



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Sudan University of Science and Technology

College of Graduate Studies

College of Languages

The Use of Nonverbal Communication in EFL in Sudanese Universities

(With Reference to Sudanese Context)

استخدام الاتصال غير اللفظي في قاعات دراسة اللغة الإنجليزية لغة

أجنبية بمرحلة التعليم الجامعي في المجتمع السوداني

(Sudan University of Science and Technology as a Case Study)

جامعة السودان للعلوم والتكنولوجيا نموذجا

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Verse

قال تعالى : (قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي
لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ
مَدَدًا).

صدق الله العظيم – سورة الكهف الآية (109)

القرآن الكريم

Foreword

“I have learned to depend more on what people do than what they say in response to a direct question, to pay close attention to that which cannot be consciously manipulated, and to look for patterns rather than content”

Edward T. Hall (1968 p.83)

Dedication

To My wife

To My Mother and the Soul of My Father

To My Friends

To My Brothers and Sisters

To My Relatives

To My Teachers

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Abstract

The study aims to investigate the use of nonverbal communication in English as Foreign Language classrooms at territory level. The study also aims to find out to what extent nonverbal communication is used in the teaching and learning process. The researcher uses descriptive analytical methodology and the questionnaire and the interview as tools for collecting data. The questionnaire distributes to English language teachers at Sudan University of Science and Technology. The sample is 50 English language teachers most of them are M.A. holders. The interview holds with 5 Ph.D holders at Sudan University of Science and Technology. To meet the validity of the questionnaire and the interview, it has been shown to some experts at Sudan University of Science and Technology; they mention their comments, ideas, omission and additions. The findings of the study promote and developing the use of nonverbal communication affects teaching and learning process in the classrooms. The study finds and stresses the importance of nonverbal communication in teaching and learning as it conveys meanings, ideas, saves time and efforts as well and most teachers use nonverbal communication due to the fact that it helps the interaction between the teachers and the learners and the learners themselves. Most of the teachers use nonverbal communication by chance and most of the time unconsciously. They aren't aware of its impact on the teaching and learning process so they use it without aims, purposes and reasons. Students aren't quite aware of the use of nonverbal communication in teaching and learning, and it's the duty of the teachers to draw their attention the nonverbal communication use. Nonverbal

communication can't be separated from the learner's culture as it is part of it and effect teaching and learning to a great extent. Depending on the result of the study, it has been suggested that nonverbal communication should be taught as a course at Universities at Colleges of Education to train teachers to use it in their classrooms in the future. Teachers should avoid the use of their mother tongue nonverbal communication when they teach English as foreign language /English as second language classes. Teacher education programs should include instruction on the use of nonverbal communication. Nonverbal communication can be employed in the syllabuses to enhance teachers and students' interaction in the classroom. Nonverbal communication uses should be including in teachers' evaluation parts as an effective part in teaching and learning process in the classrooms.

Abstract (Arabic Version)

هدفت هذه الدراسة إلى التحقق من استخدام الاتصال غير اللفظي في فصول اللغة الإنجليزية كلغة أجنبية في مرحلة التعليم الجامعي ، كما هدفت الدراسة أيضا إلى التحقق من مدى استخدام الاتصال غير اللفظي في عمليتي التعليم و التعلم وقد استخدم الباحث المنهجية التحليلية الوصفية و الاستبانة والمقابلة كوسائل لجمع البيانات. وقد وزعت تلك الاستبانة على أساتذة اللغة الإنجليزية بجامعة السودان للعلوم والتكنولوجيا وشملت عينة الدراسة 50 أستاذاً كما عقدت المقابلة مع 5 من الحاصلين على درجة الدكتوراه في التطبيقات اللغوية بجامعة السودان للعلوم والتكنولوجيا وذلك للحصول على مصداقية الاستبانة والمقابلة ، وقد قام الباحث بعرضها على بعض الخبراء في جامعة السودان للعلوم والتكنولوجيا وقاموا ببعض التعليقات والإضافة والحذف.

كانت مخرجات هذه الدراسة مُعززة ومطورة لاستخدام الاتصال غير اللفظي في عمليتي التعليم والتعلم .كما أكد الباحث على أهمية الاتصال غير اللفظي كوسيلة لتوصيل المعاني والأفكار ولحفظ الوقت والمجهود ، كما يستخدمه الأساتذة أيضاً كوسيلة للتفاعل بينهم وبين الدارسين ، وكذلك بين الدارسين أنفسهم. وقد يستخدم بعض الأساتذة الاتصال غير اللفظي عن طريق الصدفة ، وفي معظم الأوقات بصورة غير مقصودة ، كما لا توجد لديهم الدراية الكافية به وتأثيره على عمليتي التعليم والتعلم ؛ ولذلك يستخدمون الاتصال غير اللفظي بدون أهدافٍ ولا أغراضٍ أو أسباب. كما توجد أيضاً دراية محدودة وغير كافية كذلك عند الدارسين باستخدام الاتصال غير اللفظي وهذا يرجع إلي واجبات الأساتذة في جذب انتباه الطلاب إلي هذا النوع من الاتصال. كما خرجت الدراسة بأنه لا يمكن فصل الاتصال غير اللفظي من ثقافة الطلاب وهو جزءٌ أساسيٌّ منها ، ومؤثرٌ في ذات الوقت على عمليتي التعليم والتعلم إلي مدى كبير.

طبقاً لنتائج الدراسة قام الباحث باقتراح ما يلي : ينبغي أن يدرس الاتصال غير اللفظي كقرار في الجامعات بكليات التربية حتى يتدرب الأساتذة على استخدامه في الفصول الدراسية في المستقبل ، كما يجب أن يتجنب الأساتذة استخدام الاتصال غير اللفظي للغتهم الأم عندما يدرسون لغةً أجنبيةً أو لغةً ثانيةً ، كما يجب أيضاً أن تحتوي برامج التدريب للمعلمين على برامج توضح استخدام الاتصال غير اللفظي ، كما ينبغي أن يوظف الاتصال غير اللفظي في المناهج حتى يعزز التفاعل بين الأساتذة والدارسين ، كما ينبغي أيضاً أن يدخل الاتصال غير اللفظي غُصراً في تقييم الأساتذة باعتباره جزءاً فاعلاً في عمليتي التعليم والتعلم.

List of the contents

Verse	I
Foreword	II
Dedication	III
Acknowledgements	IV
Abstract	V
List of the contents	VIII
List of the Figures	XIII
List of the Tables	XIV
Definition of Terms	XV
Chapter One : Introduction	1
1.0 Overview	1
1.1 Statement of the Problem	5
1.2 Objectives of the Study	6
1.3 Research Questions	7
1.4 Hypotheses of the Study	7
1.5 Significance of the Study	8
1.6 Methodology	9
1.7 Research Format	10
1.8 Limits of the Study	10
1.9 Summary of the chapter	10
Chapter Two : Literature Review and Previous Studies	11
2.0 Introduction	11
2.1 Communication	12
2.2 Types of communication	13

2.2.1	Interpersonal	14
2.2.2	Intrapersonal	14
2.2.3	Verbal	14
2.2.4	Written	14
2.3	Nonverbal communication	15
2.4	Types of nonverbal communication	17
2.4.1	Paralinguistic (vocalic)	17
2.4.2	Pitch	18
2.4.3	Articulation and Pronunciation	20
2.4.3.1	Articulation	20
2.4.3.2	Rate of speech	21
2.4.3.3	Volume	22
2.4.3.4	Hesitating and Silence	22
2.4.3.5	Tones of voice	23
2.4.3.6	Verbal fillers	24
2.4.2	Kinesics (body language)	25
2.4.2.1	Gestures	25
2.4.2.1.1	Instinctive gestures	26
2.4.2.1.2	Coded or technical gestures	27
2.4.2.1.3	Acquired gestures	27
2.4.2.1.4	Emblems	27
2.4.2.1.5	Iconic gestures	28
2.4.2.1.6	Hand movements:	28
2.4.2.1.7	Hand gestures	29
2.4.2.2	Posture	33
2.4.2.3	Oculestic	43
2.4.2.4	Head Movements	50
2.4.2.5	Smile and laughter	55

2.4.3	Space (Proxemic)	60
2.4.3.1	Public	65
2.4.3.1.1	Fare Phase	66
2.4.3.1.2	Close Phase	66
2.4.3.2	Social	66
2.4.3.2.1	Fare Phase	67
2.4.3.2.2	Close Phase	68
2.4.3.3	Personal	68
2.4.3.3.1	Fare Phase	69
2.4.3.3.2	Close Phase	70
2.4.3.4	Intimate	70
2.4.3.4.1	Fare Phase:	71
2.4.3.4.2	Close Phase:	72
2.4.3.5	The influences of the space on communication	73
2.4.4	Territoriality	74
2.4.4.1	Territory Types	75
2.4.4.1.1	Primary territories	75
2.4.4.1.2	Secondary territories	76
2.4.4.1.3	Pubic territories	76
2.4.4.2	Territory Markers	77
2.4.4.2.1	Central Markers	77
2.4.4.2.2	Boundary Markers	78
2.4.4.2.3	Ear markers	78
2.4.4.3	Territory in the classroom	78
2.4.5	Touch (Haptic)	79
2.4.6	Artifactual (bodily appearance)	85
2.4.6.1	Words that describe physical appearance:	85
2.4.6.2	Teacher appearances and the classroom	85

2.4.7	Chronemic (time)	86
2.4.7.1	Time and Educational Field:	89
2.4.7.1.1	Waiting time	90
2.4.7.1.2	Talking time	90
2.4.7.1.3	Work time	91
2.4.8	Olfactory (smell)	92
2.5	Previous Studies:	92
2.6	Summary of the chapter	100
Chapter Three : Methodology		101
3.1	Introduction	101
3.2	Methodology, Tools and sample of the study	101
3.3	Population and Sample of the Study	101
3.4	Reliability and Validity of the Questionnaire	106
3.5	Application of the Study's Tool:	110
3.6	Interview	128
3.7	Validity of the interview	129
3.8	Summary of the chapter	129
Chapter Four : Data Analysis, Results and Discussion		130
4.1	Introduction	130
4.2	Test of the Study's Hypotheses:	130
4.2.1	Results of the First Hypothesis:	131
4.2.2	Results of the Second Hypothesis:	136
4.2.3	Results of the Third Hypothesis:	142
4.2.4	Results of the four Hypotheses:	148
4.3	Interview	154
4.3.1	First Question:	154
4.3.2	Second Question: -	155
4.3.3	Third Question: -	156

4.3.4	Fourth Question	156
4.3.5	Fifth Question:	157
4.3.6	Summary	158
4.4	Summary of the chapter	159
Chapter Five : Findings, Recommendations and Suggestions		160
5.1	Introduction	160
5.2	Findings	161
5.3	Recommendations	164
5.4	Suggestions for further studies	165
References		167
Appendixes		174

List of the Figures

Figure 1:3: The frequency distribution for the study respondents according to the gender _____	103
Figure 2:3The frequency distribution for the study respondents according to the qualification_____	104
Figure 3:3The frequency distribution for the study respondents according to the experience _____	105
Figure 4:3:The frequency distribution for the respondents' answers about question no.(1) _____	111
Figure 5:3:The frequency distribution for the respondents' answers about question no.(2) _____	112
Figure 6:3:The frequency distribution for the respondents' answers about question no.(3) _____	114
Figure 7:3:The frequency distribution for the respondents' answers about question no.(1) _____	115
Figure 8:3:The frequency distribution for the respondents' answers about question no.(2) _____	117
Figure 9:3:The frequency distribution for the respondents' answers about question no.(3) _____	118
Figure 10:3:The frequency distribution for the respondents' answers about question no.(1) _____	120
Figure 11:3:The frequency distribution for the respondents' answers about question no.(2) _____	121
Figure 12:3:The frequency distribution for the respondents' answers about question no.(3) _____	123
Figure 13:3:The frequency distribution for the respondents' answers about question no.(1) _____	125
Figure 14:3:The frequency distribution for the respondents' answers about question no.(2) _____	126
Figure 15:3:The frequency distribution for the respondents' answers about question no.(3) _____	127
Figure 16:4:Frequency distribution for the respondents' answers about all questions of the first hypothesis ____	135
Figure 17:4:Frequency distribution for the respondents' answers about all questions of the second hypothesis _	141
Figure 18:4:Frequency distribution for the respondents' answers about all questions of the third hypothesis _	147
Figure 19:4:Frequency distribution for the respondents' answers about all questions of the four hypothesis ____	153

List of the Tables

Table 1:3 the frequency distribution for the study respondents according to the gender -----	102
Table 2:3: The frequency distribution for the study respondents according to the qualification-----	103
Table 3:3The frequency distribution for the study respondents according to the experience-----	105
Table 4:3: The questionnaire's referees and their jobs and places of work -----	106
Table 5:3The statistical reliability and validity of the pre-test sample about the study questionnaire-----	108
Table 6:3:The frequency distribution for the respondents' answers about question no.(1) -----	111
Table 7:3: The frequency distribution for the respondents' answers about question no.(2)-----	112
Table 8:3:The frequency distribution for the respondents' answers about question no.(3) -----	113
Table 9:3:The frequency distribution for the respondents' answers about question no.(1) -----	115
Table 10:3:The frequency distribution for the respondents' answers about question no.(2)-----	117
Table 11:3:The frequency distribution for the respondents' answers about question no.(3)-----	118
Table 12:3:The frequency distribution for the respondents' answers about question no.(1)-----	120
Table 13:2:The frequency distribution for the respondents' answers about question no.(2)-----	121
Table 14:3:The frequency distribution for the respondents' answers about question no.(3)-----	123
Table 15:3:The frequency distribution for the respondents' answers about question no.(1)-----	124
Table 16:3:The frequency distribution for the respondents' answers about question no.(2)-----	126
Table 17:3:The frequency distribution for the respondents' answers about question no.(3)-----	127
Table 18:4:The median of respondents' answers about the questions of the first hypothesis -----	131
Table 19:4:Chi-square test results for respondents' answers about the questions of the first hypothesis-----	133
Table 20:4:The frequency distribution for the respondents' answers about all questions of the first hypothesis -	135
Table 21:4:The median of respondents' answers about the questions of the second hypothesis-----	137
Table 22:4:Chi-square test results for respondents' answers about the questions of the second hypothesis-----	139
Table 23:4:The frequency distribution for the respondents' answers about all questions of the second	141
Table 25:4:The median of respondents' answers about the questions of the third hypothesis -----	143
Table 26:4:Chi-square test results for respondents' answers about the questions of the third hypothesis-----	145
Table 27:4:The frequency distribution for the respondents' answers about all questions of the third hypothesis	147
Table 28:4:The median of respondents' answers about the questions of the four hypothesis -----	149
Table 29:4:Chi-square test results for respondents' answers about the questions of the four hypothesis-----	151
Table 30:4:The frequency distribution for the respondents' answers about all questions of the four hypothesis-	153

Definition of Terms

Adaptors are nonverbal movements that you might perform fully in private but only partially in public.

Affect display is nonverbal movements of the face and body used to show emotion.

Artifacts are ornaments or adornments you display that hold communicative potential.

Body language is the movement or positions by which you unintentionally or intentionally show other people how you are feeling.

Chronemic is the way people organize and use time and the message that are created because of their organization and use of it.

Complementation is nonverbal codes and verbal codes add meaning to each other and expand the meaning of their message alone.

Contradiction is verbal and nonverbal communication message conflict.

Decoding is detection of true feeling, state, or messages for observed nonverbal behavior.

Emblem is nonverbal movements that substitute for the words and phrases.

Empathy is a process of understanding another's feeling or thoughts, and experience those feeling or thoughts to some degree.

Emphasis is use of nonverbal cues to strength verbal messages.

Encoding is display of nonverbal behavior that may be decoded by others.

Gesture is the movement of hands, arms or head, etc, to express an idea or feeling.

Haptic is the study of touch communication and behavior, whether it is physicians' touching in examination or a lover's soft caress.

Illustrators are nonverbal movements that accompany or reinforce verbal message.

Infection is the variety or changes of pitch.

Instructors are people whom teach university level.

Kinesics is study of bodily movements, including posture, gestures and vocalization.

Leakage is nonverbal behavior display without intention or awareness, revealing true feeling or affective states.

Node is the head movements either vertically or horizontally.

Nonverbal codes (NC) are code of communication consisting of symbols that are not words, including non-words vocalization.

Nonverbal communication (NVC) is the process of without using words to generate the meaning.

Objects are the study of the human use of clothing and other artifacts as nonverbal codes.

Occulesics is the nonverbal communication which happens in the facial area and eye area.

Olfactics is the nonverbal communication effect on one's and odors.

Paralinguistic features are non-words sounds and non-words characteristics of language, such as pitch, volume, rate and quality.

Proxemics is the study of the human use of space and distance.

Rate is the space or speed of your speech.

Regulation is nonverbal codes are used to monitor and control interaction with other.

Regulators are nonverbal movements that control the flow or space of communication.

Repetition is the same message sends both verbally and nonverbally.

Social influence is a process of one person's behavior affecting the behavior of another.

Substitution is nonverbal codes are used instead of verbal codes.

Synchrony is a high level of behavioral coordination between individual characterized by interaction

Chapter One

Introduction

Chapter One

Introduction

1.0 Overview

Nonverbal communication is the process of using non-word or wordless messages to generate meaning either alone or in combination with the verbal communication *"Generally, when people refer to nonverbal behavior, they are talking about the signals produced, or encoded, to which meaning will be attributed, not the process of attributing meaning"* (Knapp, L. Mark. & Judith A. Hall, 2010, p.5)

Nonverbal communication has different types and each one has its own meaning, function and use in different environments. Communication in the street, home, school, university and in the workplace each has different style and shape because of the different requirements of all these setting. In all these situations nonverbal has its own rules, function and purposes of use. Nonverbal communication has functions, uses and meaning which differ from society, culture and setting to another.

In this study, the focus will be on communication in the EFL classes; mainly on nonverbal communication in the English classes at tertiary level in Sudanese context. Reference is made to the Sudanese context because nonverbal communication differs among people as individuals, across cultures and according to the specific setting.

"Although facial expressions are universally encoded and decoded, there are considerably cultural differences in the usage of nonverbal cues. Hand gestures, with specific meaning (emblem), vary widely from culture to culture and serious misunderstandings can occur between people from different cultures in interpreting these gestures. Furthermore, there are cultural differences in the display rules for specific emotions. Thus, people from certain cultures are more likely to control their display of emotions to other people" (Nalini&Robert1, 1998, p. 779). Includes in the bibliography

Nonverbal communication has been used in the domain of teaching and learning process, especially in communicative language teaching. This new trend brought changes all over the teaching and learning process such as in the roles of both teacher and learner. The role of the teacher is a facilitator, counselor, and animator. These new roles require a change in the EFL classes discourse. Thus, the choice of this particular topic rises from the awareness of its importance to both teaching and learning.

Nonverbal communication in EFL classes or lecture hall needs special training because in the class setting is not like other settings because here we have many students in English classes whom differ socially, culturally, mentally and individually so teachers need to take care of the use of their nonverbal communication in English classes.

Teachers are also able to know their students from their nonverbal communication in the classroom, such as pay attention, persistence on task or activities and sharing ideas, *“through close observation of students in the process of learning...teachers can learn much about how students learn and, more specifically, how students respond to particular teaching approaches”* (Angelo & Cross, 1993, p. 3).

Teachers use nonverbal communication cues consciously or unconsciously to convey their message; in all cases nonverbal communication has specific meanings that had to be conveyed to a particular audience.

Teachers 'nonverbal communication that he/she uses in the classroom or lecture hall setting is observable by students, so it is important to take care of their nonverbal communication cues using, such as eyes contact, body language, touching and all nonverbal cues. *"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 "* (Stevick, 1982, p. 6).

The importance of nonverbal communication can be considered as a signal which supports verbal communication. Nonverbal communication can convey a great number of meanings, but it is restricted by verbal communication, for example when you point to something, this pointing process may have different meaning but what you said verbally give specific meaning to nonverbal cue.

Ten years ago Psychologists focus on nonverbal communication as types of communication more than verbal because nonverbal communication is easy to understand than verbal and all recent studies have been carried out through nonverbal as psychological type and in another side linguists study the verbal communication which is closely related to the language.

Nonverbal communication involves the possibility of misunderstanding and still humans rely on it a lot because nonverbal cue has different interpretation. There are, at least, four reasons behind the use of nonverbal cues. First, words tend to have limitations and in some situations people need a stronger medium of communication. The second reason is that nonverbal cues are usually more powerful than words because it sends the meaning clear and direct. The third reason for opting to nonverbal communication is that verbal language can be manipulated by the speaker to deceive the interlocutor; conversely, nonverbal language is difficult to manipulate. Nonverbal signs are, thus, more genuine than words. A fourth reason is that body language tends to be more spontaneous than words. Native speakers might fail to find the right word but they rarely fail to use the right gesture. Nonverbal communication is a system that humans learn since childhood just as they learn verbal language.

Nonverbal communication is more used model of communication beside other models of communication, Edward T. Hall (1959) claims that "*60% of human communication is nonverbal*", because sometimes other communication types

without nonverbal fail to send direct or perfect message, for example appearance of somebody send clear message about his/her character from the first impression.

It is important for prospective university teachers to be aware of this type of communication, and not to forget to control their words or actions that are said or done in front of the students, so enormous part of impression show when the lecture moves, looks, what the whole body does during a presentation in lecture, and all their time action (nonverbal communication) speaks louder than their words (verbal communication).

1.1 Statement of the Problem

This study will investigate the extent to which nonverbal communication can affect teaching and learning process (in EFL classes) and deals with the most important aspects that are helpful for teachers and students understanding nonverbal communication at tertiary level; how verbal and nonverbal communication work together to convey the messages to the students in the EFL classes. However, nonverbal communication is usually either, misused or overuse in the context of EFL classes. Moreover, nonverbal communications is influenced by social factors such as culture, gender and power. Nonverbal cues are considerably culturally different in usage and they vary greatly from culture to culture, the difference in cultures (the culture of the English as medium of instruction and that of the local language) tend

to negatively affect the process of communication between the English lecturers and the students at university level in English as Foreign Language classes.

From another perspective, serious misunderstanding can occur between people from different cultural backgrounds. In the Sudanese context, there is always a conflict between the local culture and the culture of the medium of instruction, English in this case. It has been noticed that the use of the patterns of the local culture nonverbal communication can create gaps in communication. On the other hand, the use of the patterns of the target language nonverbal communication can lead to serious breakdowns in the flow of communication between teachers and students in EFL classes.

Also when nonverbal communication is used by the lecturers of English and the students to convey or send their message, the researcher observed that many English teachers at tertiary level are not employing nonverbal communication use in the proper way in EFL classes which leads to misuse or overuse of nonverbal communication. More often than not this misuse or overuse of nonverbal communication leads to misunderstanding and failure to communicate the intended message. In spite of the big and crucial role that nonverbal communication plays in the facilitation of communication process in teaching and learning process.

1.2 Objectives of the Study

The objectives of this study are as follows:

1. This study highlights the role of nonverbal communication in EFL classes in the teaching and learning process.
2. It is an attempt to show how teachers and students are aware of nonverbal communication' culture in EFL classes in teaching and learning process.
3. It is also an attempt to show how culture differences affect teacher's use of nonverbal communication in EFL classes in teaching and learning process.

1.3 Research Questions

1. To what extent is nonverbal communication not used in the teaching and learning process in EFL classes?
2. To what extent is nonverbal communication used in the teaching and learning process in EFL classes?
3. To what extent are teachers and students aware of nonverbal communication' culture in EFL classes in teaching and learning process?
4. To what extent do culture differences affect teacher's use of nonverbal communication in EFL classes in teaching and learning process?

