

Bridging the Gap between Students' Teachers' Nonverbal Communication in Libyan EFL Classes

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Abstract

Communication is considered by many scholars as the ultimate goal of language use. For language learners to achieve such a goal, their attention should be drawn to the importance of the various communication channels within EFL classes. One of which is the so called non verbal communication which is defined as the communication through sending and receiving wordless cues (Wikipedia, the free encyclopedia). Therefore, the enclosed study which is entitled " Bridging the Gap between Students' Teachers' Nonverbal Communication in Libyan EFL Classes", tends to shed the light on the relationship between students' and teachers' non verbal communication in terms of second language use. In other words, it aims at minimizing the claimed space between teachers' use of non verbal communication patterns and students' receiving abilities as well as responses. To accomplish the goals of this study, which is divided into several parts including introduction, review of related literature, research method and design, results and discussions, conclusions and recommendations, 63 students of English Department, Faculty of Arts, Misurata University, Libya were handed out a questionnaire to figure out the effect of spanning the break between teachers' students' non verbal form of interaction .

Introduction

Communication term is a simple word that decorates every tiny angle of our community nor wholly world. Apart from anything else, it is common that lots of communication have been distinguished by the techniques as well as the cues included in while interacting. However, the relationship between language and EFL classroom interactions does affect the teaching mechanisms. In order to have an effective communicative usage of a classroom language, nonverbal communication takes the role of individuals behaviors.

The Role of Nonverbal Communication in Preschool Classroom Interactions is a research that was done by Felicia (2012). She catches on that adults and children use of nonverbal communication is extensively occurred in their interactions.

Nevertheless, the fulfillment of the children when they use nonverbal signals was not always responded to nor sometimes misinterpreted. Such findings tend to be elaborated earlier by Butt (2011) that “nonverbal communication is normally noticed by children soon after their birth”(p.4), while observing other members of their families feeds their thoughts to come up with their own expressions of communication that has the nonverbal cues more than the verbal one. Moreover; it is thought that children’s abilities to understand the nonverbal signals is more naturalistic than the adults’ one. Malonzo (2014) points out that “communication does not confine itself to just talk” (p. 1). He states that the individual may use multiple ways of communication in order to express himself, feeling quite soft, he/she has the right to choose engaging in conversation or react using writing. Malonzo has justified some similar estimations of the amount of nonverbal communication that obviously takes place between humans. In other words, students and teacher tend to communicate and interact with each other not only with the use of words as being comfortable is the reason behind the verbal or the nonverbal interaction.

Elfatihi (2006) explains that all over the teaching and learning process, the trend Communicative Language Teaching brought some modifications that include the role of both teacher and learner in EFL classes. He found out that most interactions between students and teachers in a beginner’s EFL classroom is carried out through nonverbal media. Moreover, he proved that both teaching and learning progress can be reached by the well use of nonverbal communication in the classroom. Barry (2011) suggests that many educators should prepare their nonverbal abilities, training formal or informal. In order to communicate with their pupils well, they should develop the skills necessary to identify and interpret students nonverbal communication. To provide more, he

demonstrated that their sensitivities as being critical could be intentional or unintentional exhibit in the classroom, but benefit the teaching progress.

This study is conducted in order to explore to what extent nonverbal communication is neglected in Libyan EFL classes.

It is explicated that some teachers overlook student's felt need of communication that causes various trouble in classroom participation.

Moreover, students may try to appear motivated but deeply down the noninterest controls their nonverbal behaviors, that might be the result of deeper antecedents known by the empirical indicators. The researcher's findings may give a hand in bridging the gap between teachers and students nonverbal communication in EFL classes.

The Background and Statement of the Problem

The main target of this research is to gain a deep knowledge of the nonverbal competence that bridges the gap between teachers and students of the Faculty of Arts, English Department in Misurata University. Likewise, it offers a view that contributes a suitable learning atmosphere for both teachers and students, bridging the gap of their nonverbal communication. Specifically, its quest is to answer the following questions: How does the nonverbal behavior affect student's performance? How does students and teacher interaction contribute to increase consciousness of nonverbal communication for participants of EFL classes? How is students' teachers' relationship affected by the nonverbal competence? How can the nonverbal communication help in bridging the gap between students and teachers nonverbal behavior? How could the English department get the benefits from the findings that provide the agreeable and valid learning atmosphere?

Hypotheses and significance of the study

Based on the reviewed literature and studies, it is hypothesized that nonverbal communication does not influence the learning process as much as the verbal does.

Moreover, it is hypothesized that nonverbal communication affects the performance of both pupils and tutors within their interaction.

Being the first among the various type of studies, this research investigates students' behavior and interaction with their teachers at the English Department ,Faculty of Arts. The findings of the study are significant to : *The administrator:* As curriculum can be improved from the gathered data that add a new field of nonverbal behavior, that mostly has been overlooked, can facilitate the encountered troubles of both teachers and students, the administrator could achieve the good educational atmosphere. *The teachers:* Teachers can be more professional and enrich their qualifications once they have the full knowledge of the invisible world of communication, the nonverbal one, that can be provided from the collected data. In addition, they could have the chance to understand students need without even their specific request. *The students:* The relationship between students and teachers can be more flexible when they achieve the nonverbal competence. Providing students with such a knowledge could enable them to indulge more positively when they participate and be aware of what should be either employed or hidden. *The future researchers:* This might be a related study to other aspects of communication that has or have been delimited in this research .

Scope and Delimitation

The respondents of this research are chosen randomly coming from the English Department of the Faculty of Arts. Providing the required information, teachers and students will equally perform in the study and represent their own interest of nonverbal communication. Moreover, they will have the chance to find out the reason behind the incompatible communication in their classes. This study is particularly meant to understand the nonverbal communication of the respondents.

Mainly the relationship between teachers and students in EFL Libyan classes . It is Concerned with their behaviors in specific period of time within the course in an attempt to bridge the gap between their interact. Other features of communication such as verbal, uttered and etc. are delimited as well as the interaction techniques. Furthermore, cultural influence that affects communication using peculiar body language has no discussion in this research. Also, more research needs to take place on other English departments in other universities around Libya to compare the findings to the once collected in this study.

Definition of Terms

Nonverbal Competence: Something that is not thought and that can be called the silence speech when having the capacity to communicate nonverbally, mostly depending on the body language.

Puzzle: It represents the NVC (Non-verbal Communication)

Self-explanatory: It represents the verbal communication.

Self-regulation: An alternative mean of nonverbal communication that refers to the self-capacity to alter its behavior (Baumemeister & Vohs, 2007).

