



Sudan University of Science and Technology

College of Languages Studies



The Impact of Non-verbal Communication in Conveying Meaning in English for EFL Classrooms

أثر الاتصال غير اللفظي في نقل المعنى داخل قاعات اللغة الانجليزية
كلغة اجنبية

A Thesis Submitted in Fulfilment of The Requirements
for The Degree for PhD in English Language
(Applied Linguistics)

Case Study among EFL Teachers in Saudi Arabia

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Dedication

To my father's soul, may Allah rest her in heaven,

To my dear mother;

To my sincere wife;

To my big family.

Acknowledgement

All praise is due to Allah the almighty for enabling me to conduct this academic task. Appreciation and gratitude are due my supervisor, Dr. Mohamed El-Amin Elshingiti, for his sincere guidance and continuous support,

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ABSTRACT

This study aims at investigating the impact of non-verbal communication in conveying meaning in EFL classrooms. A descriptive method was used to achieve the purpose of the study. A textual/ theoretical was applied in reviewing the literature of the study. On the bases of five hypotheses, two questionnaires (teachers' and students') were designed as tools for data collection to test the hypotheses. The teachers' questionnaire was distributed to a number of 127 male and female teachers across thirteen Saudi Arabian universities who work in the preparatory year program. Additionally, the students' questionnaire was designed and sent to 99 students (males and females) in Jouf region. After analyzing the data statistically, the results reveal that; teachers' non-verbal communication is essential in teaching EFL classes. In addition, the findings show that; non-verbal communication is credible in conveying emotional meaning and helps students understand the emotional related message clearly. Moreover, it has been found that; teachers' non-verbal communication helps convey the meaning of new vocabulary and some grammatical meaning. The study comes out with the followings: teachers should utilize non-verbal communication in their EFL classes to make the students attentive and motivated. Also, teachers should be oriented to non-verbal communication and encouraged to implement it in their classes. Besides, non-verbal communication should be used as a credible technique to convey emotional meaning. Various ways of body language should be adapted to make EFL classes enjoyable and responsive. In the end, some recommendations are pointed in addition to some suggestions for further studies.

Arabic Version

المستخلص

تهدف هذه الدراسة إلى معرفة دور الاتصال غير اللفظي في إيضاح المعنى في فصول اللغة الإنجليزية كلغة أجنبية. تم استخدام المنهج الوصفي لتحقيق الغرض من الدراسة. تم تطبيق نصي / نظري في مراجعة أدبيات الدراسة. على أساس خمسة فرضيات، تم تصميم استبيانين (المعلمين والطلاب) كأدوات لجمع البيانات لاختبار الفرضيات. تم توزيع استبيان المعلمين على ١٢٧ معلمًا ومعلمة عبر ثلاث عشرة جامعة في المملكة العربية السعودية ممن يعملون في برنامج السنة التحضيرية. كما تم تصميم استبيان الطلاب وإرساله إلى ٩٩ طالب وطالبة في منطقة الجوف. بعد تحليل البيانات إحصائياً تظهر النتائج ذلك؛ التواصل غير اللفظي للمعلمين ضروري في تدريس فصول اللغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك، تظهر النتائج ما يلي: التواصل غير اللفظي له مصداقية في نقل المعنى العاطفي ويساعد الطلاب على فهم الرسالة العاطفية بوضوح. علاوة على ذلك، فقد تبين أن؛ تواصل المعلمين غير اللفظي يساعد في نقل معنى المفردات الجديدة وبعض المعاني النحوية. على ضوء الدراسات النظرية التي تمت مراجعتها والنتائج المتحصل عليها، يوصى بما يلي: يجب على المعلمين استخدام التواصل غير اللفظي في فصول اللغة الإنجليزية كلغة أجنبية لجعل الطلاب يقظين ومتحمسين. أيضاً، يجب توجيه المعلمين نحو التواصل غير اللفظي وتشجيعهم على تنفيذه في فصولهم. إلى جانب ذلك، يجب استخدام التواصل غير اللفظي كأسلوب موثوق به لنقل المعنى العاطفي. أخيراً، يجب تكييف طرق مختلفة للغة الجسد لجعل دروس اللغة الإنجليزية كلغة أجنبية ممتعة وتفاعلية. في النهاية، تمت الإشارة إلى بعض التوصيات بالإضافة إلى بعض الاقتراحات لمزيد من الدراسات.

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List of Abbreviations

1	L2	Second Language
2	KSA	Kingdom of Saudi Arabia
3	SRS	Simple Random Sample
4	PYP	Preparatory Year Program
5	TPR	Total Physical Response
6	NVC	Non-verbal Communication
7	NVB	Non-Verbal Behavior (s)
8	PPVT	Peabody Picture Vocabulary Test
9	ASL	American Sign Language

Chapter One

Introduction

Chapter One

Introduction

1.0 Overview

There has been an apparent change in various fields, such as anthropology, sociology, linguistics, sales and marketing, and interpersonal relations. Teaching languages and communication are not exceptions to this change. As communication is divided into verbal and non-verbal communication, lately, reliance is being put on non-verbal communication and its elements rather than on verbal aspects of communication. This reliance on non-verbal communication leads some scholars to do more research about it. Some of the most influential works of the beginning of these studies dated back to the eighteenth century were the studies of Darwin's in 18th century , Pease in 1988, Hickson & Stacks in 1993work and Knapp & Hall 1992. These studies were the beginning of modern studies of facial expressions and non-verbal communication. This study investigates the effects of non-verbal communication in conveying meaning in EFL classrooms. Conveying meaning in foreign language classes is a crucial issue because learning a language, whether native or foreign, cannot occur without effective conveyance of meaning. In teaching English as a foreign language, meaning needs to happen within levels, activities and functions.

1.1 Statement of the Study

Meaning conveyance is a fundamental goal in language teaching and learning. To accomplish this essential goal, effective communication should be mastered in EFL classrooms. It is well known that communication is divided into two forms; verbal communication and non-verbal communication. Non-verbal communication is considered one of the most effective techniques in meaning

conveyance. EFL teachers should be aware of the non-verbal messages they send and receive since they are mutual between the teacher and students.

Nevertheless, it seems that non-verbal communication has not been given sufficient attention in the practical field of teaching a foreign language. It has been observed that EFL teachers do not receive special training on non-verbal communication to implement it in their teaching practice. The lack of this technique leads to the difficulties of students' understanding of new language items, such as new vocabulary, structure, grammar, and chunks.

1.2 Questions of the Study

The study tries to answer the following questions:

- 1- What is the role of non-verbal communication in motivating students to understand the meaning?
- 2- To what extent does non-verbal communication convey emotional meaning?
- 3- To what extent does non-verbal communication help EFL teachers to convey the meaning of new vocabulary?
- 4- To what extent does non-verbal communication help EFL teachers to convey grammar meaning?
- 5- What is the effect of non-verbal communication techniques in conveying meaning?

1.3 Hypotheses of the Study

This study is based on:

- 1- Non-verbal communication increases students' motivation to understand meaning.
- 2- Non-verbal communication is a credible technique to convey emotional meaning.
- 3- Non-verbal communication helps EFL teachers convey the meaning of new words and vocabulary.

- 4- Non-verbal communication helps EFL teachers to convey the grammar meaning.
- 5- Nonverbal communication is an effective technique to convey meaning.

1.4 Significance of the Study

Language teachers need to know and implement techniques that their students enjoy and get used to them. Non-verbal communication is seen as one of the most effective techniques, which is very important for teachers and students. Therefore, the significance of this study appears in the following points:

- 1- It helps teacher-development centres to provide more training for teachers to implement non-verbal communication in their classes.
- 2- It recognizes the importance of paralinguistic features such as: tone of voice, facial expression, gestures, eye contact...etc. in EFL classrooms.
- 3- It shows the difficulties and challenges that might face teachers in using nonverbal communication in EFL classrooms and how to solve them.
- 4- It encourages teachers to use nonverbal communication in their classes.

1.5 Objectives of the Study:

This study attempts to:

- (1) investigate the role of non-verbal communication in increasing students' motivation.
- (2) measure the credibility of non-verbal communication in conveying emotional meaning.
- (3) investigate the extent of non-verbal communication in helping EFL teachers to convey meaning of new vocabulary.
- (4) to investigate the extent of non-verbal communication in helping EFL teachers with the meaning of grammar.
- (5) to measure the efficacy of non-verbal communication techniques in meaning conveyance.

1.6 Limits of the Study

This study is confined to using non-verbal communication in EFL classrooms for EFL teachers who work across Saudi universities at preparatory year program (PYP) as well as for students who study at the same program. There were 127 male and female EFL teachers with different age groups and experience in the academic year of 2019 -2020 working across 13 Saudi universities and students at Jouf region involved in this study. For both teachers and students, data collection is done through questionnaires.

1.7 Research Methodology and Design

A descriptive method is followed for carrying out this research. Questionnaires are distributed for teachers and students to check their experiences and opinions about non-verbal communication concerning meaning conveyance in different levels of language i-e vocabulary, grammar, and to what extent does it increase and show motivation. The sample of the study is randomly chosen using the simple random sample method (SRS).

Subjects:

1- Teachers at preparatory year program (PYP) across Saudi universities in 2021-2022.

2-EFL students at the preparatory year program.

● Instruments:

A questionnaire is used for both teachers and students to check and analyse the role and efficacy of non-verbal communication.

Chapter Two

Literature Review And Previous Studies

Chapter Two

Literature Review And Previous Studies

2.0 Overview

Teaching and learning are processes that take place between the teacher and students. These processes require techniques, strategies, activities, and aids in order to achieve the goals for both the teacher and the students. In order to achieve the goals and objectives of the teaching and learning processes successfully, teachers should master effective communication inside their classrooms. Effective communication between the teachers and their students plays a significant role in conveying meaning, particularly in EFL classrooms, because some words need to be explained clearly from the teachers to their students, showing their feelings and emotions until they get the whole meaning. The words that require feelings and emotions need communication, namely nonverbal communication or body language. The researcher concentrates on nonverbal communication or body language in meaning conveyance in the EFL classroom from this perspective. To sum up, communication can be divided into verbal and nonverbal communication, and each has its features and elements.

2.1 The Definition of Communication

Nonverbal communication has been defined by various scholars according to their field and understanding of it. There are some common senses or sharing ideas that agree to most extend to the denotation of nonverbal communication. Wang Haiyan (2009) states that nonverbal communication is defined in many ways by different western scholars. For example, Larry. A. Samovar (as cited in Wang Haiyan, 2009, 155) “nonverbal stimuli in a communication setting that are generated by both the source and his or her use of the environment and that have potential message value for the source or the receiver.”

According to Richards and Schmidt (2010:97), *Communication is the exchange of ideas, information, etc, between two or more persons. In an act of communication, there is usually at least one speaker or sender, a communication message which is transmitted, and a person or persons from whom this message is intended (the receiver).*

Canale (1983:4) defined communication as “the exchange and negotiation of information between at least two individuals through the use of verbal and *nonverbal* symbols.”

According to the latter definition, it confirms and appears that the two kinds of communication, the verbal and nonverbal. Verbal communication by its name shows that the speaker uses words when communicating with others, but the question lies in nonverbal communication.

2.2 The Definition of Nonverbal Communication

Nonverbal communication is used in everyday communication, whether that happens consciously or unconsciously, in order to convey the intended messages. EFL teachers depend much more on nonverbal communication than verbal communication because it helps the teachers emphasise the explicit and implicit meaning of a message. It also enforces some assumptions in the minds of the interlocutors. i-e the teacher and the students.

Many people have defined nonverbal communication or body language in many ways. Examples of that; Richards and Schmidt (2010:398 as cited in Kałuska 2013) defined it as a type of communication “without the use of words.”

According to Negi (as cited in Kałuska 2013, 219), nonverbal communication “is the one person stimulating meaning in the mind of another person by non-linguistics cues, e.g... Facial expressions, gestures etc.”

Verbal communication and nonverbal communication cannot be analysed separately when decoding the message(s) because these components are linked

together. Neill and Caswell (1993:9) put it as “Nonverbal signals used face-to-face interaction, mainly actual behaviour, and signals such as dress and room arrangement, which you or the children may “set up” before meeting each other. These “set up” signals allow you, more or less consciously, to plan and alter what happens when you meet”.

Based on the above definitions, nonverbal communication involves body movements. Hence, body language is considered a kind of nonverbal communication, and therefore, in this research, the researcher uses body language and nonverbal communication interchangeably. Regardless of the differences and equivalents between body language and nonverbal communication, some writers defined body language according to their views. Tracing back to Shakespearian literature, it is found that Shakespeare used hints to reveal the role of body language in conveying messages in human communication. “Fie, fie upon her! There’s language in her eye, her cheek, her lip, Nay, her foot speaks; her wanton spirits look out At every joint and motive of her body. O, these encounters, so glib of tongue... ” (Johnston, 2016, 105). Shakespeare from this piece of writing indicates that messages can be conveyed through parts of body movements and behaviour.

2.3 Background of Body Language

First of all, a clear definition of body language needs to be presented before shedding some light on the background of that. In research from Liu (2019) “It refers to the patterns of facial expressions and gestures that people use to express their feelings in communication.”

Concerning its background, it has been stated that “the most famous work concerning the beginning of the study of language was perhaps Charles Darwin’s the expression of the Emotions in Man and Animals, published in 1872; Pease and Allan 1988; Hickson & Stocks, 1993; and Knapp and Hall, 1992” (Hişmanoglu,

2008, 166). This work was the beginning of the modern studies of facial expressions and body language, and most of Darwin's viewpoints and observations about body language has been validated by present-day researchers. According to Albert Mehrabian (as cited in Hişmanoglu 2008, 166), the total effect of a message is about 7% verbal (words only), 38% vocal (comprising tone of voice, inflexion and other sounds) and 55% nonverbal. This is a brief background on body language. Kuhnke Elizabeth introduces her book, *body language for dummies* (2013:10), and argues as:

The science of body language, dating primarily from around 60 years age, although body language itself is, of course, as old as humans. Psychologists, zoologists, and social anthropologists have conducted detailed research into the components of body language. Part of the larger family known as nonverbal behaviour,

From Elizabeth's introduction, a clarification can be concluded that body language and non-verbal behaviour were being treated the same. Since nonverbal behavior uses body movement to convey the message without words, this is considered nonverbal communication.

2.4 The Definition of Body Language

Some researchers and experts define body language from their point of view. For example, According to new research, body language has been defined as “body language is nonverbal communication that involves body movement “gesturing” (Ali, 2000). Can also be termed as body language which is nonverbal means of communication.”

Merriam-Webster Dictionary(2017) argues that: “the gestures, movements, and mannerism by which a person or animal communicates with others” and it also has been defined in Collins English Dictionary as “how you show your feelings or

thoughts to the other people employing the position or movements of your body, rather than with words.”

Hornby (as cited in Tai, Yuanyuan, 2014) outlined it as a term for different forms of communication using body movements or gestures instead of sounds, verbal language, or other communication methods. Body language is the process of communicating what you are feeling or thinking by the way you place and move your body rather than by words.

All these definitions focus on body language in terms of not using spoken words. Moreover, they focus on using body language to convey the speaker's true feelings, whether consciously or unconsciously. Hence, conveying the actual emotional words is the most important to EFL learners. Therefore, English language teachers should take care not only of the forms of new words in their English lessons but also of the meaning of those new words. Although sounds and verbal language is not included in the above definition, some features of sounds are regarded as part of body language or NVC, such as tone of voice and intonation of sounds and utterances.

2.5.0 Types of Body Language or Nonverbal Communication

When teachers communicate in EFL classrooms, they do not communicate only with words; they use different body language to impart and convey the meaning of words. They use gestures, postures, facial expressions, eye contact, and how they view and use their personal space and extra-linguistic cues.

Negi (as cited in Kałuska 2013, 219), argues that there are different types of body language and nonverbal communication that are used in the language classroom and these are:

1. Kinesics;
2. Haptics;
3. Proxemics;

4. Chronemics;
5. paralanguage/ vocálicos;
6. Olfactics; and
7. Physical appearance.

Based on these types, the role of body language will be investigated in EFL classes and how it affects students' understanding of meaning conveyance.

2.5.1 Kinesics

Kinesics is related to general body movements and it has been defined in research by Poyatos (2002:185) as

Conscious and unconscious psychomuscularly –based body movements and intervening or resulting still positions, either learned or somatogenic, of visual-acoustic and tactile and kinesthetic perception, which, whether isolated or combined with the linguistic and paralinguistic structures and with other somatic and behavioural systems, possess intended or unintended communication value.

Kinesics includes the following:

- A- Facial expression,
- B- Eye contact,
- C- Gestures, and
- D- Postures.

A- Facial Expression

The face is the most prominent part of our body, and a very significant feature of our body, especially in terms of nonverbal communication. Facial cues are the first information that we give to or receive from others. An influential English teacher is the one who usually uses facial expressions to convey the meaning of English vocabulary, structure, and chunks to s/his students. For example, an English teacher makes a sad facial expression when explaining sadness. He makes a happy facial expression when he explains happiness. When it is interesting, the teacher

raises his eyebrows when it is difficult to concentrate, and in an exceptionally difficult point, he looks puzzled to signal that he has just asked a difficult question which the students need to think about.

According to Duchenne et al. (as cited in Moussaoui, (N.D)) *human face as a book to be read, having hidden pages and various secret tellers. The face is the ground where feelings rise individually, and only a few people can transform its secret pages into truths and insight. As it was known before in the science of physiognomy, the significant impacts on someone and his/her reaction are always on his/her face, which expresses how important having face-booked reading competence is.*

Also, Furnham and Petrova (as cited in the *ibid.*) “Claim that every sort of movement and body signals is a story that has a motivator to be done and a goal to be reached; recognizing the motion, the sign, or the gesture is the initial receptive process, then recognizing what they mean is the required goal.”

In general terms, facial expressions mainly serve to support verbal communication and clarify the intended messages. The listener or the receiver of the message always takes the facial expressions as granted and authentic. If some contradictions occur between the verbal and nonverbal ones, the listener is likely to take the nonverbal communication. For example, the teacher says to the students, “Who knows the answer to the question?” and one of the students answers the wrong answer. The teacher says “yes” with a sad facial expression, and the students are likely to take the facial expression rather than the verbal “yes”. The facial expression has sub-features; one of them is smiling.

A smiling teacher is thought to convey warmth and confidence in the classroom. S/he promotes a supportive classroom atmosphere, which aids students’ positive attitudes and corresponding achievement. If a teacher smiles frequently, he/she will

be perceived as more likeable, friendly, warm and approachable. Smiling is often contagious, and students will react favourably and learn more.

