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**Teaching Vocabulary Through Non-Verbal
Communication**

**Case study of First Year Middle School Pupils in
Relizane**

**Dissertation submitted in partial fulfillment for the degree of Master in didactics of
foreign languages**

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Dedications

I dedicate this work to:

All my family

My dearest parents

My sweet sisters: FATIMA, NAIMA , and SALIHA

My helpful person: MR EMIR

My classmates and all people who know me

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Abstract

Non-verbal communication is the process of communicating through sending and receiving wordless cues between people. Indeed, what is clearly understood are the unsaid words that strongly influence a person's perception about the speaker. In the education process, effective teaching is tightly linked to an effective communication in classroom. The technique that makes this communication successful is non-verbal communication especially when teaching vocabulary sub-skill. The present study attempts to investigate the use of non-verbal communication in classroom from teachers and learners alike and how can teachers' non-verbal communication effect learners' understanding. This investigation used two research tools namely: a questionnaire for teacher and classroom observation conducted with first year middle school in Relizane. The analysis of the questionnaire shows that teachers support using non-verbal communication and use it all the time whereas the observation's analysis shows the opposite.

Key words: non-verbal communication, verbal communication, body language, teaching, vocabulary, learning, foreign language

List of abbreviations and acronyms

NVC: Non-Verbal Communication

FL: Foreign Language

L1: First Language

EFL: English as Foreign Language

VOC: Vocabulary

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General introduction

Communication is used in everyday life from greeting a stranger to touching a lover, is an ongoing process of sending and receiving messages that enables human to share knowledge, ideas, thoughts, information, emotions, and attitudes. Nonetheless, much of our communication takes place at the nonverbal level; only a small percentage of our human brain can process verbal communication.

Learning new language is requires learning a new culture, ideas, attitudes, especially when it is foreign language such as French, Spanish or English. The latter is represented as an international language among different countries such as Algeria. English has been implemented in the Algerian educational system for many years. This study takes middle school as an example. The English language is introduced in the learners' curricula starting from first year middle school. In such circumstances of first contact and little knowledge about the language, the teacher might find it challenging to teach one of the main skills that is vocabulary. The problem is when the teacher faces the phenomenon of translating from the foreign language to the mother tongue. Most of the time, he uses nonverbal communication skills to translate those difficult words by making use of body language rather than translating verbally because it is preferable not to use mother tongue while teaching a foreign language especially English.

The reasons behind choosing such a topic stems from a personal motivation as I attended one of the lectures of psychology as the teacher talked about non-verbal communication as being a 'secret ingredient of our attitudes'. These words inspire me to get interested about this concept since it has a direct relation to the field of teaching and learning that is didactics of foreign languages

The aim of this study is to show the role and performance of teachers in classroom, and to show how non-verbal communication can help and facilitate using vocabulary and what is the relation between non-verbal communication skill and teaching performance. The present study investigates the relation between teachers' non-verbal behaviour and the learners understanding of new words at first year level.

This study seeks to provide answers for the following research questions:

- To what extent is non-verbal communication important in teaching /learning vocabulary sub-skill in middle school?
- How can non-verbal communication contribute to the learners' understanding?
- What is the relation between teaching performance and learner's comprehension?

A common problem for EFL teachers is how can make learners understand vocabulary through non-verbal communication and how can we pay attention to learners' body language in classroom in different situation like when they do not understand or feel bored for example.

In this study we assume that the use of non-verbal communication leads to successful teaching. The learners can understand better English vocabulary when the teacher succeeds in using non-verbal communication. Similarly, learners' body language affects the teaching performance.

The participants chosen to be the representative of this study are first year class from Belhadjeloul Baghdadi middle school (city 1 November) in WediEs Salam-Relizane, KabliaKadima middle school in Mendes besides Benmhidi middle school SidiLazreg and Benmaezouza in Knenda,. The sample has been chosen for several reasons: Firstly, they are first year learners who face English language for the first time and they do not have a background so they can help the study with how can nonverbal communication be useful in understanding and consequently acquiring vocabulary without using their mother tongue. Two instruments (a questionnaire to teachers and classroom observation for both), are used in this study to collect data.

The dissertation is composed of three chapters. The first chapter deals with the background of non-verbal communication; it defines verbal and non-verbal communication then their component. Then it tackles body language and the relation between them. However the second chapter deals with methodology including the sample, data tools, questionnaire and classroom observation as well as the presentation of their results. The third chapter represented data discussions and analyses and suggests recommendations.

Chapter one

Theoretical background:

Verbal and

Non-verbal communication

Chapter one Theoretical background: Verbal and Non-verbal communication

Introduction

Communication is a process of transmitting and receiving verbal or non-verbal information which is essential to human beings. Indeed, NVC is a powerful tool to successful communication. In the field of teaching, certainly one of the main characteristics of good teachers is good communication skill in classroom especially in teaching an important sub-skill such as vocabulary.

Thus, this chapter defines the concept of communication and its components, in addition to its type verbal and non-verbal communication. It highlights the importance of them with by dealing vocabulary and its importance since NVC is the useful way in teaching and learning VOC sub-skill

1-Definition of communication:

1-1-what is communication

The term is derived from latin word *communis* which means common opinions

“The activity or process expressing ideas and feelings or giving people information” (*Oxford Advanced Learner’s Dictionary p.303*). It is a process through which individuals exchange their ideas; values, thoughts; feelings and actions with one or more people.

According to Keith David «communication is the process of passing information and understanding from one person to another” i.e. communication is sharing and exchanging messages; codes; information between different people in the world.

Julia Wood (2004) defines communication as “...a systemic process in which individuals interact with and through symbols to create and interpret meaning” this means that communication is symbolic, so symbols are the basis of language between the speaker and the receiver.

1-2-Elements of communication:

In order to have a successful communication without falling in what we call “breakdown communication” and since communication is important in classroom so; it is better to provide and explain the main elements of communication which are:

- a. **The sender** (the teacher): is the person who shares and sends the message and encode meaning
- b. **The message** (vocabulary): is the subject matter of the communication which is intended to be passed to the receiver from the sender
- c. **The channel** (medium): is the means by which the message is transmitted, and it is the tool that the sender and the receiver use to have a successful communication there are many categories of communication channels to describe their role in the communication process including verbal, non-verbal, written and digital

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d. **The receiver** (the learner): is who tries to understand the message in the best possible manner in achieving the objectives, and he is responsible for decoding meaning from the message, and responsible for providing feedback to the sender

e. **feedback:** it is important as it determines whether or not the decoder(receiver) grasped the intended meaning and whether communication was successful

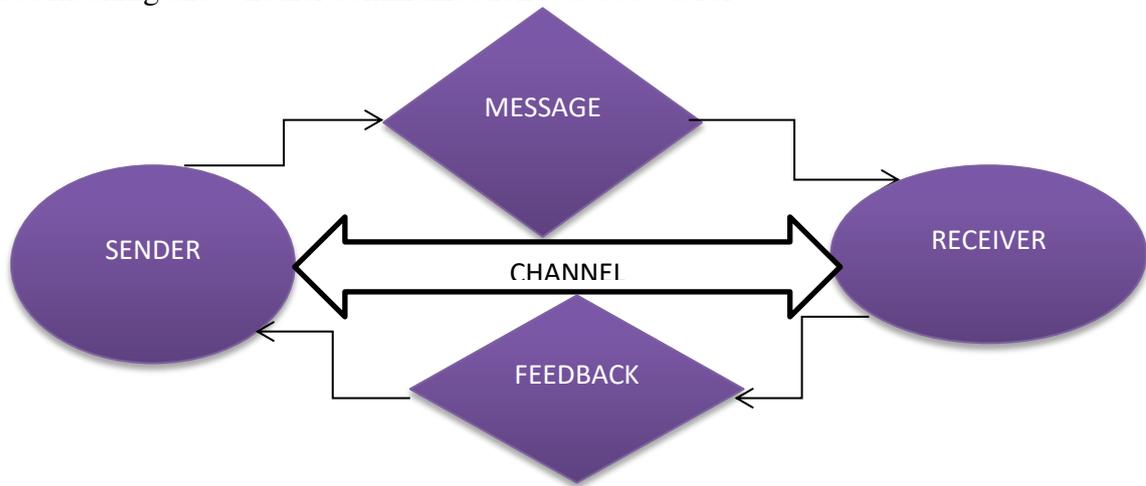


Figure 1.1. Elements of communication

1-3-Types of communication:

1-3-1-**Verbal communication** (what we say): it is either written or spoken phrases or words (meetings, lectures, conferences....)

