

Teaching and Learning beyond Words: The Significance of Nonverbal Communication in Saudi EFL Classrooms

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Abstract

The present study aims to investigate the significance of non-verbal communication in Saudi EFL classrooms. The sample of the study consists of 100 male and 100 female Saudi EFL learners. The work utilized both qualitative and quantitative methods to collect the data. On the basis of the findings of the study, certain recommendations have been incorporated for EFL/ESL teachers for effective use of nonverbal communication in the classrooms. Furthermore, responses of the participants clearly manifest that they do not only have the capability to understand and distinguish between encouraging and discouraging paralinguistic behaviour of the teacher but these cues also enhance their motivation and curiosity to learn a foreign language, thus suggesting teacher to be more conscious and sensitive about using these cues in the classroom. The study also provides implications for policy makers, curricula designers and teacher trainers to permanently include aspects of nonverbal communication in the curriculum, teachers' training programs and in teachers' overall aptitude and attitude to achieve more desired outcomes.

Keyword: Teaching and learning beyond words, nonverbal communication, Saudi EFL classrooms

1. Introduction

The impact of teacher's nonverbal communication on the majority of the EFL learners is very powerful and long lasting. The use of body language, eye contact, facial expressions and intonation create visual and sensuous effects on learners' perception. The effective utilization of these cues not only address learners' heart and mind but also tend to heighten their feelings and emotions and make them behold to contemplate on the wonders of the lesson. These paralinguistic cues convert abstract ideas into concrete shapes and movements, thus make direct appeal to the senses as well as intellect.

Several studies have proven the fact that nonverbal communication accounts for a larger part of meaningful human communication than verbal communication. The same proportion of significance can be assigned to the body parts which we use to produce verbal and nonverbal cues. In verbal communication we only use vocal organs while in nonverbal communication we converse through our whole body. Birdwhistell (1952) gave similar observations and assigned highest degree of significance to the exchange of nonverbal cues among humans than to the verbal communication. He was of the

view that 65% to 70% of social meanings are communicated through nonverbal means while Mehrabian and Ferris (1967) ranked it 93% (Kusanagi, 2005). Regardless of the fact that numerous studies have highlighted instrumental status of nonverbal communication in transferring the social meanings in human interaction, yet its different aspects have not been fully explored and recognized in EFL classrooms.

The use of nonverbal communication in foreign language teaching (FLT) had not been a major subject of scientific studies in the past. But currently it has assumed a very crucial role in foreign language classrooms and for this reason study of it caught immense attention of language pedagogues and researchers. So far, numerous attempts have been made in this context. Yet, nothing concrete and substantial has emerged at the level of teacher trainers, policy makers, and curriculum designers. Some decades ago, in foreign language teaching (FLT) researchers and methodologists suggested that direct methods are indispensable to achieve the effective results, since that time the use of learners' first language (L1) had strictly been prohibited in EFL classrooms. In this situation, they decided that in language learning classrooms the use of paralinguistic cues can make the classrooms more attractive, interesting and learning oriented. They claim that nonverbal communication is an effective strategy and through it EFL teachers can control or limit the use of mother language (L1) in the target language (TL) classrooms. However, with the passage of time, advocates of exclusive use of TL in FLT have lost the ground and many researchers now proposed a more balanced approach with the inclusion of nonverbal communication in foreign language classrooms. Almost all the scholars have suggested appropriate and justified use of nonverbal communication as a motivational tool to supplement verbal communication (Gulzar & Al Asmari, 2013). By keeping in view this backdrop, the present study seeks to determine the promising functions of nonverbal communication in Saudi EFL classrooms. To address this issue, the researcher has devised four sections of different aspects of nonverbal communication and formulated seventeen variables for them. As we have seen before that in KSA, nonverbal aspects of communication have not been given due importance in EFL classrooms; therefore, it is indispensable to carve out an intelligible mode for the understanding of nonverbal cues and behaviors for EFL learners.

2. Objectives

The objectives of the study are to:

- a. identify effective functions of nonverbal communication that help develop motivation of Saudi EFL learners in foreign language classrooms;
- b. inculcate understanding of the crucial role of positive paralinguistic cues that help enable Saudi EFL learners to retain and remember content of the lesson;
- c. promote awareness of the significance of nonverbal communication among Saudi EFL teachers and learners.

3. Statement of the Problem

Nonverbal communication has long been neglected in the domain of teaching English as a second and foreign language whereas all the efforts are exerted on achieving precision in verbal aspects of communication. The blending of verbal and nonverbal communication is a novel area of research and very significant to develop better communication and comprehension of EFL/ESL content which mark a radical departure from traditional styles of teaching. The present study focuses on the exploration of different functions of nonverbal communication. It has been noticed that numerous researchers have discovered that the foreign/second language teachers who consciously employ nonverbal communication enjoy not only subtle and effective power of communication in the classroom but also achieve outstanding academic outcomes.

In this section a quick glance of the related studies conducted in the context of Saudi Arabia has provided to sketch the relevant works of different researchers on non-verbal communication in EFL/ESL classrooms. As before undertaking in depth study of the topic in hand, it is important to know what has already been explored and what needs to be explored.

1. The studies in the field of non-verbal communication have been carried out for about the last two or three decades.
2. So far, in Saudi Arabia few studies have been conducted in this field and among them the work of Gulzar and Alsmari (2013) is very significant. It shows its focus on how teacher's use of non-verbal communication affects comprehension of the adult Saudi EFL learners at university level.
3. Similarly, Ali and Ali (2011) has highlighted the significance of non-verbal communication in his paper, "The Use of Non-verbal Communication in the classroom". He undertook the study to highlight the importance of the use of body language in the classroom. His study also aims to develop teacher's awareness that non-verbal messages are essential components of communication in teaching process. By the same token, he developed awareness that how teacher's effective use of body language facilitate learning.

The focus of previous inquiries in the backdrop of Saudi Arabia has been on the effects of non-verbal communication on the comprehension of the learners and how its effective use facilitates learning process of the learners but until now relatively unattended area in the context of enquiries undertaken in the pretext of Saudi Arabia is, 'how effective use of non-verbal communication enhances learners curiosity and motivation in the EFL classrooms'. The need of the hour is to have a thorough investigation of the encouraging and discouraging paralinguistic behaviours and cues of the EFL teacher and how these cues enhance learners' interest and urge to learn a foreign language.

