

Kurdish EFL Student Teachers' Nonverbal Communication in Classroom: a Case Study at some Schools in Akre City

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المستخلص

حاولت هذا البحث في استخدام التواصل غير اللفظي لدى مطبقي اللغة الإنجليزية كلغة أجنبية في الفصول الدراسية وشملت الطريقة النوعية. وكانت أداة البحث هي المشاهدة الصفية . كان المشاركون من مطبقي اللغة الإنجليزية كلغة أجنبية من قسم اللغة الإنجليزية – كلية التربية – عقرة – جامعة دهوك .أظهرت النتائج أن مطبقي الأكراد اللغة الإنجليزية كلغة أجنبية استخدموا أنواعًا مختلفة من التواصل غير اللفظي مثل؛ الإيماءة، والوضعية، والاتصال بالعين، وتعبيرات الوجه، واللمس، والصوت أو التعبير الصوتي، واستخدام المسافة والمظهر .ويستخدمون أنواعًا مختلفة من التواصل غير اللفظي في مواقف مختلفة ولأمور مختلفة أثناء دروسهم التعليمية.

الكلمات المفتاحية: التواصل غير اللفظي، المعلمين المطبقين، فصل اللغة الإنجليزية كلغة أجنبية.

Abstract

This paper tried to investigate the use of Kurdish EFL student teachers' non- verbal communication in classroom. It included qualitative method. The instrument of the research was classroom observation. The participants were Kurdish EFL student teachers from the Department of English - College of Education -Akre - University of Duhok. The finding showed that Kurdish EFL student teachers used various kinds of nonverbal communication such as; gesture, posture, eye contact, facial expression, touch, voice or vocal expression, the use of distance and appearance. They use the various type of non-verbal communication in different situations and for different matters during their teaching classes.

Keywords: Nonverbal communication, Student teachers', EFL Classroom.

1. Introduction

1. 1 Background

The most essential instrument in communication is language. It has numerous sorts for example oral language, written language, body language, gesture, and so on. It is used as a tool among human beings for expressing their ideas, opinions, motions and perspectives, so as to exchange information. Based on these, language is identified as a key factor of communication between lecturers and students. Lecturers and students exchange their ideas, thoughts, feelings, and emotions. Also, this includes not only verbal communication, but also non-verbal communication, and it plays an important role in the process of learning.

Both verbal and nonverbal communications necessary for classroom teaching therefore their relationship has been explored in several studies. In the context of teaching, verbal communication can be defined as relationship that can be established through speaking and conversation. Non-verbal communication, by contrast is defined as all forms communication that do not involve the use of words. It is typically expressed through alternative means, such as the use of body attitudes or action rather than words (Asubiojo, Adewusi and Oyediran, 2005). It takes place intentionally and unintentionally. Verbal communication occurs when words are used to convey meaning. The facial expression, tone of voice, posture or movement, eyes contact, gesture touch and sights are the most frequently used nonverbal communication channels (Danijela, 2013). Non-verbal communication is the oldest form of communication because it dates back to the time of the early humans. Non-verbal communication is particularly important from an early age, when a baby cannot express himself/ herself verbally to his or her parents.

It is clear that teaching a second language is not an easy task especially when it "involves a complex cycle of planning, acting, observing, and reflecting" (Loucks-Horsley et al., 2010, p. 64). This is especially true for those who want to be a language teacher to have practicum. This may be because student teachers gain more insight into their future careers during their practicum, which is one of the fundamental qualifications for becoming a teacher (Farrell, 2007). According to Peng Hong Li (2011), teaching in a classroom is fundamentally a communication activity involving the transfer of information between the teacher and the students. Generally speaking, instructors and students can grasp both verbal and nonverbal forms of communication. If a student is unable to meaning through spoken language, comprehend or express nonverbal communication can still be used to communicate. It might be simpler for the students to grasp the materials if the instructor uses gestures and facial expressions to help them understand (Xu, et.al, (2009) as cited in Antika (2018)).

In sum, teacher's understanding of nonverbal communication is crucial to the teaching and learning process. Establishing effective communication between students and teachers leads to success in both the learning and teaching processes. "Communication consists of more than just words, and it is important for teachers to understand the nonverbal messages they send and receive in the classroom. Nonverbal messages include facial expressions, eye contact or lack of eye contact, proximity, and closeness, hand gestures, and body language" (Barmaki, 2014, p. 441).

