



*People's Democratic Republic of Algeria*



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**Investigating Nonverbal Communication in Third-Year English  
Classes in Algeria: A Case Study of Sabih Saleh Primary School in  
Tissemsilet**

Dissertation submitted in partial fulfillment of the requirements for the Master Degree in  
Language and Communication

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**Academic Year: 2022-2023**

# *DEDICATION*

*I dedicate this humble work to my family for their  
continuous support and endless Motivation*

*To My precious Mom and siblings for everything and  
forever.*

*To all my teachers in my whole life*

*To all my friends*

*AREN Community*

## *ACKNOWLEDGEMENTS*

*First of all, this modest work is done thanks to the blessings of strength and patience given to us by the almighty Allah.*

*My deepest and heartfelt gratitude to my supervisor*

*Mrs. Maroufi Soumia who believed in me and guided me.*

*I would like to express my respect and recognition to the jury members Mrs. Benyoub Malika and Mrs. Benaouda Sihem.*

*I am also grateful to everyone participated in this work. Their contributions have been instrumental in the successful completion of this project.*

## **Abstract**

This dissertation explores the role of nonverbal communication in third-year English classes within the Algerian primary school context, and how it influences learning outcomes. The study involves classroom observations, questionnaires, and interviews conducted with a third-year English language classroom at Sabih Saleh primary school, comprising 36 students and their teacher, also included other teachers from different schools, to broaden the research and make it more comprehensive. Both qualitative and quantitative data collection methods were employed to gain valuable insights on the topic. The analysis revealed important insights on the employment of nonverbal communication techniques at the primary school English language instruction, its' influence on learning outcomes, and the perceptions and attitudes of the learners towards it. These findings underscore the importance of the nonverbal communication implementation in English language instruction. Based on the results, the study offers practical recommendations and suggestions to improve English language education at the Algerian primary school such as promoting teacher training programs and practices, and encouraging teachers to create engaging and inclusive classrooms with the aid of nonverbal communication techniques. In doing so, it aims to contribute to an improved learning atmosphere where students are engaged and motivated to learn.

**Keywords:** Nonverbal communication, English Language instruction, Primary school, learning outcomes.

## **List of Abbreviations**

NVC: Nonverbal Communication.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

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# **General Introduction**

## General Introduction

In today's interconnected world, effective communication in English has become increasingly crucial for individuals seeking to excel in various professional and academic domains. Algeria, recognized the importance of English language proficiency and has placed significant emphasis on English language teaching and learning in its educational system. However, the traditional focus on verbal communication in English language classrooms often neglects the significance of nonverbal communication in enhancing the teaching and learning process.

Nonverbal communication gathers a wide range of cues such as facial expressions, body language, gestures, and tone of voice, which complement and strengthen verbal messages. These nonverbal cues play a key role in conveying meaning, establishing rapport, and developing effective communication between teachers and learners. Understanding the impact of nonverbal communication on the effectiveness of English language teaching and learning at the primary school in Algeria is of great importance, as it has the potential to revolutionize language education practices and improve learner outcomes.

This dissertation aims to investigate nonverbal communication in third-year English language classes in the Algerian primary school instruction. By exploring the dynamics between nonverbal cues and the learning environment in the classroom, this study seeks to shed light on the potential benefits and challenges associated with integrating nonverbal communication strategies in English language classrooms. Moreover, it aims to provide insights into the cultural and contextual factors that influence the use and interpretation of nonverbal cues in the Algerian educational context.

The primary objective of this research is to investigate and explore the impact of the English language teacher's nonverbal communication on the primary school students of the third year as they are EFL beginners. Using both quantitative and qualitative data collection methods and analysis methods, the study aims to identify the nonverbal behavior and its effectiveness on English language teaching and learning.

Research questions that will guide the study include:

1. What nonverbal communication strategies do English language teachers in primary schools in Algeria employ, and how do these strategies influence student comprehension and learning outcomes.
2. What are the perceptions and attitudes of English language primary school learners in Algeria towards nonverbal communication in the classroom?
3. What are the strategies and tools that can be used to improve nonverbal communication in English language instruction in the Algerian primary school?

Some hypothesis was taken into consideration in an attempt to answer the questions above, they are as follows:

1. English language teachers in the Algerian primary schools utilize a variety of nonverbal communication strategies such as gestures, eye contact, body language, and facial expressions. Which can positively influence students' comprehension and leads to improved learning outcomes if implemented properly.

2. Primary school English language learners in Algeria have varying perceptions and attitudes towards nonverbal communication in the classroom. Positively associated with higher levels of engagement and motivation among them.

3. To improve nonverbal communication in English language instruction in Algerian primary schools, strategies and tools such as teacher training programs, the provision of audiovisual aids, and the systematic evaluation of nonverbal communication techniques can be effectively implemented to enhance teaching and learning outcomes.

The current research study is structured into three main chapters to provide a comprehensive exploration of the impact of nonverbal communication on the effectiveness of English language teaching and learning in the Algerian context. The initial chapter introduces the topic and lays the foundation for the research by presenting the background, significance, and research questions. It also provides the historical overview to establish the theoretical framework and gaps in existing knowledge.

Then, the second chapter focuses on the methodology, detailing the research design, participants, data collection methods, and analysis techniques employed. This chapter ensures the research is conducted rigorously and provides a robust framework for data collection and analysis.

Lastly, the last chapter of the study presents the findings, analyzing the data collected and addressing the research questions. It also discusses the implications of the findings, offers recommendations for practice, and identifies areas for further research. This structure allows for a systematic and coherent investigation into the impact of nonverbal communication on English language teaching and learning in Algeria, ensuring a comprehensive examination of the dissertation topic.

**Chapter One:**  
**Communication and**  
**Nonverbal Communication Overview**

## 1.1 Introduction.

Nonverbal communication refers to all the communicative actions beyond language and verbal interactions. Nonverbal communication is of paramount importance that it often determines whether human interaction can be achieved successfully or not. Likewise, teacher's nonverbal behavior is also important in the whole teaching process. Teacher's humorous speech, vivid expressions, and visual gestures are all effective. It can strengthen the effect of verbal education and instruct a good and harmonious relationship between teachers and students, so that the students are able to acquire knowledge in an easy and pleasant atmosphere; what is more, it can keep the classroom in order and enhance teaching efficiency and learning outcomes.

This chapter illustrates a comprehensive overview to the literature pertaining to the main area of interest in the current study, that is, the impact of nonverbal communication on English language teaching and learning in the Algerian primary school. This chapter elicits an overview of nonverbal communication skills and their employments including what is communication in general, and what is nonverbal communication, its variables and elements and how it is interpreted within English as foreign language classes.

## 1.2 Definition and Overview of Communication.

Communication is the procedure of exchanging information, thoughts, and feelings between individuals or groups. It is an essential aspect of human interaction and plays a crucial role in various aspects of life, including personal relationships, business, education, and social interactions.

Also, in his book "The Process of Communication: An Introduction to Theory and Practice", D.K. Berlo's (1960) defines communication as the process of sending and receiving messages between individuals or groups. It involves the transmission and interpretation of information, ideas, thoughts, and feelings through various channels and means of expression. Communication is a dynamic and interactive process that encompasses verbal and nonverbal elements, including language, gestures, facial expressions, body language, and other forms of expression. (P. 1-7)

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



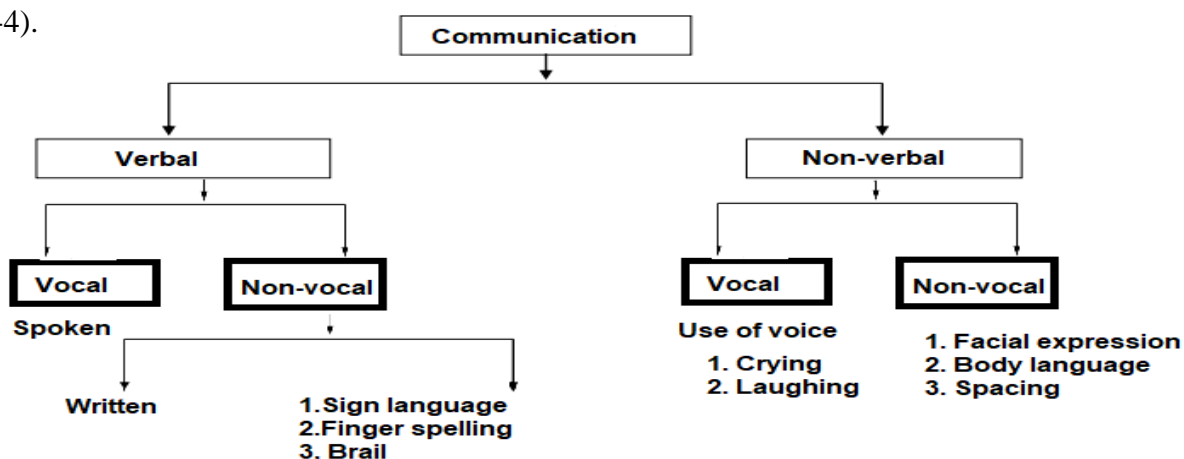
**Figure 1.1:** The Process of Communication (Cited in Lunenburg, 2010).

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

Besides, according to Harold D. Lasswell's book, "The Structure and Function of Communication in Society," the definition of communication is "who says what in which channel to whom with what effect." This definition highlights key elements of communication, including the sender (who), the message (what), the channel (which channel of communication is used), the receiver (whom), and the impact or effect of the communication ". (p. 147)

It suggests that communication concerns the intentional exchange of information or messages between individuals or groups through a chosen channel of communication, with the aim of achieving a desired outcome.

In "The Mathematical Theory of Communication" by Shannon and Weaver (1949), in a technical and mathematical context, the concept of communication revolves around the idea of transmitting information from a sender to a receiver through a communication channel. The term "communication" according to the book refers to all processes by which one person can have an impact on another's thoughts or actions. This broad definition encompasses all forms of artistic expression, including music, the visual arts, theater, and dance, in addition to spoken and written language. Additionally, it recognizes the possibility of a still more expansive definition of communication, one that includes interactions between mechanical systems, such as when automated equipment tracks an airplane and directs a missile in pursuit. (pp. 3-4).



**Figure 1.2:** Types of Communication ([selfstudyanthro.com](http://selfstudyanthro.com))

From all the statements above, communication is viewed as a dynamic and interactive process that goes beyond the simple transmission of information. It emphasizes the mutual influence and synchronic encoding and decoding of messages between communicators. It recognizes that communication involves

not only the verbal content of the message but also nonverbal cues, which contribute to the overall meaning and interpretation of the message

### 1.2.1 Forms of Communication.

According to the textbook "Understanding Human Communication" by Ronald B. Adler, George Rodman, and Athena du Pré (2021), published by Oxford University Press, (PP.10-13). the following are some of the types of communication discussed:

**a. *Intrapersonal Communication:*** Communication that occurs within an individual's own mind, involving self-reflection, thoughts, and internal dialogue.

**b. *Interpersonal Communication:*** Communication between two or more individuals, focusing on the exchange of messages, information, and emotions.

**c. *Small Group Communication:*** Communication that takes place within a small group of people who work together towards a common goal or objective.

**d. *Public Communication:*** Communication directed at a large audience, typically involving a speaker or presenter addressing a crowd.

**e. *Mass Communication:*** Communication that transmits messages to a large and diverse audience through mass media channels, such as television, radio, newspapers, and the internet.

**f. *Mediated Communication:*** Communication that occurs through technological mediums, such as email, text messaging, social media, and other digital platforms.

**g. *Intercultural Communication:*** Communication between individuals or groups from different cultural backgrounds, involving the exchange of ideas, values, and beliefs.

**h. *Organizational Communication:*** Communication that takes place within formal organizations, involving the exchange of information, instructions, and feedback among members.

Types of Communication	Definitions and References
<b>Verbal Communication</b>	Includes the use of spoken or written words to convey messages. It involves face-to-face conversations, phone calls, presentations, speeches, meetings, emails, and other written forms of communication (DeVito, 2020; Beebe, Beebe, & Redmond, 2016).
<b>Nonverbal Communication</b>	Refers to the use of gestures, facial expressions, body language, posture, eye contact, and other nonverbal cues to convey messages.

	Nonverbal communication can often complement or reinforce verbal communication, influencing how messages are interpreted (Guerrero, Anderson, & Afifi, 2017; Burgoon, Guerrero, & Floyd, 2016).
<b>Visual Communication</b>	It utilizes visual aids, such as graphs, charts, diagrams, photographs, videos, and other visual elements to convey information or messages. Visual communication is commonly used in presentations, reports, advertisements, and multimedia platforms to enhance understanding and engagement (Tufte, 2006; Lester & Koester, 2016).
<b>Written Communication</b>	This type of communication involves the use of written words or text to convey messages. It includes emails, letters, memos, reports, manuals, and any other written form of communication. Effective written communication requires clarity, organization, and appropriate language (Guffey & Loewy, 2015; Lannon & Gurak, 2016).
<b>Interpersonal Communication</b>	It occurs between two or more individuals and focuses on the interaction and exchange of messages in personal or social settings. Interpersonal communication encompasses conversations between friends, family members, colleagues, or romantic partners, and it plays a crucial role in establishing and maintaining relationships (Beebe, Beebe, & Ivy, 2018; Wood, 2019).
<b>Intrapersonal Communication</b>	It refers to communication that takes place within an individual's own mind or self-talk. It involves internal dialogues, reflections, and self-expression, helping individuals process thoughts, feelings, and ideas. Intrapersonal communication contributes to self-awareness and self-reflection (McCroskey & Richmond, 2013; Burluson & Kunkel, 2017).
<b>Group Communication:</b>	It involves communication among members of a group or team. Group communication can include discussions, meetings, brainstorming sessions, and collaborative decision-making processes. Effective group communication enhances coordination, cooperation, and productivity within the group (Engleberg & Wynn, 2019; Rothwell, 2015).
<b>Mass Communication</b>	It refers to the transmission of messages to a large audience through mass media channels, such as television, radio, newspapers, magazines, websites, social media, and other forms of public communication. Mass communication plays a significant role in disseminating information, influencing public opinion, and shaping societal discourse (Baran & Davis, 2018; McQuail, 2010).

<b>Formal Communication</b>	It follows prescribed rules, protocols, and hierarchical structures within organizations or institutions. Formal communication includes official memos, reports, announcements, and presentations conducted in a professional setting. It ensures clear and structured information flow within an organization (Downs & Adrian, 2015; DiSanza & Legge, 2017).
<b>Informal Communication</b>	It is more casual and spontaneous, occurring in everyday interactions, social gatherings, or informal settings. Examples of informal communication include casual conversations, small talk, and informal emails. Informal communication fosters social connections, teamwork, and organizational culture (Putnam & Myers, 2009; Shockley-Zalabak, 2015).

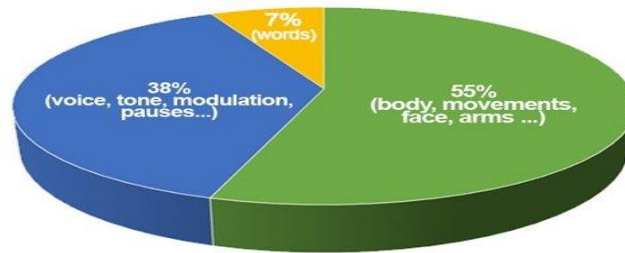
**Table 1.1:** Forms of Communication.

### **1.3 Nonverbal Communication.**

Nonverbal communication is the procedure of conveying messages, emotions, and information through gestures, body language, facial expressions, and paralinguistic features. It reinforces verbal communication by adding emphasis, clarification, and context. Nonverbal cues express emotions, attitudes, and intentions more powerfully and authentically than words. Gestures clarify instructions and establish rapport, while paralinguistic features like tone of voice convey subtle nuances. Understanding and utilizing nonverbal cues enhances communication, and strengthens interpersonal connections.

#### **1.3.1 Definition of Nonverbal Communication.**

According to Mehrabian's (1971) research, nonverbal communication is the transmission of information or messages without using words or spoken language. Mehrabian's research focused on the relative importance of verbal and nonverbal cues in conveying emotions and attitudes. He proposed that in certain contexts, nonverbal communication, including facial expressions, body language, and tone of voice, plays a crucial role in understanding the underlying meaning of a message. Mehrabian's research suggested that nonverbal cues can handle more weight in expressing feelings and attitudes compared to the spoken, particularly in situations involving emotions and attitudes. However, it's important to note that Mehrabian's findings have been widely debated and are often misinterpreted. The specific percentages often associated with Mehrabian's research (7% verbal, 38% vocal, 55% facial) are often taken out of context and should not be applied as a general rule to all forms of communication.



**Figure 1.3:** Mehrabian's Theory ([Quora](#)).

Also, in their book “Nonverbal Communication in Human Interaction” (Mark L. Knapp, 2013, p. 5), defines the term "nonverbal communication" as the exchange of information via channels other than spoken or written words. However, this definition falls short of capturing the phenomenon's complexities. It is difficult to strictly distinguish between verbal and nonverbal behaviors, as demonstrated by the fact that sign language gestures have linguistic properties. Onomatopoeic words and some types of speech also show that not all spoken words are purely verbal. Furthermore, it is unclear from the definition whether "means other than words" refers to the signal's format or its interpretation code. When discussing nonverbal behavior, people frequently concentrate on the signals themselves rather than going into the process of assigning meaning. Many believe that verbal cognitive processes are primarily involved in understanding nonverbal cues which require more investigation.