1.4 Hypotheses of the Study

1. Nonverbal communication is used in teaching and learning process in EFL classes.

2. Nonverbal communication is not used in the teaching and learning process in EFL classes.
3. Teachers and students are aware of nonverbal communication' culture in EFL classes in teaching and learning process.
4. Culture differences affect teacher's use of nonverbal communication in teaching and learning process in EFL classes.

1.5 Significance of the Study

This study raises the awareness for the university teachers and students in their use of nonverbal in teaching and learning process in EFL classes and to find out the ways of using nonverbal in the EFL classes for both teachers and students.

The importance of this study also stems from the fact that an appropriate use of nonverbal will promote or facilitate the process of teaching and learning process. It is hoped that it will highlight the relationship between nonverbal and verbal communication.

Further, the significance of this study stems from its attempts to bring up new insight into the use of nonverbal communication in the education discourse at university level in Sudanese context. It examines for the first time the use of nonverbal communication in EFL classes and if it works towards developing

language and its culture of the nonverbal communication of the target language; English in this case.

1.6 Methodology

The researcher followed the descriptive analytical methodology. Two main instruments are used to collect data, namely questionnaires, open/structured interview. Questionnaire and interview for teachers of EFL classes at tertiary level to collect data about their use of nonverbal communication in EFL classes, then the data about teachers and students will be collected and then coded, analyzed, and interpreted according to the principles of both qualitative and quantitative research in order to reach to the findings.

There are 30 English language teachers as the sample of the study. This sample has drawn from the population of teachers of EFL classes and students at Sudan University of Science and Technology, College/Faculty of Education and languages.

This study combines between teaching and learning process for two reasons in the analysis. The first reason is to give a full view of the issue of nonverbal communication in the EFL classes and the second reason is about nonverbal communication' culture differences between languages which is seen as a global issue of human communication.

1.7 Research Format

This research includes five chapters; each one has specific points. The first chapter is an introduction which introduces the topic and this part includes sub-parts such as background, statement of the problem, significance of the study, objectives of the study, research questions, hypotheses, methodology, limits and summary. The second chapter presents the theoretical framework and previous studies. The third chapter is the methodology and the tools of the research. The fourth chapter is the data analysis and discussion of the findings. The final chapter is conclusion and recommendation for the findings of the research.

1.8 Limits of the Study

The study is limited to University Teachers of English as a Foreign Language in the College/Faculty of Education and languages in Sudan University of Science and Technology for the academic year.

1.9 Summary of the chapter

This chapter is introductory chapter was concerned with presentation of the thesis, statement of the problem, objectives of the study, research questions, hypothesis of the study, significant of the study, limit of the study and the research format.

Chapter Two

Literature Review

Chapter Two

Literature Review

2.0 Introduction

Language is a means of a communication between people in order to share their life and experience moreover; language is culture specific, so we learn a language with its culture. A communication is a process of sending and receiving information between people. English as a foreign language we need to know its culture in order to learn it because every language has own culture.

Nonverbal is a communication without words and it is difference form culture to another so it is culture specific, this mean that each language has specific nonverbal communication or we can say that every language has nonverbal communication, from this perspective nonverbal communication is difference from culture to another and from language to another.

Classroom is divided into two kinds ELT and EFL classroom in both classes English language is used as main language but students are difference form class to another for example students in the ELT class can be native and non-native speakers and those who in EFL class are non-native speaker, so in EFL class we have multi- culture students, in EFL class students have different nonverbal communication and different languages.

Classroom is composed of three main elements: teacher, student and the material that is supposed to be learned, communication is the main part that connects these elements together to make them active, so communication is a window that makes learning and teaching take place in order to share knowledge, experience and information, communication that happens in the classroom is written, verbal and nonverbal, in this thesis we will focus on nonverbal communication as a new trend in teaching and learning because nonverbal communication has been neglected for a long time in the domain of teaching and learning process in spite of the big role that it plays in sending messages, nonverbal has the ability to convey or deliver a message in less time than that we spend on verbal and written communication, nonverbal communication is a conscious process that teachers and students use it in their classes.

2.1 Communication

Communication is the process of sending or conveying messages whether through oral, written or nonverbal media. People use different modes of communication to deliver their messages either through one or more channels. According to Dettmer, Dyck, & Thurston (1995) "*Communication is a complex verbal and non-verbal two-way process between partners*" and According Mohamed Elfatih Zoric "*Communication in general is the process of sending and receiving messages that enable humans to share knowledge, attitudes, and emotions*" (2006, p1). Communication is social interaction through messages or communication is sharing of

experience or communication is a message understood. Moreover, communication is a two-way process of reaching mutual understanding that enable humans to share knowledge, attitudes, and emotions, in which participants not only exchange (encode-decode) information but also create and share meaning. Communication is a key element involved in teaching process. Communication, as process of sending and receiving messages, has three basic elements are sender, channel and receiver. Communication goes through a process which involving the following phases, sender, message, channel, receiver and feedback.

Form all the above, communication is used in everyday life from greeting a stranger to touching a lover, is an ongoing social process of sending and receiving messages that enables human to share knowledge, ideas, thoughts, information, feelings, emotions, and attitudes. It requires a medium in which the communicated information is understood by both sender and receiver. There are two media, verbal and non-verbal, which are simultaneously used for communication.

2.2 Types of communication

There are five types or modules of communication; each one is different from another in the process of the communication, and they have different channels, messages and ways of sending message. The five types are interpersonal, intrapersonal, verbal, nonverbal and written. We will focus on nonverbal communication in detail in this thesis.

2.2.1 Interpersonal

Communication is described depending upon the situation in which communication takes place. In this classification we have two types of communication intrapersonal and interpersonal communication. When you communicate with someone face to face, this happens daily for example at university you communicate with teachers, friends and all people there. You speak with them to express your ideas or your needs. Such as discussion, meeting, talking on the street, interview etc. We can call it external communication opposite of internal communication.

2.2.2 Intrapersonal

Intrapersonal communication is communicating with oneself. We all do it. Think of a situation when you spoke to yourself. When you say something bad you speak with yourself why I do this, this is good or this better and so on. This communication happens when you communicate with yourself or we can say internal communication.

2.2.3 Verbal

Verbal communication involves using speech to exchange information with others. You usually communicate verbally in face-to-face conversations, meetings, interviews, conferences, speeches, and phone calls are other forms of verbal communication.

2.2.4 Written

Written communication involves using graph (spelling) to exchange information with others. Written communication involves writing message; books, magazine, newspapers, contracts, and forum are other forms of written communication.

2.3 Nonverbal communication

Communication is a process of sending and receiving message through a channel from someone to another. Communication is exchanging of information either through verbal or nonverbal, humans relied on nonverbal communication for thousands of years before, so they developed the capability to communicate with words or without them. Nonverbal communication is a process of generating meaning using behavior other than words. Rather than thinking of nonverbal communication as the opposite of or as separate from verbal communication, it's more accurate to view them as operating side by side—as part of the same system, so this message can be given to someone either verbally or nonverbally, consequently Non-verbal Communication(NVC) is a communication without a word and its message can be state alone or with combination with verbal communication, according to Zoric, G., Smid et al, 2007 *“Non-verbal communication refers to all aspects of message exchange without the use of words”* (p161). According to Mark L. Knapp and Judith A. Hall (2012, p.32) *“Nonverbal communication refers to communication effected by means other than words, assuming words are the verbal element.* NVC has more than one meaning, nonverbal as a glance, a smile, body movement and intonation. The listener should look for nonverbal cues as well as he/she listens to the literal meaning of a sender's words and also the listener should altar to the nonverbal cues.

For this reason, there is no communication can be done with consideration to the NVC because NVC is not use by accident but with combination to the VC, so NVC use consciously and also can added meaning to the verbal communication, NVC by itself has no meaning or universal meaning but it has meaning when it linked to the spoken language or VC.

Nonverbal behavior is a major component of power perception in the teaching and learning setting. Within teaching and learning, the main function of nonverbal communication is to facilitate and promote learning and teaching process.

Non-verbal communication is a primitive form of communication that does not involve the use of words. It rather uses gestures, cues, vocal qualities, hand movement etc. to convey a message. It is commonly used to express emotions like respect, love, dislike, unpleasantness, etc. Non-verbal communication is less structured compared to its verbal counterpart and is most often spontaneous. As it is not planned, it is sometimes considered more reliable than verbal communication, as it reflects the communicator's true feelings. Non-verbal communication enhances the effectiveness of the message as gestures and body language are registered easier and quicker with the audience than verbal communication. Non-verbal communication, when combined with verbal communication, makes a presentation more effective and has greater impact on the audience.

2.4 Types of nonverbal communication

There are more than seven types of nonverbal communication each one differs from the other type in use, function and channel 'use, nonverbal communication is paralinguistic, body language, space, touch, artefactual, olfactory and chronemic. We are going to focus on each one in detail in this thesis from teaching and learning perceptive or from educational discourse perceptive.

2.4.1 Paralinguistic (vocalic)

Paralanguage is concerned with the non-verbal audio part of speech such as tone, pitch, intonation and pause etc. which come alongside spoken language.

The focus here is not what you say but how you say it. We rely on vocal cues to help us determine the real meaning of spoken words and the speaker character. Such cues are especially important when we are deciding whether someone is being sarcastic or using normal speech. The words “Yeah, right” convey different meanings depending on whether they are spoken sincerely or sarcastically, and our interpretation of these words influences how we respond to the person who said them.

The tone of your voice can help you communicate what you mean to convey, or it can reveal thoughts you mean to conceal. It can reinforce or negate the words you speak. The sound of your voice communicates, revealing to others your emotional state, attitudes, personality, status, and interaction maintenance, or turn-taking, needs. How

you speak influences how others interpret your intentions, as well as how credible, intelligent, or attractive they judge you to. So your voice either enhances or detracts from the impression we make and also your voice either support or contradict the intended meaning.

Knapp and Hall divide paralinguage into two broad categories: voice *qualities and vocalizations*. Voice qualities include pitch, rhythm, tempo, volume, articulation, and resonance of the voice. Vocalizations include laughing, crying, sighing, belching, swallowing, clearing of the throat, snoring, and so forth. Other paralinguistic vocalizations are intensity and *nonfluencies*, such as “um,” “ah,” and “uh.” Silence is also considered within the domain of paralinguage.

In the following section we are going to discuss voice qualities of paralinguages and some of vocalization and the role they play in communication and how each one plays a big role in sending the message.

2.4.2 Pitch

Pitch is the highness or lowness of the voice; it is similar to pitch on a musical scale. We associate higher pitches with female voices and lower pitches with male voices because of the biological difference between men and women involves. Varying degrees of importance and social meaning are then placed on these biological differences, which lead some men and women to consciously or unconsciously

exaggerate the difference. Men may speak in a lower register than they would naturally and women may speak in more soft, breathy tones to accentuate the pitch differences. These ways of speaking often start as a conscious choice after adolescence to better fit into socially and culturally proscribed gender performances, but they can become so engrained that people spend the rest of their lives speaking in a voice that is a modified version of their natural tone. We also develop vocal stereotypes. We associate low-pitched voices with strength, sexiness, and maturity, and high-pitched voices with helplessness, tension, and nervousness. Although we each have a modal or habitual pitch—one that we use most frequently when we speak—we also vary our pitch to reflect our mood and interest in conversing. For example, we often lower our pitch when sad and raise it when excited. In contrast, if we are bored, we may speak in a monotone that reflects our lack of interest. A lively animated pitch encourages interaction, whereas a monotone discourages it.

It is the voice's pitch that others use to determine whether you are making a statement or asking a question or whether you are expressing concern or conviction. Your pitch expresses your emotional state; for instance, it can communicate anger or annoyance, patience or tolerance. According to Peter A. Andersen (1999)

Pitch helps convey meaning, regulate conversational flow, and communicate the intensity of a message. Even babies recognize a sentence with a higher pitched ending as a question. We also learn that greetings have a rising

emphasis and farewells have falling emphasis. Of course, no one ever tells us these things explicitly; we learn them through observation and practice. We do not pick up on some more subtle and/or complex patterns of paralanguage involving pitch until we are older (p26)

2.4.3 Articulation and Pronunciation

The sound attributes of articulation and pronunciation affect message intelligibility as well as perceptions of credibility. Articulation is the way you pronounce individual sounds. Ideally, even during person-to-person contact, the sounds of your speech are sharp and distinct. When you fail to utter a final sound (a final *t* or *d*, for example), fail to produce the sounds of words properly, or voice a sound in an unclear, imprecise way (*come wimme* versus *come with me*, *this* versus *that*, *sheep* versus *ship*), perceptions of your credibility drop.

2.4.3.1 Articulation

How individual words are pronounced. While the focus of articulation is on the production of speech sounds, the focus of pronunciation is on whether you say the words themselves correctly or incorrectly. When you mispronounce a word, you may suffer a loss of credibility, and those listening to you may find it more difficult to make sense of what you are saying.

2.4.3.2 Rate of speech

Speaking rate is the third vocal cue affecting the communication of meaning. Most of us speak at an average rate of 150 words per minute. When we speed up our speech, exceeding 275 to 300 words per minute, it is difficult for others to comprehend what we are saying, and our message thus becomes virtually unintelligible. In contrast, if we speak too slowly, others may perceive us as tentative or lacking in confidence or intelligence. An overly deliberate speaking pace contributes to boredom, lack of attentiveness, and unresponsiveness in others. Rate also affects others' judgment of our intensity and mood. As your rate increases, so do assessments of your level of emotional intensity. When talking about more serious subjects, we often slow down; on the other hand, our speaking rate usually accelerates as we shift to talking about lighter topics. In many ways, rate reflects the pulse of your words. It quickens to relay agitation, excitement, and happiness, and it falls to convey seriousness, serenity, or sadness. According to David B. Buller and Judee K. Burgoon (1986)

Speaking rate refers to how fast or slow a person speaks and can lead others to form impressions about our emotional state, credibility, and intelligence. As with volume, variations in speaking rate can interfere with the ability of others to receive and understand verbal messages. A slow speaker could bore others and lead their attention to wander. A fast speaker may be difficult to follow, and the fast delivery can actually distract from the message. Speaking a little faster than the normal 120–

150 words a minute, however, can be beneficial, as people tend to find speakers whose rate is above average more credible and intelligent
(pp126–44)

2.4.3.3 Volume

The power of your voice, its loudness or volume, also affects perceptions of intended meaning. While some whisper their way through encounters, others blast through them. An individual who is typically loud may alienate others; such a person is often viewed as overbearing or aggressive. In contrast, if you are soft-spoken, others may interpret your behavior as timidity. Thus, your volume can over- or underwhelm, thereby causing others to turn you off in an effort to turn you down or to lose interest in your words simply because they cannot comfortably hear them.

Your volume should reflect the nature of your message, the size and acoustics of the space you are in, your proximity to the other person, and any competing noise or conversations. Typically, we increase volume to stress particular words and ideas and to reflect the intensity of our emotions. Similarly, a sudden decrease in volume can add suspense or sustain another's attention. Volume that is varied is most effective.

2.4.3.4 Hesitating and Silence

Hesitations and silence are the final paralinguistic variables we will consider here. Knowing when to pause is a critical skill. When nervous or tense, we may exhibit a tendency to fill all pauses, often by inserting meaningless sounds or phrases such as *uh*,

you know, or *okay* in the effort to fill voids. These non-fluencies, or hesitation phenomena, disrupt the natural flow of speech and adversely affect how others perceive your competence and confidence.

In addition to slowing the rate of speech and emphasizing key ideas, brief periods of silence or pauses give us a chance to gather our thoughts. This is not to suggest that a pause's message is always positive. Sustained pauses—significantly extended periods of silence—allow us to give another the “silent treatment,” a means by which we ignore a person, saying to him or her without using words, “As far as I am concerned, you do not exist.” We also tend to become silent during moments of extreme anxiety or annoyance.

2.4.3.5 Tones of voice

Tone is a quality in the voice which expresses the speaker's feelings or thoughts, often towards the person being spoken to. According to Peter A. Andersen (1999)

Our tone of voice can be controlled somewhat with pitch, volume, and emphasis, but each voice has a distinct quality known as a vocal signature. Voices vary in terms of resonance, pitch, and tone, and some voices are more pleasing than others. People typically find pleasing voices that employ vocal variety and are not monotone, are lower pitched (particularly for males), and do not exhibit particular regional accents. Many people perceive nasal voices negatively and assign negative personality characteristics to them (p.71)

2.4.3.6 Verbal fillers

Verbal fillers are sounds that fill gaps in our speech as we think about what to say next. They are considered a part of nonverbal communication because they are not like typical words that stand in for a specific meaning or meanings. Verbal fillers such as “um,” “uh,” “like,” and “ah” are common in regular conversation and are not typically disruptive. As we learned earlier, the use of verbal fillers can help a person “keep the floor” during a conversation if they need to pause for a moment to think before continuing on with verbal communication. Verbal fillers in more formal settings, like a public speech, can hurt a speaker’s credibility.

The following is a review of the various communicative functions of vocalic:

- **Repetition.** Vocalic cues reinforce other verbal and nonverbal cues (e.g., saying “I’m not sure” with an uncertain tone).
- **Complementing.** Vocalic cues elaborate on or modify verbal and nonverbal meaning (e.g., the pitch and volume used to say “I love sweet potatoes” would add context to the meaning of the sentence, such as the degree to which the person loves sweet potatoes or the use of sarcasm).
- **Accenting.** Vocalic cues allow us to emphasize particular parts of a message, which helps determine meaning (e.g., “She is my friend,” or “She is my friend,” or “She is my friend”).

- **Substituting.** Vocalic cues can take the place of other verbal or nonverbal cues (e.g., saying “uh huh” instead of “I am listening and understand what you’re saying”).
- **Regulating.** Vocalic cues help regulate the flow of conversations (e.g., falling pitch and slowing rate of speaking usually indicate the end of a speaking turn).
- **Contradicting.** Vocalic cues may contradict other verbal or nonverbal signals (e.g., a person could say “I’m fine” in a quick, short tone that indicates otherwise).

2.4.2 Kinesics (body language)

Kinesics is the study of the body postures, gestures, facial expressions such as smile, frown, wrinkling the bow etc. and movements of the head and limbs.

2.4.2.1 Gestures

Gestures are the movements of arms, hands and legs. When teachers or students speak, they spontaneously gesture. Verbal and nonverbal gesture are highly interdependent systems that reciprocally influence each other. Gestures are different from other body languages in that they tend to have a far greater association with speech and language. Whilst the rest of the body indicates more general emotional state. Gestures can have specific meaning and a general meaning vary from a culture to another.

Gestures have specific meaning either associated with the verbal communication or not, gesture as part of body language is culture specific not universal. The main culture

difference in nonverbal communication is gesture more than other types of nonverbal communications because people can agree on special gestures in their community to mean something while in other communities they can be taboo.

In general, gestures can be either local or universal. Local gestures are understood by people of specific countries or regions while the universal gestures are understood by people all over the world.

The Sudanese community in combination with Arab communities has gestures which are different from other cultures around the world. Not all gestures are culture specific but some of them are universal, so we are going to show the two sides of the gesture the universal gesture and Sudanese gesture in comparison to the Arab gestures.

Gestures are important in human communication in that they animate conversations, clarify misunderstandings, and express feelings deeply. Roger E. Axtell (1998, p4) classifies gestures into three main categories: Instinctive, Coded, and Acquired.

2.4.2.1.1 Instinctive gestures

Instinctive gestures are the kind of gestures that we perform almost unconsciously. For example, when a person crosses his/her arms, this is usually a sign of defensiveness. People also tend to slap the back of their heads unconsciously when they are suddenly surprised or shocked. This category of gestures is more universal than any other categories.

2.4.2.1.2 Coded or technical gestures

Coded or technical gestures are more specialized gestures. They are agreed upon by groups of individuals sharing the same activity. Examples of these are hand signals used by football referees, umpires, film makers, stock brokers, and airport attendants. These gestures are often used and understood only by exclusive groups of individuals. They can be compared to jargon or specialized vocabulary in verbal language.

2.4.2.1.3 Acquired gestures

Acquired gestures are socially generated gestures. Most of these gestures are local gestures. They differentiate societies and communities. The origin of these gestures is quite difficult to trace. Examples are the “O.K” sign, the hand wave as in Hello or Goodbye. Just like language, the relationship between these gestures and their meaning is usually arbitrary. These gestures tend to outnumber the other categories.

Gestures have either specific or general meaning that is send with verbal communication, so gestures are divided, according to this relation, into the following:

2.4.2.1.4 Emblems

Emblems are specific gestures with specific meaning that are consciously used and consciously understood. They are used as substitutes for words and are close to sign language than everyday body language.

For example, holding up the hand with all fingers closed except the index and second finger, which are spread apart, can mean 'V for victory' or 'peace' (if the palm is away from the body) or a rather rude dismissal if the hand palm is towards the body.

2.4.2.1.5 Iconic gestures

Iconic gestures or *illustrators* are closely related to speech, illustrating what is being said, and painting with the hands, for example a person illustrates how big or small a physical item is by using hands. Iconic gestures are different from other gestures in that they are used to show physical, concrete items. Iconic gestures are useful as they add detail to the mental image that the person is trying to convey.

2.4.2.1.6 Hand movements:

Hand gestures are one of the principal means for conveying socially relevant information to another person. Understanding of both communicative hand gestures and object-directed hand movements may be mediated by a common or overlapping representation for perception and action.

2.4.2.1.7 Hand gestures



Come On - Hurry Up

People actually look at their wrist in this way even when they're not wearing a watch. Generally, it's a sign of impatience or irritation. When it's done subconsciously, it indicates that the person doing it feels that it is "time" for the communication to end. Where it is done consciously, it is a subtle signal that the communication needs to move on or end. This gesture is rarely missed by people for whom it is intended. Certain cultures, particularly those from the Middle East will perceive this as extremely rude as their culture believes that once a communication has started it must "take its time".



Pointing at

According to most parents in the West - pointing at people is rude. It falls under the same category as "don't stare". The use of this hand gesture implies that a dominant- to-subordinate relationship is taking place. It is a brave or desperate employee that points his finger at his superior in this manner. In general, this is an aggressive signal that if translated into language it would state: "You! I'm not happy. You'd better pay very close attention because this is very personal to you." As humans, we don't like being



Thumbs Down

There is no need to discuss origins as this is clearly the opposite of the thumbs up gesture and is one of the few hand signals to have an opposite. It generally indicates that something is bad or not accepted. "It received the thumbs down" has entered the English language as an expression to indicate that something has failed. Its use is nowhere near as common as the thumbs up gesture and is seen as a somewhat rude, callous and arrogant way of indicating failure or disapproval. It is usually made as a single downwards jab of the thumb.



Stay Away / Talk to The Hand

This gesture is a metaphoric wall. The fingers and palm are vertical and indicate a barrier. In most cases it is clearly a defensive gesture that, if translated into language, it would state: "Stop! I am uncomfortable with this communication. Stay away." If done in a casual or off-hand manner it is the "Talk to the Hand" gesture and suggests that the user is completely uninterested in the communication. This second, and rude, interpretation is quite rare and implies both the confident superiority of the user and their disregard for the importance of the recipient.



Thumbs Up - That's Great

As a gesture it is one of the most common. Several references believe that it was used by Roman rulers at the "Coliseum" and other arenas to indicate whether a gladiator lived or died. This has recently been debunked as increasing evidence indicates that most gladiatorial battles did not end in death. It was popularised by American and Chinese pilots during WWII. In China, this gesture means "one" or "number one". Whatever the origin, it is generally considered as a positive gesture. Don't jab it forward as this might have a completely different connotation.



A Ok - Perfect

It is believed this gesture was popularised by divers because the thumbs up / thumbs down gesture meant - go up or go down. Find its origin in myth the fingers form "O" and "K" of OK. Again, this is probably just a coincidence. The truth is that this gesture has been used for centuries by gem stone dealers. The gem would be placed between the forefinger and the thumb, held up to the light and moved back and forth to change the angle and check for flaws. We still use this motion today. It does not mean "Your Anus" unless the extended fingers are in line with the circular forefinger.