4. Review of Previous Studies

The prevalent methods of teaching with their traditional and monotonous styles could not effectively communicate meaning and content of the lesson to the EFL learners comprehensively (Gulnaz, Faqih & Mashour, 2015). The present study develops dialectical interaction between verbal and non-verbal communication to determine significance of paralinguistic cues of Saudi EFL learners in foreign language classrooms. So far, several studies have been carried out to explore the crucial role of non-verbal communication in ESL classrooms but yet its importance is not fully acknowledged by the academicians, pedagogues and researchers in the context of teaching English as a foreign language (EFL). Boyd found that whenever competent teachers communicated with their students they did not only physically come in close proximity with them rather changed their voice inflection, established eye contact as well as invaded students' territories (Boyd, 2000). In the same manner another significant study has been conducted by Rosa (2000), who compared non-verbal behavior of the average students with cognitively challenged learners in regular classroom instructions. The findings of her study reveal that maximum non-verbal communication takes place among students who closely interact with each other instead of their cognitive ability. Negi mentioned Christopher (2002), who in his study discovered that male learners display more active attitude towards non-verbal behaviour than female learners. In the same context, Lewis (2005) reported in his work that female students make more eye contact and frequently give smiles than the male students, whereas the research of Hassan (2007) reinforces that college students are not only capable of understanding non-verbal behaviour of their teacher but also show biased attitude towards certain types of cues and actions. Furthermore, Negi (2009) carried out the research to identify teacher's most frequently used non-verbal cues and their impacts on learners' motivation in EFL classrooms. The findings of his work show that students get both positive and negative influence from teacher's non-verbal behaviour.

Birdwhistell(1952) claims that approximately all eminent linguists believe that the success of both the teachers and students depends on effective communication in the classroom. Balzer, in his research arrived on the point that almost 75% of the classroom management depends on nonverbal cues and behaviour of the teacher. In the same backdrop, Smith was of the view that nonverbal behavior of the teachers is meaningful in classroom environment and reflects their psychological state and empathy towards learners. Likewise, Galloway (1980) and Loveday (1982) promoted the use of paralinguistic cues in EFL classrooms. They observed that: "it is not so much linguistic errors as it is sociolinguistic and paralinguistic errors that lead to the breakdowns in communication or cause serious offense or insult, for people are generally far less aware of these often subtle aspects of communication, which may nevertheless be the principal bearers of affective information." Galloway (1980) appreciated the use of paralinguistic cues for better comprehension and understanding of the EFL learners as well as captivating their attention and contemplation in a greater way. He believed that promising outcomes encourage the teacher for maximum exploitation of nonverbal cues in EFL classrooms.

4.1 Non-verbal Communication: Its Components

The term kinesics denotes the study of body movement in communication (Tubss and Moss, 2008:117). Chaika(1994) describes it the study of body motion. Roger E. Axtell (1998, 2) perceives it in this way, "The world is a giddy montage of vivid gestures – traffic police, street vendors, expressway drivers, teachers, children in play grounds, athletes, with their exuberant hugging and clenched fists, and high fives. People all over the world use their hands, heads, and bodies to communicate expressively". Movement of the head, hands, arms and legs are called the gestures and they are employed to convey specific messages to the learners. The meanings they convey are considerably different from culture to culture. It is significant for the non-native teachers to use the same gestures as used by the native speakers to develop relation, empathy and connection with them. The term posture is related to the position of the body and is also culture specific. As for instance, Hismanoglu & Hismanoglu (2008, 168) explained that in Turkish culture an EFL student cannot keep his hands in pockets while talking to the teacher as it is considered as an impolite expression. Likewise, students' crossed legs in front of teacher carry negative implications.

Proxemics plays a vital role in establishing successful interaction between the teacher and the learners. Many researchers have discussed high and low contact cultures in their works. The high contact cultures include; Arabs, Greeks, Turks, French, Latin Americans and Italians as they usually keep small distance while interacting to each other. However, low-contact cultures, as for instance; Chinese, Japanese, Thai, Germans, Dutch, and North Americans stand further apart to each other (Vargas, 1986:106). In terms of social distance, Hall (1966) mentions his observation that in formal social interaction Americans stand 4 to 12 feet away (120 cm- 4 m). Hence, a Turkish teacher of English who teaches English to North American students in the U.S.A. should stand 4 to 12 feet (120 cm- 4 m) from the learners in the classroom. Unlike Saudi culture, it would be considered too personal by the learners, if the teacher stands about 1.5 to around 4 feet (50 cm - 120 cm) from the learners. Likewise, a North American teacher of English who teaches English to Arab learners in Saudi Arabia should stand about 1.5 feet to around 4 feet (50- 120 cm) from the learners in the classroom. If the teacher stands 4 to 12 feet (120 cm- 4 m) from the learners, they may feel that the teacher is too cold or unfriendly (Hismanoglu & Hismanoglu (2008, 169).

Oculistics is an instrumental tool used in the teaching of English as a foreign language and according to a wise saying, "The eyes are the windows to the soul." It means the eyes serve as a major decision making factor in deciphering the spoken truth. Ralph Waldo Emerson quoted by Patrick (1988, 12) who puts forward his views:

The eyes of men converse as much as their tongues, with the advantage that the ocular dialect needs no dictionary, but is understood all the world over. When the eyes say one thing, and the tongue another, a practiced man relies on the language of the first.

Ledbury, White and Darn (2004:1) quoted by Hismanoglu et al (2008, 169) state that eye contact is required at the very outset for developing effective communication in the classroom. However, staring or gazing doesn't fall in the category of good eye contact because it may make the learners uncomfortable and they may lose their concentration and understanding of the subject matter. Hismanoglu et al (2008, 170) state that eye contact is a culture specific non-verbal cue as in USA: "eye contact denotes degree of attention or interest, influences attitude change or persuasion, regulates interaction, communicates emotion, defines power and status and has a central role in managing impressions of others." In Gulf countries, people make eye contact for an extended time. They believe that through eye contact they can recognize the truthfulness of the communicator. In Arab culture, a confused and lack of reciprocation is the sign of untrustworthiness. In some of the countries like, Japan, Africa, Latin America and Caribbean, avoiding eye contact shows respect to the person with whom they are talking to. Unlike Gulf countries, the prolonged eye contact is considered daunting and impolite in Korea and Philippine (Hismanoglu et al 2008, 170)

The adage "It is not what we say that counts, but how we say it," manifests the meaning of vocal intonation, which is sometimes referred to as 'paralinguistics' (Miller 1988, 13). The vocal intonation is probably the most significant pointer of nonverbal communication. It works at both ends and does not only reflect instructor's confidence and expertise but also develop learners' comprehension and understanding of the lesson. Miller attested the same point by adding that effective vocalics demonstrate conviction and self-assurance of the pedagogue (Miller, 1988). Henley's views are discussed by Miller (1988,13) that Paralinguistic cues contain multitude of components, as for instance; rhythm, pitch, intensity, nasality, and slurring, which help the participants in inferring the real manifestations of the message. These variations are fundamental categories of oral communication and according to the scholars their significance can be understood from the point that if contradiction appears in vocal and verbal information, vocal will persist and dominate.