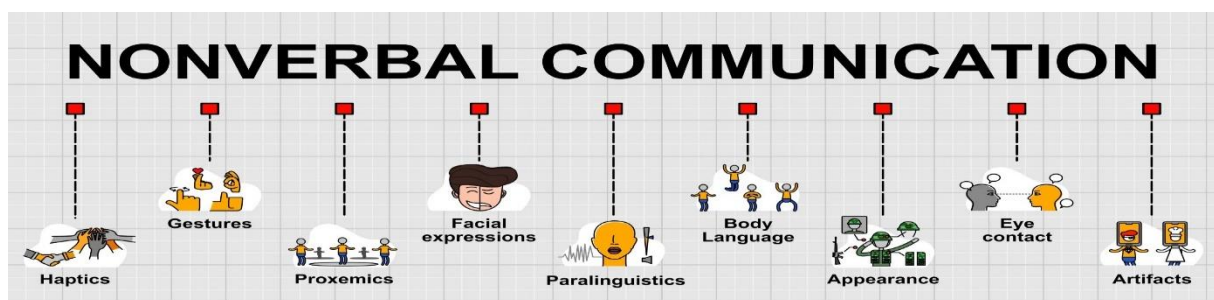
However, Navarro and Karlins in their book "What Every Body is Saying: An Ex-FBI Agent's Guide to Speed-Reading People" (2008), nonverbal communication can be defined as the process of conveying information, emotions, and intentions through body movements, gestures, facial expressions, and other nonverbal cues. It is the silent language of communication that allows us to understand and interpret the unspoken messages and hidden meanings behind someone's physical behavior. They say: “Nonverbal communication can also reveal a person’s true thoughts, feelings, and intentions. For this reason, nonverbal behaviors are sometimes referred to as tells (they tell us about the person’s true state of mind). Because people are not always aware they are communicating nonverbally, body language is often more honest than an individual’s verbal pronouncements, which are consciously crafted to accomplish the speaker’s objectives”. (Navarro, 2008, pp. 2-5)

### 1.3.2 Aspects of Nonverbal Communication

Samaovar (2000) stated that nonverbal communication could be separated into many subcategories, like kinesics, proxemics, haptics, etc. (cited in Pan, 2014). Karimi, Dabaghi and Tabatabaei (2012) also identified different types of nonverbal communication that are used in everyday social communications, such as kinesics, facial expressions, haptics, paralanguage, proxemics, oculosics, physical appearance,

chronemics, olfactics, and so on. There are different types of nonverbal communication, which are discussed below and they are used in the language classroom (Negi, 2009).

1. *Kinesics*: is related with the bodily movements and it involves the usage of facial expressions, eye contact, gesture and posture (Pan, 2014; Argyle, 1988). Facial expression is the way of expressing emotions and feelings like happiness, anger, surprise, fear, sadness, disgust or contempt (Karimi, Dabaghi & Tabatabaei, 2012). Gabriel and Ram (2007) believed that eye contact is a very powerful cue in nonverbal communication because it shows us a person who has confidence, who is credible and who is not hiding something (cited in Ozuorcun, 2013).
2. *Proxemics*: demonstrates the space between the communicators. It is also categorized into four main parts: intimate, social, personal and public space (Sree & Siawuk, 2012). The distance between two people who are communicating helps us to understand what type of relationship they have (MEGEP, 2008; Ozuorcun, 2013).
3. *Oculecsics*: refers to eye contact. It plays a great role during the real communication process between two people because if you build eye contact with someone, it means you care or interested in that person, otherwise it may mean you are hiding something or you do not trust yourself (Ergin & Birol, 2005, cited in Zeki, 2009).
4. *Haptics*: defines touching behavior. It consists of physical contact with someone, like handshakes, patting on the shoulder, etc.
5. *Chronemics*: refers to the usage of time and punctuality in communications.
6. *Paralanguage/Vocalics*: is related with the auditory part of speech, including tone, pitch, intonation and pause.
7. *Olfactics*: is concerned with smell and bodily hygiene during interpersonal communication (Negi, 2009).
8. *Physical appearance*: includes natural features like attractiveness, height, weight, body, shape, hair style, skin colour, etc. (Karimi, Dabaghi & Tabatabaei, 2012).



**Figure 1.4:** Aspects of Nonverbal Communication ( Public Speaking | Aralia )

### **1.3.3 Importance of Nonverbal Communication**

By function of non-verbal communication what is meant is the message that the NVC cues convey. Non-verbal behaviors occur simultaneously with the verbal message and they substitute, complement, regulate and contradict the verbal message. Substitution of non-verbal message occurs when a non-verbal cue is used instead of verbal one. For example, a head nod to indicate 'yes', pat on shoulder to show 'intimacy' and so on. Non-verbal behaviors also compliment, expand or modify the verbal message. For example, a teacher looking confident while delivering the lecture in the class enhances the quality of teaching. Non-verbal message regulates the conversational flow as well. For example, gestures, head movements and many other behaviors indicate how the interaction should progress. The regulatory function as Capper (2003) says also serves to provide vital cues for the learners' interpretation of speech acts and considerably enhance conversation. Finally, non-verbal cues also strength verbal message as in the case of 'irony' and 'satire'. In a nutshell, non-verbal communication expresses happiness, sadness, surprise, intimacy, seriousness, satire, formality, informality and so on via the use of various non-linguistic cues.

#### **1.3.3.1 Nonverbal Communication in Language Teaching and Learning**

One of the main teaching objectives in the foreign language classroom is the development of communicative competence. As an essential part of communication is non-verbal, communicative competence cannot consist solely of the correct use of verbal language. The fact that non-verbal phenomena play an essential role in conversation becomes evident when we consider the different functions non-verbal behavior can fulfil (cf. Jakobson 1960:353ff.; Ekman/Friesen 1969; Argyle 2002: 106, 117ff.; Strasser 2008: 68ff.).

According to Pan (2014), nonverbal communication has a significant role both in our daily communication and in language classes because nonverbal communication is the inevitable part of language teaching, in order to obtain the aim of teaching: developing teaching quality and the development of teaching methods. Negi (2009) believed that the language of body expressions and movement played great role in the language classroom because nonverbal communication helps teachers to get the students' attention easily, rather than with verbal communication and the knowledge of the subject matter. In addition to this, Smith (1981) claimed that the teachers who believe that much of our communication takes place at the nonverbal level, have positive attitudes towards nonverbal communication, so that they can encourage student participation and attention to the lesson (cited in Chaudhry & Arif, 2012) Tai (2014) also claimed that body language has an important role in the interaction between teachers and students. What is more, Ledbury et al. (2004) mentioned that nonverbal communication is really crucial for the teachers' and the

students' performances (cited in Zeki, 2009). On the one hand, Morgan (1990), Long (1989) and Richardson (1979) stated that nonverbal communication is particularly significant for the beginner students because they can consolidate and change the communicative input message (cited in Kruger, 2009).

H. Douglas Brown, is a widely acclaimed methodology text used in teacher education programs around the world. In his book *Teaching by Principles: An Interactive Approach to Language Pedagogy*, he says: "Your voice isn't the only production mode available to you in the classroom. Nonverbal messages are very powerful, in language classes, especially, where students may not have all the skills they need to decipher verbal language, their attention is drawn to nonverbal communication. Here are some pointers:

- Let your body posture exhibit an air of confidence.
- Your face should reflect optimism, brightness, and warmth.
- Use facial and hand gestures to enhance meanings of words and sentences that might otherwise be unclear.
- Make frequent eye contact with all students in the class.
- Do not "bury yourself" in your notes and plans.
- Do not plant your feet firmly in one place for the whole hour.
- Move around the classroom, but not to distraction.
- Follow the conventional rules of proxemics (distance) and kinesthetics (touching) that apply for the culture(s) of your students.
- Dress appropriately, considering the expectations of your students and the culture in which you are teaching". (Brown, 2001, p. 207)

### **1.3.3.2 Importance of Nonverbal Communication in ELT:**

Teacher creates more impression through NVC in the classroom than the knowledge of subject matter and verbal fluency. There is a language of body expression and motion that plays a crucial role in the language classroom. Research studies done in classroom environments also suggest that nonverbal behaviors send clear and distinct messages. Moreover, these 'non-verbal messages can be a more explicit and candid means of determining intent than merely the spoken word alone' (Rosa, 2000, p. 1). Furthermore, Woolfolk and Brooks (1983) indicated that non-verbal behavior often influence the demeanor of teachers and students. Actually, the success of both the student and teacher depends upon the effective communication between them in the class, but communication becomes handicapped without the proper use of non-verbal behaviors. In this regard, Stevick (1982) points out that: "The body language of a teacher is the most important thing in the class... it is the way you use your eyes, the distance you stand from your students, the way you touch or refrain from touching them all of these unnoticeable things in the class carry

important signals which create a profound effect on your students' feelings of welcome and comfort with you" (Stevick, 1982, p. 6)

Canale and Swain (1980) developed another model of communicative competence, which includes three main competencies: grammatical competence, sociolinguistic competence and strategic competence. In this model non-verbal communication strategies are highly emphasized in strategic competence (Khaniya, 2005, p. 27). Since the goal of language teaching is to develop the communicative competence, it becomes handicapped without the proper use of NVC and if we become aware of NVC, it may certainly enhance effective communication. Non-verbal behaviors, which are more subtle and can be used more often in the classroom are also the sign of psychological state of the teacher and should not be taken lightly. If the teachers' non-verbal behaviors are positive students enjoy the lecture and highly motivated to the teacher and the subject matter, on the other hand if the nonverbal behaviors are negative students feel discomfort and may not be motivated to the subject matter and the teacher. Compare the non-verbal behaviors of students who are considered average in ability with those who are perceived as cognitively challenged while they are engaged in regular classroom instruction in both large and small groups settings. Her finding shows that in most of the cases the majority of nonverbal interaction occurred between students who sat in close proximity regardless of their cognitive ability. Likewise, Christopher (2002), Lewis (2005) and Hassan (2007) carried out researches on Nonverbal Communications. Christopher reached at the finding that males displayed more active nonverbal behavior than females; the result by Lewis showed that female students make eye contact more than the male students and smile more often in the classroom setting; and the study by Hassan showed that the college students are not only conscious of their teachers' NVC but are also biased towards certain types of non-verbal cues and behaviors. The present study is mainly based on the research carried out by the author in 2009.

### **1.3.3.3 Importance of Nonverbal Communication in EFL**

Even though early research only focused on verbal aspects, in the last decades some studies on kinesics and paralanguage have highlighted the importance of co-speech gestures in the teaching and learning of second or foreign languages. As for McNeill (1992), Goldwin-Meadow (2003) and Kendon (2004), they claimed that speech and gestures form a single system of meaning, which may occasionally overlap. In this sense, both speech and gestures should be studied as a combined system when introducing new information so that the message can be understood easily. Nonetheless, it seems that nonverbal communication has not been given sufficient attention in the teaching of foreign languages (Huang, 2011; Azaoui, 2013; EBer 2007; Knabe 2007). As a matter of fact, most foreign language teachers did not have the opportunity to learn about nonverbal communication and were not provided with teaching materials that guide them to do so effectively. Some recent publications in the domain of foreign language teaching have encouraged the incorporation of gestures in FL lessons as they improve the quality of instruction. It

is widely known that all kinds of students, from beginner to proficient, may have difficulties when decoding the output of a FL teacher (Hyon, 1997; Young, 1994). In this respect, EFL learners normally recall their background knowledge to convey meaning, but they may fail to identify the main ideas of a lecture because of the use of abstract concepts or unknown terms. To overcome this obstacle, ample evidence suggests that nonverbal cues are key for EFL learners' success in the learning process given that they enhance learners' comprehension of the lesson content (Sime, 2008; Tellier and Stam, 2010). Along with Sime's (2008), Tellier's and Stam's (2010) findings concerning how body language can facilitate the teaching of a target language, Jung (2003) found out that learners can make the most of lessons with gestures. Overall, they promote better acquisition and retention of new lexical and grammatical structures in contrast to those lessons without gestures. These have provided support for the beneficial effects of nonverbal cues on FL communication, both for educators and students (Tellier, 2008b; Surkamp, 2014). Certainly, teachers may vary their communicative behaviors in EFL classrooms depending on several factors, such as making the classroom more dynamic, capturing students' attention, assessing students or giving instruction to EFL learners of different levels (Tellier, 2008b). Similarly, foreign language learners are exposed to relevant cultural aspects that may have an impact on speaking (Surdamp, 2014).

### **1.3.4 Nonverbal Communication and Language Acquisition in Primary School.**

Primary school students are lively and active. They are capable of processing concrete, meaningful, and visual information, which means merely giving lectures is inappropriate in the classrooms of primary school (Qian Zhou, 2013). Therefore, EFL teachers of primary school should take their students' cognitive and physiological characteristics into consideration and apply effective teaching strategies. Nonverbal communication has the functions of substituting, accenting, complementing, and regulating the oral communication process in general. Its functions also play an important role in the EFL classrooms of primary schools. First, it can help primary school students better comprehend and remember the new knowledge. For example, when teachers teach vocabulary terms about body parts to the first-year students, they can articulate the pronunciations of the words and point or show the corresponding parts of their own bodies instead of paraphrasing the meanings of those words to their students. It's also very efficient to teach verbs or verb phrases to students with nonverbal communications.

In the realm of English as a Foreign Language instruction, there are various teaching methods that emphasize the importance of nonverbal communication. One such method is Total Physical Response (TPR), as proposed by James Asher in 1969. TPR stands as a prime illustration of how language instruction can effectively gather physical movement and verbal communication. In TPR, teachers will give instructions to their students in the target language, and students need to do the corresponding action. Through repeating the words and the corresponding actions, children can establish the link between them

in their minds. For example, when teachers teach the meaning of a phrase to their students, they can do the corresponding action in the classroom. It's clearer and more efficient than verbal explanation solely. Then, students can repeat the phrase and do the corresponding action. Second, nonverbal communication can help students better understand teachers' instructions and thoughts. According to Goldin-Meadow and Singer (2003), it is often easier for listeners to grasp the message conveyed in a speaker's words when that message is also conveyed in gesture. Bi (1999) and Mehrabian (1972) also proposed that one of the six functions of nonverbal communications is substituting. Sometimes, people can understand others' meaning just from the nonverbal behaviors. In childhood classrooms, teachers' nonverbal behaviors also play an important role in giving instructions. For example, when a student is thinking how to answer a question, other students may also eagerly want to share what they know and they may break in on the student's thoughts. At this time, the teacher can put his or his forefinger on the lips to tell other students that they need to keep quiet. It is better than a verbal instruction since teacher's words may also interrupt the student's thinking. Moreover, teachers can use eye contact to communicate behavioral expectations. For example, when a teacher asks the students to listen to them carefully, they can gaze at the students who are whispering in class instead of criticizing them by their names. Through the use of nonverbal communication, the teacher helps the students to reflect on their behavior without causing them to feel chastised. Third, communication can help teachers to regulate the classroom atmosphere. For example, teachers can promote a positive classroom environment and motivate students by smiling, quick speech, and exaggerated actions. When the students are introverted, timid, or afraid of answering questions, teachers can encourage them through smiling, nodding, a gaze of concentration, and by leaning forward to ease their fears and to show that they are interested in their ideas. Touch is also a good way to ease the anxiety of children. According to Bell (2010), touch can make children feel relieved and relaxed. It can provide attachment for children. Moreover, it can stimulate children as well. Teachers can come to the children and gently pet their heads to make them feel relaxed.

In short, nonverbal communications can help teachers in teaching knowledge and managing classrooms. If teachers can properly use nonverbal communications in their classrooms, learning and teaching efficiency can be improved.

## **1.4 Conclusion**

In this chapter, we have gone aboard on a comprehensive exploration on communication in general, with a specific focus on nonverbal communication. We thoroughly examined its' characteristics, importance and its perspective in teaching, considering how historical and cultural contexts are applied through. Additionally, we have embarked the factors that impact its effectiveness on English language education, recognizing the surrounding and influencing circumstances.

**Chapter two:**  
**Research Methodology**

## **2.1 Introduction.**

In this chapter, we intend to identify the Methodology of this research study in which we will determine to either validate or disprove pre-set theories in order to address the research questions that aim to investigate the impact of teacher's nonverbal communication on students' performance and learning outcomes at the Third-year classroom in primary school Sabih Saleh- Bordj Bounaama provenance-Tissemsilt. As English is a relevant topic in The Algerian educational settings in the last academic year 2022/2023.

The current chapter provides a concise summary of the investigation's methodological structure; data collection methods, data analysis techniques, and population. Moreover, it is a review of the methodology of this research.

## **2.2 Purpose of the Study.**

The purpose of this study is to explore the integration and the role of primary school teachers' NVC in English language instruction within the Algerian educational context. To gain a deeper understanding of this topic, this research aims to identify the defining characteristics NVC use in EFL and ESL in classroom by teachers and its impact on pupils' comprehension and learning outcomes, as well as the relative strengths and limitations of the subject. Also, the investigation will examine the factors that can influence the utilization of NVC properly during teaching process, regarding to the advantage of observing NVC patterns among students to determine their attitude and emotions towards their new introduced language and teachers' performance. By exploring these different aspects, this study will enlighten the way to valuable insights into the ongoing debate surrounding the best methods of teaching and learning in the Algerian educational settings.