There are a number of studies that highlight the positive impact of smiling in the classroom. Studies by Keith et al (1974) found that teachers who smile more often and manage to smile for long periods conduct classes where their students spend more time thinking, answering questions, discussing topics more readily and spontaneously responding in the classroom. However, in some situational contexts, teachers need to be careful about their smiles in the classroom because some students perceive a smiling teacher as weak. This is obviously related to classroom management and the construction of power within the classroom. Generally, smiles convey some vocabulary in the EFL classroom. Such as smile, happy and many other words. As the old saying goes, “there are hundreds of languages in the world, and a smile speaks all of them.”

A smile is not isolated from facial expressions. It is still considered one of the features of facial expressions. Facial expressions are one form of the kinesics of transmitting messages nonverbally.

According to Knapp and Hall (as cited in Gregersen, T. S 2007), the face is rich in communication potential. It is the primary site for communication of emotional states; it reflects interpersonal attitudes; it provides nonverbal feedback on comments of others, and some scholars say it is the primary source of information next to human speech. For these reasons, and because of the face’s visibility, we pay a great deal of attention to the messages we receive from the faces of others. Thus, using facial expressions can build strong communication among students and teachers.

B- Eye contact

As an old saying goes, “eyes are the windows of the soul.” From this saying, many meanings can depend heavily on the eye. According to Atta. M. & Ayaz. M. (2014), eye contact means looking into another’s eye, which means meeting the eyes of two people. Eye contact occurs when “two people look at each other’s eyes at the same time.” Eye contact plays a crucial role in classroom teaching and management. It is the utmost practical tool in classroom teaching.

Eye contact is a tool teachers use to control, manage, and help students be at ease and express emotions. The teacher uses his/her eye contact to improve his teaching. Eye contact is considered communication between the teacher and students. That is to say, teachers’ eye contact helps in teaching. If some students do not listen earnestly, the teacher can prompt their attention with eye contact. Teachers’ eye contact serves several communicative functions, ranging from regulating interaction, monitoring interaction, conveying information to establishing interpersonal connections. In EFL classrooms, teachers use eye contact to regulate their classes, signal to students to take turns speaking, and so on.

According to Harrison (as cited in Rahmat 2018, 82), besides “looking”, eyes can serve:

1. To seek feedback or to monitor a follow-up interaction,
2. to exercise control over communication channels,
3. to convey specific relationships, particularly dominance or submission, liking or disliking.

Khan and Akbar (as cited in Atta. M 2014: 92), “in the teaching-learning process, eye contact is perhaps the most powerful way we communicate. More extended eye contact is associated with trust, good feelings, and the participation of students. Eye contact is vital in keeping a class focused.

Richmond & McCroskey (as cited in Gregersen, T. S. 2007), Through the use of our eyes, we can control interaction, elicit the attention of others, and show interest, or lack of it. Knapp & Hall (2005) define five functions of eye contact as: regulating the flow of conversation; monitoring feedback, reflecting cognitive activity, expressing emotion; and communicating the nature of the interpersonal relationship. Compared to all other nonverbal cues, the whole function of eye contact is to make communication between the teacher and students at ease. According to (Ibid), the flow of conversation is regulated through visual contact in two ways: it indicates that the interlocutors are open to communication, and it manages turn-taking by sending and receiving signals. Individuals who seek visual contact with another are that they want to engage in communication, and those who avoid eye contact are sending the opposite message. Similarly, this happens in classroom situations as signalling and the teachers are aware of it. Another function of eye contact, as has been indicated earlier, is monitoring feedback. This works well in EFL classrooms as teachers usually want to receive feedback from their students. According to Knapp & Hall (2006), in many cultures, listeners who do not make eye contact with their interlocutor will be perceived by their conversation partner as not attentive.

In terms of expressing emotion, eye contact is considered a primary means of conveying emotion, whether inside the classroom or outside the classroom. Language learners always give attention to eye contact, and so do teachers. Gregersen (2005) argues that the nonverbal behaviour of high anxious and low anxious foreign language learners differed and that those learners suffering from foreign language anxiety maintained less eye contact with the teacher.

C. Gestures

A gesture is a kind of body language, which is the most helpful tool for communication. English language teachers use gestures accompanied by spoken

words to explain new words and express the meaning. For example, when teachers want to explain the pronoun “I”, simply they point to themselves using gestures; when they want to describe an object, they frequently use gestures to illustrate what the object is like. The students find it easier to understand what their teachers say when they let their body create a picture of the object rather than relying on the spoken words alone. If they describe a round object like a ball, for instance, they may hold their hands in front of themselves with their fingers arched upward and their thumbs pointing down. Because some students are visual, they take information more effectively by seeing what is being described. Another example, the word "bouncy," the teacher can act out the action word to convey the word's meaning. Illustrating teachers' messages through gestures helps students get the whole meaning of the new vocabulary.

According to new research... (*The Social Interactive Nature of Gestures: Theory, Assumptions, Methods, and Findings*, 2013). Gestures are the conversational hand movements that people integrate with their words to convey meaning to each other in a dialogue. McNeill (2006) argues that gesture is a multiplicity of communicative movements, primarily, but not always, of the hands and arms. EFL teachers use gestures to do one of the following:

- 1- To clarify and describe the facts,
- 2- To draw the students' attention, and
- 3- To emphasize the meaning of new words.

Teachers can combine their vocalized sounds and gestures to make the class lively and dynamic.

According to Thornbury (2013), the gesture is sought to be bodily behaviour that is most directly tied to linguistic meaning. It is inextricably linked to speech to

form one integrated system. As it serves a communicative function, it also helps in regulating people's thoughts and talks.

Hood (2011) argues that, from a pedagogical perspective, these embodied movements and syndromes of gestures function to guide students' attention, signalling shifts in what is salient for them of the teacher's talk. Body language is intrinsic to the teacher's interaction with the students. It contributes to building redundancy in meaning-making potential and expanding the meaning potential available in spoken discourse. Teachers' body language is also a resource in mediating between potential and actual meanings and, as such, is an intrinsic part of the process of scaffolding students' learning.

C.1 Types of Gestures

Hans (2015) argues that there are three main types of gestures; namely adaptors, emblems, and illustrators. These types can be used in EFL classrooms, and teachers can utilize them in their classes to convey meanings to their students.

C.1.1 Adaptors

Adaptors are touching behaviours and movements that indicate internal states typically related to arousal or anxiety. Adaptors can be targeted towards the self, objects, or others, and it can be observed clearly that teachers use them in their classes. For example, teachers can scratch their hair or touch the desk in front of them while teaching to explain something.

C.1.2 Emblems

Emblems are gestures that have a specifically agreed meaning. These are still different from the sign used by deaf and hard of hearing people or others who use American Sign Language communication. (ASL). Even though they generally agree on meaning, they are not part of a formal sign system like (ASL) which is explicitly taught to a group of people. A raised thumb, the "OK", is an example of

emblems. Teachers use this to confirm the answers of their students and encourage them.

C.1.3 illustrators

Illustrators are those behaviours that complement the verbal message. For most individuals, these are the natural hand and body gestures that accompany speech, such as gesturing, smiling, frowning, or pointing to illustrate a point. These nonverbal cues can convey the same meaning as the verbal message, either complete or supplement it. For an English language learner, these dramatically aid in understanding a speaker's message as they supply extra context clues for determining the meaning of an utterance. For instance, when English language teachers want to explain the word "straight on" for the directions, they may point to the appropriate direction as the verbal message is communicated.

In general terms, teachers can use appropriate gestures to transmit their emotion and feelings to students and use it to convey vocabulary meaning. It adds persuasion and appeals to the class too. In classroom teaching, teachers can make some gestures to express what they want students to get as an intended meaning of a new word. For instance, when a teacher explains the sentence "He is fat", he/she may splay his/her hands around his/her haunch. Some other simple gestures play the role of conveying the teacher's message. For example, "come here," the teacher stretches out one hand, which points to himself with the palm, then beckons.

D. postures

Posture is a way of positioning one's body or body parts. For instance, when standing or sitting. By posture, people can express respect or disrespect, interest or disinterest and positive and negative emotions. Teachers' postures affect students' understanding to a great extent. For instance, a teacher who stands in front of the class and does not move around, students consider him/her a passive teacher and they might be affected by this passiveness.

While seated, sitting and standing during class teaching and learning, students' body posture is a clear-cut nonverbal cue. Caswell and Neill (1993) and Miller (2005a, 2005b) state that an attentive and engaged student will sit predominately erect and lean forward slightly towards the speaker. A content person also tends to walk with an erect posture Miller (2005b). On the other hand, boredom or a discouraged state is indicated by slumping or slouching when seated (Miller, 2005). It should be noted that a non-erect posture could indicate a lack of respect for that person.

2.5.2 Haptics

Hans and Hans (2015) define Haptics as “Haptic is the study of communication by touch”. EFL teachers can use touch to make their students more confident and feel at ease while explaining and presenting the new lesson. Although touch on some occasions can be considered as unfavourable, teachers can use it for the mentioned reasons in their classes. Teachers can use touch as a positive effect in their classes. For example, teachers can use touch to show affection, give support, and show friendliness. Sometimes touch can be more powerful than words, especially when building relationships with students or conveying emotion. For example, when a student has just received bad news, a pat on the shoulder from a teacher can be far more reassuring than many attempted words of understanding.

2.5.3 Proxemics

Webster Dictionary, (2017) proxemics “is the study of the nature, degree, and effect of spatial separation individuals naturally maintain (as in various social and interpersonal situations) and of how this separation relates to environmental and cultural factors”. Teachers can utilize this and conduct suitable classes to properly convey meaning. For instance, it is easy for students to understand the teacher who is in an appropriate space. In research by Hall (1990), space has been divided into four categories; intimate, personal, social, and public. Teachers' and

students' space lies under the public and interpersonal space zones. This refers to situations where the teacher and the students relate to each other.

2.5.4 Chronemics

Chronemics, according to Zoric, G., Smid, K., & Pandzic, I. S. (2007), refers to the timing of verbalization and pauses. Teachers can observe their delivery of how they speak and when to pause in order to let their students understand what they are saying.

2.5.5 Paralanguage or Vocalics

Vocalics include timber, volume, intonation, and prosody. The researcher sees how these affect conveying meaning. Mehrabian (2017) argues that voice quality plays an essential role in conveying messages. The way we talk has a profound effect on how others interpret and interact with what we are saying and how we feel. Also, according to (ibid), 30% of our communication comes across through the tone, inflexion, and speed of our voices. Wang (2008) claims that all voices can convey several things: psychological arousal, emotion, and mood.

Moreover, it reveals social information through various tones and pitch levels to express sarcasm, superiority, or submissiveness. Listeners, watchers, and communicators should act and react to get the right voice heard and interact appropriately. As far as meaning is concerned in EFL classrooms, EFL teachers can use their tone of voice and intonation to convey the meaning of new words to their students. An example of that can be represented in conveying the emotional and grammatical meanings of new words. The grammatical meaning of the word "ready," for example, can have two grammatical meanings. One as a question, i-e *Are you ready?* With fall intonation and other as affirmative statements, i-e, *I am ready* with rising intonation. Richmond, V. P., Gorham, J. S., & McCroskey, J. C. (1987) argue that when it comes to using the voice (also known as paralanguage or

vocalics), vocal variety is the factor that students associate most positively with learning.

EFL English teachers should be aware of the kinds of vocals they use in the classroom. Scherer (1972, 251) puts it as

One of the antidotes to monotone expression has to do with pitch variation. This is another important dimension of your v-factor (voice factor). Extreme pitch and what are known as 'up contours' produce ratings of 'highly pleasant active and potent emotions such as happiness, interest, and surprise and also fear.

Miller (2005) argues that teachers need to take the following steps:

1. Ensure there is a proper quality of projection,
2. Monitor the rate at which they speak,
3. Vary the kinds of intonation they use.

Another factor that affects and changes the meaning of utterances and sentences is prosody. Prosody, according to White, J and Gardner (2013, 75),

Prosody is the term used to describe how vocal variations change the meaning of what is being said. Take the following sentences, for example, 'Mark is coming with me.' We can give this sentence additional meaning by emphasizing certain words by stress as follows:

1. "Mark **is** coming with me." The emphasis on "is" here is definite, meaning, this is happening presently.
2. "Mark is coming with **me**!" Here the emphasis is on "me". He is coming with me and no one else!
3. "**Mark** is coming with me." Here the emphasis is on 'Mark' and no one else.

Teachers make frequent use of prosody stress in their questions to students. Since asking questions is one of the techniques of conveying, teachers use it to clarify the meaning. Hargie and Dickson (2004, 116) argue that "there are certain nonverbal signals which should accompany a question, with the raising or lowering of vocal

inflection on the last syllable being one of these." English language teachers should be very aware of this. In the same way, Roach (2000, 183) puts it as, "intonation makes it easier for a listener to understand what a speaker is trying to convey." How intonation does this is very complex, and many suggestions have been made for ways of isolating different functions". Among the most often proposed are the following:

1. Intonation enables the speakers to express emotions and attitudes, as they speak, and this adds a special kind of "meaning" to a spoken language. For example, the speaker can say the same sentence in different ways, which might be labelled "angry", "happy", "grateful," "bored," and so on. EFL teachers need to know how to use intonation in an appropriate way in a given situation. Intonation is always accompanied by different facial expressions, gestures, and body movements in conveying the meaning of emotional attitudes.
2. Intonation helps to produce the effect of prominence on syllables that need to be perceived as stressed. It is frequently said that the placement of the tonic syllable indicates the focus of the information. EFL teachers can utilize this to convey the emphasis of certain words' meanings.
3. The listener is better able to recognize the grammar and syntactic structure of what is being said by intonation. For instance, through intonation, the listener will differentiate between questions and statements.
4. It helps the listener in act of speaking on what is to be taken as "new" information and what is already "given". It can also convey to the listener what kind of responses are expected. R. Peter (2000)

2.5.6 Physical Appearance

It is undeniable that one's colour of clothes, hairstyle, and other factors affect appearance. Appearance is considered as a means of nonverbal communication. This can be represented in students' mood in terms of psychological reactions,

judgments and interpretations. Issa (2017, 274) outlines it as “People still fly to meetings in the age of computers, text messages, emails, telephone, and video conferencing. It is because of the need to express and observe nonverbal communications in person.” Thus, personal appearance is regarded as a means of helping in communication between individuals. He adds, “Physical appearance reveals many things about the person using them.” For example, gestures can emphasize a point or relay a message, posture can reveal boredom or great interest, and touch can convey encouragement or caution. ”

In research from Dinică (2014, 109) *“Clothing, since that is the result of the personal choice, reflects the individual, is kind of extension of the self and in this context, provide information about it. It can even affect our general behaviour or others. Clothing can be used to create a role”*. Concerning personal hygiene, he puts it as *“personal hygiene is an important factor. Smell “telegraph” messages for many people, even without being aware of it. The strong perfume draws the attention in an appropriate way, and suggests bad taste or certain intentions”*

2.6.0 The Application of Body Language in English Language Methods

There are many methods and approaches for teaching and learning English. Body language can be incorporated into most of them to facilitate the comprehension of the meaning to students.

2.6.1 The Natural Approach

The natural approach, which is the basic principle of Krashen’s Monitor Model, is highly connected with the topic in question. It implies that messages need to be comprehensible in that target language. Nonverbal communication becomes a relevant factor. Krashen (1996). The natural approach enables the learners to acquire the second language by mainly comprehending the situations they are exposed to. In addition, it is part of methodologies that develop communicative abilities since it is “based on an assessment of student need” (ibid, 71). Since

communication is highly relevant for students to comprehend English, teachers should include nonverbal means during teaching because students require visual input such as physical communication to understand teachers' intention and meaning. According to Krashen (1996, 58). The Natural Approach considers five main characteristics in order to have a better understanding, and these are:

1. "The goal of Natural Approach is communication skills": the most important aspect is to focus on communication through the exposure to comprehensible input.
2. "Comprehension precedes production": the language needs to be understood before it is performed. The acquirers have to have access to comprehensible input in order to comprehend the language.
3. "Production emerges": At the beginning, production is not mandatory because the language needs to be comprehended. Comprehensible input is also required since acquirers can rapidly start producing in the target language.
4. "Acquisition Activities are central": The most relevant aspect is to focus the class activities on the acquisition process since they are related to communication in context. In addition, comprehensible input still plays a relevant role.
5. "Lower the affective filter": people will not acquire a second language if their affective filter is high; with rich comprehensible input, there is the opportunity to lower the filter.

2.6.2 Total Physical Response

The total physical response is one of the approaches that incorporates body language and body movements with verbal language. It is an efficient approach for getting the new words' meaning, as the saying goes, "Actions are louder than words."

According to Krashen (1998, 7), “According to current theory, TPR works because it is an excellent way of providing students with comprehensible input; the teachers’ movement provides the background knowledge that makes the command more comprehensible.” Moreover, Lee (2003, 41) states that “TPR in its simplest form refers to learners carrying out the actions commanded by the instructor. The instructor first performs the actions while the learners listen and watch, then the learners perform the same actions with the instructor”. Thus, it fundamentally tries to actively involve students in their learning process by using body movements and body language. Apart from providing the students with optimal and meaningful input, TPR is similarly Krashen (1996, 17) put it as “communication-based”, and also it “produce(s) far superior results to grammar-based approaches”. As a result, when this tool is used, the learners will not be immersed in a decontextualization reality; students have immediate input that can be put into practice in the very exact moment. Moreover, students have direct access to visual cues, which are helpful at the time of connecting the spoken language with immediate and nonverbal ways of communication.

TPR's origin comes from what Asher (2003, 30) calls 'language –body learning': when noises come from someone's mouth and are followed by body movement, the learner is able immediately to decipher the meaning of the noise at many levels of awareness, including phonology, morphology, syntax, and semantics. There is an immediate understanding of the strange noises coming from someone's mouth, but the patterning of the target language is internalized in such a way that the learner can effortlessly recognize constituents to understand novel sentences. If the student listens to a sentence while looking at the action, he/she will immediately understand the meaning of the words in the target language. Asher (2003, 30) posits that the exposure of adults and children to TPR has revealed:

(a) the comprehension of novel sentences – ones the learner had never heard before, (b) unusually long-term retention which seemed to have the permanency observed in skill learning as when as one acquires the capability to ride a bicycle or to swim with the butterfly stroke, and (c) the linguistic achievement was accomplished seemingly without effort –in a stress-free environment.

