A Correlational Study of Teachers' Nonverbal Language and Learners' Classroom Participation Anxiety in Foreign Language Classroom

The Case Of 2end Year LMD Students At Abbes Laghrour University Khenchela

Dissertation Submitted to the Department of English in Partial Fulfillment of the

Requirements for the Degree of Master in Language and Culture

Candidate: **Supervisor:**

Rabehi Fatma   **Mrs. Oueld Ahmed Fatima**

Saadi Wafa

Board of Examiners

Mrs. Oueld Ahmed Fatima	**Supervisor**	**University of Khenchela**
Ms. Ramdane Sonia	**President**	**University of Khenchela**
Ms. Atik Imen	**Examiner**	**University of Khenchela**

June, 2019

DEDICATION

Idedicate this work to the light of my life; my precious parents

Thank you for all your encouragements

And love

To my lovely sisters Marwa and Halima

To my brothers Chouaib and Ilyas.

May Allah bless you now,

And forever towalid,,Adem, Nada

I wish the best to my best friends

Soumia, Aya, WalidaKhouni, Ahlem, Manel, Ibtissem, Houda,

Khadija, Lina, Salem,

To all my family specially my dear uncle momo

For their encouragements and help.

Fatma.

DEDICATION

I thank Allah that I'm a product of my parents, that they infected me with their intelligence and

Energy for life, with their thirst for knowledge and their love. I'm grateful that I know where I

come from.

I am grateful to my teachers for their patience and provide me with information during

The semester.

I thank my supervisor for supporting us during the establishment of this research.

I would like to thank my brothers Yazid, Adel, Hamza, Khaled, my sisters Alima

chafia and my little sister Hadil.

I thank my friends' walidaKhouni, KhuloudNajawi, FatinAqab(fine). God protect you all.

Wafa.

ACKNOWLEDGEMENTS

ABSTRACT

The present study investigate the correlation between teachers' nonverbal language and learners' classroom participation anxiety in (FLC). It attempt to shed the light on the importance of using body language to enhance the learning process on the part of foreign language learners. We opted for a quantitative research method to test our hypotheses.Weused 'Nonverbal immediacy scale', 'foreign language classroom anxiety scale' and 'grid observation' to collect data from second year LMD students of English at the Division of foreign languages in Khenchela University. The main objective of our research is to identify how teacher's nonverbal behaviors correlate with classroom participation anxiety in FLC. After analyzing data, we found that there is a negative correlation between the two variables. This means that when TNVL increases, CPA decreases. Consequently, Nonverbal language plays a crucial role in FLC.

Key words:

Nonverbal language, classroom participation anxiety, nonverbal immediacy scale.

LIST OF ABBREVIATION

LMD: License, Master, Doctorate

EFL: English as a Foreign Language

TA: Test anxiety

FLC: foreign language classroom

SA: strongly agree

A: Agree

N: Neither Agree nor Disagree

D: disagree

SD: Strongly Disagree

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INTRODUCTION

Foreign language anxiety is a difficult task for most learners, such as; shyness, uncertainty, fear of making mistakes, anxiety, and nervousness. This foreign language anxiety has a major effect on student's achievement in learning process. So this introduction deals with statement of the problem, Aim and significance, it also deals with research questions, hypothesis, methodology and the last point definitions of terms.

1- STATEMENT OF THE PROBLEM

English foreign language learners seem to have a good access to learn and a broad range of language that allows fluent, spontaneous and almost effortless communication. They have also good command of broad lexical repertoire; however, classroom participation is a type of situation anxiety, through which (EFL) are often extremely reluctant to speak up during classroom hours and are often unwilling to participate adequately and effectively during lecture hours. They are less able to self-edit and identify language errors. Although there are some studies that investigated the impact of anxiety on learner's achievement, there are fewer studies that highlighted the type of correlation between teachers' nonverbal language and classroom participation anxiety.

2- AIM & SIGNIFICANCE

Our dissertation aims to find out the different sources that cause anxiety on the part of foreign language learners. It is also considered as an attempt to identify how teachers' nonverbal behaviours correlate with classroom participation anxiety in FLC. So, we find this area of research very beneficial for us as future teachers because it offers us a new insight of how to create a relaxed

atmosphere for learners and for better learning achievements.

3. RESEARCH QUESTIONS

1- Do teachers' nonverbal behaviours correlate with students' willingness to communicate in FLC?

2- Is there are any relationship between social distance and classroom participation anxiety?

4. HYPOTHISES

- Teachers' nonverbal behaviours are correlated with students' classroom participation anxiety.

- There is a correlation between social distance and classroom participation anxiety.

5. METHODOLOGY

We find it appropriate to choose the quantitative method in the present research because of the nature of the subject. Quantitativecorrelationalmethod is opted for this study for exploring our hypotheses since this method is used to give a general description of the phenomenon, and for gaining a better understanding of how should teachers reduce their students' anxiety to enhance English foreign language learners' speaking performance.

6. OPERATIONAL DEFINITION OF TERMS

6.1. Nonverbal Behaviours: Are defined as any movement or position of the face, the body, including vocal expression, eye contact, gestures…etc.

6.2. Classroom Participation Anxiety: is defined as anxiety of communicating in front of People,

including both the production apprehension (talking in front of others or in groups), and the

reception apprehension (receiving and responding spoken message).

CHAPTER ONE

ANXIETY IN FOREIGN LANGUAGE

CLASSROOMS

INTRODUCTION

The first chapter deals with providing a definition of the basic terms in research as well as giving an overview of the different types of anxiety. It also sheds the light on the effect of anxiety on the learning process. In addition, it contains background information of classroom participation anxiety in FLC.

1. *WHAT IS ANXIETY?*

Anxiety is very common human emotion, it is often associated with fear, panic, distress, nervousness, apprehension or uneasiness of mind, experienced in learning and Being uneasy, apprehensive or worried about what may happen, concern future events.

Anxiety is a kind of emotion which can be considered as complicated state of mind. Anyone can be affected by anxiety. The feeling of anxiety is associated with fear. When we are afraid of something we know the reasons but for the anxiety, the causes are not specific, sometime it is vague.

Anxiety is characterized by feeling of being powerless and unable to cope with threating events, so anxiety can influence our life to the extent that it can interfere with daily activities like, school, work or relationships. Spielberger (1972) defines anxiety as "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, nervousness, and worry" (p.482). So, according to this definition, anxiety is a kind of fear that may cause a learner a negative feeling within classroom, it happens when we doubt in our abilities of performing.

 Other researches also defined anxiety as "apprehension, tension, or uneasiness which stems from the anticipation of danger, the source of which is largely unknown or unrecognized" (Quoted in Edelmann, 1992). That is to say, anxiety is seen as a state in which a person suffers from an

unpleasant emotion, usually accompanied by nervous behavior, worry and, to its extreme, fear. From the following definitions of anxiety, we can say that anxiety is a state of negative feelings that affect learning, especially when they are learning a foreign language.

2. TYPES OF ANXIETY

Anxiety is abroad term that can refer to different things; it is widely experienced in FLC. It can be seen through different symptoms and types, so the majority of scholars classified them into 3 types: trait anxiety, state anxiety situational anxiety.

2.1. Trait Anxiety

It's an individual's possibility of becoming anxious in any situation; it means that, it has negative emotion such as: fears, worries, self-doubt, insecurity or apprehension. Trait anxiety can be reflected in most models of personality and refers to a relatively stable disposition within the individual to judge a wide range of environmental events as potentially threatening. According to MacIntyre (1999) trait anxiety" is a feature of an individual's personality and therefore is both stable over time and applicable to a wide range of situations" (p.28) . So, we can say that learners with high level of trait anxiety are generally worried and they are expected to be apprehensive most of the time and whatever the situation is.

2.2. StateAnxiety

It describes nervousness and unpleasant feelings that a student experiences in a particular situation and specific moment, particular object or event. Many students feel confused, unsure, nervous and, tens when they are speaking in public and, these feelings of anxiety arise specially before they begin speaking but, when the speech is over the rate of anxiety subside immediately. According to

"MacIntyre(1995), state anxiety is "moment to moment experience of anxiety, it is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity, state anxiety has an effort on emotion, cognition, and behavior".(p.28)

2.3. Situation-Specific Anxiety

It can be considered as trait anxiety which is limited to a specific context, and this perspective examines anxiety reactions. Such as: public speaking, during tests, in foreign language class. Situation specific anxiety can be considered as trait anxiety which is limited to a specific context and it is related to apprehension aroused at specific situation and event, such :as taking a test, public speaking, class participation or when solving mathematics problems. According to (Maclntyre,& Gardner,1991), this type can be measured to be possibility of becoming anxious in a specific type of situation, for example throughout examination, therefore specific -anxiety: is built on the supposition that certain type of circumstances are more likely to yield anxiety than the others. However, there is difference between students in different situations they observe as anxiety, so we find that the same students may feel anxious in one situation and not in others. So situation -specific anxiety refers to the apprehension experienced by EFL learners in some learning context.