V For Victory

With the palm facing forward this gesture is seen as positive and meaning victory. It was popularised by Winston Churchill and other Allied leaders during WWII. During the 1960's and early 1970's it became a symbolic gesture of the "alternative" and "anti war" hippie movement and became to mean "peace". It probably assumed this context because the anti Vietnam war movement believed that peace would be victorious. It was very common to make the gesture and say "peace" at the same time. As time passes and the 1960's are less relevant to today people, it is assuming its original meaning again



Stop - That's Enough

Mothers and teachers are common users this hand gesture. In general it is used to admonish or warn a single individual. It is a variation of the "you" gesture. If translated into language it would say. "Stop whatever you are doing and pay attention to me. I am your superior and I am warning you!" Classed as a "silent" parent to child gesture, it is completely unacceptable in a professional environment where it will be interpreted as both rude and domineering. Some psychologists believe that it is a metaphor for the cane or whip.

2.4.2.2 Posture

Posture is simply the position our bodies adopt in response to the effects of gravity. It is the way we hold ourselves, in sitting, standing or even lying down. Talking about posture position that human reveal includes three main parts sitting, standing and lying down.

2.4.2.2.1 Sitting

2.4.2.2.1.1 The Leg Twine

Women are different from men sometimes they use their body language eyes, hand and legs to attract men attention. For that most of men agree that the Leg Twine position is the most appealing sitting position a woman can take. It's a gesture that women consciously use to draw attention to their legs. Albert Scheflen states that one leg is pressed firmly against the other to give the appearance of high muscle tone, which, as previously mentioned, is a condition that the body takes when a person is ready for sexual performance. Other leg signals used by women include crossing and uncrossing the legs slowly in front of the man and gently stroking the thighs with her hand, indicating a desire to be touched.



(Love Pollution 2012)

2.4.2.2.1.2 Parallel-Legs

Some parts of body language are considered as women body language more than men. Therefore, some of the body language movements and positions men can't do it because they are signals of femininity. Because of the bone configuration of female legs and hips, most men can't sit like this so it becomes a powerful signal of femininity. Not surprisingly, over 86% of male participants in our leg rating surveys voted this the most attractive female sitting



(Sachchidanand Swami, n.d)

2.4.2.2.1.3 The Ankle Lock

The male version of the Ankle Lock is often combined with clenched fists resting on the knees or with the hands tightly gripping the arms of the chair and a seated Crotch Display. The female version varies slightly: the knees are held together, the feet may be to one side and the hands rest side by side or one on top of the other resting on the upper legs.



(Minocher Patel 2012)

2.4.2.2.1.4 Figure Four Leg Clamp

Not only does this person have a competitive attitude, they lock the Figure Four into a permanent position using one or both hands as a clamp. This is a sign of the tough-minded, stubborn individual who rejects any opinion other than their own.



(Serving Santa Monica n.d)

2.4.2.2.1.5 Leg Cross

One leg is crossed neatly over the other, with 70% of people crossing left over right. This is the normal crossed-leg position used by European, Asian and British cultures when a person crosses both legs and arms they have emotionally withdrawn from the conversation and it can be futile to try to be convincing when they sit like this. In business contexts, we have found that people sitting like this talk in shorter sentences, reject more proposals and can recall less detail of what was discussed than those who sit with their arms and legs in an open position.



(Barbara Ellen 2013)

2.4.2.2.2 Standing

Standing, also referred to as orthostasis, is a human position in which the body is held in an upright ("orthostatic") position and supported only by the feet.

There are four main standing positions

2.4.2.2.2.1 At Attention

There are many standing position that men/ women took when they communicate with each other. The most formal standing position is the attention position. This is a formal position it used the relation between communicator is formal. Standing at attention is a military standing posture, as is stand at ease, but these terms are also used in military-style organizations and in some professions which involve standing, such as modeling.



(Color box, 2015)

According to Allan & Barbara Pease (2004)

" This is a formal position that shows a neutral attitude with no commitment to stay or go. In male—female encounters, it is used more by women than men as it effectively keeps the legs together like a 'No Comment' signal. Schoolchildren use it when talking to a teacher, junior officers use it when talking to senior officers, people meeting royalty do it and employees use it when talking to the boss (pp.212-215). ”

2.4.2.2.2 Legs Apart

This is the second standing position which is less formal than the first. This position is taken when the communicators are interest in communication with each and they don't want to stop communication.

According to the ibid

"As mentioned earlier, this is predominantly a male gesture and is like a standing Crotch Display. The Crotch Displayer plants both feet firmly on the ground, making a clear statement that he has no intention of leaving. It is used as a dominance signal by men because it highlights the genitals, giving the Crotch Displayer a macho-looking attitude (pp.212-215)."



(Rayan Jackson 2015)

2.4.2.2.2.3 The Foot-Forward

This is the third standing position. The person forwards his foot toward the person he/ she wants to talk. There is a relation between our foot direction and our mind, when we put our foots towards something this means we need to go to this direction. We point our lead foot at the most interesting or attractive person that we would to talk to and when we want to leave also we point our foots to the nearest exist. In all these cases foot used as signal to the direction we want to go.



(Katy Winter 2014)

According to the ibid

"The body weight is shifted to one hip, which leaves the front foot pointing forward. Paintings done during the Middle Ages often show high status men standing in the Foot-Forward Position as it allowed them to display their fine hosiery, shoes and breeches This a valuable clue to a person's immediate intentions, because we point our lead foot in the direction our mind would like to go and this stance looks as if the person is beginning to walk. In a group situation, we point our lead foot at the most interesting or attractive person but when we want to leave, we point our feet at the nearest exit (pp.212-215).'

2.4.2.2.2.4 Leg Cross

This is the fourth standing position. In the position the person close his/her leg together as sing of closed person who dislike to communicate with other and also shows that the person is defensive attitude or submissive.

According to the ibid

" The next time you attend a meeting with men and women you will notice some groups of people standing with their arms and legs crossed. Look more closely and you'll also see that they are standing at a greater distance from each other than the customary social distance. People whom they don't know well if you interact with them you would find that one or all of them are unfamiliar with others in the group. While open legs can show openness or dominance, crossed legs shows a closed, submissive or defensive attitude as they symbolically deny any access to the genitals (pp.212-215)."



(Tutorial point 2016)

2.4.2.2.5 How We Move from Closed to Open

As people begin to feel more comfortable in a group and get to know others, they move through a series of movements taking them from the defensive crossed arms and legs position to the relaxed open position. This standing 'opening-up' procedure follows the same sequence everywhere.



Uncertain about each other



Openness and acceptance

The person position standing or sitting effect throughout communication by person he/she communicates with. Always the standing or sitting position shows the relation between communicator for instance when the person cross his/ her leg this means uncomfortable or dislike to communicate with. The following example shows how the person changes from position to another.

It begins with the closed position, arms and legs crossed. As they begin to feel comfortable with each other and rapport builds, their legs uncross first and their feet are Placed together in the Attention Position. Next, the arm folded on top in the arm-cross comes out and the palm is occasionally flashed when speaking but is eventually not used as a barrier. Instead, it may hold the outside of the other arm in a Single-Arm-Barrier. Both arms unfold next and one arm gestures or may be placed on the hip or in the pocket. Finally, one person takes the Foot-Forward Position, showing acceptance of the other person.

2.4.2.3 Ocullesic

Ocullesic is the study of eye contact and movement. Ocullesic looks at the influence of visual contacts on the perceived message that is communicated. Eye movement, eye contact and wink.

2.4.2.3.1 Eye contact

Eyes tend to be one of the most expressive parts of our body. They are a critical part of body language interpretation and should be carefully studied. This is one reason why making an eye contact is critical; you get to see the other person's eyes and thereby can better understand the true meaning of his/her words.

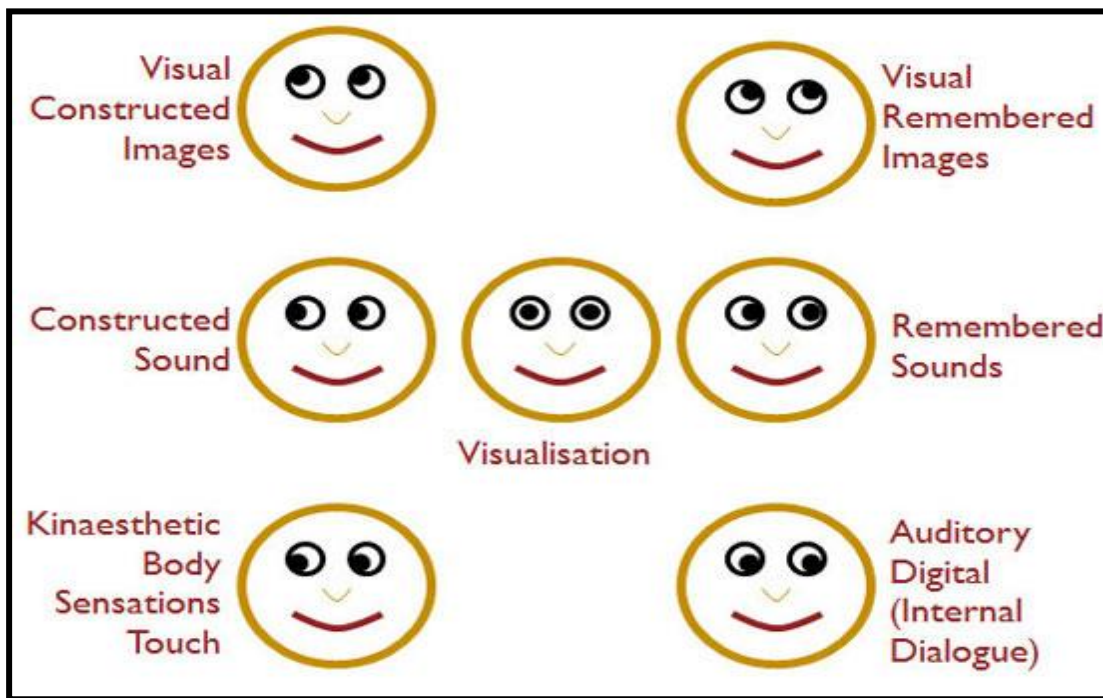
It is well known that eye contact will generally improve communication. This is why removing sunglasses is critical when you are interacting with a person and expect

the communication to be emotional. For example, law enforcement officers who remove their sunglasses usually get much better results in terms of cooperation from suspects or people that they interact with in the course of an investigation.

Direct eye contact suggests interest in a person. Avoiding eye contact usually indicates disinterest, shyness, potential deception, being troubled or submissiveness.

2.4.2.3.2 Eye movement

A model popularized by NLP (Nero-Linguistic Programming) aims to capture the true intentions of a person based on their eye movements, or *eye accessing cues* as they are known within NLP. There have been various studies on this topic and the model is usually effective when the eye movements are interpreted within context and with other gestures as part of a cluster. Simply observe how a person moves his eyes and use the following chart to interpret the signals.



2.4.2.3.3 Wink

Wink is to a close and open one eye quickly, typically to indicate that something is a joke or a secret or as a signal of affection or greeting.



(Massimo Pinca 2015)

2.4.2.3.4 Wink and culture

In West African parents may wink to signal children to leave the room, especially when there is a guest, or another adult coming in. Winking in Western culture

can be used as a way of letting someone else know that the winker or some other person is joking or lying. In China and reportedly to some extent in India, winking may be seen as an offensive gesture.

2.4.2.3.5 Facial expressions

Facial expressions are the face movements with combination of mouth, nose and eyes which convey meaning either in connect with expression or in isolation. Facial expressions can reveal sadness or happiness or shame etc.

Every face expression has a meaning or emotions which express it, so there is clear connection between emotions and facial expressions because face expresses the emotion that we feel. There is a strong argument about whether facial expressions are universal or culture specific *"The argument about whether facial expressions of emotion are universal or culture-specific goes back more than 100 years"* (Ekman, 1999, P.1). And even numbers of facial expression which are universal are not agreeable on *" It is not certain how many different expressions are universal for any one emotion"* (Ekman, 1999, P. 13). Scholars are not able to count the numbers of universal facial expressions until now but they are able to show us the positive and negative facial expressions, for example a smile is positive facial expression whereas anger is a negative facial expression. For universal facial expressions they only agree on anger, disgust, sadness and fear/surprise. *"It is also not certain exactly how many emotions have a universal facial expression, but it is more than simply the distinction between positive and*

negative emotional states. The evidence is strongest for happiness, anger, disgust, sadness and fear/surprise" (Ekman, 1999, P. 14).

Charles Darwin is recognized as publishing the first serious scientific study about "the Expression of Emotions in Man and Animals" in 1872. He claims to have identified 13 that can be considered universal facial expressions. These are: astonishment, shame, fear, horror, pride, hatred, gwrath, love, joy, guilt, anxiety, shyness, and modesty.

Silvan Tomkins, world recognized guru on emotional states, (1911 - 1991), believed that there are eight basic expressions which are: Shame, joy, rage, interest, disgust, surprise, fear and anguish.



Surprise

the eyebrows are lifted so they become curved and central to the forehead. The skin underneath is stretched and horizontal wrinkles appear across the forehead. The eyelids open and the upper lids are raised while the lower lids are brought down. The jaw is dropped so that the lips and teeth are parted creating the effect of a slack jaw. The head is often tilted and the eyes raised. If the head is forward it indicates disbelief - if the head is pulled back it indicates fear. Usually this facial expression is swiftly replaced by a reactionary expression.



(Kerri Lee, behindthechair, nd)

Joy/the smile

Joy is an emotion of sincere happiness. The key visual component of this emotional state is the smile. Still, "Why do we smile?" Almost all animals don't smile. Baring the teeth is actually an aggressive facial signal. This is a great psychological question and there isn't yet a fully convincing answer. It might be as simple as dental health. Good teeth may indicate a good mate or it may have to do with submissive / aggressive behaviour patterns. It is perhaps the most inexplicable body language signal and simply taken for granted.

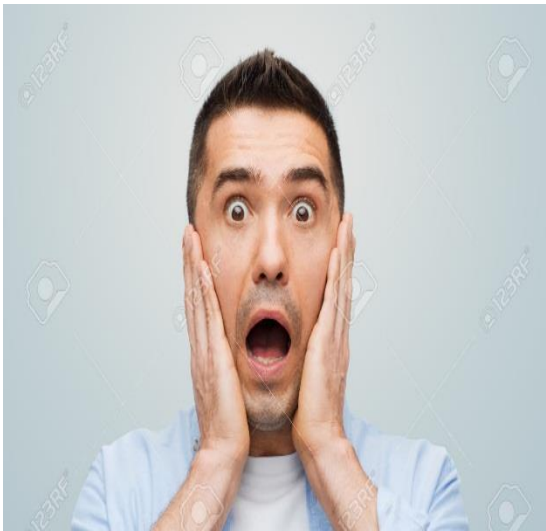
(Kerri Lee, behindthechair, nd)

<http://www.behindthechair.com/displayarticle.aspx?ID=1696>



Anger/Rage

"If you have to fight then win at any cost. You cannot defend your actions tomorrow if you die today." An ancient wisdom from Japan. Anger is the precursor to Rage. Anger is the warning - Rage is the result. The eyes narrow and the eyebrows form the classic V shape. The lips tighten. The face prepares for combat. Adrenaline floods the body preparing muscles for violence while endorphins prepare the body for pain. Hate, a desire to inflict hurt and a denial of consequences. This is rage - the mindset of the berserker. No mercy - one victor!"



Fear

A frozen stare, wild and wide-open eyes, face pale, face pulled back, chills, sweating and hair standing on end. These are all some of the components that make up the facial expression of fear or terror. A cliché in English literature is: "His face was a mask of terror." This is because the face does, for a moment, actually take on a mask-like appearance. For an instant the person freezes like a rabbit caught in the glare of a car's headlights (stay still and the predator might not see you) and then adrenaline floods the system and the person flees or fights.



(Bruce Banner, 2013)

Disgust

Dr Valerie Curtis of the London School of Hygiene and Tropical Medicine discovered that people worldwide found a range of things that were consistently considered disgusting. These were: Body secretions (vomit, pus, sexual fluids, etc), body parts and blood, anything rotting, certain insects and animals, (lice, rats, and flies), contagious or contaminated people. She drew the conclusion that disgust is a survival instinct that repels people from disease. As such the expression of disgust may be an attempt to close of the nose and eyes from contact with the contagion.

(Bruce Banner, 2013)Mike G's Writing Machine

<https://mikeyjefferson7.files.wordpress.com/2013/09/bigstock-disgusted-shock-face-4327992.jpg>



Shame

Shame, guilt and humiliation have almost identical facial expressions. The person looks down and to the side to avoid meeting the eyes of other people. The eyebrows arch outwards in a non-aggressive expression and the mouth droops in sorrow. Usually the head is tilted forward or bowed. These emotions occur when an individual realises they have been identified in an indefensible "wrong doing". This usually occurs when the person is "caught out" by others but can happen when the person recognises internally they have done wrong.

(*dward Ojo*, 2012)

<http://read-online.org/archives/3339>



Anguish

The Merriam Webster dictionary describes Anguish as: Extreme (emotional) pain, distress or anxiety. Anguish can also be described as an overwhelming sadness or sorrow. The facial expression depicted to the left is a simple representation of the way that the face alters (often uncontrollably) when this emotional state occurs. Tomkins describes the physical manifestation as: Crying or rhythmic sobbing, arched eyebrows, mouth slightly open and lips turned down. No picto-face can begin to describe the intensity of this expression.

(*Jim Douglas, WFAA, 2015*)

2.4.2.4 Head Movements

It is well known that people use head motion during conversation to convey a range of meanings and emotions, and that women use more active head motion when conversing with each other than men use when they talk with each other.

There are four basic types of the Head Positions

2.4.2.4.1 Head Up

There are three basic head positions. The first is with Head Up and is the position taken by the person who has a neutral attitude about what is being said. The head remains still and the conversation may be punctuated by occasional small nods. Hand-to-cheek evaluation gestures are often used with this position. When the head is lifted high with the chin jutting forward it signals superiority, fearlessness or arrogance. The person intentionally exposes their throat and they gain additional height which allows them to 'look down their nose' at you. Large chains are the result of high testosterone levels which is why chin-jutting is associated with power and aggression.



(Roots & Branches 2012)

2.4.2.4.2 Head tilt

Tilting the head to the side is a submission signal because it exposes the throat and neck and makes the person look smaller and less threatening. Its probable origin is in the baby resting its head on its parent's shoulder or chest, and the sub-missive, non-threatening meaning it conveys seems to be unconsciously understood by most people, especially women.



(Miye Fonseca, n.d.)

2.4.2.4.3 Head Down

When the chin is down, it signals that a negative, judgmental or aggressive attitude exists. Critical evaluation clusters are normally made with the head down and until the person's head lifts or tilts, you can have a problem, professional presenters and trainers are often confronted by audiences who are seated with their heads down and arms folded

on their chests. Experienced conference speakers and presenters will take action to involve their audience and get participation before they begin their presentation. This is intended to get the audience's heads up and to get involvement. If the speaker's tactic is successful, the audience's next head position will be the Head Tilt. The English have a peculiar greeting gesture called the Head Twist, which involves putting the head down while simultaneously twisting the head to one side. This comes from medieval times when men would doff their hat as a form of greeting; this evolved into just dipping the head and touching the hat, which, in modern times, is now the Head Twist, the salute or simply tapping the forehead when meeting someone.



(Anita Kumar 2014)

2.4.2.4 Head Shrug

Raising the shoulders and pulling the head down between them lets a person protect the vulnerable neck and throat from injury. It's the cluster used when a person hears a loud bang behind them or if they think something will fall on them. When it's

used in a personal or business context it implies a submissive apology, which detracts from any encounter where you are trying to appear confident. When someone walks past others who are talking, admiring a view or listening to a speaker, they pull their head down, turn their shoulders in and try to appear smaller and less significant. This is known as the Head Duck. It is also used by subordinates approaching superiors, and reveals the status and Power play between individuals.



(Ehud. Segev2015)

2.4.2.4.5 The neutral head position



(Serving Santa Monica n.d.)

2.4.2.5 Smile and laughter

A smile is a facial expression formed primarily by flexing the muscles at the sides of the mouth. Smiling, allows people to perceive you as a happy person, whether is part of the verbal communication or of the non-verbal communication. Then, when approaching someone wearing a smile on your face, you tell to that person through your body language that you are friendly. Smiling is an expression denoting pleasure, sociability, happiness, or amusement. It's the one thing which has the power to make you feel warm and comfortable, the fuel behind the conversation. The smile is proof that unspoken messages are powerful, as with just a smile you can ignite a host of emotions and interactions.

Five Common Types of Smiles

2.4.2.5.1 The Tight-Lipped Smile

The lips are stretched tight across the face to form a straight line and the teeth are concealed. It sends the message that the smiler has a secret or a withheld opinion or attitude that they will not be sharing with you. It's a favorite of women who don't want to reveal that they don't like someone and is usually clearly read by other women as a rejection signal. Most men are oblivious to it.



(John Camdir ,2014)

2.4.2.5.2 The Twisted Smile

This smile shows opposite emotions on each side of the face. In picture A below, the right brain raises the left side eyebrow, the left zygomatic muscles and left cheek to produce one type of smile on the left side of the face while the left brain pulls the same muscles downwards on the right side to produce an angry frown. When you place a mirror down the middle of illustration A, at an angle of 90 degrees to reflect each side of the face, you produce two completely different faces with opposite emotions. Mirroring

the right side of the face reveals picture B, which has a cheesy grin, while mirroring the left side reveals an angry frown.



(Body language noob 2012)

2.4.2.5.3 The Drop-Jaw Smile

This is a practised smile where the lower jaw is simply dropped down to give the impression that the person is laughing or playful. This is a favourite of people such as The Joker in Batman, Bill Clinton and Hugh Grant, all of whom use it to engender happy reactions in their audiences or to win more votes.



2.4.2.5.4 Sideways-Looking-Up Smile

With the head turned down and away while looking up with a Tight-Lipped Smile, the smiler looks juvenile, playful and secretive. This coy smile has been shown to be men's favourite everywhere, because when a woman does it, it engenders parental male feelings, making men want to protect and care for females. This is one of the smiles Princess Diana used to captivate the hearts of people everywhere.



(Serving Santa Monica n.d.)

2.4.2.5.5 The Lopsided Smile

Also known as the twisted smile, it appears when one side of the lip moves upwards and the other side slants down – causing the mouth to move in opposite directions and ending up in what seems to be a twist.

This smile is interpreted as expressing mixed emotions. The side of mouth slanted downwards shows a person with negative emotions such as sadness and anxiety, contrasted by the upward tilt which says that person is non-threatening nor angry.

The smile also gives the interpretation of “yes” to a certain extent while also conveying the message of “better not”. To sum up, the lopsided smile signals various messages that can range from sarcasm or embarrassment to irony.



(John Camdir ,2014)

2.4.3 Space (Proxemic)

Proxemics is the study of one's perception and use of space. According to Menninen and Kujanpaa (2002, p.3) call 'spatial behavior' is the *"physical distance we place between ourselves and others"* (Helmer and Eddy, 2003, p.43), which indicates whether the relationship among the interlocutors is intimate, personal, social or public? According to Allan & Barbara Pease (2004)

"Thousands of books and articles have been written about the staking out and guarding of territories by animals, birds, fish and primates, but only in recent years has it been discovered that man also has territories. When you understand the implications of this, you can gain enormous insights into your own behavior, and the face-to-face reactions of others can be predicted. American anthropologist Edward Hall was one of the pioneers in the study of man's spatial needs and in the early 1960s he coined the word 'proxemics', from 'proximity' or nearness. His research into this field led to new understanding about our relationships with each other. " (p.192).