Paralanguage: Nonverbal vocal features that accompany speech in order to communicate specific meaning.

EFL Class: Any class where English is taught as a foreign language.

Review of Related Literature

1.The Concept of Communication

Thinking about our world, the space we live in, we observe that communication is the inevitable process and circle we have embedded in, regarding the code used in when interlocutors communicating. Much in deep, communication system feeds our humanity interacting with others. In this case we still need to know

more gaining the knowledge of the real meaning of communication. Commonly, the input and the output messages transferred when sharing a knowledge, attitudes nor emotions are the core of communication that enables humans to communicate (Elfatihi, 2006). However, Lusting and Koester (1996) indicate that communication progress is “a symbolic process in which people create shared meanings”. It is worth mentioning that the communication process is composed of two criteria: verbal and nonverbal which tend to be generally overlooked by some individuals. As a matter of fact, the domain of articulating and conversing requires the effective fulfillment of both verbal and nonverbal communication. According to Griffin (2009), both verbal and nonverbal messages, that used among interlocutors in order to generate and revise images in their minds, are the reason behind the collaborative nor continued interpersonal communication (as cited in Tice, 2011).

2. Verbal VS. Nonverbal Communication

It is known that verbal communication is achieved by various components including sounds, words, speaking plus language whereby the interaction between people appears, mainly, for face –to-face communication. Furthermore, the term of verbal seems to be self-explanatory not only for oral discussions, but also for written messages as well as mediated communication that play a big role indicating the verbal side of contacting. To shed the light on, employing the expressing, the individual delivers information that serves the impact of verbal communication. Moreover; the act of speaking emphasizes the verbal contact, using only words which tend not to be enough to convey the real meaning of communication. However; the use of uttering part in verbal communication evolves the distinction of its type as it's Been defined as communication with words (Ijonte, 2011). On the other hand, fishing in nonverbal communication of our daily life, we notice that the nonverbal

behavior is as significant as the verbal one, likewise a basic element of human communication as we live to communicate. In attempt to create an obvious image of such performance, Bruce (2005) indicates that more than 85 per cent of all human communication is nonverbal while in 2005, Miller suggests the simple sight of nonverbal communication as it's is to communicate without words. Moreover, Zoric and Smid et al. (2007) state that "non-verbal (sic) communication refers to all aspects of message exchange without the use of words", (as cited in Barry 2011). Dealing with nonverbal communication, the individual's body controls his/her words providing reactions against actions or situations with the amount of spontaneity which seems to be mostly unconscious. Nonverbal behavior is made up of nonverbal messages that include the facial expressions, hand and arm movements as well as the other forms of the body language (Ijonte, 2011).

An alternative mean of nonverbal communication, contrasting the verbal side, is a self-regulation and more emotional statement, regulating the behavior and the interaction of society (Hastle & Samter, 1997). In the setting whereby conversational behaviors whereby the nonverbal communication does exist, Laver and Hutcheson (1972) claim that the produced reactions and interactions are non-linguistic elements of conversation that create a total system of communication intended to include more than words. To bridge the gap between verbal and nonverbal communication, we could support that words used in communication and their associated meanings, precisely occur in a face-to-face context, can likely include more than what is been said. That is to say, all the corporeal activities and functions fold up the communication include a combination of verbal and nonverbal behaviors (Neill & Caswell, 1993). However, Barry (2011) notes that the overwhelming majority is done in a nonverbal manner, and according to Leathers (1992) and Miller (2005), the nonverbal communication is reportedly 93% of all face-to-face contacting.

3. Puzzle Effect on Learning Process

Nonverbal communication cues (puzzle) play a pivotal role in our educational system, inspiring the correspondence between pupils and teachers. McCroskey and Richmond (2006) explain that the percentage of classroom communication is relatively various, dealing with the verbal and the nonverbal skills (as cited in Barry, 2011). In simple words, the cognitive domain for students occurs verbally will be a little, comparing with the nonverbal one that stimulates their feelings and attitudes about the subject. However; Dileo (1977) states that “Language comprises all forms of communication: crying, facial expression, gestures, touching, yelling, and also speech and writing,” (as cited in Butt, 2011). Meaning to say, in order to overcome the difficult concepts pupils may face in teaching-learning process, instructors could utilize variety of verbal and nonverbal skills to aid students lack of comprehension (Butt, 2011). As the learning process is teacher’s environment and responsibility, He points out that the properly use of nonverbal communication in a classroom could provide the valid mechanism of teaching. In other words, the effective learning is motivated by the required communication skills that usually could be touched in the nonverbal behaviors.

Related Studies

“The role of nonverbal communication in Beginners’ EFL Classrooms” is a title of research done by Elfatihi (2006). It has been subdivided into nonverbal communication part and the nonverbal communication in beginners’ EFL classrooms section. Achieving his goal, the researcher conducted the study in Tabriquet Junior High School in Sale, Morocco. The researcher’s central concern was the analysis of nonverbal communication. He indicates that both of the teachers and students interaction are greatly based on the nonverbal communication. Elfatihi supported his claim by a number of facts in which he use qualitative and quantitative approaches

gathering information from both tutors and pupils. Moreover, he proved that beginners students understand well as much as the teacher's nonverbal competence assists them, implicating the findings for the purpose of supporting the effective teaching practice and learning process. Furthermore, it was found that the nonverbal communication can support the teaching mechanism enhancing the learning process. The researcher has discussed classroom managements, teacher's movement in the classroom as well as the general aspects and nonverbal forms precisely. The similarity between this study and the current one is that both of the studies seek the knowledge of nonverbal communication in EFL classes, and it's effect in the educational process. However the main aim of the research done by Elfatih is probing the various media of nonverbal communication shedding the light on their impact and utility to teaching and learning.

Whereas, the researcher of the presented study specifically intends to bridge the gap between students and teachers nonverbal behaviors with no consideration to the forms of nonverbal communication nor its cultural aspect. Unlike the previous study whereby its major participants are students and teachers of high school, the present study participators are students and teachers of higher education that will be held in the Faculty of Arts, English Department, Misurata University.

A similar study was done by Berry (2011) indicates that standing to gain from improved classroom communication, both the instructor and student tend to be responsible to get the benefits from nonverbal communication. In other words, the researcher proved that the strong capacity and sensitivity to interpret students nonverbal communication should be self-evident. Berry's findings and belief is that in order to understand nonverbal cues, the background knowledge and teaching experience are required. Furthermore, he evidences that context, culture, gender and personal bias could easily lead to misinterpreting or misleading while interaction.