This teaching tool aids enormously in the process of understanding and relating the information presented in the target language because it connects oral language and nonverbal communication. These methods (The Natural Approach and TPR) are the most approaches that require using body language as the primary aid.

2.7The Power of Body Language

Verbal and nonverbal communication are both used to convey messages and meaning to listeners, but body language, or nonverbal communication, has greater power in meaning conveyance than verbal communication. In the research of Hecht (2007), there are four reasons for studying nonverbal communication. The first, and, perhaps, the most compelling, is that nonverbal communication is the predominant means of conveying from person to person. Although some have suggested that 93% of conversational meaning is communicated nonverbally; Mehrabian (1968), more conservative estimates that nonverbal behaviours account for 60 to 65% of the meaning conveyed in an interpersonal exchange). Even conservative estimates ascribe nearly twice as much meaning-making power to nonverbal communication as verbal, and it is not difficult to understand whereas, verbal communication is typically conducted either by speaking or writing. Nonverbal communication encompasses an array of visual, vocal, tactile, olfactory, and gustatory behaviours. Many of them are routinely enacted in concert to convey meaning. Moreover, nonverbal communication is multimodal; people can use multiple nonverbal cues simultaneously (e.g., smiling while gesturing and sitting in a slumped position), whereas people can only speak or write one word at a time. A

second reason nonverbal communication warrants attention is that, when nonverbal cues conflict with verbal messages, people are most likely to believe what is being conveyed to them nonverbally (Burgoon et al., 2016). For example, when one person tells another person that s/he is doing well, but his/her posture, tone of voice, facial expressions and lack of immediacy suggest otherwise, that person is most likely to draw the opposite conclusion. The reason people privilege nonverbal communication is related to the amount of control and intent typically attributed to verbal versus nonverbal behaviours. As Newton and Burgoon (1990 b) note, verbal messages are frequently constructed and conveyed with a high degree of control, conscientiousness and intent. An example of this can be represented in the story of Dr. Fox in White John (2012, 25).

In 1973, Natfulin et al. decided to examine the significance of expressive teaching styles. So, they hired an actor, and called him Dr. Fox. This fictional Dr. Fox, with a fake PhD, was given the role of lecturer in education. He had no real knowledge of the content he was to teach, but he had the ability to act! Dr. Fox delivered lectures to the participating pre-service teachers in a charismatic, interesting, and funny manner. Amazingly, while the lectures were gripping and entertaining, they were devoid of any consequential content. However, when asked to evaluate the lecture, these students praised Dr. Fox as much as for the academic aspects of the lecture as for his expressive style! In other words, the fake Dr. Fox fooled the audience into accepting he was competent on the academic content of his lecture through his highly engaging and expressive of communication.

Third, nonverbal behaviour is the primary means of expressing and, indeed, experiencing emotion. Highly intense emotional states are routinely manifested in nonverbal behaviours. For instance, crying or wailing with intense sadness, trembling with intense fear, smiling uncontrollably with intense happiness, and turning red-faced with intense anger or embarrassment.

Finally, nonverbal communication is highly meta-communicative. We routinely use nonverbal behaviours to enhance, clarify, or qualify the meaning of a verbal message. For example, the teacher can use a particular facial expression and tone of voice to indicate that what s/he says is sarcastic and is not meant to be believed literally. Similarly, illustrator gestures are used to add meaning to a verbal message, pointing in a specific direction while saying "it is over there." For instance, or using one's hands to illustrate the shape or size of something.

In research by Burgoon et al. (2016), one way the meta-communicative aspect of nonverbal behaviour can aid the development and maintenance of personal relationships is to express what they cannot express verbally. For example, norms of politeness in many situations dictate that one should not verbalize one's true thoughts or feelings but should mask them in the service of politeness.

2.8.0 Functions of Body Language or (Nonverbal Communication)

Nonverbal communication occurs simultaneously with the verbal message. By the function of nonverbal communication, the researcher means the message that NVC cues convey. In research from Malandro et al (as cited in Schroeder 2017, 103) nonverbal communication serves six primary functions: complementing, substituting, for, accenting, contradicting, repeating, and regulating verbal messages.

2.8.1 Complementing

Nonverbal behaviour serves to complete or add to the verbal message. It can modify or elaborate on verbal messages. Verbal communication alone would not communicate the intended meaning. A complementing nonverbal message changes the meaning of the verbal message by adding additional insights or information. Knapp & Hall (as cited in Peng 2011, 507) outlines it as: when clarification is of the most importance, one should be primarily concerned with making verbal and nonverbal behaviours because they complement one another.

2.8.2 Substituting

Nonverbal communication can also substitute verbal messages. According to Dodd (as cited in *ibid*, 1997), substitution often occurs when barriers to verbal communication exist in the environment and is used for emphasis. For example, an experienced teacher might suddenly raise or lower his/her voice to attract absent-minded students to focus on his/her speaking in class. Another example, a quick “thumb up” can substitute for words of praise or encouragement that might not be heard from a distance or in a noisy crowd.

2.8.3 Accenting

The function of accentuation is to emphasize a particular message in verbal communication. It is much like underlining or italicizing written words to emphasize them. For instance, a skilful teacher would pause before or after an important point in his/her explanation. The pause would assist in highlighting or accenting the point that the teacher is about to make.

2.8.4 Contradict

According to Negi (2009, 103), nonverbal communication can contradict verbal messages, as in ‘irony’ and ‘satire’. In a nutshell, nonverbal communication expresses happiness, sadness, surprise, intimacy, seriousness, satire, formality, informality, and so on via nonverbal language.

2.8.5 Repeating

People often use nonverbal language to repeat a point in their verbal language. Repetition is used in order to emphasize or clarify the verbal message. For example, when an English teacher is teaching numbers, when s/he says “one” in English, meanwhile, s/he puts one of his/her fingers to clarify the message.

2.8.6 Regulating

Specific nonverbal movements and gestures are used to regulate the follow, the pace, and the back-and-forth nature of verbal communication. According to

Capper (2000), nonverbal communication provides vital cues for the learners' interpretation of speech acts and considerably enhances conversation. Malandro et al. (1989) argue that regulations often coordinate the verbal dialogue between people, to be exact, and manage the flow of communication interaction through nonverbal behaviour. In class, teachers can use a head nod to indicate to a student that s/he agrees with him/her and that s/he should continue talking. Teachers can direct their eye contact with students to let them know that the channels are open. Moreover, Allen (1999,474) puts it as:

In the classroom environment, nonverbal communication plays a crucial role, especially with regard to teachers' nonverbal signals. Teachers may use nonverbal signals to:

- Encourage students to participate in a lesson.
- Motivate them,
- Emphasize expectations,
- Monitor and control students' reactions to the discussed agenda,
- Help to come up with an appropriate guess about the message, and
- Raise students' awareness of gestures used in the target language.

2.9 The Consideration of Silence as a Part of Non-verbal Communication

Silence is an essential communication tool. In teaching English language, teachers intentionally use it to make their students understand certain feelings and attitudes. Silence can be an effective technique for teachers to get feedback from their students. As the African proverb states, "Silence is also speech". Silence sends us nonverbal cues concerning the communication situations in which we participate. Silence cues affect interpersonal communication by providing an interval in an on-going interaction during which the participants have time to think, check or suppress emotion, encode a lengthy response, or inaugurate another line of thought. Silence also helps provide feedback, informing both sender and

receiver about the clarity of an idea or its significance in the overall interpersonal exchange. Silence cues may be interpreted as evidence of an agreement, lack of interest, etc.

According to Poyatos. F. (1984, 284–285), states that silence serves three primary functions:

(a) when it signifies in itself, without reference to anything else, and the interpreter sometimes will have to translate it verbally, particularly when it entails a mental cultural differences; (b) when it can happen as ‘zero sign’ if one of the interlocutors refuses to answer verbally, for instance, to an initial greeting or to a question or comment, in which case the interpreter will need to rapidly decide to fill that gap where evidently something is missing; and (c) when the silence can act as carrier of the last words said and make their effect increase in the listener.

The above-stated facts work well in situations of simultaneous interpretation, but teachers can utilize them in their teaching. For example, in some cases, a teacher does not complete the sentence while delivering the lesson and lets the students complete the sentence by themselves.

2.10 Nonverbal Communication Its Pedagogical Implications

In their studies, many researchers have stated that teachers’ nonverbal cues play a crucial role in general and in EFL classrooms in particular. Many studies have tried to elaborate the importance of teacher’s NVC in EFL classrooms; for example, Binh (2015, 188) mentions the findings of Negi (2009) that teachers’ nonverbal cues are very powerful tools that have positive effects on the learning environment. Their findings were:

1-Teachers’ nonverbal cues create more promising effects in the classroom than the knowledge of the subject matter and verbal fluency;

2-Nonverbal messages are more obvious and candid means of determining the meaning than spoken words;

3-The way teachers touch, use their eyes, and keep a distance emit very important signals that create profound effects on students' feelings and comfort with the teachers;

4-The use of gestures, facial expressions, eye contact, dress, and hair style of the teacher speak louder than a thousand words and make accurate judgments about his/her personality;

5- The teachers who frequently make eye contact and walk around the class give students opportunities to communicate more easily and comfortably.

Finally, and most importantly, they point out that;

6- Teachers' conscious and unconscious use of nonverbal cues reinforces positive nonverbal behaviours of the learners.

According to Hassan (2007, 15), "Paralanguage is not a frill, but a must, which will greatly enhance our classrooms and increase our communicative competence." He adds that teachers who are aware of subtle niceties of paralinguistic cues and their manifestation, including kinesics, proxemics, and paraverbal features, have successfully shown their abilities in their academic careers. They always seek to increase their teaching skills as observers, monitors, and directors of their classrooms. These teachers can better understand their students' nonverbal signals and responses and interpret them well, particularly when they meet with students of different cultures and backgrounds. They can help their students become more culturally aware, facilitating them to acquire L2 and enjoy a complete command of its use.

In the context of its importance in academic positions, Stevick (1996, 2) figures out that teachers' body language or nonverbal signals are crucially significant in the classroom scenario. He adds, "Communication is more than words. Your body language speaks to listeners through visual elements, such as eye contact, the physical distance between the speaker and the listener, gestures,

postures, and body orientation. "Body language is as much a part of informal communication as it is of formal presentation".

Several scholars have emphasised the importance of nonverbal communication in psychology, anthropology, and linguistics. For example, Mehrabian (1980) argues that language acquisition cannot be fully understood unless it is observed within its context of socialisation and unless the concomitant paralinguistic behaviours are also observed. Abercrombie (1968, 55) puts it this way: "we speak with our vocal organs, but we converse with our whole body."

According to Cross and Angelo (1988, 3), "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". These nonverbal signals and cues give the teachers feedback about teaching, and this happens due to the teachers' instructions.

Suinn (2006) argues that the observation and evaluation of learners' nonverbal cues provides real-time feedback that influences subsequent communication. In research by Webb et al. (1997,89), mention that, "*from observation and interpretation of students' body language and facial expressions, the perceptive teacher can decide whether there is a need to check for comprehension, provide more or a different kind of instruction, or assign more practice.*"

2.11 The Reflection of Body Language in Students' and Teachers' Enthusiasm

Nobody denies that motivation and enthusiasm have a significant role in achieving the learning and teaching objectives. Body language, or nonverbal communication is one of the tools and techniques in the teaching and learning process that show the teachers' and students' motivation and enthusiasm, which lead to the achievement of the learning goals.

For students, motivation plays a large part in their desire, interest, and enjoyment of the study. Students' motivation and enthusiasm can be reflected in their energy and motive to learn, work effectively and achieve their learning goals. It is not only teachers who use body language to show their enthusiasm, as has been indicated above, but also students use it to show that they are active and have a desire to learn. This motivation can be observed in the form of students' responses to their teachers' instructions during class interaction. For instance, pointing by fingers, eye contact, head and hand waving, for instance, biting lips, holding hands, rubbing the hands, and many more.

Motivation in EFL settings is so crucial that other considerations about teaching methodology seem to pale in comparison. Liando (2015). Motivation seems very important for any EFL learner and teacher. EFL teachers should think of it as something essential for language teaching because of the stark realities of learning English for most of their students. As Rost (2006) states that, all of the conditions that contribute to success of second language acquisition are lacking in most EFL contexts:

There are not enough opportunities for interaction with English speakers.

- There are usually not enough strong role models promoting the learning of English.
- There may not be widespread enough social acceptance for the idea of becoming proficient in English.

Because of these adverse conditions, a learner has to have extraordinary motivation to learn English. Without the students' motivation, there is no life in the class. When teachers learn to incorporate direct approaches through their body language to generate student motivation in their teaching, they will become happier and more successful teachers. The central core of motivation is called "finding passion," and all successful learning, not only language learning, is somehow

connected to the learner's passion. One way of generating passion in learners is through body language and the psychological principle of "immediacy", using oneself as a model of enthusiasm and motivation for learning. (ibid).

According to Woolfolk and Brooks (1983, 106), *"Teachers' attitudes and expectations affect their behaviour toward students, especially their non-verbal behaviour. Students "read" these messages respond, sometimes without being fully aware of the impact of the teacher's non-verbal behaviour on them"*

Richmond, V. P., McCroskey, J. C., & Hickson, M. (2011, 262) , argue that the *primary function of teachers' non-verbal behaviours in the classroom is to improve their affect or liking for the subject matter, teacher, class, and desire to learn more about the subject matter. When the teacher improves through effective non-verbal behaviour, then the students are likely to listen more and have a positive attitude about schools.*

Teachers' body language reflects their enthusiasm, leading to the learners' engagement because if the students see how enthusiastic the teacher is, they will behave the same way. Harmer (2008) provides a solution and suggests that part of classroom management is controlled by how the teacher moves. Moreover, he holds that the classroom would be made vivid by the teachers' movements, where there would be no place for boredom. As the proverb goes, "interest is the first teacher." The teacher needs to raise the learners' interest. Teacher's behaviours performed throughout his body language, stimulate the students' enthusiasm. Griss (2013) argues that the teacher would make his learners love self-discovery by getting them out of their seats and engaging them physically and creatively with what they are dealing with. Moreover, she compared a traditional teacher, who does not use body language, and a kinesthetic teacher, who uses body language; the former usually asks a question like "who can tell me..." where not all students would be engaged to answer the question. Meanwhile, the latter would ask the

question, "Show me." For example, the teacher applies the action verbs and asks the students how and this can be represented in a game or any activity that would increase the students' engagement.

Effective teachers usually employ various intensity and enthusiasm to communicate the importance of the subject matter and increase students' interest. In a survey conducted by Richmond and McCroskey (as cited in & Gebru, 2012, 76), they reported that more than 10,000 teachers felt that non-verbal communication was a more effective tool for improving student-teacher relationships than verbal communication. Moreover, they add that "many teachers discovered that non-verbal communication helped them be better controllers, managers, and helpers because non-verbal communication is more subtle and can be used more often."

In the same way, students' NVC helps teachers most in the teaching process, and teachers receive this as a feedback from their students. For instance, the students use NVC to indicate to the teacher to slow down, speed up, or modify the delivery of the lesson. Miller (1988, 4) argues that "without the help of the non-verbal dialogue that goes on in the classroom, teachers would not be able to assess their teaching methods and strategies as they ordinarily do". Angelo and Cross (2012, 3) state that, "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." From the above quotations, the importance of students' NVC cues can be reflected here. It can also be real-time feedback that influences teachers' subsequent communication and allows them to change their course of action if needed.

To sum up, body language is vital for both teachers and students in the teaching and learning process, and it is a two-way interactional process.

2.12 Using Body Language as a Tool for Expressing feelings and Emotions

In learning a foreign language, there is a plethora of inspirational words that need to be conveyed to the learners. The learners need to know the exact meaning of those words and use them in practical life, but without proper usage of body language, the meaning of the emotional words will never be conveyed accurately. Teachers need to employ and act the target feelings of the words to their students. According to Posner, J., Russell, J. A., & Peterson, B. S. (2005, 716), the emotional meaning of words begins from pleasant to unpleasant and goes through activation and deactivation. It has been put in the following figure:

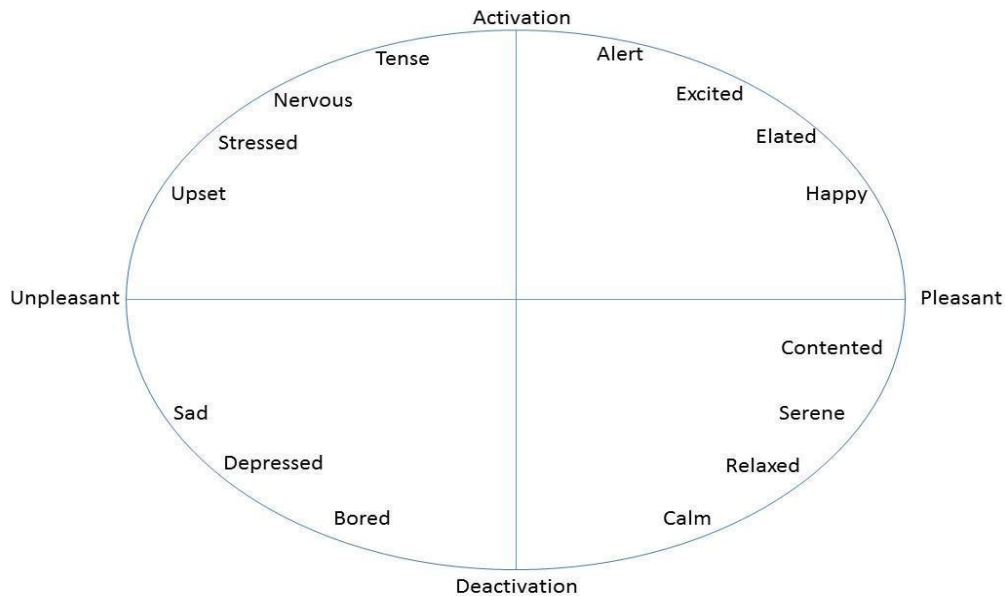


Figure (1): A graphical representation of the circumplex model of affect with the horizontal axis representing the valence dimension and the vertical axis representing the arousal or activation dimension.

The number of basic emotions proposed varies from author to author but is generally assumed not to exceed 15. The circumplex model proposed by Russell uses two orthogonal dimensions: valence (pleasantness) and arousal (activation);

the standard emotions as identified by Russell lie on the circle in this space (see the above figure).