Proxemics is one of the most important aspects of non-verbal communication. For those students whose own culture's proxemic patterns are very different from the target culture's, it is essential to know these differences. For instance, an Arab ESL student in the United States who ignores the difference between the United States and his own

country's proxemic behaviors might have serious problems: She/he could be rejected, considered homosexual, promiscuous, physically abused, and so on.

Proxemics, as type of nonverbal communication, refers to communication through the space, or describes the way that a person uses space in communication. Communication takes different shapes and styles, so when we communicate the distance between communicators shows the relation, the status and the power between them. Moreover, the space and the distance influence how people communicate and behave in their situation.

Proxemics is a cultural specific which is different from culture, gender and context to another; in this case we need to show the using of proxemics in education from Sudanese and Arab perspectives, and how they use proxemics in their communication in academic situation (university).

However, the amount of space that a person desires depends on many characteristics, such as gender, age and situation. When you interact with friends/relatives not like when conducting casual business, lesson/lecture, for example when you communicate with your friend you use informal sign and gesture but when you communicate with lesson you formal signs and gestures. Communication between male differs from female communication. Communication between children not like between adult. Communication at home/the street not like communicate at school/hospital.

Communication through space is different from culture to another and there is no agreement between cultures in the use of space in communication. For examples communication between Arab is differ from western culture. *“In spite of over two thousand years of contact Westerners and Arabs still do not understand each other”*, (T, Edward, 1990, p154).

Arab in the use of space is different from western culture in such ideas, their behavior in public, concept of privacy, personal distance, involvement, boundaries and feeling about enclosed space, so their use of space in all the case is different from western culture. In Arab context/world there is no specific rules for use of space and the sometimes they overlap between types of space and they are not keep their distance in communication either in formal or informal situations.

“Like everyone else in the world, Arabs are unable to formulate specific rules for their informal behavior patterns. In fact, they often deny that there are any rules, and they are made anxious by suggestions that such is the case. Therefore, in order to determine how the Arab sets distances, I investigated the use of each sense separately. Gradually, definite and distinctive behavioral patterns began to emerge.” (T, Edward, 1990, p160).

Sudanese, as part of Arab culture, use the space in their communication; in formal places sometimes they keep their distance in communication especially in academic

setting as in higher institutions of learning such as universities, schools and institutes and sometimes overlap between the types space in their communication. In universities communication through space takes three shapes. Firstly, between teacher – teacher, secondly between student – student, thirdly between student – teacher, in each shape they use different distance/space for many reason such as the power between student and teacher or teacher and teacher, secondly the gender of the teacher and student also takes another shape of space in communication, for example the communication between male and female not like male and male/female and female. Form all the above the relation between student and teacher, gender and culture has great influence on the space and distance when they communicate.

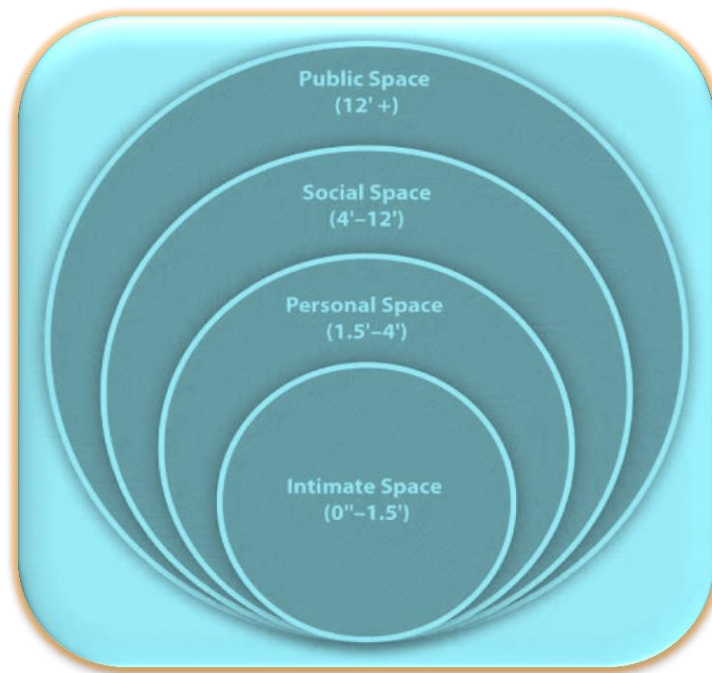
From another perspective, when lecturers lecture, advice or correct students shape themselves with different spaces/distances in different manners, for example when they advise students that they as lecturers need to be close to students to make them psychologically relax/interest as an intimate and also when you correct them. In lecturing teachers may take another space/distance from students because students at tertiary level not like students who are in primary/secondary. The lecturing process itself differs from teaching process.

Lecturing halls in Sudanese universities are divided into three types according to their size, small, medium and large halls, moreover students' numbers are varying

according to the hall size. The distance /the space between the first row of students (first zone of students) and the last row of students (last zone of students) and the teacher in lecturing hall is not the same in all cases.

There are four points that the teacher needs to consider when he/she is lecturing students. Firstly, the gender of students (male or female) and the teacher's gender. Secondly, the relation between the teacher and students in EFL Class (formal or informal). Thirdly, the size of EFL class in which teachers are lecturing. Fourthly, the culture of students.

People have certain patterns for delimiting the distance when they interact, and this distance varies according to the nature of the social interaction. There are four types of American zones which were divided by Edward T. Hall. Scholars have identified four zones for US Americans and these distances are vary according to personality and environmental factors, which are public, social, personal, and intimate distance. The following shape shows the four zones.



2.4.3.1 Public

Public zone refers to the space from twelve feet and more away from our body of the teachers or speakers, and the communication that typically occur in this zone are formal and in formal place or situation. Public space starts about twelve feet from a person and extends out from there. This is the least personal of the four zones and would typically be used when a person is engaging in a formal speech. This zone use for many reason, to engage the speaker in general discussion, and to let audience to observe the speaker full picture, in addition to that, for safety and security of the speaker and also to show his power or status.

The drawbacks of this zone is not always allow speakers to go on deep discussion in the classroom, and also it is not providing the speakers (teachers) with close space which

makes listeners (students) feel comfortable (promote emotional closeness) in the classroom environment. From this, entire public zone it is not always good in educational fields because learning environment which include teachers and students needs close space to create a good interaction or conversation environment between both teachers and students to complete the learning process. Public zone divided in to two types fare phase and close phase.

2.4.3.1.1 Fare Phase

Fare Phase is public zone which start form twenty-five feet and more (25 feet more), this type of public zone is completely not suitable for education purpose.

2.4.3.1.2 Close Phase

Close Phase is public zone which start form twelve feet up to twenty-five feet (12-25 feet), this type of public zone is sometimes if not usually suitable for educational purposes.

2.4.3.2 Social

Social zone refers to the space from four up to twelve feet away from the teachers (speakers) and the listeners (students). Communication occurs in this zone is formal communication, this happen in the context of a professional or casual interaction and not intimate or public.

This distance is preferred in education field because it gives teachers and students more time for discussion and also reduces the suspicion of any impropriety. We call social zone is safe distance because the possibility for intentional or unintentional touching doesn't exist. For this reason, we use much time in education, students in large lecture classes should consider sitting within the social zone of the professor, since students who sit within this zone are more likely to be remembered by the professor, be acknowledged in class, and retain more information or knowledge because they are close enough to take in important nonverbal and visual cues that help them to expose themselves.

Students who talk to teacher/professor after class typically stand about four to five feet away when they speak to him/her, which keeps them in the outer part of the social zone, typical for professional interactions. When students have more personal information to discuss, they will come closer, which brings them into the inner part of the social zone. There are two types in this zone, fare and close phase.

2.4.3.2.1 Fare Phase

Fare Phase is social zone which start form seven up to twelve feet (7-12) feet.

"This is the distance to which people move when someone says, "Stand away so I can look at you." Business and social discourse conducted at the far end of social distance has a more formal character than if it occurs

inside the close phase. Desks in the offices of important people are large enough to hold visitors at the far phase of social distance. Even in an office with standard-size desks, the chair opposite is eight or nine feet away from the man behind the desk.” (T, Edward, 1990, p122).

2.4.3.2.2 Close Phase

Close Phase is social zone which start from four up to seven feet (4-7). In this zone the face features are clearest such as the head shape and size, eyes, nose and all muscles. So teacher here can observe students face and can analyzed it.

“Head size is perceived as normal; as one moves away from the subject, the foveal area of the eye can take in an ever-increasing amount of the person. At four feet, a one-degree visual angle covers an area of a little more than one eye. At seven feet the area of sharp focus extends to the nose and parts of both eyes; or the whole mouth, one eye, and the nose are sharply seen.” (T, Edward, 1990, p121).

2.4.3.3 Personal

Personal zone refers to the space starts at our physical body and extends four feet. These zones are more use between friends, lovers and close acquaintances, and significant others. Even though we are getting closer to the physical body of another person, we may use verbal communication at this point to signal that our presence in this

zone is friendly and not intimate. Even people who know each other could be uncomfortable spending too much time in this zone unnecessarily.

“Personal distance” is the term originally used by Hedgier to designate the distance consistently separating the members of non-contact species. It might be thought of as a small protective sphere or bubble that an organism maintains between itself and others.” (T, Edward, 1990, p119).

This zone is broken up into two subzones, which helps us negotiate close interactions with people we may not be close to interpersonally. This zone is better for students in intergradient, beginner, and secondary school but not suitable for university level and if teacher use it in lecture hall may impression of students is negative of it is use because they are mature well. So we can say personal zone use in university level is negatively in university level. In this subzone, we can easily touch the other person as we talk to them; briefly placing a hand on his or her arm or engaging in other light social touching that facilitates conversation, self-disclosure, and feelings of closeness, but we use it with other level to make students feel psychologically relax and in high or deep conversation with the teacher.

2.4.3.3.1 Fare Phase

Fare Phase is personal zone which start form two and half up to four feet more, this type of personal zone is suitable for teenagers, beginner and secondary.

“Keeping someone at "arm's length" is one way of expressing the far phase of personal distance. It extends from a point that is just outside easy touching distance by one person to a point where two people can touch fingers if they extend both arms. This is the limit of physical domination in the very real sense.” (T, Edward, 1990, p 120).

2.4.3.3.2 Close Phase

Close Phase is personal zone which start form one and half up to two and half feet, this type of personal zone is used in personal discussion such as discussion between friends and lovers.

“The kinesthetic sense of closeness derives in part from the possibilities present in regard to what each participant can do to the other with his extremities. At this distance, one can hold or grasp the other person. Visual distortion of the other's features is no longer apparent.”(T, Edward, 1990, p119).

2.4.3.4 Intimate

This zone starts from the skin of the body up to eighteen inches. This zone only uses for the interaction between closest friends, family, and romantic/intimate partners. In this zone all speaker characteristics are clearer for speaker, the sounds, body, face

muscles and even his breath. In Arab life sometimes they use it especially in crowded places.

We rely on this zone in education especially when we interact with kindergarten students because teachers in this level play the role of father and mother and totally refused in university level because there is no reason to use it with mature students.

“At intimate distance, the presence of the other person is unmistakable and may at times be overwhelming because of the greatly stepped-up sensory inputs. Sight (often distorted), olfaction, heat from the other person's body, sound, smell, and feel of the breath all combine to signal unmistakable involvement with another body” (T, Edward, 1990, p116).

There are two types in this zone, fare and close phase.

2.4.3.4.1 Fare Phase:

Fare phase is intimate zone which start form body skin to six inches, in this zone all face features are clear for listener.

“Heads, thighs, and pelvis are not easily brought into contact, but hands can reach and grasp extremities. The head is seen as enlarged in size, and its features are distorted.”(T, Edward, 1990, p117)

2.4.3.4.2 Close Phase:

Close phase is intimate zone which start from six inches to eighteen inches. This distance of love making in which there is physical contact between speaker and listener, this distance rarely uses in education because of clear and direct contact/ touch between teacher and students. *“This is the distance of love-making and wrestling, comforting and protecting. Physical contact or the high possibility of physical involvement is uppermost in the awareness of both persons.”* (T, Edward, 1990, p 117).

There is a strong relation between space and culture, so space is associated with cultural values. A good example of the link between the use of space and culture can be seen in the values of individualism and collectivism. Each culture uses different pattern of space according to the pattern of space they used either individualism or collectivism. Cultures that stress individualism and privacy are England, United States, Sweden, Germany, and Australia generally demand more space than do collective cultures. Cultures that stress collectivism are Arabs, Latin Americans, and U.S. Hispanics.

In Sudanese context people sometimes use space same in all cases and situations, and sometimes use it with purposes and reasons, so Sudanese people are divided into three types according to the use of space. The first users who use it with purposes often are teachers and their percentage is (25%). The second users who use it with purposes but in the power and those are the half of Sudanese which is (50%). The third users

whom they didn't care about space in their communication, those are last quarter which is (25%).

According to the level in Education, Sudanese teachers are divided into four levels. Beginner teachers, primary teachers, secondary teachers and tertiary teachers, in each level teachers need to use different zones of space that suits students' level, for example, it is inappropriate to use close intimate phase always with tertiary level, but we use it when the situation or the action needs it such as primary or secondary. The variation of level needs variation of space use, you as teacher; need to determine which zones of space you need to use.

From all the above, there are four points you need to consider when you are using space in education, either in classroom or lecture hall. Firstly, the culture of students whom you teach because using of space in communication depends on culture. Secondly, the level of students you interact with beginner, intermediate or advanced needs especial rules and application in the situation when learning process takes place. Thirdly, the reason of the use or you should ask yourself, why I am using this space with these students or in this case. Fourthly, the types of proxemics zone that you need to use.

2.4.3.5 The influences of the space on communication

There are four things that affect space communication which are culture, subject matter, gender and age. People who are in the same status keep the shortest distance between themselves when they communication but when the status is deferent people

keep their distance in communication. People who are from collective cultures keep the distance shorter and those from individualism culture keep the distance longer when they communicate. When people discuss personal subjects they keep shorter distance but when they discuss public subject maintains longer distance. The gender also effects the communication; females always keep shorter distance in communicate not like males keep longer distance in communicate. Children keep shorter when they communicate not like adult so age has a big role in communication. All the above, status, culture, subject matter and gender effect people distance when they communicate. The effect of the space on communication either positively or negatively depends on a person you communicate with.

2.4.4 Territoriality

Territoriality is any area controlled and defended by an individual or group of individuals with emphasis on physical possession. On the other hand, territoriality is the influence of surrounding environment on human behavior in NVC according Joseph A.De Vitoto "*is the possessive or ownership reaction to an area of space to particular objects*", (2002, p.143). According to Allan & Barbara Pease (2004).

"A territory is also an area or space around a person that he claims as his own, as if it were an extension of his body. Each person has his own personal territory, which includes the area that exists around his possessions, such as his home, which is bounded by fences, the inside of his motor vehicle, his

own bedroom or personal chair and, as Dr Hall discovered, a defined air space around his body."(p.193).

2.4.4.1 Territory Types

There are three types of territory are often distinguished: primary, secondary, and public (Altman, 1975).

2.4.4.1.1 Primary territories

Primary territories are your exclusive preserve: your desk, room, house, or backyard, for example. In these areas you're in control. The effect is similar to working with theories and research. Do your own experiences support this theory of space violations? What do you see happen when space expectations are violated the home field advantage that a sports team has when playing in its own ballpark. When you're in these home territories, you generally have greater influence over others than you would in someone else's territory. For example, in their own home or office people generally take on a kind of leadership role; they initiate conversations, fill in silences, assume relaxed and comfortable postures, and maintain their positions with greater conviction. Because the territorial owner is dominant, you stand a better chance of getting your raise approved, your point accepted, or a contract resolved in your favor if you're in your own primary territory (home, office) rather than in someone else's (Marsh, 1988).

2.4.4.1.2 Secondary territories

Secondary territories, although they don't belong to you, are associated with you—perhaps because you've occupied them for a long time or they were assigned to you. For example, your desk in a classroom may become a secondary territory if it is assigned to you or if you regularly occupy it and others treat it as yours. Your neighborhood turf, a cafeteria table where you usually sit, or a favorite corner of a local coffee shop may be secondary territories. You feel a certain “ownership-like” attachment to the place, even though it's really not yours in any legal sense.

2.4.4.1.3 Public territories

Public territories are areas that are open to all people, such as a park, movie house, restaurant, or beach. European cafés, food courts in suburban malls, and the open areas in large city office buildings are public spaces that bring people together and stimulate communication.

The electronic revolution, however, may well change the role of public space in stimulating communication. For example, home shopping clubs make it less necessary for people to go downtown or to the mall, and shoppers consequently have less opportunity to run into other people and to talk and exchange news. Similarly, electronic mail permits us to communicate without talking and without even leaving the house to mail a letter. Perhaps the greatest change is telecommuting in which workers can go to work without even leaving their homes. The face-to-face

communication that normally takes place in an office is replaced by communication via computer.

Territoriality is closely linked to status. Generally, the size and location of your territories signal your status within your social group. For example, male animals will stake out a particular territory and consider it their own. They will allow prospective mates to enter but will defend the territory against entrance by others, especially by other males of the same species. The larger the animal's territory, the higher the animal is in status within the herd. The size and location of human territories also say something about status. An apartment or office in midtown Manhattan or downtown Tokyo, for example, is extremely high-status territory. The cost of the territory restricts it to those who have lots of money.

2.4.4.2 Territory Markers

Much as animals mark their territory, humans mark theirs with three types of markers: central markers, boundary markers, and ear markers.

2.4.4.2.1 Central Markers

Central markers are items you place in a territory to reserve it. For example, you place a drink at the bar, books on your desk or a sweater over the chair to let others know that these territories belong to you.

2.4.4.2.2 Boundary Markers

Boundary markers set boundaries that divide your territory from “theirs.” In the supermarket checkout line, the bar placed between your groceries and those of the person behind you is a boundary marker. Similarly, the armrests separating your seat from those of the people on either side at a movie theater and the molded plastic seats on a bus or train are boundary markers.

2.4.4.2.3 Ear markers

Earmarkers—a term taken from the practice of branding animals on their ears—are those identifying marks that indicate your possession of a territory or object. Trademarks, nameplates, and initials on a shirt or attaché case are all examples of ear-markers.

2.4.4.3 Territory in the classroom

Territory of the classroom is the classroom environment, the desk, board, seats and windows, doors and the posters etc., all these are the components of the classroom environment. The primary territories in the classroom are your bag, pencil case, your poster in the class; the secondary territories are your desk, your seat, posters and the cafeteria in the school.

2.4.5 Touch (Haptic)

Haptic describes as touching behaviors, or it refers to how people and other animals communicate via touching. Touch is one of the primitive forms of communications from early age, children learn a lot about their environment through the sense of touch. Touches among humans can be defined as communication that includes shaking hands, holding hands, kissing (cheek, lips, hand), back slapping, high fives, a pat on the shoulder, and brushing an arm.

2.4.5.1 Categories of haptic communication

Heslin (1974) outlines five haptic categories:

Firstly, functional/professional is a touch we use to express task-orientation, for instance physician-patient, teacher-student and coach-athlete touch. Secondly, social/polite is a kind of touch we use to express ritual interaction, for example shaking hands and light hugging from friends or relatives, or the light cheek kiss (phatic level). Thirdly, friendship/warmth is a touch that expresses idiosyncratic relationship such as, gently grasping a friend's arm and giving it a squeeze. Fourthly, love/intimacy is a touch that expresses emotional attachment for example cupping a romantic partner's face tenderly in your hands/giving a big, lingering hug. Fifth, sexual/arousal is a touch that expresses sexual intent such as all kinds of kiss.

Examples of haptic communication

Shake hand



(Victoria Simpson 2015)

Holding hands



(Kashmira Gander 2014)

High fives



(Shirley Li 2014)

Back slapping



(Lan Ladyman 2011)

Kissing hand



(Hayati 2016)

2.4.5.2 Culture and touch

There is also a big cultural difference for example; many folks in Hispanic cultures use friendship-warmth touch more frequently than do Europeans and Euro-Americans. Researchers in one study monitored casual conversations occurring in outdoor cafés in two different locales: San Juan, Puerto Rico, and London, England. They then averaged the number of touches between conversational partners. The Puerto Ricans touched each other an average of 180 times per hour.

2.4.5.3 Meaning and touch

The meaning conveyed from touch highly depends upon the context of the situation, the relationship between communicators and the manner of touch.

“teachers can use appropriate touching to communicate affection toward their students and to establish a caring a class room community. Positive appropriate touching demonstrates that teachers care about students ‘wellbeing.’” (Hansen, 2010, p.40)

While we are touching people there are many messages sent from the touch. Touch has meaning behind it. The following are meanings of touch. Examples for positive effect touches are that when we touch a person to appreciation, inclusion, sexual interest or intent, and affection. Playful touches are touches that mean affectionate and aggressive. Control touches are touches that mean compliance, attention-getting, and announcing a response. Ritualistic touches are those which mean

greeting and departure Hybrid touches are touch that mean greeting/affection and departure/affection. Task-related touches are touches that mean instrumental ancillary, and instrumental intrinsic. Accidental touches are touches when we touch a person intentionally.

2.4.5.4 Touch and the classroom

The meaning conveyed from touch is highly depends upon the culture, the context of the situation, the relationship between communicators, and the manner of touch. Touch is an extremely important sense for humans; as well as providing information about surfaces and textures it is a component of nonverbal communication in interpersonal relationships, and vital in conveying physical intimacy. It can be both sexual (such as kissing) and platonic (such as hugging or tickling).

Touch is the earliest sense to develop in the fetus. Human babies have been observed to have enormous difficulty surviving if they do not possess a sense of touch, even if they retain sight and hearing. Babies who can perceive through touch, even without sight and hearing, tend to fare much better.

In chimpanzees the sense of touch is highly developed. As newborns they see and hear poorly but cling strongly to their mothers. Harry Harlow conducted a controversial study involving rhesus monkeys and observed that monkeys reared with a "terry cloth mother," a wire feeding apparatus wrapped in soft terry cloth that provided a level of tactile stimulation and comfort, the monkey who had the real parent were

considerably more emotionally stable as adults than those with a mere wire mother. (Harlow,1958)

Touching is treated differently from one country to another and socially acceptable levels of touching vary from one culture to another. Teachers should know the effectiveness of using touch while teaching and communicating with students, but you need to be cautious and understand how touch can be understood and misunderstood. A hand on the shoulder for one person may mean a supportive gesture, while it could mean a sexual advance to another person. Before dealing with students you need to know their culture and their behavior. Dealing with different students in one class (mutli-culture classroom) and using touch to communicate, a teacher needs to be aware of each person's touch tolerance and his/ her culture.

In the class you can use pat on the back, hug, handshake, fist bump and high five touch when you teach the same gender.

Many teachers are afraid to touch their students because of its sexual implications and negative connotations and others touch their students to support them. In my classes I always use high five with students to support, encourage them. Teachers need to limit touching to the students' heads, shoulders, and upper back because using touch many times can make it meaningless.

2.4.6 Artifactual (bodily appearance)

It includes the use of personal adornments such as clothing, jewelers, makeup, hairstyles, and beards. We also use physical appearance which refers to the attributes of image such as attractiveness, height, weight, body shape, hair style, and dress and so on. These attributes can be classified into two categories: controllable e.g. clothes, hair style etc. and less controllable e.g. skin color, height, body shape etc.

We all judge people on their appearance, as much as people try to judge on person on their actual characteristics, appearance is one of the first things we notice, and we use this sensory information to form an immediate impression of that person.