1.2 The Main Aim of the Study

It has been established that it is important in teaching process to investigate any aspects of EFL student teachers during their teaching practices. As a result, the main goal of this study is to find out the types of the students teachers' nonverbal communication in EFL classroom, find out the use of students teachers' nonverbal communication in ELT classroom.

At least two reasons make nonverbal communication interesting: first, its significance is frequently underestimated;

second, over 50% of information in conversation is perceived and remembered through nonverbal language (Firica & Firica, 2010).

1.3 Research Questions

Based on the objectives, the following research questions will be answered by this study:

- 1. What are the types of nonverbal communication of student teachers in EFL classroom?
- 2. How do the student teachers use nonverbal communication in EFL classroom?

1.4 Statement of the Problem

Teaching English in an EFL classroom is a complex process that is essential to the learning process. This is especially true for those who want to be a language teacher to have practicum. This may be because student teachers gain more insight into their future careers during their practicum, which is one of the fundamental qualifications for becoming a teacher (Farrell, 2007).

The nonverbal communication of instructors is extremely important in classroom engagement and instruction. This is true with student teachers' because it is their first step of gaining realworld classroom teaching experience. Nonverbal communication refers to the use of signs, symbols, gestures, and facial expressions in place of spoken words. According to Pan (2014), nonverbal communication plays an important role in both our everyday interactions and language learning because it is a necessary component of language instruction that helps teachers achieve their goals of improving student proficiency and creating innovative teaching strategies. In the classroom, teachers work to enhance the English language learning process. Furthermore, according to Xiaoyan (2006), teachers' use of language in the classroom serves as both the medium and the goal of the lesson. This is especially true for English classes. For this reason, in an EFL classroom, teachers ought to employ nonverbal communication. The purpose of nonverbal communication is to help students in understanding the teacher's explanations (Bunglowala, 2015).

2. Literature Review

2.1 What is Nonverbal Communication?

There are two ways of language expression which are verbal and non-verbal. According to Kristiyanti (2012), non-verbal communication is gestures, intonation of voice, attitudes and so on that will allow someone communicates without using words. Nonverbal communication between two people includes behavior (gestures), eye movements, posture changes, and facial emotions every time an exchange takes place. Consciously or not, these actions and behavior are complementary to the speaking situation actually. But from different perspective, this has actually created an interaction of using non-verbal language.

There are a wide range of definitions for nonverbal communication; Nonverbal communication is a process of generating meaning using behavior other than words. Rather than thinking of nonverbal communication as the opposite of verbal communication, it's more accurate to view them as operating side by side - as part of the same system (Andersen, 1999).

Nonlinguistic means express nonverbal are used to communication. The behavior or characteristics of people, including their appearance, use of objects, sound, time, smell, and space, that have socially shared importance and inspire meaning in others. It encompasses nonverbal signs including body language, eye movements, gestures, and facial expressions. Miller (2005) provides of nonverbal communication as simplistic view communication without words. Zoric, et, al., (2007, p. 161) state that "non-verbal communication refers to all aspects of message exchange without the use of words and it includes all expressive signs, signals and cues (audio, visual, etc.)". The tone, volume, speed, and timing of the words used in communication are all examples of nonverbal communication; however words and their corresponding meanings are not included. As a result, face-to-face communication may and probably does involve more than simply words. In reality, communication involves a variety of physical actions and factors, such as the use of words, intonation, pace of speech, facial expressions, gaze, gestures, etc.

An understanding about non-verbal communication can enhance communication efficacy. Furthermore, non-verbal communication is a topic that English language learners find fascinating, and therefore, it can be motivating as a content topic in English. Gregersen (2007) states;

Communication takes various forms, one of which is oral or speech. However, when people speak they normally do not confine themselves to the mere emission of words. Furthermore, they also use their hands (gesture), head movement, eye (eye contact), lips (smile), bodily postures and symbols to communicate which always accompany oral discourse-intended or not. The impact of these non-linguistic cues in conversation is called non-verbal communication (NVC). It includes 'the messages other than words that people exchange' (p.52).