## **2.3 Research Methodology**

This investigation utilizes a mixed methods approach to explore and closely examine the influence of NVC during English language classes at the primary school, and observe its pattern's function and integrity to enhance communication and language teaching. The methodology incorporated three primary data collection techniques: concentrated classroom observations on one classroom due to time constraints and the need for manageable research, a simple questionnaires for students based on their recognition and limited experience, and a written interview done with their English language teacher, to enhance the breadth of the study and ensure its representativeness, it also included interviews with other teachers from different primary schools.

One of the main important steps in conducting research is the selection of the research method. For this research investigation, both qualitative method and quantitative method are appropriate.

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

A case study method is defined as a method that allows to closely investigate the data within a specific context. Usually, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. Case studies, in their real meaning, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships. (Zainal, 2007:31; Yin 1984:23) defines the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.” (In Zainal, 2007). There are many types of case studies; Yin (1984) states there are three categories that are: exploratory, descriptive and explanatory case studies. The current dissertation is an exploratory case study that offers an analysis of the topic. Zainal defines “exploratory case studies set to explore any phenomenon in the data which serves as a point of interest to the researcher” (zainal, 2007, p. 03)

Quantitative methods “emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating preexisting statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon.” (Babbie, Earl R, 2010)

The origins of classroom observation in England can be traced back to the middle of the nineteenth century where its emergence in state schools coincided with the government’s introduction of Her Majesty’s Inspectorate (HMI), whose remit was to assess whether public money was being well spent in the newly created ‘schools for the poor’ and to identify ways in which the then governmental office of education could help to further improve provision (Grubb 2000). Since then, it has come to be largely associated with teacher education/training and appraisal.

Finally, the use of mixed methods approach allows for a comprehensive understanding of the topic by combining both qualitative and quantitative data, and to verify collected results from different perspectives. Which can lead to more informed recommendations and strategies for enhancing communication and English language instruction. Qualitative methods, such as classroom observations and interviews can help us observe and understand how nonverbal communication works in a real classroom, by providing rich descriptions to capture the nuances of NVC in the classroom, which is valuable in understanding its’ importance. While, the quantitative methods through questionnaires, allows for the

analysis of NVC's influence, to enable the identification of perception and patterns within a larger sample, gathering quantifiable results that can be statistically analyzed to support our findings and make our research more solid. By delving into the intricate dynamics of nonverbal communication, this study aims to unravel its profound influence on the efficacy of English language instruction and acquisition in the Algerian primary school.

## **2.4 Participants.**

To carry out an accurate investigation, it is essential to carefully choose the right sample in order to produce reliable and accurate information. For the study to produce useful and significant results, participants must be carefully chosen. Bhardwaj (2019) stated “Sampling is one of the most important factors which determine the accuracy of a study.” (p.157)

### **2.4.1 Sampling.**

Based on Kothari (2004) clearly define the set of objects, technically called the Universe, to be studied. Then a decision has to be taken concerning a sampling unit before selecting sample. Sampling unit may be a geographical one such as state, district, village, etc., or a construction unit such as house, flat, etc., The size of sample should neither be excessively large, nor too small. It should be optimum. An optimum sample is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility. (p.56)

In this study; Sabih Saleh’s third grade class served as the study’s field sample. These students were selected as participants based on their program enrolment, which revealed their present status and participation in the academic environment. This Selection is strategic as it combines an equivalent group of students who are in their first year of learning English, enabling a focused examination of the impact of nonverbal communication on language acquisition, that can provide manageability, allowing for deep data collection and a coherent classroom environment for studying nonverbal communication dynamics. However, it comes with limitations, including limited generalizability to other settings and a comparatively small sample size. In addition, the study's results may be influenced with the specific teaching style and nonverbal communication strategies of the selected teacher. To direct these limitations, the research will highlight the nature specific factors of its results, compare findings with existing literature, and promote for future research throughout various classrooms and contexts to provide a more inclusive understanding of nonverbal communication in English language instruction.

The population for this study will include English language learners and their teacher at the primary school, the target respondents are the third-grade pupils who study English for the first year at school. Their

ranges from 7 to 9 years. The sample of respondents is composed of 36 students, 54% are female students. Also, their English language teacher.

## **2.5 Research Instruments.**

In this work, we will depend on classroom observation, questionnaires, and interviews as tools in gathering data. The aim is to investigate how teacher's nonverbal communication influences performance and learning outcomes of third year students at the Primary school Sabih Saleh in Bordj Bounaama Tissemsilt.

The data collection procedure started with the observation of English language selected sessions, in order to provide a valuable insight that allows to understand the whole study profiles. The collected data from the classroom observation serves as a tool to enhance the questionnaire and interview quality as well based on analyzing profiles.

### **2.5.1 Classroom Observation.**

Systematic classroom observation is a quantitative method of measuring classroom behaviors from direct observations that specifies both the events or behaviors that are to be observed and how they are to be recorded (Medley, 1992). Prior to the use of systematic observational methods, research on effective teaching typically consisted of subjective data based on personal and narrative accounts of effective teaching (Nuthall & Alton-Lee, 1990). In order to develop a scientific basis to teaching, researchers began to use the more objective and reliable measures of systematic classroom observation. In the past few decades, several hundred different observational systems have been developed and used in classrooms and research studies (Anderson & Burns, 1989).

The first instrument conducted in this research is the classroom observation, which allows to take an overlook of the studying area, surroundings, and the sample dealt with. For the purpose of investigating the use of nonverbal cues in a primary school English language classroom by the teacher, a classroom observation was conducted. Our classroom observation was conducted at Sabih Saleh primary school with third year students. It takes place from 15/04/2022 to 14/05/2022. In addition, we attended several sessions to ensure a good observation quality, with the same teacher in order to make them familiar with us and less distracted, as Cohen (1998) suggests that if the observer is present during several lessons, students may become accustomed and consequently revert back to their normal classroom behavior.

The number of the students in the class under observation was 36, all of them attended the class regularly, during the observation. To ensure the observation of all what was happening in the classroom, we sat at the back. Data collection was based on taking notes and filling the observation schedule. We tried to notice the nonverbal cues that the teacher used while communicating and interacting with students.

### **2.5.1.1 The Classroom Observation Design.**

The primary objective of this classroom observation framework is to assess and analyze various nonverbal communication cues employed by educators in an English language class in primary school. We focus on specific aspects of nonverbal communication, including eye contact, kinesics, posture, proxemics, haptics, and paralanguage, to provide a comprehensive evaluation of teacher-student interactions.

Generally, data collected through systematic observation focus on the frequency which specific behaviors or types of behavior occur in the classroom and the length of time they occur. Good classroom observation will contain most or all of the following elements:

- A stated purpose for the observation.
- A specific observational focus.
- Operational definitions of all the observed behaviors.
- Training procedures for observers.
- An observation schedule.

Several elements are common to most observational systems: (a) a purpose for the observation, (b) operational definitions of all observed behaviors, (c) training procedures for observers, (d) a specific observational focus, (e) a setting, (f) a unit of time, (g) an observation schedule, (h) a method to record the data, and (i) methods to process and analyze data (Stallings & Mohlman, 1988). Cambridge University Press, *Observational Research in U.S. Classrooms: New Approaches for Understanding Cultural and Linguistic Diversity* (p.8)

The observation scheme will consist of the following elements:

1. Analyze and define nonverbal communication patterns and strategies used by the teacher, its use frequency and use purpose.
- 2.. The reaction of students to these features and its influence on their comprehension, information retention and participation engagements.

The observation process will be done carefully watching classroom interactions and taking down notes to assess the teacher's use of nonverbal communication elements.

### **2.5.1.2 Observation Schedule for the Evaluation of the Use of Nonverbal Communication by the Teacher in the Classroom.**

The observation schedule will focus on each of the following nonverbal communication sections:

- Eye Contact: This section evaluates the teacher's use of eye contact during instructional sessions. It examines the extent to which the teacher maintains and utilizes eye expressions effectively.

- Kinesics (Body Movements): Within this category, we assess two key subcategories, which are facial expression and hand gestures.

- Facial Expression: This subcategory delves into the teacher's use of facial expressions, including smiling, raising eyebrows, nodding, and avoiding expressions that might disorder communication.

- Hand Gestures: Here, we analyze the teacher's use of hand gestures such as rubbing palms, clasping hands, employing thumb-up gestures, avoiding thumb-down gestures, crossing hands, using the index finger for air writing, and positioning hands behind the back during communication.

- Proxemics: This category examines the teacher's personal space within the classroom environment. We evaluate whether the teacher maintains an appropriate distance from students.

- Posture: In this section, we observe the teacher's posture during lessons. We assess factors like how often the teacher stands and sits, his movements in the classroom, forward-leaning posture, and any periods of sitting on the desk.

- Haptics: We focus on the teacher's use of touch during interactions with students.

- Paralanguage: In the final category, we analyze elements of paralanguage, including intonation, speaking rate, volume, and pitch changes, all of which implicate on effective verbal communication.

For each element, we employ a three-tier assessment system: "outstanding performance," "Standard," and "Needs Improvement.". In the first category, we assess nonverbal communication behaviors that significantly enhance student engagement and comprehension. Examples include clear and expressive gestures, consistent eye contact, and effective use of body language. The second category represents nonverbal communication that meets the expected level of effectiveness in the classroom. Teachers in this category use a range of nonverbal cues appropriately to facilitate communication and learning. Lastly, nonverbal communication in the third category indicates areas where improvement is required. This may include instances of unclear gestures, inconsistent eye contact, or nonverbal cues that do not effectively support the learning environment. These categories aim to provide specific feedback to teachers and offer insights into areas of nonverbal communication that may require enhancement.

By conducting classroom observations based on this framework, we aim to identify areas where instructors can master nonverbal communication and areas that may benefit improving their techniques and outcomes. The results of these observations can provide valuable data for this ongoing research study.

## 2.5.2 Questionnaire.

The questionnaire is considered as one of the most effective common methods used to collect data on attitudes and opinions from a large group of participants according to Mackey & Gass (2005). Using a questionnaire is very practical and useful for collecting data from larger amount of people in short period of time, and they are economical to use. In this vein, Dörnyei (2007) assumes that the benefits of questionnaire include the provision of answers to questions in a systematic and disciplined way, relative ease of construction, extreme versatility, and the ability to gather a large amount of information in a comparatively short amount of time and a readily usable form.

In this study, pupils were asked to complete a simple questionnaire, that was designed especially for them regarding to all the circumstances and their Intellectual Balance. In order to gather valuable information on their opinion and emotions towards teachers' nonverbal behaviors and strategies used during English language sessions.

### 2.5.2.1 Pupils Questionnaire.

#### A. *The Piloting stage.*

Sandhya and Lakshmi Narayana (lay2019) say that “A questionnaire appears to be just a simple list of questions to the naive. However, the language of the questions, the type of questions used, the order in which they are arranged and many other details, all impact the results of the survey. Therefore, it is essential that the questionnaire is designed meticulously and is validated before use. It should be ensured throughout the development process that the focus does not deviate from the research question. The design of the questionnaire should also be tailored to suit the medium of the survey” (How to design a questionnaire, 2019, p.335)

It is important to provide the intended participants a proper data collection tools, in order to collect more accurate and practical data for the investigation study, under a strong study design. For this study, the questionnaire design mostly depended on the classroom observation to determine the patterns that can help us to address it sufficiently to the pupils regarding to their cognitive and emotional development as 7-8. year-old children. As well, we tried to assure that the questions are aligned with the objectives of this investigation on understanding how the teacher's nonverbal communication affects the students' experience during the English language class, and its implications on their interactions and learning outcomes.

The piloting stage and pretesting is conducted after each observation session, to evaluate the quality of questions, and pupils' ability to understand and answer the questions. The questions are costumed to be clear and straightforward, using language suitable for students and employ only close ended questions with predefined responses options; e.g., multiple choices and yes/no questions, as well, they employ emoji face

visuals to make it easier for young pupils to express their feelings. The questionnaire was updated to cover a variety of nonverbal communication strategies observed, including facial expressions, gestures, eye contact, personal space, touch, and speaking style. This variety ensures a comprehensive assessment of the teacher's nonverbal communication influence on pupils' attitude and learning outcomes.

In this questionnaire, the pretest and revise of the questions revealed that the survey might be quite long, and considering to pupils' comprehension and lack of observation analysis experience, can be little confusing which may affect the data collection. That evaluation was able to help us to improve the quality of each element, the first option, was controlling the number of questions by turn focus on the necessary points, in order to avoid confusion and complicity, which lead to reduce the twenty-two questions to sixteen questions questionnaire. The second option consist on the clarify and simplicity of the questions with keeping the same designed background, which guaranteed the validity to the survey applied, as well, the questionnaire will be printed and supported with proper aid during hand out by helping pupils to comprehend and make them feel free to answer and express their emotions generously, as they were aware that the questionnaire is for study purpose, the results will be anonymous, and will not be demonstrated to their teacher .

### ***B. The Final Stage.***

This study intends to explore the influence and implications of the NVC dynamics used by the English language teacher on his pupil's motivation and learning outcomes. The purpose behind the questionnaire is to obtain data and reveal the students' status and attitude towards the NVC patterns used by their teacher, its efficacy on their learning outcomes, and difficulties that may face.

The questionnaire is translated to Arabic because the target participants are EFL beginners, and they do not have enough knowledge of English to answer the questions in the target language, as well it uses only close ended questions to limit the scope of the data elicited divided into three main sections. The changes were done as it mentioned in the previous stage.

The first section deals with Personal Information to collect basic demographic information about the pupils, including their age and gender. As well, the questionnaire's second section focuses on their attitude towards English Language Class, experience and their perception of language acquisition. Finally, the third section aims to identify the pupils' perception and emotions to the observed used NVC strategies used by the teacher during his class, which would reveal valuable data for the recent research study.

In general, the study's aim is to uncover the influence and implications of the use NVC patterns during English teaching in primary school on the pupils' motivation and learning outcomes as well.

### **2.5.3 Teacher Interview**

Considering the circumstances, such time constraints and the need for manageable research and reliable results, and regarding the study environment, the intended interview was designed as a written interview and emailed to the participant teacher from the observed classroom at Sabih Saleh primary school, also another three teachers from different primary schools, the first one teaches English at Settal Eldjilali in Mesra Mostaganem, while the second one works at Belkadi Abdelkader in Mostaganem , and the third teacher teaches at Hajj Ben Ali in Chlef. The classroom observation served as an effective material in the developing of the interview as well.

The questions seek to assess teachers' perspectives about the classroom nonverbal interactions that are used during teaching process and beliefs of its implication on their students' comprehension, language acquisition, and learning outcomes in general. It composed of 8 questions, each question focused on specific elements addressing the aims of the study including; the teachers' experience, their perception of the importance of nonverbal communication in English language teaching, and on their evaluation of some of the most important nonverbal features that they had used during the classes that were subject to our observation, and other teachers' classrooms from different primary schools, while the rest of questions delve into the interpretation, translation and the use of pupils NVC patters into advantage, in order, to understand their emotions and attitude towards the learning session to ensure that all students feel included and valued in the classroom, as well as strategies to address them effectively. Moreover, they are asked to provide suggestions according to their teaching experience.

## **2.6 Data Analysis Procedures.**

Data collected from surveys, observations and interviews will be analyzed using qualitative and quantitative methods. The results will be presented in the form of tables, graphs, and narratives, and will be used to address the research questions and test the hypothesis.

### **2.6.1 Quantitative Analysis.**

Vignali & Hallier (2015) Said: "Quantitative research is structured by the concerns of the researcher" (p. 6). Ali (2021) said that Quantitative data analysis is a systematic process of both collecting and evaluating measurable and verifiable data. It contains a statistical mechanism of assessing or analyzing quantitative data. A quantitative research analyst's main purpose is to quantify a hypothetical situation. It is usually carried out by the scholars who are well equipped with the techniques of the quantitative analysis either manually or with the assistance of computers. (p.1). In the current study, this approach helps by allowing to quantify the impact of nonverbal communication on English language learning in an organized way. This analysis aids to identify patterns and meaningful results, making the results more reliable, and

aids to compare different aspects and generalize the findings to similar contexts.

### **2.6.2 Qualitative Analysis.**

Vignali & Hallier (2015) stated that Qualitative data analysis is a process of the description, classification and interconnection of phenomena with the researcher's concepts. First, the phenomena under study need to be described precisely. The researcher needs to be able to interpret and explain the data; there for a conceptual framework needs to be developed and data classified. After that, concepts can be built and connected to each other's. (p.8). In addition, when analyzing qualitative data, the research deals with meanings and not with statistics. This approach allows for a detailed description of nonverbal behaviors in the classroom, helping us understand its' interaction and implications. Developing this foundation helps to design our analysis, making it easier to understand the data, and identify important strategies and relationships in nonverbal communication. Finally, qualitative analysis focuses on meanings rather than numbers, which is determine in exploring the variation meanings of nonverbal techniques in English language educational process, and helpful to understand nonverbal communication in our study.