2.4.6.1 Words that describe physical appearance:

We can use high, build, age, hair, face, complexion and general to describe the physical appearance. We will give example for each. high (short, average height, tall), build (small, average build), age (25, 30 etc.), hair (- short, long, straight, wavy, curly, a ponytail, white, grey, blond, light/dark brown, red black), face (square, round, plain, wide), Complexion (light, white, olive-skinned), eye (- green, blue, brown, black, beautiful, big) and general (beautiful, pretty, handsome, sexy, cute, good looking).

2.4.6.2 Teacher appearances and the classroom

Physical appearance does not base on how beauty or handsome her or his face looks like but it is more physically. For example, physical appearance includes of the

clothes, shoes and also the hair. People said that our physical appearance would give the first impression to others.

Teachers, like everyone else in society, have different attire to others. Some are more formal than others in full suits, others more casual; and some dressed according to what subject they teach (for example PE teachers wearing sports-wear). I had a science teacher who always wore a white lab coat over their suit. Now despite never seeming to be in situations that require a lab coat, it did seem to make them look more qualified and generally a better educated teacher. So, it is very important for the teachers to give the best first impression to their students. Good looking teachers can easily attract the students to study because as far as I am concerned, students tend to choose the teachers. They are highly excited to study with the teachers they like, usually the attractive teachers. I believe that the teachers who are smart and neat can convey their students about their ability to teach.

Most importantly, as educators, it is our job to be role models for our students in preparing our close before the class, and if we don't do that , how can we expect our students to do the same in the future

2.4.7 Chronemic (time)

Chronemics is the study of how people use time or is the study of the role of time in communication. Time is that part of existence which is measured in seconds, minutes, hours, days, weeks, months, years, etc.

There are two cultural perspectives for the time: (1) informal time and (2) monochronic and polychronic classifications.

Hall describes time-oriented cultures in to two types, monochronic and polychronic. Firstly, monochronic (M-time) system means that things are done one at a time and time is segmented into precise, small units. Many M-time cultures are low context, including the United States, Germany, Scandinavia, Canada, France, and most of northern Europe. Secondly, polychronic (P-time) system means where several things can be done at once, and a more fluid approach is taken to scheduling time. Many P-time cultures are high context, including southern Europe, Latin America, and many African and Middle Eastern countries.

Time can be classified into several different categories, including biological, personal, physical, and cultural time.

Biological time refers to the rhythms of living things. Humans follow a circadian rhythm such as we are on a daily cycle that influences when we eat, sleep, and wake. When our natural rhythms are disturbed, by all-nighters, jet lag, or other scheduling abnormalities, our physical and mental health and, communication competence and personal relationships can suffer. Keep biological time in mind as you communicate with others. Remember that early morning conversations and speeches may require enough preparation to get yourself awake enough to communicate well and a more

patient or energetic delivery to accommodate others who may still be getting warmed up for their day.

Personal time refers to the ways in which individual experience time. The way we experience time varies based on our mood, our interest level, and other factors. Think about how quickly time passes when you are interested in and therefore engaged in something. I have taught fifty-minute classes that seemed to drag on forever and three-hour classes that zipped by. Individuals also vary based on whether or not they are future or past oriented. People with past-time orientations may want to reminisce about the past, reunite with old friends, and put considerable time into preserving memories and keepsakes in scrapbooks and photo albums. People with future-time orientations may spend the same amount of time making career and personal plans, writing out to-do lists, or researching future vacations, potential retirement spots, or what book they're going to read next.

Physical time refers to the fixed cycles of days, years, and seasons. Physical time, especially seasons, can affect our mood and psychological states. Some people experience seasonal affective disorder that leads them to experience emotional distress and anxiety during the changes of seasons, primarily from warm and bright to dark and cold (summer to fall and winter).

Cultural time refers to how a large group of people view time. Polychronic people do not view time as a linear progression that needs to be divided into small

units and scheduled in advance. Polychronic people keep more flexible schedules and may engage in several activities at once. Monochronic people tend to schedule their time more rigidly and do one thing at a time. A polychronic or monochronic orientation to time influences our social realities and how we interact with others.

Additionally, the way we use time depends in some ways on our status. For example, doctors can make their patients wait for extended periods of time, and executives and celebrities may run consistently behind schedule, making others wait for them. Promptness and the amount of time that is socially acceptable for lateness and waiting varies among individuals and contexts. Chronemics also covers the amount of time we spend talking. We've already learned that conversational turns and turn-taking patterns are influenced by social norms and help our conversations progress. We all know how annoying it can be when a person dominates a conversation or when we can't get a person to contribute anything.

2.4.7.1 Time and Educational Field:

Time has a definite relationship with power, status, and relationship in the educational field or other fields. For instance, in the educational field, those in a leadership or management position treat time not as a matter of control, but as a way of learning. In other workplace for example those in a leadership or management position treat time differently from those who are at a lower stature position.

In the following examples, we will see how chronemics converge in the educational field.

2.4.7.1.1 Waiting time

Making students wait inside the class for a long time is a sign of dominance and you show them that their time is less valuable than that of yours and away of inflect authority on them. So being punctual can reflect respect students' time and reduces the authority, which helps learners learn in a favorable environment.

2.4.7.1.2 Talking time

One major role of a teacher at university is facilitating the learning of students. when a teacher is in the lecture hall, he/she needs to put three things in his/her mind before he/she starts his/her class: the beginning of the lecture, its end and its duration. A teacher is someone who always initiates and ends the discussion in the lecture hall. Furthermore, when a teacher is lecturing, he / she should not give the chance to one student to participate in the lecture at the expense of the others; this might create a negative impression among others students. In addition to this a teacher should not speak for a lengthy time as this as he will be delivering concepts to students rather than allowing them to participate in developing such concepts. Therefore, it recommended that teachers allow students to ask questions, make additions and comments

2.4.7.1.3 Work time

Since teachers are often viewed as models for students they need to show them how time is important and perceived more valuable to them throughout working on tasks. Teachers should schedule their work every time because the flexibility of the work schedule reduces a lot of problems. In line with this, dividing the time allocated to a task between students equally reflects the equality and increases the positive impression between them.

Time perceptions include punctuality, willingness to wait, and interactions. The use of time can affect lifestyle, daily agendas, speed of speech, movements, and how long people are willing to listen.

The old statement “When in Rome, do as the Romans do” holds true with chronemics. There will be situations when even though you are a very timely person, you may have to deal with someone who is not as timely as you are and adapt your communication to his/her needs. These adaptations can vary depending on the position of the person you are dealing with, as well as the cultural background of that person. It is also important to remember that although you will sometimes have to adapt to others, there will be times that things would be more positively balanced if the other parties adapted to your concept of time.

2.4.8 Olfactory (smell)

Olfactics looks at interpersonal communication through smell which is concerned with scents or odor that comes from the perfumes and bodily hygiene.

2.5 Previous Studies:

2.5.1 Study One

Frederick, Douglas B. (2000), “Non-Verbal Behaviors of Effective Teachers of At-Risk African-American Male Middle School Students” a thesis for the requirements of PhD of Education in Educational Leadership and Policy Studies, Faculty of the Virginia Polytechnic Institute and State University.

The study aimed at investigation how teacher nonverbal communication effect students’ achievement at risk African – American male at the middle school. The researcher adopted descriptive statistic method and used observation as a tool for collecting data form teachers at the middle schools.

The researcher comes out with the following findings:

1. Effective teachers are aware of their non-verbal behaviors in the classroom.
2. To be an effective teacher need to the ability to send accurate messages and to become more proficient at receiving students’ messages.
3. It is important that teachers understand the role non-verbal behavior plays during the course of a day in a classroom.

The researcher recommended the following for further studies:

1. Future research should be conducted with a large, equal sample of white and African-American effective teachers in an effort to collect data from a balanced sample.
2. Future research should be conducted to determine how students receive non-verbal behaviors from teachers. The emphasis of such a study would focus on students' behaviors when they interact with effective teachers.
3. Future research should be conducted to replicate this study using students other than at-risk students. What similarities and differences would such a findings yield?.

The finding of this research support the hypothesis of the current study which is attempting to investigate the use of nonverbal communication in EFL classroom is it effective or not and also gives the general concept of the use of nonverbal in the classroom.

2.5.2 Study Two

Muhammad, Naeem B. (2011), "Impact of Non-Verbal Communication on Students' Learning Outcomes" a thesis for the requirements of PhD of Education, Faculty of Arts, Social Sciences & Education Sarhad University of Science and Information Technology.

The study aimed at investigation impact of non-verbal communication on the learning outcomes of students of 9th and 10th classes in Peshawar, Khyber Pakhtunkhwa. The researcher adopted experimental study and used observation and questionnaire as tools for collecting data from teachers and students in grade 10th and 11th to conduct the study. The sample included 2 teachers and 40 students from each school in the subject of English (Compulsory). The total number of sample teachers and students is 40 and 800 respectively.

The researcher comes out with the following findings:

1. Teachers made the learning environment active through their non-verbal communication whereby students felt alert in the classrooms and participated in the learning process, which consequently enhanced the level of their retention and understanding.
2. Proper use of facial expressions, body movements, eye contact, pitch of voice, and spatial distance helped the teachers to provide better understanding to the students in the attainment of their learning outcomes.
3. To the contrary the teachers who did not properly use non-verbal communication in the classroom could not motivate the students for effective learning.

The researcher recommended the following:

1. Teachers should be given an orientation in non-verbal communication and the skills thus acquired should be utilized in their teaching methodologies.

2. Teachers should be encouraged to use this technology in order to provoke the interest of the students and make them attentive in the class.
3. It is recommended that curriculum planners and policy maker should also recognize the importance of non-verbal communication and make it a part of the teacher education program so that prospective teachers are trained in this important skill.

The finding of this research support the hypothesis of the current study which look at how nonverbal communication effect students outcomes in their achievement so teachers need to focus on nonverbal communication in teaching process as an effective part in communication.

2.5.3 Study Three

Alexander. Wrege, (2004), “Nonverbal communication in the real world” a thesis for the requirements of Master of Arts in English, The University of Toledo.

The study examined and compared the nonverbal behavior of native speakers of English (NS) and nonnative speakers of English (NNS) and their interaction with students. Thirty subjects were studied by observing their nonverbal behavior and checking for varying degrees of frequency in use as well as for the possibility of a communicative breakdown. Several variables to classify the non-verbal behavior were designed, among them being hand-raising, frowning, head-nodding / head-shaking,

directed gaze, and change in body posture. The researcher adopted descriptive analytical method and observation as tool for collecting data for the study.

The researcher comes out with the following findings:

Native speakers have a higher overall success rate in communication (85.9 %). Nonnative speakers have an overall lower success rate in communication (66.2 %). Among the nonverbal cues, nonnative speakers used frowning and change in body posture. Native speakers had no occurrence of frowning and only a 23.6% occurrence of change in body posture versus the 46.5 % for nonnative speakers.

The researcher recommended the following:

The study showed a significant difference in nonverbal behavior for native speakers and nonnative speakers. It also shows the overall lower success rate for nonnative speakers and their tendency to use nonverbal cues differently from native speakers. However, certain variables could not be observed since they were not within the realm of hard-science linguistics, or at least not testable at this point. The researcher recommended more studies on the differences between (NS) and (NNS) nonverbal communication.

2.5.4 Study Four

Jessica. Johnston, (2014), “Nonverbal Immediacy In The ESL Classroom” a thesis for the requirements of Master of Arts in Teaching International Languages, Faculty of California State University, Chico.

The study showed how nonverbal immediacy is an effective tool which helps students in ESL classes feel comfortable and more receptive to learning. Its association with affective learning causes students to react more positively to the content being taught and have a more valuable experience in the classroom. The researcher adopted descriptive analytical method as observation as tool for collecting data for the study.

The researcher comes out with the following findings:

1. An understanding of nonverbal communication allows teachers to better understand how they come across and also to better be able to read their students' reactions.
2. Teachers could not fully understand the impact of their communication behaviors without knowledge of how both verbal and nonverbal communication work to influence students' perceptions.
3. Teacher training programs did not do an adequate job in training teachers to understand nonverbal communication.

The researcher recommended the following:

This research also leads to several recommendations for future investigations in the field of ESL and immediacy studies. First, more research must be done in order to compile cross-cultural data which shows how each culture reacts to the specific nonverbal immediacy behaviors. Researchers have noted a stronger positive correlation between the nonverbal immediacy behaviors of eye contact; gestures, vocal expressiveness, and smiling cross-culturally than other behaviors such as touch or body posture. Research must also be carried out in ESL classrooms to directly test the implications of these behaviors in a language learning environment in order to measure how nonverbal immediacy may affect student language learning anxiety as well as students' affect toward the class and the target language.

2.5.5 Study Five

Mohamed. Elfatihi, (2006), "The role of nonverbal communication in Beginners' EFL Classrooms, a thesis for the requirements of Master of Arts, Sidi Bin Abdallah University, Faculty of Letters and Humanities.

The study aimed at investigation the uses of nonverbal communication in beginners' EFL classrooms. The researcher focused in these study on nonverbal communication as one of the communicative competence and as a good technique in teaching. The researcher adopted both qualitative and quantitative research and used observation and interviews to close ended questionnaires as tools for collecting data for

this study. This study was conducted mainly in Tabriquet junior high school in Salé, Morocco, and the target respondents are the third grade (9th form) students who study English for the first year at school. The age of the respondents ranges from 15 to 19 years. The sample of respondents is composed of 240 students, 51% of whom are female students.

The researcher comes out with the following findings:

1. Most of the interaction between teacher and students in a beginners' EFL classroom is carried out through nonverbal media.
2. Nonverbal communication can help improve both the teaching practice and learning process.

The researcher recommended the following:

1. Teacher trainers are invited to make their trainees aware of the importance of nonverbal aspect of communication in the EFL classroom either in lectures or practical training. Not only that, but trainee should be encouraged to conduct research in this field to prepare themselves for their future carrier.
2. Related to the first implication is the fact that nonverbal communication should be taken into consideration in the practical training that future teacher undergo. As a matter of fact, some special activities should be implemented to improve the nonverbal communicative abilities of the trainees. For example, some acting

sessions or role plays may be used to achieve a good use of nonverbal communication.

2.6 Summary of the chapter

This chapter has been concerned with the presentation of the theoretical frame work of the research, reporting the relevant on the use of nonverbal communication, what are the types of nonverbal communication and the previous studies.

Chapter Three

Methodology

Chapter Three

Methods Methodology

3.1 Introduction

This chapter describes the methods and methodology adopted by the researcher to conduct this study. To do that, firstly we consider the instruments of applied study, which contain the description of the study's population and its sample, methods of collection data, reliability and validity of the study tools, and the statistical treatments that used.

3.2 Methodology, Tools and sample of the study

The researcher used the descriptive analytical methodology. The questionnaire and interview used as the tools of the study to collect the data. The sample of the study was thirty students from SUST and five teachers from the same university whom they selected randomly.

3.3 Population and Sample of the Study

The population used in this study is the teachers of Sudan University for Science and Technology, college of language and education. The researcher used the simple random sampling to select the sample. The following table and figure shows the number

of distributed questionnaire, the number of received questionnaire with full-required information and the responses percentage.

The study sample respondents are differs according to the following characteristics:

- The respondents from different gender (Male, Female).
- The respondents from different qualifications (B.A., M.A., Ph.D.).
- The respondents from different years of experience (1-5 years, 5-10 years, above 10 years).

The following is detail description for study sample individuals according to the above variables (respondents' characteristics):

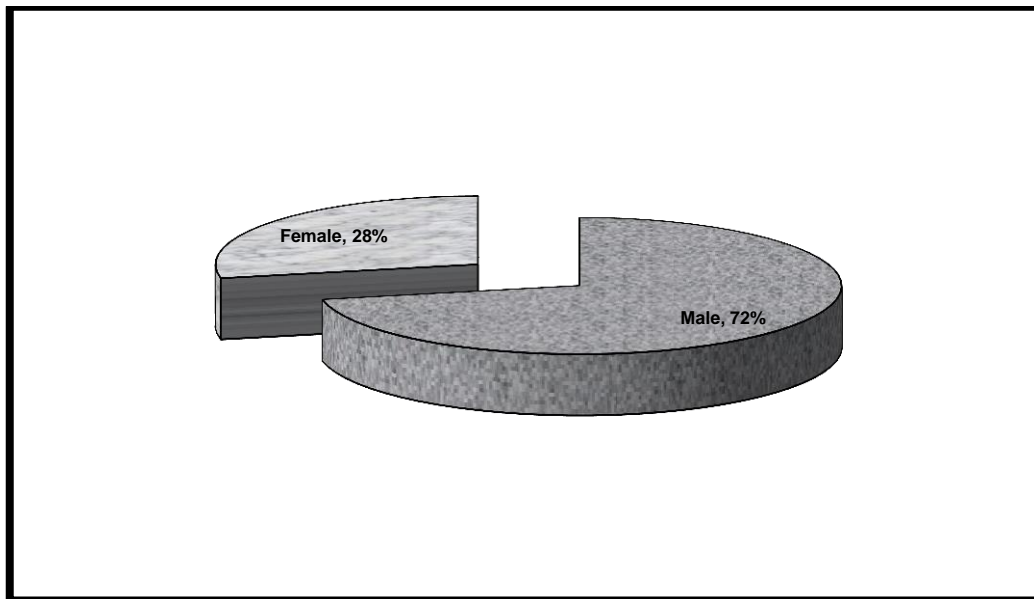
1- The Gender:

Table 1:3 the frequency distribution for the study respondents according to the gender

Gender	Number	Percent
Male	22	73.3
Female	8	26.7
Total	30	100.0

Source: The researcher from applied study, 2016

Figure 1:3: The frequency distribution for the study respondents according to the gender



Source: The researcher from applied study, Excel Package, 201

From above table and figure, it is shown that most of the study's respondents is Male, the number of those was (22) persons with percentage (73.3%). The respondents is female was (8) persons with (26.7%).

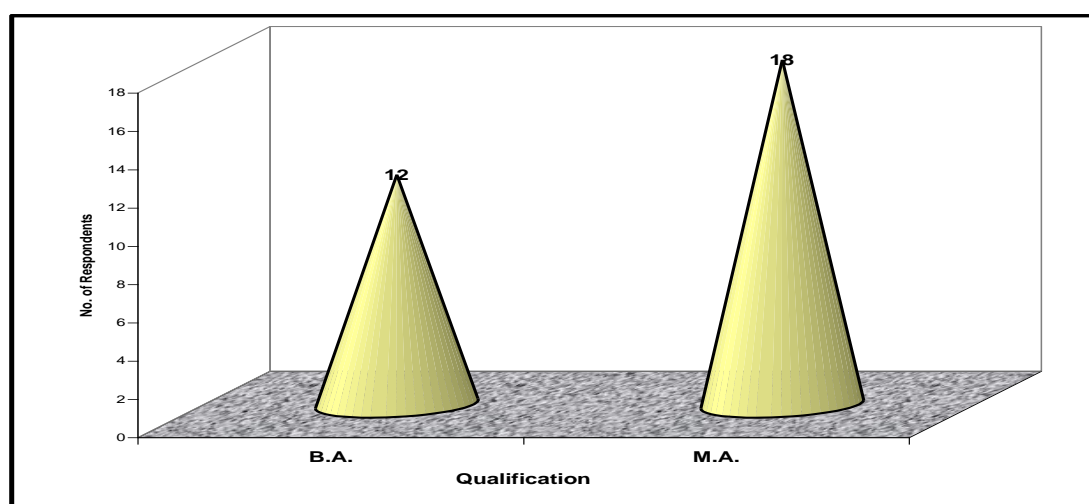
2-The Qualification:

Table 2:3: The frequency distribution for the study respondents according to the qualification

Qualification	Number	Percent
B.A.	12	40.0
M.A.	18	60.0
Total	30	100.0

Source: The researcher from applied study, 2014

Figure 2:3The frequency distribution for the study respondents according to the qualification



Source: The researcher from applied study, Excel Package, 2016

From above table and figure, it is shown that most of the study's respondents have M.A. as qualification, the number of those was (18) persons with percentage (60.0%), , The respondents have B.A. as qualification was (12) persons with (40.0%).

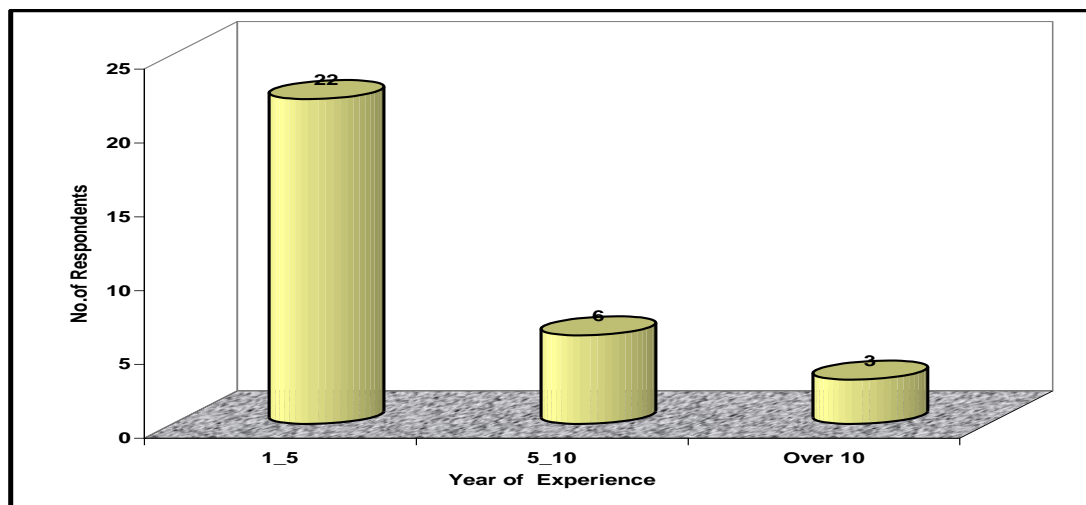
3- Year of Experience:

Table 3:3The frequency distribution for the study respondents according to the experience

Experience	Number	Percent
1-5	22	73.3
5-10	6	20.0
Over 10	3	6.7
Total	30	100.0

Source: The researcher from applied study, 2016

Figure 3:3The frequency distribution for the study respondents according to the experience



Source: The researcher from applied study, Excel Package, 2016

We note from the table no.(3-3) and the figure no.(3-3) that, most of the sample's respondents have experience between (1) and (5) years, their number was (22) persons

with percentage (73.3%). The number of sample's respondents whom have experience between (5) and (10) years was (6) persons with percentage (20.0%).and (2) persons with percentage (6.7%) have experience over 10 years.

3.4 Reliability and Validity of the Questionnaire

Apparent Reliability and Validity:

In order to check the apparent validity for the study questionnaire and validation of its statements according to the formulation and explanation, the researcher showed the questionnaire to the (3) of the Ph.D. holders referees whom they are specialists by the study field. Some of the referees make some suggestions, and others were agreed that the questionnaire is suitable. In any way, the researcher studied all suggestions, and some corrections on his questionnaire have been done. The following table is showing the referees and their jobs and places of work.

Table 4:3: The questionnaire's referees and their jobs and places of work

No.	Name	Job	Qualification	Place of work
1	Hassan Mahil Hassan	Teacher	Ph.d holder	SUST
2	Hilary M. Pitia	Teacher	Ph.d holder	SUST
3	Muntasir Hassan	Teacher	Ph.d holder	SUST

Source: The researcher from applied study, 2016

Statistical Reliability and Validity:

It is meant by the reliability of any test, to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

1. Split-half by using Spearman-Brown equation.
2. Alpha-Cronbach coefficient.
3. Test and Re-test method
4. Equivalent images method.
5. Guttman equation.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

The researcher calculated the validity statistically using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numbers e.g. (1, 3, 5, ...) and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown Equation as the following:

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher was distributed about (20) questionnaires to respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results have been showed in the following table:

Table 5:3The statistical reliability and validity of the pre-test sample about the study questionnaire

Hypotheses	Reliability	Validity
First	0.70	0.84
Second	0.80	0.89
Third	0.76	0.87
Four	0.83	0.91
Overall	0.78	0.88

Source: The researcher from applied study, 2016

We note from the results of above table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's theme, and for overall questionnaire, are greater than (50%), and some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

Statistical Instruments

In order to satisfy the study objectives and to test its hypotheses, we use the following statistical instruments:

1. Graphical figures.
2. Frequency distribution.
3. Person correlation coefficient.
4. Spearman-Brown equation for calculating Reliability coefficient.