The verbal communication is a type of oral communication wherein the message is transmitted through the spoken or written words. Here the sender gives words to his feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations, and conversations. So; Verbal communication is further divided into oral communication and written communication:

a-Oral communication: the transmission of orders, messages, suggestions, speech, through spoken words then its feedback is immediate

The media of this form are face to face talk, lecture, interview, meeting, telephonic talk, conferences, seminars, workshops etc

b-Written communication: is a written signs or symbols which used to communicate through printed texts or hand writing

The media of this form are letters, manuals, fax, telegram, journal. Etc

1-3-2 **Nonverbal communication:** is sending and receiving wordless messages which means that it is the unspoken and unwritten messages focusing on body language which includes facial expression, gestures, eye contact, physical appearance, and body movement

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1-3-3-Paraverbal communication(paralanguage):

Is a component of communication which study the vocal cues, it's used to describe the vocal characteristics that help in showing the speaker's attitude so; it is a non-verbal in nature and depends on voice, intonation, pitch, pause, volume...

paralanguage has relation with individual's way of speech, speaker's loudness, speed of speech and pitch of voice, also tone or emphasis on some words

MUSE 1886,p42 spoke about paralanguage in his book (oral and nonverbal expression) "the way that an individual uses language can say as much about the person as the words and sentence uttered paralanguage consists of nonverbal voice cues that accompany speech "

According to the anthropologist Albert Mahrabian; the total impact of a message is about 7% verbal (only words), and 38% vocal (including inflection and other sounds), then 55% non-verbal.



Figure 1.2. MAHRABIAN'S division

1-4-Verbal vs non-verbal communication :

"The most important thing is to hear what is not being said" Peter F. Drucker (1989, p30)

1-4-1-verbal communication: is the expression of our information feelings, and emotions through written or spoken language, it takes place through face to face conversations (conferences, group discussions, memos, interviews, letters, e mails, calls, reports)

Mahrabian,(2007) claimed that :

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“Our verbal messaging is communicated via the words that we use. The verbal message is of course an important part of our communication, but the way we communicate nonverbally is equally, and sometimes more, important “

Verbal-communication is, thus, the process of exchanging information or message between two or more persons through written or oral words

1-4-2-Non_verbal communication: refers to communication that does not use words. then, it is one of the main types of it which means the process of conveying meaning without the use of written or spoken language; so, it focus more on the silent language including all behaviors performed in the presence of others either consciously or unconsciously

According to Watzlawick (1967) “nonverbal communication is generally defined as the aspect of communication that is not expressed in words, under the assumptions that one can not communicate”

So, **non-verbal communication** is the exchanged of information or message between two or more persons without using a word; it follows verbal communication or use it in difficult situation when verbal language fails and it includes body language, gestures, facial expressions eye contact, proximity, touching, etc. and without using any spoken or written word. Despite the fact that verbal communication is easier to understand, non-verbal communication is essential to understand not only a message but more which is the feeling behind the message, then sometimes non-verbal cues can be more meaningful than the words themselves.

Verbal communication helps non-verbal one in understanding the message, and the usage of non-verbal communication can clarify even the toughest message to understand.

So, we can say that although they have differences and similarities, they are interrelated and they still complete each other because they go hand in hand.

5-Types of non- verbal communication:

Non-verbal communication is the unspoken communication that goes on every face-to-face encounter with another human being; it conveys his true feelings towards us subsequently, in order to decode these hidden feelings, we should know the main types of non-verbal communication which are:

1-5-1. Haptics: is the study of touch, which is the first type of non-verbal communication we experience as humans and it is important to our development and health (Dolin and Booth Butterfeild, Wilson, et al). Touch is important for the maintenance of both physiological and psychological health, because when we get older our touch is reduced. Haptics is the science of applying touch, then we use it for different reasons: to encourage affiliation, or to express feelings because touch helps us to use power in relationships. It includes hugs, kisses, handshakes, hit, etc.

1-5-2. Proxemics: is an important type of NVC, and it is the study of special communication. The space between sender and receiver influences the message interpreted. It is divided into four main categories: intimate, personal, social, public space.

- **Intimate distance:** is the zone of distance that characterised by 0 to 2 feet of space. We use intimate space with those whom we are close (two individuals like couples, closest friends, family partners, etc.). So, the physical distance between you and others signals your level of

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intimacy and comfort. For instance. If a stranger stands too close or touches too often, you will probably begin to feel uncomfortable.

- **Personal distance:** this term was invented by the anthropologist “Edward Hall” it is the zone of distance too that characterised by 2 to 4 feet of space, it permits spontaneous and un-programmed communications like talking with classmates in school, informal talks and gossip, acquaintances ...

It is reserved for most conversations with non-intimate people.

- **Social distance:** extends from 4 to 12 feet away from our body. It is used for a group interaction such as sitting around a dinner table or meeting.

Students in large lecture classes should consider sitting within the social zone of the professor, since students who sit within this zone are more likely to be remembered by the professor.

- **Public distance:** this zone starts from 12 to 30 feet. It is formal used in public speaking situations, conferences, and it would be difficult to have a deep conversation with someone at this level.

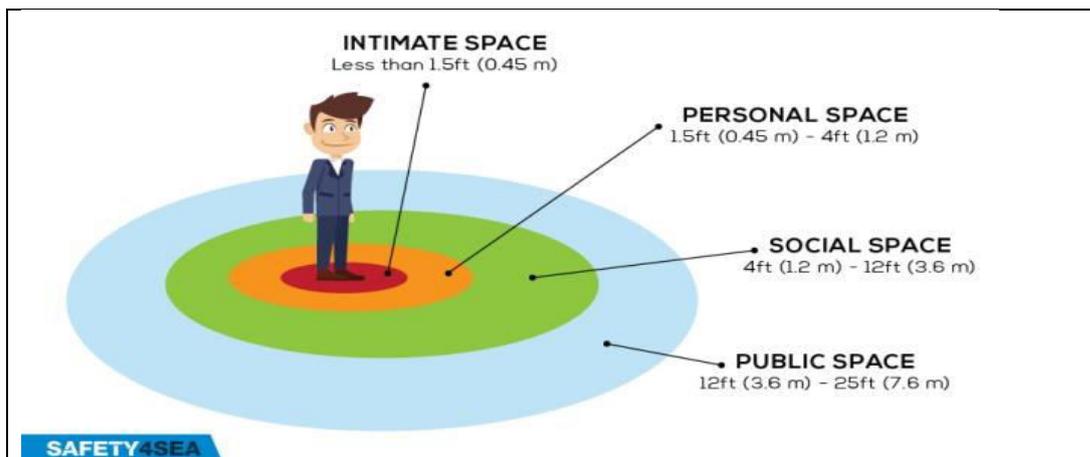


Figure 1.3. Proxemics' categories (Safety4sea Conference)

The use of proxemics in classroom is more effective in order to increase interaction with students. Then being closer makes the teacher use his eye contact and gives the chance to students to speak.

1-5-3-Chronemics: invented by Thomas J. Bureau of Rodford University. It is the study of the way human beings communicate through the use of time and how it affects communication. The use of time can translate many things for example: coming late to work can say that the person is not serious.

1-5-4- Silence: is a powerful type of non-verbal communication, and it has many translations like the person who uses silence may be refusing to engage in communication with the other person or he accepts an idea during the conversation.

