence les principaux indices non verbaux contribuant à la relation, à l'engagement et à un environnement d'apprentissage propice. Le questionnaire recueille les perceptions des étudiants, révèle l'impact de la communication non verbale sur leurs expériences d'apprentissage. Les résultats indiquent que des indices non verbaux positifs, tels que le contact visuel, la posture confiante et les gestes engageants, améliorent la participation des étudiants et la compréhension. Cependant, une sensibilité culturelle a été identifiée. Les recommandations incluent la formation à la communication non verbale, des stratégies de communication efficaces, des techniques de création de relations et une sensibilisation interculturelle pour améliorer les interactions en classe. Bien que l'étude fournisse des aperçus précieux sur l'importance de la communication non verbale dans les salles de classe d'ALE, des limitations telles que les contraintes de temps et les considérations culturelles suggèrent des domaines de recherche supplémentaires et le développement des compétences de communication chez les éducateurs. Dans l'ensemble, les résultats mettent en évidence

l'importance d'une communication non verbale intentionnelle et efficace pour créer un environnement d'apprentissage positif et enrichissant.

Les mots clés : comportement non verbal des enseignants, approche à méthodologies mixte, sensibilité culturelle, techniques de construction de la relation de confiance.

الملخص

تهدف هذه الدراسة إلى التحقيق في تأثير سلوك المعلمين غير اللفظي على فهم الطلاب للمحتوى في فصول اللغة الإنجليزية كلغة أجنبية. تلعب التواصل غير اللفظي، بما في ذلك لغة الجسد وتعابير الوجه والإشارات باليد والنظرة والاقتراب، دورًا هامًا في ديناميكيات الفصل الدراسي والمشاركة الطلابية. تهدف الدراسة إلى فهم كيف يستخدم المعلمون الإشارات غير اللفظية، واستكشاف تأثير السلوك غير اللفظي على فهم الطلاب، وتقديم استنتاجات تربوية لاستراتيجيات التواصل الفعال. باستخدام نهج متعدد الطرق، تستخدم الدراسة ملاحظة مراقبة المدرسة المنظمة واستبيان شبه منظم للمعلمين من السنة الثالثة والطلاب في جامعة بسكرة، قسم اللغة الإنجليزية. تسلط الملاحظة الضوء على الإشارات غير اللفظية الرئيسية التي تساهم في بناء العلاقة وتعزيز المشاركة وتوفير بيئة تعلم ملائمة. يجمع الاستبيان على انطباعات الطلاب ويكشف عن تأثير التواصل غير اللفظي على تجاربهم التعليمية. تشير النتائج إلى أن الإشارات غير اللفظية الإيجابية، مثل النظرة المباشرة والموقف الواثق والإيماءات الجذابة، تعزز مشاركة الطلاب وفهمهم. ومع ذلك، تم تحديد حساسية ثقافية. تشمل التوصيات تدريب التواصل غير اللفظي، واستراتيجيات التواصل الفعال، وتقنيات بناء العلاقات، والوعي الثقافي لتعزيز تفاعلات الفصل الدراسي. على الرغم من أن الدراسة تقدم إدراكات قيمة حول أهمية التواصل غير اللفظي في فصول اللغة الإنجليزية كلغة أجنبية، إلا أن هناك قيودًا مثل قيود الوقت واعتبارات ثقافية تشير إلى مجالات لمزيد من البحث وتطوير مهارات الاتصال بين التربويين. بشكل عام، تسلط النتائج الضوء على أهمية التواصل غير اللفظي الناشئ والفعال لخلق بيئة تعلم إيجابية ومثيرة.

الكلمات المفتاحية: سلوك المعلمين الغير لفظي، نهج متعدد الطرق (نوعي، كمي)، الحساسية الثقافية،

تقنيات بناء التواصل .