Highlighting the significance of the nonverbal communication in English

(Compulsory) classes (IX-X), the teachers and students were observed in classrooms in order to gather and explore the impact of nonverbal communication noticed by their interacting. The researcher obviously did examined that there “is an impact of nonverbal communication on students’ learning outcomes both in rural and urban areas”, Butt proves the impact of nonverbal communication in the learning outcomes of male and female students. Teachers also were included in the sample of the population of the study . 2 teachers and 40 students belong to variable secondary schools in the subject of English participate in this research. According to the researcher, 40 and 800 was the total number of sample teachers and students respectively.

The findings of this study proved that learning process is defiantly affected by facial expression, body movements , voice tone and many others. To shed the light on, the most important approved finding of this study that is obviously close to what the current researchers aims to achieve is that nonverbal communication skill could enhance the understanding of students classroom behaviors. Yet they differ in that the former study focuses on the improvement of the teacher promoting learning outcome and body language that both have been excluded in the present research, dealing only with the connection between teachers and students and the lack of their nonverbal Competence. The nonverbal communication was an interesting task that attracted Notschaele in 2011 to conduct an exploratory study entitled “Increasing consciousness of nonverbal communication with equine-assisted leadership training (EALT): An exploratory study”. It is another different study that provides a scientific evidence of human-horse interaction. The study proved the efficiency of using a horse in providing participants with a mirror for their non-behavior. Furthermore, it claims that puzzle is considered to be the spring of successful communication even when

communicating with nonhumans. The result of this study indicates the positive assumption, comparing human-horse interaction to human-human interacting. It was found that “the horse must be able to pierce the veil of the human’s conscious goal-driven nonverbal behavior and respond to his or her unconscious nonverbal behavior”. Positively, the result of this research indicates that nonverbal communication is not only employed by human beings. According to the researchers animals can be good participants in such study, providing the well prediction of nonverbal interacting. Clearly, the similarity between this study and the current research is the aspect or the idea of having the interpretation of nonverbal communication between two animated characters. On the other hand the differentiation between them is open. As the first one is dealing with the relationship between humans and animals while the second one is concerning with the educational process and learning system. Tice is another researcher who explained and explicated the relationship between nonverbal competence and small group cohesiveness in 2011, conducting his research “nonverbal communication in small group leadership: Using nonverbal competence to increase group cohesiveness”. The researcher demonstrates that as a leader of a small group, the individual should be conscious and competent in the use of nonverbal interaction. Along with his target, the findings of this study shows that as much as a leader of group achieves the nonverbal competence, the members of the mentioned group will respond in “more positive manner.” As what has been gathered in the study, trust and cooperation could be succeeded in using the suitable nonverbal behavior between members. Stressing the point, nonverbal communication is still the common knowledge shared by Tice and the researcher of the current study. However, the point view of this researcher is the cohesiveness that sprout from nonverbal competence while the present researcher is dealing and trying to support the appropriate usage of nonverbal communication in EFL classes, that can give a hand in

bridging the gap between students and teachers.

Method Research Design

The descriptive method is adopted in this study in order to understand the interpersonal interaction, the non-verbal one, between students and teachers. The data were gathered from the contexts of many situations in EFL classes in attempt to bridge the gap of their communication. Posinasetti (2014) defines a descriptive research as “one in which the information is collected without changing the environment.” Much in deep, the current status of the phenomena served the information concerning “what existed.” In addition, the researcher used qualitative and quantitative data collection mechanisms by the use of interviews and the questionnaire in order to employ multiple methodological strategies that increase the validation and the quality of the result of this study.

Participant and Setting

The current study was conducted in the Faculty of Arts in Misurata University.

The total number of its participants is 63 individuals. It has been divided into two groups using an appropriate sampling method.

There were 47 students belong to various levels of English. 18 of them were male students while the rest of them were females. The remnant of 63 respondents were teachers, about 20 teachers having experiences in various levels and backgrounds.

The current study collected the needed information using data saturation. Mainly, the data saturation was achieved with 60 participators as three of them refused to react or involve in this study.

The primary tool used by the researcher was an interview with 15 students to examine their ability and backgrounds of understanding nonverbal communication

relating it to the effective teaching learning process. Another tool was used to collect the data from participators is a questionnaire. Two questionnaires were conducted to EFL teachers and students to know their nonverbal competence and how they see it as a technique of productive learning teaching process.

Research Instrument

In order to determine the required data for this research, an interview and questionnaire were designed and subjected to both face and content validation. To elaborate more, based on the qualitative and quantitative data from both interview and questionnaire, the knowledge of nonverbal communication, competence and capacity were equally reached from the interviews responds and questionnaire answers.

The interview participants were exposed to five questions that represent pragmatic thinking and analysis of nonverbal communication (see Appendix A). it also enabled the researcher to know their weaknesses and strength relating the puzzle of communication to their real learning environment. Moreover, the present study used two questionnaires with 15 questions for per one. Most of the questions stand for Mohammad N. Butt 2011 with some edits and slight modification (see Appendixes C and D). Those questionnaires were administrated to EFL teachers and students of English department in order to investigate both students and teachers nonverbal competence.

Procedure

Data collection

The researcher obtained all the necessary permission from all involved (principal, staff members, participants and etc.) to conduct this study. After that, a questionnaire and an interview were used as the main sources of pertinent data for the current research.

Fifteen English students belong to various level of English as well as differ in

gender were interviewed randomly. Every interview took about 10 minutes to reach the wanted information of nonverbal teaching learning relation (see Appendix A). In addition, the researcher recorded the adopted data in order to be revised perfectly.

To shed the light on, two questionnaires have been administrated to the English teachers and students of English department, Faculty of Art. Deserve mentioned here, the researchers decided to share a question among them (see Appendix B) that support the validity of the questionnaire Answers.

Overall, appropriate statistical tool was used to analyse the interview required data. Furthermore, figures were used by the researcher in order to represent the analysis of both teachers' and students' responds.

Ethical consideration

The participants were informed about their anonymity, confidentiality, and right to withdraw from participation. Providing them with a letter, students knew that the performance and grades in the mentioned course were not affected by such activity. The researcher got approved from the head of English department getting his permission to distribute the questionnaires for both teachers and students.

Data analysis

The qualitative data were analyzed using students' interview. In order to achieve reality in this research, the researcher made use of percentage and frequency distribution to represent the data numerically. Moreover, students' knowledge of nonverbal communication was represented in percentages that provide various point of views from 15 English students who gave responds to the mentioned question in Appendix A .

On the other side, gathered quantitative data were treated using appropriate statistic tool. The researchers floated two samples of questionnaire for both teachers

and students in English department, Faculty of Arts. A use is made of schedules analyzing the data of more than 30 respondents providing them with the percent of each group .