3- THEORIES OF ANXIETY

Anxiety comprises of three basic theories; generalized theories, situation specific theories, and contextual theories. According to Pappamihiel (2002) generalized theories, contain two models Pekun's (1992) expectancy-value theory of anxiety (EVTA) and Bandura's theory of self-efficacy (1991), and situation-specific theories are concerned with trait, state, and situation anxiety
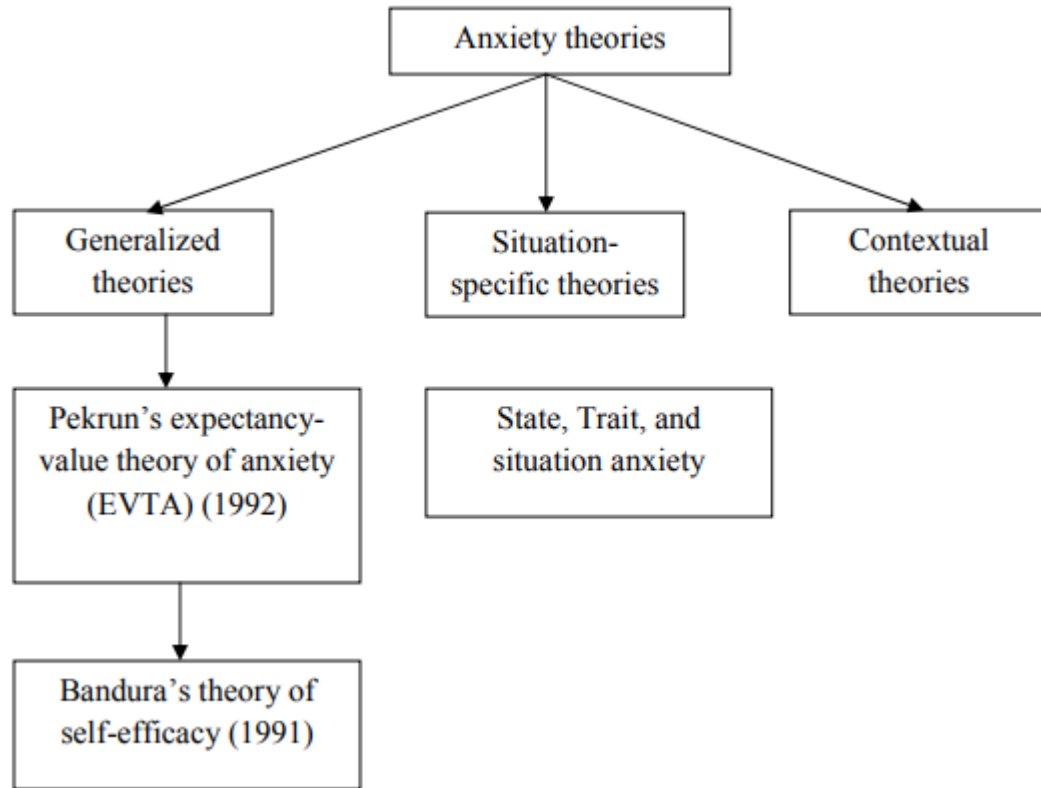
Figure (01): Anxiety Theories

Source: Pappamihiel (2002 p.329)

3-1- GENERALIZED THEORIES

Pappamihiel (2002) claimsthat generalized theories consist of two models: Pekerun's expectancy value theory of anxiety (1992) and Bandura's theory self-efficacy (1991). These models use different ways of evaluation to give explanation about anxiety responses inpeople.

. Pekrun's EVTA Model (1992)

According to Pappamihiel (2002) who insisted on the assessment of a threatening or nonthreatening situation, an appraisals of situation if being threatening or not.

. Bandura's Self-Efficacy Theory (1991)

Bandura's (1991) stated that when somebody is in a threatening situation the result is anxiety. In other word, he concentrated on an individual's ability to react positively in a threatening situation. As cited in Pappamihiel (2002) he argues that self-esteem can mitigate anxiety.

3-2-. SITUATION-SPECIFIC THEORIES: It consists of two different theories state and situation theories, situation-specific anxiety.

State, Trait, and Situation Theories:

As it is cited in Pappamihiel (2002), Vasey and Daleiden (1996) viewed that the level of anxiety it is totally different means nt the same for example if we want to compare between two people the first one has anxiety and the second one does not have of course that the level of anxiety it is different from one to another because some individuals are more prone to anxiety rather than others, it is when the individual can predict the situation in which anxiety occurs, whereas trait anxiety is the high level of anxiety.

Situation-Specific Anxiety:

Situation-specific anxiety happens when the individuals faces a threat in any situation. Horwitz and Cope (1986) pointed out that foreign language anxiety is a result of three factors: communication apprehension, fear of negative evaluation, and test anxiety.

3-3-CONTEXTUAL THEORIES:

Bandura (1991) claims that high level of anxiety is related to indirect experiences and social perspective.

4. SOURCES OF FOREIGN LANGUAGE ANXIETY

Toth (2008) found that communication apprehension, fear of negative evaluation, and test anxiety are the main sources of foreign language anxiety.

4.-1-Communication Apprehension

It 'is considered as a kind of worry, uneasiness, or shyness of communicating and built conversation with people. It's related to EFL classes in which the learners haven't sufficient amount of ideas to create a new conversation As cited in Ohata (2005) communication apprehension is related to EFL classes in which learners were evaluated by both classmates and teacher and they face many problems.

4-2-Test Anxiety (TA)

This kind of anxiety it happens during a test, it means that when the learners have a test they may suffers from the fear of bad evaluation by their teachers. AsHortwitz et al (1986) stated that test-anxiety refers to the learner's fear of failure and doing bad in a test.

4-3-Fear of Negative Evaluation

Fear of negative evaluation and test anxiety are nearly the same because fear of negative evaluation comes from test anxiety this means that the learners usually feel anxious, worry … especially when they are evaluated by teachers during a test, they feel nervous, uncomfortable and they lack confidence. According to shames (2006), the main source of anxiety comes from the teacher's reaction and gestures. All of these components: communication apprehension, test anxiety, and fear of negative evaluation are obstacles in the foreign language learning.

5. THE EFFECTS OF ANXIETY ON THE LEARNING PROCESS

Anxiety has become one of the major factors affecting the learning process in (FLC). It is associated with sentiments of fear, uncertainty, worry…, so students usually feel anxious, especially when they are evaluated by teachers during exams, or public performance they feel a little bit nervous, they may lack confidence, be less able to self-edit, and identify language errors, all these lead to losing their capacity of their work which can negatively impact the learning process. Consequently, anxiety is one of the common causes of learners' failure in performance.

Students face many difficulties, within classroom which imply feelings of tension, apprehension and nervousness in performing the task or when they are evaluated by teachers during exams. Heimberg et al., (1993) found that learners who experience high level of anxiety are less successful than the others who do not experience anxiety and, less effecting at processing events and encoding information, which lead to reducing efforts of student's ability to process information and background of language. However most of them avoid entering the class or maybe they do not enter at all and they skip and coming late, because anxiety affects their ability. Huberty (2009) proposed consequences of test anxiety such as low level, self-esteem may lead to reducing effort and motivation for school tasks.

Students who suffering from anxiety may not be able to learn well and get new information and new words. So, they often experience high level of worry, unsure, they feel so dumb to speak English as a foreign language in class and they feel so a afraid and worry, they will think that they are stupid or something like that .As myself I feel the same I feel so dumb, unsure, uncomfortable, I think my English is not good and I'm shy to talk English in front of the class because I feel

ashamed when my classmates correct my pronunciation mistakes. I am worried about not being understood because of my improper pronunciation, it seems to me that I can never pronounce like native speakers, that's because most of them being uncomfortable within classroom. Le Thi Mai (2011) asserts that students lack the confidence and are shy to speak English and, they are afraid of losing face in front of their classmates who are more proficient. In the light of this explanation it is easy to understand why some students feel more anxious and why they often experience high level of uncertainty about some event.

6. CLASSROOM PARTICIPATION ANXIETY

Classroom participation anxiety is a type of situation anxiety in which students are often unable to speak up during classroom hours and often are unwilling to participate adequately during lecture hours. Classroom participation anxiety affects negatively learning language. In which the students cannot performed better and not be able to do the course materials well and participate like the non-anxious students or the active students because of their low proficiency in FLC. Thus most of them feels nervous, anxious, scared, worry, uncertainty, or maybe unwilling to talk in front of the others. As a student I see that some teachers play a major role in the failure of their students who are suffering from anxiety in classroom participation. Through the negative signals and gestures that sent or comes from them especially when the students making mistakes in their answering during exam's, oral presentation and public performance. Horwitz et al. (1986) noted that students who are apprehensive about making mistakes in front of others "seem to feel constantly tested and they perceive every correction as a failure" (p.130).

Most of Students get nervous when they do not understand what the teacher says or what he explain specially in oral presentation because oral presentation it is considered as the most cause of

anxiety that provoking activity. Because students here are unwilling to talk freely in front of their classmates or the teacher itself, they feel ashamed and they're going to break the connection with the teacher, especially when they are obliged to speak or to read new words, phrases… they feel afraid to pronounce the word incorrectly and, feel ashamed when the teacher will correct their pronunciation mistakes in front of their classmates. Thus most of them avoid or in other term reluctant to speak and participate in classroom activities and tend to wait until the end of the lesson to participate.

CONCLUSION

In this chapter, we discussed the important concepts in English Language learning. It begins with a briefintroduction of the language anxiety. Then we dealt with the definition of anxiety, and its types (trait, state, and situation –specific anxiety). Moreover, we highlighted the theories of anxiety and the main sources that cause anxiety in foreign language classes. In addition we explained the effect of anxiety on the learning process. Finally, we provided a description of classroom participation anxiety in FLC. So in the next chapter we will see nonverbal language in foreign language classrooms.

CHAPTER TWO: NON VERBAL LANGUAGE

IN FOREIGN LANGUAGE CLASSROOMS

INTRODUCTION

The present chapter will tackle the issue of body language and learner-teacher interaction in foreign language classrooms. We provide a definition of body language and give some examples. Also, we clarify the place of nonverbal language in the learning context. Finally, we discuss the relation between nonverbal language and classroom participation anxiety.

1. DEFINITION OF NON VERBAL LANGUAGE

In our life, we use a process to send a message to the receiver without saying any word. This method plays a significant function which is communication. Nonverbal languages are of different types: facial expressions, gestures, tone of voice, and eyes contact. In this consideration, Abercrombie (1968) states that "we speak with vocals organs, but we converse with our entire bodies" (p.55). That means that we take every single part in our bodies into consideration to express things. Chaudhry (2012) says that nonverbal language is the number one unspoken language it started when the humanity begins.

Nonverbal language is very important in our life because it expresses emotions that words can't explain. Also it helps students inside classrooms to understand better ambiguous and complicated ideas. Mark knapp (2001) claims that without nonverbal language sometimes, we can't tell our emotions for example hugs someone you care about he/she is sad this expression affect better than words. So, nonverbal language is a part of our daily life that we can't dismiss.

