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Role of Teachers' Verbal and Non-Verbal Communication Instructions in Enhancing EFL Students' Classroom Oral Interaction

Case Study of Master I Students, at the Department of English, University 8 Mai 1945, Guelma

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

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Dedications

I am delighted to dedicate this work to:

My late deceased father "may Allah bless him" who taught me that the one who tries never be disappointed

My lovely mother "the most precious person in my life" who gives me endless love and support and sacrifies for my success

My husband Amine who stands by my side all the way and grants me love and interest

My adorable sisters Amel and Zahra with whom I lived the happiest moments in my life

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My cousins and all people who have meaningful existence in my life and who helped to achieve this work

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Abstract

The present dissertation explores the teachers' roles towards the application of verbal and non-verbal instructions to improve EFL students' oral interaction in classroom setting. Teachers tend to exchange messages with the students verbally (or through words) and non-verbally (or via body language) when performing communicative tasks. It has been noticed that the students may encounter some hurdles when communicating orally in English which may cause communication breakdowns and result in misunderstandings. In an attempt to overcome this problem, teachers provide communicative instructions to enable the students ameliorate their speaking and interaction competences. Therefore, this study endeavors to investigate the teachers' views and practices towards the use of these communicative cues. In light of this, the research adopts the descriptive method which involves the qualitative and quantitative tools. The qualitative semi-structured interviews were conducted during the second semester with ten (n=10) EFL teachers and the quantitative classroom observations were realized with teachers of three Master one groups (n=3) at the Department of English, University 8 Mai 1945, Guelma. As such, the collected data confirm the hypothesis which implies that teachers' instructive use of verbal and non-verbal communication affects the students' classroom oral interaction. The findings demonstrated that the teachers recognize the significance of communication when conveying meanings with the use of linguistic and paralinguistic features, which may influence positively the EFL students' classroom oral interaction, in which the latter is regarded as a pivotal contributor to their academic success.

Keywords: verbal and non-verbal communication, oral interaction, body language, speaking.

List of Tables

List of Abbreviations

CLT   **Communicative Language Teaching**

CS   **Communication Strategies**

EFL   **English foreign language**

FL   **Foreign Language**

L2   **Second Language**

SL   **Second Language**

SLA   **Second Language Acquisition**

TL   **Target Language**

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GENERAL INTRODUCTION

The process of communication is about exchanging messages between the interlocutors to satisfy their needs, share their thoughts, convey their attitudes, or express their emotions; through spoken language or via the use of different gestures and behaviors that are relevant to the situation. In EFL classes, the act of communication has a significant role; not just in interacting and exchanging messages between English as Foreign Language (EFL) learners and teachers, but also in building and sustaining good relationships among them.

Communication is considered the most integral part of the teaching and the learning process. Teachers are usually able to communicate effectively in the classroom context, and they can encourage their students to learn and be involved in the classroom activities. In addition, communication helps teachers to achieve a better classroom management, in which it is used as a tool to provide good instructions and stimulate the students to interact orally while performing a given task. The present study seeks to investigate the role of teachers' verbal and non-verbal communication instructions in enhancing EFL students' classroom oral interaction. The research provides basic information about verbal and non-verbal communication, classroom interaction, methodologies for data collection and analysis, and recommendations.

1. Statement of the Problem

Verbal and non-verbal communication instructions have been given a distinct attention in EFL classes mostly due to the influence of such procedures in guiding the EFL students to use correctly the Target Language (TL), enabling them to achieve better classroom interaction, and facilitating the EFL teachers' classroom management. Producing understandable messages among the participants of the teaching and learning

process is the primary objective that most of EFL community seeks to achieve. However, in terms of classroom oral interaction, students still face some difficulties in interacting properly with their teachers. One among many reasons behind this is the teachers' disregard of providing good communication instructions that contribute deeply in motivating the students to interact orally and get involved in classroom discussions. Therefore, this study attempts to investigate the role of such instructions in improving the student-teacher classroom oral interaction relationship.

2. Purpose of The Study

Verbal and non-verbal communication instructions are the key factors behind successful classroom oral interaction. Teachers who employ these instructions inside EFL classroom can attain good oral interaction in a motivated/motivating classroom setting. Therefore, the aim of this research is threefold:

1) To investigate the kind of verbal and non-verbal communication instructions used by the teachers inside the classroom.

2) To raise the teachers' awareness towards the usefulness of verbal and non-verbal communication in providing instructions to the students.

3) To figure out the effectiveness of these instructions in developing students' classroom oral interaction.

3. Research Questions

Achieving a good classroom interaction between the teachers and their students or among students themselves requires the implementation of the appropriate classroom communicative instructions. The present research addresses the following questions:

1) Do EFL teachers apply verbal and non-verbal communication instructions inside the classroom?

2) How can teachers utilize verbal and non-verbal communication in providing good classroom instructions?

3) To what extent do verbal and non-verbal communication instructions contribute in enhancing the EFL students' classroom oral interaction?

4. Research Hypotheses

In EFL classes, effective classroom oral interaction depends on the extent to which teachers apply verbal and non-verbal communication instructions, so the lack or the inappropriate utilization of those instructions may influence negatively the classroom oral interaction. Thus, we hypothesize that:

The Null Hypothesis implies that no relation exists between the two variables:

(H_0): If verbal and non-verbal communication tools are used instructively, students-teacher oral interaction will not be improved.

The Alternative Hypothesis suggests that there is a relationship between the two variables:

(H_1): If verbal and non-verbal communication tools are used instructively, students-teacher oral interaction will be improved.

5. Research Methodology Design

The present dissertation adopts the qualitative-quantitative design in order to collect in-depth information about the investigated theme.

5.1. Choice of the Method and Data Gathering

In order to get a deeper understanding of the relationship between instructional communication and classroom oral interaction, two research methods were used to achieve the aims of the study, answer the research questions, and test the hypotheses. Firstly, ten teachers (n=10) including those of Master I, at the Department of English, University 8 Mai 1945, Guelma, were interviewed to collect and examine their opinions about their employment of verbal and non-verbal communication instructions inside the EFL classroom and the impact of such instructions on the students' speaking performance and interaction ability. Secondly, quantitative classroom observations were adopted to monitor the teachers' (n=3) different communicative instructions and to figure out its effectiveness, in a three different Master I groups.

5.2. Research Population

This study involves ten teachers selected randomly to take part in the semi-structured interviews at the Department of English. Due to some administrative issues during the period of conducting the interviews, the number of Master 1 teachers was limited to four (n=4), and this called for the need to explore the subject under inquiry with teachers of other levels that comprises six teachers (n= 6), in order to increase the validity of the results.

5.3. Data Analysis

The study is conceptualized to collect qualitative and quantitative data. In the qualitative analysis, the data is gathered through the teachers' semi-structured interviews that are transcribed, and the results are reported and discussed. While in the quantitative analysis, the collected information from the classroom observations are elucidated and

interpreted in text and presented in tables. Finally, conclusions are formulated out of the achieved outcomes.

6. Structure of the Dissertation

The present study is organized into two parts. The theoretical part includes two chapters. The first chapter deals with *Verbal and Non-verbal Communication* and it covers basic information about classroom communication including the communicative approaches and strategies. The chapter provides an overview about the impact of verbal and non-verbal cues on EFL learners oral performances of the TL, in addition; it reviews the General Modal of Instructional Communication. The second chapter tackles the *EFL Classroom Oral Interaction* and it discusses the interaction hypothesis, provides in-depth information about the types of classroom oral interaction, and clarifies its role in the EFL context. In addition, it highlights the main principles that should be considered in any interactive situation, and summarizes the most useful strategies to promote interaction and communication in the EFL classroom. The practical part is about the field of work and it is devoted for *Exploring the Role of Teacher's Verbal and Non-Verbal Communication Instructions in Ameliorating the Students' Classroom Oral Interaction*. It presents a detailed description and administration of the utilized methodological approaches that involve teachers' semi-structured interviews and classroom observations, in which the collected data were analyzed and discussed. Finally, conclusions, pedagogical implications, limitations, and future research goals will be drawn based on the study results.

CHAPTER ONE

VERBAL AND NON-VERBAL COMMUNICATION

Introduction

Communication as an area of study has emerged first as a part of human sciences such as sociology, psychology, and philosophy. Then, it extends to become a separate field in which numerous theories and models were introduced by communication scholars and theorists to investigate how this process works in different situations. In the field of education, developing good communicative skills becomes a need for EFL teachers and learners to achieve their academic objectives. Therefore, this chapter is divided into four main sections. The first section provides an overview about communication theories and strategies and the roles performed by the teacher in a communicative classroom. The second one includes an overview about verbal communication, its use in the EFL classes, the speaking skill and its characteristics, in addition to the factors that cause speaking difficulties to EFL students. The third section is centered on non-verbal communication, its types, its functions, and its application in the EFL context. Furthermore, the last section tackles the different components of the General Model on Instructional Communication. Finally, the reviewed literature will provide thorough understanding of what and how verbal and non-verbal communication cues can be applied in EFL classroom.

1.1. Overview on Communication

The communication process is considered necessity for humans to satisfy their daily requirements, and which interferes in most of the activities that are performed by individuals. Many researchers discussed the concept of communication throughout history and the study of this notion as a separate discipline was a debatable issue for a long period

as it has been viewed from different perspectives. Theorists and scholars who are interested in the field of communication elaborated variety of models and theories to explain and analyze the process of communication. However, they could not agree on one thorough definition of communication and they formulated various ones.

In this regard, Allen (1958) asserted that communication is a dynamic systematic process of speaking, listening, and comprehension. It involves every attempt done by someone in order to convey a sort of meaning to someone else. Similarly, Tead (1959) explained that the process of communication includes every act occurs during the exchange of information between two or more participants. It requires many skills and it aims at achieving a mutual understanding between the interlocutors. Moreover, Thayer (1961) argued that communication takes place when a person designates sense to a specific event (p. 43). Lewis (1963) added that communication enables an individual to overcome his doubt about some issues using the signs that are pertinent to those issues. In the same vein, Berelson, and Steiner (1964) defined communication as a series of actions used to convey knowledge, thoughts, and feelings through the utilization of different channels (p. 527).

According to Barnlund (1968), communication is an invented activity established by human seeking to distinguish and systematize signals to guide himself in his milieu and meet his daily requirements (p. 156). By contrast, Budd and Ruben (1972) claimed that communication existed in all settings and they attributed it to both humans and animals.

Some scholars believed that communication goes back to ancient times and which was demonstrated in ancient cave drawings (Schramm, 1988); while others argued that communication is a recent phenomenon emerged in the 19th century (Mattelart, 1996). Wood (2004) stated that the meaning of communication differs from one person to another

and it is "a systemic process in which individuals interact with and through symbols to create and interpret meanings" (p. 9), in other words; humans use signs to construct meanings when they interact with one another.

In the classroom context, communication means the relationship that the teacher establishes with his students based on the mutual influence and the effective communicative skills which help in developing the language teaching and learning process (Richmond, Wrench, & Gorham, 2009, p. 1). In addition, Nunan and Choi (2010) stated that for students to be competent communicators they need to develop their linguistic and communicative skills (p. 11). In this regard, Li (2011) defined classroom communication as a kind activity that is performed through the process of transmitting information between teacher and students.

To sum up, the reviewed studies agree that communication is a process that consists of no less than two persons, has a specific aim, and passes through many stages.

1.1.1. The Communicative Language Teaching Approach

The Communicative Language Teaching (CLT) approach is originated in the late 1970s and it substitutes the traditional methods when the significance of the latter was lessened. This approach brought new ways to teach language and it focuses on developing the learner's knowledge and skills to communicate properly in the TL (Richards, 2006). Additionally, the CLT approach helps learners to improve their social skills to satisfy their needs and helps them to develop their communicative abilities (Patel & Jain, 2008).

1.1.1.1.Major Principles of the Communicative Language Teaching Approach

Littlewood (1981, as cited in Seven, pp. 257-258) introduced a set of principles based on a comprehensive approach to language teaching that can be implemented in different ways:

1. Regardless of when it is possible, the native language must be inserted as it is practiced in a real situation.

2. The capacity to know the speaker's or the writer's intentions is one of the communicative competence components.

3. The target language is not just a topic of study, but also it is a means of communication inside the classroom.

4. The function can contain many different linguistic forms, and since the main objective of the course is to use the language in a real situation, a set of those forms are presented together.

5. At the level of discourse, students must be taught about how to use coherence and cohesion in connecting the sentences together.

6. The instructor should allow his students to express their thoughts and beliefs.

7. The teacher is responsible for the organization of some situations, so his/her role is to set the floor to communicate.

8. Communication enables the students to interact with each other, which allows them to work cooperatively and to negotiate meanings.

9. Communicative competence entails learning with the purpose of using the language forms correctly.

10. The role of the teacher in the communicative activities is to guide and to advise his/her students.

11. The focus of the speaker should be about not just what to say but also about how to say it.

12. The teacher should give his students the chance to develop their communicative skills to use the FL as near native speakers' language.

Consequently, these principles can be considered as effective strategies that can be applied in the language classroom; in which they help students to develop their abilities in the TL and facilitate the language teaching and learning process.

1.1.2. Communicative Competence

Communicative competence means knowing the different aspects of a specific language in order to communicate with that language in a real situation (Xin, 2007, pp. 39-45). Hymes was the pioneer who introduced the term communicative competence in 1966. Hymes (1972) claimed that communicative competence represents both the sociolinguistic competence and the grammatical competence, in addition; it is the capability to use the language appropriately (p. 16).

Similarly, Savignon (1972) argued that communicative competence is the ability to manage in a communicative situation (p. 8) and it is not just about the linguistic forms of language; but it includes the meaning of those forms and the context in which these structures are used (1976, p. 4). Accordingly, Munby (1978) explained that communicative competence means both using linguistic structures to communicate and understanding the relationship between sentences in order to comprehend their communicative functions (p. 26).

In an attempt to define the communicative competence, Canale and Swain (1980) claimed that there are three components of communicative competence: the grammatical competence, the sociolinguistic competence, and the strategic competence. Furthermore, Canale (1983) added a fourth component; the *discourse competence* in addition to the

three previous ones. Yet, each of these components is required for students to master the FL (Tarone, 1983).The four mentioned communicative competence components are explained as follows:

1.1.2.1. Grammatical Competence

Canale and Swain (1980) defined grammatical competence as the knowledge of the linguistic rules and the lexical items of language. In addition, it involves the correct use of the linguistic system in terms of sentence structure, the pronunciation of words, and the spelling (Canale, 1983). However, Chen (1990) did not consider the grammatical competence as a sub-component of communicative competence and advocated that the grammatical rules are the basis of learning and teaching any language before developing the communicative competence; which includes other different social and cultural elements.

1.1.2.2. Sociolinguistic Competence

Sociolinguistics as a branch of linguistics comprises the linguistic rules and the sociocultural rules. Those two sets of rules are important in the interpretation of speech to avoid misunderstandings (Canale & Swain, 1980). In this regard, Tarone (1983) defined sociolinguistic competence as the awareness of the social context in which the language is used, the appropriateness of the style, and how the language can be used in the creation and maintenance of social relationships. Furthermore, Alptekin (2002) affirmed that there are many factors that may influence the social context in which the language is used including the interlocutor's background, the role he plays in the conversation, and his social position.

1.1.2.3. Discourse Competence

Discourse competence is concerned with combining grammatical structures and its corresponding meanings in order to achieve a coherent oral or written text (Canale, 1983). Bachman and Palmer (1984) supported this view and argued that discourse competence necessitates the awareness of how to make a correct and unified text. In this respect, Brown (2000) declared that discourse competence is the ability to produce understandable utterances through the correct connection of the sentences (p. 247). In other words, it is the ability to accomplish a conversation in a better way.