4.2 Communicative Competence: Scholars' Perspectives

Part and whole relation manifests the relation between communicative competence and nonverbal communication. They both are part and parcel of each other. One cannot maintain its existence without the presence of the other. The scholars brought to the fore that different models of communicative competence clearly manifest that nonverbal communication plays an instrumental role in achieving the communicative competence (Hassan, 2007,3). In historical perspectives of communicative competence, we could find that in 1960's, a renowned linguist, Hymes (1971), introduced it and discovered its several taxonomies. He held the stance that there must be certain rules of using the language without which linguistic or grammar rules are useless. Among those several inventories he declared that the use of nonverbal communication is crucial for communicative competence. Finally he provided numerous rules for the use of nonverbal communication which are as significant as the rules of grammar for learning a second language or a foreign language.

Canale and Swain, famous linguists of 20th century, quoted by Hassan (2007,4) gave a number of taxonomies of communicative competence in 1981, which include four significant components, namely; (a) Grammatical Competence, (b) Socio-linguistic Competence, (c) Discourse Competence and (d) Strategic Competence. In this context, the strategic competence particularly encompasses the knowledge of nonverbal cues or behaviours while the Socio-linguistic competence at the one end covers the understanding of social norms and taboos of a society while at the other end signifies the nonverbal signals and symbols of that particular society.

In this backdrop, Brown (1980:202) was of the view that communicative competence includes nonverbal competence coupled with the knowledge of nonverbal semantics of the second culture and an ability to both send and receive the nonverbal signals clearly. A famous linguist, Lyly Bachman, who

earned name for his work in language testing, provided a separate model of communicative competence in 1991. This model includes not only the strategic competence but also a lot about nonverbal communication.

4.3 Nonverbal Communication: Its Pedagogical Implications

Many scholars have concluded in their studies that teachers' non-verbal cues play important role in classrooms in general and in EFL classrooms in particular. Several studies have attempted to explain the significance of teachers' NVC in EFL classrooms, for example, Binh(2015, 188)mentions the findings of Negi (2009), and Emerson and West (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 the spoken words; 3) the way teachers touch, use their eyes, and keep the 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 thousand words and make accurate judgments about his/her personality; 5) the teachers' who frequently make eye contact and walk around the class give opportunities to students 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 behaviors of the learners.

Curt (1976a) quoted in Hassan (2007, 15) rightly said, "Paralanguage is not a frill but a must, which will greatly enrich our classrooms and increase our communicative competence." He goes on to say that teachers who are aware of the subtle niceties of paralinguistic cues and its multi-embedded manifestations including, kinesics, proxemics, and para-verbal features have proven successful in their academic career. They always endeavour to increase their teaching skills as an observer, monitor and director of their classrooms. These pedagogues can better understand their students' nonverbal signals and responses and interpret them well, particularly when they come across with the students of diverse cultures and backgrounds. They can better help their students to become more culturally aware and sensitive together with facilitate them to acquire L2 and enjoy a full command on its use.

In the context of its significance in educational settings, Stevick (1982:6) points out that body language or nonverbal cues emitted by the teacher are crucially important in classroom scenario. He addresses the teachers' community by saying that the way you use your eyes or keep a distance from your students and the way you touch them or refrain from doing it carry great importance in the classrooms. These nonverbal signals create profound effects on your students grooming and in learning a new language. Haneef et al (2014, 514) mention that S. Young (2006) preferred nonverbal communication over verbal communication and added: "Communication is more than words. Your body language speaks to listeners through visual elements, such as eye contact, physical distance between the speaker and the listener, gestures, postures, and body orientation. Body language is as much a part of casual communication as it is of formal presentations".

Many scholars have emphasized the significance of nonverbal communication in the fields of psychology, anthropology and linguistics. As for instance; Mehrabian (1972) and von (1976a) argued that language acquisition could not be fully understood unless it is observed within its context of socialization and unless the concomitant paralinguistic behaviors were also observed. Abercrombie (1968:55) explains the significance of nonverbal communication in these words: "We speak with our vocal organs, but we converse with our whole body".

Angelo & Cross (1993, 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". The nonverbal clues that our students provide in response to teacher's instructions are critically important. The observation and evaluation of learners'

nonverbal cues is a real-time feedback that influences subsequent communication (Suinn, 2006) and allows us to alter our course of action if needed (Davis, 2009; Neill & Caswell, 1993). Webb, Diana, Luft, Brooks & Brennan (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”. Thus, Angelo and Cross (Angelo & Cross, 1993, 3) in their work came to the findings that pedagogues can use classroom observations of nonverbal cues: “to refocus their teaching to help students make their learning more efficient and more effective”.

5. Research Questions

The research questions envisaged for the present study are:

- Q.1. What are the different functions of nonverbal communication and their significance in Saudi EFL classrooms?
- Q.2. How can teacher’s effective use of paralinguistic cues in EFL classroom enhance learners’ comprehension and retention of the content of the lesson?
- Q.3. How do learners determine and distinguish between teacher’s positive and negative paralinguistic cues in Saudi EFL classrooms?

6. Delimitations of the Study

The present study is delimited to the exploration of the significance of teacher’s use of paralinguistic cues in Saudi EFL classrooms. The focus of the study has been delimited to the important functions of nonverbal communication which includes: Proxemics (the study of interpersonal space and distance), Kinesics (the study of employing gestures and postures), the Oculistics (the study of eye gaze, eye contact and eye movements (blink, pupils and dilation) in classroom interaction), the Vocalics (the study of the use of tone, pitch and volume of the voice), etc. Finally, the study proposes a set of recommendations for the effective use of paralinguistic cues and behaviors to enhance learners’ curiosity and interest in learning English as a foreign language.