Results and Discussion

It is well known that the more any researcher seeks the validity of his or her study, the more he or she will try to contribute something a new to the body of knowledge, having multiple techniques of compound data. Miles and Huberman (1994) claim that “ Quantitative and qualitative inquiry can support and inform each other ”.As a result, various combinations of qualitative and quantitative approaches are involved either at the data collection or at the analysis level in the current study, the mixed method research.

In this section, the gathered data collected by interviews and questionnaires are thoroughly presented. It has been divided into two sections in order to achieve the coherence of academic position. In other words, the first one represents the qualitative data obtained from interviews whereby frequency and percentage been used by the researcher accumulating the valid information. On the other hand, the second section signifies the acquired quantitative data accumulated from statistical analysis of questionnaire. Moreover, the researcher makes use of graphs in order to clarify and spotlight the top crucial questions.

The population of this research has been conducted in the Faculty of Arts in Misurata University. The researcher determined 60 individuals randomly, including various genders, to participate in her study. To shed the light on, the pie chart below displays several levels of participators achieved by both interviews and questionnaires. It can be clearly seen that the majority of participants, around 45%, are female students, being the highest percentage comparing with the entire number of respondents. Only 26% was adapted from male students and 7% went on to a smallest

degree that collected from teacher assistants. Although the pie chart reveals 12% of male teachers who completely participated in this study, 10% of female teachers engaged in providing the wanted data of this study with a slight different.

Phase 1

The primary tool the researcher used to adapt participants data is an interview. She interviewed 15 students chosen from different levels in English department, Faculty of Arts, 2015, as well as various genders. It was found out that small majority of participants, about 20%, has a well background about the relationship between puzzle and nonverbal communication. On the other side, the result indicated that 80% of them illustrated that they “ have never thought about it before,” and it was peculiar to integrate them though it was convenient for many of them to see the pieces of puzzle as the cues of nonverbal communication.

The second question supplies the participators with some knowledge of self-regulation puzzle relation. According to 85% of male participants, applying such idea could enrich the classroom communication and they feel that it is justified to have such relationship. Moreover, they claim that once they combine the puzzle pieces together, creating the whole one picture, the communication between teachers and students inside the class reaches the efficiency. Nevertheless, the rest of male students and less than 5% of female ones argued that verbal communication should be applied more inside the class, as EFL students seek the knowledge of foreign language caring about their speaking fluently more than silently.

The third question responses (see Appendix A), presented totally various opinions. The vast majority of males responses feels that the paralanguage of their teachers has no deal neither effect on their performance. However, very small minority of them, about 3% , claims that the mood of the teacher dose a serious matter

with their participation inside the class as it controls their interest to cope neutrally or not with the teacher delivering the lesson. While the result obviously conveys that most of female students, about 90% do pay a huge attention to their teachers puzzle, less than 10% belongs to the same group illustrate that their teacher relation does not exceed the subject enrolled. Moreover, according to them in order to gain well grade, their performance should cut off and overlook such non-verbal behaviors.

Considering student-teacher relationship, another result, acquired from the forth question participators, reveals that coldness is the leader of their most classes. As around 98% of all participants, including male and female students, believe that most of their teachers lack a proper experience of nonverbal communication which largely influences students self-esteem being either less or more motivated whenever they communicate with each other.

Consequently, 95% of all participators spot the light on that communication is not only restricted to verbal words. Visual elements, according to them, could convey more meaningful interpretation for both teachers and students. Moreover, 85% of both male and female students think that Pragmatics, International Testing, Teaching Methods and Research Methods are courses have been handled by the best users of nonverbal communication. However, for the rest of them, around 15%, in order to receive the effective education teacher should be more educated dealing with the term of communication.

Phase 2

Pair of questionnaires administered to teachers and students as a secondary sources of data collection in this study. The researcher suggested the application of statistical tools in order to achieve the reliability of quantitative analysis obtaining the valid information. With help of figures the collected data were illustrated with more

meaningful point of views.

Furthermore, two optional questions preceding questionnaires samples were shared by both teachers and students. They reflect the participant personality beside his or her capacity to interpret the odd terms pragmatically. Thus choosing the adjectives would support the researcher in understanding the individual character regarding the nonverbal attitude. Particular adjectives could proof the participator sincerity answering the questionnaire and provide some degree of data authenticity as well.

Table 1

Correlation between Nonverbal Interpretation and Gender

Gender N.	Expressive Adj.		Positive Adj.		Negative Adj.		Un-Dec.		Total
	f	%	f	%	f	%	f	%	
19 Males	10	52	12	63	7	36	4	21	33
30 Females	24	80	30	100	12	40	1	3	67
Total	34	132	42	163	19	76	5	24	100

N represents number.

Adj. Represents adjective.

F represents the one who chose.

% represent the percent.

The table depicts the date of adjectives chosen by all participators of the optional question combining the questionnaire (see Appendix B). It is clearly revealed that 12 or 63 percent of male participators and 30 or 100 of the female ones have determined positive adjectives to set as mirrors of their true personalities. However, the rest of them preferred to choose between the expressive and negative adjectives whereas about 10% favor not to do so. It means that the majority of participators care about their attitude and try to have the positive one expressing their emotions with more respect.

“Silent Speech,” suggested words from which the researcher wanted to elect logical thinking having pragmatic analysis adopted by the answers of the

participators. From the gathered data, it is obvious that few majority achieved the wanted definition of this term. As one of the teachers states that it is a “paralanguage used in communication.” Another said silent speech is “more expressive than too much talking”. Moreover, according to many of them its important in many cases to communicate silently. Nevertheless, lots of the participants, teachers and students, claim that silent speech is an alternative of sign-language nor body language that is normally used by and with deaf people. In addition, for many others, such term does not have any significant nor meaning.

To provide more, this section has been divided into two parts. The first one reveals teachers’ knowledge of non-verbal communication techniques that enhance the practical usage of effective teaching. While the second part illustrates students feeling towards the learning process regarding the puzzle cues of their teachers achieving productive outcomes, their agreements or disagreements to the asked items were equally conveyed through the use of tables that are adapted as quantitative data of valid clarification.

Part 1: Teachers’ Interpretation

Table 2.1

Facial expressions is an important tool in teaching learning process

Gender	SA	%	A	%	Total Percent
Male T.	4	50	4	50	100
Female T.	4	57	3	42	99

T stands for teacher

SA = Strongly Agree

A = Agree

Table 2.1. provides data gathered from teachers’ responses to the first question (see Appendix B2). Whereas 4 male teachers agreed that facial expressions

is an important tool in teaching learning process, it is clear that out of 8 male respondents, around 50%, strongly agreed to the given statement. In addition, for female respondents, around 99% that has been distributed to 57% and 42%, female teachers strongly agreed and agreed respectively.