2. *TYPES OF NON VERBAL LANGUAGE (EYE CONTACT, FACIAL EXPRESSION, GESTURES)*

2-1-EYE CONTACT

The key of facial expressions is eye contact .It's a very important to communicate between two persons or more. It is rated that 80 % of nonverbal communication is with eyes. Eye contact is the cord that connects two people to express their feelings (anger, sadness, happiness…). Without facial expressions, we cannot see the mood of the person that we are talking to. The eyes can tell us things those words cannot.

When you present a work looking at the audience in the eyes that reaction means that you are confident about your presentation. And each one from the audience they feel that you are talking directly to him/her (Lenny Laskowski, 2001).

Ergin and Birol (2005) indicate that the real communication between two persons begins with eye contact; so, eye contact has an important role in communication.

2-2-GESTURES

Gestures indicate movements of face, hands, legs, shoulders, nodding the head, means that the listener understands more the subject. There is a study which said that 7% using words, 38% voice tone and 55% gestures and body language and if a person can't explain some feelings with words, he/she uses body language. Also the person you are talking to him/her, he/she will tend to believe body language (Albert Mehrabian, 1971).

Albert Mehrabian (1972) explains that body language is the most important in human body in

speaking or expressing feelings. It makes the listener focus on your messages. We use body language in most of our conversation, for example, the teacher in class when a student answers,the teacher nods his head. That means that your teacher listens to you and you feel confident and keep going without fear. Another gesture is thumbs (like) we do it when we say we are okay or that's good, this little moves are simple but priceless in expressing feelings.

Allan and Barbara pease (2004) say that there are a lot of types of nonverbal language and each type can transmit an important message without words. In addition, gestures and body language can transmit hidden feelings and thoughts.

2-3-FACIAL EXPRESSIONS

Our faces are full of muscles that can make us show emotions like (happiness, sadness, anger…). Teachers can use in classroom videos, audio, photos to explain the course and watch how students will express their thoughts with their faces. In fact, this environment enhances their level of understanding and increases their thinking (Theonas et al, 2008).

Facial expression can tell us that there are hidden messages transmitted by simple actions, do not ignore it because sometimes words can't give us answers. In this regard, Knapp and Hall (2006, p 260) said that "we pay a great deal of attention to the messages we receive from the face of others". That is to say, we need to pay more attention to others' facial expressions for example if someone is talking to me and he does not want his face will expose him and I simply walk away. These small expressions can tell us a lot about ourselves so don't ignore it.

3. BODY LANGUAGE AND NON VERBAL LANGUAGE IN FLC

Body language is a branch of nonverbal language which includes gestures, facial expressions, eye

movements (eye contact). These physical behaviors are used to express information. There are more important than verbal language, Albert Mehrabian (1972), in his experiment about nonverbal communication, established that 93% of communication among his sample was nonverbal.

Through this experiment, nonverbal and body language are very important in FLC. Body language helps to establish the relation between the teacher and his students. Body language is a branch of this communication; it's not only a language but an actual physical manifestation of our internal, emotional process (Chris Caswell, 1993) .When we communicate in language classes, we use nonverbal language through unconscious and conscious gestures like facial expression, eye contact, hands movements this forms we called body language we used to support our words.

4. NON VERBAL LANGUAGE AND THE LEARNING PROCESS

Nonverbal language plays a role in the learning process, lately it has been ignored by many teachers in classrooms which led to affecting the learners and the learning process as well. Many researchers claim that the nonverbal language is the process of sharing the information in the classroom. (Mark L Knapp 2001) says that without nonverbal language the learning process is incomplete for the learners. According to Knapp (2001) teachers' nonverbal immediacy has an impact on the learning process .That's why teachers must use nonverbal language in order to make the students attentive in the class and push them to pay more attention to nonverbal messages (Mark L Knapp, 2001).

5. NON VERBAL LANGUAGE AND TEACHING PROCESS

Teachers should be able to communicate with their learners. They must know nonverballanguage, because it plays a very important role in the teaching process.

Nonverballanguage affects the understanding of the students which can give better learning and understanding of the concepts. Teachers must use nonverbal language in the classroom during teaching for enhancing students' performance and motivation towards learning. Speaking about nonverbal language in teaching process is to improve students' achievement in the classroom. It seems in teaching a foreign language. Nonverbal language has a very major role, in the classroom during teaching process. Experts of nonverbal language rating claims that at least 65% is conveyed nonverbal in classroom and rating 82% of all teachers' communication are nonverbal(Burgoon, Buller and Woodall 1996). Consequently, nonverbal language has a vital role in teaching contexts (Chaney 1998, p13).

6. CLASSROOM PARTICIPATION ANXIETY AND NON VERBAL LANGUAGE

Teachers evaluate students through class participation to fill out their grade and how does anxiety influence the learners' participation in class. On the other hand, Richmond in nonverbal immediacy (2002) states that teacher's immediacy increases students motivation.

Nonverbal language can affect participation anxiety depending on how it is used in the classroom; Marshall P. Duke (1996) explains that anxiety threatens the learners' participation and their understanding through nonverbal language. The learner will participate well with no fear or any other emotion inside the class. He/she will represent themselves by participation. P. Ekman (1969) states that without nonverbal language, learners will find difficulties in the learning process. Also in the classroom, there is a relationship between nonverbal language and anxiety. Many students find that learning a foreign language is a risk especially in classroom. It makes them stressful and affects more in their evaluating marks because of less participation but when the

teacher uses nonverbal language and to be spontaneous not always strict that helps the learners a lot and feel comfortable and they will be able to learn foreign language without difficulties (Jon Richard Tabije, 1990).

Finally, we notice that teachers can make the learning much better through using a variety of gestures, facial expressions, body language, etc. That is to say, students will feel comfortable in classrooms and participate in the learning process. This can develop their level of understanding. In other side, teachers who do not use nonverbal language in the classroom may not be able to motivate students and do not affect the learning process.

7. NON VERBAL LANGUAGE AND MOTIVATION

We, as students in the classroom, pay attention to the teachers and their actions starting from their faces, the hands, how they move all this can motivate us in our performance in our learning process, we consider nonverbal language as a motivation tool. It helps us to develop our learning skills. It seems like simple moves but we consider it as a very important process inside our outside the classroom. In this seek; Miller (1988) shows that the teachers should be aware about their nonverbal behavior in classroom. It allows students to receive the messages successfully. with nonverbal language, students will improve their learning process without feeling anxious or hidden when teacher asks questions even if he/she is wrong he will search for the correct one.

8. THE IMPACT OF NON VERBAL LANGUAGE ON THE COMMUNICATION

Many researchers have found that nonverbal language affects the communication. It helps us to understand more with huge percentage from our daily communication. People can deliver

information with many ways, so we must pay attention to eye contact, body movements, voice tone all this nonverbal language can transfer important messages it cannot be founded by words as Debra Hamilton (2007) on her article said that "actions speak louder than words" that's true because we are always communicating and those moves (body language) all of them send messages to those around us. It can effect negatively or positively like if you are angry stay alone because you can do actions you regret on it or you will you lose someone you care about, we need to learn how to use nonverbal language because it can impact the communication in many ways.

9. FUNCTIONS OF NONVERBAL COMMUNICATION

There are five functions of nonverbal communication .According to Capper (2000),these functions can assist the receiver to understand more the messages:

9-1-SUBSTITUTION: is the use of nonverbalbehaviour or hint in state of saying words for example saying "hi" you just wave to a person instead of speaking or "thumbs up" instead of saying "I'm okay" or " I liked it".

9-2-CONTRADICTION:is using nonverbal messages to dismiss verbal messages for example if you asking someone "how are you" but they move their hand and roll their eyes means them between "good" and bad", they dismissed verbal messages they were send it to you.

9-3-ACCENTUATION: for example if someone is very excited about something he/she will speak quickly and loudly and his eyes widen that to say he/she uses nonverbal cues to support the verbal messages.

9-4-REGULATION: is the use of turn talking for example if the teacher asks a student a question

and that student is answering. Suddenly the teacher uses his hand to stop him and point to another student to answer.

9-5-REINFORCEMENT: is the act of making something stronger for example when I'm hungry I make some facial expression and touching my stomach without saying "I'm hungry", and to say "good job" or "excellent work" just use thumbs up to express and support you words.

CONCLUSION

At last but not least, nonverbalbehaviour plays a very substantial role in our daily life and it is also important in the educational system. The method that teachers used in teaching process and learners how they received. In addition how the teachers communicate with their learners it can affect then in learning process. This chapter is a disclosure of general background of nonverbalbehaviour and its use in the educational system.

CHAPTER THREE: RESEARCH METHODOLOGY

INTRODUCTION

This chapter is about the research methodology, it is devoted to the description of the instruments of data collection. We will describe the participants and setting. After that, we will explain the procedures of data collection. A detailed description of second year students' questionnaire is given in this chapter. We will discuss also the results collected from the questionnaire and analyzed scientifically, to answer the research questions. We will see also interpretation and discussion, suggestion and recommendations.

1. *Research Design*

The current study aims to show the correlation between the teacher's nonverbal language and classroom participation anxiety in FLC. According to Ranjit Kumar (2011) a research "is a process for collecting, analyzing and interpreting information to answer questions, the process must have certain characteristics: controlled, rigorous, systematic, valid and verifiable, empirical and critical" (p.28). According to Creswell (2014), there are three broad classifications of research methods which are: qualitative, quantitative and mixed methods. John W. Creswell (2014) pointed out that "Quantitative methods involve the process of collecting writing the results of a study" (p.23). According to John W. Creswell (2014) "mixed method research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumption and theoretical frameworks" (p.32). He said that "mixed method involves the collection and mixing or integration of both quantitative and qualitative data in study" (p.23). John W. Creswell (2014) claimed that: mixed methods research " is an approach to inquiry involving collecting both quantitative and qualitative data, integration the

two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks" (p.32).The quantitative correlational research design is opted for this research because we collect quantitative data through a questionnaire and classroom observation. A quantitative research tool "questionnaire" allows us to give a general description of the phenomenon. Firstly, we administer a questionnaire to second year LMD students in English Department at the University of Khenchela, mainly to know the correlation between nonverbal language and classroom participation anxiety.