2.2 The Components of Nonverbal Communication

We usually communicate through spoken word. In addition to this, we use a wide range of non-verbal communications that are classified into different forms. They are considered to be aspects or areas of communication which are non-verbal communication. Researchers have identified several different types of nonverbal communication (White, 2000; Ruben & Stewart, 2005; Hans, 2015). The different aspects of nonverbal communication used in the language learning environment are as follows:

2.2.1 Facial expressions

Facial expressions such as frowns, sneers and grins are used to convey nonverbal communication. Each part of the face sends a message to those viewing the whole face. Consider how much a smile or a frown may convey. While nonverbal behavior and communication may differ greatly among cultures, emotions connected to pleasure, grief, anger, and fear are universally expressed on the face.

2.2.2 Eye contact

Eye contact is a key component of interpersonal and group communication; by gazing at someone or not, a person can convey their attitude toward the interlocutors. Through eye contact, the audience's feedback and the efficacy of the message are monitored. Being aware of whether or not the audience is paying attention or appears bored is feedback the addresser may use to alter the topic. The teacher will be able to tell how interested and involved the students are in the process by observing their nonverbal clues, among which facial expression has a prominent role.

2.2.3 Gestures/ Body movement

The gesture is a movement of one or more parts of the body such as hands and heads for conveying a meaning. Without using words, gestures and signals are a crucial tool for conveying meaning. Toastmaster International 2011 states that gesture is a specific movement of the body that reinforces a verbal message or expresses a particular thought or emotion.

2.2.4 Vocal intonation / Paralanguage/ Voice

Vocal communication that is distinct from spoken language is referred to as paralinguistic. It is communication when spoken words alone are not sufficient (i.e it is not based on what you say, but how you say it). Aspects like voice volume, intonation, pitch, and tone of voice are crucial components of paralanguage. Paralanguage serves as a reminder that people express their emotions via both their words and their body language. (Robbins, 2001). Strong vocal tones may provide the impression of acceptance and passion to listeners. Teachers can help students catch the excitement of a subject with the pitch of their voices. They can emphasize the importance of subject matter by the volume and pronunciation of a word. Teachers use vocal intonations every day in their lessons and activities (White, 2000). The same words may seem uninterested if they are said in that manner. Check backs are verbal ticks (know what I mean?, Okay?, Right), interjections (Um, Uh, Err, Ah) when overused they get in the way of effective

communication, annoy listeners and may suggest ineptitude on the speaker's part.

2.2.5 Posture/ Distance

Additionally, how you stand and walk says a lot about you. In addition to conveying social standing, posture also reveals attitudes, emotions, levels of civility, and the warmth of one's spirit. The best use of posture in the classroom environment is to indicate a listening position. Teachers often scan the room to select students who look like they are listening. Posture is the most important indicator of the listener's attention (Hall, 2003).

A crucial kind of nonverbal communication is the desire for "personal space," which is something that people frequently discuss. Social conventions, environmental circumstances, personality traits, and the degree of familiarity all have an impact on how much space we require and how much space we think belongs to us. For instance, the typical range of personal space required for a casual chat is between 18 inches and four feet. On the other hand, while speaking to a large group of people, a personal distance of around 10 to 12 feet is required.

2.2.6 Haptic/ Touch

Touch is another crucial nonverbal habit for communication. It depends on the situation, culture, sex and age. The meaning of a single touch is interpreted by human beings. It's become a kind of taboo to touch in class. Is it allowed for teachers to touch? When is too much touching? Legally, there are cases of teachers who physically overstepped the boundaries and abused their positions. According to Hall (2003), touch plays an important developmental role in children in the lower primary grades. It's capable of communicating to the child a sense of belonging, security and understanding. On the other hand, a child may experience isolation and rejection when his teacher does not touch him, which could result in negative attitudes toward school.

2.2.7 Appearance/ Dress

Nonverbal communication is also thought to be facilitated by the colors we wear, the clothes we wear, the haircuts we wear, and other physical characteristics. Different colors can evoke various feelings, according to color psychology research. Physiological responses, judgments, and interpretations can all be affected by appearance.