Table 2.2

Using facial expressions to appreciate students interaction

Gender	SA	%	A	%	Total	Percent
Male T.	3	37	5	62	99	
Female T.	3	42	4	57	99	

The above table conveys information about the use of facial expressions in order to appreciate students interaction inside the class. From the data in table 2.2, it is revealed that the majority of male and female respondents, about 62% and 57 % severally, agreed to the assumption that facial expressions are mostly used by them to appreciate those who are involved in the class. While the rest of both genders strongly agreed to this sentence, small minority, that is only 10 % of both genders disagreed.

Table 2.3

Anger on teacher's face can hinder students attention and understanding

Gender	SA	%	A	%	DA	%	Total	Percent
Male T.	4	50	3	37	1	12	99	
Female T.	2	28	5	71	-	-	99	

DA= Disagree

Figure 2.3 depicted that a large number of 5 female respondents, about 71 percent agreed that students attention and concentration can be hindered by the anger drawn on teacher's face. Whereas a small majority of 12% male respondents disagreed to the given sentence, 50% belongs to same group strongly agreed that

anger on teacher's face could be effective in the teaching learning process.

Table 2.4

Students regular eye contact is appreciated by the teacher in the class

Gender	SA	%	A	%	UD	%	Total	Percent
Male T.	5	62	2	25	1	12	99	
Female T.	4	57	3	42	-	-	99	

UD= Un-Decided

The figure 2.4 analyzes the data of male and female teachers about the regular eye contact of the students that is appreciated by the teacher. It is been reflected that a vast number of 62 male respondents strongly agreed to the mentioned statement.

While 57% and 42% of female teachers respectively strongly agreed and agreed to that during learning process, teacher values students who make regular eye contact, only 12% of male respondents has no decision about the mentioned statement.

Table 2.5

The main purpose of any teacher is to deliver the lecture, neglecting students

felt-need

Gender	A	%	UD	%	DA	%	SD	%	Total	Percent
Male T.	2	25	2	25	3	37	1	12	99	
Female T.	1	14	1	14	3	42	1	14	84	

SD= Strongly Disagree

The data of table 2.5 illustrate that 42% of female teachers disagreed to the assumption that teachers' main purpose is only to deliver their lectures inside the classes and the felt-need of their students has no place in their responsibilities. The provided sentence has equally percentages of male respondents that is about 25% agreed on that assumption while 25 percent stayed undecided.

Table 2.6

Teacher should be aware of the best time to use nonverbal communication							
Gender	SA	%	A	%	DA	%	Total Percent
Male T.	2	25	4	50	1	12	87
Female T.	3	42	4	57	-	-	99

The analyzed data of 2.6 figure clarify that out of 8 male teachers 25% of respondents strongly agreed on that teacher should be aware of when and where the nonverbal communication is required. In addition, 42% of female teachers strongly agreed to the previous sentence . Whereas 50% of them agreed to the given assumption as well as 57% of female respondents, only 12% of male respondents disagreed with them.

Table 2.7

Teacher should keep proper distance physically with the student in learning environment.

Gender	SA	%	A	%	UD	%	DA	%	Total Percent
Male T.	1	12	2	25	3	37	1	12	86
Female T.	1	14	4	57	1	14	1	14	77

The tabulated data in figure 2.7 indicate that 57% of female respondents think that in learning environment, teacher should keep proper distance with physical concern dealing with his/her students. While the remained 14% of the same respondents and 37% of male teachers stayed undecided, about 25% of male respondents agreed to the given statement. On the other hand, 12% and 14% of male and female respondents respectively disagreed to the mentioned presumption.

Table 2.8

It is challenging to teach when students keep regular eye contact

Gender	A	%	UD	%	DA	%	SD	%	Total Percent
Male T.	2	25	-	-	2	25	3	37	87
Female T.	-	-	1	14	3	42	3	42	98

The distributed data in table 2.8 revealed that the vast majority of 42% and 37% male and female respondents responded with mix of disagree and strongly disagree to the question that teachers difficulties in teaching students who keep regular eye contact. Comparing to the great number of those who disagreed and strongly disagreed on the given statement, a negligible number of 2 male teachers, around 25%, preferred to agree

Table 2.9

Teacher is the only controller of the class

Gender	SA	%	A	%	DA	%	SD	%	Total Percent
Male T.	-	-	2	25	4	50	1	12	87
Female T.	1	14	1	14	1	14	3	42	84

Table 2.9 exposed that a considerable number of 42 female teachers strongly disagree to the assumption that the class has only the teacher as the main controller. Furthermore, 50% of male teacher disagreed to the same statement. On the other hand, small amount of all participators including male and female teachers agreed and strongly agreed to the given assumption.

Table 2.10

Teacher recognizes student's response from his/her eye contact during lessons

Gender	SA	%	A	%	UD	%	SD	%	Total Percent
Male T.	3	37	2	25	1	12	1	12	86
Female T.	1	14	4	57	2	28	-	-	99

The put data in graph 2.11 represented that during the lessons, 57% of female respondents agreed that they recognize students response from his/her eye contact.

While 37% of male participators strongly agreed to the previous statement, only 12% strongly disagree to the same statement. Moreover, it is obviously reveled that 40% of all participators remained undecided to such sentence.

Table 2.11

Students body movement creates conducive environments									
Gender	SA	%	A	%	UD	%	DA	%	Total Percent
Male T.	-	-	5	62	1	12	1	12	86
Female T.	1	14	4	57	2	28	-	-	99

Comparing the data presented in graph 2.11, it is undeniable that a sizable number of 62 male respondents agreed to the eleventh question (see Appendix C) . Whereas a considerable number of 57% female teachers agreed that students body movement is the reason behind the conducive environment, very few percent of 14% respondents from the same group strongly agreed to the mentioned statement. Nevertheless, about 12% and 28% of male and female respondents sequentially preferred not to decide and 12% of the male once disagreed on that.

Table 2.12

Teaching process has no deal with nonverbal communication							
Gender	UD	%	DA	%	SA	%	Total Percent
Male T.	1	12	4	50	2	25	87
Female T.	-	-	4	57	3	42	99

The reflected data provided in 2.12 graph indicted that the vast number of both genders, about 57% and 50% respectively, disagreed to the assumption that nonverbal communication is not important in teaching process. In addition, from the whole proportion, a substantial number of 67% respondents strongly disagreed to the

given stamen.