2. PARTICIPANTS

We have chosen to work with second year students at the department of English university of Abbes LaghrourKhenchela since they are the most influenced by the problem of anxiety because they are new at university. For those reasons, we think that they are the most appropriate ones who work well with our study.Ranjit Kumar (2011) stated that "The class, families in the living in 36 the city or electorates from which you select your sample are called the population" (p.177).So the population of this research will be limited to second year LMD students.

3. Sampling

According toranjitkumar (2011) a "sampling is the process of selected a few (a sample) from a group (the population) to become basics for estimating or predicting the prevalence of an unknown piece of information" (p.177). He said that "In quantitative research you are guided by a predetermined sample size that is based upon a number of other considerations in addition to the resources available" (p.176).The study is concerned with a limited number of students selected randomly. As a sample we chose 30 students from one classroom consists of 40

learnersrandomlyfrom the whole students of second year LMD in English Department at the University of Khenchela.

4- INSTRUMENTS OF DATA COLLECTION

4-1-QUESTIONNAIRES

A sample of 30 students were asked to complete two questionnaires to obtain some information about their classroom participation anxiety and their reactions to teachers' nonverbal behaviors in classrooms.

The questionnaires are two models that are taken from previous studies and modified to fit the purpose of our study. The first model, namely Nonverbal Immediacy Items questionnaire (Gorham, 1988) is used to investigate students' opinions about the nonverbal immediacy of teachers. It contains 33 items describing the verbal language and nonverbal language. Because our study's focus is on the nonverbal language, we keep just the items describing the nonverbal immediacy in classrooms including gestures, facial expressions and social distance. The selected items used to describe teachers' voice, smiles, eye contact, hand gestures, seating position, vocal expressions, etc. to see how such body language can correlate with students' anxiety in classrooms.

The second model 'Foreign Language Classroom Anxiety Scale' (Horwitz et al. 1991) is used to measure learners' anxiety in classroom especially classroom participation anxiety. It is a 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree). FLCAS contains 33 items describing students' anxiety in classroom. We select just items describing classroom participation anxiety. Those items illustrate behaviors that can either enhance or discourage students' participation and willingness to communicate in

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classrooms.

4-2-Grid Observation

Following a model of observation that is called 'Nonverbal Immediacy Scale-Observer (NIS-O)' that is put by Richmond et al. 2003, we collect quantitative data to observe to what extent foreign language teachers at the department of English university ALKH use nonverbal language during the course and how can this NVL correlate with learners' willingness to communicate (**Appendix 1).**

The NISO contains 26 items that tend to elicit data about teachers' nonverbal behaviors in classrooms. That is to say, the model describes teachers' gestures, social distance, facial expressions, etc. Using this model in our study, we select just 12 items that describe teachers' nonverbal immediacy in FLC.

5.DATA COLLECTION PROCEDURES

In order to know the impact of nonverbal language on classroom participation in (FLC), we distribute a structured questionnaire to the second year students at the department of English university. We informed them that their answers will be very beneficial, and they will help us. According to Ranjit Kumar (2011) "A questionnaire is a written list of questions, the answers to which are recorded by respondents" (p.138). We have chosen this research to gather data and analyze them, and to give a clear overview about the impact of teacher's nonverbal language on classroom participation. Another aim of using this instrument is to obtain final results that check the validity and reliability of our research questions at the end.

6. PROCEDURES OF DATA ANALYSIS

6.1. Quantitative Data: Data collected from the two models of questionnaires were analyzed using excel with a view to see how can the two variables 'teachers' nonverbal immediacy' and 'learners' classroom participation anxiety' can correlate.

6.2. Observation Data: Data collected from the grid observation was used to observe teachers' body language during the course and how it can be related to learners' anxiety. It is used to strengthen the data collected from questionnaires.

7. DATA ANALYSIS

A data analysis is the method of explaining acquired data with the aim of finding profitable information and also to draw general conclusions. The main goal of data analysis is to design equal information and pursue the suitable standard of this stage and inform the finding obviously and objectively. Quantitative data analysis is taken into account to have the purpose of quantification of information which ledtothe generalization of results from a sample to entire population.

8. RESULTS OF STUDENTS' QUESTIONNAIRE

Item 01: Nonverbal Immediacy Scale.

QUESTION 01:Sits behind Desk while Teaching.

30 students were asked to give their point of view about teacher' movements in classroom, the answer are displayed in the table below:

Table 1: sits behind desk while teaching

Question N	Never		Rarely		Sometimes		Often		VeryOften	
	A	06	A	10	A	18	A	03	A	-
01	F		F		F		F		F	
	R	20%	R	33%	R	60%	R	10%	R	-
	F		F		F		F		F	

As the results above show, the answers of students contain various choices and students were asked to select one answer from them in order to display their feeling about teachers in class. As acquired data reveal, 60% of students said that teachers sometimes sit behind desk while they are teaching. On the other hand, 33% showed that students said that rarely the teacher sits behind the desk.

QUESTION 02: Gestures while Talking to Class.

When students were asked about using gestures in class, they reported a sort of answers. The results are shown in the pie chart.
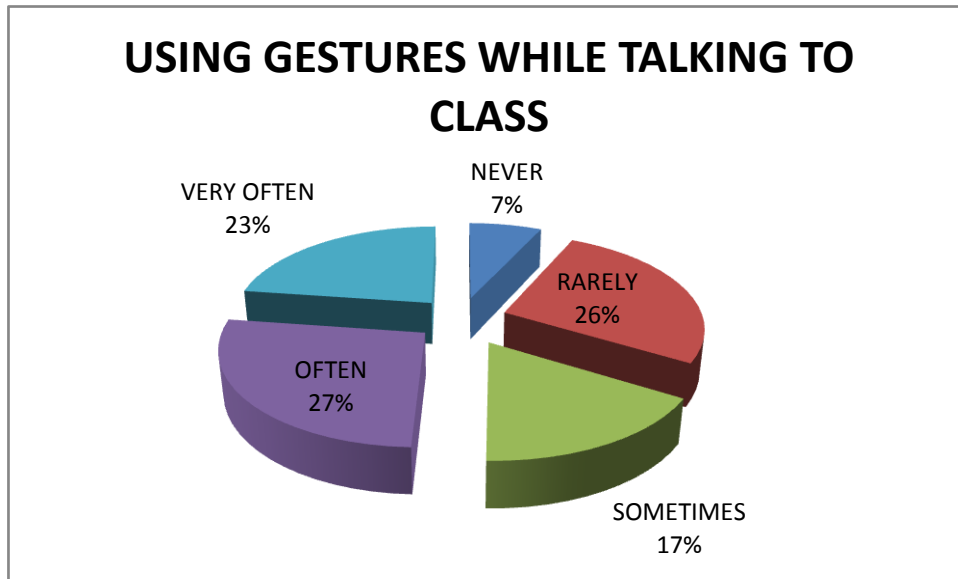
USING GESTURES WHILE TALKING TO CLASS

VERY OFTEN
23%

NEVER
7%

RARELY
26%

OFTEN
27%

SOMETIMES
17%

Figure 2.2 Gestures while Talking

As indicated above, students said that teachers rarely use gestures inside the class with 26 % of students. Meanwhile, 26% other said that teachers often utilize gestures while talking to class. In this regard, we notice that teachers don't use gestures which are very important in teaching process.
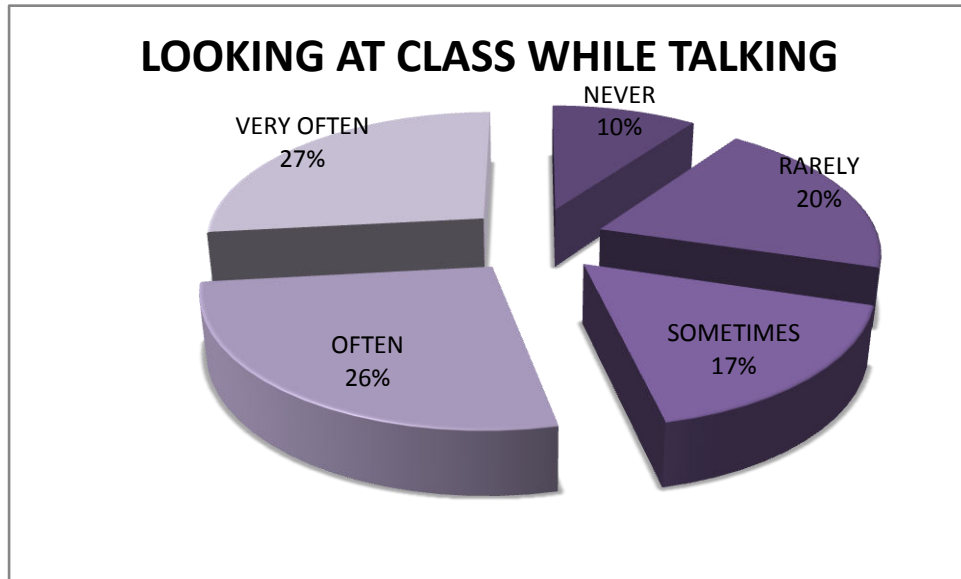
QUESTION 03: Look at Class while Talking.

Figure 2.3 Talking at Class while Talking

When students were asked about teachers' eyes contact with their students, they report a set of answers. The plurality of students noticed that teachers often make eye contact with their learners,while 26% of students reported that teachers often staring at class while teaching and fewer said rarely.

Question 04: Smiles at Class as whole, not just in Individual Students.