## **2.7 Conclusion.**

In this chapter, we delve into the intricacies of our research methodology, carefully built to acquire comprehensive and reliable data for exploring the impact of NVC on English language teaching and learning in the Algerian primary school context.

Both qualitative and quantitative data collection methods were used in this chapter, while qualitative data was gathered through classroom observation and the interview with the teachers, quantitative data was gathered by administering questionnaires to pupils. Both qualitative analysis for the qualitative data and numerical analysis for the quantitative data were used in the data analysis. These techniques made it easier to examine the findings in the ongoing research.

# **Chapter Three**

## **Data Analysis and Recommendations**

### **3.1 Introduction.**

The previous two chapters went through the theoretical side and the applied methodology of the study where information was collected from different sources. This is the third chapter, therefore, the practical side of the research. It seeks to reveal the views and attitudes of towards nonverbal communication interaction in English language classroom at as a subject matter to be studied at the Algerian primary schools. Thereafter, analyses and interpretations of the findings from the employed data collection instruments are presented to answer the research questions. Additionally, limitations of the study and suggestions for further research are also dealt with in this chapter.

Data collected from observations, surveys and interviews will be analyzed using qualitative and quantitative methods. The results will be presented in the form of tables, graphs, and narratives, and will be used to address the research questions and test the hypothesis.

The results and findings will provide the research with valuable data in the field of English language teaching to EFL beginners at the Algerian primary schools, reveal the importance of NVC furthermore, and help to identify and overcome the barriers and challenges of the educational process including misunderstandings, miscommunications, and a lack of immediacy and personal connection.

### **3.2 Data Analysis Process.**

In this section, the researcher aims to thoroughly evaluate the data collected from the classroom observation, student questionnaire and instructor interviews. Mixed methods approach implemented on analyzing comments that are relevant to the subject of the study. The primary objective is to draw meaningful insights and gain further knowledge about the topic under investigation through a curious examination of the obtained data. By delving into the collected information, the researcher seeks to arrive at informed conclusions and create valuable findings. The research process involves identifying patterns and extracting key themes to reveal significant implications. Through this analysis, the researcher strives to contribute to the existing knowledge base and enhance understanding in the field of study.

#### **3.2.1 Classroom Observation Analysis.**

In the classroom observation, we depended on filling of the previous designed observation schedule and taking down some notes when we attended the teacher's sessions during the study period. In this observation, we noticed all the gestures he had made while teaching his class such as the use of nodding head, smiling, hand gestures, eye contact... etc. The process of classroom observations multiple times, approximately 6 sessions within a month and a half, aims to assure the quality and reliability of the data collected. Observing the teacher's NVC use repeatedly over this duration allows for a more comprehensive understanding of their communication patterns. The schedule contains NVC behaviors that teacher should

and should avoid while communicating and interacting with his/ her pupils and the use of those gestures is presented in the schedule.

### 3.2.2 Observation Schedule for the Evaluation of the Use of NVC During English Language Sessions by the Teacher.

Nonverbal Communication	Outstanding Performance	Standard	Development Needed
<b>1- Paralanguage</b>			
Tone of voice control.	✓		
Speaking Rate.	✓		
Rising and lowering the volume and pitch to express in each situation.	✓		
Silence Periods			✓
<b>2- Oculesics (Eye Contact)</b>			
Staring directly to the pupils' eyes while explaining and listening.	✓		
Avoid looking to sideways, up, down, or closing eyes during communication		✓	
<b>3- Kinesics</b>			
<b>3-1-Facial expression</b>			
Smiling to the students during communicating.	✓		
Nodding the head while hearing students' questions answers.	✓		
Avoid brows lowered	✓		
Avoid raising the mouth corner.	✓		
<b>3-2- Hand Gestures</b>			
Rubbing the palms together.		✓	

The use of the index finger to demonstrate a word or a shape.	✓		
Use the gesture of thumb up.	✓		
Pointing the pupils to answer a question or perform an action.		✓	
Pointing to elements while explaining and describe using gestures.	✓		
Holding hands behind the back while talking.		✓	
<b>4- Posture</b>			
Standing most of the time.		✓	
Moving around the classroom.	✓		
Forward lean.		✓	
Avoid sitting on the desk for a long period of time.	✓		
<b>5- Proxemics</b>			
Avoid keeping a long distance between the teacher and his/her students.	✓		
Avoid staying very close to the students.	✓		
<b>6- Haptics</b>			
The use of touch	✓		

**Table 2.1:** Classroom Observation Schedule.

### 3.2.3 Description of the Results of the Observation Schedule.

Surprisingly, the teacher's performance in many aspects of nonverbal communication is considerable, demonstrating the ability to employ them correctly, and coordination of multiple patterns to engage with

his pupils effectively. These positive strategies, include maintaining eye contact, producing positive facial expressions, appropriate hand gestures, and being aware to proxemics. However, there are areas where development is needed, to manage effectively. These results provide valuable feedback for the investigation on how NVC skills are well integrated in the sample classroom, and its implication on learners' engagements and comprehension.

### 3.2.4 Analysis and Discussion of the Result of the Classroom Observation.

At the start of each session, the teacher always enters the class, exchange greeting with his pupils optimistically, and starts with a warm up in which he introduces some new vocabularies, describe an object or express actions with the using of certain gestures in certain coordinate layout with both oral mother language and EFL. Which obviously attracted pupils' attention somehow, and they expressed a positive attitude regarding their engagements and signs of understanding, as their NVC unconscious mechanism reveals.

This early observation results noticed, indicates some good signs of positive maintenance of NVC interactions from the start of the session, which help us to examine and study the influence of a successful use of NVC in some aspects and perspectives on the ESL in the Algerian primary school from an early age.

#### 3.2.4.1 Paralanguage Features.

Paralanguage, or vocalics in teaching language refers to the vocal elements beyond words, including intonation, speaking rate, and volume. These elements occasionally influence the meaning and emotional context of oral language, enhancing comprehension and expression in primary school EFL communication.



**Figure 3.1:** Paralanguage features (Non verbal Communication (slideshare.net))

In the observed classroom, the teacher applies those features and maintain them as his teaching method is mostly based on oral speech, which made that nonverbal behavior more likely to be observed. The voice tone of the teacher was greatly adaptive with his speech context and emotions, employing

intonation properly for each situation, besides well managed speaking rate, volume and pitch flows to make his students engage in the communication during the session.

The mix of use of intonation and tone of voice by the teacher was excellent, which intended to convey messages and emotions to the pupils, and enhance the expressiveness of the teacher's speech. As well, the teacher demonstrates expertise in rising and lowering the volume and pitch of his voice according to different situations and emotion express, adding depth and clarity to his verbal communication. This dynamic use of vocal tools turned the most of pupils' attention and concentration to the teacher's speech. However, it was observed that the managing of silence periods needs improvement, as the pupils are not given much analyzing and thinking space during oral participations. Pauses, when strategically hired, can emphasize key points and provide students with a moment to process information.

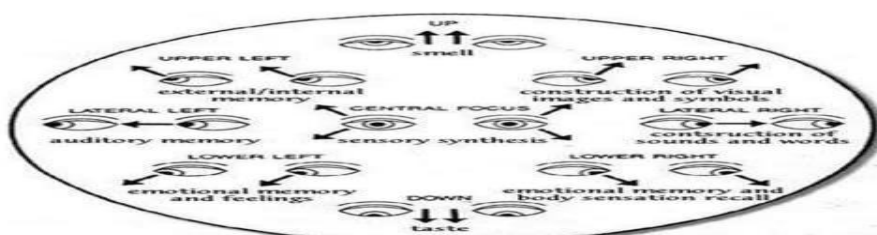


**Figure 3.2:** students show attentive behavior and listen carefully (Early Years Educator)

In conclusion, in the section of paralinguage, the teacher exhibits strengths in the well use and combine of features from a situation to another. Proper employment of these paralinguistic aspects reflects on motivation and effective communication in the classroom.

### 3.2.4.2 Eyes Contact.

Eye contact is a vital element of successful communication in the classroom. In this aspect, the teacher displays an admirable performance. The teacher consistently deploys direct eye contact with pupils while explaining and listening to their participations, which fosters a strong sense of engagement and connection. It is a standout feature of the teacher's communication style, creating an atmosphere where students feel acknowledged and valued. However, the teacher occasionally closes his eyes during communication, which may interrupt the flow of engagement. This is an aspect that requires development to ensure uninterrupted visual contact with students.



**Figure 3.3:** Eye directions and their meanings (pinterest.com)



**Figure 3.4:** Teacher uses eyes contact with positive facial expressions ([INEA](#))

Moreover, the teacher could avoid looking in other directions during communication, heading focus on the students. This standard performance leads to a well managed learning environment. Overall, in this realm, the teacher's ability to maintain eye contact with students and the coordination with other NVC features is impressive, with opportunities to develop avoiding occasional eye closure.

### 3.2.4.3 Kinesics

#### A. Facial Expression.

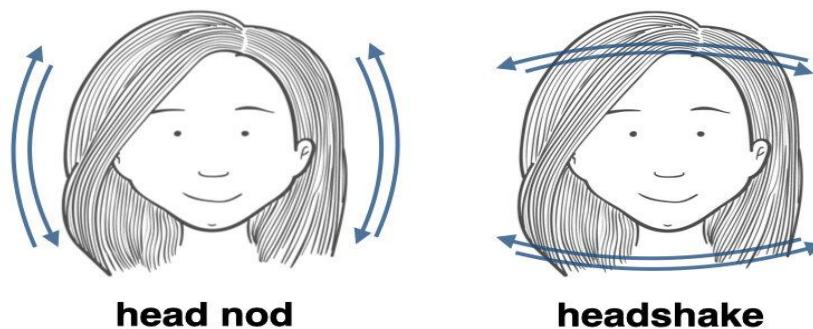
Facial expressions are powerful tools for conveying messages and expressing emotions in the classroom. In the observed classroom the teacher, during each session tries to motivate his students and stimulate them to speak by using different facial expressions. These signs can assist in creating a feeling of anticipation and acceptance among pupils, he demonstrates a stunning performance. The display of a warm and cheerful smile during communication creates an atmosphere of positivity and comfort. The students are likely to feel more comfortable, encouraged, and motivated to learn when hailed with a friendly smile.



**Figure 3.5:** The teachers' friendly smile ([promoleaf.com](#))

Another notification aspect of the teacher's performance is the nodding of the head while hearing students' participations, which represent active listening and empathy, promoting student engagement and

motivation, when a teacher nods it means he is listening carefully and indicates that students are doing well and that they should continue. It fosters an environment where pupils feel heard and their opinion is valued in the classroom.



**Figure 3.6:** Nod head means « yes » shake head means « no » ( [Kensy Cooperrider](#) )

The teacher successfully avoids raising the mouth corner and lowering brows while communicating, as they considered as unwanted expressions in teaching, which may create confusion and distraction for the communicative process. Avoiding such unwanted behaviors contribute to a classroom atmosphere where students' self-confidence and attitude is conserved, while still contribute significantly to effective communication.



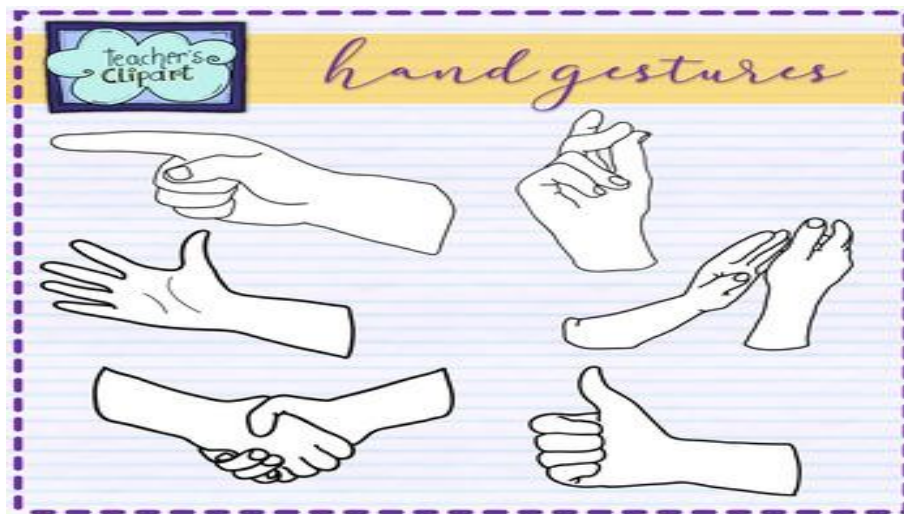
**Figure 3.7:** Negative Facial expressions ( [Live Science](#) )

In summary, the teacher's use of smiles, nods, and the avoidance of certain facial expressions notably enhance the classroom experience, promoting engagement and fostering a positive learning environment.

### **B. Hand Gestures.**

Hand gestures are an essential aspect of nonverbal communication, aiding in the visualization and reinforcement of verbal content, punctuate the teacher's presentation and make it animated. In this field,

while interacting with his students, the teacher implies a lot of hand gestures demonstrating a mixed acceptable performance.



**Figure 3.8:** Some hand gestures in teaching ([teacherspayteachers.com](http://teacherspayteachers.com))

Starting with the positive, the use of the "thumbs-up" gesture is commendable. It provides positive reinforcement, encouraging students in their responses and actions as a sign of acceptance and encouragement. Also, the teacher employs the index finger to demonstrate and hint words or shapes, as well, explaining and describing using gestures, which may enhance clarity and understanding in the classroom. Additionally, pointing to students to answer questions or perform actions is a notable feature, promoting active participation and engagement. Using these gestures and hints, helps the pupils to better remember the elements of the lesson, and keep active during the session it is observed.



**Figure 3.9:** Pointing on students to answer ([Resilient Educator](#))

However, there are some areas where improvement is needed. Rubbing the palms together, which is considered as a positive expectation for students' answers indicates standard performances. This gesture is utilized occasionally, leaving room for more deliberate use to emphasize specific points.



**Figure 3.10:** The teacher use of hand gestures to demonstrate ([openedition.org](http://openedition.org))

As well the clasp hands on the desk is an act that the observed teacher uses. This gesture has a negative effect on students' performance because it shows nervousness and insecurity from the teacher.



**Figure 3.11:** The teacher clasp hands on the desk ([Owlcation](http://Owlcation))

Holding hands behind the back while talking is another standard practice. It does not significantly contribute to the overall nonverbal communication but does not detract from it either, which indicates the teachers' speech confidence and importance of information explained.



**Figure 3.12:** The teacher holding hands behind the back ([Adobe Stock](http://Adobe Stock))

In conclusion, in the perspective of kinesics and hand gestures, the teacher demonstrates strengths in certain areas, which is a potential factor to reinforce verbal content, improve overall engagement and enhance comprehension.

### 3.2.4.4 Posture.

The teacher's posture is essential in classroom dynamics and nonverbal communication. In this section, the teacher exhibits an admirable performance. One notable feature is the teacher's preference for standing for the majority of the time during class, which ensures a commanding presence in the classroom, fostering better visibility and engagement with all pupils. As well, the forward lean is consistently applied, suggesting attentiveness and a proactive teaching environment.



**Figure 3.13:** Teacher's Posture ([istockphoto.com](https://www.istockphoto.com))

Furthermore, the teacher effectively avoids sitting on the desk for extended periods, ensuring continuous interaction with students. This practice enhances the teacher's mobility and readiness to engage with students. On the other hand, moving around the classroom is carried with professional performance, observing his students' written feedback and attempts to help individuals and answer their inquiries, as interacting in different positions and perspective angles, which not only keeps students engaged but also allows the teacher to connect with them from several angles and positions, fostering a more interactive and motivated learning environment.

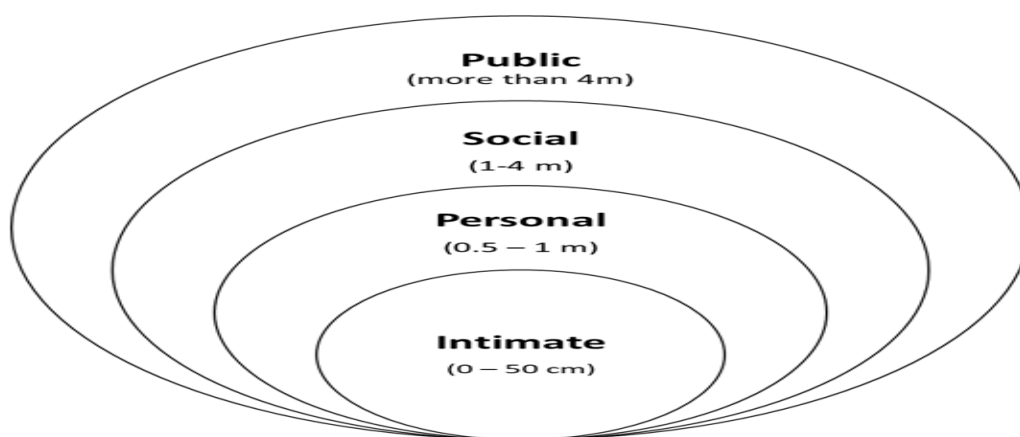


**Figure 3.14:** Teacher moves around the classroom ([prodigygame.com](https://www.prodigygame.com))

In conclusion, in the aspect of posture, the teacher demonstrates the ability in controlling an active teaching presence and classroom management, through body movements and postures the teacher sends messages and obtains feedback in reverse. which reflects on creating an engaging classroom atmosphere.