1.1.2.4. Strategic Competence

Dörnyei and Thurrell (1992) pointed out that the strategic competence is the ability to communicate successfully through transmitting comprehensible messages and it helps in avoiding miscommunication. They argued that possessing the strategic competence is vital for FL learners because it provides a set of strategies that facilitate the communicative process. They concluded that the learners who depend on the strategic competence are competent communicators (p. 17). Accordingly, Chen (1990) advocated this view and stressed the role of teachers in developing their students' communicative competence by encouraging them to rely on strategic competence whenever they struggle to communicate properly in a specific situation. Consequently, the strategic competence requires the comprehension of communication strategies that can be used to overcome the communicative difficulties and to keep the flow and continuity of the communication process (Alptekin, 2002).

1.1.3. Communication Strategies

According to Tarone (1980), Communication Strategies (CS) are efforts made by the parties of conversation in a specific situation to adopt a meaning when the real meaning is not clear (p. 420). In light of this, Corder (1983) emphasized that

communication strategies are the techniques that are used by an interlocutor to convey his/her meaning when s/he faces some problems (p. 16). With this respect, Faerch and Kasper (1983) argued that these strategies are the possible procedures that may help in solving the hurdles that hinder an individual from reaching a specific communicative purpose (p. 36). As a result, most of the definitions of CS is centered on overcoming communication problems. In this regard, Bialystok (1990) pointed out that there are three main criteria mentioned in most of communication strategies definitions that are *problematicity*, *intentionality, and consciousness* (p. 3). These are explained as follows:

1.1.3.1. Problematicity

Bialystok (1990) highlighted that most of communication strategies definitions focus on the issue of problematicity. It implies that the speakers to overcome the problems that may hinder the process of communication use those strategies. Moreover, Dörnyei and Scott (1997) explained that the term communication strategies include three types of communication problems that are *own-performance problems*, *other performance problems*, and *processing time pressure*.

1.1.3.1.1. Own-Performance Problems

According to Dörnyei and Scott (1995), the learners should take into consideration the correctness and the perfection of their own utterances, and the certainty about whether or not the intended message is conveyed correctly and clearly (p. 141).

1.1.3.1.2. Other Performance Problems

This type of problems is concerned with the reciever. It occurs when the perceived message is incorrect or is not fully understood, and when the expected reaction is not achieved (Dörnyei & Scott, 1995, p. 141).

1.1.3.1.3. Processing Time Pressure

This hurdle has to do with FL learners as they need more time to form and send their messages (Dörnyei & Scott, 1995).

1.1.3.2. Intentionality

Intentionality is demonstrated in the learner's intelligence in the selection of the appropriate communication strategies to achieve specific communicative objectives. This criterion is based on the idea that the choice of the strategy is made by the speaker as a response to the problem under consideration (Bialystok, 1990). In other words, the learner's intention during the communicative process is to use the convenient communicative strategy whenever it is necessary. To use the appropriate communication strategy in order to achieve the intended purpose

1.1.3.3. Consciousness

According to Bialystok (1990), learners who use communication strategies are conscious of their communicative problems and they rely on such substitutional ways to solve these problems. Despite the fact that consciousness is a crucial issue in FL, most researchers cannot agree on exact terminologies (Schmidt, 1994). In this regard, some researchers suggested the deconstruction of consciousness into attentiveness, cognizance, control, and intentionality (Schmidt, 1994).

To sum up, communication strategies are considered as a paramount part of FL educational system and are useful techniques for FL learners inside or outside the classroom. Moreover, those strategies play a pivotal role in repairing the oral communication problems. As such, these strategies contribute in developing the FL learners' speaking fluency and can be used in a way that serves the learner's situation.

1.1.4. The Role of the Teacher in the Communicative Classroom

The learner is found to be at the center of the learning process, however; the teacher still has a significant role to play for this process to be successful. In this regard, Hedge (2000) mentioned the most important roles that the teacher may perform inside the classroom:

> As a controller is in eliciting nationality words, as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation, as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback, as prompter while students are working together; and as a resource if students need help with words and structures during the pair work. (p. 26)

In an attempt to explain these roles, Harmer (2001) provided a detailed classification:

1.1.4.1. The Teacher as a Controller

The responsibility of the teacher inside the classroom is to explain the lesson and to provide different practices to the students. Since the teacher is the classroom supervisor, s/he gives instructions to achieve a good classroom management. According to Harmer (2001), the teacher's job in this context is to impart knowledge to his students (p. 58).

1.1.4.2. The Teacher as an Assessor

Harmer (2001) argued that the teacher as an assessor must be fair about the way in which s/he evaluates his students, the method in which their works are going to be assessed, and the points s/he is going to focus on in his/her assessment. When correcting the students' mistakes, the teacher should be easy on them and s/he has to be aware of the

way adopted to judge his/her students and considering their feelings when giving them feedback (p. 60).

1.1.4.3. The Teacher as a Corrector

In an attempt to correct the students' mistakes, the teacher goes through two main stages. In the first stage, s/he informs the students about the mistake, and in the second one, s/he gives the students the opportunity to repair that mistake (Harmer, 2001).

1.1.4.4. The Teacher as an Organizer

According to Harmer (2001), organizing the classroom is the teacher's most important role. This involves making the lesson plan, organizing the group work, setting the communicative instructions, and the most significant one is respecting the allocated time for each activity (p. 58).

1.1.4.5. The Teacher as a Prompter

The role of the teacher is to encourage and motivate his/her students to use their own background knowledge when they encounter problems such as the lack of vocabulary and the inability to interact appropriately. Additionally, the teacher must not help the learners straightway, but s/he can intervene as a prompter by supporting them to depend on themselves and to become creative in their learning (Harmer, 2001).

1.1.4.6. The Teacher as a Resource

In the classroom context, when the learners are performing some communicative activities they may ask different questions such as how to pronounce a word, or what is the meaning of a particular utterance, etc. In this regard, the teacher is the only source that the students can rely on to get the right answers. According to Harmer (2001), the teacher is

considered as a direct source for the FL learners. He affirmed that the teacher must be available to offer the needed information whenever it is required (p. 61).

1.2. Overview about Verbal Communication

Verbal communication is considered as the basic form of communication through which the entire message is conveyed directly from the sender to the receiver. In this regard, verbal communication can be defined as the oral transmission of the message from the sender to the receiver in a real situation where the spoken words are considered as the channel in the process of communication (Ballester, 2015, pp. 9-24). According to Burgoon, Birk, and Pfau (1990), verbal communication occurs when humans speak or write something with the intention to achieve a particular goal. This form of communication is well organized and fostered throughout the process of learning (Harris, 2002, p. 153).

Additionally, the oral communication can be formal and informal in which the former takes place in an academic setting while the later occurs in a normal context with ordinary people. Formal communication needs a plan to be performed and it has to be highly structured and fully prepared, by contrast; informal communication is spontaneous and it does not need to be organized and its success is based on the relationship between the interlocutors (Chadha, 2003).

Furthermore, verbal communication is the most apparent type of communication. It is fundamental in any communicative act and it is confined to the use of the spoken words (Wenbin, 2008). In the same vein, McCormack (2010) added that verbal communication is a kind of interaction where the messages are conveyed explicitly with the use of speech (p. 182) in order to be comprehended and should be simple and clear.

1.2.1. Verbal Communication in the EFL Classroom

Mann (2009) stressed the importance of the oral language in communication and he believed that the main reason behind the success in any profession is the ability to use the verbal communication effectively (p.2). In this regard, the oral language is the first medium that is used inside the classroom to convey information and provide instructions by the teacher or to ask for information by the students. In addition, using clear and rhetoric words by the EFL teacher may create an enjoyable atmosphere and can make the students interested in the lesson, whereas; the employment of biased expressions can result in making the students feel abasement and resentful which affects them psychologically (Mortazavi, 2013). In light of this, since verbal communication is based on the use of the spoken language, both EFL teachers and students should develop their speaking skill.

1.2.2. The Speaking Skill

According to McDonough and Shaw (1993), speaking does not mean reading the written language orally, but it covers many sub-skills that the learners should master in order to develop their communicative competence. In this respect, speaking can be defined as the process of producing a message that carries out a meaning that will be received and processed by the listener. The meaning and the form of the message are influenced by where, to whom, and why the act of speaking occurs (Burns & Joyce, 1997).

Furthermore, Nunan (1999) declared that mastering a language is demonstrated in the extent to which the learner is able to engage in a conversation using that language. Hence, developing the speaking ability becomes a necessity for the EFL learners (Florez, 1999). Additionally, speaking has a considerable role in the EFL teaching and learning processes because it enables the students to be able to communicate with native speakers.

Moreover, the classroom speaking tasks can enhance the learners' motivation and create an enjoyable atmosphere within an active classroom (Nunan, 1999; Celce-Murcia, 2001).

1.2.2.1. Characteristics of Speaking Performance

Canale (1983) highlighted that communicative competence involves the knowledge of the language and the skills that are needed when using this knowledge in face-to-face communication (p. 5). Accordingly, Andryani (2012) defined speaking as the ability to communicate effectively in the TL and it has different sub-skills including: fluency, accuracy, pronunciation, vocabulary, and grammar (p. 2). These are explained as follows:

1.2.2.1.1. Fluency

According to Hedge (2000), the term fluency refers to the ability to combine parts of an utterance together without any exertion or hesitation. In order to achieve fluency, the teachers must encourage learners to express their thoughts in their own way using their personal language (Hughes, 2002, p. 113). In addition, Ellis (2003) argued that fluency is related to how the TL is used in a particular task in which speaking fluently means speaking without pauses or hesitation (p. 342).

1.2.2.1.2. Accuracy

Accuracy is related to the correctness of the utterances in terms of syntactic, phonological, and semantic features of language (Byrne, 1988). Therefore, the speaker should take into considerations the different features of the language to avoid errors that may hinder the process of communication.

1.2.2.1.3. Pronunciation

Pronunciation is the way in which the sound system is produced by the interlocutors (Paulston & Burder, 1976). In the English classroom, Morley (1991) emphasized that teachers' role is to teach students how to pronounce words intelligibly, thus; pronunciation means the acceptable way of uttering a word (Otlowski, 1998). In accordance with this idea, Richard and Schmidt (2002) claimed that pronunciation is the method of practicing the language in real situation.

1.2.2.1.4. Vocabulary

According to Hornby (1984), vocabulary is defined as the total number of words that shape a language. These words are listed in dictionaries accompanied with meanings in order to help the foreign learners to learn the language. For instance, at the back of a book there's a glossary for words' meanings that can help FL learners to understand the FL (p. 461). Furthermore, Laflamme (1997, pp.372-384) introduced a variety of key principles that may develop the FL learners' vocabulary, which are:

1. Teachers must develop their students' vocabulary by providing instructions for the useful techniques which can help them to enrich their vocabulary. These instructions can be provided through the language syllabus, or the different classroom tasks.

2. The new vocabularies must be commonly known by the learners. If these terms are related to their background knowledge, the students will understand them easily.

3. Teachers should encourage learners to utilize the new terms in their oral and written practices which motivate them to use these words easily outside the classroom (Ediger, 1999, p. 7).

4. In order to enable the learners to understand the new vocabularies and to use them appropriately, teachers should rely on some methods such as repetition and practice.

5. When a new word is cited in a text, a story, or a conversation, teachers have to provide some instructions for the learners to facilitate the comprehension of such words.

6. Since vocabulary is an important aspect of language, it must be included in the educational program at all levels.

Consequently, vocabulary is the main component of any language. So teaching and learning a FL is contingent on teaching and learning the vocabulary of these languages. Due to the great importance of vocabulary in the field of language teaching, teachers must provide students with a set of useful techniques that help them to learn and understand this vocabulary.

1.2.2.1.5. Grammar

According to Thornbury (1999), each language has its own set of rules. He defined grammar as the rules of language use in which words are organized to form coherent sentences. Moreover, the grammatical structure of a sentence helps to convey its meaning (p. 13).

1.2.2.2. Factors that Cause Speaking Difficulties to EFL Learners

Ur (1996) assumed that there are many reasons behind the speaking difficulties that the EFL learners face. These are summarized as follows:

1.2.2.2.1. Inhibition

It may happen due to the fear from committing mistakes, the avoidance of the negative feedback, or the shyness.

1.2.2.2.2. Nothing to Say

Motivation is a very important factor behind the success of the teaching and learning process. So, the lack of motivation may affect the students negatively and make them unable to express themselves.

1.2.2.2.3. Low or Uneven Participation

Due to the students' large group size, not all of them are given equal opportunity to participate in the classroom activity.

1.2.2.2.4. Mother-Tongue Use

Students prefer to use their mother language when interacting with each other because they feel more comfortable using it.

Consequently, sending and receiving comprehensible messages is the main aim of the communication process. The oral language is the direct means that enables individuals to interact with one another immediately. In the classroom context, using verbal messages is very important for teachers to impart knowledge. However, the employment of the verbal language inside the classroom is not enough to achieve a good classroom management. Thus, teachers should also develop their use of the non-verbal communication behaviors in order to complete the verbal messages.

1.3. Non-Verbal Communication

According to Birdwhistell (1961), most of the information conveyed during the process of communication is sent through non-verbal means and only 30% of information is expressed through the spoken language. In this regard, Eisenberg and Smith (1971) highlighted that non-verbal communication involves all forms of communication except

the oral language (p. 20), in addition; Duke and Charles (1974) stated that non-verbal communication often happens unconsciously (p. 400).

Similarly, Wood (1976) defined non-verbal communication as any motion or posture used to convey information, feelings, or attitudes to another person. It has two main categories which are positions and body movements. Although any action or gesture can have an interpretation during communication; it is not necessary to communicate all of them.

Accordingly, DIleo (1977), language includes different forms of communication such as facial expressions, crying, yelling, gestures, touching, and physical appearance. Each cue has a different interpretation depending on the educational level, the social class, the culture, the individual differences, and the context in which the interaction occurs. In the same vein, Miller (1988) identified non-verbal communication as a set of explicit behaviors such as eye contact, tone of the voice, physical appearance, and the distance between the communicators (p.3).

Therefore, non-verbal communication means the use of observable behaviors instead of words when communicating information between two or more people. These behaviors are often unconscious and have different interpretations.

1.3.1. Types of Non-Verbal Communication

Negi (2009) claimed that there are various types of non-verbal communication that are used by teachers while performing their roles inside the classroom. These types involve: kinesics, proxemics, chronemics, haptics, and posture, which are explained as follows:

1.3.1.1. Kinesics

Kinesics involves different types of body movements such as facial expressions, gestures, and eye contact (Pan, 2014). According to Elfatihi (2006), facial expressions play an important role in understanding both the personality and the mentality of the interlocutor. In addition, he emphasized the importance of gestures in presenting the different aspects of language including grammar and vocabulary (pp. 17-24). Besides, Zeki (2009) set out that the use of eye contact in the classroom encourages the students to interact and engage in the classroom discussion. Negi (2009) added that teachers' movement in the classroom and their use of eye contact while presenting the lesson motivates the students and make them more active (p. 107). Accordingly, Najarsadegan and Dabaghi (2014, p. 114) affirmed that gestures contribute greatly in conveying the intended message, thus; body movements are necessary elements in the process of communication.