Teachers should know the appropriate body language clue that suits the intended emotional word during their teaching process from the above-stated facts about emotions. Darwin, C. (2015), puts it as body motions and postures associated with certain emotions as follows:

Joy	Various purposeless movements; jumping, dancing for joy, clapping of hands, stamping while laughing, head nodding to and fro, body held erect and head upright.
Shame	Motionless, passive, head hangs on a contracted chest.
Fear/ terror/ horror	Turning away, the whole body, more especially the face averts, bend down, awkward, nervous movements.
Fear/ terror/ horror	Head sinks between shoulders, motionless or crouches down, arms thrown wildly overhead, arms violently protruded as if to push away.
Anger/ rage	Whole body trembles, intend to push or strike violently away, gestures become purposeless or frantic pacing up and down, shaking fist, head erect, chest well expanded, feet planted firmly on the ground, one or both elbows squared or arms rigidly suspended by sides.
Disgust	Gestures as if to push away or to guard oneself, spitting, arms pressed close to the sides, shoulders raised as when horror is experienced.
Contempt	Turning away of the whole body, snapping one's fingers.

EFL teachers can utilize all of these described body motions and postures and act them when needed in their classes. For example, a teacher can smile to show the meaning of happiness and pleasure. S/he can be in a state of careful watching and readiness to convey the emotion of alert, or s/he can make different motions such as touching or rubbing the neck, rubbing the earlobe, rubbing the legs, and chewing lips to indicate the feeling of nervousness, and so forth for the rest of the emotional models.

2.13 The Consideration of Body Language in Presentation Stage

Teaching stages start from welcoming students to the presentation of new items and go down to giving students homework. These stages are essential, but the presentation stage is considered the most important stage in teaching, particularly in EFL classrooms. The presentation of the new words, structure, and grammar items needs to be performed very professionally. Borg, J. (2013, 224) points out that you will know how important 93 per cent (55 per cent visual and 38 per cent paralinguistic) is if you have to give a speech or presentation. He also illustrates that the most important thing account in using our bodies is that:

Try not to stand out as an important man. Standing steadily is not so active; movement keeps the audience awake at a time.

2- Keep your head up; arms out with the palm up,

If you have to refer to a screen or flip chart, do not forget to keep the front of the body facing the audience,

4-Turn slightly and point,

5- Try not to look down either at notes or the floor; make eye contact with all the audience fleetingly and intermittently. They want to feel as though you are speaking to them individually. It boosts your friendliness and credibility factor,

6-Vary your paralinguistic "style" by changing your rhythm throughout, with your pitch, tone, and inflexion; look for any "negative" body language in the audience

by observing any leakage. Then act on it, either by involving the individuals, or changing tack, or even scheduling a break if it is feasible.

The above statements clarify the important role of the presentation stage, whether in EFL classrooms or a public presentations.

2.14.0 The Application of Body Language in Teaching Grammar

Perhaps the most crucial element in the presentation phase in EFL classrooms is the presentation of new words and grammatical items. The presentation of the new words has been indicated in point (2.6.5) of this chapter. The grammatical items relating to body language will be discussed thoroughly here. Many teachers are familiar with the techniques of timelines, examples of sentences, and others. However, it has been noticed that body language is one of the best techniques for eliciting, explaining and practising tenses and other grammatical points. Case (2019) argues that teachers can use two major techniques for using bodies in the presentation phase. They can use gestures to get the correct language from students and use gestures to accompany a verbal explanation to make it easier to understand and more memorable. For example, to elicit the present continuous, you could ask, “What am I doing?” (A teacher can hold an imaginary phone to his/her ear to show the context for such a question). Furthermore, mime the action until students say the suitable answer.

2.14.1 Teaching Tenses through Body Language

Regardless of the other grammatical aspects, tenses take the most considerable portion in grammar. Generally, there are three main tenses; namely present, past, and future. Concerning body language in teaching these tenses, a teacher can use one hand to show "past," "future." "Future." For "past", he/she can put his/her hand behind his/her neck. For "present," a teacher can just point with his/her index finger down to the floor. For the "future", he/she can put his/her hand far in front of him/her.

2.14.2 Teaching Present Continuous Through Body Language

The present continuous is regarded as the easiest tense in relation to the body language of all other tenses. According to Case (2019), present continuous is the most flexible tense to use mime; this gives it an essential meaning to indicate that the action is in progress. It also helps that present continuous is not used with (often unmimeable) state verbs. Moreover, this tense matches body language and gestures to a very high extent that teachers can use their body language and gestures to teach this tense. For example, a teacher can mime “drinking” and ask the students “what am I doing?” to elaborate the continuous tense of the sentence “you are drinking.” Also, he/she can elicit it from the students by asking them: “Is this action in the past or present?” “Now” again by pointing to the floor with the index finger to show the progression of the tense." Another example, a teacher can walk before the students to indicate that “he/she is walking” and ask them about what he/she is doing until to receive the correct answer.

2.14.3 Using Body Language to Teach Future

Case (2019) argues that; "going to" is the most straightforward form for teaching future incorporating with miming. It can serve both "going to" for future plans and "going to" for predictions with present evidence. A teacher can apply this by miming the action "crouching down ready to jump or pretending that he/she is dizzy and he/she is going to fall and asks the students to elicit "you are going to fall" and "you are going to fall". There are many examples that teachers can use in combination with their body language and gestures to teach the future tenses of "going to".

This is brief about teaching the three main grammatical tenses concerning body language, besides in sub other tenses such as past continuous, present perfect simple and others. In addition to that, it can be used to convey the meaning of some other grammatical items, such as prepositions, of adverbs, gradable

adjectives and many more. For clarifying prepositions, for example, “over”, simply a teacher can put his/her book over his head and ask the students about the location of the book to elicit the of “it is over your head” the same can be done with the rest of the preposition. A teacher can walk in a passive motion for adverb of manner to indicate that he/she is walking slowly and asks the student, “How am I walking?” To elicit the answer of “You are walking slowly.” There are many other adverbs of manner that can be explained through body language and gesture. Examples of some, carefully, fast, heavily...etc. For adjectives, this can be done with comparatives. For instance, the adjective “tall” can be explained and conveyed in an easy way by just putting your hand in a high position to indicate that x is taller than y. the same procedures can be followed to convey the meaning of other comparative adjectives such as; short, tiny, fat, thin...etc.

2.15. 0 Related Previous Studies

This section will discuss studies related to this study regarding titles, aims, tools, methodology, and others. Each study has features that make it different to a high or some extent from another. These differences and similarities between those studies and this one will be elaborated on in this section.

2.15. 1 Boyd (2000) conducted a PhD study under the title (Non-verbal Behaviours of Effective Teachers of At-Risk American Male Middle School Students); Virginia Polytechnic Institute and State University." The study aims to identify the non-verbal behaviours of effective teachers of at-risk African-American male middle school students. The classroom observation tool has been used in the study recorded in terms of using verbal and non-verbal behaviours for learning facilitation. The purpose of this observation is to check the interactions with fourteen at-risk male students with their teachers. Descriptive statistics have been used to identify the most frequently used non-verbal behaviours. The study results based on the interactions of the effective teachers with at-risk African-American

male middle school show that effective teachers are frequently in close proximity, change their voice inflexions, establish eye contact, and invade students' territories (were within two feet) and gesture to students. The similarities between Boyd's study and this study are that both studies focus on nonverbal behaviours and interactions between teachers and students. However, Boyd uses classroom observation in the study, whereas this study uses questionnaires as a tool for measurement. In addition to that, meaning-focused to new language taught items has been highlighted in a very detailed way in this study.

2.15.2 Heath-Reynolds, J (2014) carried out a PhD study on (The Effective of Teacher Non-verbal Expression on Ratings of Teacher Effectiveness and Student Learning); Florida State University. The study aims; to determine: whether the levels of teacher expressiveness (low, medium, or high) affect ratings of teacher effectiveness, lesson content, and student learning; whether a relationship exists between ratings of teacher's non-verbal behaviours and the teacher's effectiveness; and whether a relationship exists between ratings of teacher's expressiveness and teacher's enthusiasm in the elementary general classroom. Three videos have been used and scripted as a tool to measure the hypotheses that have been put for the study. The participants were 160 college students. They were assigned randomly for the study. The tool (video) is targeted to test teachers' levels of expressiveness (low, medium, and high) as it has been indicted. After viewing the video, participants rated the teacher's effectiveness, expressiveness, enthusiasm, non-verbal behaviours, and lesson content. After analysing the data, the results indicate that levels of teacher expressiveness had a significant effect on ratings of teacher effectiveness; with higher levels of teacher expressiveness resulting in higher ratings of teacher effectiveness; higher ratings of teacher non-verbal behaviours were related to higher ratings of teacher effectiveness, and participants equated teacher expressiveness with teacher enthusiasm. As you can notice, both studies

suggest the expressiveness of the teacher is highly related to the understanding and motivation of the students. However, the current study focuses on the expressiveness of the teacher related to meaning conveyance, besides the differences in the tools of the studies. The former study uses the tool of video whereas the latter one uses questionnaires for testing hypotheses.

2.15.3 Butt (2011) conducted a PhD study under the title (Impact of Non-verbal Communication on Students' Learning Outcomes); Peshawar, Pakistan. The study aims to highlight the importance of NVC in English classes, explore the impact of NVC on students' learning by observing teachers and students in classrooms, and find out how this mechanism contributes to students' better learning outcomes. To test the hypotheses of whether there is an impact of NVC on students' learning outcomes or not, the tools of questionnaires and experiments in the actual classroom setting have been used. The experimental method has been followed for conducting the study. The important results indicate that teachers make the learning environment active through their NVC. Moreover, it leads students to feel alert in the classrooms and participate in the learning process. This enhances the level of their retention and understanding; proper use of facial expressions, body movements, eye contact, the pitch of voice, and spatial distance help the teachers to provide a better understanding to the students in attaining their learning outcomes.

Both studies target to facilitate learning through NVC or body language, but this study pays much attention to using non-verbal behaviours (NVB) to aid students' comprehension of "difficult concepts". The current study seeks to use body language to convey meaning in general, whether the concept being conveyed is difficult or easy.

2.15.4 Johnson (1980) conducted a PhD study entitled (The Relationship of Verbal Receptive and Expressive Language at the Level of Intellectual

functioning); the University of Arkansas. The study aims to identify the relationship between verbal receptive and expressive language ability. Significant factors in predicting the level of intellectual functioning; verbal receptive language ability has a significantly stronger correlation with the level of intellectual functioning than verbal expressive language ability. The level of intellectual functioning is not correlated with socioeconomic status. The level of intellectual functioning is not significantly different between genders, and verbal expressive language ability has a stronger correlation with gender than verbal receptive language ability. The Peabody picture vocabulary test (PPVT) tool was used in the study to obtain a level of receptive language ability. The study concludes with the results that verbal expressive language ability was a significant predictor of intellectual functioning. Verbal expressive language ability accounted for 41.4% of the variance and was the only significant predictor of intellectual functioning. Furthermore, it shows no significant difference between the correlations of verbal expressive language ability, and socioeconomic status, and verbal receptive language ability.

2.15.5 ALDoumer (2017) carried a PhD study on (Role of Body Language in Teaching English as a Foreign Language); Sudan University of Science & Technology. The study aims to find out; the positive impact of body movements in teaching English in the classroom; the significance of eye contact and facial expression in teaching English as a foreign language; the significance of using gestures and postures in the classroom interaction between teachers and students; the impact of body movements in teaching English sounds; and the effect of teacher's physical appearance in teaching English language in the classroom. The data have been collected through the tool of observation in the form of a checklist, notes-taking and videotapes to test the study's hypotheses. A descriptive-analytical method has been adapted to analyse the data. After analysing the data, the results

of the study revealed that the use of body language in English classrooms has a positive effect on teaching; the majority of the teachers prefer to use body language during teaching; the most effective and helpful body language behaviours are teachers' use fingers, facial expressions, body movements, eye contact and teachers' postures in the classroom.

The consideration of the importance of using body language in English classes has been stressed in both studies. However, there are still some differences between the two studies. Osman's study seeks body language in terms of the teachers' performance during teaching, whereas the current study seeks the role of body language in terms of meaning conveyance. In addition to that, ALDoumer's study uses the tool of observation, and this study uses the questionnaire.

2.15.6 Kushch (2016) submitted a PhD study entitled (The Benefits of Gesture in The Foreign Language Classroom: The Acquisition of Novel Words); University of Pompeu Fabra. The study examines the impact of matching and mismatching gestures produced by teachers and learners in the foreign language classroom, focusing on vocabulary acquisition. Two experiments have been conducted to investigate the influence of matching and mismatching gestures from two different perspectives, namely perception (experimental study 1) and production (experimental study 2). Each experiment has its aims. Experimental study 1 aims to determine the impact of co-speech matching and mismatching gestures, as produced by instructors, on adult L2 vocabulary learning and the effect of previous knowledge of the target concept. Experimental study 2 aims to find out; the impact of co-speech matching and mismatching gestures produced by learners on adult L2 vocabulary learning and the effect of previous knowledge of the target concept. The tool of the test has been used for both experiments. The study concludes with the results that gestures reveal the child's readiness to learn. It stresses that teachers should be aware of their gestures and pay attention to the children's gestures. Since

gestures can become a gateway into one's process of thinking, the notion of matching and mismatching gestures results to be crucial for our study as we apply it to foreign language acquisition; and words that were learned with gestures produced a larger late positive complex in bi-lateral parental sites in comparison to words learned without gestures.

Since gesture is part of language and as it can be noticed that this study focuses on the acquisition of vocabulary through the means of gesture. Similarly, the current study considers gesture as a part of body language, and it helps a lot in conveying meaning. The difference between the two studies is that this study only focuses on vocabulary acquisition in the novel, and the other aspects of learning are not included. The current study covers a wide range of conveyance of meaning of English language items by means of body language. Moreover, there are differences in the methods that have been adapted.

2.15.7 Karimi, Dabaghi, & Tabatabaei (2012) published a scientific paper in BELT Journal V.3. Under the title (The Impact of Nonverbal Communication of Iranian Young EFL Learners' Attitude and Understanding of Lexical Items). This study investigates the effect of NVC in the understanding of L2 lexical items, the effect of NVC in the enhancement of L2 lexical items learning, and the effect of learning NVC in enhancing L2 learners' attitude towards L2 learning. The study was experimental, so an attitudinal questionnaire consisting of 20 items was administered as a study tool. In addition to that oral test was conducted to evaluate and check the process of the experiment in both groups i-e (The experimental and control group). Finally, the results show significant differences between experimental and control groups displaying that the experimental group outperformed the control group in the following ways: high positive attitude of the subjects towards using NVC in L2 teaching and learning; the students understand well when teachers use eye contact, facial expressions, physical appearance; and

gestures and posture are important in teaching L2. The two studies agree that NVC or body language is a powerful means of enhancing and facilitating L2 to EFL learners.

2.15.8 Behjat, Bayat, & Kargar (2014) published a scientific paper entitled (An Investigation of Students' Attitudes on Teachers' Nonverbal Interaction in Iranian EFL Classrooms); in the International Journal of language and linguistics. The study aims to investigate the importance of NVC in EFL students' language learning. The primary tool of the data collection was a questionnaire. The participants were 70 Iranian students at Shahryar Islamic Azad University. They were selected from B.A. students majoring in English teaching. After the data have been analysed, the results revealed that facial expressions and eye contact are effective techniques in Iranian students' L2 learning. In the same way, the current study deals with the role of NVC towards students' attitudes in terms of motivation, desire, and enthusiasm. In contrast, the issue of meaning conveyance with regards to these techniques has not been addressed in the former study.

12.15.9 York (2013) conducted a PhD study entitled (Investigating a Relationship between Nonverbal Communication and Students Learning); Lindenwood University; school of Education. This study examines the relationship between standardized measurements of student learning and instructors' NVC, the relationship between students' perceptions of instructors' credibility based on the instructors' NVC, and the relationship between students' gender and instructors' NVC. The study was empirical. Therefore, the participants (students) undergone attending class with one of two variable instructor-lecturing types: utilizing effective NVC (good eye contact, arm movement, facial expression, voice fluctuation, and position in the classroom), or poor NVC (poor eye contact, arm movement, facial expression, voice fluctuation and position in the classroom). The instructor lectured the same material from a script. The data have been provided

through the tools of tests, surveys, and focus groups that delivered substantial evidence of the relationship between instructors' nonverbal communication and students' learning. The results revealed that students taught by the trained instructor in nonverbal communication have more excellent knowledge retention than those taught by untrained instructors. Female students taught by the instructor who has been trained in effective nonverbal communication have greater knowledge retention than male students. There is a relationship between the type of NVC delivered and knowledge gained; the observation of effective versus non-effective nonverbal communication affects how knowledgeable students perceive the instructor.

Both studies suggest how effective nonverbal communication in teaching English is. However, the current study focuses more narrowly on the effectiveness of nonverbal communication in meaning conveyance. Moreover, the current study uses questionnaires to test the hypotheses, while the other uses a test and surveys.

Chapter Three

Methodology

Chapter Three

Methodology

3.0 Introduction

This chapter gives a detailed description of the research methodology followed in this study. It also includes data collection and interpretation, besides the population and sample of the study. The sample of the study was selected as a representative of the whole participants. The instrument of data collection, the procedures that were followed, and the measurement of the validity and reliability of the tools will be elaborated on in this chapter.

3.1 The Method of the Study

A descriptive method was followed to investigate the role of non-verbal communication in conveying meaning to EFL students. The focus was made considerably on students' and teachers' views towards non-verbal communication and its efficacy to help and convey the meaning of the English language as a foreign language. The questionnaire tool has been addressed to both teachers and students to answer the questions and test the study's hypotheses.

3.2 Population of Sampling

The subjects of this study are EFL teachers and students. 127 male and female EFL teachers from 13 universities across the Kingdom of Saudi Arabia participated in the study survey. The participants have different levels of experience and different levels of qualifications ranging from bachelor to PhD. To extend the reliability of the hypotheses, a questionnaire was designed and shared with 99 students (males and females) who study in the program (Preparatory Year Program) (PYP) at Jouf region. The subjects have been selected randomly by using the simple random sampling method (SRS).

3.3 Tools of the Study

The primary data collection tool is a questionnaire for teachers and students to elicit information about the role of non-verbal communication concerning meaning conveyance, as can be seen in (Appendices I and II). To utilize the technology and adapt to the coronavirus pandemic, Google forms were used for the questionnaires, and the links were sent to participants via WhatsApp. The questionnaires were designed in simple and straightforward language to avoid ambiguity and misunderstanding.