2.3 Teaching and Nonverbal Communication

In general, English teachers including the student teachers desire to concentrate on English grammar and vocabulary, but they of the practical applications of nonverbal unaware communication. As a result, the students will think and feel that the teacher is boring and they are frequently absent on purpose. If a teacher can use nonverbal communication correctly, it will be highly beneficial for students to understand commands over knowledge in the classroom and to memorize information quickly. Effective tools for a stronger relationship between teacher and students as smiles, smooth, kind gestures, and eye contact can help a teacher to manage his students (Bunglowala, 2015). The teacher should be an expert in communication and understand the significance of nonverbal communication since it follows that they should be aware of nonverbal communication, commonly known as body language. Every teacher, according to Miller (1998) should be skilled at nonverbal communication for two main reasons: first, to be a good receiver of student messages; and second, to be able to send students signals that strengthen learning while also becoming well-versed in avoiding signals that undermine learning. Additionally, several teaching technique experts and practitioners have demonstrated that each student's nonverbal expressions play a crucial role in the construction of the teacher's impression, approach, beliefs, and manifestations. Nonverbal expressions, bilateral behavioral including feeling and priority, convey far more. All teachers need to be aware of many of nonverbal expressions including feeling and priority in order to better understand what their students are trying to say. Five key elements of nonverbal communication in the

classroom—teacher eye contact, teacher facial expressions, teacher postures, teacher gestures, and teacher touching some students - have received significant attention from researchers (Hans, 2015).

2.4 Previous Related Studies

In most ELT classes, the importance of nonverbal communication, how it should be used and how much it should be integrated into language teaching is very essential matters of discussion. Considering this fact, the importance of nonverbal communication in classroom teaching is significantly valuable for researchers.

A study was carried out by Hsu (2015) to examine teachers' nonverbal immediacy behaviors in relation to students' motivation for learning English. The findings revealed that teachers were associated with a positive, significant effect on students' motivation to study English through their nonverbal behavior.

Also Karim & Sotoudehnama (2017) conducted a research to the point of view of the learners, through observation and interviews in the Iranian context; this aspect of language learning is qualitatively relevant. The results conducted four major categories of nonverbal communication in this study, namely hand gestures, eye contact, face expression and voice tone from the best use to the lowest use.

Moreover, a study on teachers' nonverbal communication in the English teaching and learning process was carried out by Antika (2018). The author realized that the teacher used nonverbal communication types such as Kinesics; using movement, Vocalics; using voice and intonation, and Proxemics; using distance, however, the teachers did not use Haptics; using touch, in English teaching and learning process.

Finally, a study was carried out by Sutiyatno (2018) to determine the effect of teachers' verbal and non-verbal communication on students' English skills attainment. The aim of the study was to reveal the effects of verbal and non-verbal communication on the English proficiency of students in the

Informatics Department of the STMIK Bina Patria Magelang, Central Java, Indonesia.

In the above studies, it can be indicated that nonverbal communication plays an important role in classroom instruction and positively affects students discipline, understanding and motivation to learn English. The relation between this study and earlier research by other researchers can be seen in the first set of cases listed above, which focus on nonverbal communication with student teachers. The relation between this study and earlier research by other researchers can be seen in the first set of cases listed above, which focus on nonverbal communication with student teachers. It is true that the student teachers' non-verbal communication will not as good as teachers' non-verbal communication. Teachers' behaviour in using nonverbal communication has a significant role to play in the education and learning process, as well as any teacher having their own behavior. According to Hans (2015) nonverbal communication is an important factor for the development of emotional learning because a researcher seeks to find out how teachers communicate with each other and what kinds of nonverbal communication they use. In the classroom, teachers used nonverbal communication types that were applied to learning processes.

3. Research Design

This research is qualitative research. "Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest" (Gay, Mills, & Airasian, 2006, p.41).

This research was conducted in Akre sub-district, East Duhok. The participants of the study were (10) EFL student teachers teaching Sunrise from different schools in Akre sub-district, of whom 5 were females and 5 were males. All the participants had the same educational background, had completed seven semesters of undergraduate study at Duhok University. Here, the second semester of the last academic year, is designed for the Kurdish EFL undergraduates to do teaching practice. This implies that Kurdish EFL student teachers go to schools as part of their academic program to observe and apply the knowledge they have learned.

Within the framework of Kurdistan Region of Iraq, a course teaching practicum in a school is mandated for all fourth-year student teachers in teacher education programs. While student teachers from colleges of education might assign to experience teaching in secondary or basic schools, student teachers from colleges of basic education are often assigned to teach in basic schools. A cooperating teacher and a university supervisor are tasked with overseeing the student teacher throughout this time. During the course term, the university supervisor is expected to visit the student teacher at the school twice in order to monitor and assess how well he/ she is doing while rehearsing classroom instruction.