1.3.1.2. Proxemics

Nonverbal communication is not just about the body movements but it includes other external aspects such as the space between communicators. Devito (2009) stressed the significance of space in the process of communication and classified space into four types. Firstly, the *intimate space* which is the closest distance between two individuals; it ranges from a touch to 18 inches. Secondly, the *personal space* or *bubble* which is the space that exists between people without touches; it ranges from 18 inches to 4 feet. Thirdly, the *social space* which is more formal ranges from 4 feet to 12 feet. Finally, the *public space* which is the largest distance between communicators; it ranges from 12 feet to more than 25 feet.

Consequently, *proxemics* is predominant in the classroom context as confirmed by Butt and Shafiq (2013); that it is necessary for the teacher to keep a distance with his/her

students in the classroom in order to achieve the teaching objectives and to reach a good classroom management (p. 31).

1.3.1.3. Haptics

Haptics is another form of non-verbal communication. It includes all kinds of touching that may happen between individuals during the process of communication such as shaking hands, kissing, holding hands, back slapping, patting the shoulder, etc. According to Najarsadegan and Dabaghi (2014), haptics plays a great role in the classroom, for example, teachers can change the psychological state of a student and make him/her more relaxed by reassuring pat on his/her back that makes him/her feel safe and encourages him/her to carry on (p. 115).

1.3.1.4. Chronemics

Chronemics is concerned with how the time is used in communication. There are different time orientations that affect the way in which people perceive time and employ it in their daily routine. The present-oriented people prefer to live in the moment, while; those who are future-oriented work towards what is coming. In addition, those who are past-oriented shape the present with the use of the past. Therefore, people should be aware of these differences because it influences their communication process. Chronemics plays an important role in the classroom management as all activities are based on time. So, teachers who are skillful in using time are the ones who achieve a good classroom management (Richmond & McCroskey, 2004).

1.3.1.5. Posture

Posture is about the physical appearance of individuals in terms of height and tallness. These features can affect the way in which people communicate with each other;

because they reflect a kind of dominance that results in a successful leadership (Knapp, Hall; & Horgan, 2013).

1.3.2. Functions of Non-Verbal Communication

Non-verbal communication is very important in conveying the intended meaning during conversation. Non-verbal cues may serve many functions according to the situation where these are used. These cues substitute the verbal message when there is an external interference that may hinder the communicative act. For instance, in a noisy situation the speaker can use gestures to carry on the conversation, such as: nodding the head instead of saying *yes*. These cues are found also to complete the meaning of the message by adding or modifying some content, for example, when someone expresses his sadness s/he may weep. In addition, non-verbal cues may contradict the speech, like: when someone tells a lie and laughs, and regulate the conversation by making some gestures and head movement to show interest about what the speaker says. Therefore, non-verbal communication is regarded as the main facilitator of the communication process (Negi, 2009, pp. 102-103).

1.3.3. Non-Verbal Communication in EFL Classroom

Duke (1974) declared that teachers and students are sometimes unaware of their non-verbal behaviors (p. 400). In this regard, Smith and Howard (1979) pointed out that non-verbal communication is highly important in education; because it affects the whole teaching and learning process. It includes the teachers who use it, while presenting the lesson; the students who try to understand these behaviors, and the context in which the lesson is being presented (p. 631). Similarly, Mehrabian (1981) found out that the more the teachers use gestures, the better their relationship with their students will be (p.103).

Additionally, Stevick (1982) emphasized the importance of body language in teaching by arguing that:

> The body language of a teacher is the most important thing in the class... it is the way you use your eyes, the distance you stand from your students, the way you touch or refrain from touching them all of these unnoticeable things in the class carry important signals which create a profound effect on your students' feelings of welcome and comfort with you (p. 6).

Therefore, the body language including the eye movement, the touch, and the distance is the most important aspect in the classroom setting. It helps the teacher to achieve a good classroom management and makes the students more enthusiastic.

Furthermore, Cooper (1988) pointed out that the relationship between teachers and students can be developed based on the teachers' use of non-verbal communication inside the classroom (p. 57). In this respect, Rossman (1989) said that eye contact and facial expressions are significant in making and maintaining a good picture of the teacher from the students' perspective by fostering the teacher's confidence. Accordingly, Woolfolk (2004) asserted the importance of non-verbal behaviors in the classroom communication that is not just about what the teacher says and the students listen to, but also; it involves every act that takes place in the classroom. In the same vein, Tammy's (2011) research paper aimed at integrating the body language into the different classroom activities. He concluded that raising the learners' awareness about the importance of body language in the EFL classroom communication, makes them not only bilingual; but also skillful in using the different body movements that are appropriate to their situation.

1.4. Instructional Communication

Researchers believe that building a good classroom communication between the teacher and his/her students is the key factor behind the effectiveness of the teaching and learning process. In light of this, communication is not just about what the teachers say, but rather; it involves the whole pedagogical context (Caswell, 1993; Miller, 2005 as cited in Barmaki 2014, p. 441).

In this regard, McCroskey, Valencic, and Richmond (2004) introduced a *General Model of Instructional Communication*, in which they discussed six essential components that are *instructional environment*, *students*, *teachers*, *teachers' verbal and nonverbal behaviors*, *student perception of the teacher,* and *instructional outcomes*. Each component has its own influence on the instructional communication process. These components are described as follows:

1.4.1. Instructional Environment

Instructional environment is composed of many elements, such as: The institution in which the instructions are hosted, the culture of this institution and its social and physical climate, etc. These elements make each instructional environment unique and influence the way in which the instructions are applied.

1.4.2. Students

The individual and cultural differences between the students are considerable aspects in the instructional communication. These features influence the students' perception of teachers' instructions and their communicative behaviors.

1.4.3. Teachers

Teachers are the ones who are responsible for setting up the classroom communicative instructions. Various aspects may influence the teachers' choices of the appropriate communicative behaviors in providing instructions. These aspects include: The professional development, personality, pedagogical knowledge, content knowledge, and communicative competence.

1.4.4. Teachers' Verbal and Non-Verbal Behaviors

Each teacher has his own way of using verbal and non-verbal communication behaviors. These behaviors have a great impact on the instructional process. The teachers' use of non-verbal messages helps them to convey the intended meaning to students.

1.4.5. Student's Perceptions of the Teacher

The students develop their perceptions of the teacher from their daily interaction among each other. The way by which the teacher communicates with the students has a great impact on the way by which the students perceive that teacher. These perceptions, in turn, influence the students' learning outcomes, as well as their academic achievements.

1.4.6. Instructional Outcomes

Instructional outcomes are concerned with both learners and teachers. For the learners, these are related to their psychological and cognitive development. For the teachers, these are about the students' evaluation of the teacher as well as the teaching process.

At this end, the *General Model of Instructional Communication* exhibits that the mood of the teacher is reflected in the way s/he behaves inside the classroom. These behaviors influence the students' evaluation and perception of the teacher's acts. These

perceptions are associated with different instructional outcomes; thus, developing good communicative skills is necessary for teachers to choose the appropriate classroom instructions.

Conclusion

This chapter attempted to highlight the most significant studies that dealt with the concept of communication. It discussed the communicative language teaching approach that brought new ways to teach FL. In addition, it clarified the communicative competence and its main components. Furthermore, the chapter portrayed the main communication strategies as useful techniques for EFL learners to master FL. Moreover, it shed light on the different roles of the teacher in the communicative classroom. Finally, it introduced the general model of instructional communication and its essential components that enabled to understand how teachers can communicate instructions effectively with the students in the classroom setting.

CHAPTER TWO

EFL CLASSROOM ORAL INTERACTION

Introduction

Interaction has been given recently a considerable attention in the field of FL teaching and learning. It is considered as an essential strategy that enables the students to express themselves and to share their thoughts and ideas in a real situation through face-to-face communication. In addition, interaction gives the opportunity for the students to easily integrate and comfortably participate in the classroom activities. The classroom environment is the only place where the students can have the chance to practice the FL by creating an interactive context that helps to a great extent in motivating them to learn the different aspects of the TL. In addition, it helps the teachers to build and maintain good relationships with their students. Thus, the chapter aims at providing an overview about classroom oral interaction, its hypotheses, types, and principles. Moreover, it sheds the light on the role of interaction in the EFL classroom and it introduces the main activities that promote interaction and communication in this setting. Finally, the chapter describes how oral interaction is connected to classroom communication.

2.1. An Overview on Classroom Oral Interaction

Oral interaction takes place in a real situation and involves two or more persons who engage in a face-to-face communication. In the EFL classroom context, both teachers and students need to interact among each other in order to achieve a successful teaching and learning process. According to Stern (1987), interaction is considered the best way to learn the TL. He argued that the classroom is the primary place where the students are exposed to the Second Language (L2), and the teacher's instructions are the main source

of input that develops the students' skills and knowledge in the TL. Furthermore, Rivers (1987) found out that interaction is an important factor that contributes in motivating the students to learn the language. He mentioned that:

> Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or casually absorbed – in real life exchanges (pp. 4-5).

Interaction enables the students to develop their abilities in the TL by being integrated in different classroom activities and participate in the classroom discussion, thus, they will be able to practice the language inside and outside the classroom. Similarly, Allwright and Baily (1991) highlighted that classroom interaction is based on the way in which the teacher provides the input and how it is received and understood by the students. Moreover, Brown (1994) emphasized the importance of interaction in using the language in different contexts such as exchanging ideas and negotiating meanings (p. 159). In this regard, Wagner (1994) defined interaction as the mutual influence that occurs between two or more individuals in which the reaction of the receiver is based on the action of the sender (p. 8). Besides, Brown (2001) affirmed that interaction is an integral part of communication and the success of this process depends on interaction (p. 165). Finally, interaction is the core of classroom activities and it is the main facilitator of FL learning.

The teacher's input and the students' output are the main features of the classroom oral interaction which urged many researchers to introduce various theories that deal with the important role of input in acquiring the TL. In addition, issues as how can interaction

motivate the students to learn the TL, and the extent to which the students are able to use the TL in performing the different classroom tasks are discussed.

2.1.1. Krashen's Comprehensible Input Hypothesis

In language learning, the term input refers to every kind of knowledge that the students are exposed to inside the classroom. Krashen (1985) introduced the *input hypothesis* and it is considered the most important one among his five hypotheses. Krashen emphasized that the students must comprehend the received input. This means that the teacher should provide the students with a *comprehensible input* in order to develop their abilities in the Second Language Acquisition (SLA). Furthermore, he explained that the language can be acquired only when the input structure is beyond the students' current level of competence. In this sense, Krashen suggested that the current level of competence is referred to as 'i' and by adding the new linguistic forms, which are referred to as '1', it becomes 'i+ 1' and this is what is called 'comprehensible input' (Krashen, 1985, p. 2).

According to Krashen's hypothesis, teachers must be aware of their students' level of proficiency in the TL in order to provide them with a more complex input. This will increase their interaction and communication in the classroom where they are seeking to achieve better understanding of the input they are exposed to, thus; the comprehensible input helps to a great extent in developing the classroom oral interaction. Additionally, it makes the students more enthusiastic concerning the classroom participation that encourages them to learn the FL and develops their academic achievement. Finally, Krashen argued that the more the input is comprehensible, the better the students' production of the TL will be (Richards & Renandya, 2002). However, if the input is not understood the students will not be able to learn the TL.

2.1.2. Long's Interaction Hypothesis

As mentioned previously, the input hypothesis focused on the students' reception of the input provided by the teacher. Its emphasis is on the extent to which this input is comprehensible based on one important criterion which is the input linguistic forms. Therefore, the input hypothesis is a kind of preface for the interaction hypothesis. The latter stresses that the only way for the students to comprehend the teacher's input is to communicate and interact by asking for more clarification and explanation. Long's interaction hypothesis is based on the negotiation of meaning which helps in overcoming the communicative problems that may lead to the communication breakdown, thus; it facilitates the SLA (Long, 1983).

Accordingly, Palincsar and Brown (1984) stated that classroom interaction between teachers and students involves four main strategies which are: *questioning, clarifying, summarizing,* and *predicting* that are mainly related to text comprehension. When the teachers and the students work cooperatively in discussing the different sections of the text, this text will be clear and understood for them. Thus, classroom interaction is the learners' attempt to intake the input that is beyond their level of comprehension (Krahsen, 1985).

Furthermore, Ellis (1991) claimed that the process of acquiring the TL passes through three main steps that are *observing*, *comparing*, and *integrating*. He added that interaction which is based on negotiating meaning to achieve a comprehensible input may contribute deeply in facilitating the integration process. Moreover, Long (1996) argued that negotiated interaction has an important role in the process of SLA in which it provides a negative feedback that contributes in developing the SLA (p. 414). In line with this, Lynch (1996) defined the term feedback as any kind of input that contributes in the

success of the message. According to him, learning negotiation of meaning and noticing the errors are mainly based on the students' feedback (p. 117).

Consequently, classroom interaction is based on two main elements that are negotiation of meaning and recast which are explained in the following:

2.1.2.1. Negotiation of Meaning

Long and Robinson's (1998) interaction hypothesis assumed that negotiating meaning is considered an important factor behind the success of SLA. In other words, when learners become able to negotiate meaning with other L2 speakers, their SLA will be improved. Besides, Ellis and Foto (1999) affirmed that providing negative feedback to the students encourages their classroom participation and enables them to negotiate meaning with other interlocutors (p. 9). In this regard, negotiation of meaning is identified as the speaker's attempt to overcome the breakdown of communication through exchanging verbal messages. Thus, negotiation of meaning is an important aspect of the classroom interaction which is a requisite condition for the process of SLA to be successful (Ellis & Barkhuizen, 2005).

2.1.2.2. Recast

According to Long (1996), recasts are not always clear; students are often unable to recognize whether the received feedback is a kind of correction or another way to say the same thing. In light of this, recast is defined as a kind of feedback provided by the teacher as an indirect reformulation of the student's error, or as an implicit way of correction without showing that there was an error (Lyster & Ranta, 1997). Furthermore, Lyster (1998) explained that teachers consider recast as the useful technique particularly for the grammatical and phonological errors such as tenses and mispronunciation. While,

for lexical errors, they think that it is better to negotiate the meaning through repetition, elicitation, and asking for clarification. Therefore, recast is considered an effective technique of correcting the students' errors since it is indirect, inconspicuous, and dependent on the students' intended meaning (Leeman, 2003).

2.1.3. The Output Hypothesis

Swain (1985) introduced the Output Hypothesis as a complement to the Krashen's comprehensible input hypothesis. According to Swain, the input alone is not enough for the students to reach the grammatical accuracy. Thus, they should practice the TL by giving an output. Swain (1995, pp. 248-249) mentioned three main functions of output:

1. Producing an accurate, coherent, and convenient output during interaction motivates the learners to develop their grammatical competence.

2. Output gives the students the chance to test if the hypotheses are workable and effective. In other words, it encourages them to put the theory into practice.

3. The production of the TL helps the learner to go beyond the semantic analysis of the input they are exposed to and to work on developing their knowledge about the forms and the rules of this language. In addition, producing an output in the TL drives the learners' attention to the different means of expression.

There is another important function of output which is *noticing*. This function posits that when the learners try to produce the TL, they may notice the hiatus in their interlanguage knowledge. Therefore, they will figure out the appropriate way to solve their linguistic deficiency (Izumi, 2002, p.545).

Additionally, Muranoi (2007) stated that "output practice that leads learners to notice gaps in their interlanguage system, test their existing knowledge, and process language syntactically is expected to be the most beneficial for SL development" (p. 59). In other words, the learners' production of the SL/FL helps greatly in improving their abilities in this language and makes them more active inside the classroom.