Table 2.13

Verbal communication does affect the learning progress

Gender	SA	%	A	%	DA	%	Total	Percent
Male T.	2	25	4	50	1	12	87	
Female T.	3	42	3	42	1	14	98	

Figure 2.13 illustrates that how many teachers strongly agreed, agreed or disagreed on that verbal communication has a big influence on learning process. It is clearly represented that 50% of male participators agreed to the previous assumption. However, while a minor number of female teachers, about 14%, disagreed on the preceding question, about 67% of all teacher strongly agreed to the same sentence.

Table 2.14

Teachers care about their students more than about the knowledge they get

Gender	SA	%	A	%	UD	%	DA	%	SD	%	Total	Percent
Male T.	-	-	-	-	3	37	2	25	-	-	62	
Female T.	1	14	1	14	1	14	2	28	2	28	98	

Whether the teachers care about the knowledge of their students or the students themselves is the analyzed question signified through the above table. It is known from the figure that most participators, about 51 % of both male and female teachers were undecided about the given idea. Whereas very small number of 14% participants agreed on that the students are more important in teaching duties, 28% of female respondents disagreed as well as strongly disagreed on that.

Table 2.15

Students' teachers' relationship consider itself with self-regulation.

Gender	SA	%	A	%	UD	%	DA	%	Total	Percent
Male T.	1	12	5	62	1	12	-	-	86	
Female T.	1	14	4	57	1	14	1	14	99	

Graph 2.15 illustrates the adapted data achieved by the last question of teachers' questionnaire (see Appendix C). It has been indicated that a large number of 62% male respondents and a considerable number of 57% female teachers agreed to the concept that self-regulation, an alternative of nonverbal communication, is the main concern in students' teachers' relation. However, the data exposed that only 26% of both male and female participators had no decision about the mentioned earlier.

Part 2: Students' Responses

Table 3.1

Teacher's facial expressions are mostly understood by the students

Gender	SA	%	A	%	UD	%	D	%	Total Percent
Male S.	4	36	6	54	-	-	1	9	99
Female S.	6	27	10	45	2	9	3	13	94

S represents students

The presented data in figure 3.1 indicated that the majority of male respondents, about 54%, agreed to the sentence that they mostly understand teacher's facial expressions when he or she enters the class. While 36 percent belong to the same group strongly agreed, small amount of 13% female students disagreed to the previous statement. However, small minority that is about 9% of female participator remained undecided.

Table 3.2

When teacher enters in the class, students notice his/her facial expressions

Gender	SA	%	A	%	UD	%	D	%	Total Percent
Male S.	2	8	5	45	3	27	1	9	89
Female S.	6	27	8	36	5	22	3	13	98

Comparing the data accumulated from the second question of students' questionnaire (see Appendix D), it is noted that the percentages of those who agreed

to the given question tend to be very close for both male and female students. As a sizable number of 81% participators agreed that teacher's facial expressions are visible and noticed by them when he or she enters the class, very few majority of both genders disagreed. While 27% of female students strongly agreed to the previous statement, around 8 participators stayed undecided.

Table 3.3

Smile on teacher's face motivates students to take interest in the studies

Gender	SA	%	A	%	UD	%	D	%	SD	%	Total	Percent
Male S.	4	36	5	45	-	-	1	9	1	9	99	
Female S.	13	59	8	36	1	4	-	-	-	-	99	

The highlighted data in table 3.3 explained that a vast number of 95% respondents strongly agreed to the assumption that the smile on teacher's face creates students motivation and interest. In addition, a large number of 45% male respondents agreed to the same statement while the rest of 18% respondents disagreed and strongly disagreed with them. Nevertheless, only a negligible number of 4% female respondents kept themselves undecided.

Table 3.4

Anger on teacher's face also motivates me to take interest in the studies

Gender	SA	%	A	%	UD	%	D	%	SD	%	Total	Percent
Male S.	2	18	-	-	3	27	3	27	3	27	99	
Female S.	1	4	3	13	2	9	10	45	6	27	98	

Table 3.4 provides information about the anger on teacher's face that capture students' motivation and interest. It was ascertained from the data that a considerable number of 45% female respondents disagreed to the mentioned statement while 27% of male students strongly disagreed to the same point. On the other side, a small number of 18% male respondents and 4% female ones strongly agreed to the given sentence.

Table 3.5

Students' motivation is achieved by teachers' appreciation of their involvement using the facial expressions

Gender	SA	%	A	%	UD	%	D	%	Total Percent
Male S.	2	18	6	54	2	18	1	9	88
Female S.	15	68	6	27	-	-	1	4	99

The illustration of data in table 3.5 indicated that a huge number of 86% respondent belong to various gender strongly agreed with the fifth question (see Appendix C). While an acceptable number of 54% male respondents agreed to the idea that students motivation is achieved by teachers' appreciation using his or her facial expression, an insignificant number of 4% respondents disagreed. However, only 18% of male respondents preferred not to decide.

Table 3.6

Variety of expressions on teacher's face help students in understanding the thought concept

Gender	SA	%	A	%	UD	%	D	%	Total Percent
Male S.	1	9	7	63	2	18	1	9	99
Female S.	3	13	14	63	4	18	1	4	85

The use of various expression by the teacher inside the class is the main concern of the data revealed in graph 3.6. it is evident that the majority of respondents, around 63% for male and female students equally, agreed to the assumption. Furthermore, a number of 22% respondents strongly agreed to the recommendation of using various expressions whereas a very small number of 13% respondents disagreed.

Table 3.7

Teacher's eye contact makes students attentive in the class

Gender	SA	%	A	%	Total Percent
Male S.	4	36	3	27	63
Female S.	7	31	15	68	99

Figure 3.7 placed data that reveal information elected from students'

questionnaire about the teacher's eye contact that create students attentiveness in the class. While an ample number of female respondents, about 68 %, agreed to the mentioned point of view, a significant number of 36% male respondents strongly agreed. However, the rest of the total percentage decided not to participate.

Table 3.8

Students know the mood of the teacher when he/she enters the class, it also affects their performance

Gender	SA	%	A	%	UD	%	D	%	SD	%	Total	Percent
Male S.	1	9	5	45	-	-	3	27	2	18	99	
Female S.	6	27	7	31	4	18	5	22	-	-	98	

Referring to the collected data in table 3.8, it can be clearly indicated that most of the participants agreed that they know their teacher mood whenever he or she enters the class and mostly affected by it. Moreover, 27% of female participants strongly agreed to the given question though a close percent from the same categories, about 22%, disagreed. Nevertheless, a small number of 18% respondents strongly disagreed to same point.