Data were collected by using only one instruments which was a class observation. So, all the 10 student teachers were observed by the researchers. The researchers killed two birds with one stone, they observed the students teachers for evaluating their teaching as well as to get their use of non-verbal communication in the classroom. Interestingly, teaching practice of student teachers are not covered in this study. Data collection occurred over a period of a course. All data were collected during the applying time of college students in second semester of the 2022-2023 academic year.

In this study data were analyzed and interpreted descriptively. Mainly researchers used student teachers class observation. Furthermore, data were analyzed and interpreted in accordance to student teachers' nonverbal communication in the classroom.

4. Results and Discussion

In order to provide information on the issues at stake in this investigation, it should be hoped that data from classroom observations and teacher comments would form part of this section.

The process of teaching is a complicated process in which teachers are transferring knowledge and information to their students. For student teachers is more difficult than teachers with having years of experience. Teachers used different non-verbal ways of communication to share their knowledge in a teaching process. Also for the students, using symbols and gestures are better than using words. They are more helpful for students' motivation during

their lectures. The researchers identified the student teachers' nonverbal communication in an EFL classroom based on observation, which he analyzed as follows:

4. 1 The Types of Student Teachers' Non-verbal Communication

The researcher identified the student teachers' (ST) nonverbal communication in an EFL classroom based on observation, which they analyzed as follows:

1) FACIAL EXPRESSION

Facial expression											
a- Smiling											
b- Seriously				V						V	
c- Angry											

The student teachers showed various facial expressions during her teaching activity. On the one hand, they entered the class with smile to their students. Additonally, to make the students relax to study during the process of teaching the student teachers sometimes show their smile and laugh with their students. On the other hand, it was found that they expressed their anger, seriousness and disappointment when the teacher found that students were not discipline. According to *ST7*, the teacher's smile is very important for the students. It can create good classroom atmosphere for students to study. In this case, the teachers tried to get closer and show his friendliness to the students by smiling so that the students can be relax and enjoy the learning process. It was supported by Wainwright (2010, p. 156), he suggested that "smile lively and expressive facial expressions evoke positive responses from others, providing information about us which words cannot supply".

Facial expressions between teacher and student play a crucial role in the classroom. Teachers face should be very cheerful before starting the class because by doing this the students cheerful. Facial expressions support students' positive treatments and corresponding achievements. Without using a word, the human face can apply a wide range of expressions (Segal, 2018). When the teachers want to

start the class, they usually used facial expression. The teacher makes the students comfortable by giving greeting to them. Sometimes teachers have to change their face whenever they see any noise by the students. When the teacher is angry, he/she uses some facial expression such as; looks into the students with open their eyes directly and uses different vocal intonation.

2)) EYE CONTACT

	Eye contact												
	ST1	ST2	ST3	ST4	ST5	ST6	ST7	ST8	ST9	ST10			
a- Blinking													
b- Open eyes				V					V	$\sqrt{}$			
widely													
c- Staring				V					V	$\sqrt{}$			
d- Eyes rolling				V					V	$\sqrt{}$			
rolling													

Eye contact is one of the non-verbal communications that all the student teachers did with their students during their teaching. As other person's talking, all the student teachers did eye contact with their students when they are talking to them. The student teachers mostly used eye contact in different situations, such as; seeking information, controlling the student's behavior. For looking at the students' homework and found staring to them to reprimand those who were not doing assignment, all the student teachers were eyes rolling to them. Besides that, for complementing or strengthen the students teachers verbal messages, they mostly used the eye contact. While explaining the subject, ST2 stared to those students who were very noisy. To signal them to be quiet, she looked at the students. She's been able to calm down the students without saying a word. In this case, eye contact should be considered as a means of penalizing the students. This is the same as Huong who stated "If a teacher increases the use of gaze, she is able to reduce disruptions and maintain class order" (2002, p. 33).

By looking at someone, every individual can start communication. Face and eyes are the most important points of emphasis during conversation, and primarily, all the teachers take in communicative information in the classroom. According to Pease

(2004), the window of the soul is the eyes, so eye contact is a common ways of communication. Visual communication fulfills four functions "asking for information, giving permission to others to speak and compensating or reducing the physical distance" (Dinu, 1999, P. 245). According to Bunglowala (2015), in the teaching process teachers always have to use two kinds of eye contact. The first kind, which is looking around, is very helpful for classroom instruction because it can be used to get students' attention. The second kind is looking carefully and focuses on the students face. This kind can be applied as a management tool within the class.