To sum up, the three previous hypotheses are highly important in the field of L2/FL teaching and learning. The input hypothesis, which focuses on the students' understanding of the input that is beyond their level of linguistic competence, motivates them the learn more about the language. However, the interaction hypothesis, which is based on the learners' attempt to understand the comprehensible input, develops their classroom interaction and communication, in addition; the output hypothesis improves the students' fluency through encouraging their production of the TL. Hence, these hypotheses are closely related and each one completes the other.

2.2. Types of Classroom Oral Interaction

The language classroom is the setting where the process of teaching and learning takes place in which its main components are the teacher and the students. The success of this process is dependent on the efforts and cooperation among these participants. In the FL/L2 context, interaction is an important activity that results in an effective teaching and helps in establishing good relationships between the students and their teacher.

Interaction has various types that rely on the teaching method the teacher applies in the FL classroom. As being responsible for the lesson presentation, the teacher has to interact with the students during the explanation of the content. Moreover, when there is a group work, the students interact with each other in order to discuss the given tasks and activities. Accordingly, Angelo (1993) pointed out that there are two main types of

classroom oral interaction: *teacher-student* and *student-student*. These two types of classroom interaction are equally important in the process of FL teaching and learning and are demonstrated as follows:

2.2.1. Teacher-Student Interaction

According to the comprehensible input hypothesis, the teacher is the only source of input inside the classroom in which his/her role lies in achieving a common understanding of the lesson by creating an interactive environment. In this regard, Jackson (1968) advocated that teachers are usually engaged in classroom oral interaction through the daily exchange of more than 1,000 oral messages with their students (p. 69). In light of this, Chaudron (1988) argued that the teacher takes about two-thirds of the classroom talk, and in the same vein. Musumeci (1996) found out that the teacher talk takes up between 66% and 72% of the classroom time. Furthermore, Crago, Eriks-Brophy, Pesco, and McAlpine (1997) stated that teacher's and students' mutual communicative behaviors help them to achieve their common goals and to satisfy their pedagogical requirements (p. 246).

By contrast, Harmer (1991) recommended that the teacher should minimize his talk and give the opportunity for the students to participate in the communicative practices (p. 49). Similarly, Cullen (1998) claimed that "good teacher talk means little teacher talk" (p. 179). This means that the good teacher is the one who provides his/her students with the chance to engage in the different classroom activities and motivates them to interact and communicate with each other without any intervention. In addition, Brown (2001) pointed out that the teacher talk should occupy just a short time and the students should be given the major proportion of the classroom time since they are the ones who seek to learn the language, therefore; they need more time to ameliorate their abilities in this language (p. 99).

Due to the great importance of this type of interaction, researchers investigated the most common interactional patterns that illustrate the role of the teacher in the classroom oral interaction. Moreover, classroom interaction has a specific structure which is represented in the teacher's instructions. As any process, classroom interaction goes through many stages. According to Thornbury (1996), these stages are organized in the traditional model of classroom interaction *Initiation-Response-Feedback (IRF) pattern.* This model is explained as follows:

2.2.1.1 Initiation

In the FL classroom setting, the teacher is responsible for opening the classroom interaction. The common strategy that most of the teachers use in initiating interaction is *questioning*. In this sense, Kissock and Lyortsuun (1982) stated that teachers' awareness of the predominant role of questions in the classroom helps them to improve their interaction with their students by developing their questioning strategies. Similarly, Morgan and Saxton (1991) emphasized the significance of questions in learning. They argued that the good teacher is the one who is skillful in posing questions which helps in achieving the pedagogical objectives. Moreover, Ur (2000) pointed out that the teacher questioning aims at giving opportunities to the students to express their ideas, testing their comprehension; encouraging their classroom participation, ameliorating their critical thinking, and reviewing their background knowledge (p. 229).

Besides, Long and Sato (1983) highlighted that there are two types of teacher questioning in the EFL classrooms; *referential* and *display* questions. *Referential* questions are asked by the teacher to enhance the students' speaking ability and to create a social discourse in the classroom, and the teacher does not know the answers to these questions. Hence, this kind of questions is useful in developing the classroom

communication and making the students active participants. Here are some examples of referential questions (Tuan & Nhu, 2010, p. 33):

1. What are your hobbies?

2. What's your name?

3. What do you think about our new teacher?

These questions develop the students' speaking skill and enable them to learn diverse means of expression which facilitates the FL learning process.

Unlike referential questions, *display* questions are those questions whose answers are known by the teacher. These questions aim at testing the students' knowledge, checking their understanding, or asking them for clarification. Thus, display questions produce interactions in a form of didactic discourse. These are some examples of display questions (Tuan & Nhu, 2010, p. 33):

1. What is the opposite of 'near'?

2. What does this paragraph say?

3. What's the meaning of 'current'?

This type of questions is used in the EFL classroom to increase the students' participation as the answers are more likely to be known by them. Therefore, the types of questions that could be asked by the teacher in the classroom are determined by his/her purpose behind questioning.

2.2.1.2. Response

After asking a question, the teacher gives his students the opportunity to answer back. In order to create an effective classroom discussion, all the students should be given

the chance to participate and provide feedback regarding the teacher's questions. At the level of teacher-student interaction, the teacher should take into considerations the students' individual differences**.** In this regard, Good and Power (1976) described five categories of the students. These are explained in the following:

2.2.1.2.1. Successful Students

Successful students are characterized by their enthusiasm to learn, fulfillment of their homework, preparation of their lessons, participation in the classroom activities, and good academic achievements, that is; they set goals and work hard to achieve them.

2.2.1.2.2. Social Students

This kind of students gives more importance to personal interaction. They tend to socialize with their classmates more than accomplish their classroom tasks. Moreover, they like to help their friends and participate in the classroom even if their answers are not correct.

2.2.1.2.3. Dependent Students

These students cannot work without the teacher's support. They need the teacher's supervision to accomplish their tasks. In addition, they need additional explanation and they do not like to be engaged in group work.

2.2.1.2.4. Alienated Students

This type of students does not like learning and they prefer not to attend school. They are somehow aggressive and they tend to create problems with their classmates and disturb them by making noise, etc.

2.2.1.2.5. Phantom Students

They are the type of students who are very quiet and often are not noticed in the classroom. They work progressively on classroom activities, however; they cannot initiate conversation because they are shy. Their classroom participation is infrequently.

2.2.1.3. Feedback

In the classroom oral interaction, the teacher is the one who initiates the classroom discourse. The most common strategy that is used in initiating communication between teacher and students is *questioning*. After the teacher asks the question, it is the turn of the students to answer. Then, the teacher provides feedback to his students, which signals the last stage in the IRF model. According to Ur (1991), feedback is a kind of assessment provided by the teacher to show his students the quality of their output. It can be a comment, a grade, or a percentage depending on the kind of the task which is performed by the students. Nonetheless, feedback can be considered as a kind of correction when it is related to student's performance by giving remarks or further explanation to students and asking them to improve certain aspects of the TL.

Furthermore, Fuji and Macky (2009) emphasized the importance of feedback in classroom oral interaction. They stated that it raises the students' awareness about the mismatches between their oral production and the TL norms. Also, it provides students with information about their level of accuracy (p. 268). In the same context, Donohue (2009) indicated that oral feedback helps not only students but also teachers by giving them the opportunity to improve students' learning and to overcome any misconception that may occur (p. 70)

Therefore, feedback is an important component of the instructional system. According to Boud and Molley (2013), feedback can be defined as a process through which the student's work is going to be evaluated in comparison to the appropriate standards of the given task. In other words, the teacher gives information about the quality of the students' work in order to develop their abilities and skills (p. 6). Moreover, Mahdi and Saadany (2013) provided another definition of oral feedback; they declared that "one of many communication forms where students receive feedback from their teacher who either corrects them implicitly or explicitly or asks them to clarify what they say" (p. 7).

This means that oral feedback is a good technique that can be used by the teacher; either to correct the students' errors or to check out their comprehension. There are two main types of feedback that are positive and negative. The former is a kind of praise through which the teacher encourages his students to continue this way by saying: excellent, very good, well done, etc. However, the latter is a kind of reprimand where the teacher asks his students to be more active and to prepare their lessons. In this case, teachers should consider the students' emotions when providing such kind of feedback to avoid making them feel hurt or inferior.

2.2.2. Student-Student Interaction

In many tasks that are performed in the classroom, students need to interact with each other. This kind of interaction is highly important in the process of FL learning. It gives students the opportunity to develop their social skills and it makes them more open-minded to accept any kind of criticism or feedback and to respect the others' opinions. In light of this, Paul (2002) argued that students' interaction with each other during the lesson is a good technique that enables them to get a better understanding about what they have learned (p. 128).

Accordingly, woolfolk (2004) stated that learners' interaction with their classmates is very important in the process of learning because it enables them to receive feedback, encourages them to be more competitive, and gives them the chance to learn from each other's experiences. Hence, teachers should foster interaction between students through encouraging them to work collaboratively and to learn from each other. In addition, Lourdunathan and Menon (2005) found out that learner-learner interaction contributes deeply in enhancing their speaking skill. In other words, when students interact with each other, they feel more comfortable to speak rather than when they interact with their teacher.

Cotter (2007) argued that practicing the TL verbally through negotiating meaning and exchanging knowledge develops the students' social interaction skills. In addition, he affirmed that the TL must be used to achieve other social aims such as providing information, entertaining, or explaining the way of doing or using something. Thus, foreign learners mastering the English language enables them to use it in different contexts and to achieve many desires. In the same vein, Kouicem (2010) investigated the role of classroom oral interaction among students in enhancing their speaking ability. The findings of the study showed that interaction among students is considered a useful strategy, which is used by teachers to develop their students' verbal language.

Similarly, Luan and Sappathy (2011) explored the role of learner-learner interaction while negotiating meaning in developing the students' ability of retaining vocabulary items. They found that negotiated interaction increases the students' acquisition of vocabulary items. In other words, involving interactive activities in the classroom courses enriches the TL learners' vocabulary.

Besides, Sharp and Huett (2005) defined student-student interaction as any exchange of information occurs inside the classroom between students and their peers followed by feedback (p. 95). In line with this, Tuan and Nhu (2010) argued that student-student interaction takes place in the classroom setting where students exchange ideas about the lesson without the interference of the teacher. In this case, the students are the main participants and the teacher is just a guide (p. 35). Therefore, Johnson (1995) said that:

> Student-student interaction in foreign language classrooms can create opportunities for students to participate in less structured and more spontaneous language use, negotiate meaning, self- select when to participate, control the topic of discussion, and, most importantly, it draws on their own prior knowledge and interactional competencies to actively communicate with others (p.189).

Consequently, student-student interaction is an important part of FL learning. When students interact with each other, they develop many other skills and competencies concerning the TL. This form of interaction enables them to defend their opinions by providing arguments, helps them to learn the different methods of persuasion, develops their communicative skills, and increases their classroom participation, particularly, in the interactive activities.

2.3. Principles of Classroom Oral Interaction

The classroom is the appropriate setting where the process of teaching and learning takes place. It gives the EFL learners the opportunity to practice the language and enables them to use it in different contexts. In this regard, classroom oral interaction is based on a set of principles which must be taken into considerations in order to develop the students' communicative skills.

2.3.1. Adjacency Pairs

Adjacency pairs are the mutual speeches that occur between interlocutors in which the second utterance is dependent on the first one. In this context, Schegloff and Sacks (1973) explained them as the way in which the speakers exchange information; just after the first pair part finishes his speech, the second pair part starts immediately and his utterance must be dependent on the first utterance (p. 296). Adjacency pairs can be question/answer, greeting, discussion, etc. For instance, someone says: *what is your name?* And the other responds: *my name is Julia.* Furthermore, McCarthy (1991) stated that adjacency pairs are "pairs of utterances in talk which are mutually dependent." (p. 119). In other words, they are a series of utterances following each other and the second is always dependent on the first. In the classroom setting, adjacency pairs can be regarded as the main principle that must be used in initiating a conversation between students.

2.3.2. Turn-Taking

Turn-taking is a strategy used to organize the utterances in a conversation. Sacks, Jafferson, and Schegloff (1974) introduced fourteen periodic patterns of turn-taking that can be used in English language:

1. Speaker change recurs, or at least occurs.

2. Overwhelmingly, one party talks at a time.

3. Occurrences of more than one speaker at a time are common, but brief.

4. Transition (from turn to a next), with no gap and no overlap are common. Together with a transitions characterized by slight gap or slight overlap, they make up the vast majority of transition.

5. Turn order is not fixed, but varies.

6. Turn size is not fixed, but varies.

7. Length of conversation is not specified in advance.

8. What parties say is not specified in advance.

9. Relative distribution of turns is not specified in advance.

10. Number of parties can vary.

11. Talk can be continuous or discontinuous.

12. Turn allocation techniques are obviously used. A current speaker may select a next speaker (as when he addresses a question to another party): or parties may self –select in starting to talk.

13. Various turn – constructional units are employed; e.g. turns can be projected one word long or they can be sentential in length.

14. Repair mechanisms exist for dealing with turn – taking errors and violations, e.g. if two parties find themselves talking at the same time, one of them will stop prematurely, thus repairing the trouble (pp. 706-723).

Consequently, these patterns are highly important in improving the classroom oral interaction. When students possess knowledge about the rules of conversation, they will be able to interact easily with their peers.

2.3.3. Topics and Transactions

On the one hand, Topics are the basic component of any interactional event. They can be defined as the ideas or information that the speakers exchange during conversation. In the classroom context, topics are titles that the classroom discussion turns around. The ideas shared by the students among each other are based on the teacher's choice of the topic. The good choice of the topic motivates students to participate in the different classroom activities. Therefore, the topic is considered a necessary element of the FL teaching and learning process.

On the other hand, transactions can be defined as the way in which interlocutors manage their conversation (McCarthy, 1991, p. 130). There are two types of transactions; the first type focuses on the information itself whereas the second one focuses on obtaining services and goods. In the classroom, students' focus lies on the information since they are looking for obtaining knowledge. Hence, Jones (1996) explained that, in transactions, the main focus of teachers and students is on the meaning or the talking in order to achieve a better understanding of the main ideas (p. 14).

2.4. The Role of Oral Interaction in the EFL Classroom

Recently, oral interaction becomes a requisite constituent of the classroom activities especially in the field of EFL teaching and learning. Hence, it gained a special attention by many scholars and researchers. In this regard, Rivers (1987) emphasized the teacher's role in enhancing the students' classroom oral interaction. He stated that it can be developed only if the teacher gives the students the opportunity to practice the language by involving them in the different communicative activities, encouraging them to share their opinions freely, and tolerating mistakes that they may commit while trying to communicate. In addition, Nunan (1991) claimed that learners' attempts to communicate in the SL or FL develops their speaking skill (p. 51).

In a similar manner, Hedge (2000) argued that classroom interaction motivates students to produce correct forms of the TL when they are engaged in group work because their language production is considered as an input to the other students (p. 13). Further, J. Hadfield and C. Hadfield (2008) argued that interaction involves a series of events that affects and completes each other, which are: choosing a topic, producing an output, responding to others, supporting others to speak, respecting turns in conversations, asking for clarification or repetition, showing interest, etc. This means that any participant in the

interactive event has to develop his linguistic and communicative abilities to be a good interlocutor (p. 105).

2.5. Strategies to Promote Interaction and Communication in EFL Classroom

According to Jia (2013), there are five main strategies that can be applied by teachers to promote oral interaction in the EFL classroom, which are:

2.5.1. Improving Questioning Strategies

Self-confidence is considered as a very important aspect of the teaching process. Students who lack self-confidence, especially in EFL classroom, are not motivated and feel weak and unable to face others. In this case, the teacher will ignore such students and interact just with the good ones. His questions will be directed to the active students based on his selection of who is going to answer. In order to enhance the teacher-student interaction and involve all students in the classroom discussion, the teacher should develop his students' self-confidence by taking into considerations the students' levels and abilities when initiating the classroom discussion or asking questions.