5. Median.

6. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

3.5 Application of the Study's Tool:

After the step of checking questionnaire reliability and validity, the researcher had distributed the questionnaire on determined study sample (30) persons, and the researcher constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (Strongly agree, Agree, Not sure, Disagree, Strongly disagree) to quantitative variables (5, 4, 3, 2 ,1) respectively, also the graphical representation have done for this purpose.

1-First hypothesis:

Question No.(1): Teacher use different seating space in the classroom.

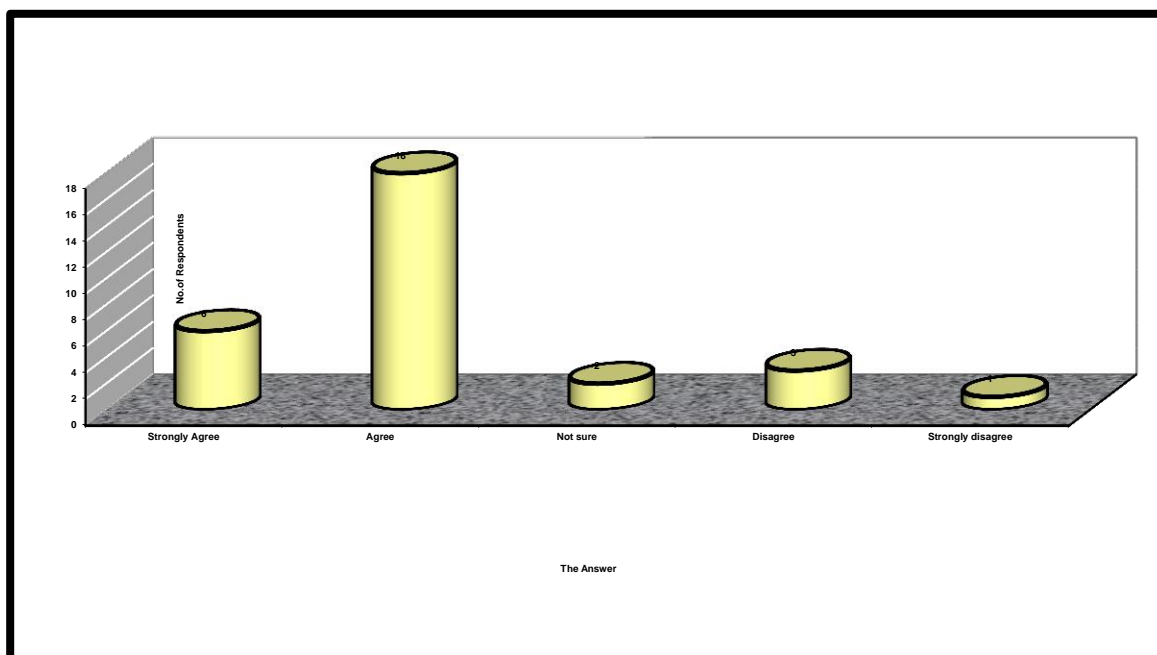
Table no. (3-6) and figure no.(3-4) shows the frequency distribution for the study's respondents about question no.(1).

Table 6:3: The frequency distribution for the respondents' answers about question no.(1)

Answer	Number	Percent
Strongly Agree	6	20.0
Agree	18	60.0
Not sure	2	6.7
Disagree	3	10.0
Strongly disagree	1	3.3
Total	40	100.0

Source: The researcher from applied study, 2016

Figure 4:3: The frequency distribution for the respondents' answers about question no.(1)



Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(3-6) and figure (3-4) that there are (6) persons in the study's sample with percentage (20.0%) have strongly agreed with " Teacher different seating space in the classroom ". There are (18) persons with percentage (60.0%) have agreed on that, and (2) persons with percentage (6.7%) have not sure about that, and (3) persons with percentage (6.7%) have disagree about that, while only one person with percentage (3.3%) have strongly disagree about that.

Question No.(1): Teacher touch affectionately their students in the classroom throughout the lecture.

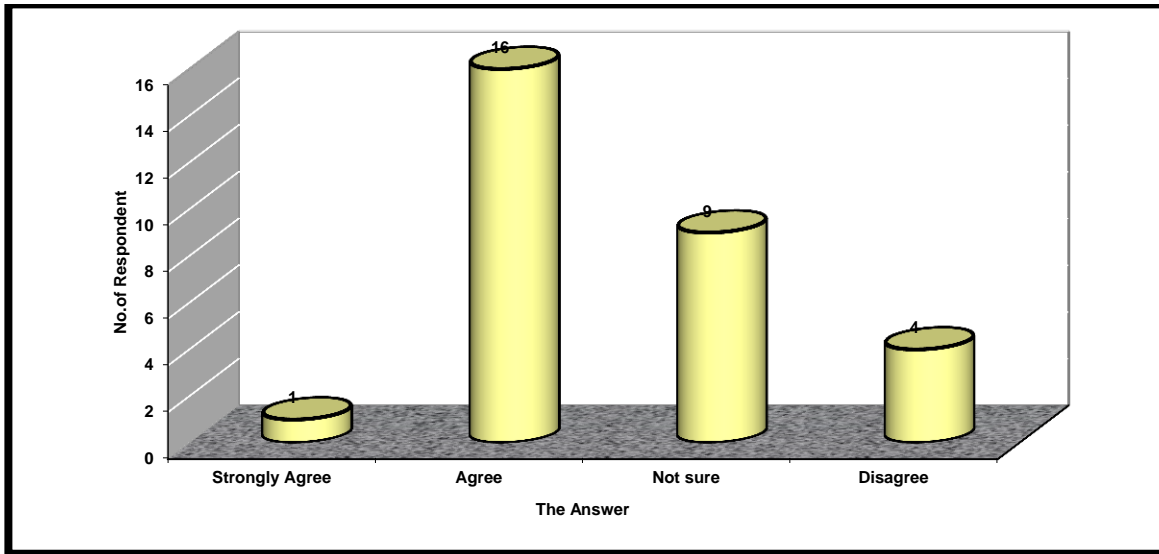
Table no. (3-7) and figure no.(3-5) shows the frequency distribution for the study's respondents about question no.(2).

Table 7:3: The frequency distribution for the respondents' answers about question no.(2)

Answer	Number	Percent
Strongly Agree	1	3.3
Agree	16	53.3
Not sure	9	30.0
Disagree	4	13.3
Total	30	100.0

Source: The researcher from applied study, 2016

Figure 5:3: The frequency distribution for the respondents' answers about question no.(2)



Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(3-7) and figure (3-5) that there are only one person in the study's sample with percentage (3.3%) have strongly agreed with " Teacher touch affectionately their students in the classroom throughout the lecture ". There are (16) persons with percentage (53.3%) have agreed on that, and (9) persons with percentage (30.0%) have not sure about that, and (4) persons with percentage (13.3%) is disagree about that.

Question No.(3): Teachers look presentable before their students .

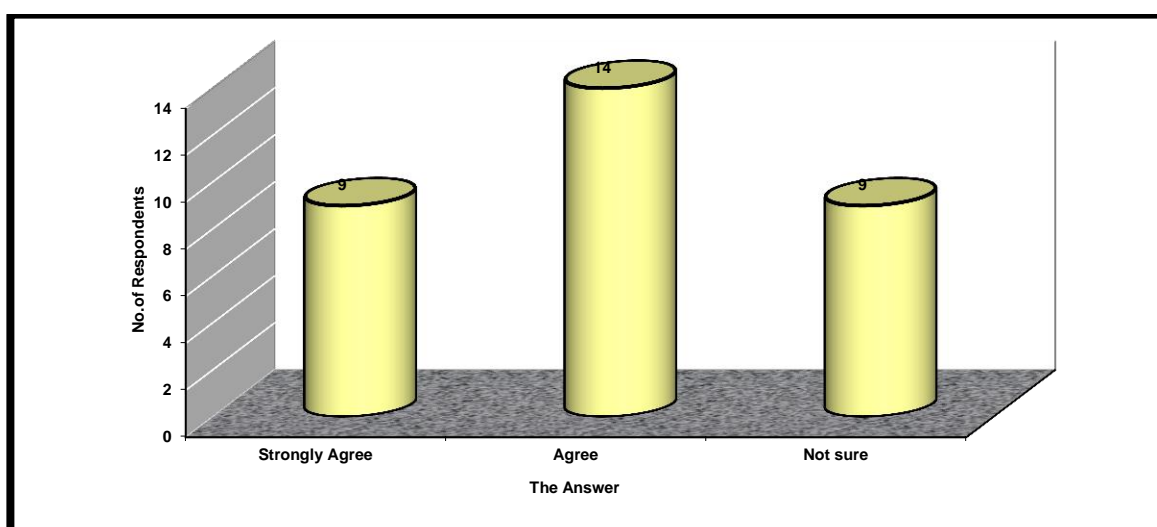
Table no. (3-8) and figure no.(3-6) shows the frequency distribution for the study's respondents about question no.(3).

Table 8:3:The frequency distribution for the respondents' answers about question no.(3)

Answer	Number	Percent
Strongly Agree	9	30.0
Agree	14	40.0
Not sure	9	23.3
Total	30	100.0

Source: The researcher from applied study, 2016

Figure 6:3: The frequency distribution for the respondents' answers about question no.(3)



Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(3-8) and figure (3-6) that there are (9) persons in the study's sample with percentage (30.0%) have strongly agreed with " Teachers look

presentable before their students ". There are (14) persons with percentage (40.0%) have agreed about that, and (9) persons with percentage (23.3%) have not sure about that.

2-Second hypothesis:

Question No.(1):Teacher use different delivery rate (speech) throughout lecture .

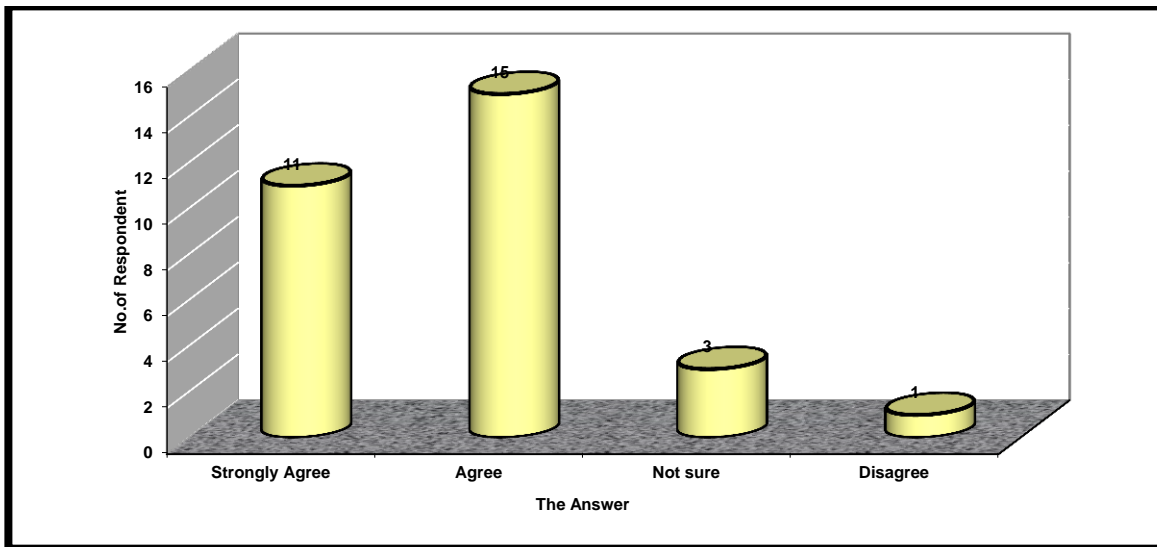
Table no. (3-9) and figure no.(3-7) shows the frequency distribution for the study's respondents about question no.(1).

Table 9:3:The frequency distribution for the respondents' answers about question no.(1)

Answer	Number	Percent
Strongly Agree	11	36.7
Agree	15	50.0
Not sure	3	10.0
Strongly disagree	1	3.3
Total	30	100.0

Source: The researcher from applied study, 2016

Figure 7:3:The frequency distribution for the respondents' answers about question no.(1)



Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(3-9) and figure (3-7) that there are (11) persons in the study's sample with percentage (36.7%) have strongly agreed with " Teacher use different delivery rate (speech) throughout lecture ". There are (15) persons with percentage (50.0%) have agreed on that, and (3) persons with percentage (10.0%) have not sure about that, and only one persons with percentage (3.3%) is disagree about that.

Question No.(2):Teacher use gestures when they talk to support their words .

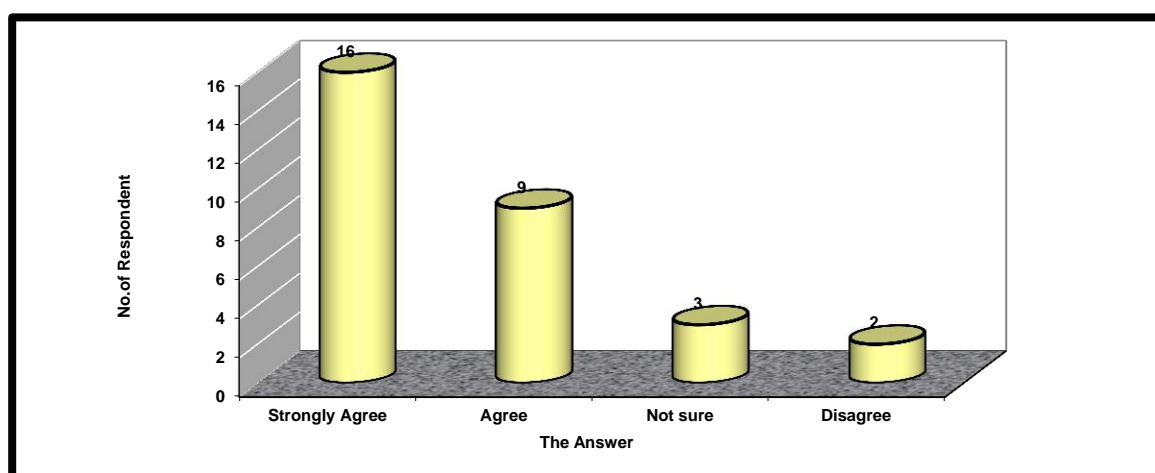
Table no. (3-10) and figure no.(3-7) shows the frequency distribution for the study's respondents about question no.(2).

Table 10:3:The frequency distribution for the respondents' answers about question no.(2)

Answer	Number	Percent
Strongly Agree	16	53.3
Agree	9	30.0
Not sure	3	10.0
Strongly disagree	2	6.7
Total	30	100.0

Source: The researcher from applied study, 2016

Figure 8:3:The frequency distribution for the respondents' answers about question no.(2)



Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(3-10) and figure (3-7) that there are (16) persons in the study's sample with percentage (53.3%) have strongly agreed with " Teacher use gestures when they talk to support their words ". There are (9) persons with percentage

(30.0%) have agreed on that, and (3) persons with percentage (10.0%) have not sure about that, and (2) persons with percentage (6.7%) is disagree about that.

Question No.(3): Teachers facial expressions reflect their mood in the lecture.

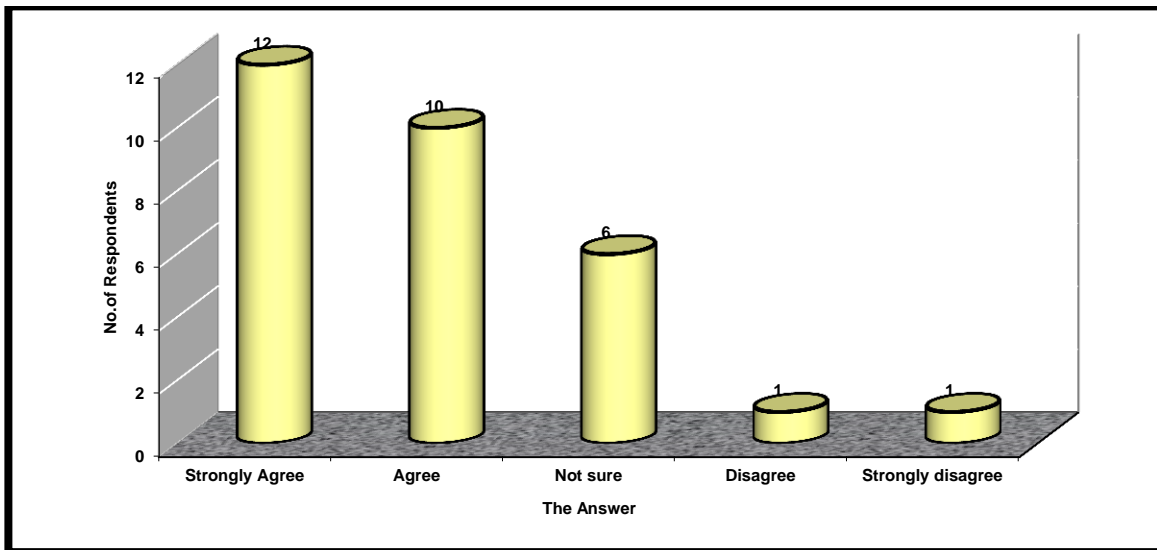
Table no. (3-11) and figure no.(3-8) shows the frequency distribution for the study's respondents about question no.(3).

Table 11:3:The frequency distribution for the respondents' answers about question no.(3)

Answer	Number	Percent
Strongly Agree	12	40.0
Agree	10	33.3
Not sure	6	20.0
Disagree	1	3.3
Strongly disagree	1	3.3
Total	30	100.0

Source: The researcher from applied study, 2016

Figure 9:3:The frequency distribution for the respondents' answers about question no.(3)



Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(3-11) and figure (3-8) that there are (12) persons in the study's sample with percentage (40.0%) have strongly agreed with " Teacher different seating space in the classroom ". There are (10) persons with percentage (33.3%) have agreed on that, and (6) persons with percentage (20.0%) have not sure about that, and only one person with percentage (3.3%) have disagree about that, while only one person with percentage (3.3%) have strongly disagree about that.

3-Third hypothesis:

Question No.(1):Teacher use their head movements in the classroom .

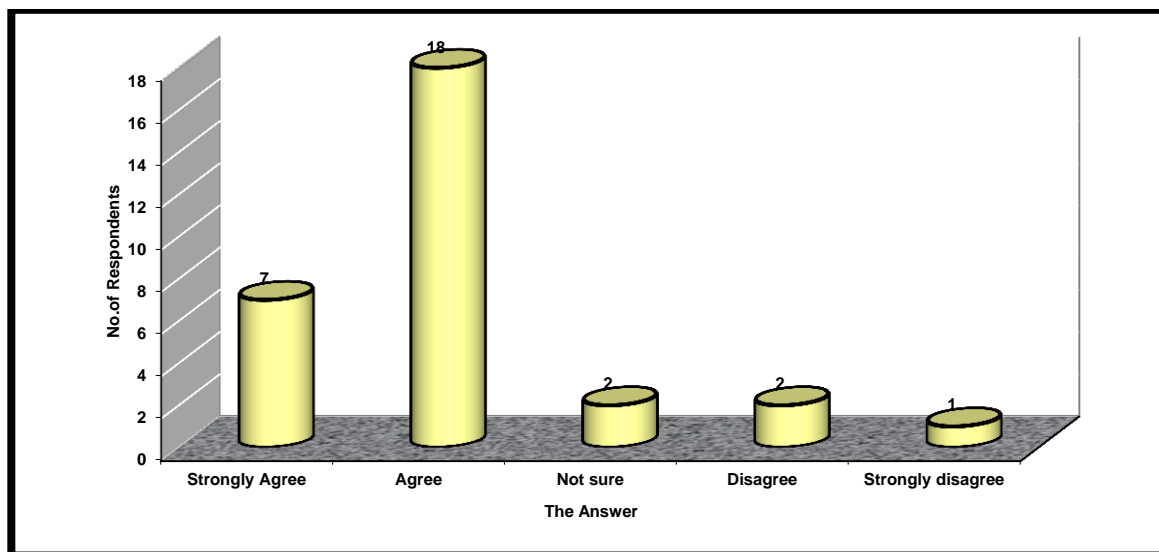
Table no. (3-12) and figure no.(3-9) shows the frequency distribution for the study's respondents about question no.(1).

Table 12:3: The frequency distribution for the respondents' answers about question no.(1)

Answer	Number	Percent
Strongly Agree	7	23.3
Agree	18	60.0
Not sure	2	6.7
Disagree	2	6.7
Strongly disagree	1	3.3
Total	30	100.0

Source: The researcher from applied study, 2016

Figure 10:3: The frequency distribution for the respondents' answers about question no.(1)



Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(3-12) and figure (3-9) that there are (7) persons in the study's sample with percentage (23.3%) have strongly agreed with " Teacher use their head movements in the classroom ". There are (18) persons with percentage (60.0%) have agreed on that, and (2) persons with percentage (6.7%) have not sure about that, and (2) persons with percentage (6.7%) have disagree about that, while only one person with percentage (3.3%) have strongly disagree about that.

Question No.(2):Teacher smile to students in the classroom .

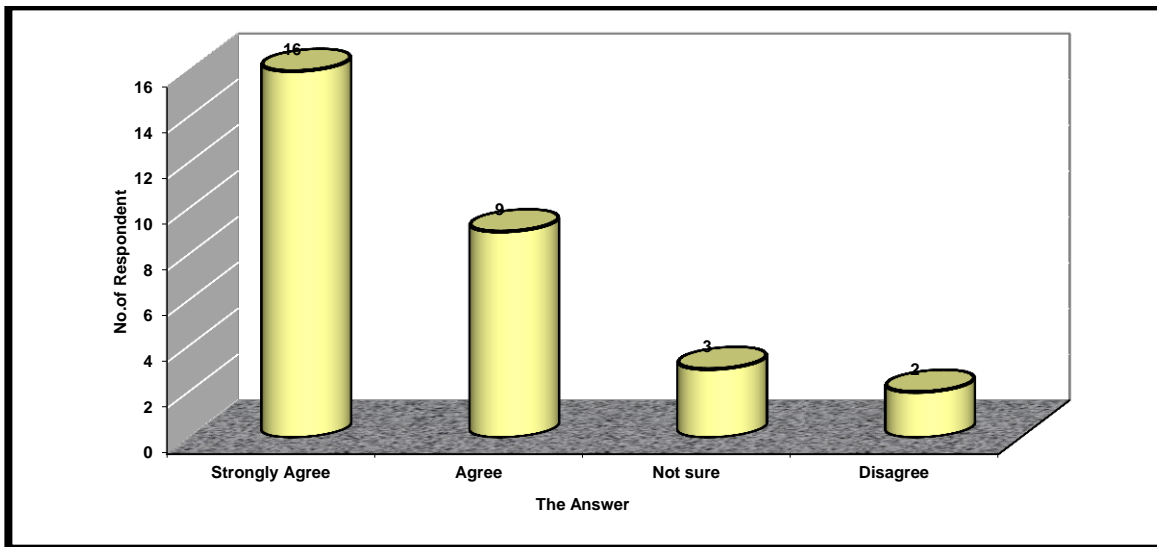
Table no. (3-13) and figure no.(3-10) shows the frequency distribution for the study's respondents about question no.(2).