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1-5-5-kinesics: was developed by American anthropologists Ray L. Birdwhistell; it is a scientific study of body movements involved in communication such as the use of gestures, head movements and posture, eye contact, and facial expressions as nonverbal communication.

- There are who think that the concept of body language is the same of NVC, the fact that body language is a part of it but it is obviously what we are doing with our body while NVC represents more our actions.

According to copyright@study body language.com (2012-2016) “non-verbal communication is communication without saying words, but body language is branch of this communication focusing mainly on the different body gestures and facial expressions”.

1-6--Body language and its features:

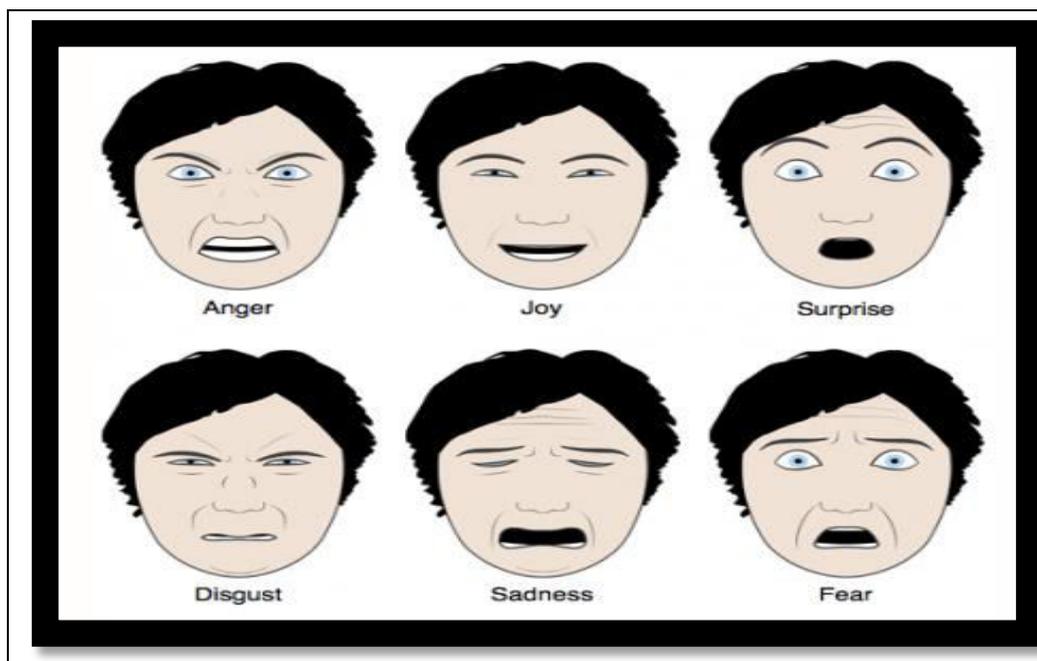
Everyday our bodies are transmitting messages about our attitudes, thoughts, feelings and moods. Thus, consciously and sub-consciously our bodies tell others what is really going on with us without telling a word. This is what we call silent communication that is body language. Body language is a part of non-verbal communication that we do in every single aspect of our interaction with another person; it is like a mirror that tells us what the other person thinks and feels, and the body can stop speaking but he cannot stop communicating.

According to Haya bint AlibenHassanalNoaimivice president of community and alumni affairs university of Bahrain in her book (the body language) claimed that: “Body language is nonverbal communication that involves body movement. “Gesturing” can also be termed as body language which is absolutely non-verbal means of communication. People in the workplace can convey a great deal of information without even speaking; through nonverbal communication”.

Thenceforward, we shed light on the main types of body language and how we read each one of them in order to understand the meaning behind them:

1-6-1-Facial expression:

- a) Face reflects emotion, feeling and attitude, it is the key to unlock the meaning behind the message, the majority of people watch speaker’s face during conversation in order to see different attitudes like anger, happiness, sadness, fear, confusion interest, boredom, etc.



Chapter one Theoretical background: Verbal and Non-verbal communication

Figure 1.4. Facial expressions (NaureenAsgharchouldhrydessertation)

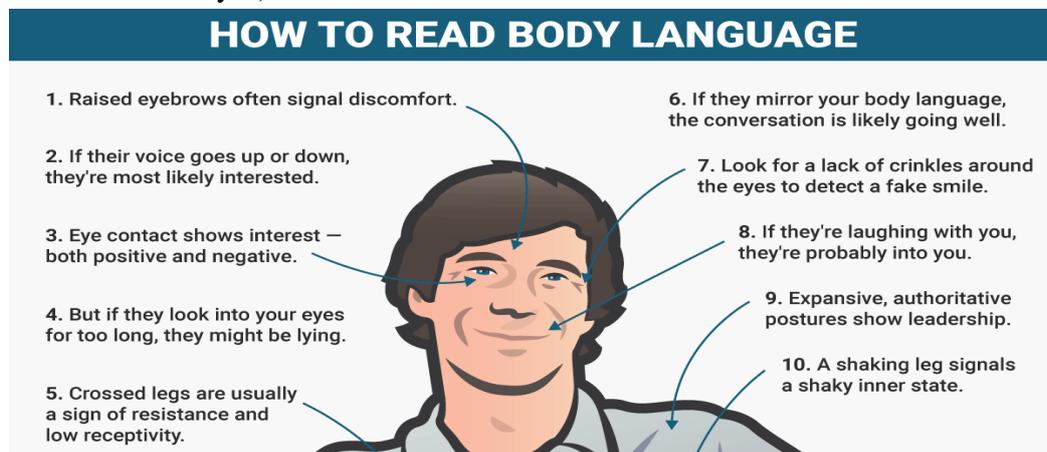
b)-Eye contact:

Is called oculesics; it is an important part in our body and it is a key of success of any face-to-face communication, it always exposes person's feeling and emotion in front of people such as: lying, stress, fear, anger, jealousy, etc. As an example: when we look at someone's eyes, it means we show respect and interest to that person, but it differs from one culture to another. It has been said that our eyes are the "windows to our soul". Eye contact is a vital and tricky art used in everyday conversation between people speech, responding to a question asked, when we teach a lesson, etc.

The importance of eye contact:

It is important for both sender as well as receiver and make them come across as more engaged, friendly, and confident. Also, it provides us with a lot of non-verbal information about what the other person is thinking and feeling, so; here we have the main eye contact interpretation:

- ✓ Looking up: thinking, person looks up and to the right when using their imagination to concoct a story, and look up and to the left when he tries to memorize something.
- ✓ Looking down: upset/disinterest
- ✓ Lateral movement: shiftiness and lying
- ✓ Gazing: shows an interest
- ✓ Glancing: desire/wish Glancing at something can express a desire for that thing. For instance, if someone glances at the door this may indicate a desire to leave
- ✓ Staring; prolonged attention to something
- ✓ Squinting: indicate evaluation
- ✓ Blinking: increases when person is thinking more or is stressed. In some cases, increased blinking rate indicates lying – especially when accompanied by touching the face (particularly the mouth and eyes).



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Figure1-5. Eye contact examples(How to interpret body language, P.Mateja, 2016)

c)-**Posture:** is the way a person sits, stands, and walk, and an attitude or a position of body. A good posture indicates confident attitude. It consists how to grip head, shoulder, leg, arms, arms and lips....