3.4 The Procedures

The questionnaires were designed keeping in view the objectives and hypotheses of the study. The teachers' questionnaires include six sections. The first section is about general information such as age, gender, academic qualification, and years of experience. The rest of the section contains the items, which are 24 in number. While students' questionnaire consists of six sections and 23 items. Likert's 5-point scale has been adapted for all the items in both questionnaires (Appendix I, II). Anonymity was ensured by not disclosing the participants' names on the questionnaire to make them feel confident in participating.

3.5 Validity and Reliability of the Instruments

Validity: To check the validity of the questionnaires, they have been given to two professors and one associate professor, specialists in the field, as referees. The comments and suggestions of the referees have been considered and studied. Changes have been made based on their comments, and the final versions have been adapted.

Validation Jury

NO	Validators' names	Academic Rank	Academic Institution/s
1	Prof. Mohammed Bakri Hadidi	Professor of English language and linguistics	Nile Valley University
2	Prof. Mustafa Shazali Mustafa.	Professor of English language and linguistics.	Nile Valley University.
3	Dr. Mohammed Ahmed Ajabna.	Associate Professor of applied linguistics	Omdurman Islamic University/ faculty of arts – English Department.

Reliability: To measure the reliability of the questionnaires' items, Cronbach's Alpha method test has been applied to teachers' and students' questionnaires. The calculation of Cronbach's Alpha equation is shown as follows:

$$\text{Reliability coefficient} = \frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}$$

$$\text{Validity} = \sqrt{\frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}}$$

The reliability of the students' questionnaire in the equation of Cronbach's alpha is (0.90) so the reliability is high and indicates the stability of the scale. The validity of the students' questionnaire is (0.95), and this shows that there is a high sincerity of the scale and the benefit of the study. However, the reliability of the teachers' questionnaire in the Cronbach's alpha coefficient is (0.87), whereas the validity is (0.93).

3.6 Pilot Study

After the validation of the tools and before the execution of the questionnaires, a draft has been distributed to 7 teachers and 14 students to be tested. Ambiguities mentioned by the respondents were reviewed, removed, and relevant suggestions were adapted to the instrument.

3.7 Method of Data Analysis and Conclusion

The data were analyzed statistically by using (**IBM SPSS 25**) in cross-tabulation by using tables to describe the scores marked on the teachers' and students' questionnaires. As indicated in (3.4.2), the Likert scale response option is used and it is categorized statistically as follows:

- 1- 1- 1.80 = Strongly Disagree (SD)
- 2- 1.81 – 2.60 = Disagree (D)
- 3- 2.61 – 3.40 = Undecided (UN)
- 4- 3.41 – 4.20 = Agree (A)
- 5- 4.21 – 5.00 = Strongly Agree (SA)

To conclude, this chapter reports the methodology, population, sample, instruments, pilot, and the validity and reliability of the study.

Chapter Four

Data Analysis Results And Discussion

Chapter Four

Data Analysis Results And Discussion

4.0 Introduction

This chapter gives detailed information on the data analysis of the two questionnaires (teachers' and students'). The analysis includes the frequency of the degree of agreement for each item included under the specific hypothesis. In addition to that, the demographic information (age and gender) of the participants of both questionnaires has been analysed according to their categories. Moreover, the percentage of the responses for each item is elaborated, accompanied by the general percentage of all items under the specific hypothesis. The obtained data have been subjected to quantitative analysis, and their validity and reliability have been assessed through statistical tools. Further, tables and figures were used to interpret and discuss the data. Detailed evidence is also presented for a general evaluation.

Part one: The Analysis of Teachers' Questionnaire

4.1 Analysis of Hypothesis One (Teachers)

Table – 4.1: The Frequency of Respondents (Teachers) Responses by gender

	Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	male	99	78.0	78.0
	female	28	22.0	100.0
	Total	127	100.0	100.0

Table one shows number of the respondents that participated on the survey. The total number of males was 99, with a percentage of 78, and the total number of females was 28, with 22%. There were 127 participants in total.

Table – 4.2: The Frequency of Respondents (Teachers) by Qualifications

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lecturer	102	80.3	80.3
	Assistant	25	19.7	100.0
	Total	127	100.0	100.0

Table two illustrates the frequency of the respondents by qualifications. It clear that the number of lecturers is greater than assistant professors. There are 102 lecturers compared to 25 assistant professors. There were no associate professors or full professors involved in this study.

Table – 4.3: The Comparison Frequency of Respondents' Qualifications by Gender

	Qualification		Total
	lecturer	Assistant	
male	79	20	99
female	23	5	28
Total	102	25	127

Table three compares the respondent's (teachers) qualification by males and females. The number of male lecturers is 79 in comparison with 23 females, so males outnumber females. Similarly, the number of male assistant professors is higher than the number of female assistant professors (5 vs. 20). There are 102 lectures total in this course, whereas there are 25 associate professors, as indicated above.

Table – 4.4: The Frequency of the Respondents by Experiences

	Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	1-5	31	24.4	24.6
	6-10	33	26.0	50.8
	11-15	21	16.5	67.5
	more than 15	41	32.3	100.0
	Total	126	99.2	100.0
Missing	System	1	0.8	
Total		127	100.0	

The above table summarizes the experiences of the respondents. As can be seen, the respondents have experience ranging from 1 to more than 15 years. 41 and 32.3% of the cases are within the range of (more than 15 years). Six to ten years of experience is the second most common range, with a frequency of 33 and a percentage of 26. In comparison, there is a frequency of 31 and 24.4% of teachers with experience between 1 and 5 years. In contrast, there is only a frequency of 21 for the respondents who have experience of 6 to 10 years with 16.5%, and that is the minimum frequency.

Table – 4.5: The comparison Frequency of the Participants’ Experience by Gender

	Experience				Total
	1-5	6-10	11-15	more than 15	
male	21	22	18	37	98
female	10	11	3	4	28
Total	31	33	21	41	126

The above table compares the respondents’ experiences of males and females. It is noticeable that males with more than 15 years of experience have a frequency of 37 compared to only 4 in females. In the same way, the number of males who have experience of 6 to 10 is greater than that of females, 22 compared

to 11. The respondents' males who have experience of 11 to 15 years are also greater number than those of females 18 compared to 3. Lastly, there is a difference in the number of males and females who have experience of 1 to 5 years, with males = 21 and females = 10 beside that there is one missing case.

**Table – 4.6: The Frequency of Responses to Items in Hypothesis One
(Teachers)**

No	Items	SA	A	UN	DA	SD	Total
	Do you think that ...	91	35	0	0	0	126
1	Students' eye contact helps teachers notice students' engagement						
2	Teacher's eye contact makes students attentive	92	34	0	1	0	127
3	Positive teachers' smile decreases students' anxiety to understand the meaning	75	44	6	1	1	127
4	Positive teacher's facial expressions make students feel more open to participating	86	37	4	0	0	127
5	Positive teacher's facial expressions give students self-assurance	78	45	3	1	0	127
	Average	84.4	39.00	2.6	0.6	0.2	126.8

The above table illustrates response frequency for items in hypothesis one by the options of strongly agree (SA), agree, (A), undecided (UN), disagree (DA), and strongly disagree. It further, gives the average of each option. It is clear that the majority of the respondents strongly agree with all of the items, with frequency ranges of 75 to 92 and an average score of 84.4 compared to the average of the options 39.00, 2.6, and 0.2 for agree, undecided, disagree, and strongly disagree respectively. Concerning item one which states that teachers are more likely to notice students' engagement through students' eye contact, 91 of the respondents strongly agree compared with options of the same item 35, agree and 0 for undecided, disagree and strongly disagree. This item indicates the sincerity of the hypothesis. 92 of the respondents strongly agree that teachers' eye contact makes students more attentive, compared to 34 and 1 for agree and disagree and 0 for both undecided and strongly disagree. This also indicated the trustworthiness of the

hypothesis. Likewise, 75 per cent of respondents strongly agreed in item three that teachers' smiles help students understand the meaning of the lesson. Last but not least, 86 per cent strongly agree that teachers' positive facial expressions encourage students to participate.

Table – 4.7: Statistical Results of Hypothesis One (Teachers)

No	Items	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation	Percentage
	Do you think that ...						SA	94.4%
1	Students' eye contact helps teachers notice students' engagement	126	4.00	5.00	4.7222	0.44969		
2	Teacher's eye contact makes students attentive	127	2.00	5.00	4.7087	0.50569	SA	94.1%
3	Positive teacher's smile decreases students' anxiety to understand the meaning	127	1.00	5.00	4.5039	0.70005	SA	90 %
4	Positive teacher's facial expressions make students feel more open to participate	127	3.00	5.00	4.6457	0.54230	SA	92.9%
5	Positive teacher's facial expressions give students self-assurance	127	2.00	5.00	4.5748	0.58445	SA	91.4%
	Average		2.4	5.00	4.63106	0.556436	SA	92.6%

The table above, describes the statistical results of the items listed under hypothesis one including the mean, standard deviation, the minimum and maximum. For more elaboration the average of the standard deviation, mean, the minimum and maximum are also presented in addition to the interpretation and percentage of each item. As can be seen, the maximum for each item is 5.00, with an overall average of 5.00, while the mean of the minimum varies from 1.00 to 4.00. The overall average of the minimum is 2.4. According to interpretation, the mean of the items is 4.50 to 4.72, which indicates strong agreement. In item one,

the mean is (4.72 ± 0.44969) with a minimum of 4.00, a percentage of 94.4%, which indicates 94.4% of the respondents strongly approve of students' eye contact helping them notice their engagement. 94.4 per cent of the respondents strongly agree that teacher's eye contact makes students attentive with a mean of (4.70 ± 0.50569) and a minimum of 2. In terms of teachers' smiles positively reducing students' anxiety, 90% of the respondents strongly agreed with that with a mean of (4.50 ± 0.70005) . As for item four, 92.2% strongly agree that positive teacher's facial expressions make students feel more open to participating with a mean of (4.64 ± 0.54230) . The result of the last item indicates that 91.4% strongly agree with positive teacher's facial expressions give students self-assurance with a mean of (4.57 ± 0.58445) .

To conclude, 92.6% of all items are accounted for with a range of 90% to 94.4. This represents a very high average. The average maximum and minimum are 5.00 and 2.4 respectively. The average standard deviation is 0.556436 and the average mean is 4.63106.

Table- 4.8: A Comparison Results to Items in Hypothesis One by Gender (Teachers)

No	Items	Chi-square	df	P-value
	Do you think that ...	4.080	1	0.043
1	Students' eye contact helps teachers notice students' engagement			
2	Teacher's eye contact makes students attentive	8.773	2	0.012
3	Positive teacher's smile decreases students' anxiety to understand the meaning	5.747	4	0.219
4	Positive teacher's facial expressions make students feel more open to participate	2.624	2	0.269
5	Positive teacher's facial expressions give students self-assurance	3.572	3	0.312

The above table compares the chi-square test, the degree of freedom, and the p-value of responses to hypothesis one between females and males. The results indicate that males and females have different preferences regarding students' eye

contact in helping teachers notice students' engagement (chi-square = 4.080, df = 1, p-value = 0.043). This differences has similar views of LaFrance and Vial (2016) in which the results show that adult women gaze at their interaction partners more than men do. It also indicates that men's gaze patterns are such that they look more frequently but for brief durations at their interaction partners than women do. Likewise, there is a significant difference between the two genders when it comes to eye contact making students attentive (chi-square = 8.773, df = 1, p-value = 0.012). Hall and Matsumoto (2004) also concluded that women were more accurate at interpreting emotion from nonverbal cues than men, even when the stimuli were presented so fast that they were beyond their awareness. On both of the above items the p-value is less than 0.050. In contrast, the remaining last three items of the hypothesis are not significantly different, since the p-value is greater than 0.050.

4.2 Analysis of Hypothesis Two (Teachers Questionnaire)

Table – 4.9: The frequency of Responses to Items in Hypothesis Two (Teachers)

No	Items	SA	A	UN	DA	SD	Total
1	Teacher's intonation is an effective technique to convey the message of happiness	55	64	6	0	1	126
2	Body language is convincing to convey messages of tension	47	72	5	3	0	127
3	Body language is persuasive to convey the message of "worry"	33	60	24	9	1	127
4	Teacher's body movements are credible in conveying tiredness	28	61	26	11	1	127
5	Facial expressions are credible to convey feelings of surprise	53	61	9	3	0	126
	Average	43.2	63.6	14	5.2	0.6	126.6

The above table provides a breakdown of responses to items in hypothesis 2 by strongly agreeing, strongly agreeing, agreeing, and undecided, disagreeing, and strongly disagreeing. Additionally, it provides the average score of each option for

all items. It can be noticed that the highest frequencies are found on the options of strongly to agree ranging from 33 to 55, 60 to 72, with averages of 43.2 and 63.6 respectively. These results indicate that the frequencies of these options support the hypothesis and the study. Accordingly, undecided, disagree, and strongly disagree range from 5 to 26, 0 to 11, and 0 to 1, respectively, with averages of 14, 5.2, and 0.6. In terms of the effectiveness of teacher's intonation to convey the meaning of happiness, 55 out of 127 strongly agree with that and 64 agree while only 1 disagrees besides that there is one missing case. Among the 47 strongly agree respondents, 72 strongly agree and 5 undecided respondents disagree that body language conveys tension. Concerning the persuasion of body language to convey the message of "worry," 33 of the 127 respondents strongly agree with that and 60 agree. The other 23 respondents were undecided and 9 disagreed, while 1 strongly disagreed. In item four, 28 of the respondents strongly agree that teachers' body movements are credible in conveying tiredness and 61 agree while 26, 11, and 1 undecided, disagree and strongly disagree respectively. Regarding the last item, 53 per cent strongly agree and 61per centt agree. The rest are undecided, and three disagree. Across all items, the average frequency is 126.6.

Table – 4.10: Statistical Results of Items in Hypothesis Two (Teachers)

No	Items	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation	Percentage
1	Teacher’s intonation is an effective technique to convey the message of happiness	126	1.00	5.00	4.3651	0.65242	SA	87.3%
2	Body language is convincing to convey messages of tension	127	2.00	5.00	4.2835	0.65341	SA	85.6%
3	Body language is persuasive to convey the message of “worry”	127	1.00	5.00	3.9055	0.89472	A	78.1%
4	Teacher’s body movements are credible in conveying tiredness	127	1.00	5.00	3.8189	0.90341	A	76.3%
5	Facial expressions are credible to convey feelings of surprise	126	2.00	5.00	4.3016	0.70733	SA	86%
	Average	126.6	1.4	5.00	4.13492	0.76225	A	82.6%

Table 10 shows the statistical results for items listed under hypothesis 2 about the maximum, minimum, average, standard deviation, and percentage. According to this table, the maximum for each item is 5.00, while the average is 5.00, and the minimum varies from 1.00 to 2.00 with an average of 1.4. Meanwhile, the mean of the items ranges from 3.30 to 4.36 with an overall average of 4.13, and the percentage ranges from 76.3% to 87.3% with an overall average of 82.6%. It is significant to see that 87.3% of the respondents strongly agree with the statement that teacher's intonation is an effective technique to convey the message of happiness, with a mean of (4.3651 ± 0.65242) and a minimum of 2.00 with one missing case. The average response rate for respondents who strongly agree that body language can convey tension was 85.6% (4.2835 ± 0.65341) . According to the respondents, 78.1% agreed that body language conveys a message of "worry", which is based on a mean of (3.9055 ± 0.89472) and a minimum of 1.00. A mean of (3.8189 ± 0.90341) indicates that 76.3% of respondents agree that the teacher's

movements convey the message of tiredness. The majority of respondents (86%) strongly agree that facial expressions can be credible for conveying surprise ($M = 4.3016 \pm 0.7073$) Because of the overall mean being less than 4.21, the overall interpretation is ‘agree’, but it still meets the sincerity of the hypothesis, and thus supports the study.

Table- 4.11: A comparison Results to Items in Hypothesis Two by Gender (Teachers)

No	Items	Chi-square	df	P-value
1	Teacher’s intonation is an effective technique to convey the message of happiness	1.519	3	0.678
2	Body language is convincing to convey messages of tension	7.113	3	0.068
3	Body language is persuasive to convey the message of “worry”	5.243	4	0.263
4	Teacher’s body movements are credible in conveying tiredness	0.789	4	0.940
5	Facial expressions are credible to convey feelings of surprise	5.869	3	0.118

Table 11 compares the results between males and females based on the p-value, degree of freedom, and chi-square test. It can be observed that the p-values for all of the items are above 0.05, therefore no statistically significant difference exists between females and males. In terms of the effectiveness of intonation in conveying the message of happiness there is no significant difference between the genders (chi-square = 1.519, df = 3, p-value = 0.678). There are no significant differences in responses between males and females concerning the effectiveness of body language in conveying tension (chi-square = 7.113, df = 3, p-value = 0.068). As for the persuasiveness of body language in conveying the message of worry, there is no significant difference between the two genders (chi-square = 5.243, df = 4, p-value = 0.263). There is also no significant difference in the responses among males and females regarding the credibility of the teacher's body movements to convey tiredness (chi-square = 0.789, df = 4, p-value = 0.940).

Finally, males and females show no significant difference in their responses for credibility of facial expressions in conveying the feeling of surprise (chi-square = 5.869, df = 3, p-value = 0.118)

4.3 Analysis of Hypothesis Three (Teachers Questionnaire)

Table – 4.12: The frequency of Responses to Items in Hypothesis Three (Teachers)

No	Items	SA	A	UN	DA	SD	Total
1	Hand gestures help to convey the meaning of the shape-related word	57	58	11	1	0	127
2	Hand gestures illustrate the meaning of sizes	56	62	7	2	0	127
3	Hand gestures are helpful to convey directions-related words. E.g. north, south, etc...	71	50	5	0	0	126
4	Gestures reinforce the conveyance of the basic meaning of words. E.g. point, clap, etc...	62	60	4	1	0	127
	Average	61.5	57.5	6.7	1	0	126.7

The above table shows the frequency of items under hypothesis three according to their degree of agreement: strongly agree, agree, undecided, disagree, and strongly disagree accompanied by the average of each degree of agreement. All items are mostly rated as 'strongly agree' or 'agree' by most respondents. The average frequency of 'strongly agree' and 'agree' across all items is 61.5 and 57.5 respectively. However, the total average is 126.7 with one missing case in item 3. 57 of the respondents strongly agree that hand gestures can convey the meaning of shape-related words, and 58 agree, while 11 undecided and only one disagree. In regard to hand gestures explaining sizes, 56 respondents strongly agree and 62 agree. On the other hand, 7 respondents weren't sure and 2 disagree, but none strongly disagree. According to item three, 71 of the respondents strongly agree that hand gestures are useful when conveying directions-related words, 50 agree, 5 undecided, 0 disagree and strongly disagree respectively. In the last item, 62 of the respondents strongly agree that gestures enhance the conveyance of basic

meanings and 60 of them agree, while 4 are undecided. Among the respondents, 0 strongly disagree and 1 disagree. As a result, the average level of agreement among 'strongly agree' and 'agree' respondents is 61.5 and 57.5, respectively, outweighing 'undecided' 6.7, 'disagree' 1, and 'strongly disagree' 0. This shows the sincerity of the hypothesis and the support for the study.