Table 13:2:The frequency distribution for the respondents' answers about question no.(2)

Answer	Number	Percent
Strongly Agree	9	30.0
Agree	10	33.3
Not sure	8	26.7
Strongly disagree	3	10.0
Total	30	100.0

Source: The researcher from applied study, 2016

Figure 11:3:The frequency distribution for the respondents' answers about question no.(2)



Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(3-13) and figure (3-10) that there are (9) persons in the study's sample with percentage (30.0%) have strongly agreed with " Teacher smile to students in the classroom ". There are (10) persons with percentage (33.3%) have agreed on that, and (8) persons with percentage (26.7%) have not sure about that, and (3) persons with percentage (10.0%) is disagree about that.

Question No.(3):Teachers mother tongue nonverbal communication affects nonverbal communication of the forging language .

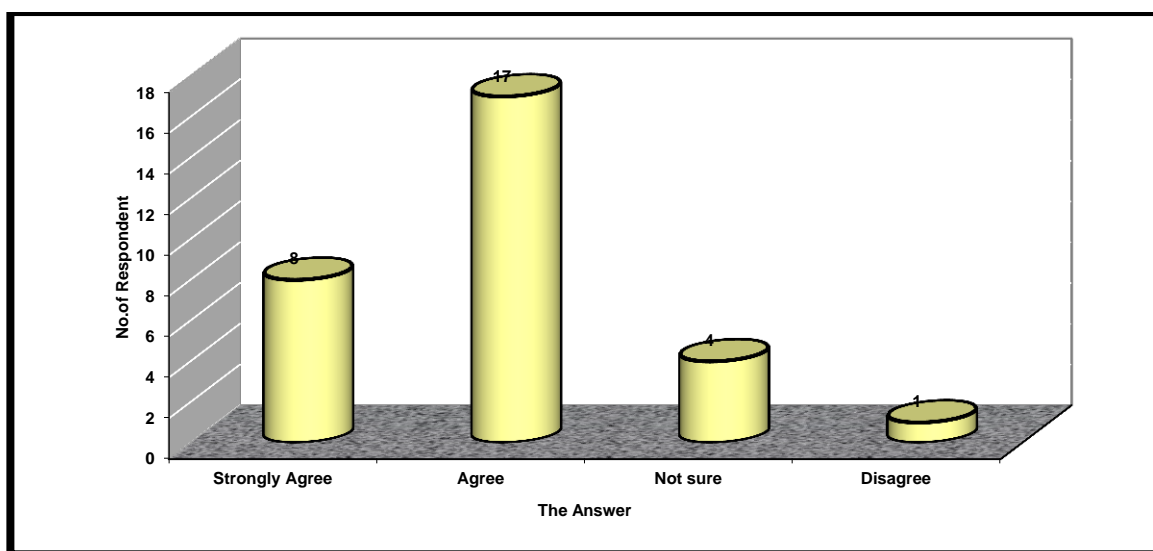
Table no. (3-14) and figure no.(3-11) shows the frequency distribution for the study's respondents about question no.(3).

Table 14:3: The frequency distribution for the respondents' answers about question no.(3)

Answer	Number	Percent
Strongly Agree	8	26.7
Agree	17	56.7
Not sure	4	13.3
Strongly disagree	1	3.3
Total	30	100.0

Source: The researcher from applied study, 2016

Figure 12:3: The frequency distribution for the respondents' answers about question no.(3)



Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(3-14) and figure (3-11) that there are (8) persons in the study's sample with percentage (26.7%) have strongly agreed with " Teachers mother

tongue nonverbal communication affects nonverbal communication of the forging language ". There are (17) persons with percentage (56.7%) have agreed on that, and (4) persons with percentage (13.3%) have not sure about that, and only one person with percentage (3.3%) is disagree about that.

4-Four hypothesis:

Question No.(1):Students know what teachers want to say from their facial expressions .

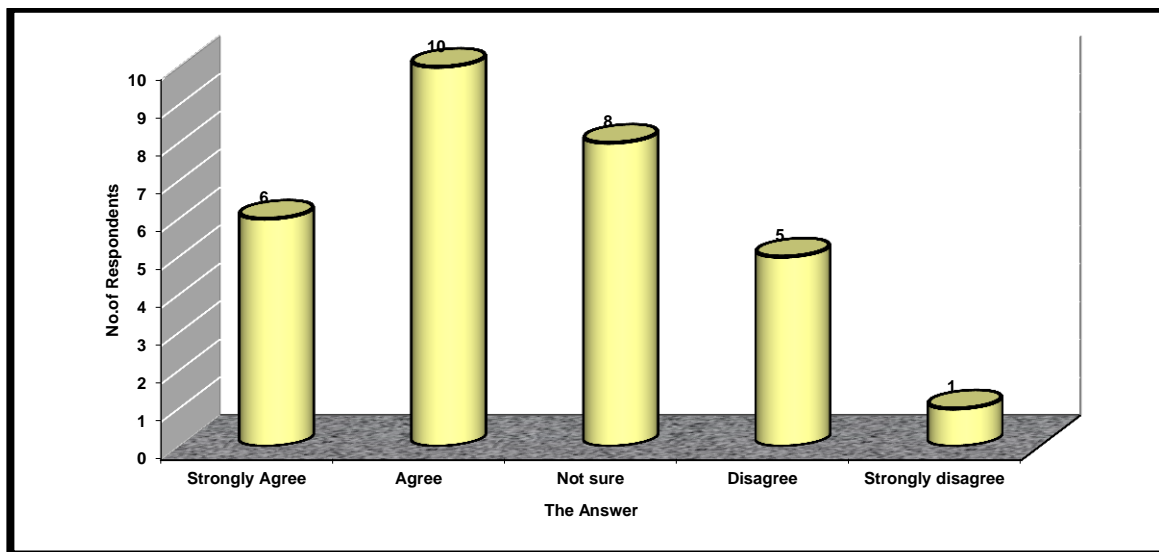
Table no. (3-15) and figure no.(3-13) shows the frequency distribution for the study's respondents about question no.(1).

Table 15:3:The frequency distribution for the respondents' answers about question no.(1)

Answer	Number	Percent
Strongly Agree	6	20.0
Agree	10	33.3
Not sure	8	26.7
Disagree	5	16.7
Strongly disagree	1	3.3
Total	30	100.0

Source: The researcher from applied study, 2016

Figure 13:3: The frequency distribution for the respondents' answers about question no.(1)



Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(3-15) and figure (3-13) that there are (6) persons in the study's sample with percentage (20.0%) have strongly agreed with " Students know what teachers want to say from their facial expressions ". There are (10) persons with percentage (33.3%) have agreed on that, and (8) persons with percentage (26.7%) have not sure about that, and (5) persons with percentage (16.7%) have disagree about that, while only one person with percentage (3.3%) have strongly disagree about that.

Question No.(2): Students body language affects teachers nonverbal communication in the classrooms .

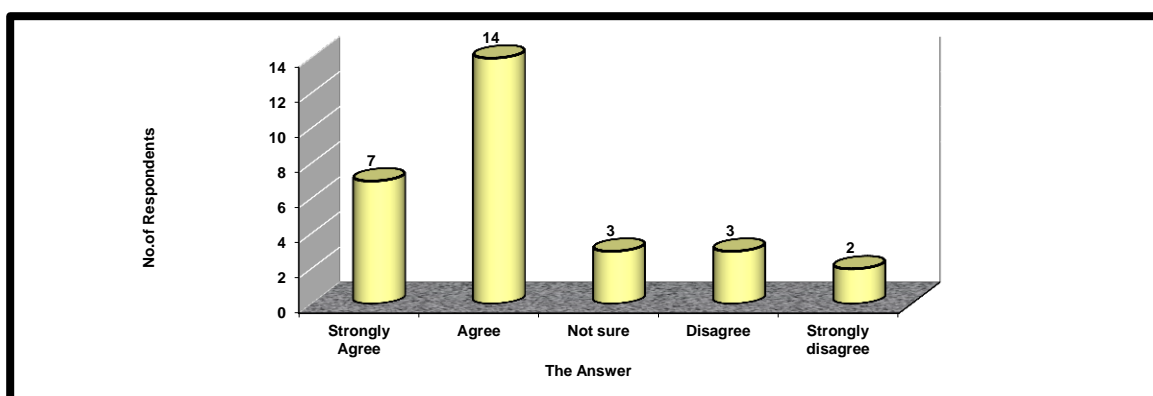
Table no. (3-16) and figure no.(3-14) shows the frequency distribution for the study's respondents about question no.(2).

Table 16:3:The frequency distribution for the respondents' answers about question no.(2)

Answer	Number	Percent
Strongly Agree	7	26.7
Agree	14	46.7
Not sure	3	10.0
Disagree	3	10.0
Strongly disagree	2	6.7
Total	30	100.0

Source: The researcher from applied study, 2016

Figure 14:3:The frequency distribution for the respondents' answers about question no.(2)



Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(3-16) and figure (3-14) that there are (7) persons in the study's sample with percentage (26.7%) have strongly agreed with " Students body language affects teachers nonverbal communication in the classrooms ". There are (14) persons with percentage (46.7%) have agreed on that, and (3) persons with percentage (10.0%) have not sure about that, and (3) persons with percentage (10.0%) have disagree about that, while (2) persons with percentage (6.7%) have strongly disagree about that.

Question No.(3):Teacher use their eye contact to answer students .

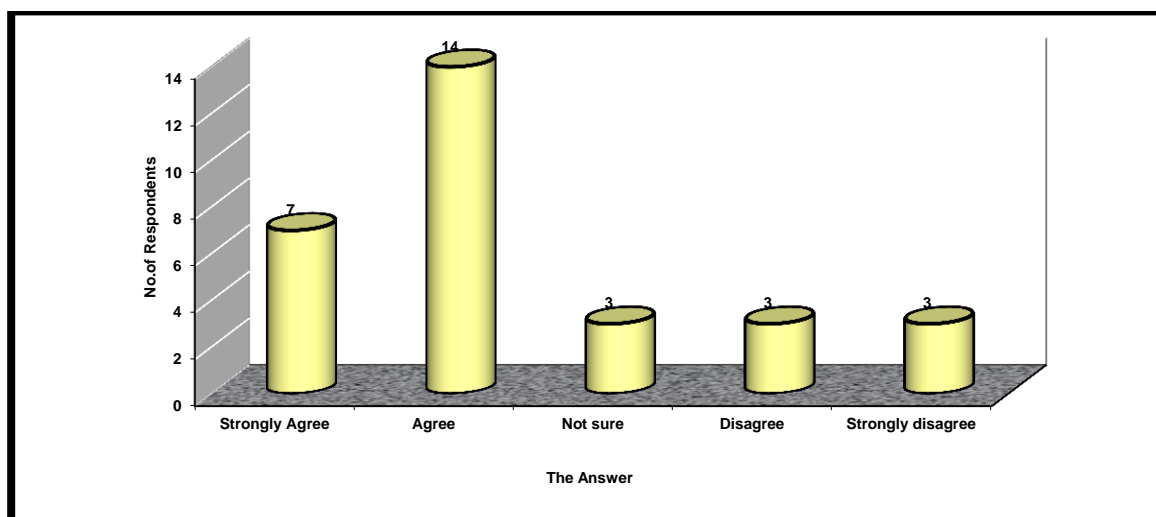
Table no. (3-17) and figure no.(3-15) shows the frequency distribution for the study's respondents about question no.(3).

Table 17:3:The frequency distribution for the respondents' answers about question no.(3)

Answer	Number	Percent
Strongly Agree	7	26.7
Agree	14	46.7
Not sure	3	10.0
Disagree	3	10.0
Strongly disagree	3	10.0
Total	30	100.0

Source: The researcher from applied study, 2016

Figure 15:3:The frequency distribution for the respondents' answers about question no.(3)



Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(3-17) and figure (3-15) that there are (7) persons in the study's sample with percentage (26.7%) have strongly agreed with " Teacher use their eye contact to answer students ". There are (14) persons with percentage (46.7%) have agreed on that, and (3) persons with percentage (10.0%) have not sure about that, and (3) persons with percentage (10.0%) have disagree about that, while (3) persons with percentage (10.0%) have strongly disagree about that.

3.6 Interview

The interview was composed from five questions that covered the four hypothesizes of the study. The number of the interviewee was five teachers and most of them were PhD holder.

3.7 Validity of the interview

In order to check the apparent validity for interview and validation of its statements according to the formulation and explanation, the researcher showed the interview to the supervisor and he makes some suggestions, addition and some teachers whom teach at SUST were agreed that the interview is suitable. In any way, the researcher studied all suggestions, additions and corrections have been done on his interview.

3.8 Summary of the chapter

This chapter presents the methods and methodology of the thesis. It showed also the statistical analysis of the data through SPSS program. Furthermore, the chapter shows the reliability and validity of the both interview and questionnaire of the study.

Chapter Four

Data Analysis & Discussion

Chapter Four

Data Analysis, Results and Discussion

4.1 Introduction

This chapter presents the analysis of the data collected by the instruments discussed in chapter three and also discusses the results of the analyses with the purpose of answering the research questions and testing the hypotheses. This chapter divided in to two parts. The first part is the questionnaire and the second part is the interview.

4.2 Test of the Study's Hypotheses:

To answer on study's questions and to checking of its hypotheses, the median will be computed for each question from the questionnaire that shows the opinions of the study respondents about the problem of using nonverbal communication in EFL classroom. To do that, we will gives five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer "not sure", two degrees with each answer "disagree", and one degree for each answer with "strongly disagree". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about hypotheses questions.

4.2.1 Results of the First Hypothesis:

The first hypothesis in this study states the following:

“Nonverbal communication is used in teaching and learning process in EFL”

The aim of this hypothesis is to show that Nonverbal communication is used in teaching and learning process in EFL.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers

Table 18:4: The median of respondents' answers about the questions of the first hypothesis

No	Question	Median	Result
1	Teacher use different seating space in the classroom.	4	Agree
2	Teacher touches affectionately their students in the classroom throughout the lecture.	4	Agree
3	Teachers look presentable before their students.	3	Agree
	Overall	4	Agree

Source: The researcher from applied study, 2016

From the table (18:4), it has shown that:

- The calculated value of the median for the respondents' answers of the 1st question is (4). This value means that, most of the respondents' are agreed with that "Teacher use different seating space in the classroom".
- The calculated value of the median for the respondents' answers of the 2nd question is (4). This value means that, most of the respondents' are agreed with that "Teacher touch affectionately their students in the classroom throughout the lecture".
- The calculated value of the median for the respondents' answers of the 3rd question is (4). This value means that, most of the respondents' are agreed with that "Teachers look presentable before their students".
- The calculated value of the median for the respondents' answers about the all questions that related to the first hypothesis is (4). This value, in general, means that most of the respondents' have agreed with all what mentioned about the first hypothesis

above results do not mean that all the respondents in the sample have agreed with the questions because as mentioned in the tables from no.(3-6) to no.(3-7) there are some respondents who were disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the first hypothesis, the chi-

square test will used to indicate the differences for each question of the first hypothesis.

Table no.(4-2) explains the results of the test for the questions as follows:

Table 19:4:Chi-square test results for respondents' answers about the questions of the first hypothesis

No	Questions	Degree of freedom	Chi-square value
1	Teacher use different seating space in the classroom.	4	32.33
2	Teacher touches affectionately their students in the classroom throughout the lecture.	3	17.20
10	Teachers look presentable before their students.	2	20.60

Source: The researcher from applied study, 2016

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question was (32.33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-6), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that "Teacher use different seating space in the classroom".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question was (17.20) which is greater than the

tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Teacher touch affectionately their students in the classroom throughout the lecture”.

- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 3rd question was (20.60) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-8), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that Teachers look presentable before their students”.

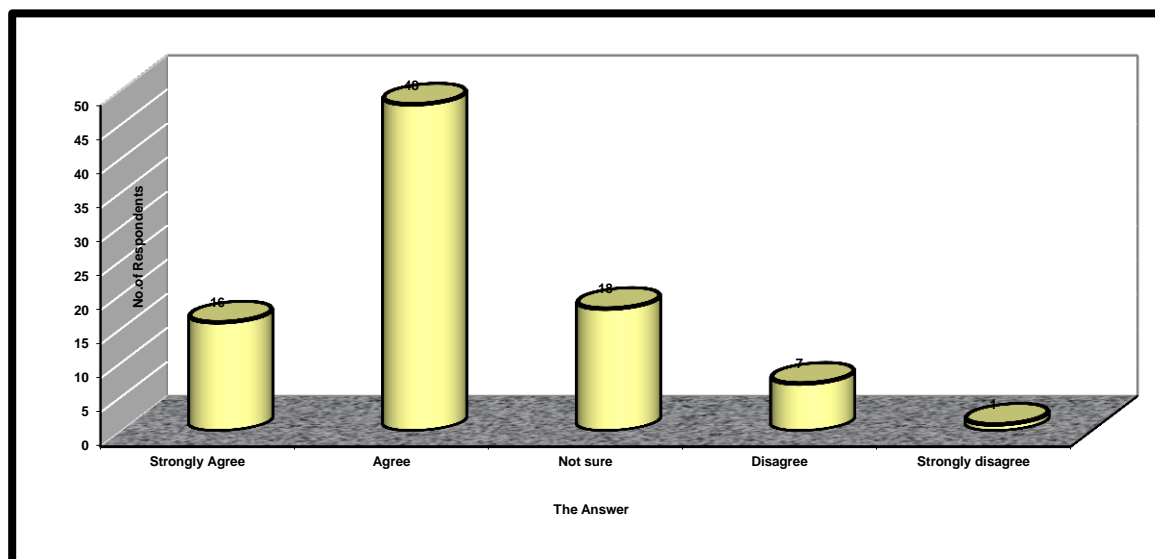
From above, we note that the first hypothesis was achieved for each question that related to this hypothesis, and to check the achievement of hypothesis for all questions, we see that the number of the questions is (3), and for each question there is (30) answers, so the total number of answers will be (90) answers. The following table summarizes these answers:

Table 20:4: The frequency distribution for the respondents' answers about all questions of the first hypothesis

Answer	Number	Percent
Strongly Agree	16	17.8
Agree	48	53.3
Not sure	18	20.0
Disagree	7	7.8
Strongly disagree	1	1.1
Total	90	100.0

Source: The researcher from applied study, 2016

Figure 16:4: Frequency distribution for the respondents' answers about all questions of the first hypothesis



Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(20:4) and figure (16:4) that there are (16) answers with

percentage (17.8%) were strongly agreed about all questions that related to the first hypothesis, (48) answers with percentage (53.3%) were agreed on that, (18) answers with percentage (20.0%) were not sure about that, while (7) answers with percentage (7.8%) were disagreed; also only one answer with percentage (1.1%) were strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (73.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-3), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with the first hypothesis.

From above results, we see that the first hypothesis that states **“Nonverbal communication is used in teaching and learning process in EFL”** is fulfilled.

4.2.2 Results of the Second Hypothesis:

The second hypothesis in this study states the following:

“Nonverbal communication is not used in the teaching and learning process in EFL”

The aim of this hypothesis is to show that nonverbal communication is not used in the teaching and learning process in EFL.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table 21:4:The median of respondents’ answers about the questions of the second hypothesis

No	Question	Median	Result
1	Teacher use different delivery rate (speech) throughout lecture.	4	Strongly agree
2	Teacher use gestures when they talk to support their words.	4	Agree
3	Teachers facial expressions reflect their mood in the lecture.	4	Strongly agree
	Overall	4	Strongly agree

Source: The researcher from applied study, 2016

From the table (4-4), it has shown that:

- The calculated value of the median for the respondents’ answers of the 1st question is (5). This value means that, most of the respondents’ are strongly agreed with that “Teacher use different delivery rate (speech) throughout lecture”.

- The calculated value of the median for the respondents' answers of the 2nd question is (4). This value means that, most of the respondents' are agree with that "Teacher use gestures when they talk to support their words".
- The calculated value of the median for the respondents' answers of the 3rd question is (4). This value means that, most of the respondents' are strongly agreed with that "Teachers facial expressions reflect their mood in the lecture".
- The calculated value of the median for the respondents' answers about the all questions that related to the second hypothesis is (5). This value, in general, means that most of the respondents' have strongly agreed with all what mentioned about the second hypothesis

above results do not mean that all the respondents in the sample have agreed with the questions because as mentioned in the tables from no.(3-10) to no.(3-11) there are some respondents who were disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the second hypothesis, the chi-square test will used to indicate the differences for each question of the first hypothesis. Table no.(4-5) explains the results of the test for the questions as follows:

Table 22:4:Chi-square test results for respondents’ answers about the questions of the second hypothesis

No	Questions	Degree of freedom	Chi-square value
1	Teacher use different delivery rate (speech) throughout lecture.	3	17.47
2	Teacher use gestures when they talk to support their words.	3	16.67
3	Teachers’ facial expressions reflect their mood in the lecture.	4	17.00

Source: The researcher from applied study, 2016

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 1st question was (17.47) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3-9), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that “Teacher use different delivery rate (speech) throughout lecture”.
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 2nd question was (16.57) which is greater than the

tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3-10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Teacher use gestures when they talk to support their words”.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd question was (17.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3-11), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that Teachers facial expressions reflect their mood in the lecture”.

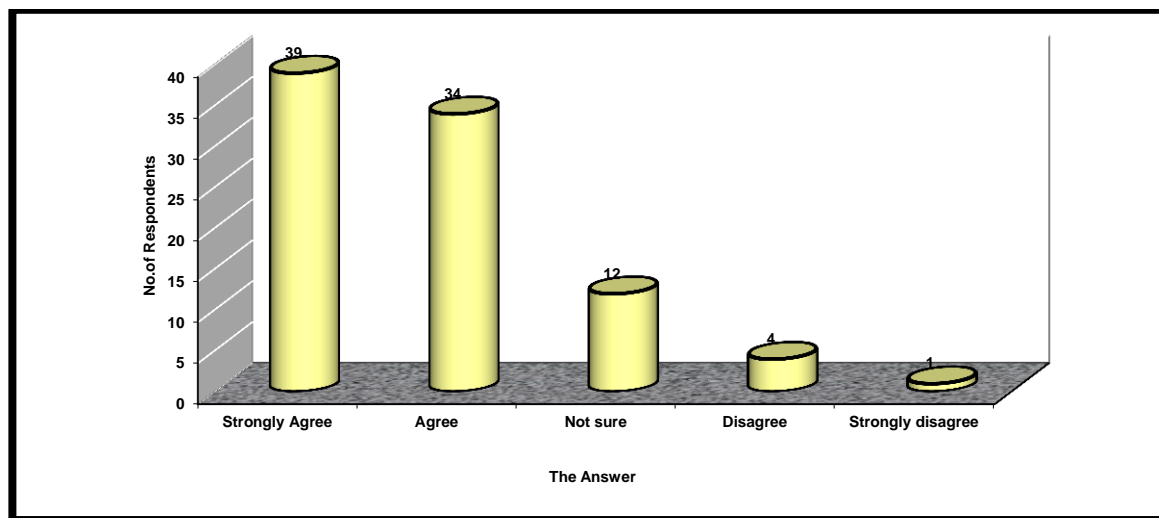
From above, we note that the second hypothesis was achieved for each question that related to this hypothesis, and to check the achievement of hypothesis for all questions, we see that the number of the questions is (3), and for each question there is (30) answers, so the total number of answers will be (90) answers. The following table summarizes these answers:

Table 23:4:The frequency distribution for the respondents' answers about all questions of the second hypothesis

Answer	Number	Percent
Strongly Agree	39	43.3
Agree	34	37.8
Not sure	12	13.3
Disagree	4	4.4
Strongly disagree	1	1.1
Total	90	100.0

Source: The researcher from applied study, 2016

Figure 17:4:Frequency distribution for the respondents' answers about all questions of the second hypothesis



Source: The researcher from applied study, Excel Package, 2014

It is clear from table no.(23:4) and figure (17:4) that there are (39) answers with

percentage (43.3%) were strongly agreed about all questions that related to the first hypothesis, (34) answers with percentage (37.8%) were agreed on that, (12) answers with percentage (13.3%) were fairly agreed about that, while (4) answers with percentage (4.4%) were disagreed; also only one answer with percentage (1.1%) were strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (67.67) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-6), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with the second hypothesis.