7. Methodology

Procedure of a study maps out the line of action for a researcher. The study is a mixed-method research and utilizes qualitative and quantitative approaches that may add to the validity and reliability of the work. The selected population truly represents subject matter of the study in hand.

7.1 Pilot Study

The representative sample of the population for the questionnaire includes 100 male and 100 female Saudi EFL learners from Jazan University. The study conducted to investigate promises and perils of non-verbal communication in Saudi EFL classrooms. The students’ age was ranged from 18-25, ($M=19.652$, $Sd=2.431$). All of the students participated in the study were Saudis. They enrolled in Preparatory Year Program working under the umbrella of ELC and were studying English as a foreign language for 12 hours a week.

7.2 Participants

For the collection of data, 6 participants [2-male and 4-female] EFL teachers (JUELCC) have been selected for the structured interview, and 100 female and 100 male EFL learners of Jazan University’s Medical College for the questionnaire. The participants provided their responses according to their convenience. The questionnaire was administered to the medical students of level 2 ($M=18.965$, $SD=$

2.072). In a similar vein, the respondents chosen for the interview include 2 male lecturers (JUELC) and 4 female English language instructors (JUELC).

8. Instruments

8.2 Questionnaire

Furthermore, the questionnaire developed with closed ended questions by employing Likert's five point scale represents quantitative dimensions of the work. The questionnaire was designed on a structured pattern in order to obtain precise and useful information from 100 female and 100 male EFL learners on specific aspects related to the study in hand. The questionnaire contains 4 dimensions. The internal consistency was high for the total questionnaire $\alpha=0.788$, split half=0.86. For subscale 1 (**Proxemics (Using physical space in classroom interaction)**) includes five items (1 to 5), $\alpha=0.749$, split half=0.818, for subscale 2 (**Kinesics (Communicating through posture, gesture, and stance)**) includes 4 items (6 to 10), $\alpha=0.651$, split half=0.682, for subscale 3 (**Oculisics (Eye contact of the teacher)**) includes 4 items (11 to 14), $\alpha=0.621$, split half=0.684, and for subscale 4 (**Vocalics (Rise and fall of voice and rate of communication)**) includes 3 items (15 to 17), $\alpha=0.701$, split half=0.724. An Arabic translated version of the questionnaire was furnished to the EFL learners to elicit more reliable and accurate responses from them.

8.2 Interview

The respondents chosen for the interview include 2 male lecturers (JUELC) and 4 female English language instructors (JUELC). All interviewees have been selected from Jazan University, English Language Centre (JUELC) but variations have been observed by selecting both the genders in their different experiences with the Arab learners to add variety of opinions and suggestions in the present study.

9. Results

9.1 Statistical Analysis

In data analysis, participants' responses were analyzed to determine the significance of different functions of nonverbal communication in the EFL classrooms. The ranking of these functions were determined by analyzing three processes: Value of mean, standard deviation, and T-test. T test was utilized for all the functions to determine the significance value of the variables for gender (male and female) differences. The significance of each function of nonverbal communication was determined by the value of mean, while considering its importance in the language learning research. Finally, the results were demonstrated by using frequency distribution tables, and all the variables were examined and compared within the cluster to determine the relative significance of each variable of the questionnaire.

10. Analysis and Cross-Examination of the Responses of the Interviewees and Male and Female EFL learners

The sample has been administered to 100 male and 100 female Jazan university's EFL learners. The responses were analyzed to examine the significance of paralinguistic cues in Jazan university's EFL classrooms. The results are presented thematically as follows:

Table 1: Proxemics Functions of NVC in Saudi EFL classrooms

	1. Proxemics (Using physical space in classroom interaction)	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
1	Do you agree that teacher's smile ignites motivation in students?	Male	100	1.3400	.6849	198	.086	.932
		Female	100	1.3300	.9434			
2	Do you think that anger on teacher's face during teaching can impede students learning in the classroom?	Male	100	1.5400	.7306	198	-3.504	.001
		Female	100	2.2400	1.8593			
3	Do you think that teacher's body movement makes the classroom environment more conducive for the learning?	Male	100	1.9300	.8675	198	9.879	.000
		Female	100	1.0400	.2429			
4	Do you think that teacher's gentle patting for appreciation create special impacts on students learning?	Male	100	1.6800	.8394	198	6.254	.000
		Female	100	1.0800	.4645			
5	Do you think, teachers' frequent movement in the class develops intimacy and rapport between teacher and students?	Male	100	1.9200	.9711	198	8.431	.000
		Female	100	1.0600	.3120			
6	Do you think, teacher's spending most of the time behind rostrum builds students' understanding and confidence?	Male	100	2.0400	1.0340	198	4.700	.000
		female	100	1.3700	.9812			
	Total score of factor 1	male	100	10.4500	3.0761	5.121	198	.000
		female	100	8.1200	3.3523			

During the analysis of the results of table (1), it has been discovered that males were in general agreement on the importance of this variable as compared to female respondents. The differences in the values of standard deviation for males ($M=10.45$, $SD=3.07$) and females ($M=8.12$, $SD=3.35$) imply that both the genders significantly differ in their opinions from each other.

10.1.1 Comparison and Cross Examination of the Responses of the Interviewees with the Opinions of EFL Learners of Jazan University

It has been discovered from the result of the table-1 that 4th, 5th and 1st variables of this cluster secured highest mean ranking. These variables state that, '*gentle patting of the teacher creates special impact on the learning*,' '*frequent movement of the teacher in the classroom develops intimacy and rapport between teacher and students*,' and '*teacher's smile ignites motivation in students*,' respectively. This result is consistent with the assumption that paralinguistic cues enhance understanding and comprehension of the learners. As for instance, Kellerman (1992, P 23) came to the fore that the students of listening comprehension, who solely rely on audio tracks in listening class could not get accustomed to paralinguistic cues which greatly aid in understanding. In this backdrop, Md Russell Talukder, an EFL teacher commented that, "*Touch is the most primitive and powerful nonverbal cue. Touching someone on the arm, hand, or shoulder for as little as 1/40 of a second creates a human bond. In the workplace, physical touch and warmth are established through the handshaking tradition, and this tactile contact makes a lasting and positive impression.*" Maria Pakozdi, a diligent pedagogue connected the idea with the cultural norms of any particular society and said that touching in the classroom is a sensitive issue. A lot depends on the culture as well. She recalled her own learning experience that, "*I don't remember being patted by any of my teachers after primary school. Anyway, I am not a touchy-feely person. So if it comes naturally for the teacher and the students, then why not? The teacher should be careful not to seem patronizing though.*" Zainab Khurshid, an experienced EFL teacher associated the idea with the motivation and encouragement of the learners. She reflected that, "*Such gestures add to the positivity of learning environment. Students feel encouraged and noticed by all. Extrinsic and intrinsic, both types of motivations are indispensable for enhanced learning.*"