Posture is not only a way of punctuating a conversation, but it is also the way individuals relate with each other when they are in group

When it comes to read body language and understand what each posture means there is no absolute judging, because the use of each single gesture is still unconscious and understanding it need much more comprehension or at least a general idea about the main postures in order to interpret the message successfully. Here are some interpreted postures we can see and comprehend them, but these are only general tips for how people tend to interpret body movements, so; it does not necessarily mean those interpretations are always accurate

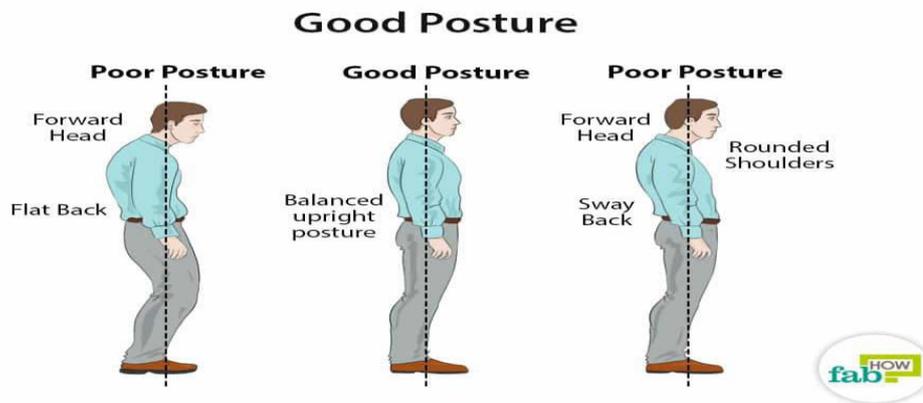
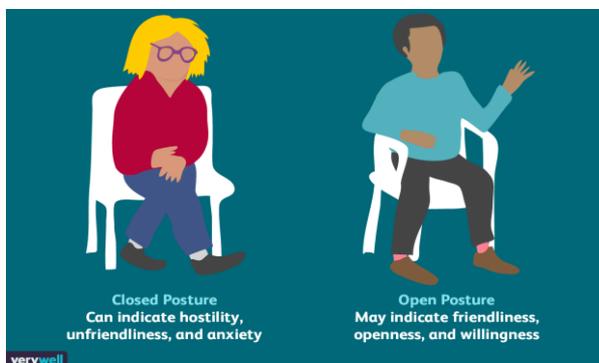


Figure 1-6. Postures of body(Matthew Ross Psychologist in self improvement)

There are two types of posture:

- ✓ Open posture: may indicate friendliness, openness, and willingness
- ✓ Closed posture: can indicate hostility unfriendliness, and anxiety



1-7. Types of posture

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- **Crossed arms and legs:** In some cultures, women are expected to sit with their legs crossed as a matter of etiquette. But often, crossed arms and legs convey a message that the person is not open to what you are saying. It shows a defensive attitude. Crossed legs may also mean that the person is nervous or withdrawn.

Crossing arms and legs



- **Gesturing while speaking:** People who use gestures while speaking often seem energetic, agreeable and warm, whereas those who do not can sometimes be seen as logical and analytical. Open arms can be read as showing honesty; It also suggests an openness to new ideas to some people. Palms facing down and clenched fists show a strong position

Gesturing while speaking



- **Massaging one's forehead :** Hugging one's sides, massaging the forehead, playing with the earlobes or rubbing the legs are soothing actions that are sometimes used to counter feelings of uneasiness

Massaging the forehead



- **Nail picking:** Messing with our cuticles or nails can make some people feel we are timid and lacking in self-confidence. Others may ignore this behaviour altogether.

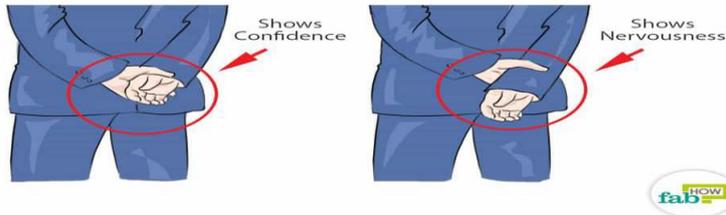
Nail Picking



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Hands behind the back show confidence. People tend to read hands behind the back differently. Sometimes it is interpreted as a sign of confidence and self-assuredness. Other times it can be interpreted as nervousness or uncertainty. Generally, the interpretation tends to depend on other visible elements of body language present.

Hands behind the back



- **Hands on the hips:** When a person puts their hands on their hips, it can be read as assertiveness, taking control of the situation, or dominance. Sometimes, it can also be position of readiness.

More body language examples and their messages:

- ✓ **Arms Crossed in front of the Chest:** This is one of the body languages examples that indicate that one is being defensive. The body language meaning of crossed arms may also show disagreement with opinions and actions of other people with whom you are communicating
- ✓ **Hand on cheek:** This body language example indicates that one is lost in thought, maybe considering something. When your hand is on your cheek and our brows are furrowed you may be in deep concentration.
- ✓ **Head in hands;** The body language meaning of this gesture may be that of boredom, being upset, or being ashamed, or someone does not want to show face
- ✓ **Lowered head:** indicates one is hiding something. When we lower our head while we are being complimented, we may be showing shyness, shame, or timidity. It may also convey that we are keeping distance from another person, showing disbelief, or thinking to yourself.

d)-**gestures:** are movements made with body parts such as head, hand, arm, finger, leg. They may be voluntary or involuntary

Hand gesture is a powerful communication because it leaves either negative or positive impression to other people, and every gesture has a special meaning differs from one country to another so; it should be careful in using hand gestures randomly abroad without checking their interpretations

Do you know the meaning of these gestures?

Be quiet



stop



I love you.



well done



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Figure 1-8 .Hand gestures

2-VOCABULARY SKILL

2-1-What is vocabulary:

Vocabulary is a list of words for a particular language, it is a knowledge of a word and word meaning, according to *Oxford Dictionary*’ vocabulary is a list of difficult or unfamiliar words with an explanation of their meanings, accompanying a piece of specialist or foreign-language text.». The majority of authors have the same definition about this concept according to Harbard (1983) vocabulary can be defined as a powerful carrier of meaning, in addition Diamond and Galton (2006) suggest that vocabulary is the knowledge of words and their meaning. Their definitions are more complex because the word has two forms which are: oral (listening, speaking), and print (reading, writing)

2-2-The importance of vocabulary: Vocabulary is the most important skill in teaching and learning a foreign language especially English. The linguist David Wilkins argued that “without grammar little can be conveyed, without vocabulary nothing can be conveyed”, it means although the grammar is important in any language and it is the basic of it but we always need words to express ourselves, feelings, and emotions. So vocabulary is more important than any other skill because when we want to write we need VOC and speaking too we need much more vocabulary to send a complete idea, this is in general but when we come to teaching and learning a FL is something else, when we come to learning.. Students face challenges in writing or speaking when they cannot communicate well, because they do not find enough vocabulary to express themselves, other students forget the words and try always to remember them, and they find it when they find the way the teacher send them either verbally nor nonverbally

Conclusion:

To conclude, non-verbal communication is powerful instrument in speech, because usually it occurs unconsciously, it expresses who we are through our body language and decodes what is behind verbal communication such as: disagreement, anger, fear ...

In the next chapter, we investigate the use of non-verbal communication in teaching and learning vocabulary in different middle schools with first year learners.

**Chapter two:
data collection
and analysis**

Introduction:

Teaching English language is a crucial in the school education in Algeria since it is an international language nowadays, and it is introduced to first year middle school for the first time, in such circumstance of first contact and not know much about the language, the teacher might find it challengeable to teach vocabulary as it is one of the sub-skills related to language proficiency. yet; what usually happens is the learner's misunderstanding of difficult new words, so; the teacher always tries to illuminate this issue by using non-verbal communication in addition to verbal expression .