Table 3.9

Teacher regular eye contact makes students more interested in the classroom

Gender	SA	%	A	%	UD	%	D	%	SD	%	Total	Percent
Male S.	1	9	3	27	3	27	3	27	1	9	99	
Female S.	8	36	6	27	7	31	1	4	-	-	98	

Table 3.9 clarifies data adapted from the ninth question of students questionnaire (see Appendix C). Teacher's regular eye contact that grabs students interest was agreed by a good number of 36 female respondents whereas a number of 27% male respondents strongly disagreed.

Table 3.10

Students recognize teacher's response from his/her eye contact during lessons

Gender	SA	%	A	%	UD	%	D	%	Total	Percent
Male S.	2	18	5	45	2	18	2	18	83	
Female S.	5	22	10	45	3	13	4	18	98	

Table 3.11

The classroom environment becomes conducive to learning due to the teacher body movements

Gender	SA	%	A	%	UD	%	D	%	SD	%	Total	Percent
Male S.	2	18	5	45	2	18	-	-	2	18	99	
Female S.	3	13	15	68	3	13	1	4	-	-	98	

Table 3.12

When the teacher keeps proper distance from students in the classroom, students feel at ease in learning lesson

Gender	SA	%	A	%	UD	%	D	%	SD	%	Total	Percent
Male S.	4	36	4	36	1	9	-	-	2	18	99	
Female S.	6	27	11	50	3	13	1	4	1	4	98	

Table 3.13

Quick and fast teacher speaking create understanding challenges for students in the class

Gender	SA	%	A	%	UD	%	D	%	SD	%	Total	Percent
Male S.	1	9	6	54	2	18	1	9	1	9	99	
Female S.	10	45	8	36	2	9	2	9	-	-	99	

Table 3.14

Students recognize teacher's appreciation for them during lesson from his/her eye contact

Gender	SA	%	A	%	UD	%	D	%	Total	Percent
Male S.	1	9	7	63	2	18	1	9	99	
Female S.	7	31	10	45	5	22	-	-	98	

Table 3.15

When teacher comes close to the students during teaching, they get confused.

Gender	SA	%	A	%	UD	%	D	%	SD	%	Total	Percent
Male S.	2	18	3	27	4	36	2	18	-	-	99	
Female S.	4	18	7	31	3	13	7	31	1	4	97	

Conclusions and Recommendations

Conclusions

Although communication seems to be a simple concept, deeply it is more significant than what has been known about it. One of the most common quotes regarding communication is stated by Peter Drucker, as he claims that “the most important thing in communication is hearing what is not said”. It is familiar that communication has been divided into verbal and nonverbal approaches though many individuals provide the nonverbal one with a small angle in teaching learning process. Based on what has been elaborated earlier, the current study highlights the importance of nonverbal communication in EFL classes for both teachers and students.

Moreover, the principal findings of this study indicated that effective teaching learning techniques are achieved by the well knowledge and competence of nonverbal communication. On the other hand, the use of triangulation method adapting the data from the teachers and students of English department, Faculty of Arts, enabled the researcher to know that the majority of participators has no much knowledge about the nonverbal communication. However, the result obviously explained that a great number of respondents uses the nonverbal communication subconsciously.

Furthermore, it was found that the teachers’ students’ interaction inside the class is hugely affected by the nonverbal behaviors of both individuals. In addition, according to the vast proportion of participators, the consciousness of puzzle contributes the perfect outcomes of students in EFL class; nevertheless, small minority of male participants indicated that nonverbal communication should not be the main concern

of any qualified teacher. To cut the story, a concluded reality pointed out that agreeable and valid learning atmosphere could be softly hold on when using the nonverbal communication in the appropriate situations beside the verbal one. In other words, applying the well competence and usage of the nonverbal communication, such as eye contact appreciation, smile and facial expressions on teachers' faces, facilitates the encountered challenges of EFL students during learning process.

Recommendations

Based on the analysis of the accumulated data, findings and conclusions of this research, the researcher recommended the following points:

1. As the biggest number of the participators believes that the nonverbal communication is equally important to the verbal one, teachers and students should be more encouraged and educated about such concept.
2. Facial expressions, body movement, smile and anger are believed to play a crucial role in teaching learning process by the majority of respondents. Applying them in EFL classes may illustrate more understanding of the language students learn.
3. Qualified and experienced teacher should bear in mind the felt-need of their students even without their request or talking. The mentioned statement is easily succeeded by the use of nonverbal communication.
4. The fulfillment of productive teaching learning process could be reached by the successful communication between teachers and students. In the other words, the balance between verbal and nonverbal communication is the key to open such door in the outstanding education system.

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Appendices

Appendix A

Questions of Students Interview

1- Do you think there is a relationship between puzzle and communication?

.....
.....

2- Puzzle represents nonverbal communication cues, how do you feel toward this?

.....
.....

3- Do you think that your performance is affected by the nonverbal behavior of your teacher?

.....
.....

4- How could you describe yourself- your tutor relationship?

.....
.....

5- Among your teachers who's the best user of nonverbal communication as well as the worst one , relating to the following below :

- a) *Facial expression.*
- b) *Eye contact.*
- c) *Body movements.*
- d) *Spatial distance.*