SMILES AT CLASS AS A WHOLE

NEVER
20%

RARELY
13%

SOMETIMES
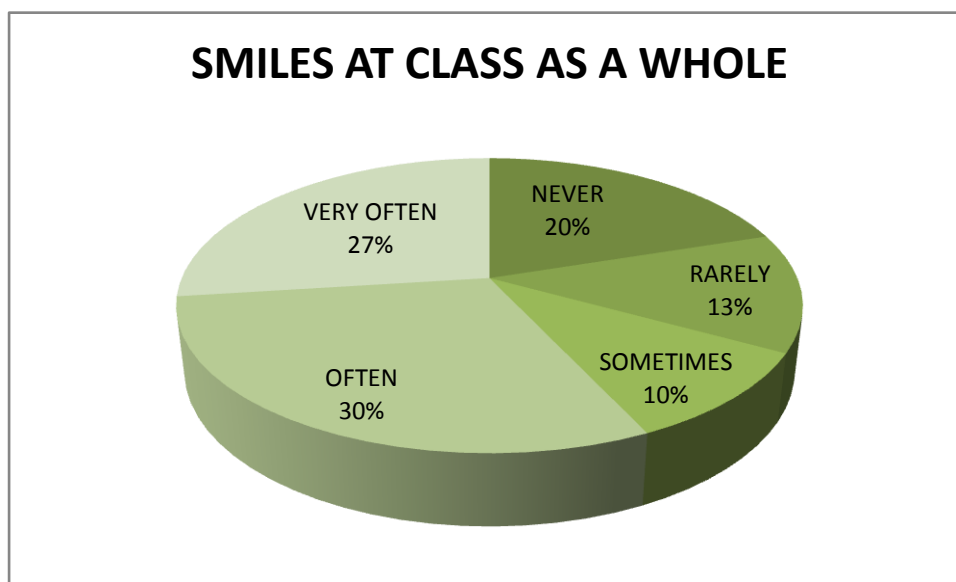10%

OFTEN
30%

OFTEN
30%

VERY OFTEN
27%

Figure 2.4 smiles at Class as a Hole

Students were asked to describe their teachers if they are smiling at all the class or not just individual students. Their answersare reported as the following:

The majority of learners 30% indicate that teachers often smiling with all students while 27% noticed that very often teachers smile. In this regard, the previous answers explained that smiling at students motivate their performance both in speaking and oral activities.

Question 05: Has a very Tense Body Position while Talking to Class.

In question 05, students were asked if their teachers get nervous while explaining the course, 30% of them said sometimes and 30% of the students indicate that teachers often has body tense while talking to them.
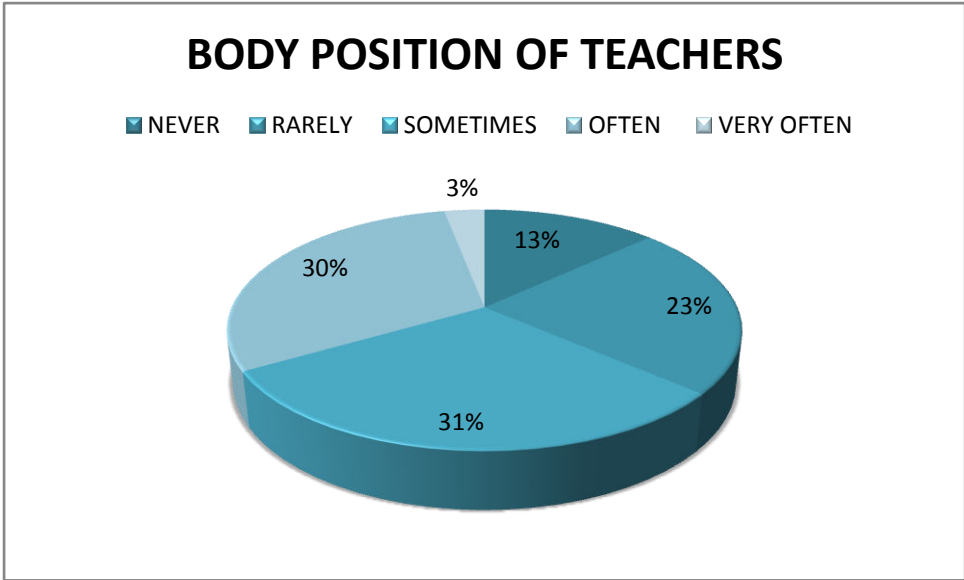
Figure 2.5 body position of teachers

QUESTION 06: Moves around the classroom while teaching.

When we ask learners about teachers 'movement in classroom while teaching process, the majority of students (43%) said never, This is indicated in the pie chart below:
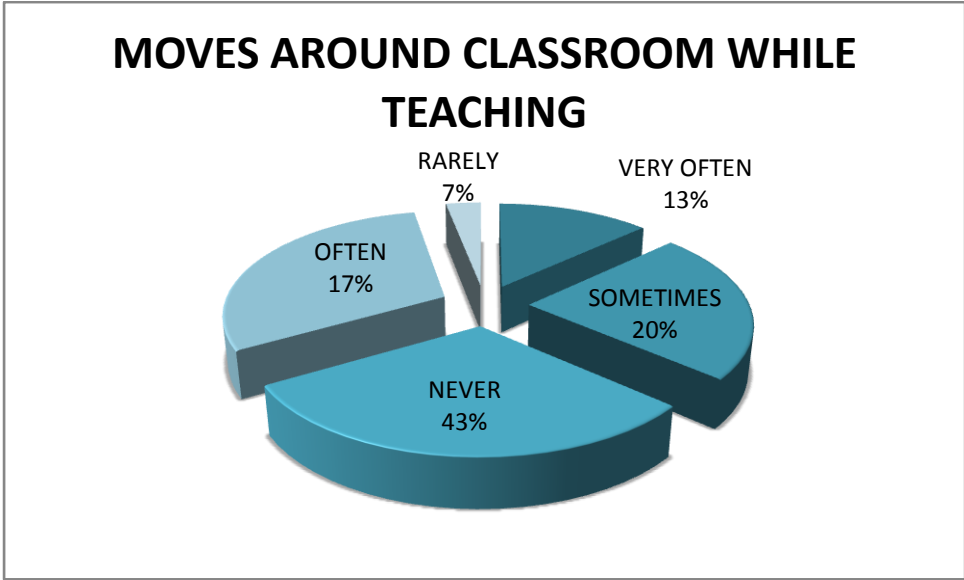

Figure 2.6 moves around classroom while teaching

QUESTION 07: Sits on desk or in chair while teaching.

The results showed that 40% of students indicate that teachers never sits on desk or in chair during teaching, meanwhile 40% of learners reported that sometimes teachers during the lecture sits on desk or in chair as the results in the following figure show :
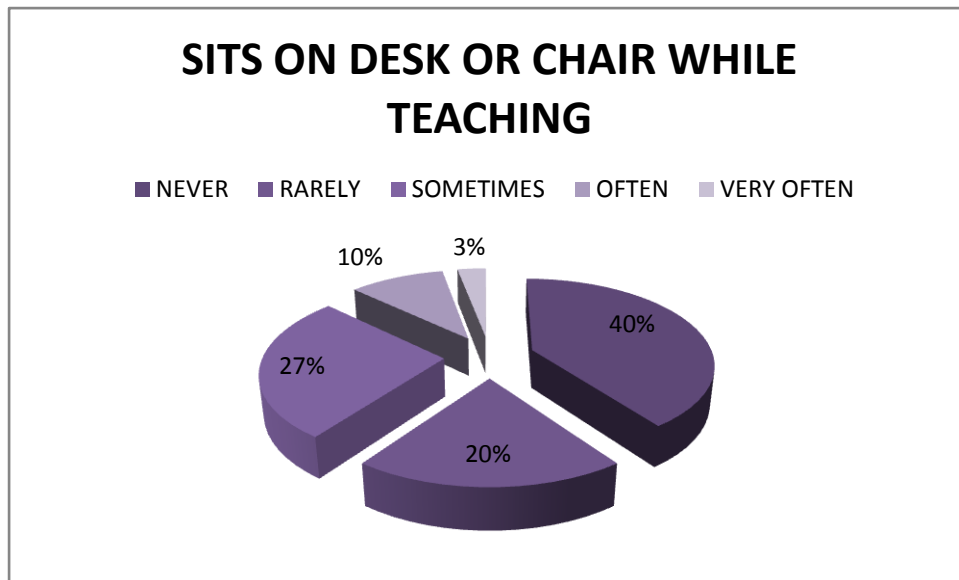

Figure 2.7 sits on desk or chair while teaching

QUESTION 08: Looks at the board or notes while talking to the class.

When students being asked the question, 40% of them detect that teacher sometimes looks at them or taking notes and fewer percentage report that teachers often make eye contact with students.

QUESTION 09: Stands behind desk while teaching.

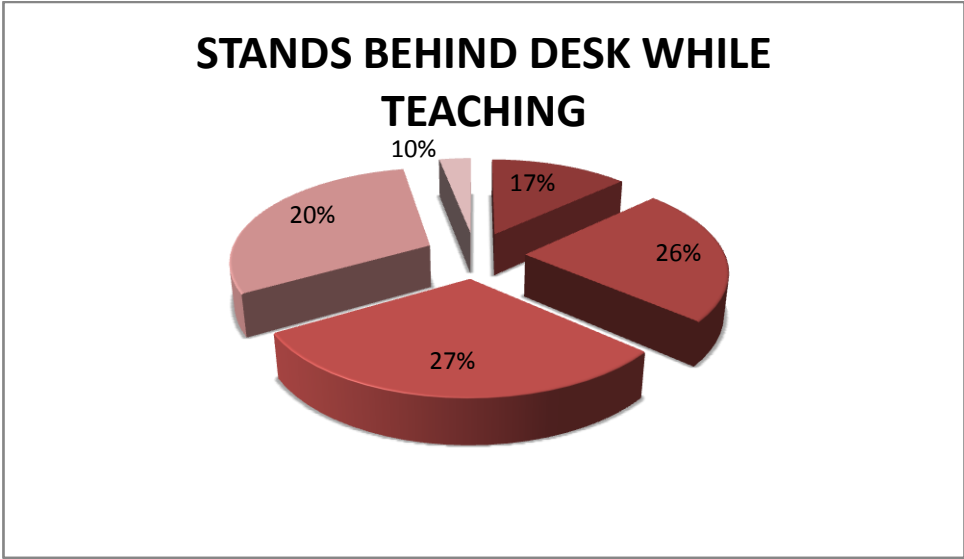The majority of participants reported that teachers sometimes stand behind desk as the following results display:

Figure 2.8 stands behind desk while teaching

QUESTION 10: has a very relaxed body position while talking to the class.