The role of non-verbal communication in EFL classroom plays an important role for teaching and learning content and skills. This chapter investigates teacher's body language in classroom when he was teaching vocabulary, then learner's body language during the explanation. It tackles the relation between teaching performance and student's understanding

1- The participants: The sample chosen to be the representative of this study from different middle schools' in different towns in *Relizane* during month of *Ramadhan*

a-Belhadjeloul Baghdadi middle school wedi ES Salam

It has three teachers ,two females of 15/ 6 years of teaching experience and male who is novice one , the number of learners depends in each class ,they are between 30 to 35 pupils , we attended four hours with 45 minutes in each class in same level (first year) in different times but on the morning and afternoon ,participation , and the movement of the teacher are different in dome extent since they are in RAMADHAN, the task was about located places (opposite to, between, next to, on the left, on the right....)

b- kablia middle school /Mendes

we met three teachers, one experienced teacher who was a female of 30years experience in teaching, but others just answered my questionnaire since they did not have first year level that day and we attended two classes with this teacher, so; two hours one morning with 45 minutes in each class ,and the task was (my country) the learners are between 25 to 40 pupils

then we moved to another school in te same town which is *kadima middle school* where I met a novice teacher

c-benmaezouza middle school /knenda

we met with one novice teacher with 2years experience in teaching, she was a female teaches in afternoon with 20 learners, we attended 45 minutes in one class

d- benmhidi middle school/sidilezreg:

Is a small village far from other towns, it has one middle school that have two women as an English teacher, we attended with one of them who was an experienced one with 45 pupils, and the task was (relative pronouns)

2 Data collection tools:

The tools that have used in this study to collect data are a questionnaire for teachers and an observation for learners

2-1. Teacher's questionnaire

This instrument is used in the research because it is the most appropriate mean to investigate teachers' non-verbal communication and views about this concept and the importance of it. The questionnaire is adapted from different studies and research. It is composed of 11 questions (see appendix1, 3 questions are yes/no questions (2,7,11), however the others are multiple choice questions (1, 3, 4, 5, 6, 8, 9, 10).

The first question aims to investigate how many teachers are novice and how many are experienced. The second, the third and the fourth question checked if the teachers integrate the four skills while teaching and what is the most difficult one according to the observation of the teacher and which ones is focused more than others.

The sixth question is asked in order to know the way of teaching vocabulary whereas the seventh question is asked to discover the most techniques that the teacher used when his students face difficulties in understanding vocabulary. The eighth question is asked to investigate the use of non-verbal communication from the teacher to facilitate learner's understanding. the ninth, and the tenth question is asked in order to know teachers' point of view about non-verbal communication as a technique, and to what extent this technique is helpful in learners' comprehension.

The purpose of the eleventh, and the twelfth question is asked in order to know the main non-verbal types that the teachers use more while teaching vocabulary, and if these types are understood from the learners.

2-2. classroom observation

Observation of the learners is used in order to reach more validity of the results. It is based on a checklist of six (6) statements

We wanted to observe the learner's and teacher's behaviours during the lesson. so; we found that there is much more noise that do not let them concentrate because just the excellent learners who are staying in first line who participate, while others dreaming ,sleeping, making noise ,they used different gestures interpreted in different ways :while the teacher tried to control the classroom ,we observed learners' understanding, the use of mother tongue,

learner’s interaction, the use of non-verbal communication in classroom from both and the feedback.

The observation is done without informing neither the teachers nor the learners. It means both the teacher’s and the learner’s behaviour were natural during the lesson

2-3. Data collection procedure

In order to check the clarity and comprehensibility of the questionnaire questions, it was handed first to the headmaster who was an English teacher before, her answers revealed that the questions are clear to be handed to the teachers of the sample. After checking the clarity of the questions, the questionnaire was handed to the teachers on 9/05/2019 in Belhadjeloul Baghdadi middle school, I attended three days since I do not meet them easily especially when I went in the moment of revision of exams. On the 12/05/2019 in Kadima /Kablia middle school in the same day, the following day on 13/05/2019 in Benmaezouza (Knenda) /Benmhidi(SidiLezreg) middle school

3-Presentation of the questionnaire results

The questionnaire is used in this study as a tool for data collection, the teachers’ questionnaire aims to know teaching vocabulary sub-skill through the use of non-verbal communication.

1/**Are you:**

Novice teacher

Experienced teacher

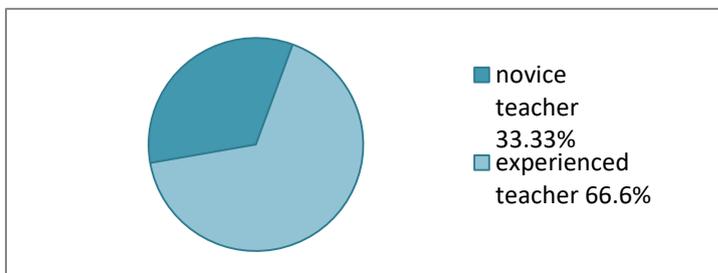


Figure.2. Teacher’s experience

- From the first question, we need to know if the teacher is novice or experienced, as it shown above, most of teachers 66.6% are experienced, whereas others 33.33% are novice

2-Do you integrate all the four skills while teaching?

options	numbers	%
Yes	5	41.66
No	1	8.33
sometimes	6	50
total	12	100%

Table 01. Integration of the four skills

- This question asked in order to discover if the teacher used to integrate the four skills, as it shown in the table above ,41.66% of teachers who said yes integrate all the four skill whereas 50% who said sometimes, and the remaining pe
- percentage of the teachers who said no 8.33, it means that they do not integrate all the skills while teaching

3/According to your which skill is difficult for your pupils?

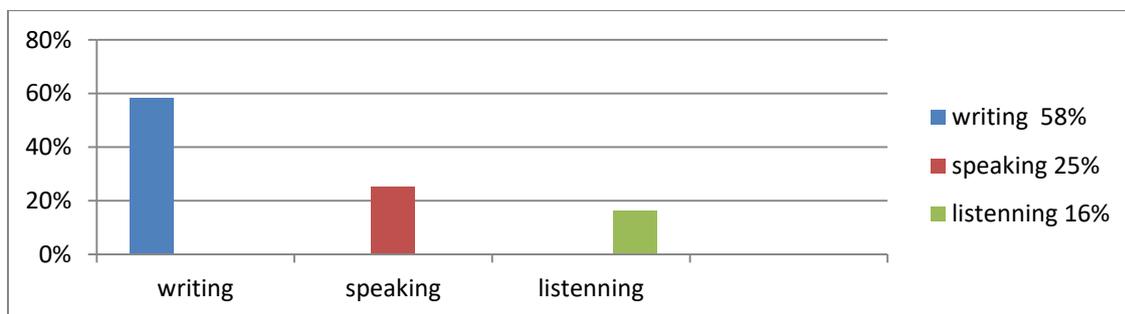
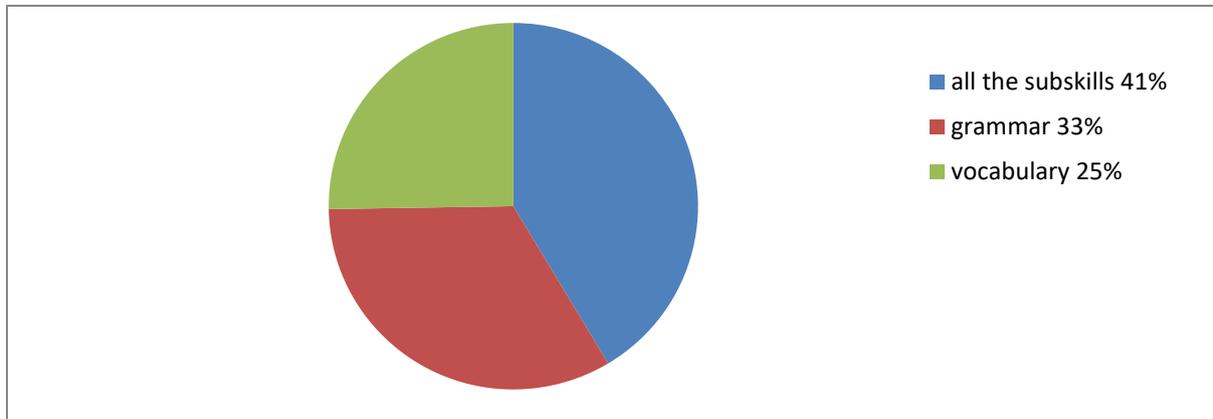


Figure2.9. The difficulty of the sub-skills

- This question is asked in order to know which skill is difficult than the other one for the pupils , and as shown in the table above, writing skill takes 58% so it is difficult ,whereas 25% for speaking skill which is medium ,however, the remaining percentage of less difficult skill than the other for pupils is listening which takes 16%.

4/which sub-skill do you focus more during the lesson?