2.5.2. Attending to Learners' Linguistic Levels

Learners' needs differ from one level to another. When designing the lesson and choosing the teaching materials, teachers should take into account the learners' linguistic level in order to provide them with the input they need to reach the next level. For instance, beginners need to learn just the simple forms of the language, while the advanced learners need to be exposed to more complex input because they are already aware of the simple rules and structures of the language.

2.5.3. Implementing Cooperative Learning

Cooperative learning means all the group members are involved in a particular task regardless of the differences that exist among them. Therefore, collaboration between learners helps them to develop their social skills, foster their self-confidence, feel responsibility, accept the individual differences, respect the others' opinions, solve problems, help each other, and create friendly relationship with each other. In short, it develops the student-student interaction in the classroom setting.

2.5.4. Building Positive Teacher-learner Rapport

The relationship between the teacher and the students is an important factor behind the development of teacher-student classroom oral interaction. Getting attached to the learners and being aware of their individual differences is a necessary step in the teaching process. When the teacher gains his students' trust and respect, he will be able to develop the classroom oral interaction and to motivate the learners to participate in the different communicative activities. Thus, good relationship between teachers and their students results in good academic achievement.

2.5.5. Reducing Classroom Anxiety

Anxiety is considered as the main factor behind the students' failure in learning the FL. In the EFL setting, learners being not able to speak in English makes them reluctant to interact with their teacher and their peers which causes them communication apprehension. Therefore, the teacher's role lies in helping them to overcome their language anxiety by creating a peaceful environment which makes them feel more safe, involving them in the different classroom activities, motivating them to participate, giving them the opportunity to express themselves, respecting their opinions, showing them interest, and developing their self-confidence and self-esteem. These factors may reduce the classroom anxiety and enhance oral interaction among teachers and students.

2.6. Oral Interaction and Classroom Communication Connections

Interaction is a form of communication in which the conversation between the interlocutors is based on a set of principles that must be followed in order to achieve a better understanding about the topic they are discussing. In this sense, Littlewood (1981) advocated that classroom communicative activities involve different forms of interaction which facilitates the TL use in real situations, both inside and outside the classroom (1981, p. 16). Moreover, Brown (2001) claimed that "…interaction is, in fact, the heart of communication: it is what communication is all about" (p. 165), this means that interaction and communication cannot be separated since they are considered as two complementary processes.

Accordingly, effective communication requires students to develop their speaking skill. This latter can be developed only through classroom oral interaction. In this regard, Johnson (1995) claimed that the SL setting is considered a communicative environment in which the rules of classroom participation are set by the teacher, thus; his responsibility is to develop the students' correct use of the language in different interactive contexts. Further, the teacher should develop the learner's speaking skill by involving them in different types of conversations. Therefore, oral interaction is a basic facilitator of the classroom communication.

Conclusion

Interaction, as an important aspect of the EFL teaching and learning process, drew the attention of many language researchers and scholars. In this regard, classroom oral interaction gives the EFL teachers the opportunity to know their students' individual differences which enables them to deal with diverse types of personalities. In addition, it develops the students' speaking skill and makes them more fluent when using the TL. For

this sake, a valuable set of strategies has been developed to enhance the students' oral interaction as well as their classroom communication. Furthermore, oral interaction principles help to a great extent in developing the students' social and communicative skills. These principles must be taken into considerations in any interactive situation that might take place in the classroom setting.

CHAPTER THREE

EXPLORING THE ROLE OF TEACHERS' VERBAL AND NON-VERBAL COMMUNICATION INSTRUCTIONS IN AMELIORATING THE STUDENTS' CLASSROOM ORAL INTERACTION

Introduction

The present chapter is intended to explore the teachers' roles in the EFL classroom when communicating instructions verbally and non-verbally to improve the students' oral interaction. The qualitative-quantitative design is adopted in order to elicit worthy results, to find convenient responses to the research questions, and to achieve the study aims. In order to examine the research hypotheses, teachers' semi-structured interviews and classroom observations are used. Furthermore, a detailed description of each research tool is provided, the findings are reported, and the results are discussed for possible recommendations.

3.1. Methodological Approach

The study employs the qualitative-quantitative research methods which best fit the research aims and questions. This study is descriptive in nature, in which a system gathering data from informants aims at comprehending and/or foreseeing certain behavior related to the population targeted in the research. This method comprises observations and surveys where in the latter the participants respond to a set of questions as in interviews or questionnaires (Gall, Gall, & Borg, 2007). Firstly, the qualitative approach takes place in real settings, and depends on exploring insights and meanings that people bring to these settings. This methodological approach contains *interviews*, *observations*, *personal experiences*, and *stories about life* (Denzin & Lincoln, 1994). In the same vein, Anderson

and Arsenault (1998) argued that the qualitative research is based on the assumption that a meditative interpretation of the external world can only be achieved through interaction and observation in real contexts. In this regard, Kincheloe (2003) asserted that "knowledge of human beings involves the understanding of qualities which cannot be described through the exclusive use of numbers" (p.188). This means that qualitative research does not include the numerical data, but rather it involves the real world experiences. Accordingly, Polkinghorne (2005) pointed out that the qualitative approach is exploratory, and tries to clarify *why* and *how* a specific phenomenon or program works as it does in a specific context. It attempts to describe the actual world, in which people affect and be affected. Hence, this approach is highly demanded in exploring the social and educational phenomena.

Secondly, the quantitative approach is defined as the statistical analysis of the numeral data that is used in processing a specific problem depending on mathematical techniques (Muijs, 2004, p. 1). It aims at investigating the correlation between the variables of the research (Creswell, 2009). According to Lichtman (2013), the quantitative design does not require creative thinking or speculation that may provide unreliable results, but rather, it depends on evident guidelines and clear objectives (p. 4). Therefore, it contributes in collecting valid data and extracting accurate results; since it relies on a set of statistical rules. This research approach involves quantitative classroom observations as a data collection instrument. The quantitative observation is used over the qualitative one as data can be measured, quantified, and free from bias.

Consequently, Mackey and Gass (2005) highlighted that "the use of multiple research techniques and multiple data sources contributes to the credibility of the investigation" (p. 164). In other words, the two approaches of analysis are tidily related

and one completes the other. Therefore, adopting the qualitative-quantitative methodological approach helps in producing valuable research outcomes.

3.2. Description of the Teachers' Semi-structured Interviews

In the qualitative research, one of data gathering tools is interview (Dörnyei, 2007, p. 132). However, interviews are the most useful method in obtaining narrative data that enable interviewers to explore in depth the interviewees' attitudes (Kvale, 1996; 2003). In this context, Kvale (1996) asserted that an interview is an expansible conversation that aims at collecting in depth descriptions of certain phenomena and seeks to provide accurate interpretations to those descriptions (p. 174). Moreover, Cohen, Manion, and Morison (2007) added that an interview is a beneficial technique used to investigate how meanings are constructed and negotiated in a real setting (p. 29).

The semi-structured interview is a data gathering instrument which gives the interviewer the opportunity to explore and extend the interviewee responses (Rubin & Rubin, 2005, p. 88). In this vein, Braun and Clarke (2006) argued that qualitative semi-structured interviews can be utilized to ponder the respondents' purport and experiences, and to investigate how these experiences might be interpreted in relation to the surroundings.

3.2.1. Aims of Teachers' Semi-structured Interviews

The teachers' semi-structured interviews are used to explore the EFL teachers' attitudes about their employment of verbal and non-verbal communication instructions inside the classroom, and to see how these instructions affect the students' classroom oral interaction. The semi-structured interviews aims are twofold:

1) To find out whether or not EFL teachers make use of verbal and non-verbal communication to provide instructions inside the classroom.

2) To discover the effectiveness of teachers' communicative instructions on the students' classroom oral interaction.

3.2.2. Teachers' Semi-structured Interviews Administration

The semi-structured interviews were conducted in the second semester with ten (n=10) EFL teachers at the Department of English, University 8 Mai 1945, Guelma. The semi-structured interviews consist of nine questions (Appendix A) organized from the most general to the most specific. These questions are asked directly to the teachers in the form of face-to-face conversations. The aim is to investigate the teachers' views about EFL classroom communication, and extract from their different experiences how they use verbal and non-verbal communication to communicate instructive messages, that help in managing the classroom and enhances the EFL learners' oral interaction.

The ten teachers were interviewed, each one separately, and their responses were recorded after taking the permission to do so (Appendix B). The data were gathered and the interviewees were informed that the collected information would be used anonymously to make sure that they would respond honestly, so that the data will be more veracious.

3.2.3. Population and Sampling

The ten EFL teachers were chosen randomly to take part in the semi-structured interviews. The teacher has multiple roles to play in the classroom and s/he has the power to manage any communicative activity performed there. In addition, the teacher's roles vary as a controller, assessor, corrector, organizer, prompter, and a source, which means

that s/he is the one who provides the communicative instructions to achieve the learning objectives.

3.2.4. Findings

The collected data from the teachers' semi-structured interviews are reported and the results are interpreted in the discussion section.

Question 1: How can you describe your personality as a teacher?

The majority of teachers claimed that they are friendly and kind with their students. Their answers are summed up as follows:

- They do not have problems with their students.
- They tend to create a safe atmosphere inside the classroom.
- They are patient and not nervous at all.
- They are a bit serious to achieve a good classroom management

Question 2: How is your relationship with your students?

Most teachers believe that they have a very good relationship with their students. They demonstrated that:

- They consider their students as family members.
- They share a mutual respect with their students.
- They do not face misunderstandings with their students.

Question 3: Do you think that your relationship with your students affects their classroom communication? Please, explain.

The majority of the interviewees agreed that the relationship between the teacher and the students affects their classroom communication. The teachers explained that the students' anxiety and demotivation may be a problem, thus; they suggested some remedies to enable the students overcome their communication hurdles. Their responses are summarized as follows:

- They tend to be very close to their students.

- They help students to get rid of anxiety and stress to communicate effectively.

- They motivate their students to participate and to share their thoughts and attitudes.

- They tend to create a healthy atmosphere where their students feel safe and free.

Question 4: How do you motivate your students to participate? What about the passive ones?

The teachers vary in their opinions about the way they motivate their students to participate. They recommended:

- Asking questions.

- Involving their students in the classroom discussion.

- Varying in task-based types and instructions.

- Accepting the errors and providing positive corrective feedback.

- Allowing the students to participate freely.

- Reformulating the question and providing further explanation.

Question 5: Do you provide your students with feedback during their participation?

Most of the interviewed teachers agreed that they provide their students with feedback during their participation. Their answers are summed up as follows:

- They always provide their students with both positive and negative feedback.

- They give the negative in a special way to avoid hurting the students' feelings.

- They use the positive feedback to encourage and to motivate the students to participate.

Question 6: What are the problems that your students face when they communicate orally in English?

The informants mentioned a variety of problems that the students face when they communicate orally in English. Their responses are presented as follows:

- Ungrammatical sentences.

- Limited vocabulary.

- Pronunciation.

- Lexical and grammatical mistakes.

- Mother tongue interference.

- Anxiety and the fear of the negative feedback.

- Shyness and low self-esteem.

Question 7: Do you use the different verbal and non-verbal communication cues in providing instructions to manage your classroom? How and to what extent do you use verbal and non-verbal communication?

The majority of the respondents agreed that they use verbal and non-verbal communication to provide instructions inside the classroom. They claimed that:

- They explain the classroom policy at the first session.

- They use different expressions to give instructions.

- They move around all the time and have contact with every student.

- They use the eye contact and the tone of the voice during their explanations.

- They use facial expressions and body movements.

- They use verbal and non-verbal communication to a great extent and they tend to focus more on the verbal one.

Question 8: Do you think that these instructions affect the students' classroom oral interaction? If yes, in which way?

All teachers agreed that the verbal and non-verbal communication instructions affect the students' classroom oral interaction. They believed that these cues:

- Develop the students' oral capacity.

- Enhance their interactive ability.

- Facilitate to communicate effectively.

- Motivate them to participate more in classroom discussion.

- Make a good classroom management.

Question 9: If you have further information or recommendations regarding the theme under investigation, please feel free to share.

The majority of the teachers believed that communication is very important in classroom. They suggested that:

- Communication is really needed in EFL classrooms especially the non-verbal one.

- Communication establishes a good relationship between the teacher and the students.

- The non-verbal communication is as important as the verbal one in helping EFL students to improve their oral interaction.

3.2.5. Teachers' Semi-structured Interviews Summary of Results

The retrieved information from the teachers' semi-structured interviews are examined in order to provide a thorough understanding of verbal and non-verbal instructions' application in EFL classroom for the purpose of ameliorating students' oral interaction. Regarding the first item, the majority of teachers described their personality as being friendly and kind, because this makes their students feel at ease and more comfortable in classroom, which encourages them to be involved in classroom discussion. However, some teachers claimed that they are authoritative with their students, which implies that the teachers' personality may have a negative influence on the students' oral outcomes and result into demotivation and less interest.

For the second item, all teachers stated that they have a good relationship with their students, because when the student likes the teacher, this may decrease his/her anxiety and provides the opportunity to improve the students' speaking abilities. Concerning the third item, all of the interviewees confirmed that the relationship between the teacher and the students affects the students' classroom communication. They argued that if the relationship is good, then; it will increase the students' classroom participation rate and motivate them to communicate more. This indicates that the teacher-students good relationship decreases their shyness and fear and develops their classroom communication.

The informants' answers vary regarding the fourth item. They provided different strategies that they use to motivate their students, especially the passive ones, to participate in performing the classroom communicative tasks that enable the students to develop their self-confidence and speak effectively. Regarding the fifth item, almost all the teachers declared that they provide their students with corrective feedback during their participation as it is a useful method that encourages them to get involved in classroom

discussion and it gives them the opportunity to correct themselves. For the sixth item, the interviewees highlighted that the major problems the students face when communicating in English are related to limited vocabulary, pronunciation, mother tongue interference, the fear of public speaking, speech cohesion and coherence, grammar, etc. This implies that these problems may hinder the students' classroom communication and affect the classroom oral interaction performance negatively. Concerning the seventh item, the majority of teachers agreed that they utilize the verbal and non-verbal communication to provide instructions in the classroom. This indicates that the teachers are interested to create a comfortable classroom atmosphere because this will affect positively the students to interact more and to develop their oral capacity.

For the eighth item, most of the teachers recognize the significance of the communicative instructions influence on the students' classroom oral interaction in a positive way because these cues raise the students' awareness towards the teachers' teaching methods and stimulate them to interact more through the classroom participation. Finally, the majority of teachers recommended that communication is highly important in the classroom, especially, the non-verbal one because it helps the teachers to provide good instructions that enhance the students' classroom oral interaction.

Therefore, the teachers' semi-structured interviews' results reported on the necessity to employ both verbal and non-verbal communication instructions to encourage the EFL students' oral interaction. In light of this, classroom observations were conducted to provide more information regarding this subject of inquiry.

3.3. Description of Classroom Observations

As a tool of data gathering, an observation is a systematic way of describing attitudes, artifacts, and happenings in a real context in which the investigation takes place

(Marshall & Rossman, 1989, p. 79). It gives the researchers the opportunity to observe events that may be missed subconsciously and to discover things that people may not freely speak about in interviews (Cohen, Manion, & Morrison, 2000, p. 306).