The teacher's smile is a part of facial expression. It keeps the learners optimistic even though they are wrong in their replies. As for instance, a student gives a wrong answer and the teacher gets furious and makes an angry face with denunciating words, knowing it well that learning **English** requires a lot of motivation, encouragement and inspiration. In this situation, this particular learner is being demotivated by the teacher, isolates himself from the class and takes no interest to try for second time in the learning activities. On the other hand, a smile will definitely encourage him and keep him inspired to try for the second time. A competent scholar, Md Russell Talukder, substantiated this point in these words: *"In smile and encouragement lie the essence of the teaching objectives- that is to drag the students into the hype of trying again and again. To stimulate good feeling, smile."* He further observed that, *"If the teacher wants to facilitate one to one communication, he needs to move around the classroom. It really develops intimacy and rapport between the listener and speaker. But sometimes he needs to pretend to be listening to the learners to ensure greater participation. So while assuming to be listening to the students, he should not move around frequently."* Zainab Khurshid, an EFL teacher and experienced pedagogue strongly recommended the movement of teacher in the classroom, *"Taking rounds, checking students' work, going to their desks, asking the doubts collectively and individually definitely makes the classroom environment more conducive to learning. Everyone gets attentive and intimacy is enhanced."* In this context, Maria Pakozdi, an interviewee was of the view that body movements especially in a large class help to keep students' attention. They can be seen from longer distances as well. However, when it is a phase during the lesson for individual work (e.g. answering questions in writing), the teacher should not distract students' attention with her movements.

The results of 2nd variable (*anger on teacher's face during teaching can impede students learning*) reflect high disagreement among the EFL learners as well as entirely different opinions of the interviewees. It is an admitted fact that anger demotivates the learners and impedes their spontaneous participation in the classroom activities that are crucial for learning a language. Md Russell Talukder, denounced its use and practice except in certain situations that, *'if this facial expression is used to teach adjectives, verbs, adverbs, or nouns, that relate to hatred, anger, impatience, short-temperedness, vengeance, revenge, fight, fury, etc. it is, of course, very welcoming.'* The students will definitely learn them more effectively. But, other than that, anger is always demotivating for the students, leaving the task of teaching and learning English far behind. In this context, Maria Pakozdi a diligent pedagogue put forward her experience that, *'anger is not something that impedes learning. In fact, any emotion is better than no emotion at all. Boredom impedes learning.'* She explains it more that the teacher is a human being who may sometimes become angry. She mentions that though she rarely becomes angry but she is very positive in general. However, the way the teacher deals with her/his emotions during class is crucial. She illustrated certain situations in which anger may play the devil with students learning that, *'if the teacher is not concentrating on teaching but absorbed in a personal issue which makes her/him angry, it will have a very negative effect on the learning. However, if her/his anger is in connection with the learning/teaching process, the students will be very alert and their attention will be more focused – which is the first step to learning.'* Contrary to this, Zainab Khurshid, a competent EFL lecturer viewed the same phenomenon in this way: *"Teacher's anger affects students' participation and hence autonomy. The fear factor will never let the students break their shells and show their abilities."* The perspectives of several EFL teachers manifest the point that teacher can use the anger as a tool only in certain exceptional situations but not generally because it may work as a barrier which hamper the process of learning.

The analysis of the results of 3rd variable reveals that maximum participants are in agreement about the significance of this variable. Md Russell Talukder reflects that, *'standing in different space zones in the classroom by the teacher gives different messages to the students.'* If the teacher stands near to the students, it exerts control. If the students are inattentive, the teachers can go close to their chairs and stand there for a while and deliver the lecture. Maria Pakozdi brought to the fore different implication in different contexts that, *'body movements especially in a large class help to keep students' attention. They can be seen from longer distances as well. However, when it is a phase during the lesson for*

individual work (e.g. Answering questions in writing), the teacher should not distract students' attention with her movements. 'ZainabKhurshid strongly recommended the idea in question by saying that, "taking rounds, checking students' work, going to their desks, asking the doubts collectively and individually definitely makes the class environment more conducive to learning. Everyone gets attentive and intimacy is enhanced." Aliya Hamid emphasized the opinion of other scholars that, "Yes, because when teacher doesn't move in the class it will develop authoritarian environment of the class." It becomes clear from the opinion of the scholars that teacher's movement develops intimacy, empathy and rapport between the teacher and students whereas the lack of it may put the clock back.

The results of variable 6 clearly manifest that participants were not in agreement about the significance of this function. A competent researcher, Md Russell Talukder, gave very comprehensive observations, "To encourage collaboration, remove barriers. There shouldn't be anything in between the listeners and speakers." He further came up with the point that, "A pile of exercise copies may sometime destroy direct connection." And explained that expecting the students to listening to the verbal communication only don't connect them rather frustrates the efforts of learning, makes teaching less varied and penetrating. Maria Pakozdi, a diligent pedagogue brought to the fore a very unique idea that, "Teacher's individual treatment of students builds confidence and not a rostrum. The teacher behind a rostrum becomes distant." To the same question ZainabKhurshid answered in different way that,

'It may work for advance or mature learners, but not applicable to beginners or elementary students, who constantly need teachers at their desks and moving around them. Standing at the podium I feel reduces class intimacy. It gives the teacher a status of an autocrat, not acceptable in a language class.'

In this context, AmeeraSaad has taken the stance that, "No, the teacher should not stay still in the class rather show readiness to transmit his/ her knowledge and energies to the students." Aliya Hamid too favored the stance taken by the other scholars and said that, 'if teacher remains behind the rostrum s/he cannot observe the students' hidden activities like using of cell phones or studying other subject. Through movement s/he could keep the students attentive.' It is pertinent to draw on the statistics of the work in hand which show that teacher's smile, teacher's frequent movement in the class and teacher's gentle patting bring off positive outcomes.