3. GESTURE

Gestures										
a- Hand movement	1									$\sqrt{}$
b- Head movement	V				V		V	$\sqrt{}$		V
c- Feet movement										

The body movement that used by the student teachers are hand, head and feet movement. From the observation checklist the researchers can say that all the student teachers pointed their students while teaching in the classroom. ST5 nodded her head when her students gave correct or positive response of the asked questions. On the same way, ST7 used his head to make his students conform, agree or disagree about answering students answer about the explaining pictures. In one situation ST9 nodded his feet to make students pay more attention and be quite.

Body movements convey the different meanings such as positive, negative and neutral which is used in the ELT classroom. Teachers pointing behavior take negative impact rather than positive impact on students learning. The reason is that many student teachers used body movement referees back to the reason that many of them did not know their students name. Toastmaster International 2011 states that gesture is a specific movement of the body that reinforces a verbal message or expresses a particular thought or emotion.

4	TIOOAT	TRITIONIA	TITORI
4	VIII AI.	INTONA	

Vocal intonation										
a- Pitch										
b- Rhyme	1									V
c- Nasality			V		V					
d- Slurring										

Vocal expression or voice (paralanguage) can be just as significant as the words themselves. In this instance, ST 2, 4, 5, 7 and 10 uses a wider range of vocal expressions than ST 1, 3, 6, 8 and 9 do while instructing and learning. When trying to punish or calm down the pupils, ST 2, 4, 5, 7, and 10 frequently shouts or uses a loud voice.

The teachers' voice expression serves to convey their feelings. This is consistent with the results of Kožić et al. (2013), who discovered that when student teachers attempted to calm misbehaving students, they employed an increased tone of voice. On the other hand, *ST 1*, *3*, *6*, *8* and *9* seldom ever screamed or used a loud voice. They frequently spoke softly and expressed themselves monotonously.

As a teacher, they emphasized their spoken words with vocal expressiveness. To emphasize and draw attention to the crucial detail of their argument, they punctuated and emphasized their words. Teachers can help students catch the excitement of a subject with the pitch of their voices. They can emphasize the importance of subject matter by the volume and pronunciation of a word. Teachers use vocal intonations every day in their lessons and activities (White, 2000).

Paralanguage is defined as communication that is not limited to spoken words. Pitch, amplitude, pace, and voice quality of speech are all included. Paralanguage serves as a helpful reminder that people express their emotions via both their words and their body language (Langley & Robbins, 2001). In language instruction, voice addresses the non-linguistic component of communication; distinct voice tones can be employed to convey various sentence structures. A person's speech tone can also convey a variety of emotions, such as anger, hostility, friendliness, sobriety, excitement, and so on.

Duration of pause also conveys information. It can indicate that the one hesitating is considering what to say next or is feeling overtaken by what has been said by the other. Both positive and negative viewpoints exist in paralanguage. The teacher's voice has the power to correct pupils and facilitate their understanding of the material in a way that is constructive. On the other side, if the instructor yells at them, which is seen as a negative feature, the kids are terrified and irritated.

5. POSTER

Posture										
a- Sit solemnly										
b- Stand up										√`
straightly										
c- Walking around										

The researchers noticed that nearly all the student teachers used two kinds of distance; public distance and personal distance. For explaining the material and using personal distance for some purposes, they used public distance. Besides, they used personal (approaching checking the distance students) for preparation and monitoring the students doing assignment. Another situation, ST9 stated that I sometimes sit when I became tired inside the class. Additionally, the student teachers sometimes walk around when the students work their exercise for checking their work. The performed relaxed body postures student teachers explanations, especially for ST4, 7 and 10, their relaxed body posture were usually combined with smile on their face which indicating their friendliness.

Posture gives information about attitudes, emotions, degree of courtesy, warmth of the soul, etc. *ST7* teacher said I often move from one place to another place during the teaching, but when students do an examination I stand in the middle of the class because when I was a student I felt bored when my teacher moved a lot. Teacher movement in the classroom does some functions such as attracting the attention of the students and managing the class. When the teachers approach the students, the students can ask and

interact them in an easy way. Rarely approaches students by the teachers do not help improve student-teacher relationships (Richmond, 2002). On the other hand, according to Rasyid (2015), some students feel uncomfortable if the teacher approaches them when teaching. Therefore, if there is not a necessary situation the teachers should keep a distance with the students for their goods.