Accordingly, Schmuck (1997) asserted that observation is an advantageous technique that is used to gather data. It enables the researcher to comprehend how the process of communication occurs in a given situation, interpret the different non-verbal signs, investigate the amount of time used in various tasks, and determine the participants of the interactive event. Furthermore, Given (2008) stated that there are two types of observations that can be adopted by researchers; *participatory* and *non-participatory.* In this regard, the non-participatory observation is a type of observations through which the researcher does not interfere in the observed phenomenon, but rather s/he observes only what goes on from a distance (Hennink, Hutter, & Bailey, 2013, p. 185).

The quantitative observation is a systematic way of gathering data, in which the participants' behaviors are directly observed and recorded depending on the researchers' personal efforts of listening and watching, in addition to structured checklists used in analyzing data (Stenhouse, 1975, p. 153).

Undoubtedly, observation is a reliable method that provides trustworthy results since it is based on the researcher's personal efforts to gather information in an actual setting. Therefore, it is the most suitable method to accomplish the present study through which the research questions are answered and the research hypotheses are confirmed.

3.3.1. Aims of Classroom Observations

The classroom observations are used to investigate what goes on inside the classroom in order to monitor the teachers' use of verbal and non-verbal communication

instructions and to find out whether or not these instructions have an impact on the students' classroom oral interaction. The observations aims are threefold:

1) To depict the general atmosphere where EFL is taught and learned.

2) To scrutinize the extent to which the EFL teachers employ verbal and non-verbal communication to give instructions inside the classroom.

3) To investigate how oral interaction takes place inside the EFL context.

3.3.2. Classroom Observations Administrations

The classroom observations were carried out on three different master I groups during the second semester at the Department of English, University 8 Mai 1945, Guelma. The investigator attended three class sessions with the presence of EFL teacher and students. The data were gathered by ticking given options in an observation checklist. This assured that the participants acted naturally, so that the data was more valid.

The observation checklist is made up of 21 items (Appendix C), in the form of yes/no questions and declarative statements organized into four sections. The first section is entitled *General Observation of the Classroom Setting*, which includes four items dealing with the general atmosphere of the EFL classroom. The second one is about *Verbal Communication* and it includes nine items that aim at investigating the EFL teacher's use of verbal communication cues inside the classroom. The third section is about *Non-verbal Communication* which comprises three items sought to find out the most employed types of non-verbal communication and to reconnoiter the teachers' desire behind using them. The fourth one is concerned with the *Classroom Oral Interaction* and it focuses on what goes on inside the classroom between teacher and students and among

students themselves. Finally, the classroom observation sheet includes two boxes for each item, one for *yes* and the other for *no*, so that the right box could be ticked.

3.3.3. Population and Sampling

The three Master One groups were selected randomly to make the classroom observations. The reasons behind choosing this sample is that Master One students are the ones who are supposed to present the lessons of the syllabus; which means that they have more opportunities to interact with their teacher and their classmates. Furthermore, they have been exposed to the English language along the four years, thus; they are more competent to communicate inside the classroom compared to undergraduates. The three groups were observed and the checklist of each group was filled successfully.

3.3.4. Findings

The following section is devoted to the interpretation of the main results. In order to ensure the validity of the results, the collected data of the classroom observations are reported in tables and interpreted in text.

3.3.4.1 General Observation of the Classroom Setting

	YES	NO
1. Is the classroom environment comfortable?	☐	☐
2. Are there any teaching materials employed in the classroom?	☐	☐
3. Are all the students present?	☐	☐
4. Are the lesson objectives clear?	☐	☐

This section deals with general background information about the classroom setting, the materials used, the students' presence, and the lessons' goals. The results are displayed in Table 1.

Table 1

General Observation of Classroom Setting

Questions	'Yes' Frequency	'No' Frequency
1	3	0
2	2	1
3	2	1
4	3	0

The results demonstrated in Table 1 imply that the teachers care about how comfortable the classroom is for the students. It is found that they use a variety of teaching materials such as: whiteboard, data show, handouts, laptops, etc. Furthermore, the students attend the class and the majority of teachers set the lesson objectives clearly.

3.3.4.2 Verbal Communication

	YES	NO
5. Does the teacher write something on the white board?	☐	☐
6. Does the teacher ask the students questions during the lesson?	☐	☐
7. Is the classroom noisy?	☐	☐
8. Do the students ask for more clarification?	☐	☐
9. Does the teacher communicate orally when presenting the lesson?	☐	☐

10. Does the teacher correct the students' pronunciation errors? ☐ ☐

11. Are all the students involved in the communicative tasks? ☐ ☐

12. Which language is more used inside the classroom?

12.1. English language ☐ ☐

12.2. Mother tongue ☐ ☐

12.3. Others ☐ ☐

13. Do the students face problems when using English? ☐ ☐

This section involves the employed teaching method, classroom management, teachers' correction of the students' errors, students' involvement in the communicative tasks, and problems that the students face when using English. The results are presented in Table 2.

Table 2

Teachers' Verbal Communication Employment

Questions	'Yes' Frequency	'No' Frequency
5	1	2
6	3	0
7	3	0
8	2	1
9	3	0
10	0	3
11	1	2
12.1	3	0
12.2	0	3
12.3	0	3
13	0	3

The information presented in Table 2 indicates that the teachers do not rely on the whiteboard when presenting the lesson, but rather they use the oral language. Moreover, it is found that the majority of teachers tend to ask questions during their explanation. In addition, it is noticed that the teachers' classroom management is effective. Although, the majority of students ask for more clarifications and do not face problems when using the oral language, they are not all involved in the communicative tasks. Furthermore, it has been observed that the most utilized language by the students and teachers inside the classroom is the English.

3.3.4.3. Non-verbal Communication

	YES	**NO**
14. Is the teacher's outfit formal enough?	☐	☐
15. Does the teacher use:	☐	☐
15.1. Kinesics (body movements)	☐	☐
15.1.1. Eye contact	☐	☐
15.1.2. Gestures	☐	☐
15.1.3. Head movement	☐	☐
15.1.4. Facial expressions	☐	☐
15.2. Proxemics (space)	☐	☐
15.3. Haptics (touching)	☐	☐
15.4. Chronemics (time)	☐	☐
15.5. Posture (dominance)	☐	☐

16. Why does the teacher use non-verbal communication?

	YES	**NO**
16.1. To substitute the verbal message	☐	☐
16.2. To complete the meaning of the verbal message	☐	☐
16.3. To show interest	☐	☐

This section is about the teachers' outfit, most utilized types of non-verbal communication by the teachers inside the classroom, and the desires behind using them. The results are exhibited in Table 3.

Table 3

Teachers' Non-verbal Communication Employment

Questions	'Yes' Frequency	'No' Frequency
14	3	0
15.1	3	0
15.1.1	3	0
15.1.2	3	0
15.1.3	3	0
15.1.4	3	0
15.2	1	2
15.3	0	3
15.4	1	2
15.5	0	3
16.1	0	3
16.2	3	0
16.3	2	1

The information elucidated in Table 3 reveals that the majority of teachers care about their outfit to be formal enough. It has been observed that the most employed type of non-verbal communication is kinesics; which includes eye contact, gestures, head movement, and facial expressions. Furthermore, it is found that most of the teachers use the non-verbal communication to complete the meaning of the verbal message and to show interest.

3.3.4.4. Oral Interaction

	YES	NO
17. Is there a good rapport between the teacher and the students?	☐	☐
18. Does the teacher provide the students with?		
18.1. Positive feedback	☐	☐
18.2. Negative feedback	☐	☐
19. The teacher use recasts:		
19.1. As an indirect reformulation of the student's error	☐	☐
19.2. As an implicit way of correction	☐	☐
20. The most observed kind of interaction is:		
20.1. Teacher-learner interaction	☐	☐
20.2. Learner-learner interaction	☐	☐
21. Talking time		
21.1. Teacher has more talking time	☐	☐
21.2. Students have more talking time	☐	☐

This section is devoted for the teacher-students relationship, the teachers' feedback, the reasons behind using recasts, which kind of interaction is used more, and the classroom talking time. The gathered data are illustrated in Table 4.

Table 4

Students' Classroom Oral Interaction

Questions	'Yes' Frequency	'No' Frequency
17	3	0
18.1	3	0
18.2	0	3
19.1	0	3
19.2	3	0
20.1	2	1
20.2	1	2
21.1	2	1
21.2	1	2

The information shown in Table 4 denotes that most of the teachers have a good relationship with their students and provide them with a positive feedback during their participation. It is found that the majority of teachers use recasts as an implicit way of correcting the students' errors, and have more talking time in the classroom. Moreover, the most observed kind of interaction is the teacher-learner interaction, because just few students tend to participate.

3.2.5. Classroom Observations Summary of Results

The findings in the first section disclose that the majority of teachers care about creating a comfortable classroom atmosphere that makes the students feel at ease and decreases their anxiety when using TL. It is found that they use a variety of teaching

materials that increase the students' motivation and make them more attentive. Furthermore, EFL students are interested to attend the class and this illustrates their willingness to master the TL.

Regarding the second section, the collected data reveal that EFL teachers tend to present the lesson orally, which gives the students the opportunity to practice the oral language through the classroom verbal communication. Moreover, the majority of teachers use *questioning* method during their explanation, and this enables them to assure that the lesson objectives are accomplished, and gives the students the chance to participate in classroom discussions. In addition, EFL classroom is so calm, which indicates that the teachers' classroom management is effective. Additionally, the majority of students ask for more clarifications and they do not face problems when using the oral language; however, they are not all involved in the communicative tasks depending on the teacher and the type of module.

In the third section, the results imply that the majority of teachers care about their physical appearance, which means that they want to gain the students' trust, respect, appreciation, and act in a formal way. Moreover, most of the teachers use kinesics to complete the meaning of the verbal message and to show interest; which provides a better understanding of the lesson and develops the students' self-confidence to interact more.

Concerning the fourth section, the results denote that there is a good relationship between the teacher and students which affects their classroom communication positively. The teachers provide the students with a positive feedback which encourages them to participate more, develops their communicative abilities, and helps them to overcome their communicative problems. Further, the majority of teachers use recasts to correct the students' errors implicitly, which implies that they care about their emotional state.

Moreover, the most observed kind of interaction is the teacher-learner interaction; since s/he is the responsible for instructing the learners. Finally, the teacher has more talking time inside the classroom, which may affect the students negatively since they desire to learn the TL and need more opportunities to realize this goal.

Conclusion

Teachers' semi-structured interviews and classroom observations enabled to achieve the aims of the study and to answer the research questions. The data analysis and interpretation disclose that teachers are aware of the pivotal role of verbal and non-verbal communication in motivating students to interact more. Additionally, the findings reveal that the teachers' instructions and corrective feedback develop the students' communicative abilities and make them more confident when speaking in English. Consequently, the collected data displays the effectiveness of verbal and non-verbal communication in providing good instructions which facilitates the teachers' classroom management and enhances the students' classroom oral interaction.

Pedagogical Implications

The paramount endeavor of this study is to entice the teachers' attention towards the effectiveness of verbal and non-verbal communication instructions in developing the EFL students' communicative abilities and promoting their classroom oral interaction. In terms of the spoken English use, the students face linguistic problems such as pronunciation, lack of vocabulary, grammar, and psychological issues including anxiety, and low self-confidence which prevent them to communicate properly. These problems affect negatively the students' classroom interaction which in turn has an influence on their learning outcomes.

These findings contribute deeply in raising the teachers' awareness about the efficacious impacts of the communicative instructions in enhancing the oral performance of the students and helping them to overcome their linguistic problems along with building and sustaining good relationships with them. Consequently, this enables the learners to cope with their psychological problems and to be more self-confident when using the TL. In this respect, it is imperative for teachers to create healthier atmosphere inside the classroom that encourages the students' to develop their communicative competence.

The EFL students are not all involved in the classroom communicative activities. This issue is due to the teachers' negligence of the demotivated students in which they often focus on the ones who sit at the front rows and they neglect the others. Therefore, teachers should provide certain verbal and non-verbal communication instructions to motivate all the students and to make them more enthusiastic to participate in the different classroom tasks; which encourages their oral interaction and makes them all involved in the classroom discussion. In addition, such instructions can be helpful in achieving a good classroom management.

Finally, the students should be aware of the role of their teachers' instructions in developing their EFL abilities. They have to consider such instructions when participating in the classroom communicative tasks. Further, students should work on overcoming their weaknesses by following their instructors' corrective feedback.

Recommendations for Further Research

Based on the findings of this study, further research is recommended in the following areas:

- Exploring the strategies that can be applied by EFL teachers to motivate the passive students to be involved in the communicative activities.

- Conducting future studies to investigate the instructions that can be provided through verbal and non-verbal communication.

- Identifying the major communicative problems of EFL students and provide the appropriate solutions.

- Raising the teachers' awareness about the importance of paralinguistic features and the non-verbal communication at informative and social levels.

- Studying the impacts of the teachers' positive and negative feedback on the students' psychological state and attitudes of the latter towards the teacher, as well as the module.

- A study should be conducted to explore the students' views about the effectiveness of verbal and non-verbal communication instructions on improving their spoken English and student-teacher interaction.

Limitations of the Study

This study has met a number of obstacles that should be considered.

- Time constraints did not allow the researcher to analyze the students' questionnaire, that was administered with Master I students, and it was intended to explain the shortcomings in the semi-structured interviews and quantitative observations.

- The consecutive strikes, due to the unstable political state that the country is going through currently, affected the process of investigation as the participants of the study were absent for approximately two months.

- The semi-structured interviews did not take the required time to be done, because the teachers were too busy finishing the rest of the syllabus prior the exams.

- Teachers of other levels were interviewed because the questions can suit any EFL teacher, and due to the strikes it was hard to get in touch with all Master 1 teachers. Some of them had already finished the modules' syllabi, in addition; the sample was too small and this called the need to interview teachers of other levels to collect more reliable data.

- Classroom observations were carried on three Master 1 groups due to the aforementioned reasons.

GENERAL CONCLUSION

This research attempted primarily to examine the teachers' attitudes about how the instructional use of verbal and non-verbal communication affects positively the EFL students' oral interactive abilities in the classroom context. The study was targeted to direct the teachers' attention towards the hurdles that the students may encounter when using the English language to communicate orally and the negative impact of such linguistic and psychological problems on the students' intelligibility of the negotiated meanings and classroom participation, respectively. To meet this purpose, many communicative theories and approaches were presented in this study to illustrate how verbal and non-verbal communication is predominant in the EFL teaching and learning process.

Conducting this study necessitated the employment of semi-structured interviews administered to ten teachers (n=10) and classroom observations with three teachers (n=3) of Master 1. These research instruments are found to meet the study aims, test the research hypotheses, and answer the research questions; which enabled the retrieval of reliable information. The results indicated that the teachers tend to use verbal and non-verbal communication cues to handle linguistic or psychological issues that the students may face when engaging in spoken classroom discussions. It is realized that such problems may not allow the students to take part in the communicative tasks and prevent them to interact orally with their teacher, as well as, with their classmates.

The qualitative-quantitative research methods that have been employed in the present study achieved analogous results. Despite the fact that the EFL teachers tend to use, to a great extent, verbal and non-verbal communication in the classroom, these instructions if are not applied properly to motivate the passive students may make the

students reluctant, unenthusiastic, and disinclined to interact and communicate orally. Consequently, the teachers' teaching methods and the way they instruct their students influences greatly the students' output in the TL, which urges the teachers to pay more attention to such factors.

The research hypothesis in this study is confirmed through the process of investigation. Thoroughly, the study provides interesting insights about the necessity of raising the teachers' awareness towards the role of instructing students to develop their communicative and interactional abilities in English.