When we asked students about their teacher' body position, plurality with 33% reported that teachers often feel relaxed while talking to class. On the other hand, 27% showed that teachers have relaxed body position and fewer with 7% answers with 'rarely'**:**
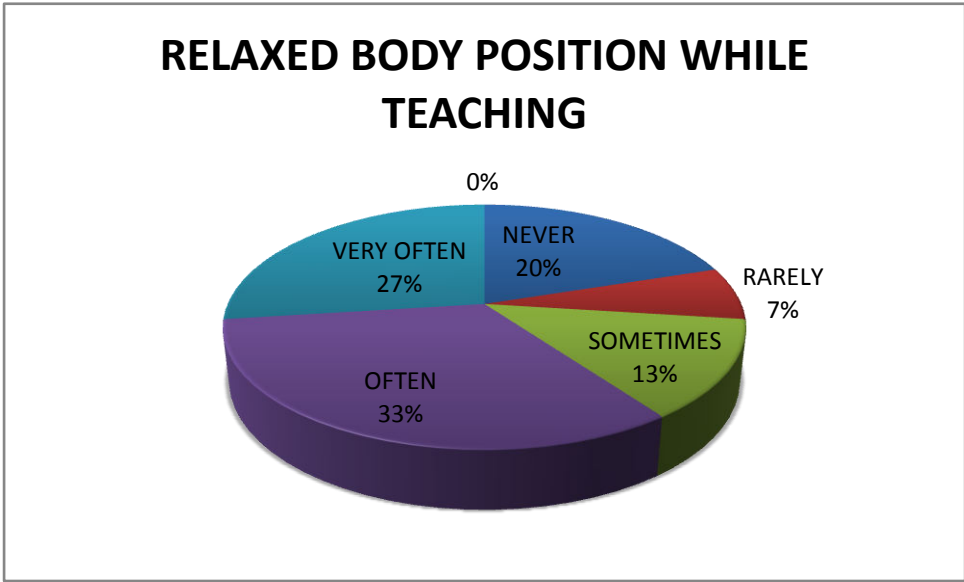

Figure 2.9 relaxed body position while teaching

5. **Question 11:** Smiles at individual students in the class.
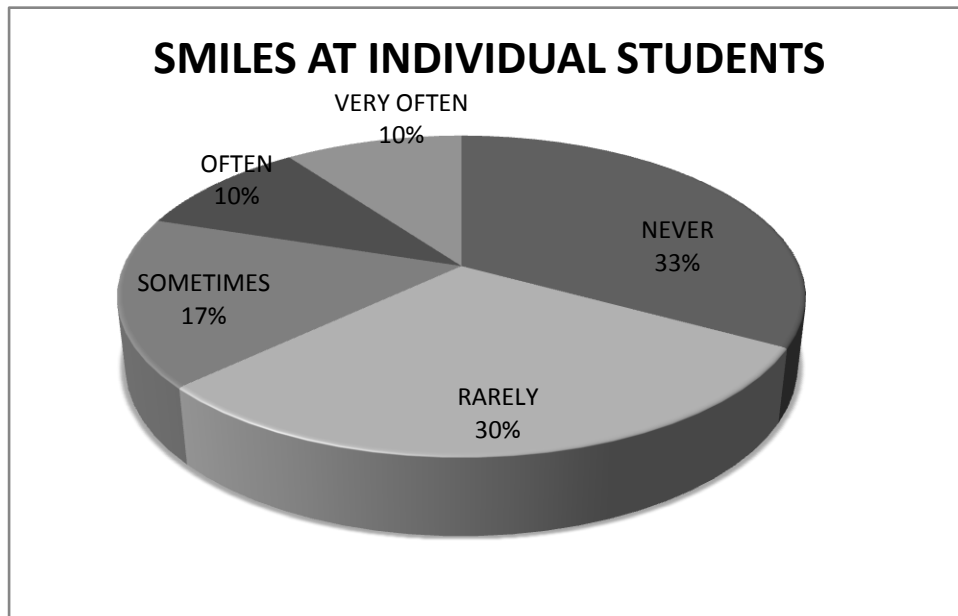
Figure 2.10 smiles at individual students

In this regard, the results showed that 33% indicate that teachers never smile at individual students, meanwhile 30% of studentsanswerwith 'rarely'. That is to say, teachers smile at a whole class during teaching.

Question 12: Uses a variety of vocals expressions while talking to the class.

In this context, students were asked about the use of vocals expression. The results aredisplayedin the pie chart:

VOCALS EXPRESSIOND WHILE TALIKNG TO CLASS

NEVER RARELY SOMETIMES OFTEN VERY OFTEN

10% 23% 17% 17% 33%
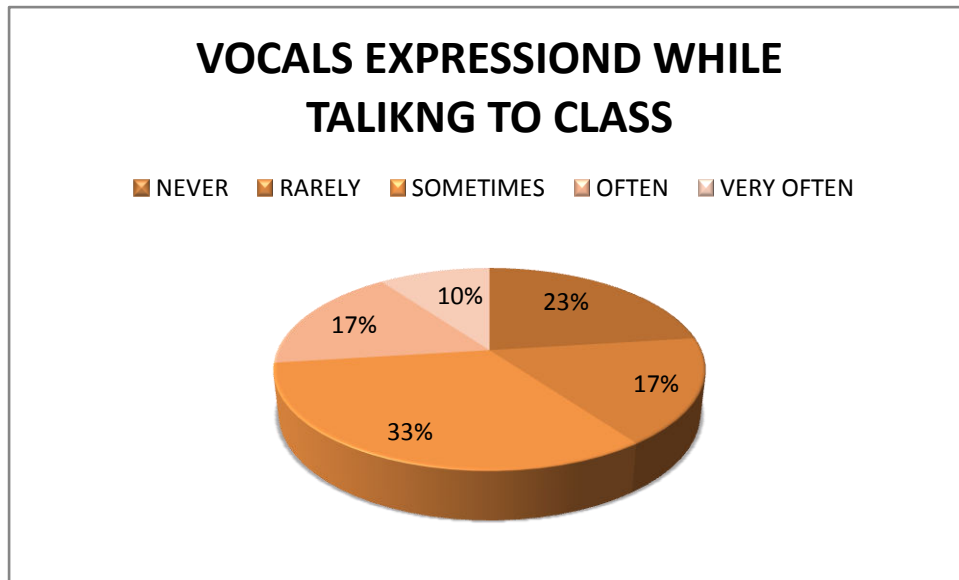
Figure 2.11 vocals expressions while talking to class

The results above indicate that 33% of students reported that teachers use a variety ofvocal expressions and fewer of them have a neutral stance.

SECTION 02: FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE.

QUESTION 01:I never feel quite sure of myself when I am speaking in my foreign language class.

When students were asked about their feeling when they are speaking foreign language in class,they reported a variety of answers. The results are presented in the pie chart below:

Figure 3.1 feeling quite sure when I'm speaking FL

As pointed above, students agree that they never feel quite sure when they speak FL in class while fewer remained neutral.
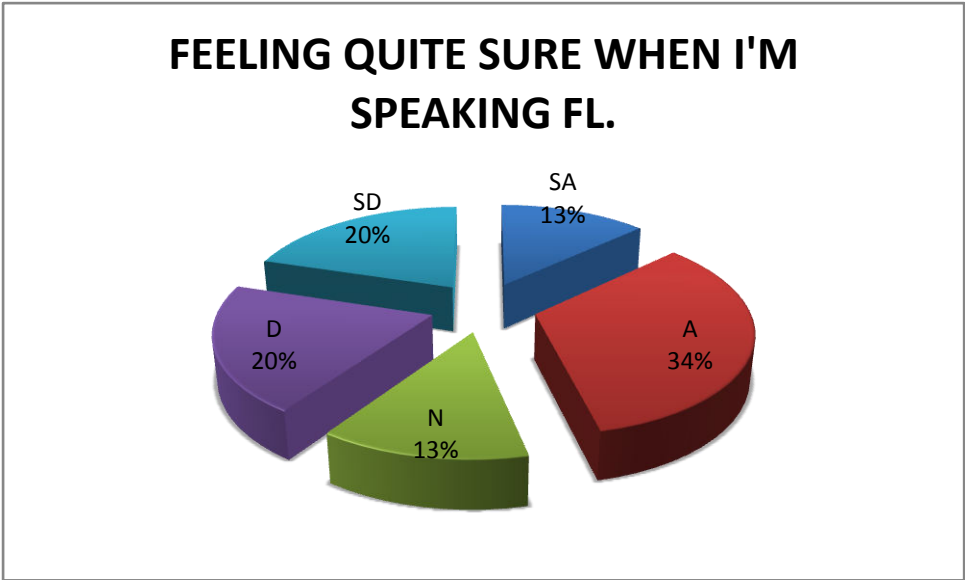
QUESTION 02:I don't worry about making mistakes in language class.
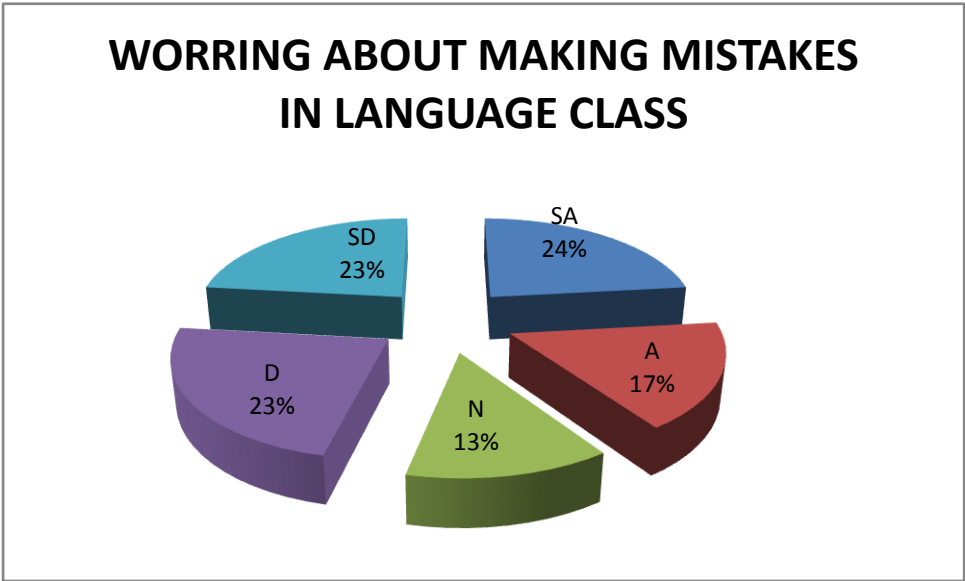
Figure 3.2 worrying about making mistakes in language class

The majority of the students strongly agree that they don't feel worry when they make mistakes in language class. On the contrary, they feel confident. But a small percentage strongly disagrees because they are concerned when they make mistakes in language class.