### 3.2.4.5 Proxemics.

From this, the concept of teacher visibility in the classroom is evident, which is required in the domain of teaching in general. Not less important is class coverage, where the teacher should cover and know everything happens in the classroom, which can be achieved through awareness of proxemics.



**Figure 3.15:** Proxemics ([championflip.com](http://championflip.com))

By maintaining balance between proximity and comfort, preserving the students' own physical and psychological space as their safe zone, indicates for effective learning. As the teacher is considered the basic source of knowledge, his performance in proxemics clears the way for understanding of the importance of personal space in the classroom.

### 3.2.4.6 Haptics.

The use of touch, in the classroom can be a powerful tool for developing rapport and conveying support in the Algerian cultural context. In the observed classroom, the teacher exhibits an exceptional performance in this field.

The teacher's use touch as a means of positive interaction, especially in early childhood education, physical touch can be a practical element for encouragement and strengthen trust, which creates a sense of acceptance and connection between the teacher and students. It can be valuable in situations where comfort, or encouragement is required, as a comforting hand on the shoulder or reassuring pat on the back can help establish a positive communicative relationship, as it encourages an environment where pupils feel valued and cared for, contributing to their emotional well-being and engagement in the learning process.



**Figure 3.16:** Positive Haptics in a young age learners' classroom (CEAI)

In summary, the teacher's performance in the use of touch is exceptional, which leads to a supportive and emotionally encouraging classroom atmosphere.

### 3.2.4.7 Overall Assessment.

This classroom observation reveals a teacher who masters the art of Nonverbal Communication in EFL teaching to young learners in the primary school, constructing an admirable learning environment for pupils, through the adept employment and synchronization of NVC materials, which has effectively enriched engagement, comfort, and a positive energy within the classroom.

The teacher's ability to coordinate between NVC tools is particularly respectable. The mixture of facial expression, eye contact, gestures, and vocalics creates a lively and pleasant learning experience. As physical engagement, complements verbal clarification and making lessons interactive and memorable.

The observation results definitely confirm the first research hypothesis by highlighting the teacher's adept use of various NVC tools, including facial expressions, eye contact, gestures, and vocalics. These elements are practically integrated into the observed teaching process, creating an engaging and comfortable learning atmosphere. The observation specifically shows that the teacher's use of these NVC strategies enriched engagement, comfort, and positive energy in the classroom. This aligns with the fact that when NVC strategies are effectively employed, they can enhance students' comprehension and create a supportive learning atmosphere.

In conclusion, the teacher's practical application of NVC elements and their experienced combination have created a classroom atmosphere where pupils are not only knowledge polished but, also considered valued, more involved, and motivated. This positive environment and comprehensive teaching style come up with the overall success of the learning experience.

This teacher's commitment to effective NVC serves as a model for creating an enriching educational environment, that provide evidence-based recommendations for enhancing the use of nonverbal communication in EFL and ESL teaching and learning in the Algerian primary school.

### 3.2.2 Pupils' Questionnaire Analysis.

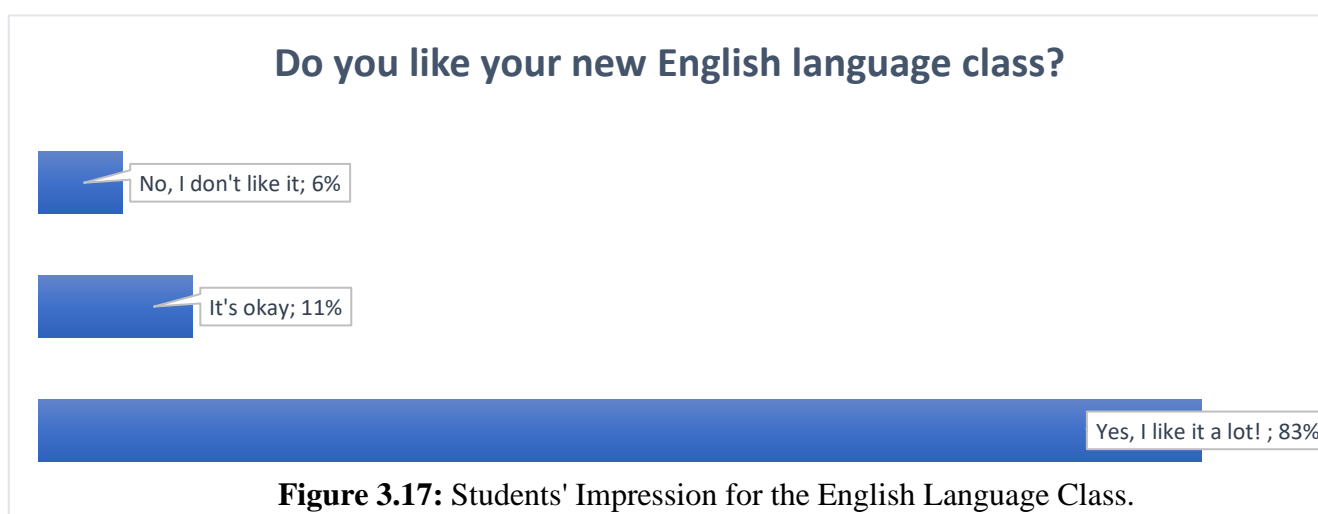
The data analysis is structured within 3 main sections, ensuring a more comprehensive examination of the collected data. The population of this study consists of a total of 36 pupils from the observed classroom, who attends their sessions regularly. Our analysis incorporates inferential statistics, enabling us to draw meaningful conclusions and make informed inferences about the broader pupils' population based on the collected sample.

By employing a systematic approach, to thoroughly review each individual response, categorize them accordingly, and interpret them to exclude noteworthy information regarding pupils' perspectives, opinions, and emotions related to the subject matter under investigation.

#### 3.2.2.1 Section One: Pupils Perception to their English Language Class:

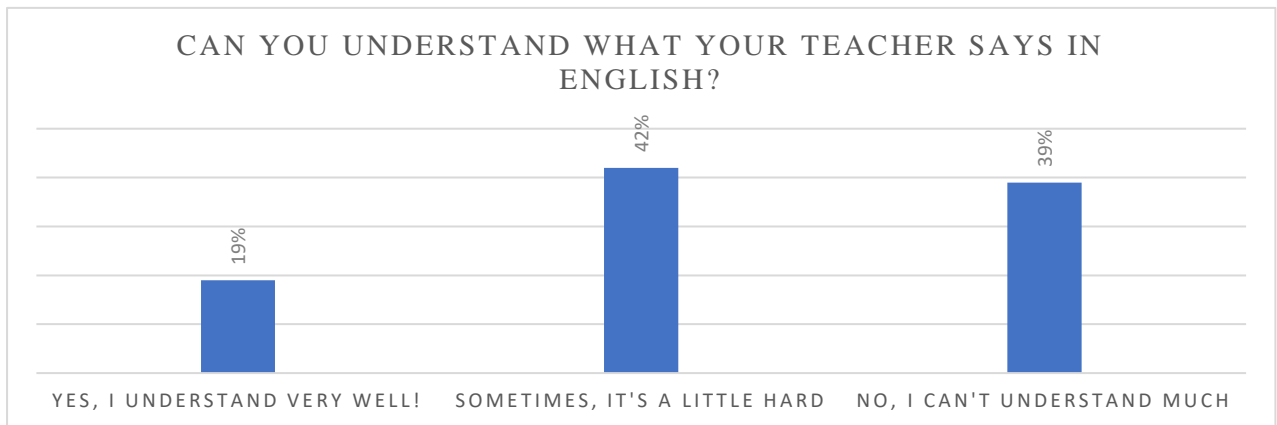
This section assesses the students' overall experience in their English language class and their perception of their new English language acquisition.

**Question 1:** This question evaluates the students' overall satisfaction with their English class, providing insights into their level of engagement and enthusiasm.



Regarding to the pupils' responses it reveals a strong positive sentiment among them, as majority, consisting 83% of the sample, expressed a high level of admiring for their English language class, showing a significant inspiration for the subject. As, 11%, found the class to be "okay," while the rest 6% reported not liking it. This dominant positive response highlights the pupils' overall satisfaction with their relevant English language class and indicates that they have a positive attitude towards it.

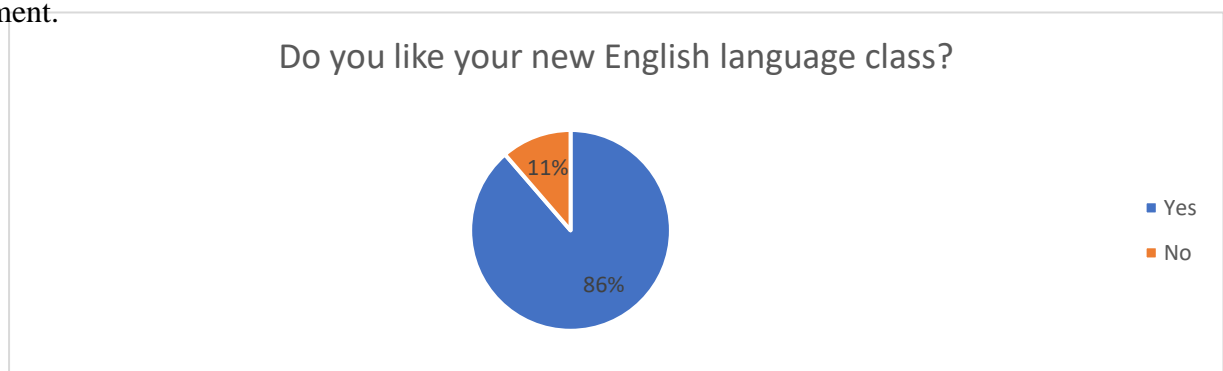
**Question 2:** This question inquires about their ability to understand and acquire the English language. Understanding the pupils' comprehension levels helps in assessing the effectiveness of the teacher's communication and instructional methods.



**Figure 3.18:** Pupils' Understanding of Teacher's English Speech.

The above figure, demonstrate the results for the question to gather information that Concerning their understanding of the teacher's English and retention, 19% of students' responses is "Yes", as well, 42% responded with "Sometimes," and the rest 39% answer is negative. These results suggest that there may be recommendations for improvement in terms of language comprehension and become accustomed to the language in the classroom.

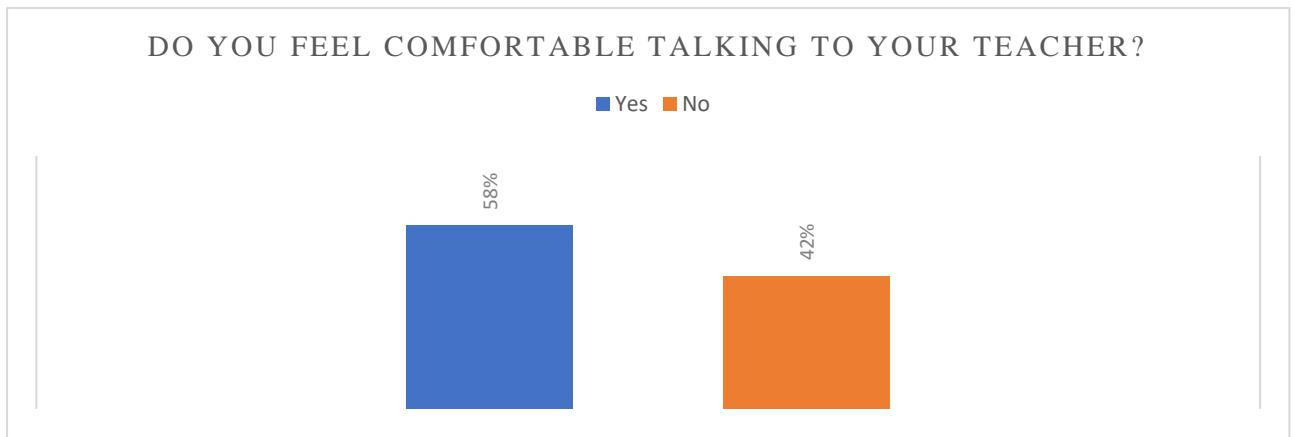
**Question 3:** This question examines the students' perception of their teacher's emotional support and interest in their well-being. A positive relationship with the teacher can foster a more conducive learning environment.



**Figure 3.19:** Perception of Teacher's Caring Attitude

The question about whether pupils feel their teacher concern about them harvested positive results, with the majority 86% saying "Yes", and the other 11% saying "No", This indicates that the majority of students perceive a caring attitude from their teacher, leading to a positive classroom atmosphere.

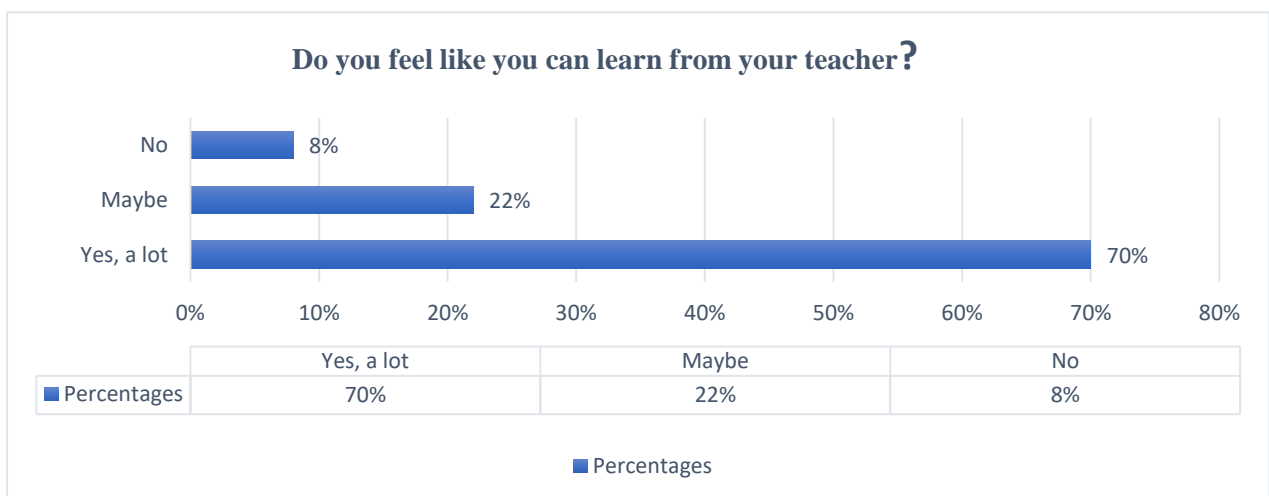
**Question 4:** This question evaluates the level of comfort students have in interacting with their teacher. Open communication is essential for addressing inquiries and concerns.



**Figure 3.20:** Pupils' Comfort Level in Talking to the Teacher.

The figure above, shows the students' engagement in reacting to whether they feel comfortable speaking to their teacher, 58% said "Yes", while the rest 42% responded "No". This suggests that there may be an opportunity to promote open communication and comfort options within the classroom to make all students feel heard and valued when talking to their teacher.

**Question 5:** This question examines pupils' confidence in their teacher's ability to facilitate their learning. It helps assess the teacher's effectiveness in conveying knowledge and engaging students.

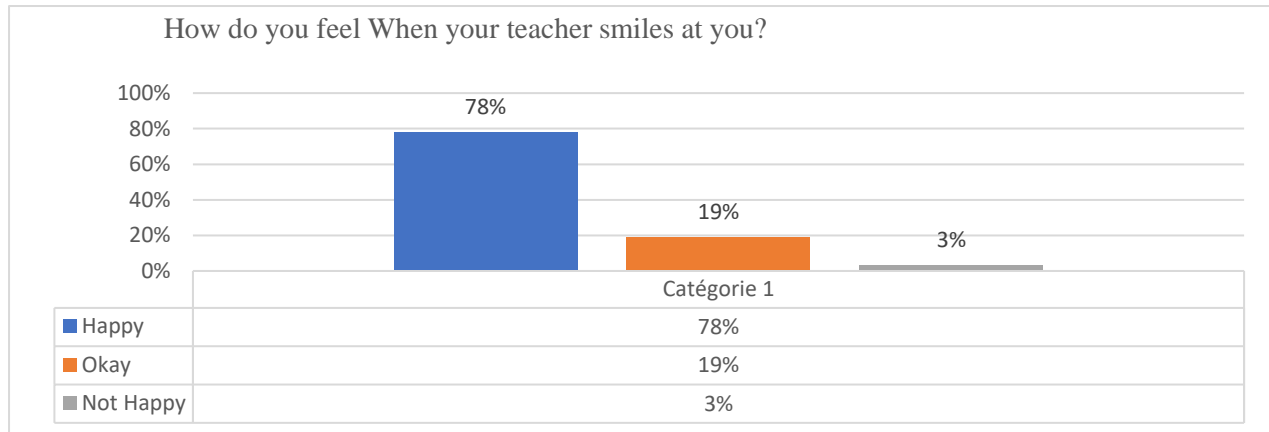


**Figure 3.21:** Perceived Teacher's Effectiveness in Facilitating Learning.

Asking pupils if they feel like they can learn from their teacher, surprisingly 92% of students responded "Yes", while only 8% answer was "No". This high level of confidence and beliefs in the teacher's ability to provide successful learning reflects positively on the teaching methods employed.