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APPENDIX A

Teachers' Semi-structured Interviews

Dear teachers,

This semi-structured interview is conducted to collect data for a Master II dissertation research. It aims at investigating the role of verbal and non-verbal communication instructions in enhancing the EFL students' classroom oral interaction. To realize this objective, you are kindly invited to answer this set of pre-determined questions. I would like to ensure you that any information you provide is helpful and will be used with great confidentiality and care. Your cooperation is highly appreciated.

Thank you in advance for your assistance.

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2019

Questions

1. How can you describe your personality as a teacher?

2. How is your relationship with your students?

3. Do you think that your relationship with your students affects their classroom communication? Please, explain.

4. How do you motivate your students to participate ? What about the passive ones?

5. Do you provide your students with feedback during their participation?

6. What are the problems that your students face when they communicate orally in English?

7. Do you use the different verbal and non-verbal communication cues in providing instructions to manage your classroom ? How ? To what extent do you use verbal and non-verbal communication?

8. Do you think that these instructions affect the students' classroom oral interaction? If yes, in which way?

9. If you have further information or recommendations regarding the theme under investigation, please feel free to share.

Teachers' Semi-structured Interviews Transcriptions

Teacher 1: (00:14:39)

Teacher 2: (00:06:11)

Teacher 3: (00:10:10)

Teacher 4: (00:12:54)

Teacher 5: (00:04:38)

Teacher 6: (00:12:09)

Teacher 7: (00:05:29)

Teacher 8: (00:11:24)

Teacher 9: (00:02:35)

Teacher 10: (00:21:54)

1. How can you describe your personality as a teacher?

1. Teacher 1: I would like to denominate my personality as a cool person, as a friendly teacher when it comes to my profession.

2. Teacher 2: (00:06:11): well, I describe my personality as a teacher as very kind and audacious enough, so, from when I started teaching the first year, I have never been afraid I have not encounter that problems of personality and I can say that I am the kind of the teacher who never provoke students. I am known as kind.

3. Teacher 3: (00:10:10): I am trying to be an open good teacher, I do not know whether I am in reality, I am trying to be so but cannot say that I am. I am a bit severe teacher but I am not at all nervous teacher in the classroom.

4. Teacher 4: (00:12:54): My personality as a teacher, I believe that the teacher like s/he should not be like a so severe or so friendly or so controlling with the students, so, I believe in what we call in didactics classroom management so if my students are very good and active so I going to be only like a controller I am going to say what is right and what is wrong and I may add to my own what is my students have wrote in the class, and of course if I have like a lazy class, and which means like all of my students are being off-task, like this I am going to a promoter I am going to be like more severe and going to of course to have the sense of human before having the sense of a teacher in order to understand my students like needs and to guarantee to cover them all

5. Teacher 5: (00:04:38): (out of context) … I can describe myself as a friendly teacher.

6. Teacher 6: (00:12:09): Concerning my personality, I feel that I want to be at ease with my students

So that at least this gyre between the students and the teacher can be shrunk when you are dealing with your lesson. The student has to grasp what you have as information, different poly-copes, and courses then with somehow making the gap between the student and the teacher less, then, I think that this will be beneficial for the out-going of the courses. This is why I am trying to have the student very close to me as much as I can.

7. Teacher 7: (00:05:29): I consider myself as being a friendly teacher; I am patient, whenever I see a negative behavior from the students I try to be quiet or stay calm, to treat it without being nervous or with noise, to be in peace with them.

8. Teacher 8: (00:11:24): I guess I could say smooth kind of teacher and this is my methodology and my personality as a teacher.

9. Teacher 9: (00:02:35): cool.

10. Teacher 10: (00:21:54): I do not see myself nervous at all; I very rarely get nervous like really when students exaggerate, but usually they do not. I feel students when they know the teacher they know how to behave and how to be with each of them so they are mostly peaceful and I am the same, I am mostly peaceful, it is difficult to evaluate yourself but I guess I am serious teacher…(out of context).

2. How is your relationship with your students?

1. Teacher 1: Just like, I had told in the previous question, I am a friendly teacher, so, I do not really consider my students as kind of students but like kind of members of family … (out of context) so, in my class you cannot feel really that there is a kind of superiority or inferiority between the teacher and the students. I tend always to create this kind of family-like environment.

2. Teacher 2: Actually, this is not a question that I am supposed to answer; it is students who can tell whether my relationship is good or bad.

3. Teacher 3: Very good actually.

4. Teacher 4: I believe that I have a very good relation with my students, especially, the students with whom I see a progress, so, needless to speak about the good elements, so they are being active with all the teachers and we like them as they like us back, but I see like about contact their eyes are shining that is they are loving you because they are finding like a progress with you, especially, concerning their rate and even the way they participate inside the class so like students who used to be shy and know they are like an eager to participate more than the others this like makes you feel that they have confidence in you so you have like a good relationship.

5. Teacher 5: It is good and it is based on mutual respect.

6. Teacher 6: I think it is good. It depends on the students. Actually, if he wants to have (not clear) and to grasp what is there for sure he will be in a way or another liking the teacher … (out of context)

7. Teacher 7: As far as my experience, the years that I have taught I do not have with my students, may be in the beginning of my carrier and because of the lack of some experience I used to have few problems in relation to discipline but through time, I do not face problems.

8. Teacher 8: my relationship with my students I think it is nice we are having a good relationship they listen to me I listen to them … (out of context) so I guess I have good relationship with my students.

9. Teacher 9: I expect that it is good

10. Teacher 10: Usually, I do not face problems because I always like the first session I clarify things, like these are the rules, these are the norms that should be respected, how the class is supposed to take place and they really respect. Mostly, I always feel like I am friendly with students because it is important, because showing that you are the authority and that have simply to respect would not really create that healthy atmosphere that is needed for the classroom but you know like to smile to laugh from time to time to allow joke this is very important for healthier atmosphere in the classroom.

3. Do you think that your relationship with your students affects their classroom communication? Please, explain.

Teacher 1: Yeah, absolutely, of course , first of all I remember that I was highly cool in the past more than I am right now… (Out of context) so yes I do believe that the relationship with the students affects whether positively or negatively their communication inside the classroom because when I changed my policy some students I felt that like they stopped communicating or participating in my class… (Out of context). So I do agree that the relationship does possess kind of effects on the classroom communication.

Teacher 2: Yes of course, because as a teacher of oral expression I can say that in teaching oral expression it is the attitude of the teacher who will enhance students' proficiency and students' motivation to talk.

Teacher 3: yes I do I think it is really important to have rather a deconstructive atmosphere sometimes you can say a joke so that students can interact or feel at ease feel relax so that they can really be themselves in the classroom.

Teacher 4: Yes and I believe strongly that the relationship between the teacher and the students is of great importance it is either affects in a positive or negative way their classroom interaction or communication. So, for example, if the teacher is doing like all the time sarcasm about the student so of course this will inhibit the student to participate they will be always off-task or they will not have the willingness to participate because they will be afraid that for example the teacher will attack them. On the contrary, if you are like being a good teacher it means that you know your students' differences and you accept them and you are working to improve the weak points and to make them have a good confidence about themselves I think like this they are going to participate more.

Teacher 5: of course, of course so being friendly and creating a comfortable classroom atmosphere is intended for giving them the relaxation to speak and to talk.

Teacher 6: sure yes because even teacher we have some groups that we do not prefer to teach them because there is no eager to have the lesson… (Out of context) then you do not feel at ease when we are teaching them as if you are imposing on them not that you are liking to have the lesson this is what makes the relationship with the student affective… (Out of context).

Teacher 7: yes of course, because the teacher plays an important role in classroom communication.

Teacher 8: Definitely, there must be good bases in anything not only in teacher students relationship… (Out of context) so yeah to have a good relationship with students truly affects the classroom communication and affect the progress in the syllabus and affects their understanding of the lecture of course.

Teacher 9: sure, if the students feel that s/he is not good with the teacher or s/he feels that he is terrified by the teacher he cannot participate well in the classroom and s/he will not be in a good atmosphere in the class.

Teacher 10: sure, I believe in this because to motivate students to interact to say whatever they want they do not have to have some fear or some anxiety while speaking or while talking and this is very important… (Out of context) when students like the teacher they do better and when the students fear the teacher, for instance, they do less, so, I feel like when students like have some positive attitudes towards the teacher they do better because they never scared of negative comment… (Out of context) but when they are comfortable with the teacher who is friendly, they allow themselves to share any idea to say what they want even if the language is not that correct etc. but they communicate because they want to share and they want to learn and they want to be corrected and so on so it's very important.

4. How do you motivate your students to participate? What about the passive ones?

Teacher 1: normally I tend to focus on the students who are in the front rows because those who are at the back they are highly demotivated they come just surfing the net or they keep one sleeping again or chatting with their friends I tend normally to motivate them talking about scholarships' programs abroad something like that… (Out of context). Actually, I do not have problems with the excellent ones because they are highly motivated… (Out of context).

Teacher 2: well, basically let us say it depends on the module. In oral expression it is up to the teacher to select with the help of students role plays things which they find themselves able to talk… (Out of context), so, to include students in the choice of the syllabus. For passive students there are kinds of passive there are passive students who need boost and there passive students who whatever you they will remain passive and for this passivity

you have first-of-all also to know they are passive why? Because they are introverts, they hate the module, they hate the teacher… once the reason is known we can solve it.

Teacher 3: I do believe that one of the most successful teaching methods is classroom discussion, I am a teacher who really encourages students to focus on classroom discussion I start with really simple basic questions and I wait for the answer but I can develop more I can move to more difficult issues and so on but I really rely on what students will give me to move to the second step I try my best to help students speak as much as they can in the classroom because I do believe that when people speak they can built something in their brain when they do not when they are only passive students their a problem in the acquisition I guess. Passive students I directly go to them and ask question because you cannot just rely on those who raise their hands you should go to everyone you should try to involve everyone so they are all involved whether they are willing to or they not.

Teacher 4: talking about classroom participation, I believe that differences and variety in the tasks will motivate the students to participate… (Out of context). The students that I like most are the passive students because with them you can see the results, so, of course talking about the passive students is like we are hinting for the shy students for the intrinsic students so we have to know that they have knowledge they have capacities but they are shy of the stage…(out of context). And other especially speaking about the oral since your topic is about oral communication the speaking skill is the highly demanding skill so at least you have to give them an example for example one of the good students is going to the board and he doing like a sort of presentation or explaining what is being asked to be explained and you are going to do like a sort of a motivating or encouraging feedback like this the other students will like the presentation and if you ask him to do like a presentation and or to do anything orally for example if he fails there is no need that you give him a

negative feedback like this the fear to be harshly punished by the teacher will be decreased and his self-esteem is going to be increased.

Teacher 5: by asking questions, by making the classroom a safe place where making a mistake or an error is not a catastrophe and it is acceptable.

Teacher 6: I do not know, there is a freedom since beginning you said that there is a personal correlation between the teacher and the student then such personal relation between the two will make the motivation easy… (Out of context) like when the student wants to study he takes any opportunity that the teacher gives so that he takes that opportunity and why not has as much as he can good information from the teacher then the teachers' motivation depends on what the student wants…(Out of context). Not all the passive students are bad students actually some (not clear) they shame of their pronunciation so the teacher has to have such freedom so that these passive students can at least be motivated.

Teacher 7: Concerning participation, I try to give them time to think, I try to give positive comments, positive feedback, I try to give pluses and I keep asking the question, explaining it reformulating the question may be they have not understood it that is it. Concerning the passive ones I try not to ignore them and to motivate them to speak and to involve them within the discussion and to encourage them to break their fears.

Teacher 8: it is not that easy to be able to use different strategies to reach that motivation in students, it is not an easy task to do and truly with experience, even teachers need experience in this matter. Sometime you will find yourself that you need to oblige those students to speak; the strategy you use to motivate your students differs because within the class you have got different mentalities different levels… (Out of context), I like to walk and reach that student when I want to ask him something I like to play with the question

when I want him to speak. Concerning the passive students, not only passive but shy unconfident students you have to smoothen the atmosphere you have some time to let jokes, laugh at that students but not in a mocking way just to make him louse and get rid of stress so I like to create an intimate relationship with my students within the class.

Teacher 9: motivation differs from one student to another but the most important and the most useful way is with lists and picking directly someone to answer.

Teacher 10: to make them participate, so, usually we ask questions or we simplify what we want them to talk about, also, I never force students to say something, I believe if when you give the students the freedom to adopt the strategy they feel better… (Out of context) when you give them space to create their own opportunities, they will be more motivated… (Out of context) you have to consider the different styles and to consider the different strategies because every student is more comfortable with one strategy rather than the other. For the passive students, they are quiet for many reasons, sometimes they are quiet because they could not understand the question and here I try to reformulate I try to provide more explanation to facilitate the question itself, sometimes they are quiet because they are shy, or anxious, or they are not self confident or their self-esteem is low …etc, and here it is really problematic it is not easy to have solutions for that… (Out of context).

5. Do you provide your students with feedback during their participation?

Teacher 1: yeah always normally, positive or negative but even the negative I tend not to make it as chocking as it might seem, yeah in a special way normally we do not say like this even sometimes I say in this accent we say like this but in this accent it is correct… etc, so, I tend to soften it, especially, for shy introvert students.

Teacher 2: yes we should do, and the kind of feedback depends on their answer

Teacher 3: yes I do, it is really important whether in the evaluation or that is I do not like to say whether it wrong or right because I do not believe that there is a wrong answer and a right answer but I like to comment and to ask more questions so that the students can really see, especially, when students are at the beginning students are confused about certain ideas so to try to make the idea clear for the student it is all the time through asking more questions … (Out of context) it is really important to tell the students the areas where they were wrong so that they will correct themselves. I try to be constructive in my teaching, I try to construct something with my students.

Teacher 4: all the time, well, for the positive feedback I always afford them with a very positive feedback and concerning the negative feedback it is negative but it is not negative, it is negative in a way that shows that for example your answer there is a better answer for this for example if I ask a question and one of my students answers if the answer is good so I am going of course to give him a very good feedback like excellent, that is the model answer and if another student gives me an answer that lacks details or may be part of it is wrong so instead of saying no you are completely out of the context or the lesson it is better to say yes some of it is right thank you try to think of other details for example or who can to add more to what your friend has said.

Teacher 5: yes sometimes I give immediate feedback sometimes I give delayed feedback depending on the task.

Teacher 6: sure, it has to be, positive negative it depends, actually I do not get the negative one because if you attack the student with negative feedback it will hurts and even if there is a kind of motivation there is a movement of the lesson when you give him a negative feedback for sure he will not get any more participated then it is preferred to have a positive as much as we can.

Teacher 7: yes of course both positive and negative.

Teacher 8: of course, as a teacher of literature, what I told them that in literature you never get 100% correct answer, you get different interpretations, different readings so when my students participate, I cannot tell him no this wrong or this is bad because he is simply providing his different opinion, so yeah I do provide them with when they participate only to guide them and to give them more clarification. Concerning negative feedback, I do consider their emotions.

Teacher 9: yes sure, depending on their answers but always trying to encourage them in order not to give them the impression that they are of low and bad level so that they can participate once more. Always saying it is ok even if the answer is wrong but I have to say it is ok.

Teacher 10: yes of course positive yes because it encourages students to participate more and motivates them to be involved in the classroom discussion, but negative no even if the answer is wrong I say ok thank you and I listen to rest of answers and once I get the right answer I say yes that is it exactly, so that the student whose answer is wrong will notice that by himself.