Table 2: Kinesics Function of NVC in Saudi EFL classrooms

2. Kinesics (Communicating through posture, gesture, and stance)		Gender	N	Mean	Std. Deviation	df	t	sig
1	Do you agree that teacher's friendly style contributes to the students' success and learning?	Male	100	1.6000	1.0445	198	5.222	.000
		Female	100	1.0400	.2429			
2	Do you think, teacher's positive nodding enhances students' participation?	Male	100	2.1800	.8573	198	10.181	.000
		Female	100	1.1200	.5908			
3	Do you think, students' feel embarrassed if teacher point at them by raised finger?	Male	100	2.2600	1.2919	198	8.285	.000
		Female	100	1.0900	.5702			
4	Do you think, teacher's tired appearance ignites students' interest and learning in the classroom?	Male	100	2.8200	1.1404	198	15.405	.000
		Female	100	1.0300	.2227			
Total score of factor 2		Male	100	8.8600	2.4038	17.246	198	.000
		Female	100	4.2800	1.1289			

The table (2) provides a frequency count to define how the ranking for different functions have been distributed. In general, low standard deviation and mean value for females for this variable manifest the point that male respondents were in agreement about the significance of this variable. This variable also reflects significant differences in the views of male and female subjects. The highest standard deviation of 2.4038 male respondents and lowest 1.1289 for female respondents for this function reflects that participants were not consistent in their views.

10.1.2 Comparison and Cross Examination of the Responses of the Interviewees with the Opinions of EFL Learners of Jazan University

During the analysis of the data of Table- 2, it has been discovered that the 1st and 2nd variables, 'teacher's friendly style contributes to the students' success and learning,' and 'teacher's positive nodding enhances students' participation,' received maximum favoring responses of the learners. The results clearly denounced teacher's authoritative style of teaching. Md Russell Talukder, an experienced EFL teacher was of the view that if the teacher is friendly in his approach the learners need not to bother about being correct in their efforts. The success is the sum average of failures, especially if it is a matter of learning a foreign language. *'The more a teacher manages to engage the learners in efforts to participate, the more s/he will be successful. The matter of being correct affects negligibly in the long run, as at the end of the tunnel, there is always a light.'* Maria Pakozdi strongly recommended friendly behavior of the teacher and came forward with the view that, *"everybody learns better when they are supported and appreciated. I always try to see the best side of the student. We should praise good behavior and good answers."* Zainab Khurshid, an experienced EFL teacher allowed friendly style in certain situations that, *"friendliness should have some limitations if maximum benefits have to be extracted. Teachers' friendly attitude should not let the students neglect their work. Students' must not be allowed to take an advantage of teachers' leniency."* Students like friendly teachers, but research shows that friendly teachers end in giving poor academic results as compared to the ones who maintain balance. In the context of positive nodding of the teacher, all interviewees were in agreement that it encourages the students. Md Russell Talukder, strongly recommends this gesture and reflects that, *"Teachers need to endure, assist and encourage, sometimes by gesture of positive nod only."* Positive nodding means appreciation from the teacher. He adds that *'When a student takes part in challenging activities like brain storming, framing questions with WH on issues so common in their mother language but so difficult in English, etc. he/she is often at uncertainties about his presentations, and at this stage a positive nodding from the teacher, even though the student is correct in his expressions, makes him/her feel that he/she has a companion who is ready to assist him/her.'* This prepares him/her to try and explore more in the realm of imagination which she/he never knew that she/he could do. Maria Pakozdi emphasized the need to know the cultural norms of the EFL learners, *"It is important for the teacher to know what movements are acceptable and encouraging for the students in their native culture."*

The 3rd variable, *"Students' feel embarrassed if teacher points at them by raised finger,"* secured maximum consensus of female learners that teacher's raised finger arouses embarrassment. While all the scholars responded to this question differently. Md Russell Talukder was of the view that, *'Broadly speaking, it may be close to an impolite manner.'* In general, it is always preferable to call the students by their first name as it gives the students a feeling of intimacy by the teacher. If the teacher addresses a student by his name, the student feels more assured about the fact that the teacher is aware about his presence and performance. However, I think it should be avoided. Zainab Khurshid, brought to the fore psychological level of the students that, *"This depends on the students' mental level. Some sensitive students definitely are offended by this gesture while others remain unconcerned. For this, teacher must be aware of the students' psychology."*

The findings of 4th variable, *"teacher's tired appearance,"* reveal that respondents were divided about the importance of this function. Md Russell Talukder brought to the fore real manifestations of the teaching that it pertains to disseminating knowledge and ideas among the students. *"It is not an aimless gibberish show. Along with body language, gesture, eye contact, facial expressions, miming, it requires an adept use of the intellect to assimilate, analyze, describe, explain and illustrate an idea to the proper understanding of the learners."* The tired appearance cannot even by default enhance students' interest in their lesson. It will rather make the class rowdy and take them beyond the control of the teacher. Maria Pakozdi threw light on the significance of aesthetics and mentioned that it is the key to success. She argued that, *"Everybody likes to see fresh, fit, clean and tidy people. A worn-out teacher will have a harder job to energize her students. First s/he has to energize herself."* The opinions of the scholars and EFL learners are in line with the studies undertaken

by Rosa (2000: 1) who observes that, “*nonverbal messages can be a more explicit and candid means of determining intent than merely the spoken word alone.*” Apart from this, teacher’s positive nodding was considered as the second most important function of this cluster and low SD for this function attests that the subjects could recognize the paralinguistic cues very well and fully aware about the benefits of these cues. In addition to this, statistics show that the teacher’s tired appearance demotivates the learners while teacher’s friendly style ignites their learning. The results of the study reflect that the students rejected the authoritarian style of the teacher and appreciated friendly style, which is an essential part of the language classroom. The awareness of the students is very high for female respondents as Hassan(2007) found in his research. He carried out research on nonverbal communication and his study discovered that the college students are not only conscious of their teacher’s use of NVC but are also biased towards certain types of nonverbal cues and behaviors.