Table – 4.13: Statistical Results of Hypothesis Three (Teachers)

No	Items	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation	Percentage
1	Hand gestures help to convey the meaning of the shape-related word	127	2.00	5.00	4.3465	0.67115	SA	86.9%
2	Hand gestures illustrate the meaning of sizes	127	2.00	5.00	4.3543	0.66102	SA	87%
3	Hand gestures are helpful to convey directions-related words. e.g north, south, etc...	126	3.00	5.00	4.5238	0.57570	SA	90.4%
4	Gestures reinforce the conveyance of the basic meaning of words. e.g point, clap, etc...	127	2.00	5.00	4.4409	0.59965	SA	88.8%
	Average	126.7	2.25	5	4.416375	0.62688	SA	88.2%

The table 13 displays the statistical results of items listed in hypothesis three, including maximum, minimum, average, standard deviation, interpretation, and percentage. It also provides the average of each item. For all items, it is evident that the maximum expectation is fixed at 5 with an average of 5 and the minimum is 2 to 3 with an average of 2.25, while the mean varies between (4.34 to 4.52) with the overall interpretation of strongly agree. However, the percentages for all items are between 86.9% and 90.4% with an average score of 88.2%. There is strong agreement that hand gestures help convey the meaning of shape-related words, as demonstrated by a maximum of 5 and a minimum of 2 ($M = 4.34 \pm 0.67115$) and 86.9%. In the current study, 87% of respondents strongly agree that hand gestures illustrate the meaning of sizes with a maximum expectation of 5 and a minimum

expectation of 2 ($M = 4.35 \pm 0.66102$). According to the respondents, 90.4% strongly agree that hand gestures can convey directions-related words. The average mean was (4.52 ± 0.57570) and the maximum and minimum were 5 and 3, with one missing response. With regards to the last item, 88.4% strongly agree with gestures reinforce the conveyance of the basic meaning of words with a mean of (4.44 ± 0.59965) and a minimum and maximum of 2, 5.

Table- 4.14: Statistical Results of Hypothesis Three (Teachers)

No	Items	Chi-square	df	P-value
1	Hand gestures help to convey the meaning of the shape-related word	4.367	3	0.224
2	Hand gestures illustrate the meaning of sizes	9.449	3	0.024
3	Hand gestures are helpful to convey directions-related words. e.g north, south, etc...	4.640	2	0.098
4	Gestures reinforce the conveyance of the basic meaning of words. e.g point, clap, etc...	18.187	3	0.000

The above table compares the responses between males and females, including chi-square, degree of freedom, and p-value. As can be seen, there is no significant difference between males and females in regards to hand gestures conveying the meaning of the shape-related word (chi-square = 4.367, df = 3, p-value = 0.224). In contrast, there is a significant difference in responses between males and females when it comes to hand gestures that illustrate the meaning of sizes (chi-square = 9.449, df = 3, p-value = 0.24 which is less than 0.050). This results has opposite views to the study of Adams, S. M. (2012) where the results shows that no significant differences between males and females in that study. The average accuracy for male participants correctly identifying facial expressions was 8.244 (SD = 0.19), while the average accuracy for female participants was 8.256 (SD = 0.19). An analysis of variance (ANOVA) for a repeated measure design was used to determine the effect of gender. No significant results were found, $F(1, 24) = 0.003, p > .05$. However, there is a similar views with the study of Afdaliah, N.

(2017) with no indication of gender differences in which the results show that, gestures were used by the teachers during their lessons. They mostly used hand gestures to complement or reinforce their verbal messages. In the same way, Akinola, O. A. (2014) conducted study where the results reveal that, gestures can be used to convey the meanings of specific words such as descriptive adjectives, prepositions of place, and action verbs, but there was no indication to differences between males and females. An investigation into the reason for the significant differences between males and females when it comes to hand gestures to illustrate sizes should be conducted. Result in item three show no significant difference in responses of males and females regarding the helpfulness of hand gestures in conveying directions-related words (chi-square = 4.640, df = 2, p-value = 0.098). There is an absolute significant difference between males and females regarding their responses to the reinforcement of gestures used to convey the basic meaning of words (chi-square = 18.187, df = 3, p-value = 0.000). This result correspond with the views of Liu, J. (2014), in which it states that men are more likely to use their hands to communicate and to make more obvious gestures. On the other hand, women tend to exhibit a more delicate display of gestures and tend to restrain and exhibit deferential gestures. According to the latter study, men's gestures made with the right hand during speech are significantly higher than their gestures made with the left hand during listening. No results were found relating to left- or right-handed gestures among females.

4.4 Analysis of Hypothesis Four (Teachers' Questionnaire)

Table – 4.15: The Frequency of Responses to Items in Hypothesis Four (Teachers)

No	Items	SA	A	UN	DA	SD	Total
1	Pitch of voice helps to convey the grammatical category of the words. E.g. noun, verb, etc...	33	53	28	13	0	127
2	Intonation helps to convey the category of the sentence. E.g. question or affirmative	74	46	4	2	0	126
3	Teacher's vocal variations help emphasize a particular part of the message in a sentence	58	56	13	0	0	127
4	Teacher's hand gestures are helpful in explaining the prepositions of place.	58	60	8	1	0	127
5	The teacher's body language is helpful to convey the meaning of the adverb of manner. E.g. slowly...	50	65	8	2	0	125
	Average	68.2	56	12.2	3.6	0	126.4

Table 15 shows the frequency of responses with the degree of agreements (strongly agree, agree, undecided, disagree, and strongly disagree) to which the respondents believe of the items under hypothesis four. Furthermore, it gives the average frequency of each of the degree of agreement. As can be seen on the table, 33 and 53 of the respondents strongly agree and strongly agree with the usefulness of pitch of voice in conveying the grammatical category of words. However, 28, 13, 0, undecided, disagree and strongly disagree respectively. As to item two, 74 of the respondents strongly agree that intonation helps to convey the category of the sentence, which is the highest frequency among the other items, thus supporting the sincerity of the hypothesis. On the other hand, 46 of the participants agree with the suggested item, while 4 are undecided, and 2 disagree with one missing case. As For teachers' vocal variations to emphasize a specific part of a message, 58 of the respondents strongly agree, 56 agree and 13 are undecided. The frequency in item four is almost the same as in item three. 58 strongly agree that teachers' hand gestures are helpful in explaining prepositions of place, and 60 agree. However, 8 are undecided and one disagrees. As for the last item, 50 of the participants

strongly agree that the teacher's body language is helpful to convey the meaning of the adverb of manner and 60 agree, while 8 were undecided. However, 2 disagree and there are 2 missing cases. The average score for 'strongly agree' and 'agree' for all items is 68.2 and 56 respectively, which far exceeds the average score for 'undecided' and 'disagree' (12.2, 3.6) respectively. According to the results, the hypothesis is strongly supported by the responses.

Table - 4.16: Statistical Results of Hypothesis Four (Teachers)

No	Items	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation	Percentage
1	Pitch of voice helps to convey the grammatical category of the words. E.g. noun, verb, etc...	127	2.00	5.00	3.8346	0.93234	UN	76.6%
2	Intonation helps to convey the category of the sentence. E.g. question or affirmative	126	2.00	5.00	4.5238	0.64143	SA	90.4%
3	Teacher's vocal variations help emphasize a particular part of the message in a sentence	127	3.00	5.00	4.3543	0.66102	SA	87%
4	Teacher's hand gestures are helpful in explaining the prepositions of place.	127	2.00	5.00	4.3780	0.64154	SA	87.5%
5	The teacher's body language is helpful to convey the meaning of the adverb of manner. E.g. slowly...	125	2.00	5.00	4.3040	0.66264	SA	86%
	Average	126.4	2.2	5.00	4.27894	0.707794	SA	85.5%

The above table shows the statistical results for items under hypothesis four with elaboration of mean and standard deviation, along with interpretation and percentage with their average for each item. In addition, it provides a maximum and minimum expectation as well as their average. As it can be seen the maximum degree of agreement across all items is 5.00, with an average of 5.00, while the minimum ranges from 2 to 3 with an average of 2.2. The mean across

all items ranges from 3.83 to 4.52, which is interpreted as 'undecided' and 'strongly agree' with an overall average mean of 4.27 and that also interprets as strongly agree. On the other hand, percentage across all items range from 76.6% to 90.4% with overall average 85.576.6% strongly agree that pitch of voice conveys the grammatical category of the words ($M= 3.8346 \pm 0.93234$). With regard to item two, 90.4% strongly agree that intonation helps to convey the category of the sentence ($M = 4.5238 \pm 0.64143$). 87% of the participants strongly agree that the teacher's vocal variations are helpful in emphasizing a particular part of the message, with a mean score of (4.3543 ± 0.66102). As far it concern with the usefulness of hand gestures in explaining the preposition of places, 87.5% strongly agree with that ($M = 4.3780 \pm 0.64154$). As for the last item, 86% of respondents strongly agree that teacher's body language is helpful in conveying the meaning of the adverb manner ($M = 4.3040 \pm 0.66264$).

Table- 4.17: A comparison Results to Items in Hypothesis Four by Gender (Teachers)

No	Items	Chi-square	df	P-value
1	Pitch of voice helps to convey the grammatical category of the words. E.g. noun, verb, etc...	3.177	3	0.365
2	Intonation helps to convey the category of the sentence. E.g. question or affirmative	4.250	3	0.236
3	Teacher's vocal variations help emphasize a particular part of the message in a sentence	0.385	2	0.825
4	Teacher's hand gestures are helpful in explaining the prepositions of place.	4.831	3	0.185
5	The teacher's body language is helpful to convey the meaning of the adverb of manner. E.g. slowly...	2.328	3	0.507

Table 17 shows the comparison of the responses between males and females with regard to the chi-square test, degree of freedom, and the p-value. In item one, no significant difference is found between males and females in regards to the utility of pitch of voice in conveying the grammatical category of words

(chi-square = 3.177, df = 3, p-value = 0.365). In terms of the assistance of intonation in conveying the sentence category, there was no significant difference between males and females (chi-square = 4.250, df = 3, p-value = 0.236). Among males and females, there is no significant difference in their responses to teachers' vocal variations in helping them emphasize a specific part of the message (chi-square = 0.385, df = 2, p-value = 0.825). The chi-square test in item four is 4.831, the df is 3, and the p-value is 0.185, therefore, no significant differences are evident regarding the teachers' hand gestures being helpful for explaining the prepositions of place. The results of item five show that males and females have similar responses when it comes to the effectiveness of body language in communicating the meaning of adverbs of manner with a chi-square of 2.328, a df of 3, and a p-value of 0.507, which shows that there is no significant difference between the genders.

4.5 Analysis of Hypothesis Five (Teachers' Questionnaire)

Table – 4.18: The Frequency of Responses to Items in Hypothesis Five (Teachers)

No	Items	SA	A	UN	DA	SD	Total
1	Teacher's vocal cue is an effective method of determining the meaning of spoken words	36	73	15	3	0	127
2	The way teacher moves in the class is very effective to make the target explanation understood	44	68	11	4	0	127
3	Gestures are powerful to complement the verbal language	54	67	2	3	0	126
4	Miming is an effective technique to teach action words	57	64	6	0	0	127
5	Body language is an effective technique to make students understand what the teacher is saying	61	64	1	1	0	127
	Average	50.4	67.2	7	2.2	0	126.8

The above table states the frequency of degree of agreement (strongly agree, agree, undecided, disagree, and strongly disagree) to the items listed in hypothesis five. Furthermore, it gives the average of each degree of agreement. It is clear from the table that the highest frequencies occur in 'strongly agree'

and 'agree', ranging from 36 to 61 and 64 to 73 sequentially. As such, it confirms the sincerity of the hypothesis and study. Firstly in item one, 36 out of 127 of the participants strongly agree that a teacher's vocal cue can effectively determine the meaning of spoken words, 73 agree, and 15 are undecided. Secondly, 44 of the respondents strongly agree that how the teacher moves in the classroom is very effective in helping students understand the target explanation, and 68 agree, while 11 are unsure. On the other hand, 4 of the participants disagree with the suggested item. In item three, 54 of the respondents strongly agree that gestures complement verbal communication, whereas 67 disagree, 2 remain undecided, and 3 disagree with one missing case. The majority of respondents, 57, strongly agree with miming as an effective technique for teaching action words, followed by 64 others who agree and 6 remain undecided. Sixty-one per cent of the participants strongly agree that body language is an effective way of getting students to understand what teachers are saying, and 64 per cent agree. One participant remains undecided and disagrees. To wrap up, the overall average of the degree of agreement of 'strongly agree' and 'agree' outweigh the others, therefore it can be said the items support the trustworthiness of the hypothesis.

Table – 4.19: Statistical Results of Hypothesis Five (Teachers)

No	Items	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation	Percentage
1	Teacher's vocal cue is an effective method in determining the meaning of spoken words	127	2.00	5.00	4.1181	0.69709	A	82.3%
2	The way teacher moves in the class is very effective to make the target explanation understood	127	2.00	5.00	4.1969	0.72418	A	83.9%
3	Gestures are powerful to complement the verbal language	126	2.00	5.00	4.3651	0.64004	SA	87.3%
4	Miming is an effective technique to teach action words	127	3.00	5.00	4.4016	0.58091	SA	88%
5	Body language is an effective technique to make students understand what the teacher is saying	127	2.00	5.00	4.4567	0.55999	SA	89.1%
	Average	126.8	2.2	5.00	4.30768	0.640442	SA	86.12%

The above table provides statistical results for items in hypothesis five, including the mean and standard deviation with their average scores. In addition, it gives the percentage and interpretation of each item accompanied by the average. Moreover, it elaborates the maximum and minimum expectation of the responses with the average of each. It is noted that 127 teachers participated in the survey, but there is one missing case in item three. About eighty-three percent of the respondents agree that teachers' vocal cues are effective in determining the meaning of spoken words. The mean is (4.11 ± 0.69709) , the maximum is 5 and the minimum is 2. Almost 84% of respondents agree that teacher movement clarifies meaning $(M = 4.19 \pm 0.72418)$, with a minimum of 2.00 and a maximum of 5.00. As far as the importance of gestures in complementing verbal language is concerned, 87.3% of the participants strongly agree with that, with a mean of (4.36 ± 0.64304) , maximum = 5.00, and minimum = 2.00). According to item four, 88% of respondents strongly agree that miming is an effective technique for teaching

action words ($M = 4.40 \pm 0.58091$) with a minimum of 3.00 and a maximum of 5.00. Concerning the last item, eighty-nine per cent of the participants strongly agree that body language is an effective technique to make students understand what the teacher is saying with a mean of (4.45 ± 0.55999) and 5.00 and 2.00 maximum and minimum respectively. In conclusion, the average mean is 4.30 ± 0.640442 which interprets as strongly agree. According to the results, the average percentage for all items is 86.12%, while the overall average for the respondents is 126.8 with one missing case in item three as indicated.

Table- 4.20: A comparison Results to Items in Hypothesis Five by Gender (Teachers)

No	Items	Chi-square	df	P-value
1	Teacher's vocal cue is an effective method in determining the meaning of spoken words	0.505	3	0.918
2	The way teacher moves in the class is very effective to make the target explanation understood	3.200	3	0.362
3	Gestures are powerful to complement the verbal language	8.392	3	0.039
4	Miming is an effective technique to teach action words	3.817	2	0.148
5	Body language is an effective technique to make students understand what the teacher is saying	1.091	3	0.779

Table 20 illustrates the significant differences in the responses between males and females to items listed in hypothesis five concerning the chi-square test, degree of freedom, and p-value. According to the observed results, no significant differences were found in the responses between males and females for all items except for item three. In terms of teacher's vocal cues determining the meaning of spoken words, no significant difference is observed (chi-square = 0.505, df = 3, p-value = 0.918). Males and females respond similarly to whether the teacher's movement made the target explanation more understandable (chi-square = 3.200, df = 3, and p-value = 0.362). In contrast, significant differences were found between the responses of males and females

regarding the power of gestures in complementing verbal language (chi-square = 8.392, df = 3, and p-value = 0.039, which is less than 0.050). This result is not different from the result of item two in hypothesis three, which suggests that “hand gestures illustrate the meaning of sizes.”. According to Liu, J. (2014), the significant difference can be attributed to the nature of hand gestures for males more than for females for both indicated items. The result in item four shows no significant difference in males' and females' responses toward the effectiveness of miming as a technique in teaching action words (chi-square = 3.817, df = 3, and the p-value = 0.148). On the last item, both genders share the same views on whether body language can be used to help students understand what a teacher is saying (chi-square = 1.091, df = 3, and p-value = 0.779).

Part Two: The analysis of the Students’ questionnaire

4.6 Analysis of Hypothesis One (Students’ Questionnaire)

Table- 4.21: The Statistical Result of the Participants by Age (Students)

Gender	Number	Minimum	Maximum	Mean	ST Deviation	P-value
Male	47	18	22	19.67	0.79	0.312
Female	52	18	30	19.94	1.61	

The above table represents the frequency of the respondents in hypothesis one by age. The survey questionnaire was filled out by 99 students, 52% of whom were female and 47% were male. The age range of respondents range from 18 to 30 years with a mean age (of 19.67 ± 0.79 vs. 19.94 ± 1.61) with no statistical difference between males and females respectively ($p = 0.312$).

Age regards as a crucial factor in this study and as has been indicated in a study conducted by Feldman, R. S., & Tyler, J. M. (2006) that not all individuals are equally sensitive to nonverbal behaviour, however. Sensitivity to nonverbal cues changes over the life span.