6. **Question 03:** I tremble when I know that I'm going to be called on in language class.

In replying to this research question, 27% of learners answer with 'disagree' and 23%with'strongly disagree' but the minority sets on fence. On the other hand, a fewer of them agree that they shake when the teacher called their name. The findings are shown in the figure below :

TREMBELLING WHEN I'M GOIN TO BE CALLED IN FLC.

SD 23%
SA 24%
A 17%
N 13%
D 23%
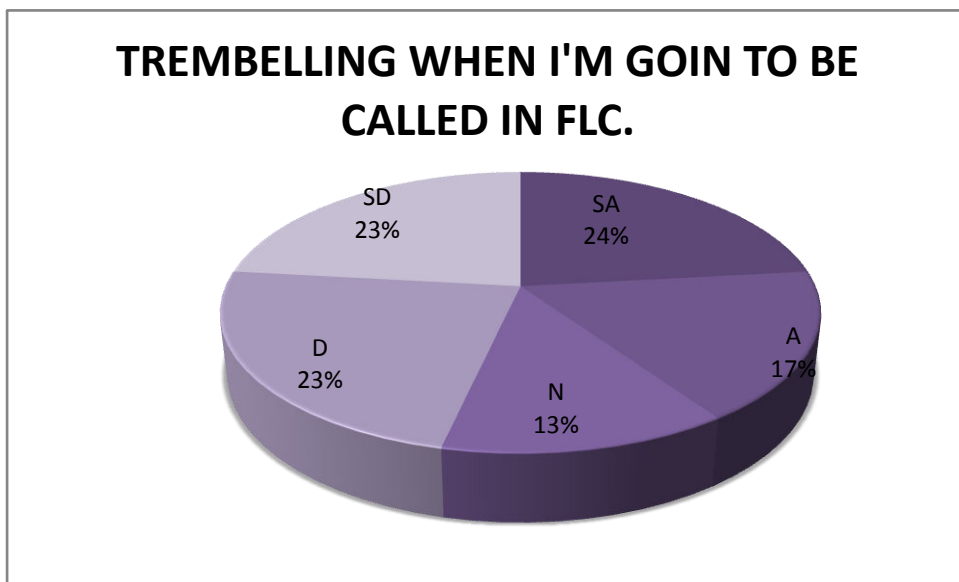
Figure 3.3 trembling when I'm going to be called in FLC

QUESTION 04: It's frightens me when I don't understand what the teacher is saying in foreign language.

The results showed that most of students choose to remain neutralneutral in responding to the above statement.

FRIGHTENS WHEN I DONT UNDERSTAND THE TEACHER.

SD 23%
SA 24%
A 17%
N 13%
D 23%
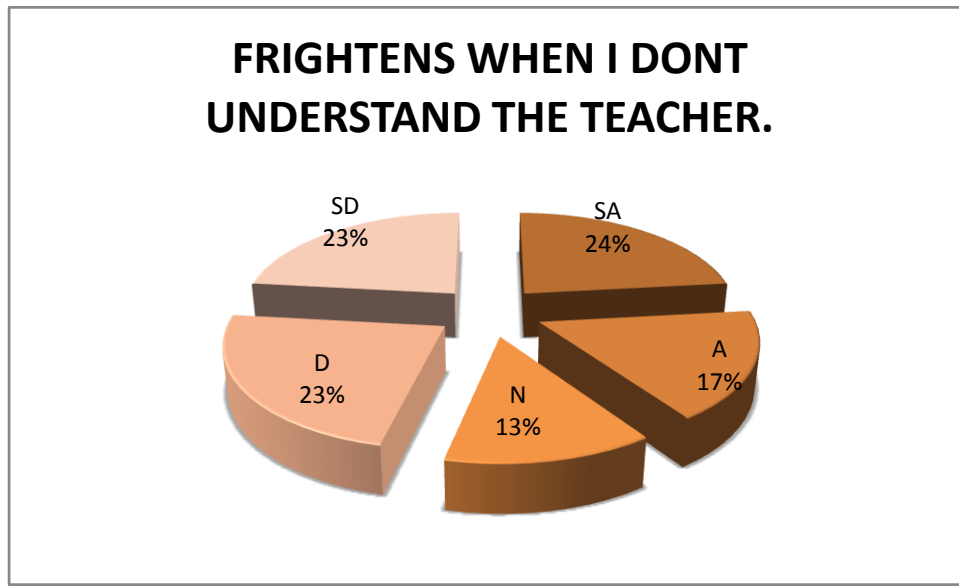
Figure 3.4 frightens when I don't understand the teacher

QUESTION 05:I start to panic when I have to speak without preparation in language class.

The results reported that very high percentage 33% answers with 'neither agree nor disagree'. This indicates that they feel panic when speak in language class without preparation. As the results indicate beneath:

Figure 3.5 panic while speaking without preparation

QUESTION 06: It embarrasses me to volunteer answers in my language class.

The results showed that a large percentage of students are neutral to the question, indicating that they are sometimes ashamed to raise their hands to answer, and again they do not feel ashamed according to the question pattern.
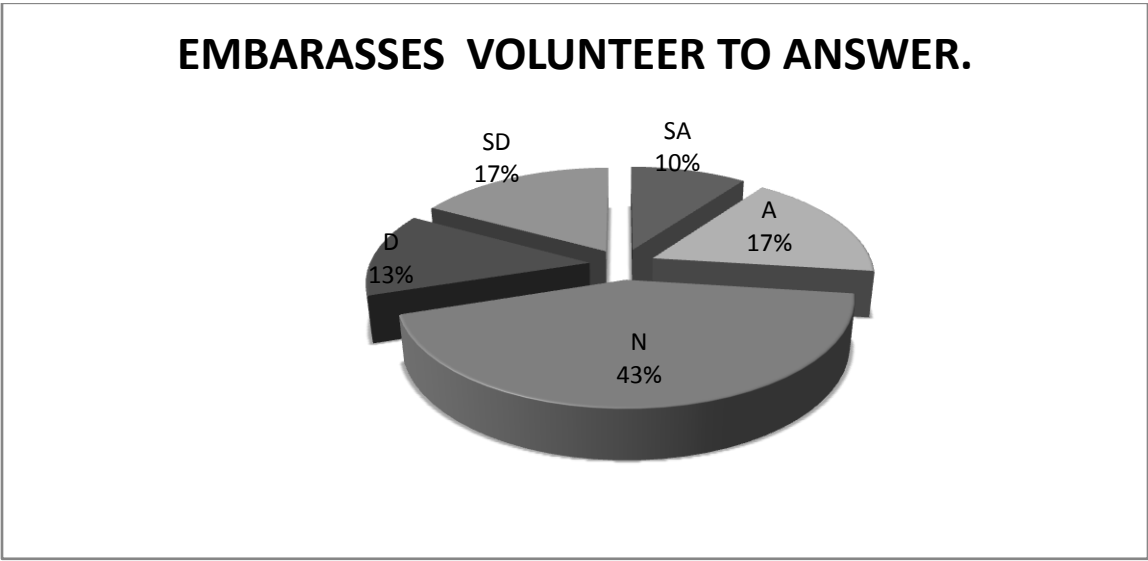
Figure 3.6 embarrasses volunteer to answer

QUESTION 07: I get upset when I don't understand what the teacher is correcting.

The objective of this question is to know how students feel when they do not understand what the professor is correcting:
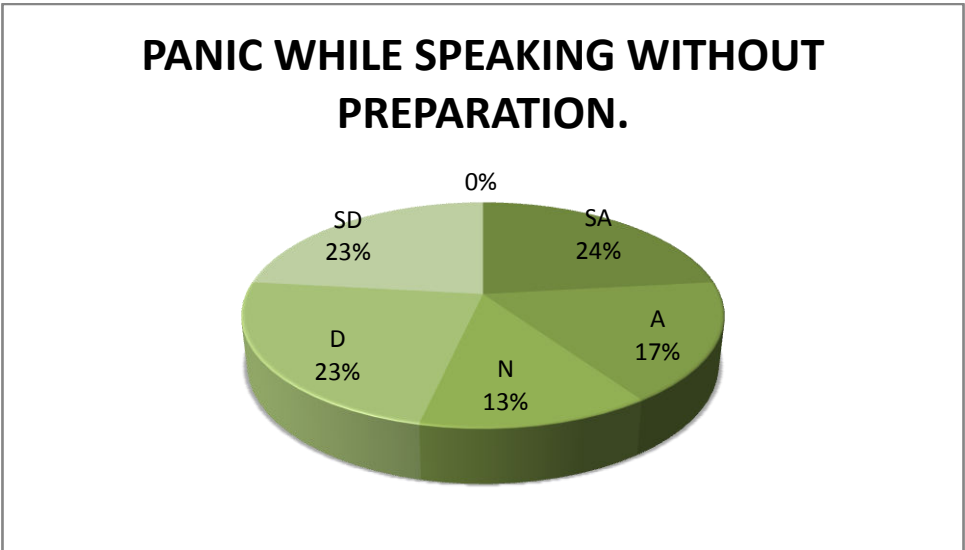
The results indicate that the large proportion of students agrees that they do not understand the professor's correctness. While 23 % of participants answer with 'strongly agree'.

QUESTION 08: Even if I am well prepared for language class, I feel anxious about it.

In this regard, we conclude that most students strongly agree with 27% that they feel anxious even if they prepared the lesson well. On the other hand, small percentages are neutral

QUESTION 09: I feel confident when I speak in foreign language class.