From above results, we see that the second hypothesis that states **“Nonverbal communication is not used in the teaching and learning process in EFL”** is fulfilled.

4.2.3 Results of the Third Hypothesis:

The third hypothesis in this study states the following:

“Teachers and students are aware of nonverbal communication' culture in EFL classes in teaching and learning process”

The aim of this hypothesis is to show that cultural differences affect teachers' use of nonverbal communication culture in EFL classes in teaching and learning Process.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table 24:4: The median of respondents' answers about the questions of the third hypothesis

No	Question	Median	Result
1	Teacher use their head movements in the classroom.	4	Agree
2	Teacher smile to students in the classroom.	4	Agree
3	Teachers mother tongue nonverbal communication affects nonverbal communication of the forging language .	4	Agree
4	Overall	4	Agree

Source: The researcher from applied study, 2016

From the table (4-1), it has shown that:

- The calculated value of the median for the respondents' answers of the 1st question is (4). This value means that, most of the respondents' are agreed with that "Teacher use their head movements in the classroom".

- The calculated value of the median for the respondents' answers of the 2nd question is (4). This value means that, most of the respondents' are agree with that "Teacher smile to students in the classroom".
- The calculated value of the median for the respondents' answers of the 3rd question is (4). This value means that, most of the respondents' are agree with that "Teachers mother tongue nonverbal communication affects nonverbal communication of the forging language".
- The calculated value of the median for the respondents' answers about the all questions that related to the third hypothesis is (4). This value, in general, means that most of the respondents' have agreed with all what mentioned about the third hypothesis

above results do not mean that all the respondents in the sample have agreed with the questions because as mentioned in the tables from no.(3-12) to no.(3-14) there are some respondents who were disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the third hypothesis, the chi-square test will used to indicate the differences for each question of the third hypothesis. Table no.(4-8) explains the results of the test for the questions as follows:

Table 25:4:Chi-square test results for respondents’ answers about the questions of the third hypothesis

No	Questions	Degree of freedom	Chi-square value
1	Teacher use their head movements in the classroom.	4	33.67
2	Teacher smile to students in the classroom.	3	23.74
3	Teachers’ mother tongue nonverbal communication affects nonverbal communication of the forging language.	3	19.33

Source: The researcher from applied study, 2016

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 1st question was (33.67) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-12), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that” Teacher use their head movements in the classroom”.
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 2nd question was (23.74) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value

level (1%) which was (11.34). According to what mentioned in table no.(3-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Teacher smile to students in the classroom”.

- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 3rd question was (19.33) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3-14), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with use the Teachers mother tongue nonverbal communication affects nonverbal communication of the forging language”.

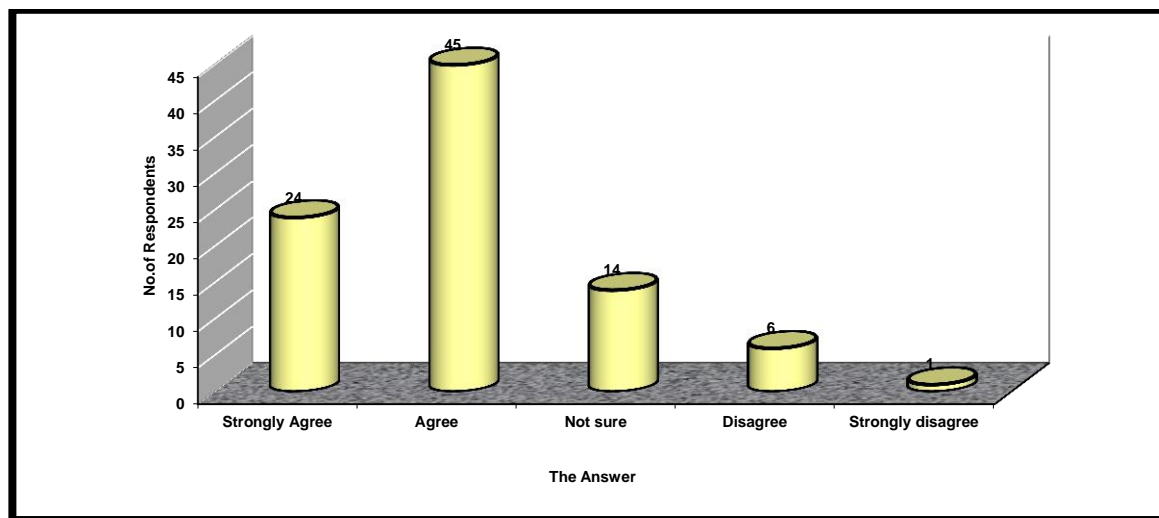
From above, we note that the third hypothesis was achieved for each question that related to this hypothesis, and to check the achievement of hypothesis for all questions, we see that the number of the questions is (3), and for each question there is (30) answers, so the total number of answers will be (90) answers. The following table summarizes these answers:

Table 26:4: The frequency distribution for the respondents' answers about all questions of the third hypothesis

Answer	Number	Percent
Strongly Agree	24	26.7
Agree	45	50.0
Not sure	14	15.6
Disagree	6	6.7
Strongly disagree	1	1.1
Total	90	100.0

Source: The researcher from applied study, 2016

Figure 18:4: Frequency distribution for the respondents' answers about all questions of the third hypothesis



Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(27:4) and figure (18:4) that there are (24) answers with

percentage (26.7%) were strongly agreed about all questions that related to the third hypothesis, (45) answers with percentage (50.0%) were agreed on that, (14) answers with percentage (15.6%) were not sure agreed about that, while (6) answers with percentage (6.7%) were disagreed; also only one answers with percentage (1.1%) were strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (67.44) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-9), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with the third hypothesis.

From above results, we see that the second hypothesis that states **“Teachers and students are aware of nonverbal communication' culture in EFL classes in teaching and learning process”** is fulfilled.

4.2.4 Results of the four Hypotheses:

The four hypotheses in this study states the following:

“Cultural differences affect teachers’ use of nonverbal communication culture in EFL classes in teaching and learning Process”

The aim of this hypothesis is to show that **cultural differences affect teachers' use of nonverbal communication culture in EFL classes in teaching and learning Process.**

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table 27:4:The median of respondents' answers about the questions of the four hypothesis

No	Question	Median	Result
1	Students know what teachers want to say from their facial expressions.	4	Agree
2	Students' body language affects teachers' nonverbal communication in the classrooms.	4	Agree
3	Teacher use their eye contact to answer students.	4	Agree
	Overall	4	Agree

Source: The researcher from applied study, 2016

From the table (4-10), it has shown that:

- The calculated value of the median for the respondents' answers of the 1st question is (4). This value means that, most of the respondents' are agreed with that "Students know what teachers want to say from their facial expressions".
- The calculated value of the median for the respondents' answers of the 2nd question is (4). This value means that, most of the respondents' are agree with that "Students body language affects teachers nonverbal communication in the classrooms".
- The calculated value of the median for the respondents' answers of the 3rd question is (4). This value means that, most of the respondents' are agree with that "Teacher use their eye contact to answer students".
- The calculated value of the median for the respondents' answers about the all questions that related to the four hypothesis is (4). This value, in general, means that most of the respondents' have agreed with all what mentioned about the four hypothesis

above results do not mean that all the respondents in the sample have agreed with the questions because as mentioned in the tables from no.(3-15) to no.(3-17) there are some respondents who were disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the four hypothesis, the chi-square test will used to indicate the differences for each question of the four hypothesis. Table no.(4-11) explains the results of the test for the questions as follows:

Table 28:4:Chi-square test results for respondents’ answers about the questions of the four hypothesis

No	Questions	Degree of freedom	Chi-square value
1	Students know what teachers want to say from their facial expressions.	4	22.56
2	Students’ body language affects teachers’ nonverbal communication in the classrooms.	4	17.33
3	Teacher use their eye contact to answer students.	4	25.23

Source: The researcher from applied study, 2016

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 1st question was (22.56) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-15), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that” Students know what teachers want to say from their facial expressions”.
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 2nd question was (17.33) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Students body language affects teachers nonverbal communication in the classrooms”.

- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 3rd question was (25.23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-17), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with use the Teacher use their eye contact to answer students”.

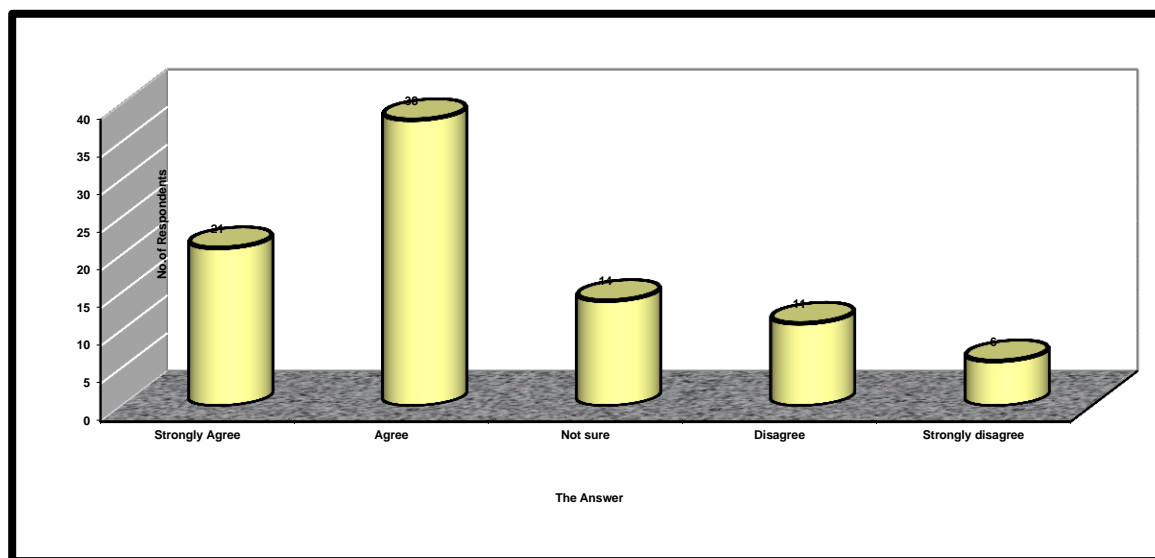
From above, we note that the four hypothesis was achieved for each question that related to this hypothesis, and to check the achievement of hypothesis for all questions, we see that the number of the questions is (3), and for each question there is (30) answers, so the total number of answers will be (90) answers. The following table summarizes these answers:

Table 29:4: The frequency distribution for the respondents' answers about all questions of the four hypotheses

Answer	Number	Percent
Strongly Agree	21	23.3
Agree	38	42.2
Not sure	14	15.6
Disagree	11	12.2
Strongly disagree	6	6.7
Total	90	100.0

Source: The researcher from applied study, 2016

Figure 19:4:Frequency distribution for the respondents' answers about all questions of the four hypothesis



Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(30:4) and figure (19:4) that there are (21) answers with

percentage (23.3%) were strongly agreed about all questions that related to the third hypothesis, (38) answers with percentage (42.2%) were agreed on that, (14) answers with percentage (15.6%) were not sure agreed about that, while (11) answers with percentage (12.2%) were disagreed; also (6) answers with percentage (6.7%) were strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (67.44) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-9), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with the third hypothesis.

From above results, we see that the second hypothesis that states **“Cultural differences affect teachers’ use of nonverbal communication culture in EFL classes in teaching and learning Process”** is fulfilled.

The second part

4.3 Interview

4.3.1 First Question: - *To what extent nonverbal communication is used in teaching and learning EFL classroom.*

1. NVC is used in the classroom and I use it when I want to explain certain point such as explain new words or to point to students to stand up and sometimes I used it in state of shouting.
2. Teachers use common signal and gestures in the classroom.
3. Depend on the teachers sometimes they use gestures and using on NVC depend on the material you teach.
4. From my own point of view the use of NVC is very limited and very few teachers consideration over these part
5. I think nonverbal commotion is vital for English teacher. And they use it to illustrate meaning or convey some ideas and I think are widely used by English teachers.

4.3.2 Second Question: - *To what extent do you use nonverbal communication in teaching and learning in EFL classroom?*

1. Yes I use NVC such as head node and eye contact and sometimes I put my figure over my lips to stop noisy in the classroom.
2. Occasionally, I use NVC and using of NVC depend on the subject you teach.
3. Yes, I use my hand signals and gesture and body language to explain or to let Ss. interact with me.
4. For me I think I use so it much because I think it very important to do that and it enhance communication and it help students to understand you in a proper way.

5. Of course, absolutely for English teacher it is important to use NVC is one way of putting what I want to across and convey the meaning.

4.3.3 Third Question: - *To what extent do you think teachers are aware of nonverbal communication culture in teaching and learning in EFL classroom?*

1. Not all of them and some of them they use it a little bit because they don't know it and it is a new topic for all teachers.
2. I don't think teachers are aware of it and use it intentionally and if it happens it is by chance.
3. Some of them has experience and they use it and they are very good at it and some they need training and practice.
4. The majority of them are aware theoretically but in terms of application they find difficulty in doing that.
5. I think it is a new topic may be some of them are aware of that, teachers use NVC consciously and unconsciously but I think it a new area of research.

4.3.4 Fourth Question: *To what extent do you think teachers are aware of nonverbal communication culture in teaching and learning in EFL classroom?*

1. Some Ss. know it and some not and those who know it they know a little and which is common in the classroom.

2. Ss. are not aware about it they just know the common signal which is used in their social area and which is understood by all of them.
3. Ss. find it difficult to understand body language and need to know about this field even.
4. No, students are not aware of that because some teachers don't tell them about the importance of nonverbal communication and limitation of teacher in doing this inside the classroom so they don't have desire and knowledge of the use NVC inside the classroom.
5. Some of them are aware not all of them but sometimes you as a teacher you need to draw their a attention to this new area.

4.3.5 Fifth Question: *To what extent cultural differences has effect in teaching and learning in EFL classroom?*

1. NVC affect students understanding of teachers and when you use it and it different from their culture they open their eyes. So culture has big effect in NVC use and some NVC signal you need to explain to Ss. because it is different from their culture.
2. Depend on that if international schools many different culture teachers have only had to making one culture same to expos different cultures.

3. Of course culture affect teaching a lot because these nonverbal communications not common in all cultures and the way we use NVC is not like what indicate in American or India or whatever each country use them to indicate certain idea.
4. Of course NVC is different from culture to another sometimes if you are native speaker students are cooperating with the teacher but if you have foreign difficulty may be find here because sometimes sign might be different from culture to another.
5. Of course, cultural variation can be an obstacle for the use of nonverbal communication because NVC differ from one culture to another and they students should be aware of the difference so the message can be conveying.

4.3.6 Summary

From all the above:

First Question: Most of the interviewees stressed the importance of NVC in teaching and learning as it conveys meanings and ideas and it saves time and efforts as well.

Second Question: All the people said that they use NVC due to the fact that it helps the interaction between the teacher and the learner and the learners themselves. More importantly it enhances communication and breaks the daily routine of VC.

Third Question: All of them think that most teachers use NVC by chance and most of the time unconsciously. As a matter of fact, they aren't aware of its impact on the learning process.

Fourth Question: They insist on the idea that Students aren't quite aware of the significance of NVC in learning and acquiring new things and it's the duty of the teacher to draw their attention to this point.

Fifth Question: The interviewees highlighted the idea that NVC can't be separated from the learner's culture as its part of it, and it can affect teaching and learning to a great extent.

4.4 Summary of the chapter

This chapter has covered the data analysis of the study which is about the use of nonverbal communication in EFL classrooms. This is done through a questionnaire and the interview to English language teachers at Sudan University of Science and Technology. Furthermore, it showed the data tabulated in figures and tables. Then, the interpretation was made from the collected data. Finally, the researcher has discussed the result of the study.

Chapter Five

**Findings, suggestions and
recommendations**

Chapter Five

Findings, Recommendations and Suggestions

5.1 Introduction

In this chapter the researcher restate the research hypotheses in order to verify or refute the hypotheses through providing answer to the questions. This will be done in the light with methodology, data analysis and discussion. First the researcher will answer first, second, third and fourth questions related to the study; secondly and finally based on the answer from four questions, the researcher will arrive at conclusion and will provide relevant recommendations and further research studies.

To achieve the set of the objectives, the study adopted the descriptive analytical method. This allowed the research instruments to complete each other. Hence, the questionnaire and interview were used to address the research questions and objectives. The (SPSS) program was used for data analysis.

50 English teachers completed the questionnaire in the study and most of them M.A holder, 5 teacher participated in the interview and most of the PhD holder.

This study sets out to test the following hypotheses:

1. Nonverbal communication is used in teaching and learning process in EFL classes.

2. Nonverbal communication is not used in the teaching and learning process in EFL classes?
3. Teachers and students are aware of nonverbal communication' culture in EFL classes in teaching and learning process.
4. Culture differences affect teacher's use of nonverbal communication in teaching and learning process in EFL classes.

The conclusion's results and finding will be strongly linked to the study questions.

1. To what extent nonverbal communication is not used in the teaching and learning process in EFL classes?
2. To what extent nonverbal communication is used in the teaching and learning process in EFL classes?
3. To what extent teachers and students are aware of nonverbal communication' culture in EFL classes in teaching and learning process?
4. To what extent culture differences affect teacher's use of nonverbal communication in EFL classes in teaching and learning process?

5.2 Findings

1st hypothesis

The aim of the first hypothesis is to show that nonverbal communication is used in teaching and learning process in EFL.

According to the summary of the data given from the analysis in table (20:4) and figure (16:4) it clear that nonverbal communication used in teaching and learning process in EFL with high degree by teachers and students and it very important in this process. According to the interview questions that asked by the researcher most of the interviewees stressed the importance of NVC in teaching and learning as it conveys meanings and ideas and it saves time and efforts as well and most of teachers said that they use NVC due to the fact that it helps the interaction between the teacher and the learner and the learners themselves. More importantly it enhances communication and breaks the daily routine of VC. From the above the hypothesis nonverbal communication is used in teaching and learning process in EFL is fulfilled.

2nd hypothesis

The aim of the second hypothesis is to show that nonverbal communication is not used consciously in the teaching and learning process in EFL.

According to the summary of the data given from the analysis in table (23:4) and figure (17:4) it clear that nonverbal communication in not use consciously this mean that teacher used NVC without purpose in teaching process as if they used their mother tongue NVC and neglect FL NVC in their classes. According to the interview most of the interviewee mentioned that most teachers use NVC by chance and most of the time unconsciously. As a matter of fact, they aren't aware of its impact on the learning

process so they use it with purpose and reason. From the above the hypothesis nonverbal communication is not used in the teaching and learning process in EFL is fulfilled.

3rd hypothesis

The aim of the third hypothesis is to show that teachers and students are aware of nonverbal communication' culture in EFL classes in teaching and learning process.

According to the summary of the data given from the analysis in table (27:4) and figure (18:4) it clear that teachers and students are aware of the use of NVC in the classroom but they are not used all time as an effective part in communication. According to the interviewee words they insist on the idea that Ss. aren't quite aware of the significance of NVC in learning and acquiring new things and it's the duty of the teacher to draw their attention to this point. From the above the hypothesis teachers and students are aware of nonverbal communication' culture in EFL classes in teaching and learning process is fulfilled.

4th hypothesis

The aim of the fourth hypothesis is to show that cultural differences affect teachers' use of nonverbal communication culture in EFL classes in teaching and learning Process.

According to the summary of the data given from the analysis in table (30:4) and figure (19:4) it clear that teachers cannot separate NVC from its culture. Without culture

there in no language and NVC and we took language and NVC with its culture. According to the interview the interviewee highlighted the idea that NVC can't be separated from the learner's culture as its part of it, and it can affect teaching and learning to a great extent. When we teach students we need to teach them the language with its culture and NVC. From all these the hypothesis cultural differences affect teachers' use of nonverbal communication culture in EFL classes in teaching and learning Process is fulfilled.

5.3 Recommendations

In the light of the result of this study, it might be appropriate to make the following recommendations:

1. Nonverbal communication use should be includes in teacher evaluation parts as an effective part in learning and teaching process in the classroom.
2. Teacher education programs should include instruction on the use of nonverbal communication.
3. Teacher training or program often focuses on teaching techniques and strategies and fails to prepare teachers to have an effective use of nonverbal communication strategies.
4. Nonverbal communication can be employed in the syllabuses to enhance teachers and students interaction in the classroom.

5. Nonverbal communication should be taught as a course at universities at colleges of education to train teachers to use it in their classes in the future.
6. Teachers should avoid the use of their mother tongue nonverbal communication when they teach EFL/ESL classes.

5.4 Suggestions for further studies

On the basis of this study, the following suggestions are given in recommendation for further research:

1. This study can be extended to involve teachers and student nonverbal communication in ESL/EFL classroom.
2. Research on students and teachers Interactions through the use of nonverbal in EFL classroom.
3. This study can be extended to teachers' nonverbal uses in primary and secondary school.
4. Research on impact of teachers' nonverbal communication on students' income.
5. Research on impact of teachers' nonverbal communication on students' performance.
6. Research on the impact of teachers' nonverbal communication on students' competence.

7. Research on the impact of teacher 'nonverbal communication on students' performance. in English as a second language.
8. Research on the role of students and teachers nonverbal communication in presentation practice.

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Appendixes

Appendixes

Appendix (1) Interview

**Sudan University of Science and Technology
College of Languages
College of Graduate Studies
Interview**

Dear teachers, I will be grateful if you answer to the following interview questions. This interview has been planned and designed to collect honest data about teacher's opinion about using of nonverbal communication in the EFL classroom. This interview will be recorded to analysis later on. I ensure the data will be treated honestly only for the research purpose.

First. – To what extent do you use nonverbal communication in teaching and learning in EFL classroom?

Second. – To what extent nonverbal communication is used in teaching and learning EFL classroom?

Third. – To what extent do you think teachers are aware of nonverbal communication culture in teaching and learning in EFL classroom?

Fourth. To what extent do you think teachers are aware of nonverbal communication culture in teaching and learning in EFL classroom?

Fifth. To what extend cultural differences has effect in teaching and learning in EFL classroom?

Appendix (2) Questionnaire

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Dear teachers, I will be very grateful if you read and answer the following questionnaire. This questionnaire has been planned and designed to collect data about teacher's opinion about using of nonverbal communication in EFL classroom.

Thank you for cooperation

General information

Gender:

Male

☐

Female

☐

Qualification:

BA.

☐

MA.

☐

PhD

☐

Years of experience:

1-5

☐

5- 10.

☐

Over 10

☐

No.	Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Nonverbal communication is used in teaching and learning process in EFL classes.						
1.	Teachers use different seating space in the classroom.					
2.	Teachers touch affectionately their students in the classroom throughout the lecture.					
3.	Teachers look presentable before their students.					

Nonverbal communication is not used in the teaching and learning process in EFL classes.						
4.	Teachers use different delivery rate (speech) throughout the lecture					
5.	Teachers use gestures when they talk to support their words.					
6.	Teachers' facial expressions reflect their mood in the lecture.					
Teachers and students are aware of nonverbal communication culture in EFL classes in teaching and learning process.						
7.	Teachers use their head movements in the classroom.					
8.	Teachers smile to students in the classroom.					
9.	Teachers mother tongue nonverbal communication affects nonverbal communication of the forging language					
Cultural differences affect teacher's use of nonverbal communication in teaching and learning process in EFL classes.						
10.	Students know what teachers want to say from their facial expressions.					
11.	Students' body language affects teachers' nonverbal communication in the classrooms.					
12.	Teachers use their eye contact to answer students.					