**Table – 4.22: The Frequency of Responses to Items in Hypothesis One
(Students)**

No	Items	SA	A	UN	DA	SD	Total
1	Teacher’s body language makes me attentive in the class	70	24	4	1	0	99
2	I recognize teacher’s response from his eye contact	57	35	6	1	0	99
3	Teacher’s eye contact makes the lesson enjoyable	59	29	6	5	0	99
4	I feel more confident when the teacher uses positive eye contact	53	29	12	5	0	99
5	When the teacher sits on the chair, I feel unmotivated and get bored	43	19	20	13	4	99
	Average	56.4	27.2	9.6	5	0.8	

The above table shows the degree of agreement to the statements of hypothesis one with the average of each option. As can be seen, there is strong agreement with most of the items between frequencies of 43 to 70. Most of the respondents strongly agree with the first item with the frequency of 70 which consider the highest frequency among all items and this can be compared with the study conducted by Zeki, (2009) it has been shown in the results that students reported that teacher’s eye contact is a source of motivation and concentration for them towards the lesson making them feel important and confident as well. It can also be related to the enjoyment of the lesson which is indicated in the third item. The result of the third item which indicates that “Teacher’s eye contact makes the lesson enjoyable” and has a frequency of 59 out of 99 also has similar views to (Zeki, 2009) in which the results have been shown that students reported that teacher’s eye contact helps them understand the topic better. While the lowest frequency is in item 5 which relates the motivation of the students with the movements of the teacher in the classroom, less than half of the respondents strongly agree with that statement. Yet, only 4 of the respondents strongly disagree with the indicated item with an overall average of statements 0.8 which consider very low. The overall

average of strongly agree for all statements is 56.4 which consider very high compared to other options. Therefore, it can be drawn that these statements strongly support the hypothesis in particular and the study in general.

Table – 4.23: The Statistical Results of Hypothesis One (Students)

No	Items	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation	Percentage
1	Teacher’s body language makes me attentive in the class	99	2.00	5.00	4.6465	.61134	SA	93%
2	I recognize teacher’s response from his eye contact	99	2.00	5.00	4.4949	.66045	SA	90%
3	Teacher’s eye contact makes the lesson enjoyable	99	2.00	5.00	4.4343	.82266	SA	89%
4	I feel more confident when the teacher uses positive eye contact	99	2.00	5.00	4.3131	.87652	SA	86%
5	When the teacher sits on the chair, I feel unmotivated and get bored	99	1.00	5.00	3.8485	1.23192	A	77%
Average			1.8	5	4.344	0.838	SA	87%

The above table indicates the results of the students’ responses to hypothesis one. The descriptive statistic shows that 87% of the respondents strongly agree with an average mean of 4.34 ± 0.838 . In the interpretation column, the maximum responses of the first four items strongly agree with an average range of (4.3 to 4.6) and an agreement range of 86% to 93% that reflecting very high agreement and supporting the sincerity of the hypothesis while the item five of the hypothesis scores a mean of 3.84 ± 1.23 which reflects the agreement of 77%.

Regarding item one of the hypothesis (*Teacher’s body language makes me attentive in the class*), the statistical results show that the agreement per cent is 93% with a mean of (4.6465 ± 0.61134) this result reflects strongly agrees with the suggested item. Several studies have been conducted concerned with the items

under the hypothesis, one of these studies is the study of Zeki (2009) in which the results show students reported that teacher’s eye contact is a source of motivation and concentration for them towards the lesson making them feel important and confident as well. This has similar views of item three. Another result of that same study reveals that, students reported that they perceive teacher’s eye contact as a means for emphasis; that teacher uses eye contact while stressing something important about the course content. Also, this result correspond with item four.

In conclusion, all items of the hypothesis strongly support the study and their results correspond with their counterparts of other studies to a very high extend.

Table- 4.24: A comparison Results to Items in Hypothesis One by Gender (Students)

No	Items	Chi-square	df	P-value
1	Teacher’s body language makes me attentive in the class	6.989	3	0.072
2	I recognize teacher’s response from his eye contact	3.804	3	0.283
3	Teacher’s eye contact makes the lesson enjoyable	11.425	3	0.010
4	I feel more confident when the teacher uses positive eye contact	8.567	3	0.036
5	When the teacher sits on the chair, I feel unmotivated and get bored	12.866	4	0.012

The above table shows the results of chi-square test that reflect the comparison results between male and female responses. Item 1 and 2 results reveal that there is no statistical significance difference with a p-value more than 0.05(0.072 and 0.283). However, there is statistical differences in items 3, 4, and 5 between the responses. Regarding item three which has a p-value of (0.010), a similar item has been proposed in a study by Butt, M. N et al (2011, 43) and it has been formulated as “*Teacher’s regular eye contact makes the classroom’s environment alive to lesson taught.*” In the former study, the questionnaire was for students with a classification of male and female whereas in the latter study it was a survey for teachers and no indication to gender. The results of the second study

show that 25 of the respondents strongly agree with that item out of 40 and that match with this study. On the same way, research from Lanthier et al. (2019) has similar views with reference to benefit of eye contact between the two genders and the result of that study shows that, female participants benefited from the investigator's gaze more than male participants on a subsequent memory test. In contrast, male participants showed no benefit of the investigator's gaze on subsequent memory tests when the investigator's gaze was held longer. In addition, researchers have observed gender differences in how attentive participants are to the eyes on the same study. Since the main concern of item four is with using positive eye contact to make the students more confident and which has a p-value of (0.036) and is less than 0.050, the same result can be drawn regarding the statistical differences between male and female. The last item which has a p-value of (0.012) and that shows statistical differences of the responses between male and female. Similar study has been conducted by Benes et al. (2016) with no reference to gender and that results reveal that, many teachers agree that students enjoy moving in the classroom and that movement increases students' engagement with their academic content. Another study regarding the statistical differences between the two genders in relation to the movements of the teacher is the study of LaFrance and Vial (2016) it claims that with respect to small body movements, results indicate that men tend to be reliably more fidgety and restless than women. Based on the above study a justification can be made that why there was statistical differences in the responses between male and female of item five. The overall analysis of chi-square and degree of freedom beside the p-value have met the expectation of the hypothesis which reflect the sincerity of the suggested hypothesis.

4.7 Analysis of Hypothesis Two (Students' Questionnaire)

Table – 4.25: The Frequency of Responses to Items in Hypothesis Two (Students)

No	Statements	SA	A	UN	DA	SD	Total
1	I understand the feeling of surprise clearly when the teacher explains it through facial expression.	55	32	10	2	0	99
2	I understand the meaning of sadness clearly when the teacher explains it through facial expressions.	48	34	12	3	0	97
3	I get the intended message clearly when the teacher uses a varieties of voices.	65	26	6	2	0	99
4	I get the meaning of tiredness accurately if the teacher uses body language.	53	27	14	4	0	99
	Average	55.25	29.75	10.5	8	0	98.5

The above table displays the degree of agreement to items of hypothesis two with average of each option. As it is shown that there is strong agreement with most of the items between frequencies of 48 to 65. Most of the respondents strongly agree with item three with frequency of 65 which consider the highest frequency among all items and that means it met the expectation of the suggested item. While the lowest frequency is in item two which relates the understanding of emotional meaning of words in general and meaning of sadness in particular via using facial expressions. There is 0% for the option strongly disagree. The overall average of strongly agree for all items is 55.25 which consider very high compared to other options. Therefore, it can be concluded that these items strongly support the sincerity of the hypothesis and support the study.

Table – 4.26: Statistical Results of Hypothesis Two (Students)

No	Items	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation	Percentage
1	I understand the feeling of surprise in a clear way when the teacher explains it through facial expression.	99	2.00	5.00	4.4141	.75607	SA	88.2%
2	I understand the meaning of sadness in a clear way when the teacher explains it through facial expressions.	99	2.00	5.00	4.3093	.80830	SA	86.186%
3	I get the intended message clearly when the teacher uses varieties of voice.	99	2.00	5.00	4.5556	.70309	SA	91.11%
4	I get the meaning of tiredness in an accurate way if the teacher uses body language.	99	2.00	5.00	4.3163	.86866	SA	86.32%
	Average		2.0	5.0	4.39	0.78403	SA	87.9%

The above table represents the results of the students’ responses to hypothesis two. The descriptive statistic shows that 87.9% of the respondents strongly agree with an average mean of 4.39 ± 0.78403 . In the interpretation column, the maximum responses of all items strongly agree with a mean range of (4.3 to 4.5) and a percentage of agreement range of 86% to 91% which indicates very high agreement and supports the sincerity of the hypothesis. Regarding item three and which has the highest statistical results of 91% with a mean of (4.5556 ± 0.70309) this result reflects strongly agree with the suggested item. The result of this item corresponds with the views study of Khalifa and Faddal (2017, 299), in which results reveal that “Teachers who vary the tone, pitch, volume and rhythm of their lecture are more successful”. To sum up, all items of the hypothesis have a maximum of 5.00 which represents strongly agree and a minimum of 2.00 which represents disagree. The overall items have met the expectation of the hypothesis and support the study.

**Table- 4.27: A comparison Results to Items in Hypothesis Two by Gender
(Students)**

No	Items	Chi-square	df	P-value
1	I understand the feeling of surprise in a clear way when the teacher explains it through facial expression.	4.356	3	0.225
2	I understand the meaning of sadness in a clear way when the teacher explains it through facial expressions.	2.626	3	0.453
3	I get the intended message clearly when the teacher uses varieties of voice.	2.353	3	0.502
4	I accurately get the meaning of tiredness if the teacher uses body language.	4.438	3	0.218

The above table represents the results of chi-square test that reflect the comparison results between males and females responses. All the items show that there was no significant statistical differences in the responses between male and female with a p-value of more than 0.05. The degree of freedom of all items is 3. The overall analysis of chi-square and degree of freedom beside the p-value have met the expectation of the hypothesis which reflect the sincerity of the suggested hypothesis.

4.8 Analysis of Hypothesis Three (Students' Questionnaire)

**Table – 4.28: The Frequency of Responses to Items in Hypothesis Three
(Students)**

No	Items	SA	A	UN	DA	SD	Total
1	I get the meaning of shapes easily when the teacher explains them through hand gestures. Examples, circles, squares...	66	27	3	3	0	99
2	The meaning of sizes becomes more easily when the teacher illustrates it by hand gestures. E.g. Big, small...	62	31	4	2	0	99
3	I clearly understand direction-related words when the teacher uses hand gestures. E.g. north, south...	65	24	4	6	0	99
4	Gestures help me recognize the meaning of basic words. E.g. point, clap...	64	28	3	4	0	99
	Average	64.25	27.5	3.5	3.7	0	99

The above gives data of agreement to the statements of hypothesis one with the average of each option. It is clear that most of the frequencies are in the column of

strongly agree for all items ranging from 62 to 66 with an average of 64.25 for all and that indicates the sincerity of the hypothesis. As can be noted that item one has the most frequency among the other item with a frequency of 66 out of 99 and it has similar views to the study of Lisnawati et al. (2021) in which the results showed that there were several multimodal meanings represented in teacher's gestures while teaching-learning process one of the results is, gestures of raising hand and pointing student to emphasize the instruction during teaching-learning process, gestures of counting down a finger, raising class object and open arms to encourage students' understanding of material during learning activities. The second most frequent answer of the respondents is "agree" and that varies between 24 and 31 with an average of 27.5 for all items, which also meets the expectation of the hypothesis. While the least degree of frequency is on the option of strongly disagree with a frequency of 0 and an average of 0. On the other hand, the frequency of the option 'disagree' to all items fluctuates between 2 to 6 with an average of 3.7. However, the frequencies of the option 'undecided', are between 3 and 4 with an average of 3.5.

To sum up, all the suggested items meet the expectation of the hypothesis and therefore support the study.

Table – 4.29: The Statistical Results of Hypothesis Three (Students)

No	Items	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation	Percentage
1	I get the meaning of shapes easily when the teacher explains them through hand gestures. Examples, circles, squares...	99	2.00	5.00	4.5758	0.70118	SA	91.5%
2	The meaning of sizes becomes more easily when the teacher illustrates it by hand gestures. E.g. is big, small...	99	2.00	5.00	4.5455	0.67420	SA	90.9%
3	I clearly understand direction-related words when the teacher explains them by hand gestures. E.g. north, south...	99	2.00	5.00	4.4949	0.83756	SA	89.8%
4	Gestures help me recognize the meaning of basic words. E.g. point, clap...	99	2.00	5.00	4.5354	0.74660	SA	90.7%
	Average		2	5	4.5379	0.739885	SA	90.7%

The above table provides the statistical results of students' responses to items in hypothesis three concerning the minimum, maximum, mean, standard deviation, percentage, and interpretation of all items. It is obvious that the maximum of all items is 5.00 with an average of 5 and that interprets as 'strongly agree'. The minimum degree in all items is 2.00 with an average of 2. The percentage of all items ranged from 89% to 91.5% with an average of 90.7 and that strongly supports the trustworthiness of the hypothesis in particular and the study in general. First of all, the descriptive statistic result shows that 87% of the respondents strongly agree with item one with an average mean of (4.57 ± 0.70118) and a percentage of 91.5% which means teachers can use hand gestures to illustrate shape-related words. Secondly, the statistical result proves that 90.9% strongly agree with item two with an average mean of (4.54 ± 0.67420) which indicates the importance of utilizing hand gestures in conveying size-related words. In the same way, the statistical result of item three shows that 89.8% strongly agree that direction-related words are clearly understood when explained by hand

gestures with an average mean of (4.49 ± 0.83756) . Finally, 90% of the respondents strongly agree that gestures help them to recognize the meaning of basic words with an average mean of (4.53 ± 0.74660) .

Table- 4.30: A Comparison Results to Items in Hypothesis Three by Gender (Students)

No	Items	Chi-square	df	P-value
1	I get the meaning of shapes easily when the teacher explains them through hand gestures. Examples, circles, squares...	4.098	3	0.251
2	The meaning of sizes becomes more easily when the teacher illustrates it by hand gestures. E.g. is big, small...	3.046	3	0.385
3	I clearly understand direction-related words when the teacher explains them by hand gestures. E.g. north, south...	4.839	3	0.184
4	Gestures help me recognize the meaning of basic words. E.g. point, clap...	2.817	3	0.421

The above table displays the comparison of respondents between males and females regarding the chi-square test results, degree of freedom and p-value. It is apparent that the p-value of all items is more than 0.05 and that means there is no statistically significant difference in the responses between males and females. The degree of freedom for all items is 3. While the chi-square test for all items matches the expected frequency of the items and therefore supports the hypothesis and the study.

4.8 Analysis of Hypothesis Four (Students' Questionnaire)

Table – 4.31: The Frequency of Responses to Items in Hypothesis Four (Students)

No	Items	SA	A	UN	DA	SD	Total
1	I understand word in classes more quickly when the teacher uses changes in his voice. E.g. noun, verb...	67	22	9	1	0	99
2	I understand the types of sentences accurately when the teacher uses intonation. E.g. question or positive.	64	23	9	3	0	99
3	I determine the real meaning of words easily when the teacher uses vocal cues.	49	38	9	2	0	99
4	The teacher's hand gestures help me understand prepositions of places. E.g. in, on, over...	60	26	9	2	0	99
5	The teacher's body language helps me understand the meaning of adverbs of manner. E.g. slowly, quickly...	65	29	4	1	0	99
	Average	61	27.6	8	1.8	0	

Table 11 discusses the degree of agreement by the respondents on items under hypothesis four. As can be noted that the majority of the respondents strongly agree with all items ranging from 49 to 67 out of 99 and with an average of 61 which is very high. As item one has the most frequency, EFL teachers can use the tone of voice to explain the word categories. Item two and which suggests that students can understand the types of sentences has a frequency of 64. It corresponds with the study of the function of intonation in English language, 2018 in a way that serves a grammatical function. Intonation helps identify grammatical structures in speech, as punctuation does in writing. We use intonation to mark the beginning and of grammatical units such as clauses and sentences. We do this by tonality. We also use intonation to distinguish clause types, such as question vs. statement, and to disambiguate various grammatically ambiguous structures (the syntactic function). We do this mainly by tone.

On the other hand, the range of frequency for option ‘agree’ is between 22 and 38 with an average of 27.6. While the frequency of option ‘undecided’ range between 9 and 4 with an overall average of 8. The least frequency among all options for all items is ‘disagree’ which ranged between 1 and 3 with an overall average of 1.8. However, none of the respondents who selected the option ‘strongly disagree’.

Table – 4.32: The Statistical Results of Hypothesis Four (Students)

No	Items	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation	Percentage
1	I understand words classes more quickly when the teacher uses changes in his voice. E.g. noun, verb...	99	2.00	5.00	4.5657	0.70221	SA	91.3%
2	I understand the types of sentences in an accurate way when the teacher uses intonation. E.g. question or positive.	99	2.00	5.00	4.4949	0.78732	SA	89.8%
3	I easily determine the real meaning of words when the teacher uses vocal cues.	99	2.00	5.00	4.3673	0.73762	SA	87.3%
4	Teacher’s hand gestures help me understand prepositions of places. E.g. in, on, over...	99	2.00	5.00	4.4845	0.75157	SA	89.6%
5	Teacher’s body language helps me understand the meaning of adverbs of manner. E.g. slowly, quickly...	99	2.00	5.00	4.5960	0.62137	SA	91.9%
	Average		2	5	4.5016	0.720018	SA	89.9%

The table illustrates the statistical results of the items in hypothesis four with a reflection of the maximum and minimum redundancy of all items in addition to the mean, standard deviation, interpretation and percentage of each item. Moreover, it gives the average of each redundancy. According to the results, the maximum score for all items is 5.00, indicating strong agreement with an average score of 5 and a minimum of 2.00. The results of these items show that there is a

consistency in the sincerity of the hypothesis and serve the goals of the study. It is estimated that the average percentage of overall items is 89.9% which represents very high. In terms of understanding words classes based on the tone of voice, 91.3% of the respondents strongly agree with a mean of (4.56 ± 0.70221) . A mean of (4.49 ± 0.78732) is determined for item two, which proposes understanding sentence type through intonation with 89.8% strongly agreeing. According to the results, 87.3% of the respondents indicated that they can easily determine the meaning of words when teachers use vocal cues (4.368 ± 0.73762) . Likewise, 89.6% of the respondents strongly agree with item four with a mean score of (4.48 ± 0.75157) . A mean of 4.59 ± 0.62137 indicates that 91.9% strongly agree with item five.