6. What are the problems that your students face when they communicate orally in English ?

Teacher 1: normally lack of specific vocabulary, pronunciation and faux pas cultural problems… (Out of context), inflection…etc.

Teacher 2: the first thing is mother tongue interference, they think in Arabic, for example for this year in oral expression I encounter too many students who are shy who do not like

to talk who tell me that they have this problem this fear of public speaking and we should take care of this problem so that we can solve it.

Teacher 3: when they communicate they cannot construct a correct sentence, recently, they invented a new tense in English… (Out of context) I try to correct something but really in a subtle way because you do not have to be direct or to intimidate students try just for instance to repeat it in a correct way, students also are not comfortable at all on stage they hate to be in front of their classmates… (Out of context) otherwise they are not serious enough they do not take their studies or evaluation in a serious way.

Teacher 4: talking about the oral communication, I am going the hint for cohesion and coherence in the speech, so, the problem of our students is that the time, for example if they are speaking about the past sometimes we find them using the present so, grammar is not correct… (Out of context).

Teacher 5: anxiety and self-esteem, I think people with a low self-esteem will have a big problem talking publically with intermediate students we may face linguistic problems but with advanced students it is more a psychological issue

Teacher 6: concerning mastering the language, the pronunciation, the lack of vocabulary, the accuracy of the language itself grammatical mistakes.

Teacher 7: among the problems I think anxiety, they fear of the negative feedback from the teacher, they fear that their colleagues will laugh at their answers; they fear that they will give wrong answers; they also have problems in pronunciation, grammar…etc.

Teacher 8: English language is the first problem, they are afraid of pronouncing even though I try to give them a smooth atmosphere where they can speak freely and confidently, also they are shy, lack of vocabularies…etc.

Teacher 9: expressing themselves in English and producing a well correct sentence in English grammatical vocabulary…etc.

Teacher 10: it depends on the course itself, so, sometimes when it is content-based courses like linguistics, literature… so the issues can be related to the difficulty of the concept itself in oral expression the same they do not find what to say so this is the real issue when the idea is not yet present, it is even more problematic then the issues of the language themselves. then once the idea is concretized in their minds come the issues or the problems of the language, so, problems of pronunciation, problems of grammar, and especially, the problems of vocabulary lexical problems are the major problems because what is really problematic is when they do not find the words to express what they want to say.

7. Do you use the different verbal and non-verbal communication cues in providing instructions to manage your classroom? How? To what extent do you use verbal and non-verbal communication?

Teacher 1: yeah I do that because normally before I start any module the very session I explain my policy to my students… (Out of context) sometimes when I have problem with a student I would use some expressions and even I ask him to dismiss in some cases when they do not follow me at all, sometimes as u said non-verbal with my eyes, sometimes I tick my fingers so that they will notice, sometimes I wave at them so no-verbal communication I also I do use it. Well in comparison, I tend to use verbal communication more than the non-verbal one so yes I use it a lot concerning my lesson and concerning my classroom communication.

Teacher 2: yes indeed we have to, but for the non-verbal I use gesture that are included in the speech. I instruct my students verbally more than non-verbally.

Teacher 3: yes I try to diversify my tools in the classroom I really like to use audio-visual tools, I like to move, to show my students that I am rather with them in the classroom, I hate just to stay on my desk I really need to be close to my students. Both are part of my lesson but I use verbal more than non-verbal.

Teacher 4: for me I believe that the non-verbal communication is stronger than the verbal communication, especially, for example, the least that you can afford is the eye contact, for example you have a group of students raising their hands with a nod of the head you can pick one, with a nod the head you can give the word to another one, as well of course we cannot get rid of verbal communication because we have always to remember that our students' capacities are not the same, so, for some students a nod of the head is enough, for other students you have to explain may be once may be twice may be more. I use 60% verbal communication and 40% non-verbal communication.

Teacher 5: yes I call myself a performer. I use my facial expressions, body movements, my voice switching from one intonation to another depending on their role. To a great extent in fact verbal is not to be avoided because teachers are meant to talk non-verbal I said, may this is just me, I am a person who uses the body to explain.

Teacher 6: for sure yes I do, verbal yes I do in a form of positive motivation, concerning the non-verbal yes I do because they crucial in teaching, may be too much for verbal and for non-verbal it depends.

Teacher 7: yes I do, the paralinguistic features, facial expressions, using the eyes, using the voice, moving around, and repetition. To great extent, I use them equally.

Teacher 8: yes I do, I speak about classroom policy, classroom etiquette. Concerning the non-verbal communication I use many facial expressions, I walk, move, get near students,

laugh out, I use my hand gestures a lot even my body sometimes the body posture is really important. So, I rely more on non-verbal communication.

Teacher 9: sometimes yes, often not always but I do use them because we need non-verbal cues.

Teacher 10: the verbal of course, but the non-verbal I guess it is not something that I have control over it but I guess I am the kind of people who use a lot of gestures like it is very difficult to stop my hands from moving it is very difficult to avoid facial expressions so I guess yes I am doing. I use non-verbal communication while I am explaining I feel that my nonverbal communication goes with my verbal communication to 90% so I use non-verbal communication more.

8. Do you think that these instructions affect the students' classroom oral interaction? If yes, in which way?

Teacher 1: maybe yeah why not it does affect maybe positively or negatively… (Out of context) so it is a kind of bilateral effect.

Teacher 2: yes of course, especially the verbal ones because it corrects it enhances it gives them feedback it gives them encouragement the way they should answer the way they should communicate… (Out of context).

Teacher 3: yes they develop their oral capacity and they affect them positively.

Teacher 4: yes, to a great extent… (Out of context).

Teacher 5: yes of course, when they follow my instructions they will do better and they will interact more.

Teacher 6: yes for sure yes, concerning the oral expressions you have to have as much as you can you yourself use expressions so that the students respond to your verbal expressions, if you do not have an input then the output will be negative. Concerning the non-verbal expressions here it is for the maintenance of the classroom… (Out of context).

Teacher 7: yes, they can encourage them and they facilitate the communication and encourage students to take part in the interaction, make the teacher's messages and explanation more meaningful.

Teacher 8: of course, when you set at the beginning the instructions that you want they will know their limits they will know when they interact they will know how to interact they will know how I want my class to be so it is very important, so, these instructions affect them positively so far.

Teacher 9: yes, when the student sees for example his teacher's face that he is satisfied with his answer he is going to be at ease and this will encourages him to participate more and more.

Teacher 10: for sure, because it is the natural way to communicate yes I guess it has an influence on the classroom interaction… (Out of context).

9. If you have further information or recommendations regarding the theme under investigation, please feel free to share.

Teacher 1: I would like to say that this kind of theme is really needed in our institutions, especially, non-verbal communication within the class so I congratulate you for choosing this one and I wish you good luck.

Teacher 2: I do not have.

Teacher 3: well I do if I have something to recommend for my colleagues or for the students is that actually communication is very important that is do not create obstacles in your mind and say that this teacher is not kind or whatever you have never asked her a question but she is not kind yes this is about communication you try because it is your write to ask questions so ask.

Teacher 4: well, regarding your theme, I would say that we always need to give our students a push in a sort of motivation and this motivation it can be verbal as it can be non-verbal. For example, talking about verbal instruction feedback is an instruction… (Out of context) and speaking about non-verbal communication, you always need to have contact to have connection with your students… (Out of context) roaming the class is a very good action because it shows proximity between the student and the teacher so if I just stay in my desk explaining and lecturing the lecture of course will be like afforded but if I roam my class and I show proximity they are going to be more confident.

Teacher 5: I think that the teacher cannot be like rigid when teaching he cannot behave like a robot he cannot be really like strict and cold the teacher is a human being dealing with humans so body language paralinguistic features and non-verbal communication is very important at the informative level i.e. giving information but also at the social level so here we speak about non-verbal communication in enhancing the professional and human relationship between students and teachers.

Teacher 6: actually my students are my sisters and brothers, if you accede that step then you will be in face of troubles with students there is no communication between you. And this is the difference may be I find between the teachers of linguistics, civilization, or literature, since the lesson is a historical background as if, there is a story there that he will tell those information events throughout the session then you find that kind of boring

between the teacher and the students that is why concerning us with the writing skills there have not such feeling between me and my students… (Out of context), then communication between the teacher and the students in the written and the oral expression modules plays a pivotal role concerning the ongoing and the accomplishment of different lessons.

Teacher 7: I think that teachers have not to concentrate just on the verbal one because the non-verbal communication is also as important as the verbal communication

Teacher 8: thank you first-of-all it is a very interesting theme verbal and non-verbal communication is very important, it is more important that the content of the lecture, first it is very important to treat your students as humans with full rights they like to be respected they like to be given a value when they do that they will feel that they are growing ups and everything will ok, they will interact with you in the lecture in a good way so that you will reach that intimate relation you want with you students.

Teacher 9: I think that participation really depends on the students' personality and students level but teachers are able to help others who have problems in their personality or in their level to overcome their short comings and their problems and to participate at least often during class not to remain passive just like a chair and a table

Teacher 10: I may be just advice like when you analyze when you deal with your work do not take what is in books what is in other universities just to adopt it with what we have here, we may have possibilities of non-verbal communication but sometimes they are not what we can use given this whole situation given what we have given the means that are available… (Out of context). So you should consider the whole situation when talking about the reasons and so on.

Classroom Observations Checklist

Observer: …………... Level: ………… Group: …………… The teacher: …………

1. General Observation of the Classroom Setting (tick √ the right box)

	YES	NO
1. Is the classroom environment comfortable?	☐	☐
2. Are there any teaching materials employed in the classroom?	☐	☐
3. Are all the students present?	☐	☐
4. Are the lesson objectives clear?	☐	☐

2. Verbal Communication

	YES	NO
5. Does the teacher write something on the white board?	☐	☐
6. Does the teacher ask the students questions during the lesson?	☐	☐
7. Is the classroom noisy?	☐	☐
8. Do the students ask for more clarification?	☐	☐
9. Does the teacher communicate orally when presenting the lesson?	☐	☐
10. Does the teacher correct the students' pronunciation errors?	☐	☐
11. Are all the students involved in the communicative tasks?	☐	☐

12. Which language is more used inside the classroom?

12.1. English language ☐ ☐

12.2. Mother tongue ☐ ☐

13. Do the students face problems when using English? ☐ ☐

3. Non-verbal Communication

	YES	**NO**
14. Is the teacher's outfit formal enough?	☐	☐
15. Does the teacher use:	☐	☐
15.1. Kinesics (body movements)	☐	☐
15.1.1. Eye contact	☐	☐
15.1.2. Gestures	☐	☐
15.1.3. Head movement	☐	☐
15.1.4. Facial expressions	☐	☐
15.2. Proxemics (space)	☐	☐
15.3. Haptics (touching)	☐	☐
15.4. Chronemics (time)	☐	☐
15.5. Posture (dominance)	☐	☐

16. Why does the teacher use non-verbal communication?

16.1. To substitute the verbal message	☐	☐
16.2. To complete the meaning of the verbal message	☐	☐
16.3. To show interest	☐	☐

4. Oral Interaction

	YES	NO
17. Is there a good rapport between the teacher and the students?	☐	☐
18. Does the teacher provide the students with		
18.1. Positive feedback	☐	☐
18.2. Negative feedback	☐	☐
19. The teacher use recasts:		
19.1. As an indirect reformulation of the student's error	☐	☐
19.2. As an implicit way of correction	☐	☐
20. The most observed kind of interaction is:		
20.1. Teacher-learner interaction	☐	☐
20.2. Learner-learner interaction	☐	☐
21. Talking time		
21.1. Teacher has more talking time	☐	☐
21.2. Students have more talking time	☐	☐

Résumé

La présente dissertation aborde les rôles des enseignants dans l'application d'instructions verbales et non verbales afin d'améliorer l'interaction orale des étudiants d'ALE en classe. Les enseignants ont tendance à échanger des messages avec les étudiants verbalement ou à travers les mots et non verbalement ou à travers le langage corporel lorsqu'ils effectuent des tâches de communication. Il a été remarqué que les étudiants peuvent rencontrer des difficultés lors de la communication orale en anglais, ce qui peut entraîner des problèmes de communication et des malentendus. Pour tenter de résoudre ce problème, les enseignants fournissent des instructions de communication permettant aux élèves d'améliorer leurs compétences d'expression et d'interaction. Par conséquent, cette étude s'efforce d'étudier les points de vue et les pratiques des enseignants concernant l'utilisation de ces indications de communication. Compte tenu de cela, la recherche adopte la méthode descriptive qui implique les outils qualitatifs et quantitatifs. Les entretiens qualitatifs semi-structurés ont été menés au cours du deuxième semestre avec dix (n = 10) enseignants d'ALE et les observations quantitatives en classe ont été réalisées avec des enseignants de trois groupes de Master I (n=3) du département d'anglais, Université 8 Mai 1945 - GUELMA. En tant que telles, les données collectées confirment l'hypothèse selon laquelle l'utilisation instructive de la communication verbale et non verbale par les enseignants affecte l'interaction orale de l'étudiant en classe. Les résultats ont montré que les enseignants reconnaissent l'importance de la communication en transmettant des significations avec l'utilisation de la langue et des messages sans mots qui peuvent influer positivement sur l'interaction orale en classe des étudiants d'ALE, dans laquelle, cette dernière est considérée comme un contributeur essentiel à leur réussite universitaire.

Mots-clés : communication verbale et non verbale, interaction orale, langage corporel, parole.

ملخص

تتناول هذه المذكرة أدوار المعلمين في تطبيق الإرشادات الشفوية وغير الشفوية من أجل تحسين التفاعل الشفوي لطلاب اللغة الإنجليزية كلغة أجنبية في الفصول الدراسية. يجنح المعلمون إلى تبادل الرسائل مع الطلاب عن طريق الكلمات أو من خلال لغة الجسد عند أداء مهام الاتصال. ولقد لوحظ أن الطلاب قد يواجهون صعوبات عند التواصل شفويا باللغة الإنجليزية، مما قد يؤدي إلى فقدان القدرة على التواصل وسوء الفهم. في محاولة لحل هذه المشكلة، يقدم المعلمون إرشادات للتواصل والتي تتيح للطلاب تحسين مهارات الكلام والتفاعل. ولذلك، تسعى هذه الدراسة إلى استقصاء وجهات نظر وممارسات المعلمين فيما يتعلق باستخدام مؤشرات التواصل هذه. بناءً على ذلك، يتبنى البحث المنهج الوصفي الذي ينطوي على أدوات نوعية وكمية. وقد أجريت مقابلات نوعية شبه منظمة خلال الفصل الدراسي الثاني مع عشرة (ع= 10) معلمين للغة الإنجليزية كلغة أجنبية وأنجزت الملاحظات الكمية في القسم مع معلمي ثلاثة أفواج للسنة أولى ماستر (ع = 3) في قسم اللغة الإنجليزية، جامعة 8 ماي 1945 – قالمة. وعليه، فإن البيانات التي تم جمعها تدعم الفرضية القائلة بأن استخدام المعلمين الإرشادي للتواصل الشفوي وغير الشفوي يؤثر على التفاعل الشفوي للطلاب في القسم. وأظهرت النتائج أن المعلمين يدركون أهمية التواصل عند نقل المعاني باستخدام اللغة والرسائل التي لا تحمل أي كلمة والتي قد تؤثر إيجابيا على التفاعل الشفوي لطلاب اللغة الإنجليزية كلغة أجنبية، والذي يعتبر فيه هذا الأخير مساهما محوريا في نجاحهم الأكاديمي.

الكلمات المفتاحية: التواصل الشفوي وغير الشفوي، التفاعل الشفوي، لغة الجسد، الكلام.