### 3.2.2.2 Section Two: Nonverbal Communication in the classroom:

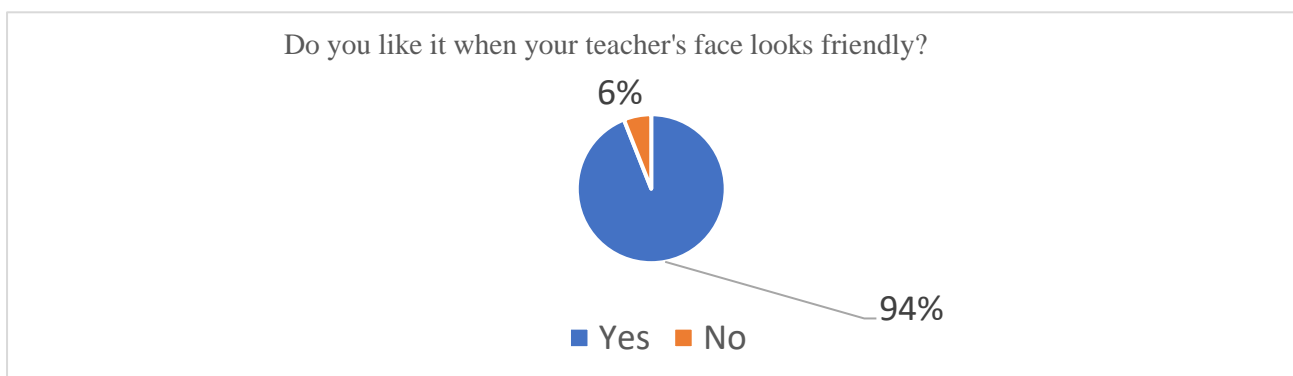
**Question 1:** Within This question we aim to explore the emotional impact of nonverbal strategies, such as a teacher's smile. It assesses whether positive nonverbal signals contribute to a more positive learning environment.



**Figure 3.22:** Pupils' Reactions to Teacher's Smiles.

In the aspects of nonverbal communication, 78% of participants reported that they feel happy when their teacher smiles at them, while 19% felt "Okay," and only 3% were "Not happy." This highlights the positive emotional impact of friendly gestures like smiling, on students' motivation and attitude toward their teacher interactions.

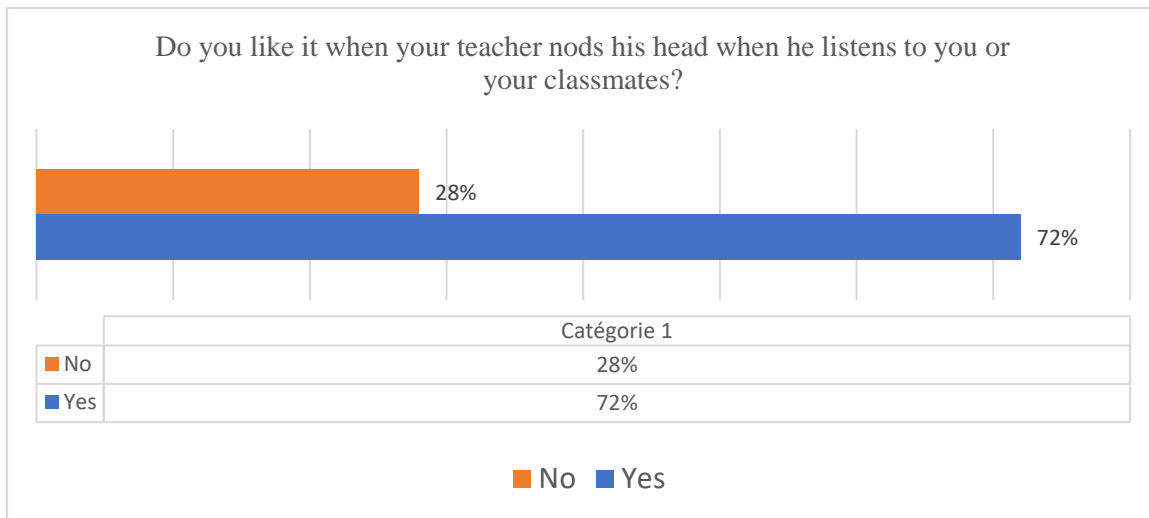
**Question 2:** This question focuses on the importance of a friendly facial expression in creating a welcoming classroom environment.



**Figure 3.23:** Pupils' Preferences for Teacher's Friendly Facial Expressions.

In this figure, 94% of students reported that they like when their teacher's face looks friendly, versus 6% expressing a preference for a different opinion. Which reveals the importance of creating a welcoming and pleasant classroom environment through nonverbal elements.

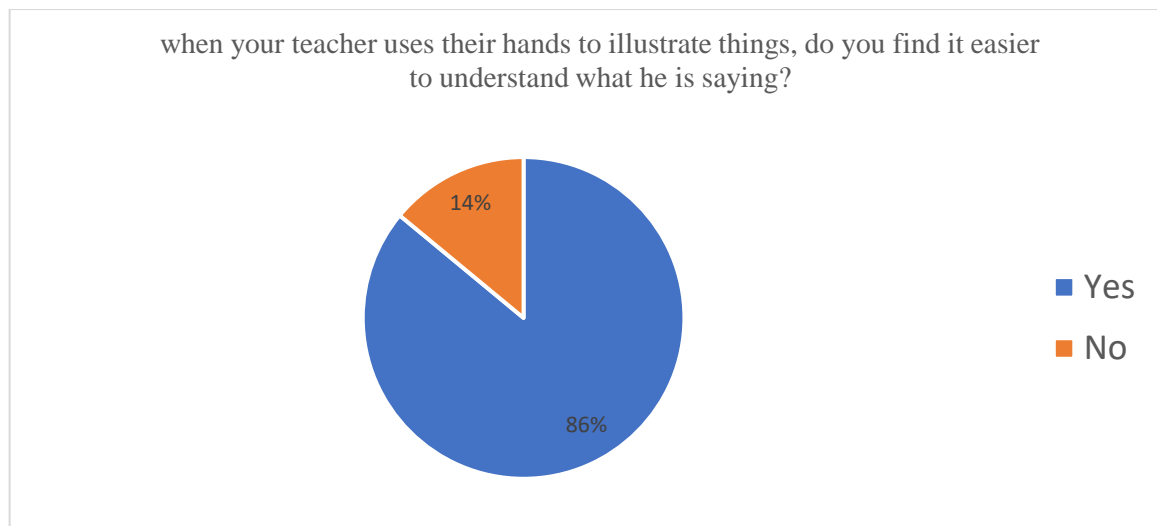
**Question 3:** Nodding is a nonverbal way of showing attentiveness and concentration. This question assesses whether pupils appreciate this nonverbal feedback.



**Figure 3.24:** pupil Preferences for Teacher's Nodding.

In the facts of nods, from the teacher when listening to students, 72% of students agreed positively, while the rest 22% had another opinion. Although We cannot miss the fact that many students appreciate nodding.

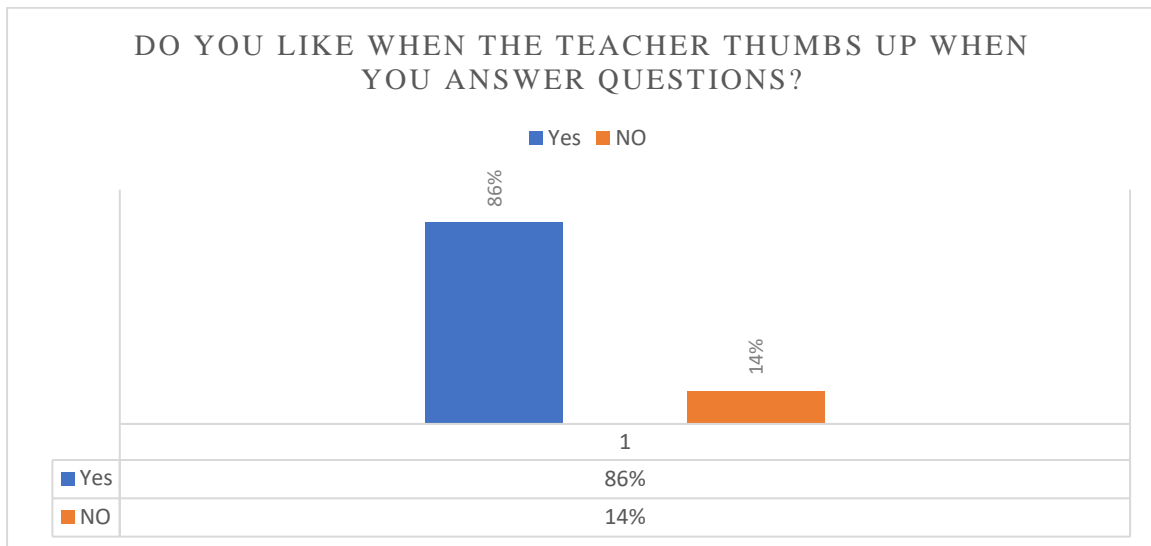
**Question 4:** Nonverbal gestures, like hand movements, can aid in comprehension. This question investigates their impact on students' understanding.



**Figure 3.25:** Impact of Teacher's Hand Gestures on Understanding.

The above figure, reflects pupils' perception towards the teacher use of hand gestures during illustrating, the results revealed that 86% of students found it helpful in understanding what the teacher is saying, the rest 14% did not. Which indicates to the effectiveness of visual aids in teaching EFL for beginners to enhance comprehension and clarity.

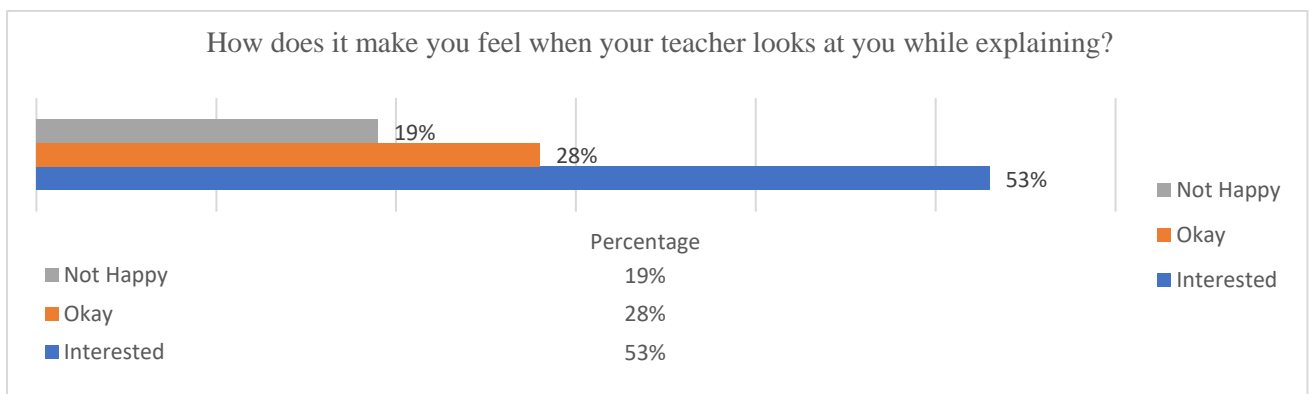
**Question 5:** Thumbs-up gestures are a form of positive support. This question assesses whether such gestures encourage students' participation and motivation.



**Figure 3.26:** Student Preferences for Teacher's Positive Reinforcement (Thumbs Up).

In the pupils' opinion, when the teacher demonstrates a thumbs up for correct answers and valued actions, the majority of 78% of students appreciate this form of positive reinforcement and encouragement, while only 22% do not. Which indicates that positive feedback this way extends the confidence and engagement of the students.

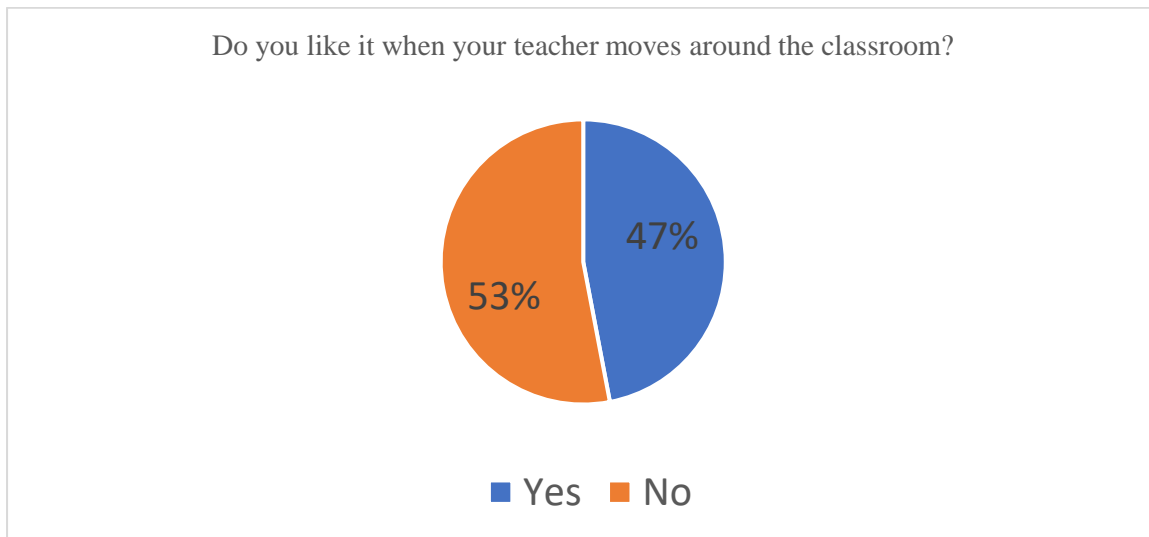
**Question 6:** Direct eye contact during explanations can enhance engagement. This question explores how students react to this nonverbal aspect.



**Figure 3.27:** Student Emotions When the Teacher Looks at Them While Explaining.

About the figure of eyes contact implementing by the teacher while explaining, 53% of participants feel interested, 28% feel "Okay". while the rest 19% feel "Not happy". Which illustrates that the impact of employed eye contact elements among pupils, with some feeling more comfortable with than others.

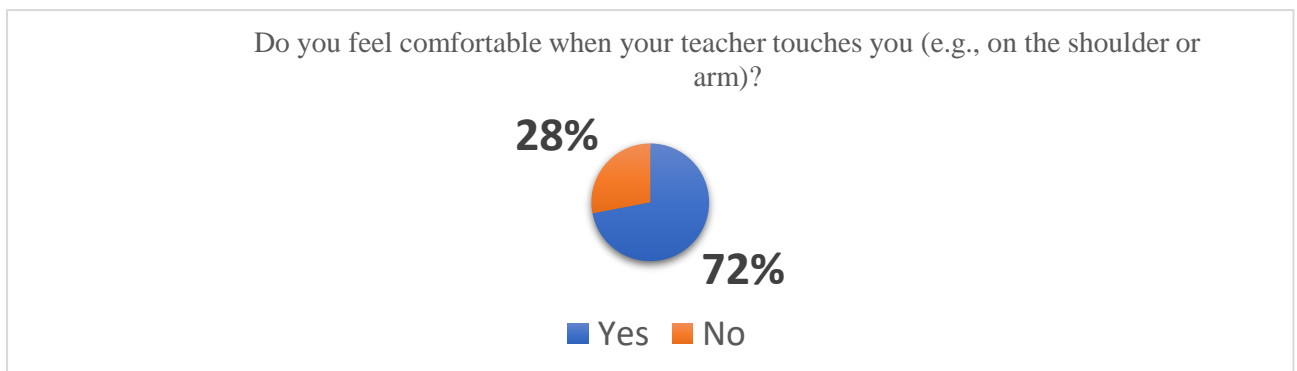
**Question 7:** Teacher mobility and posture can affect classroom dynamics. This question investigates whether students find it helpful or distracting.



**Figure 3.28:** Student Preferences for Teacher's Movement in the Classroom.

According to the teacher's movement in the classroom, preferences are approximated, between 47% of students liking it, and the other 53% do not. This suggests term may require consideration based on individual student preferences and perceptions to the question.