Table 3: Oculisics Functions of NVC in Saudi EFL classrooms

3.Oculisics (Eye contact of the teacher)		Gender	N	Mean	Std. D.	Df	t	Sig
1	Do you think that teacher’s use of eye contact with the students make them attentive in the classroom?	male	100	2.060	1.109	198	3.433	0.001
		female	100	2.820	1.909			
2	Do you think that teacher mostly uses eye contact to convey messages of appreciation and anger to the students during teaching?	male	100	2.320	1.246	198	5.305	0.001
		female	100	1.400	1.206			
3	Do you think that teacher’s gaze upsets students’ confidence?	male	100	2.160	1.143	198	6.001	0.001
		female	100	1.260	.971			
4	Do you think that teachers’ eye contact should be impartial for all the students?	male	100	4.110	1.145	-0.033	198	.973
		female	100	4.120	2.775			
	Total score of factor 3	male	100	1.930	.844	198	7.449	0.001
		female	100	1.120	.686			

Table (3) provides a frequency count for the ranking of different variables of this cluster. Only in some of the variables, the frequency distribution reflects significant difference in the views of male and female participants about the importance of the functions in this cluster. The data shows that the subjects were found divided about the importance of this variable and significant difference have been discovered among male and female respondents about its importance. The total score of table 3 shows that the male respondents attached high significance to this variable than the female participants.

10.3.1 Comparison and Cross Examination of the Responses of the Interviewees with the Opinions of EFL Learners of Jazan University

The analysis of frequency Table – 3 assigns highest significance to the 1st and 4th variables of this cluster. The findings reveal that, ‘*teacher’s eye contact*’ and ‘*teacher’s impartial eye contact*,’ both are instrumental in enhancing motivation and curiosity of the learners. An experienced EFL pedagogue, Md Russell Talukder greatly acknowledged the prime role of nonverbal cues and put forward the idea that, “*Words can be misleading but physical gesture or body language hardly lies.*” He, further, narrated different situations to explain the point in discussion that a student staring at the ceiling or at the floor or scrabbling aimlessly on the desk keeping his eyes down usually conveys the message that he is not enjoying the lesson. Again, a doubtful look in the eyes of the students is easy to understand. A teacher should not overlook such expressions of the students in the classroom. An eye contact can help the teacher see deep inside the mind of the students as it is the window of the soul. A teacher can learn what is going on in one’s mind by looking at the eyes and accordingly change the strategy or direct the motion of the class towards something that would drag their interest and make them attentive. In the context of same discourse, Maria Pakozdi, favored the stance of Russell Talukder and brought forth an instrumental point that, “*Eye contact is the most important aspect even more important than movements. However, this may vary with cultures too. E.g. in Japan students may not like it when the*

teacher looks into their eyes or when a handsome young male teacher stares into the eyes of a female student.” This may not enhance comprehension, but definitely boost motivation on the part of the young female learners. AmeeraSaad, an EFL teacher replied to this question by saying that a lot of things can be understood from the students’ eyes, their understanding, shyness and confidence. She further adds a unique idea that, “*though some students feel shy to develop eye contact but it builds confidence and opens a channel of mutual understanding between teacher and students.*” To the eye contact, ZainabKhurshid, perceived very significant and said that, “*through the use of eye contact learners feel as being observed by the teacher and it makes them more attentive.*” The findings of the previous studies throw light that differences exist due to the cultural practices, as for instance, Davis (1990:56) brought to the fore that, “*Caucasian schoolteachers associate students’ avoidance of eye contact with deception, whereas Asian students see such avoidance as a sign of respect*”. The study of Sime recommends proactive use of eye contact with individual students. And he also believes that paralinguistic tools, like tone of voice, body posture, facial expressions, and gestures can help a teacher to establish his/her presence in the classroom and therefore motivate students to engage actively in class activities (Sime, 2006). These tools also help boost the students’ learning capacity and their ability to recall information (Allen, 2000; Lazaraton, 2004).

For the 3rd variable, ‘teacher mostly uses eye contact to convey messages of appreciation and anger,’ MdRusselTalukder was of the view that, “To see deep inside the mind of the learners, eye contact is very important.” He adds that, “eye contact helps the teachers to know the feedback without asking them directly about the status of the delivery of the lecture.” A class full of pleasing eyes with confidence to be tested is always inspiring for a teacher. It also helps the teacher change, adopt and apply appropriate strategies and methodologies in imparting classroom lessons without asking the students directly or letting them know about it. Contrary to this Maria Pakozdih has taken an entirely different stance that, “Students’ faces and eyes tell the teacher how well they have understood the material. However, the point in an EFL class is not the understanding but practicing or speaking of English. And as soon as students talk, the teacher will immediately recognize how effective the presentation was.” In the backdrop of this discourse ZainabKhurshid mentioned that, “above all, a good teacher needs to be a psychologist. S/he must understand students’ facial expressions, whether they have understood a concept, they are enjoying or are getting bored.” She further explained that teacher needs to observe different indicators, i.e., “whether students are reading book of another subject, feeling the lesson difficult, talking to friends or keeping absolute silence are few obstacles that hamper students’ understanding.” Only then a teacher can modify her/his teaching techniques and plan for bringing off brilliant academic outcomes.

The data collected through questionnaire from EFL learners clearly reveals that gaze upsets students’ motivation and confidence and it is the 4th important variable of this cluster. It is very significant finding in the context of Saudi EFL classrooms that positive eye contact brings positive outcomes. As far as gaze is concerned the findings of this variable are in line with results of the research of Hess. He mentioned in his work that constant gaze with uplifted eye brows causes discomfort for the learners (Hess (1975). Whereas eye contact ignites interest, curiosity, and fully involved the learners.

Table 4: Vocalics Functions of NVC in Saudi EFL classrooms

4.Vocalics (Rise and fall of voice and rate of communication)		Gender	N	Mean	Std. Deviation	df	t	Sig
1	Do you think teacher’s soft and polite voice motivate students for participation?	Male	100	1.600	.829	198	0.522	0.603
		Female	100	1.520	1.291			
2	Do you think clarity of teacher’s voice increases students’ understanding?	Male	100	1.180	.386	198	2.930	0.004
		Female	100	1.040	.281			
3	Do you think pitch and intonation in teacher’s voice help students to be attentive?	Male	100	1.330	.533	198	-1.540	0.125
		Female	100	1.560	1.395			

4.Vocalics (Rise and fall of voice and rate of communication)		Gender	N	Mean	Std. Deviation	df	t	Sig
Total score of factor 4		Male	100	4.110	1.145	-.033	198	.973
		Female	100	4.120	2.775			
		Female	100	23.120	9.876			

The above mentioned table provides a frequency count to define how the ranking for the variables of this cluster was distributed. The ibid frequency distribution table reflects a significant difference between the views of male and female subjects. It shows that there are no differences between males and females on the total score of factor four.