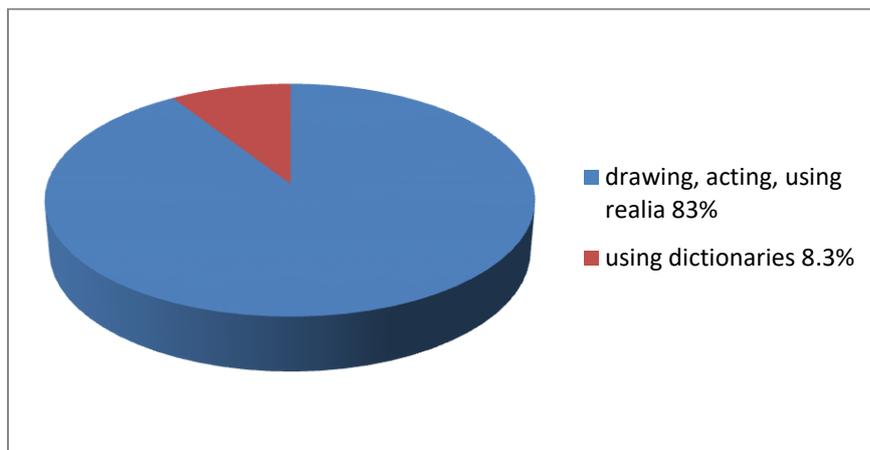


2.10.sub-skills that the teacher focus on

- This question is put in order to know what is the main sub-skill is important for the teacher that makes him focus on while teaching.

Results show that all the sub-skills are focused from the teacher because they take the higher percentage which is 41%, then the teacher focuses on grammar sub-skill which takes 33% , whereas vocabulary sub-skill takes 25% ,they have to choose one or more than one option, and when they choose they have to justify why they choose them .

5/How do you teach vocabulary?



2.11. The way of teaching vocabulary

- We asked this question in order to know the way that the teacher uses when teaching vocabulary

As shown in table above, the teacher teaches vocabulary focusing on drawing, acting, using realia, because they take the high percentage which is 83%, whereas he does not use dictionaries a lot since it has 8.3%, the teacher gives others ways if they have.

6/ which techniques do you use in case your pupils do not understand vocabulary?

Techniques	Number	Percentage
Verbal expression	5	12%
Non-verbal expression	4	33.33%
Mother tongue	2	16%
All of them	1	8.33%

table 2. techniques used in misunderstanding vocabulary

- This question is asked to know the main techniques that the teacher uses during the lesson when teaching vocabulary in case his students do not understand new difficult words.

The table above shows that the high percentage of non-verbal expression 33.33% said that the teacher focus on as a technique, whereas mother tongue takes 16% state that the teacher takes it as second technique however using verbal expression takes 12%, whereas the use of all these techniques in classroom when teaching vocabulary is taken 8.33%

7/ As teacher do you use nonverbal communication to facilitate pupil's comprehension?

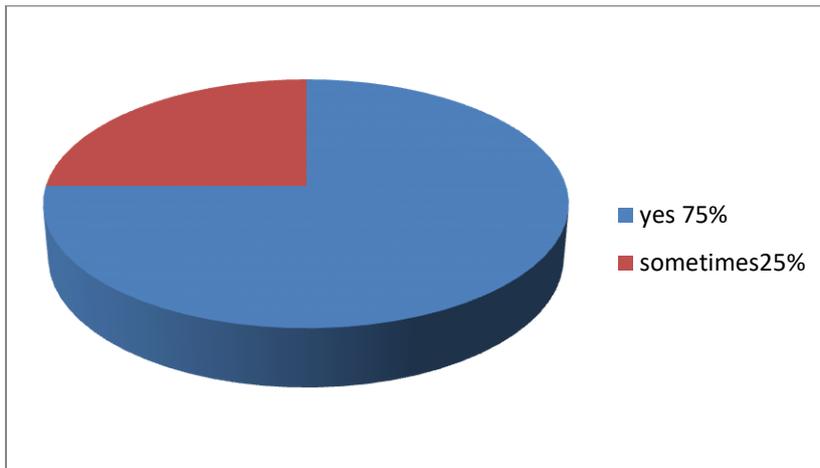


Figure. 2.12. using NVC in classroom

- this question is asked to have an idea about if the teacher uses NVC in classroom when they want to facilitate learner's understanding.

The table above shows that 75% of English teachers said yes, he uses NVC while teaching vocabulary, others said sometimes they used it, whereas there is no teacher choose the answer "No" so; he did not neglect NVC when they teach

8/ what do you think about nonverbal communication as a technique?

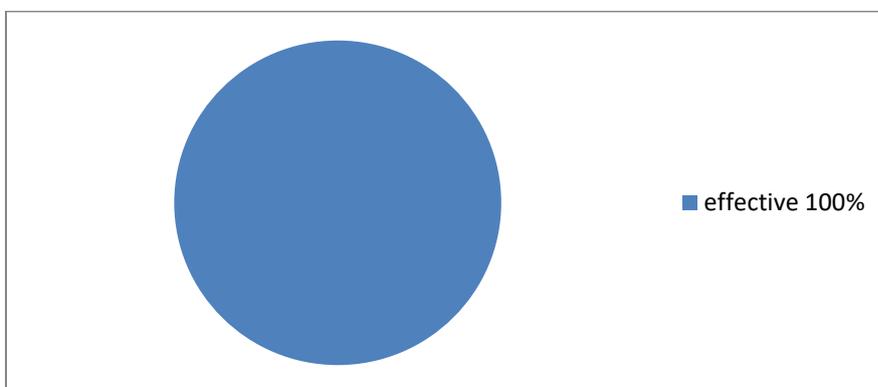


Figure.2.13. Non verbal communication effectiveness

- The table above shows that many teachers answered the same way, and confirm with one idea which is the effectiveness of non-verbal communication.

All the teachers answered that NVC as an effective technique because the higher percentage is taken which is 100%

9/to what extent non-verbal communication can help in enhancing learner's understanding?

options	numbers	percentage
It helps a lot	12	100%

Table.3 the extent of learner's understanding

- This question is asked in order to know the existence of Nonverbal communication and to what extent is useful and helpful.

The result of this question is the same with the previous answer, because all teachers answered that NVC can help a lot in providing learners with understanding the lesson

10/what are the main non-verbal types you use more in teaching vocabulary?

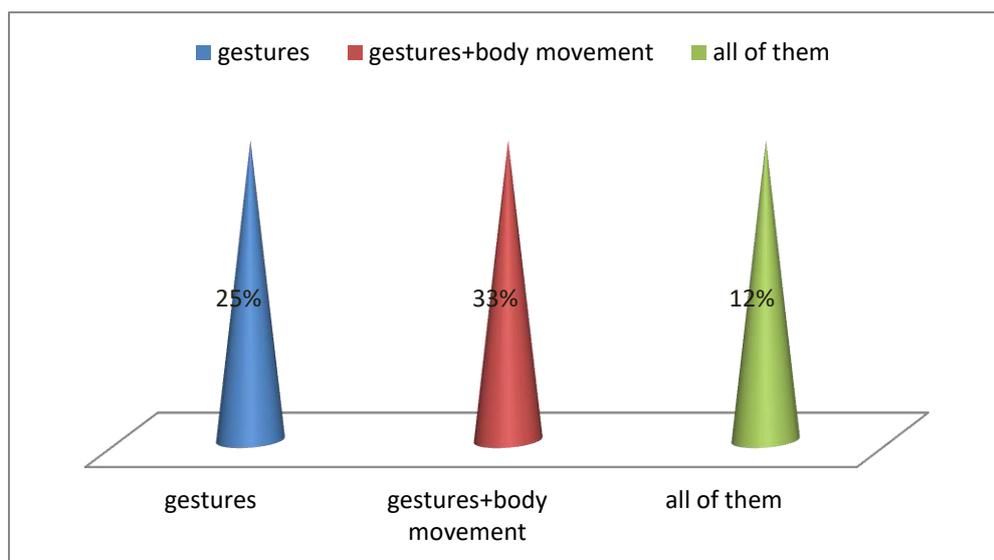


Figure.2.14. NVC types used in teaching English vocabulary

- Through this question we seek to know what are the main types that the teacher depends on when teaching vocabulary

Results show that the most two types the teacher depends on are gestures and body movement which took the high percentage 33%, then other teachers rely on only gestures with 25%, whereas some teachers choose all the main types such as gestures, body movement, eye contact and facial expression with 12%

11/Are these types understood for your pupils?