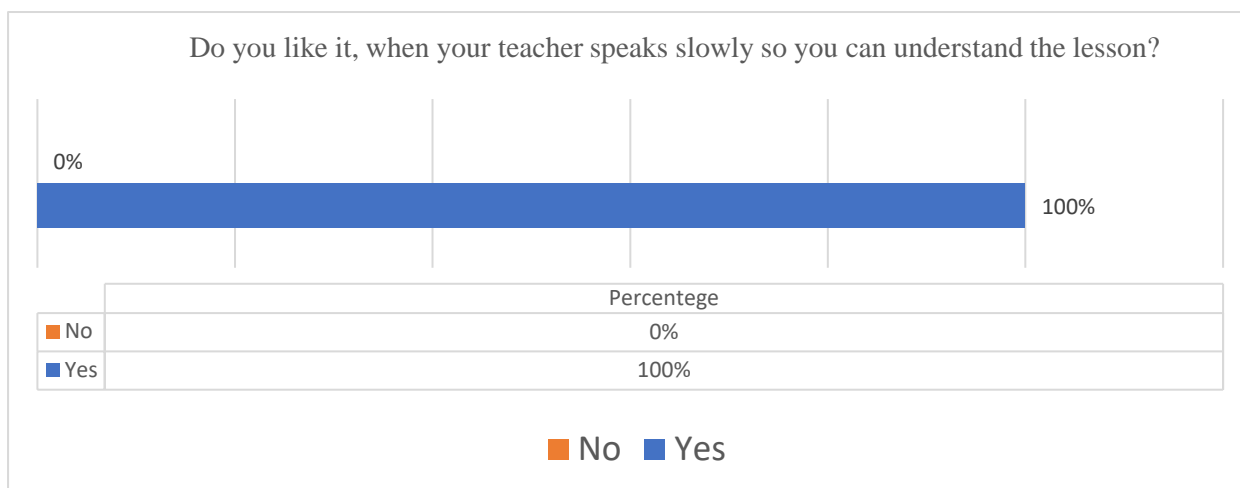
**Question 8:** Physical touch with children can convey motivation and encouragement. This question examines students' comfort levels with these nonverbal interactions.



**Figure 3.29:** Pupils' Comfort Level with Teacher's Physical Touch.

Regarding Haptics from the teacher, surprisingly 72% of students feel comfortable towards it, and the rest 28% do not agree, which may infer generally positive response to physical interaction in the classroom.

**Question 9:** Adjusting speech rate can enhance comprehension and information retention. This question inquires whether pupils appreciate this adaptation.



**Figure 3.30: Pupil Preferences for Teacher's Speaking Rate.**

Finally, about the teachers' speaking rate in the slowly form, in order to aid understanding, and well retention, all students (100%) appreciate this approach. This unanimous response underscores the importance of clear and comprehensible communication in teaching.

### **3.2.2.2 Discussion of Questionnaire Results.**

The collected data from participants in the questionnaire mainly supports the first hypothesis concerning the students' varying perceptions and attitudes towards nonverbal communication in the classroom. Positively associated with higher levels of engagement and motivation among them. For instance, the majority of students reported positive feelings to their teacher smile at them (78%) and appreciated when the teacher's face looked friendly (94%). Also, gestures, nods, and the use of hands for illustration were well-received by the majority of students (ranging from 72% to 86%). These findings suggest that teachers in Algerian primary schools are employing an assortment of nonverbal communication strategies, which are positively impacting pupils' emotional responses and probably enhancing their understanding and learning outcomes when engaged effectively.

The results of the questionnaire affirm the second hypothesis. When analyzing the pupils' responses to the questions about their perceptions and attitudes towards nonverbal communication, it's revealed that students have different reactions. For instance, while a majority felt happy towards their teacher's nonverbal behavior and found it easier to understand when he used gestures, some students reported feeling "okay" or "not happy" in certain situations. This variation in responses shows that students indeed have a variety perceptions and attitudes towards nonverbal communication behaviors in the classroom. Moreover, the questionnaire results suggest that positive nonverbal cues are major factor in positive emotional responses, leading to higher levels of engagement and motivation.

While the questionnaire did not directly address the strategies and tools mentioned in the third Hypothesis, the results indirectly suggest the potential benefits of such mediations. For example, the positive reactions to teacher gestures (86%) and the preference for the teacher nodding while listening (72%) revealed that visual aids and nonverbal elements are valuable for pupils' comprehension and information retention. As well, the positive responses to a friendly teacher's face (94%) and the impact of a teacher's smile (78%) emphasize the need of creating a positive and welcoming classroom environment. Therefore, strategies like cross-cultural awareness initiatives and the use of audiovisual aids could further enhance the effectiveness of nonverbal communication in the classroom, potentially indicates recommendations and strategies to improve teaching and learning outcomes.

In summary, the questionnaire findings align with the study hypotheses, revealing that nonverbal communication strategies are indeed employed by the participant teacher, students have varying perceptions and attitudes towards that aspect, and there is potential for further improvement through the implementation of specific dynamics and tools. As the questionnaire uncover the generally positive perception of the English class and the teacher's nonverbal communication. However, there are areas, such as language comprehension and comfort levels with certain nonverbal cues, where improvements or adjustments could enhance the overall learning experience. The overwhelmingly positive responses regarding the teacher's caring attitude and the effectiveness of teaching are notable strengths.

### **3.2.3 Analysis of Teachers' Interview.**

The purpose of this interview, is to gather deep information and explore the teachers' insights on the influence of nonverbal communication techniques, the challenges faced, and the strategies employed to create inclusive and valued classroom atmosphere. Additionally, we attend to gain valuable perspectives on the significance of training in nonverbal communication and receive advice for fellow educators looking to enhance their teaching through effective nonverbal communication. By analyzing the questions into sections helps us to categories the data into different themes, which allows us to get more understanding and valuable data on the study topic.

This interview serves as an opportunity to go into the dynamic world of nonverbal communication within the educational environment in the primary school, revealing its role in facilitating effective teaching and building positive relationships between teachers and students. The interview was done with the observed classroom teacher and another three teachers form different primary schools. And the results are analyzed below. The answers are illustrated through a hierarchical system based on teaching experience rankings, in order to facilitate the organization of the analysis through clear and comprehensible explanations.

#### **A. Introduction and Experience:**

This question aims to understand the teachers' backgrounds and experiences. It helps to establish the qualifications and expertise of the participants, which is crucial in determining the teachers' perspectives.

The teachers began by introducing themselves and mentioning their teaching experiences. The first teacher has a five-year teaching experience at different levels, two years in a private school and one vocational year at the middle school then the primary school. The second teacher has a two-year experience of teaching EFL, graduated with master degree. The third teacher has a one-year experience in teaching English language. Yet, the last one is a newly recruited teacher in primary school.

Generally, the teachers' answers to the question revealing a range of experience levels, from highly experienced to less experienced in teaching, which it can provide insights into how teaching background and expertise may influence their perspectives and practices related to nonverbal communication within the teaching process.

### **B. Importance of Nonverbal Communication:**

The aim behind the question is to delve into the teachers' beliefs about the efficacy of nonverbal communication in the classroom, especially when teaching English as a second language. It intends to gauge their cognition and perception on the importance of NVC as a structural aspect of language teaching.

The first teacher emphasizes the importance of nonverbal communication in the classroom, especially when teaching ESL to young learners.

The second teacher assumes that it as a practical tool for delivering information and strengthen communication with students. The third teacher defines it as tools for effective communication, which is the most desired among teaching goals.

Lastly, the new recruited teacher states that he is aware of the necessity of NVC in the classroom, and he always works to improve that aspect to address his student cognitive.

Overall, the teachers recognize the necessity and efficacy of nonverbal communication in the classroom. They illustrated different perspectives, like its role in teaching specific groups of students and its practical utility in delivering information and fostering effective communication. The responses collectively highlight the significance of NVC as a functional strategy of effective teaching.

### **c. Impact of Nonverbal Communication on Students:**

Throughout this question we seek to gather insights on the practical influence of NVC strategies on student engagement, motivation, and learning outcomes. In order to collect real experiences and examinations to assess the benefits of NVC in the classroom.

The application of different nonverbal communication techniques in class positively impacted student engagement, comfort, learning outcomes, behavior, and relationships, as noted by the cooperated teacher from the classroom observation.

The second teacher, pointed to the emotional impact and comfort level, where students feel valued, foster willingness to engage, release their creativity and excitement to learn.

The third teacher explained how it aids to address many individual pupils' needs according to their case and situation, as he has been dealt with many cases of students with limited abilities that they might face difficulties in communication.

The last teacher, claimed that he might face some difficulties in implementing successful NVC techniques, and the continuous improvements at this aspect showing continuous refinement. He also pointed that TPR method is the most reliable tool which gave an impressive improvement in delivering information.

In general, the participant teachers recognize that NVC techniques have a positive impact on various aspects of student learning and well-being, with highlighting emotional and individualized benefits, and others emphasizing the need for continuous improvement and the refining specific teaching methods like TPR which mostly rely on NVC. Understanding the concept that all of the nonverbal communication techniques are significant, and each one complements the others.

#### **D. Important Nonverbal Cues:**

By asking to provide examples of NVC cues that are practical in an English language classroom, this question aims to understand how teachers apply NVC to enhance teaching and learning experiences.

The observed teacher, emphasize that NVC in whole is important in an English language classroom, especially with the young age of students dealt with. As he demonstrated some examples on maintaining eye contact with the proper adjustments of paralanguage associated with hand gestures as a direct mixed methods to address students, attract their attention and concentration as desired.

The second Teacher, suggests that all NVC cues are important, as he focused on the ability of gestures and paralanguage settings to improve information retention and memory of pupils, in which he believes that his students' language acquisition and comprehension is stimulated, as he demonstrated an example of using intonation and composing vocabularies within songs, which makes the lessons more active, entertaining and well memorable.

The third teacher, assumes that positive facial expressions, proxemics and haptics are significant tools for better classroom management, mentioning that the pupils at young age are very sensitive

emotionally and psychologically, and the teachers are supposed to know how to provide good expressions and encouragement to enhance the relationships with their students.

Lastly, the teacher mentioned proxemics combined with wanted positive cues to be able to approach individual students and evaluate their needs to enhance his teaching methodology.

In general, the teachers' responses reflect understanding of the importance of NVC cues in the English language classroom. They provided practical applications and illustrated examples of NVC techniques, with a focus on students' engagement, enhancing learning outcomes, and effective classroom management. Where each teacher emphasizes different aspects of NVC, contributing to acknowledgement of its significance in education.

### **E. Observing Student Nonverbal Cues:**

This inquiry intends to explore teachers' abilities to perceive and respond to signs of student emotional status during lessons, which aims to understand how they use nonverbal cues from students to adapt their teaching methods and create a positive and motivating classroom environment.

The first Teacher demonstrates a clear understanding of the value of observing and identifying nonverbal language in the classroom, such as positive body language and facial expressions, as a sign of students' understanding and attentiveness. As well, identifying specific cues that refers to boredom, confusion, or avoiding eye contact can help to limit the feedback time and assess the student's condition and attitude during the session. The answer shows the teacher awareness of the potential need for adjustments in teaching methods based on pupils' nonverbal feedback.

The second Teacher emphasizes the role of nonverbal cues in understanding students' emotional and psychological states. highlighting the positive indicators of comfort and appreciation in the learning environment, such as relaxed body language and continuous eye contact with positive facial expressions can be observed among pupils. The teacher's perception gives priority of creating a supportive and welcoming classroom that fosters emotional and psychological well-being.

The third teacher response, reflects a strong commitment to adaptability in teaching. He recognizes the crucial role of nonverbal behaviors when working with pupils, especially with the focused attention on students with diverse abilities and communication needs, based on nonverbal signals, demonstrating an attentive approach and a willingness to provide individualized support according to each situation.

The last teacher pointed to the importance of such observations, and his willingness to improve that skill, to better understand his students need, in order to improve his teaching quality.

In summary, almost all the teachers recognize the necessity of observing and identifying student nonverbal behavior in the classroom. Their responses reveal varying levels of experience and skill in this

area, but they all exhibit a commitment to using this valuable tool to enhance their teaching practices and meet pupils' diverse needs effectively.

### **F. Challenges and Solutions:**

With the question focus on the challenges teachers may face when implementing NVC strategies in the classroom and their suggested strategies for overcoming these obstacles. It aims to identify barriers and solutions, providing insights for other educators.

The first teacher mentions facing challenges in translating certain behaviors or changing negative cues to positive ones to indicate comprehension. He emphasizes the importance of patience and adept strategies to overcome these challenges, such as trying different ways to explain until they are sure the student shows signs of understanding.

The second teacher, explained the difficulty in avoiding negative nonverbal cues during teaching, as he clarifies that mostly people are not able to fully control body language and gestures, as it refers unconscious mind part. As many researchers in these subject areas assumes that NVC is more expressive and truthful than verbal communication alone.

The barriers associated with employing NVC for classroom management and the struggles in solidifying information in students' memories were the main obstacles expressed by the third teacher, as he shown his concerns about the used NVC validity and well implantation to affect all student's comprehension, regarding to their cognitive.

According to the last teacher, pupils' characters are different and some of them showing introverted signals and limited interactions for the most time of the session, which makes it hard to understand what they are thinking of, as they are less intended to engage. He also claimed that he is exploring how to overcome miscommunication by trying different teaching methods with the aid of NVC techniques.

The teachers' responses revealed a variety of challenges related to applying NVC strategies in the classroom. As they demonstrate a commitment to find solutions and adapt their teaching methods to address these obstacles. These insights can provide valuable guidance for other educators who encounter similar challenges in integrating NVC into their teaching practices.

### **G. Training Programs:**

This question investigates whether teachers have received any specific training related to nonverbal communication in the context of English language teaching. It aims to assess the extent of professional training and its potential impacts on their NVC practices.

The First teacher reported that he has received specific training programs and lessons related to nonverbal communication during their college studies. He mentioned that he was exposed to professional pedagogical information and didactics education to understand students' emotions, psychology, and behavior to enhance teaching outcomes as a part of teacher practices.

According to the second teacher, professional pedagogical practices was very helpful to highlight the importance of this tools within the educational settings, that could reflect on effective classroom management.

The third teacher, claims that he was introduced to that aspect during master studies, within the Oral sessions at the university, as NVC was introduced as an effective set of skills to promote the oral communication performance. As well, he mentioned that he also noticed the focus on this aspect during teachers' practices.

Finally, the fourth teacher states that he was not delved to such subject comprehensively before. His acknowledgement in area was throughout university teachers' recommendations during studies, to improve their language quality.

Overall, the teachers' responses reflect ranging levels of exposure to formal training programs related to NVC in the context of English language teaching. While some have received specific training during their studies and practices, the others rely on general pedagogical training or recommendations from university teachers. This variety in training experiences provides insights into the potential influence of formal NVC education on teachers' practices and perspectives.

#### **H. Advice to Fellow Teachers:**

The final question requests teachers to offer advice to their colleagues regarding the utilization of NVC to create proper educational environment. It aims to gather the teachers' perceptions and suggestions for promoting effective NVC practices among other educators.

All The teachers' recommendations to their colleagues took the same context, advising that they should pay attention to nonverbal communication and improve their skills in this area, by highlighting the function of understanding and employing nonverbal communication to facilitate communication and strengthen relationships with students which may lead to improved educational experiences.

The teachers' responses to last question align closely, with all of them advocating for a focus on NVC skills to enhance communication and relationships in the educational context. This unified advice underscores the perceived significance of NVC in creating a conducive learning environment and reflects their commitment to promoting effective NVC practices among fellow educators.

Overall, the teachers' responses reflect a strong belief in the necessity of nonverbal communication in the classroom and how it can positively impact teaching and learning outcomes. The teacher's experience and training have equipped him with strategies to effectively utilize nonverbal communication cues to create an enriching educational environment specially with young age learners who are exposed to English language for the first time.

In conclusion, the participants responses collectively provide valuable insights onto the role and significance of nonverbal communication in primary school English language instruction, especially with a particular focus on its relevance for young learners who are in the process of acquiring English as a second language. They highlight its importance, practical applications, and the challenges and solutions associated with its implementation. These insights can be beneficial for educators looking to incorporate nonverbal communication effectively into their teaching practices.

### **3.2.3.1 Discussion of the Interview Results**

The results of the interview strongly support the first and the third hypotheses. The interviewed teachers confirmed that they utilize various nonverbal communication techniques during interaction and communication processes with their students, combining a variety of positive nonverbal cues such as facial expressions, paralanguage features, gestures and eye contact. These strategies were reported to have a positive impact on student engagement, comfort, and learning outcomes. The teachers' expertise aligns with the first hypothesis that when nonverbal communication strategies are properly applied, in the way they can enhance students' comprehension and contribute to better educational results. The third hypothesis is indicated by providing insights into the teachers' training and its impact, as all the participated teachers mentioned receiving some sort of training or information in nonverbal communication and teaching techniques. Some have received specific training during their studies and practices, while others rely on general pedagogical training or recommendations from university teachers., that included enhancing oral skills, interpreting students' emotions and behaviors, and understanding the role of nonverbal communication in pedagogy in general. Which it goes along with the proposed strategies and dynamics in the hypothesis, revealing the importance of the teacher training programs and how it indeed contributes to improving nonverbal communication in English language Teaching and learning.

In addition, the interview results indicate indirectly to some sort of relation with the second hypothesis. While the interview focused primarily on the teachers perspectives and experiences with nonverbal communication, they did point to that the majority of students usually reacts positively to these techniques. Students were observed to be more willing to engage, less fearful or shy neglecting the negative emotions, and displayed improved classroom behavior. Although the interview did not directly assess students' perceptions, the observed positive reactions and interactions may refer to the fact that students in

the Algerian primary school context may indeed have favorable attitudes toward nonverbal communication, which is associated with higher engagement, motivation and willingness to learn.