10.4.1 Comparison and Cross Examination of the Responses of the Interviewees with the Opinions of EFL Learners of Jazan University

Analysis of the responses of EFL learners on different variables of Vocalics manifest that the 2nd variable '*clarity of teacher's voice increases students' understanding*', was considered as the most substantial function of this cluster. Similar kind of traces can be attested from the work of Christopher et al. (1992) in which they claimed that touch, voice pitch, and gestures are some of the significant tools people utilize to amplify the conveyed message. Paralinguistic cues can also be used to supplement or tone down the verbal messages. Findings of the present study also show that maximum participants of both the genders have shown consensus about the significance of this variable. The unanimity in the opinion of male and female respondents reinforces instrumental status of this variable in this cluster. It is pertinent to mention here that the results of the present study are in line with the assumptions made by Burgoon, Buller, and Woodall (1989, 23). that, "*such nonverbal behavior can be seen as integral to the message. Indeed, the words and gestures work together to create the meaning.*" The similar kind of findings can be traced from Ohala's (1984) work that softness in voice excites peace and inspiration. The results suggest that the impact of nonverbal communication varies from male to female as well as from culture to culture. The female respondents attached significant importance to, "*teacher's soft and polite voice,*" while this function was insignificant for the male subjects.

11. Recommendations

From the analysis of data and findings given in the ibid section, it became clear that students are not only conscious of their teacher's nonverbal communication but are also very sensitive about it. There are multiple types of nonverbal behaviors and their corresponding cues that incite learners urge to learn English as a foreign language. The aforementioned results invite attention of the researchers, academicians and pedagogues to devise certain strategies that ensure the use of effective nonverbal cues in EFL classrooms and consequently develop learners' highest level of curiosity and eager for the learning. To optimize learning environment, the EFL teachers should take the measures given below, as for instance:

- The teachers' use of symbols, gestures and body movement is more meaningful for the learners than the use of words. The learners can more easily understand and figure out the meaning of the course contents through concrete shapes and movements. Ultimately the nonverbal cues convert abstract ideas into shapes, movements and transform learners' empty state of mind into comprehended one.
- Teachers' effective paralinguistic cues create impressive and more interesting atmosphere of the classroom than their knowledge of the subject matter or fluency.
- By the same token, the teacher's appropriate use of nonverbal behavior enhances learners' motivation, retention and precise comprehension of the subject matter.

- It is well said that facial expression is a kind of ‘universal language’ without any alphabets and the addition of love and affection in it works like a miracle in igniting EFL learners’ performance in the classroom. In teacher’s pleasant gestures lies the essence of classroom teaching objective- that is to drag the students into the hype of trying again and again. Their constructive use of gestures like, smile, exclamation (as in disbelief), staring widely (as in surprise) in response to learners’ good performance in the classroom eventually build rapport between them coupled with enhance students ability for learning and creativity.
- In a similar vein, majority of the students believe that they retain chunks of information from those teachers’ lectures, whose paralinguistic cues they found more attractive and interesting. The students’ enchantment or disenchantment for these cues clearly manifests that teachers’ use of gestures and body movement conveys very obvious and clear meaning to them. Krashen (1987, 1988) was of the view that teacher’s appropriate or inappropriate use of paralinguistic cues help enhance affective filters in students and play a very significant role in learning a second language. He believed that the learners who have high motivation, self-confidence, self-esteem, and low level of anxiety can win the palm and learn the second language more effectively than those who lack all these aspects.
- Furthermore, paralinguistic cues play a vital role in developing strong relationship between teacher and learners. The silent cues, issued by the teacher conveyed through face, eyes, and body or voice inculcate change, affection, appreciation and encouragement. These cues are the primary source of showing intimacy, rapport and empathy. Indeed the teachers, who walk around the class instead of standing at one place coupled with, develop physical and eye contact with their students can make the best of a bad bargain by turning over a new leaf.
- The most significant aspect of these recommendations focuses on the expertise of pedagogue. Who should have a precise understanding of learners’ nonverbal cues and behaviors during the instructions or immediately after completing the lesson. The pedagogue or instructor should keep a curious look on learners’ facial expressions (satisfied, happy or bored), eye contact (constantly keeping eye contact or giving an avoid look), head nodding (either it’s up to down or left to right), physical movement (does it reflect learners’ eager and curiosity for learning or annoyance and weariness), note taking, asking questions or commenting on any point. These are very spontaneous and abrupt responses that an instructor may collect on the spot and through them an experienced pedagogue could understand the effectiveness of his/her instructions, evaluate the learners’ progress, foresee the academic outputs, make valuable judgments and formulate appropriate plans for the future suiting to the learners needs.
- Last but not least, the policy makers, academicians, and researchers should formally declare the use of effective gestures and nonverbal cues as an essential technique and strategy for the teachers to teach EFL learners in the classroom. They should organize comprehensive orientations and conduct conferences on the significance and effective use of nonverbal communication by the teachers in their classrooms. The art learnt by the teachers through these orientations and conferences should be used as a motivational technique in teaching English as a foreign language.

12. Conclusion

Throughout this study, the researchers tried to develop meaningful understanding of the significance of the diverse aspects of the paralinguistic behaviors and cues in teaching English as a foreign language and also endeavored to explore its multi-embedded manifestations, but still narrow and limited human ability precluded the researcher to touch and bring to the fore wide-ranging and far-reaching perspectives of the topic in hand. The use of nonverbal communication is not only crucial in everyday communication but its utilization in EFL classrooms is also impact oriented. The better academic

outcomes of EFL learners can be attached to the appropriate and effective use of teachers' paralinguistic cues and behaviors. Several studies have proven the fact that the teachers who make use of effective paralinguistic cues are successful in their classroom management. Demonstrating good account of paralinguistic cues help conveys not only comprehensive understanding of the lesson to the EFL learners but also enable them to control their own learning process. The teaching through appropriate paralinguistic cues is a teaching with art and this art is not for the sake of art but art for the sake of reinforcing and inculcating far reaching and life lasting understanding of the content of the lesson. Precisely, a diligent probing into these aspects will ultimately help the academicians, researchers and methodologists either teaching in the Arab countries or elsewhere to incorporate effective paralinguistic cues in their pedagogy to make the teaching and learning process more effective, more interactive and more meaningful.

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