Options	Numbers	Percentage
Yes	10	83%
Sometimes	2	16%

Table 4 learner's understanding types

➤ This question is asked to know if the types that the teacher used, are understood from the learners.

Results show that most student said yes, because it has a high percentage, which is 83% whereas other teachers answered “sometimes” in 16% percentage, without neglecting suggesting answer “No” that there is no teacher answered it.

4-Presentation of the observation results

Classroom observation is used in this study to validate questionnaire results, the observation is based on checklist of six statements, the observation results are represented under a set of categories.

❖ Understanding English language and the topic of the lesson

We observed the learners attitudes to discover if they understand the language by understanding the topic easily and for the first time or it takes time with them , and this appeared in their faces , interaction with the teacher while presenting the lesson(warm up) , some of them especially learners who were staying in the first lines because they send a sign that they understood the topic, rather than some of them had no relation with the language and they do not understand neither the language nor the topic of the lesson since they do not have a previous background about English language, but they pay attention trying to understand ,it is like a challenge by their body language like keeping silent to listen to the teacher explanation, or fixing their eyes on the board with crossing their arms, showing their interests about the language whereas there are a little learners who are staying at the back ,making noise or dreaming, etc.

❖ The use of mother tongue in classroom

Using mother tongue from the teacher and the learners is not the same, because we observed that the learners used it more than the teachers in case when the teacher explained new words either verbally nor nonverbally, they always try to translate it by their mother tongue.

The teacher used mother tongue rarely in difficult situations when they feel that his learners did not understand, and it was the final solution, also when he tried to give instructions to their learners in case they did not understand for example an activity ,so; he was obliged to use mother tongue or they waste time in making noise when they want to understand the instruction from each other, here the teacher found it as a final solution on order to control the classroom

And it is useful in order to break silence in the classroom ,and continued the lesson in better conditions

English teacher tried to avoid L1 (the mother tongue) and encourage learner to think in English and not Arabic. But, in difficult situation the teacher let the student guess the new in Arabic and made him speak it loudly in order to other learners hear and understand it

❖ **Classroom interaction**

This observation is based on the previous one ,when the learners understood the topic ,they interact positively ,they participated ,also the topic of the lesson made the learners motivated or it can be boring which made them not interesting,and there is no Interaction so; we observed that it depends of the lesson and the choice of the topic.

❖ **Using non-verbal communication while teaching vocabulary**

During the explanation of the lesson we observed that some teachers used NVC in different purposes such as controlling learners misbehaviour by using eye contact to make them stop talking, also when presenting new words and their learners did not understand them verbally so he tried to fix it in their memory and used hand gestures, body movement, facial expression

In different schools experienced teachers used body language during their task in order to facilitate and improve learning vocabulary

We observed also that the use of NVC for males is not the same for females who is limited in using body movement. without neglecting the prestige of women rather than males used different body language and they moved with comfortable way, also in using paralanguage when males can use their voice freely whereas women teachers cannot.

❖ **Effectiveness of NVC in learner's comprehension**

During our observation, we observed that with non-verbal technique, learners can understand better vocabulary, because when the teacher used his body language to make them understand such a word, the concentrate with teacher's body language and guess the meaning of that word and say it with their mother tongue(Arabic language)

When the learners found a word with the help of teacher 's body language, he wrote it on the left of black board and demanded from his learner to write it in their note book in order to memorize it

❖ Feedback**▪ Students feedback**

It is the part of the learner's response communicated back to the teacher's input, actually is the amount of response of the learner that reaches to the teacher. Feedback enables the teacher to evaluate the effectiveness of the lesson

In different middle schools that we visited and attended, we noticed two different feedback which is positive and negative feedback

○ Positive feedback:

We took a seat behind the desk and in front of the learners in order to observe their positive behaviours. Student attention is indicated by their participation and head nodding, we observed that just the learners who seat in first tables and some of the middle participated, they smile when they understand the meaning of words or when the teacher smile head tilting is also indicated when students are interested

○ Negative feedback

We mean by negative feedback, the reaction of students that appeared through body movements when they receive new, difficult or ambiguity information that seen unclear for them. so; we observed that when the teacher speaks only English language with avoiding using mother tongue, the learner crosses his arms and legs and looking at the corner or fixing his eyes to any direction even if he saw the teacher.

Also, we noticed that some learners at the back put their hands to support their head while the teacher explain, then most of them use lower head when the teacher demanded of one them to stand up to the board and answer any question from the activity, and he/she stands up to the board ,he started to tap and move his finger with crossing his legs in front of the black board

Conclusion:

This chapter is concerned with getting real data from different middle schools about the use of teacher's nonverbal communication in classroom while teaching vocabulary sub-skill ,in addition to the information that was gathered through the analysis of the tools used in this work that are teachers' questionnaire ,and classroom observation ,where the researcher selected different graphs by comments which are related to the sample's point of view. The present study shows that non-verbal communication exists in classroom but with different degrees: it depends on the teacher

Chapter three:
Interpretation of findings
and recommendations

Chapter three Interpretation of findings and recommendations

Introduction

Attending first year middle school classes give the chance to have an overview about teaching and learning nonverbal communication with observing either the negatives nor positives in order to reach a common point which is to have a successful communication that give the opportunity to learners understand vocabulary sub-skill

1.Data discussion and analyses

The result obtained from the questionnaire and classroom observation reveals some points of similarities as well as some points of differences

First, concerning teacher's experience (Q1, chapter 2.P2) teachers answered according to their experience in teaching English language, we observed that most of English teachers are women rather than men. Second, concerning integration of the four(4) skills while teaching (Q2,chapter2 P.19),the majority of teachers with 41.66% answered "yes" and 50% of them answered "sometimes" ,but the result of questionnaire is differ from classroom observation so, 41.66% of teachers who integrates the four skills in contrast to what we have observed ,novice teachers did not give interest and opportunity to the skills integration and proving that by they do not have enough time to integrate all the skills ,and this challenge make them lose the objective of the lesson

Third, concerning the difficulty of skills, this question with suggested choices and justification

According to English teachers 58% of pupils faced challenges in studying writing skill and justifying this point by different reasons like:

- This skill is difficult because of the various nuances involved in it
- Pupils do not have enough vocabulary to express themselves in a paragraph for example
- Pupils do not have background; they have a difficulty to find words to organize their ideas
- They are young learners; they cannot flow connect structures

Their answers differs from one teacher another but with same concerning the subskill that the teacher focus problem which is vocabulary , but the result of questionnaire is differ from classroom observation because reading takes percentage of 0% this means that the learners do not have problem with it , in contrast to what we have observed that the learners have a challenge in reading any word in English language.

Fourth, concerning the sub-skill that the teacher focus during the lesson (Q4, chapter2.P17);41%of all the subskills which are important and the teacher focus on without neglecting any sub-skill

The results of questionnaire and classroom observation are similar

Fifth, concerning the way of teaching vocabulary ,and the results of questionnaire and classroom observation are the same because drawing ,acting, and using realia takes ahigh percentage 83% rather than using dictionaries8.3% because of the lack of them in the library

Chapter three Interpretation of findings and recommendations

of middle school ,teachers said that every week have a session of reading that need to bring dictionaries because they are not available ,and since the learners from small towns they cannot each one of them have dictionary

Sixth, concerning the suitable technique which the teacher uses in case his pupils do not understand vocabulary. the result of questionnaire is quite different from classroom observation (Q6,7 chapter2. P18) NVC takes a high percentage which means that when teacher observed that his learners do not understand vocabulary, they used NVC as a first technique since it has this percentage ,in contrast to what we have observed in classroom that there are some teachers neglected this technique and if they used it randomly ,they used mother tongue as an urgent solution in that situation (pupil's misunderstanding).