Table- 4.33: A comparison Results to Items in Hypothesis Four by Gender (Students)

No	Items	Chi-square	df	P-value
1	I understand word classes more quickly when the teacher uses changes in his voice. E.g. noun, verb...	3.792	3	0.285
2	I understand the types of sentences in an accurate way when the teacher uses intonation. E.g. question or positive.	3.647	3	0.886
3	I easily determine the real meaning of words when the teacher uses vocal cues.	4.549	3	0.208
4	Teacher's hand gestures help me understand prepositions of places. E.g. in, on, over...	3.793	3	0.285
5	Teacher's body language helps me understand the meaning of adverbs of manner. E.g. slowly, quickly...	2.079	3	0.556

The above table shows the chi-square, degree of freedom, and p-value for the male and female responses for hypothesis four. There are insignificant statistical differences for all items between males and females. Since the p-value is greater than 0.05 for the first item (chi-square = 3.792, df = 3, p = 0.285), the suggested item is accepted and teachers can use the tone of voice to convey the meaning of words classes. Based on the results of item two, it appears that types of sentences are accurately understood when teachers explain them using intonation

(chi-square = 3.792, df = 3, p = 0.285). In addition, there are insignificant statistical differences with item three, which suggests that words are more easily interpreted when explained by vocal cues (chi-square = 4.549, df = 3, p = 0.208). In item four of the chi-square test of independence, gender is significantly associated with understanding prepositions when explained by hand gestures (chi-square = 3.793, df = 3, p = 0.285). In terms of statistical significance, the last item does not differ from the others, indicating that males and females understand adverbs of manners clearly when teachers use body language (chi-square = 2.079, df = 3, p = 0.556). According to the results of all items of hypothesis four, the conclusion can be drawn that there was no statistically significant difference because the p-value for all items is greater than 0.05, therefore the whole hypothesis is accepted.

4.10 Analysis of Hypothesis Five (students)

Table – 4.34: The Frequency of Responses to Items in Hypothesis Five (Students)

No	Items	SA	A	UN	DA	SD	Total
1	Do you think that...	66	27	3	0	0	96
	Teacher's hand gestures are powerful to help you understand						
2	Teacher's eye contact is an effective way to let you emphasize a particular point of meaning	50	38	8	3	0	99
3	Teacher's body language is an effective way to make you understand what he is saying	59	34	4	0	0	97
4	Teacher's vocal cues are effective ways to make you understand the meaning of spoken words	52	36	10	0	1	99
5	Miming is a valuable technique that helps you understand action words, swim, eat, etc.	61	31	3	4	0	99
	Average	57.6	33.4	5.6	1.4	0.2	98

This table shows respondents' responses to items in hypothesis five as well as the frequency of options from strongly agree to strongly disagree. This is followed by the average score for each option and the total. All of the given items,

ranging from 50 to 66, were strongly agreed upon by most respondents, with an overall average of 57.6. The final total of all items is completed, but there were 3 missing cases in item one and 2 missing cases in item three out of the 99 total, so the final total is 98. In item one, 66 of the respondents strongly agree that teachers' hand gestures help them understand. This is the highest frequency compared to those who disagree and strongly disagree with a score of 0.00. This item's results are similar to those of Afdaliah (2017), which found that gestures are used to engage students in the learning materials and make learning easier. Furthermore, the latter study also found that teachers used hand gestures to complement or reinforce their verbal explanations. Among the options of 'strongly agree,' item 5 has the second-highest frequency at 61. Other options have frequencies of 31, 3, 4, and 0.00 for agree, undecided, disagree, and strongly disagree. Based on this result, EFL teachers can utilize miming in teaching to explain action words. In contrast with the other options, 59 of the respondents strongly agree that the teacher's body language is effective in making them understand item 3 with a frequency of 34, 4, 0.00, and 0.00 for agree, undecided, disagree, and strongly disagree, respectively. Items four and two have the least frequency of strongly agreeing with a frequency of 50 and 52, respectively.

Table – 4.35: The Statistical Results of Hypothesis Five (Students)

No	Items	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation	Percentage
1	Do you think that	99	3.00	5.00	4.6563	0.53955	SA	93.12%
	Teacher’s hand gestures are powerful to help you understand							
2	Teacher’s eye contact is an effective way to let you emphasize a particular point of meaning	99	2.00	5.00	4.3636	0.76204	SA	87.2%
3	Teacher’s body language is an effective way to make you understand what he is saying	99	3.00	5.00	4.5670	0.57567	SA	91.3%
4	Teacher’s vocal cues are effective ways to make you understand the meaning of spoken words	99	1.00	5.00	4.3939	0.75347	SA	87.8%
5	Miming is a valuable technique that helps you understand action words, swim, eat, etc.	99	2.00	5.00	4.5051	0.74743	SA	90.10%
	Average		2.21	5	4.4971	0.675632	SA	89.9%

The above table shows the statistical results of the items in hypothesis five with reference to the mean, standard deviation, and minimum and maximum for each item. As well as the overall average, the percentages and interpretations of each item are provided to help make the information clearer. As can be seen, the maximum is 5.00, with an overall average of 5.00, while the mean varies from ± 4.39 to ± 4.65 , which indicates very high results. On the contrary, the minimum degree varies from 1 to 3 and item four has the lowest degree by 1 compared to the other items and that means one of the respondents strongly disagrees with the effectiveness of teachers' vocal cues in helping students comprehend action words. The second-lowest minimum degree is found in items two and five. For item two, two respondents disagreed that teachers' eye contact was effective in emphasizing a particular point. However, 87.2% of respondents strongly agreed with the item, so strongly agreeing outweighed disagreeing. According to item five, 2 respondents

disagree with miming for helping to understand action words, whereas 90.10 per cent strongly agree with it, so the majority can be regarded as reliable.

Table- 4.36: A comparison Results to Items in Hypothesis Five by Gender (Students)

No	Items	Chi-square	df	P-value
1	Do you think that ... Teacher's hand gestures are powerful to help you understand	0.678	2	0.712
2	Teacher's eye contact is an effective way to let you emphasize a particular point of meaning	6.249	3	0.100
3	Teacher's body language is an effective way to make you understand what he is saying	1.803	2	0.406
4	Teacher's vocal cues are effective ways to make you understand the meaning of spoken words	4.528	3	0.210
5	Miming is a valuable technique that helps you understand action words, swim, eat, etc	1.921	3	0.589

The above table compares the chi-square test, the degree of freedom, and the p-value of responses to hypothesis five between females and males. The degree of freedom is consistent for items 2, 4 and 5 (df = 3), while items 1 and 2 (df = 2). It is also noteworthy that the p-value for all items is greater than 0.05, which indicates that there are no significant differences between males and females. As far as hand gestures are concerned, there is no statistically significant difference in item one (chi-square = 0.678, df = 2, p-value = 0.712). Furthermore, the chi-square test results do not indicate a significant difference between males and females in terms of the effectiveness of eye contact in emphasizing a particular meaning in item two (chi-square = 6.249, df = 3, p-value = 0.712). As for item three, there is no statistically significant difference in how students understand what the teacher says along with the body language (chi-square = 1.803, df = 2, p-value = 0.406). Using chi-square tests and p-values, item four indicates that males and females do not differ in their understanding of action words through teachers' vocal cues. Lastly, the result for item five shows that (the chi-square test = 1.921, df = 3, p-

value = 0.689) since the p-value is greater than 0.05, it can be concluded that there was no significant difference between males and females in understanding action words.

4.11.0 Testing of the Thesis Hypotheses

The analysis and results of the two questionnaires (teachers' and students') are discussed in this section. There is also a summary of the illustrative tables and figures. This chapter clearly presents all the statistical analyses that resulted in the following results:

4.11.1 Hypothesis One

Based on the analysis of the hypotheses that have been raised in chapter one, the results of hypothesis one “Non-verbal communication increases students’ motivation to understand the meaning.” Concerning the degree of agreement by the respondents ‘teachers’ to this hypothesis in general, an average of 84.4 frequency strongly agree with all items in the proposed hypothesis as shown in table (4.6) and the overall average frequency in items listed under the hypothesis of 39.00 agree with that out of 127. The overall percentage of the degree of agreement is strongly agreed is 92.6% as can be seen in the table (4.7) and that strongly supports the sincerity of the hypothesis. Similarly, the overall average frequency of the respondents (students) that responded to items listed in this hypothesis with strongly agree is 56.4 and 27.2 with agree out of 99. The figures of strongly agree and agree outweigh the other option, therefore it can be said the hypothesis is sincere. However, the percentage of students (respondents) who agree with the same hypothesis is 87% and that is also interpreted as strongly agreeing as shown in table (4.23). In both questionnaires (teachers' and students'), the obtained results (hypothesis one) support the hypothesis that using non-verbal communication properly affects students' motivation to understand positively.

4.11.2 Hypothesis Two

As the second hypothesis of the study, hypothesis two states that “Non-verbal communication is a credible technique to convey emotional meaning.” Based on the analysis, the results of the teachers’ questionnaire reveal that the average frequency of 43.2 and 63.6 out of 126.6 respectively strongly agree and agree with the items listed under the indicated hypothesis as shown in table (4.9). The average frequency of the other degrees of agreement is 14, 5.2, and 0.6 sequentially to undecided, disagree, and strongly disagree. Therefore, the positive degree of agreement is greater than the negative, so the positive points can be relied upon. The overall percentage of the hypothesis in the teachers’ questionnaires is 82.6%, and that is interpreted as 'agree' according to the general mean of all items under the hypothesis ($M = 4.13$) as illustrated in the table (4.10). Regarding the results of the students’ questionnaire, an average frequency of 55.25 strongly agree and 29.75 out of 98.5 agree compared to 10.5, 8, and 0 for undecided, disagree and strongly disagree respectively as noticed in the table (4.25). Overall, the hypothesis has the interpretation of 'strongly agree' as indicated in the table (4.26) with an average mean of (4.39 ± 0.78403) and a percentage of 87.9%. The frequency of the responses and the overall percentage of the items indicate the reliability of the credibility of non-verbal communication as a technique in conveying emotional meaning”.

4.11.3 Hypothesis Three

The results in hypothesis three show an average frequency of 61.5 and 57.5 of the responses strongly agreeing and agreeing, respectively, while 6.7 are undecided and 1 of the respondents disagree out of 126.7. See table (4.12). The correspondent percentage average of the hypothesis is 88.2%, as illustrated in the table (4.13) which has the interpretation of "strongly agree" ($M = 4.41 \pm 0.62688$). This leads to the sincerity of the hypothesis. On the other hand, results from the

students' questionnaire on the same hypothesis reveal that the average of the participants who strongly agree with items under the indicated hypothesis is 64.25, while the average frequency of the respondents who agree with the items under this hypothesis is 27.5. See table (4.28). However, the frequency of the participants who are undecided, disagree, and strongly disagree is 3.5, 3.7, and 0, respectively. In light of the overall frequency of the items listed under the hypothesis, 90.7 of the respondents (students) strongly agree that Non-verbal communication helps EFL teachers to convey the meaning of new words and vocabulary. As shown in table (4.29). Based on the students' and teachers' results, reliance can be made upon the use of non-verbal communication in conveying the meaning of new words and vocabulary.

4.11.4 Hypothesis Four

Results in hypothesis four reveal that an average frequency of 68.2 of the respondents (teachers) strongly agree with items related to the concern hypothesis items in hypothesis while an average of 56 agree with the overall items as illustrated in the table (4.15). However, 12.2 and 3.6 are undecided and disagree respectively. Consequently, the resulting average frequency of all items in the hypothesis shows that 85.5% strongly agree with the usefulness of using non-verbal communication in conveying the grammatical meaning ($M = 4.27 \pm 0.66264$). See table (4.16). With regard to students' results of the same hypothesis, an average frequency of 61 strongly agree with items listed under the suggested hypothesis, while 27.6 agree and eight are undecided. However, 1.8 of the respondents (students) disagreed, as indicated in the table (4.31). This resulted in the interpretation of 89.9% of the participants (students) strongly agree that verbal communication helps EFL teachers to convey the grammar meaning. According to the table (4.32) ($M = 4.50 \pm 0.720018$).

4.11.5 Hypothesis Five

According to the analysis of items listed in hypothesis five, the results show that an average of 50.4 of the respondents (teachers) out of 126.8 strongly agree with the suggested items of the hypothesis as indicated in the table (4.18). The average frequency of the respondents who agree with the items of hypothesis five is 67.2, while seven are undecided and 2.2 disagree. These frequencies have an equivalent overall percentage of the hypothesis, which is 86.12, and have the interpretation of strongly agreeing, as shown in table (4.19). The average percentage of the hypothesis reflects that teachers strongly agree with the effectiveness of non-verbal communication as a technique for conveying meaning. According to an analysis of the same hypothesis in the students' questionnaire, an average frequency of 57.6 out of 98 of the respondents strongly agreed with the items listed in the hypothesis, as seen in the table (4.34). There is an average frequency of 33.4 of the respondents who agreed with the items under the hypothesis and 5.6 are undecided while 1.4 disagree and 0.2 strongly disagree. The average frequency resulted in an overall percentage of 89.9% as "strongly agree," with a mean of 4.49 ± 0.675632 . See table (4.35). In conclusion, teachers and students strongly agree with the effectiveness of non-verbal communication as a technique in meaning conveyance.

Chapter Five

Main Findings, Conclusions, Recommendations, and Suggestions

Chapter Five

Main Findings, Conclusions, Recommendations, and Suggestions

5.0 Introduction

This study investigates the role of non-verbal communication and its effect on meaning conveyance in EFL classrooms. Chapter one is formulated as an introduction to the study. All the main points such as background, statement of the problem, research questions, hypotheses of the research ...etc. were presented and discussed. The theoretical framework and the literature review were discussed in chapter two. On the other hand, chapter three discusses the methodology of the research, while chapter four presents the data analysis and discussion of the results. The conclusions were drawn in chapter five as well as the findings and recommendations.

5.1 Main Findings

Based on reviewed related literature in chapter two and the analysis of the data in chapter four, the following points represent the main findings:

- 1- Teachers' non-verbal communication is important in teaching EFL classes and it could help students to be attentive, recognize the teacher's response, make the lesson enjoyable, and builds students' confidence.
- 2- Non-verbal communication is credible in conveying emotional meaning and it could help students to get the emotional related messages clearly.
- 3- Teachers' non-verbal is useful in conveying and clarifying the meaning of new vocabulary such as shapes, sizes, direction- related words.
- 6- Non-verbal communication helps teachers to convey the meaning of grammar.

5.2 Conclusions

- Teachers' non-verbal communication such as hand gestures, eye contact, teachers' body language, vocal cues, and miming are effective techniques to convey meaning.
- Students' non-verbal communication helps teachers notice students' engagement.
- Males and females teachers have different views on using eye contact in making the students attentive in the class.
- 8- It has been observed that male and female teachers have different views on using hand gestures to illustrate the meaning of sizes and the basic meaning of words.

5.3 Recommendations

In the light of the findings the following points are highly recommended to be implemented by teachers:

- 1- Teachers should utilize non-verbal communication in their EFL classes to keep the students attentive and motivated.
- 2- Teachers should be oriented to non-verbal communication and encouraged to implement it in their teaching processes.
- 3- Teachers should use appropriate eye contact with their students to make them alert during classes.
- 4- Non-verbal communication should be used as a credible technique to convey emotional meaning.
- 5- Non-verbal communication should be applied in EFL classes to facilitate grammar understanding.
- 7- Various ways of body language should be adapted in the class to make it enjoyable and responsive.

5.4 Suggestions for Further Studies

After analysing the data, discussing the results and the considered aspects of non-verbal communication in EFL classrooms, the following ideas and points are suggested for further studies:

- 1- A study on the use of body language in virtual classrooms could be conducted and investigated.
- 2- Further study could be conducted on using non-verbal communication in classroom management.
- 3- Considerable attention should be paid to the role of intonation in conveying specific meaning during class.
- 4- A focus of attention should be drawn to the impact of students' psychological interaction with non-verbal communication.
- 5- The role of using gestures by male and female teachers should be investigated.
- 6- The reactions of male and female students toward teachers' eye contact in making the lesson enjoyable should be studied.

Appendix (II)

Students' Questionnaire

The Role of Non-verbal communication in conveying meaning in EFL classrooms

This questionnaire is floated in order to elicit information leading to the completion of an important academic study. Your co-operation would be highly appreciated. The information will be kept confidential and used only for this research. Please check the statement to which you agree from the following statements:

Age:

18-----20 ()

21----22 ()

Above 22 ()

Gender male () female ()

1- Strongly agree (SA)

2- Agree (A)

3- Undecided (NU)

4- Disagree (DA)

5- Strongly disagree (SD)

NO	Part one	SA	A	UN	DA	SD
1	Teacher's body language makes me attentive in the class.					
2	I recognize teacher's response from his eye contact.					
3	Teacher's eye contact makes the lesson enjoyable.					
4	I feel more confident when the teacher uses positive eye contact.					
5	When the teacher sits on the chair, I feel unmotivated and get bored.					
No	Part two	SA	A	UN	DA	SD
1	I understand the feeling of surprise clearly when the teacher explains it through facial expression.					
2	I understand the meaning of sadness clearly when the teacher explains it through facial expressions.					
3	I get the intended message clearly when the teacher uses a variety of voices.					
4	I get the meaning of tiredness accurately if the teacher uses body language.					
NO	Part Three	SA	A	UN	DA	SD
1	I get the meaning of shapes easily when the teacher explains them through hand gestures. Examples, circle, square...					
2	The meaning of sizes becomes more easily when the teacher illustrates it by hand gestures. E.g. is big, small...					
3	I clearly understand direction-related words when the teacher explains them by hand gestures. E.g. north, south...					
4	Gestures help me recognize the meaning of basic words. E.g. point, clap...					
NO	Part Four	SA	A	UN	DA	SD
1	I understand words classes more quickly when the teacher uses changes in his voice. E.g., noun, verb...					
2	I understand the types of sentences accurately when the teacher uses intonation. E.g., question or positive					
3	I determine the real meaning of words easily when					

	the teacher uses vocal cues.					
4	Teacher's hand gestures help me understand prepositions of places. E.g., in, on, over...					
5	Teacher's body language helps me understand the meaning of adverbs of manner. E.g., slowly, quickly...					
NO	Part Five	SA	A	UN	DA	SD
	Do you think that ...					
1	Teacher's hand gestures are powerful to help you understand.					
2	Teacher's eye contact is an effective way to let you emphasize a particular point of meaning.					
3	Teacher's body language is an effective way to make you understand what he is saying.					
4	Teacher's vocal cues are effective ways to make you understand the meaning of spoken words.					
5	Miming is a valuable technique that helps you understand action words.					

Thank you for your co-operation