6. HAPTIC

			Ha	ptic			
a- Students' head		$\sqrt{}$	~		\	\checkmark	
b- Students' hand							
c- Students' shoulder							
d- Students' back					V		

The types of touch performed by the student teachers referred to functional-professional category. All the student teachers mostly used touch to complement their verbal messages. *ST7* explained the assignment to a student who is confused while touched the student's shoulder. He also did it when he gave advice to the students. It is similarly done by *ST4*, when a student was too noisy and did not pay attention to the teacher; the teacher came close to him and touches his shoulder.

Sometimes the student teachers in the ELT class touched the students and convey a number of meanings. When the teacher touched a pupil to show their affection, support and kindness, his or her touches functioned as positive effects. This is supported by Bunglowala (2015) and Wainwright (2010). They'd prefer to use touch as an effective way of breaking down communication barriers. Female student teachers rarely used touch to their students this is due to the fact that the good effects of touch may be terrifying owing to its connotation with sex and violence, which can make touch scary.

Touches come in a variety of forms, including those that are sexually arousing, friendship-warming, socially political, functional-professional, and love-intimate (Zeki, 2009). Particularly for boy students, the shoulders and arms are the most appropriate body regions to touch. The leg and chest are the least acceptable body regions to touch, especially for girl students. From the age of ten or

eleven forward, the back, head, and hands-which a teacher of very young children often touches-become less acceptable, especially for girls.

7. APPEARANCE

Appearance										
a- Uniform										
b- Accessories										
c- Jewelry										
d- Gadget										

From the observation checklist we can say that male student dressed as uniform. The student teachers did this for the matter of getting marks from the a supervisor from the university and a cooperating teacher. It was also found that three female student teachers dressed neatly and use too much accessories. Using too much accessories will distract the students' attention in the process of teaching and learning. Moreover, they stated that teacher is a role model for students who should provide a good example and the students are more interested to the teacher who dressed neatly in the classroom. It is supported by the finding of Rasyid (2015, p. 41), he stated that appearing physically neat and clean will reflect the teacher's clear, modest, thoughtful and managerial mind, so that the teacher's presence in the classroom will highly be welcomed, expected and respected by the students.

5. Conclusion

It is obvious that nonverbal communication can be a very powerful tool in understanding ourselves and others and also plays a crucial role in communication and teaching. The nonverbal communication in learning teacher quality is an important factor for student achievement. In addition, nonverbal communication is a part of body language. As 50% more is used in communication, this becomes a crucial component of it. Finally, the teacher has to be able to encourage and convince their students through verbal and nonverbal communication (Witt and Wheeless, 2001).

In conclusion, based on the result of the analysis of the teachers' observation, the kinds ofstudent communication performed by the student teachers' emerged from EFL classroom found are gesture, posture, eye contact, facial expression, touch, voice or vocal expression, the use of distance and appearance. The student teachers used the above kinds of non-verbal communications in different situation or for different purposes. For instance; to begin the class the student teachers always used facial expression. For making the students feel comfortable, they usually smiled while greeting. The student teachers became angry by using eye contact or different vocal intonation to the students when he/she made a noise to let him/her focus and keep calm. Generally, the student teachers walked around if the students worked their exercise and also touched different parts of students' body part. So, we concluded that the nonverbal communication of student teachers is quite good during the EFL teaching practice.

The strong point of the student teachers' non-verbal communication is that they use kinds of non-verbal communication that they learnt from the college subjects especially from method of teaching or from the experience teachers of their school where they teach. On the other hand the weak point of the student teachers' non-verbal communication is that they use some kinds of non-verbal communication such as appearance because of getting marks either from the university supervisor or the cooperative teacher of the school while visiting them during their teaching practice.

Teachers with good social skills will observe students' body language and spoken language. To ensure that students fully comprehend what they are being taught, teachers must be able to explain. Thus, this will improve the effectiveness of both teaching and learning. Additionally, educators with strong social skills can resolve conflicts and inspire pupils with ease. They are able to forecast the conduct and emotions of the kids and have a social conscience. As a result, one of the qualities of a good teacher is having good social skills. According to (Garca, 2012), verbal and nonverbal communication work together as a whole to communicate a message, thus, teachers must be able to blend these two forms of

communication when carrying out the learning process. The impression in the teaching and learning process may be improved by instructors' aptitude for putting them into practice.

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