Eighth, ninth concerning teacher's point of view about NVC as a technique and to what extent can help (Q8,Q9,chapter2 P.19) so; all teachers answered that NVC is an effective ,useful, and helpful technique that we should rely on as a future teachers ,but the result of questionnaire is different from classroom observation , 100% of teachers stated that NVC is effective and crucial in classroom .

The fact that they believed in NVC effectiveness, but they do not rely and work with it

Tenth, concerning the main types that the teacher used it in teaching vocabulary (Q 11,chapter2 P.20), the result of questionnaire is different from classroom observation, 23% of teachers used gestures and body movement in contrast what we observed that they do not use them in addition of neglecting other types such as facial expression, eye contact)

Eleventh, concerning the decoding and understanding of these types (Q11, chapter2 P20) , the result of questionnaire is different from classroom observation , 83% of teachers answered that the learners understand these types whereas there is teacher answered that the learner do not understand any type in contrast to the observation that we had in classroom because there are learners who did not understand teacher's NVC even the types of it , because of the way of using NVC from some teachers , and the teacher worked just with excellent elements for instance the way of seating (cramming of the chest) of these learners can translate that they feel neglected, bored , discouraged and regretting.

2-Recommendation:

According to the results of this study , we can say that non-verbal communication helps a lot in teaching vocabulary and since we have observed that both (teacher ,leaner) have problems in sending and receiving NVC technique, and in order to avoid the failure of using this technique effectively, there are suggestions that make teachers use non-verbal communication in right way while teaching and learners receive teachers' message (VOC) successfully through the same technique.

❖ Teachers' suggestions

✓ The teacher should be flexible and active in classroom even if he/she is a novice teacher in order to make the student respects him/her and participate in classroom, respect is the first

Chapter three Interpretation of findings and recommendations

important step because it translate it to silence in classroom avoiding misbehaviour which helps the teacher a lot while he is trying to send the message.

- ✓ They should also use different types of non -verbal communication like giving an interest to eye contact in order to have a successful contact with the learner and they will not feel himself neglected.
- ✓ they Should use ICTs in teaching vocabulary like bringing different materials to classroom focusing on the main skills in order to make the task interesting that make the learners motivated.
- ✓ It is better to avoid mother tongue when explaining new different words and make it as a final solution and it is preferable to use it rarely, because it affects NVC negatively.
- ✓ they should help learners in acquiring English language by letting them like the language, he should be competent in order to make the learners trust him.
- ✓ they should change his learners seating time to time and give every pupil a value and interest to make him interact and get motivated with him.
- ✓ Let learners work in groups when he wants to teach them vocabulary subs-skill with using his body language in translating these new difficult words then make them guess with giving instructions to avoid speaking in Arabic in order to make them think in English and memorize every word.
- ✓ Teachers should attend different workshops, seminars, ...in order to have different ideas, thoughts behaviours.... because other's behaviour, and point of views give much more confidence, experience, knowledge.
- ✓ Female teachers should be intelligent in using their body language in teaching vocabulary since they cannot use non-verbal communication as well as male teachers
- ✓ Teacher should pay attention to learner's body language in order to understand whenever they did not understand or when they understand the task or not or feel bored, angry, ready to leave etc. by decoding their body language.
- ✓ another attention-getting strategy employs powerful pauses and voice volume adjustment. When asking for student attention to shift focus or begin next steps.
- ✓ they should raise his/her voice volume when it is necessarily especially for instructions

Chapter three Interpretation of findings and recommendations

- ✓ Watch for student expressions that convey confusion
- ✓ Visual art, music, use any and all of these in his classroom in order to help in communication
- ✓ Challenge students to develop a creatively written vocabulary word
- ✓ Watch for student expressions that convey confusion
- ✓ Visual art, music, use any and all of these in his classroom as aid in communication
- ✓ Challenge students to develop a creatively written vocabulary word

❖ Learner's suggestions

The learners Should:

- ✓ Pay attention to what the teacher said
- ✓ Focus on his teacher nonverbal signals
- ✓ Ask questions if he does not understand in order to make the teacher explain more by using different techniques
- ✓ use volume level just right for the space
- ✓ appear calm and confident ,and avoid distracting behaviours
- ✓ use body language and a friendly face to show that you are listening
- ✓ keep your eyes on the teacher while speaking and concentrate on what is being said in order to make him understand if the message reaches successfully or not
- ✓ avoid noise in order to not interrupt the teacher while explaining

❖ Limitation of study:

This research like any other research had some limitations as Mauch and Park (2003:115) argue "... Typically surface as variables that cannot be controlled by the research that may limit or affect the outcome of the study"

Out of these limitations, we can mention; Lack of enough research on the non-verbal communication skills and practice in teaching.

Lack of resources and books in our library that has a relation with our topic, in addition , it is too late for training time in that period since learners were in the period of exams without neglecting month of Rhamadhan that make them interacted less than any other time, besides that there are some questions which are not answered by teachers in questionnaire too

Also, some classes are noisy and the teacher cannot control it, this make classroom observation somehow difficult

Conclusion

Considering the results of the study and the suggested recommendation deals with NVC and its effect in teaching and learning more deeply and specifically. These suggested solutions have been studied to make teaching English language vocabulary through non -verbal communication effective in classroom, and to make learner familiar with non-verbal communication to create solutions to this problem.

General Conclusion

An effective teaching relies on effective communication and it is not limited to knowing the appropriate methodology but also the way and techniques that the teacher uses while sending message to the receiver.

The research work has focused on the problem of teachers' non-verbal communication and the difficulty that they face during teaching vocabulary. The concept of this study is to record teachers using body language spontaneously; we have recorded different cases from different middle schools in Relizane to show the difference in using non-verbal communication by teachers. Yet, there are uncountable teachers that use different techniques and approaches. Eventually, each teacher has to be flexible in dealing with this level to achieve the aim of the lesson.

On the basis of findings of the study, it was concluded that nonverbal behaviour of the teachers was found to be highly consistent with their verbal behaviour while teaching. Male and female have similarities as well as differences in using non-verbal communication but they have common objective which is reaching to the aim of the lesson and succeeding in using this technique to facilitate learner's comprehension

The two instruments used in this study to collect data about the research are a classroom observation and teachers' questionnaire, after discussing and analysing the data, the previous paragraphs showed the result of this research and the objective.

Even if there are difficulties and challenges in using non-verbal communication as a technique while teaching vocabulary, it still has a crucial role in classroom especially with new learners who faces EFL class.

Appendices

4-Which sub-skill do you focus more during the lesson?

- Grammar
- Pronunciation
- Vocabulary

6-How do you teach vocabulary

- Using dictionaries
- Drawing
- Acting
- Using Realia

Others:

.....
.....

7- Which techniques do you use in case your pupils do not understand vocabulary?

- Verbal expressions
- Mother Tongue
- Non -verbal expressions

7-As teacher do you use nonverbal communication to facilitate pupil's comprehension?

- Yes
- No
- Sometimes

8- What do you think about nonverbal communication as a technique?

- Effective
- Difficult
- Complex

9-To what extent nonverbal communication can help in enhancing learner's understanding?

It helps a lot

It does not help

10-what are the main non- verbal types you use more in teaching vocabulary?

Gestures

Facial expression

Eye contact

Body movement

11-Are these types understood for your pupils?

Yes

No

Sometimes

Appendix 2

Classroom observation

School

Date

Hour

Class

Topic of the lesson

Teacher's gender

Options	yes	no	Sometimes	none
1-understanding English language and the topic of the lesson				
2-the use of mother tongue				
3-classroom interaction				
4-teaching vocabulary through NVC				
5-effectiveness of NVC in learner's comprehension				
6- teacher's attitude				

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Dissertation

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