In summary, the obtained results denote with the formulated hypotheses. As they emphasize the necessity of nonverbal communication strategies in the English language classroom, highlight positive outcomes when these strategies are effectively employed, and support the idea that teacher training and practices are mainly practical in enhancing nonverbal communication in English language instruction in the Algerian primary schools' educational process. These findings provide valuable insights for educators and teachers seeking to promote teaching and learning environments in similar contexts.

### **3.3 The overall achievement of the research aims**

The research conducted on the topic of nonverbal communication highlights the significance of NVC within the context of primary education, with a particular focus on its relevance for young learners who are in the process of acquiring English as a Second Language at the Algerian primary school, has obtained valuable perceptions and findings. This study aimed to explore the integration of NVC strategies and techniques, students' perceptions, and potential developments in this educational context. The overall accomplishments and key findings are demonstrated in this section below.

The research started with a comprehensive classroom observation of an EFL teacher in the case study, exploring the effective utilization of nonverbal communication within the primary school environment. This teacher skillfully employed various NVC tools, including, eye contact, facial expressions gestures, and vocalics. The synchronization of these elements created an engaging and comfortable learning atmosphere, resulting in enriched student engagement, comfort, positive feelings and willingness to learn.

The observation positively confirmed the first research hypothesis, demonstrating that the proper use of NVC dynamics enhances the overall learning and teaching experience. As well, it revealed the potential for building enriching educational surroundings by implementing effective NVC techniques for EFL and ESL teaching in Algerian primary schools.

The research proceeded to collect rich information through questionnaires, focusing on pupils' attitudes and perceptions toward nonverbal communication during English language sessions. The results revealed a variety of student reactions and their feedback to NVC behaviors, with a majority of opinions expressing positive reactions in return to their teacher's use of NVC.

Pupils stated that they feel happier when their teacher smile with them, found friendly facial expressions welcoming, understand better with gestures, nods, and hand engage in illustration, which were associated with increased student motivation and strengthen sense of engagement.

The questionnaire results were aligned with the research's hypotheses, refer to that NVC techniques, when employed effectively, reflects positively on student's engagement and contribute to enhance learning outcomes. Additionally, they suggested the benefits of implementing specific NVC dynamics and elements, such as visual aids and building a live classroom environment.

To dig deeper, the study depended on interviews with the observed teacher and another three teachers from different primary schools. That tool allowed to obtain the teachers perspectives on NVC dynamics and their experiences, which further supported the study's hypotheses from variety of angles. The teachers confirmed their awareness to utilize specific various NVC techniques, during interactions and communication processes to assure an improved communication quality. As, it was reported that it has a positive impact on student attention, emotions, and improved learning outcomes in general. In addition, the interview results included the importance of teacher training programs and the university practices, excluding their role in polishing NVC mastering in English language instruction, as a strategy to enhance oral skills, analyzing students' emotions and behaviors, and comprehend the pedagogical role of NVC. While the interview primarily delved into the teacher's opinions, it indirectly pointed at student interaction to NVC, suggesting affirmative attitudes among students.

In conclusion, the study has made an important progress in its striving to understand and enhance nonverbal communication application in EFL teaching to young learners in Algerian primary schools. It has demonstrated the prominent role of NVC in creating an engaging and positive classroom sphere, promoting student's experiences, and improving their learning results. The findings offer valuable guidance to educators and institutions in similar contexts, in designing and developing an effective teaching strategies, teacher training guidance, and creating a productive learning environment. As the research study successfully addressed its objectives, it has the possibility to contribute to the development of teaching and learning English language in Algerian primary schools and support students throughout their education.

### **3.4 Limitations and Suggestions for Future Studies**

This study delved into the interesting world of Algerian primary school English language instruction, concentrating on a specific educational context. The decision to limit our research scope to a single classroom in the context of Algerian primary school English language instruction was primarily influenced by practical considerations related to time, resources, and access to participants. Firstly, the time available for conducting research was constrained by external factors, including project timelines and deadlines. In which Extending the study to address multiple classrooms or more participants would have necessitated a more prolonged data collection and analysis process, which was not achievable within the devoted timeframe. Second, the resource limitations, both in terms of funding and available materials, posed a challenge, which made expanding the study to include multiple classrooms would have sustained additional

costs related to travel, data collection, and the acquisition of teaching materials or technology. Lastly, accessing to participants, specifically primary school students and teachers in Algerian classrooms, presented a notable logistical challenge, in fostering relationships and obtaining permissions from various schools and teachers for multiple classrooms would require to extend the research timeline and possibly result in access issues. These logistical restrictions collectively led us to focus on only one single classroom within the specific context of Algerian primary school. Despite these limitations, we focused to uncover valuable insights. Considering the complexity of our research topic 'Investigating Nonverbal Communication in Third Year English Classes in Algeria: A Case Study of Sabih Saleh Primary School Instruction in Algeria' it was not realizable to include a wider range of classrooms and participants due to our limited research timeline.

In our desire to gain knowledge, it is important to recognize that our study focused only on primary school, which brings some limitations, as the participants, mainly young students, have unique academic backgrounds, limited English language knowledge and total absence of knowledge about the concept of NVC, their views were conducted by this limited experience. So, it's important to interpret our findings within this context. We cannot apply our conclusions too broadly, as they are particular to our study's context. Attempting to do might mislead information, and we should deal with a balanced perspective, considering these limitations and the influence of participants' experience.

In order to explore this topic more comprehensively, future studies should focus on inclusivity, as they should include participants from different educational backgrounds, including different academic levels and experiences with NVC in EFL teaching. This approach can provide a wide range comprehension of NVC's role in different educational programs.

In summary, while our study focused on one Algerian primary school and had some limitations, which acknowledging it is crucial. They are narrowed our specific research context. So, we can better interpret our results and understand how participants' experiences guided them. Lastly, future research can contribute to a deeper understanding of NVC's impact in various educational settings with an abroad perspective and different samples.

### **3.5 Suggestions and Recommendations**

In the ever-evolving environment of Algerian primary school English language education, optimizing the integration of nonverbal communication holds a huge importance. Based on our research findings, we present some recommendations and suggestions to enhance the implementation of NVC dynamics and construct an enriched learning environment.

Firstly, we suggest to focus on teacher training programs, in which establish practical NVC training programs for Algerian primary school instructors in English as a Foreign Language (EFL). These schemas,

introduced by educational institutions and universities, have to focus on providing educators with effective NVC skills designed according to the classroom settings.

Also, it is important to put student's engagement into consideration, by Encouraging teachers to create engaging and inclusive classrooms with the aid of NVC techniques such as friendly facial expressions, welcoming smiles and gestures, to promote positive student experiences, motivation, and get rid of negative emotions and reactions in general. In addition, we can address the possibility of integrating visual aids, in order, to facilitate access to a various layout of visual aids and multimedia resources for English language education which assist comprehension and student engagement by complementing traditional teaching techniques. As well, Considering employing a blended teaching approach which gathers traditional face-to-face instruction with online resources, to promote support learning preferences and enhance the overall educational process.

Moreover, encouraging interactivity is more functional in building interactive communication between students and teachers, where teachers are supposed to actively involve students in discussion, encourage participation, and promote the use of NVC for effective immediate feedback and worthy responses. As they should maintain good needs assessment and regularly estimate the NVC needs of students by understanding their stimulations, previous knowledge, and preferable learning styles, in order, to design NVC suitable strategies for individuals' characteristics and classroom objectives.

Additionally, Continuous Professional Development to encourage instructors to stay updated with the latest pedagogical practices, technological promotion, and practical NVC methodologies, which ensures teachers' competence and adaptability in a dynamic educational landscape. Also, the investment in technological infrastructure is recommended, to support successful online teaching, adept resources for reliable technological structure, aligned with continuous maintenance and technical support to address potential challenges effectively.

By taking into consideration these recommendations, Algerian primary schools can optimize the integration of nonverbal communication in English language teaching and learning processes, which will create a more sufficient and effective learning atmosphere, contributing to the academic success and satisfaction of both students and instructors.

### **3.6 Conclusion.**

In this chapter, we have reached a conducive stage in our research journey, where we highlight overall achievements and key findings that have conducted in our investigation on nonverbal communication in the context of English as a Foreign Language and as a second language teaching to young learners within Algerian primary school.

Our research began with an insightful classroom observation of an EFL teacher who skillfully employed various NVC tools, that led to create an environment where students were not only engaged but also felt comfortable and encouraged to learn. Which provided evidence that supports our first research hypothesis, uncovering the potential of NVC dynamics in enhancing the teaching and learning experience.

Also, our research journey led us to gather invaluable insights through structured questionnaires that gathered students' attitudes and perceptions toward NVC in their English language sessions, where the responses were surprisingly positive. Which confirmed our research hypotheses, revealing the positive impact of effective NVC techniques on students' attitudes and learning outcomes.

Additionally, our investigation went deeper to determine the teachers' viewpoints through interviews, delving into the awareness of NVC techniques, their influence and their role in enhancing communication channels quality, student concentration, and emotions, further reinforced our research hypotheses, as well, shedding light on the importance of teacher practices training programs and university information in sharpening NVC as a pedagogical method, focusing on the significance of NVC in English language instruction.

In conclusion, this chapter notes significant evidence in our desire to comprehend and promote the application of nonverbal communication in EFL and ESL teaching to young learners in the Algerian primary school. As the study highlights the vital role of NVC in fostering an engaging and positive classroom environment, thereby enhancing students' experiences and their learning outcomes. As our research objectives have been straightly addressed, there is an expected potential for this work to contribute to the settings of English language education in the Algerian primary school and to aid students on their seek to knowledge journey.

# **General Conclusion**

Throughout this research study, valuable data were gathered regarding the influence of NVC on English language instruction efficacy with the third-year pupils at Sabih Saleh primary school. The research question was designed to address the teacher use of NVC techniques and their impacts on learning outcomes and classroom environment, and the hypotheses provided a frame work to observe the expected outcomes.

The population of interest in this study focused on the Third-year pupils and their teacher, as English is relevant topic in the primary educational settings as a second foreign language, to obtain the desired data for this dissertation. Hiring a mixed methods approach to conduct the study, administrating classroom observation on the field sample, questionnaire held to pupils and interviews done with primary school teachers as the research instruments. The classroom observation and interview targeted qualitative data while, the questionnaire aimed to collect quantitative data related to the subject matter. This research aims to explore the impact of NVC on the effectiveness of English language teaching and learning in the Algerian primary school. It seeks to identify NVC techniques used by the English language teacher during the teaching process, and how it reflects on their pupils' engagement and comprehension. Also, it intends to examine the perceptions and attitudes of English language primary school learners in Algeria towards nonverbal communication in the classroom, and how it effects their motivation and emotions. Additionally, this study aims to identify effective strategies and tools that can help to improve nonverbal communication in English language instruction in the Algerian primary school, to improve English language educational process.

The initial chapter provided a comprehensive review of communication, focusing on the nonverbal communication in English language teaching and learning exploring its' aspects and impacts. In which gained valuable knowledge on understanding the key elements of the study.

The second chapter, applicated both qualitative and quantitative data collection methods. A systematic classroom observation was applied during selected session, a questionnaire was administrated to pupils, and an interview was conducted with English language teachers from different primary schools to collect information. The collected data was analyzed using qualitative and quantitative techniques to examine the findings.

The last chapter outlined the detailed analysis of the gathered data to address research aims and objectives. By employing both qualitative and quantitative analysis to provide statistical insights, and qualitative analysis, which uncovers underlying reasons and contexts. The findings led to recommendations, such as focusing on teacher training programs, encourage teachers to create engaging and motivating classroom, and continuous professional development awareness.

In answer to the first research question, English language teachers at the Algerian primary school utilize various NVC strategies, which positively influence pupils' comprehension and learning outcomes. In response to the second research question, English language learners in the primary school have a variety of perceptions and attitudes mostly positive towards the teacher's NVC in the classroom. Regarding the third question, the results suggest a variety of potential strategies and tools that can be hired to improve NVC in English language instruction in the Algerian primary school.

According to the analysis of the research tools' collected data, the hypotheses suggested in this study have been confirmed. The teacher in the case study is totally aware about the importance of the use of NVC strategies during teaching, positively influencing students' comprehension and led to improved learning outcomes and motivating educational environment. Furthermore, it was found that the pupils have a varying perceptions and attitudes towards NVC used by the teacher in the classroom, positively associated with higher levels of engagement and motivation. The research findings also provided valuable insight into the strategies for improvement, including effective training programs and teacher's practices, which can be effective to promote the educational process.

The findings of the study, uncovered valuable insights on the proper NVC implementation in English language instruction in Algerian primary schools, demonstrating the perceptions and attitudes of learners and how it positively affected leading to enhanced learning outcomes and comfortable atmosphere.

Further research options for NVC in English language classrooms, include exploring psychological, intercultural factors and their impacts on NVC utilization, as well investigating the effectiveness of teachers' training programs and University practices. This research can provide insights into strategies to overcome the barriers and improve English language Education within the Algerian primary school's context.

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# APPENDICES

### Appendix A: Classroom Observation Schedule.

Nonverbal Communication	Outstanding Performance	Standard	Development Needed
<b>2- Oculesics (Eye Contact)</b>			
Staring directly to the pupils' eyes while explaining and listening.			
Avoid looking to sideways, up, down, or closing eyes during communication			
<b>3- Kinesics</b>			
<b>3-1-Facial expression</b>			
Smiling to the students during communicating.			
Nodding the head while hearing students' questions answers.			
Avoid brows lowered			
Avoid raising the mouth corner.			
<b>3-2- Hand Gestures</b>			
Rubbing the palms together.			
The use of the index finger to demonstrate a word or a shape.			
Use the gesture of thumb up.			
Pointing the pupils to answer a question or perform an action.			
Pointing to elements while explaining and describe using gestures.			

Holding hands behind the back while talking.			
<b>4- Posture</b>			
Standing most of the time.			
Moving around the classroom.			
Forward lean.			
Avoid sitting on the desk for a long period of time.			
<b>5- Proxemics</b>			
Avoid keeping a long distance between the teacher and his/her students.			
Avoid staying very close to the students.			
<b>6- Haptics</b>			
The use of touch			
<b>6- Paralanguage</b>			
Tone of voice control.			
Speaking Rate.			
Rising and lowering the volume to express in each situation.			
Silence Periods			

## Appendix B: Pupils' Questionnaire


Dear Students,


Dear student, we want to know how you feel during your English class. Please answer these questions by marking the smiley face that shows how you feel. It is important that you answer all of the questions honestly, even if you are not sure what the answer is. Your answers are precious <3.


1. Your Age: \_\_\_\_\_

2. Your Gender: \_\_\_\_\_ (Boy / Girl)

3. Do you like your new English language class?

 Yes, I like it a lot!

 It's okay.

 No, I don't like it.

4. Can you understand what your teacher says in English?

 Yes, I understand very well!  Sometimes, it's a little hard.  No, I can't understand.

5. Do you feel like your teacher cares about you?

 Yes


 No

6. Do you feel comfortable talking to your teacher ?

 Yes

 No


7. Do you feel like you can learn a lot from your teacher?

 Yes, a lot

 Maybe

 No

8. How do you feel When your teacher smiles at you?

 Happy

 Okay

 Not happy

9. Do you like it when your teacher's face looks friendly?

 Yes

 No

10. Do you like it when your teacher nods his head when he listens to you or your classmates?

 Yes

 No

11. when your teacher uses their hands to illustrate things, do you find it easier to understand what he is saying?

 Yes

 No

12. Do you like when the teacher thumbs up when you answer questions?

 Yes

 No

13. How does it make you feel when your teacher looks at you while explaining?

 Interested

 Okay

 Not happy

14. Do you like it when your teacher moves around the classroom?

 Yes

 No

15. Do you feel comfortable when your teacher touches you (e.g., on the shoulder or arm)?

 Yes

 No

16. Do you like it, when your teacher speaks slowly so you can understand the lesson?

😊 Yes

😞 No

Thank you! for helping us by completing this questionnaire, your answers are important 😊.

### Appendix C: Teachers' Interview

First of all, I would like to thank you for the generous opportunity to be a guest in your cheerful classroom, all the valuable insights and information are appreciated and dedicated to serve our study about the importance of NVC in English language teaching and learning. By answering the questions below you will provide the study with your valuable feedback.

1- Can you please introduce yourself, including your teaching experience and the level of English language learners you have worked with?

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 .....  
 .....

2. How important do you believe nonverbal communication is in the classroom, especially when teaching English as a second language?

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

3. During the observed classes, you effectively utilized various nonverbal communication techniques. Could you share your experience regarding the impact of these techniques on student engagement, comfort, and learning outcomes?

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

4. In your opinion, what are some examples of nonverbal communication cues that are particularly important in an English language classroom? How do you use them to enhance teaching and learning?

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

5. Did you observe any nonverbal cues from your students during your classes that helped you understand their emotions or attitudes towards the learning session? If so, could you share some examples?

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

6. During your sessions, have you noticed any signs from your students that tell you how they feel about the lesson? If yes, can you share some examples of these signs, and explain how you use them to make your teaching better and create a welcoming classroom for everyone?

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7. Have you received any specific training programs or lessons related to nonverbal communication in the context of English language teaching?

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8. Considering your dedication to effective nonverbal communication, what advice would you offer to fellow English language teachers striving to create enriching educational environments through NVC?

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*Thank you for your participation.*