Appendix B

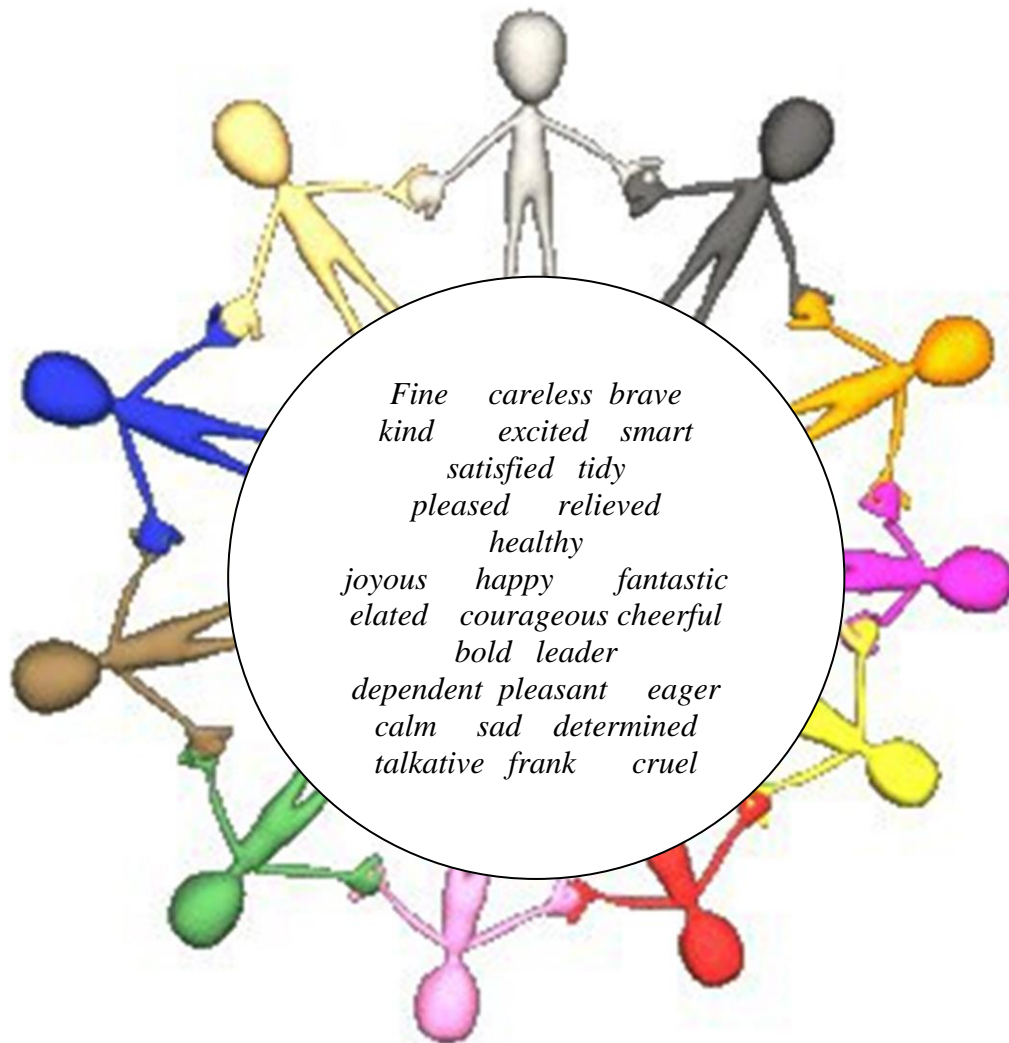
Sample B1: Unsolved sample of a shared question preceding both teachers

and students questionnaires.

Nonverbal Challenges Facilitation Achieved by a Questionnaire

Q1: Before we start the questionnaire, please could you choose your favorite

adjectives from the circle below that seen as a mirror of yourself :



Q2. 1. “Silent Speech”, suggested words, what do they mean for you ?

.....

Appendix C

Sample C1: Unsolved sample of teachers questionnaire

Precious teacher:

Expressing my interest in nonverbal communication, a research entitled “Bridging the gap between pupils’ tutors’ nonverbal communication in EFL classes” is currently undertaken by me. I floated this questionnaire in order to elicit information that could support my study and lead to reach the validity of academic position. I would highly appreciate your hand and co-operation that go a long way to complete this work. Kindly you are requested to answer the questions to the best of your knowledge. Being thankful, I assure that all the gathered data would be confidentially kept using only to conclude this research.

Sincerely

Personal Information

Provide the following information please

1. Gender: male () female ()
2. Teaching experience: years
3. Subject taught :
4. Degree of the teacher: MA. () PHD. ()

Test for the knowledge of non- verbal competence

NO.	Kindly choose the suitable answer putting a tick below	SA	A	UD	D	SD
Q1	I consider facial expression as an important tool in the teaching learning process.					
Q2	I mostly use my facial expressions to appreciate the performance of the students in the classroom.					
Q3	Anger on teacher's face in the classroom can hinder the attention and understanding of the students					
Q4	I appreciate those students in the class who make regular eye contact with the teacher during learning process.					
Q5	Delivering the lecture is the main purpose of any teacher controlling the class, neglecting student felt-need.					
Q6	Teachers should be aware of the fact that non-verbal communication is used where and when required.					
Q7	Teacher should keep proper distance physically with the student in learning environment.					
Q8	I find challenging to teach when students keep regular eye contact.					
Q9	I am the only controller of the class, and classroom is my stage.					
Q10	I recognize student's response from his/her eye contact during lessons.					
Q11	Due to the body movements of the students, the classroom environment becomes conducive to learning.					
Q12	Teaching process has no deal with nonverbal communication.					
Q13	Verbal communication does affect the learning progress.					
Q14	I do care about my students more than about the knowledge they get.					
Q15	Students' tutors' relationship consider itself with self-regulation.					

Appendix D

Sample D1: Unsolved sample of students questionnaire

Dear respondent :

Expressing my interest in nonverbal communication, a research entitled “Bridging the gap between pupils’ tutors’ nonverbal communication in EFL classes” is currently undertaken by me. I floated this questionnaire in order to elicit information that could support my study and lead to reach the validity of academic position. I would highly appreciate your hand and co-operation that go a long way to complete this work. Kindly you are requested to answer the questions to the best of your knowledge. Being thankful, I assure that all the gathered data would be confidentially kept using only to conclude this research.

Sincerely

Personal Information

Provide the following information please.

1. Age:years
2. Level of the respondent : A+ () A- () B+ () B- () C+ () C- ()
3. Student semester : semester

Test for the knowledge of non -verbal competence

NO.	Kindly choose the suitable answer putting a tick below	SA	A	UD	D	SD
Q1	I mostly understand teacher’s facial expressions generated during teaching learning process.					
Q2	When teacher enters in the class, I notice his/her facial expressions.					
Q3	Smile on teacher’s face motivates me to take interest in the studies.					
Q4	Anger on teacher’s face also motivates me to take interest in the studies.					
Q5	I become motivated when teacher appreciates my involvement in the studies using his/her facial expressions.					
Q6	Variety of expressions on teacher’s face during teaching help me in understanding the thought concept.					
Q7	Teacher’s eye contact makes me attentive in the class.					
Q8	I know the mood of the teacher when he/she enters the class. It also affects my performance.					
Q9	Teacher regular eye contact makes me more interested in the classroom.					
Q10	I recognize teacher’s response from his/her eye contact during lessons.					
Q11	Due to the body movements of the teacher, the classroom environment becomes conducive to learning.					
Q12	I feel at ease in learning the lesson when my teacher keeps proper distance from me in the classroom.					
Q13	I find difficult to understand the teaching when my teacher speaks very fast and quick.					
Q14	I recognize teacher’s appreciation for me during lesson from his/her eye contact.					
Q15	When teacher comes close to the students during teaching, they get confused.					

Note: Most questions stand for Mohammad N. Butt 2011