When being asked this question, 40% of the informants agree. On the other side, 16, 6% did not show any agreement or disagreement and 20% respond by selecting the option'strongly agree'.

FEELING COFIDENT IN SPEAKING FLC.

- SD 10%
- SA 21%
- A 41%
- N 18%
- D 10%
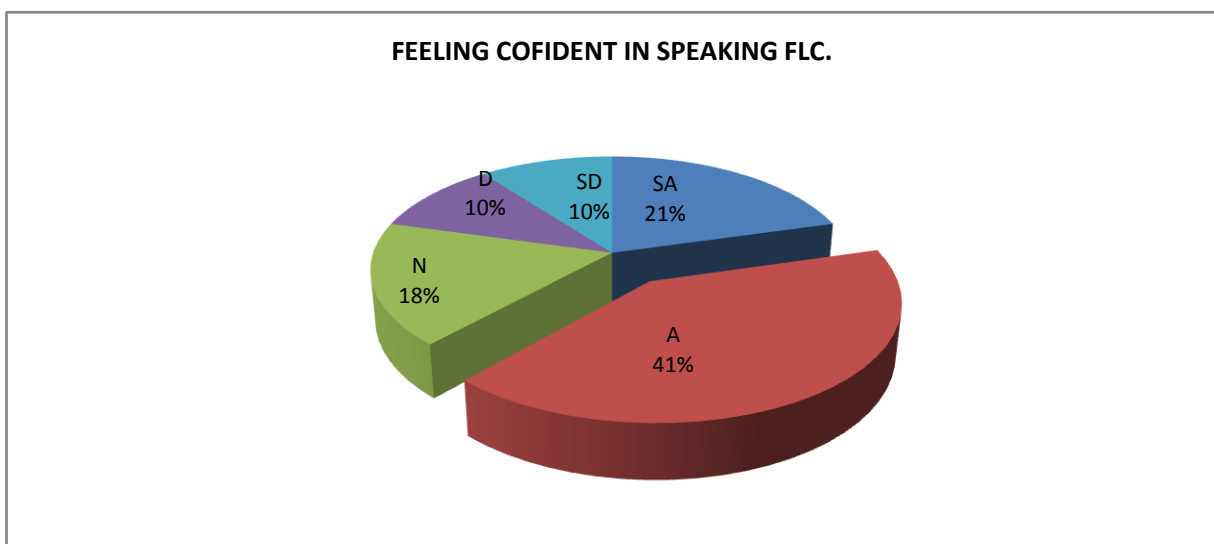
Figure 3.7 feeling confident in speaking FLC

QUESTION 10: I am afraid that my language teacher is ready to correct every mistake I make

Students were asked if they afraid that their teacher is correcting their mistakes. Students answer described as:
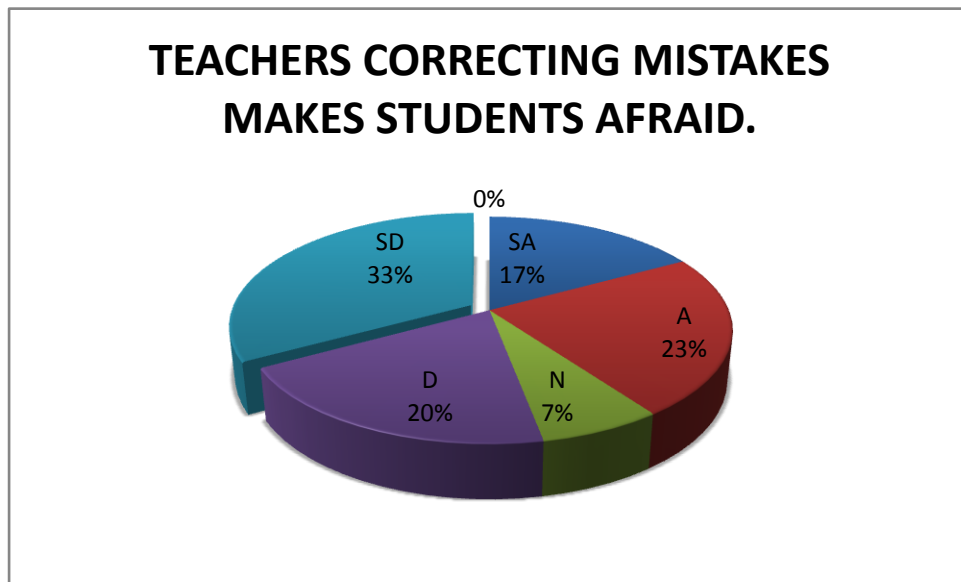
Figure 3.8 teachers correcting mistakes makes students afraid

Through the show results, it is clear to us that the students strongly disagree with the statement and 23% of them agree. We conclude that the students have no objection to correcting the professor for their mistakes.

QUESTION 11: I feel very self- conscious about speaking the foreign language in front of other students.

FEELING CONSCIOUS ABOUT SPEAKING FL

SD 7%
SA 13%
D 27%
A 26%
N 27%
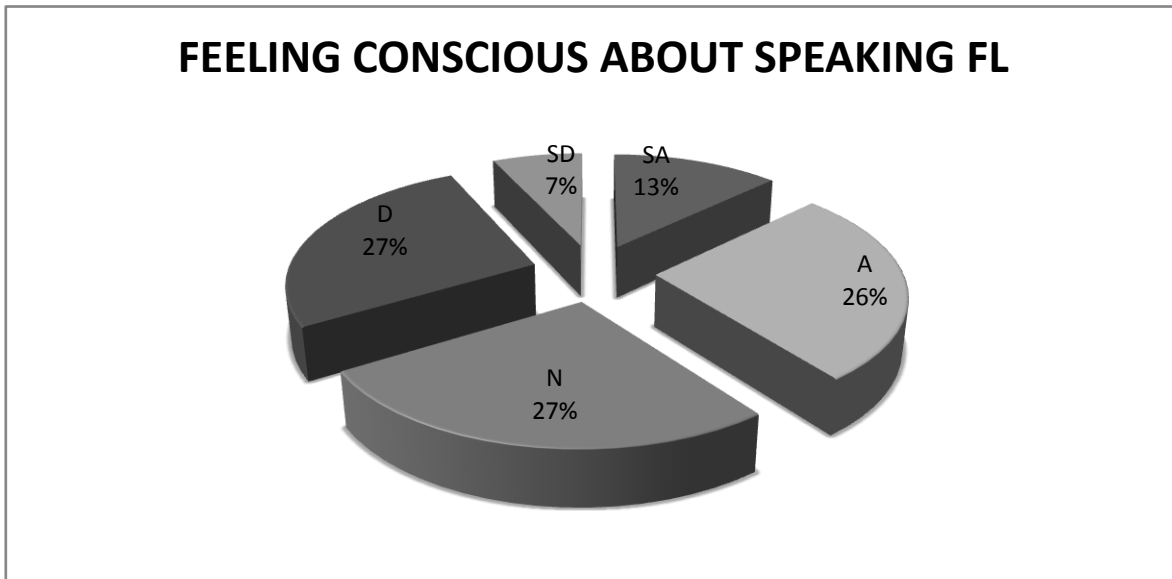
Figure 3.9 feeling conscious about speaking FL

As described in the pie chart above the percentage is the same, one group agrees, and another group disagrees:

QUESTION 12: I get nervous and confused when I am speaking in my language class.

In this case, we notice that most of the students disagree with 33% say that they don't get nervous nor confused when they speak in their language class. In the other way,around 20% of the students think the opposite and they saidthat they strongly agree considering the situation.

GETTING NERVOUS WHEN SPEAKING FL

- SD 27%
- SA 20%
- 0%
- A 10%
- D 33%
- N 10%
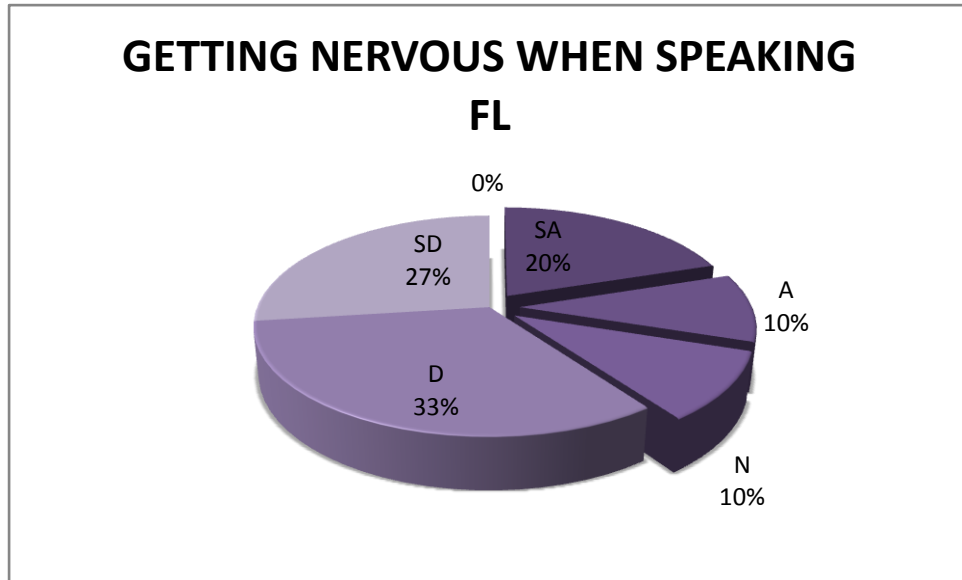
Figure 3.10 getting nervous when speaking FL

QUESTION 13: I am afraid that the other students will laugh at me when I speak the foreign language.

First thing we notice regarding this situation that there is a tie between agreement and disagreement with 30% in each while other students shift to a strong disagreement and say that they aren't afraid if other student would laugh at them. 17% they do feel afraid**.**

❖ In addition to the results of teachers' observation, our colleagues found that the teachers often use their hands to signal to the students who were talking to them. On the other hand, we found that a large proportion of teachers have a relaxed body position when talking to students as the result of their teaching experience.

Occasionally, the teachers avoid eye contact while talking to their students that most of teachers they look at the board or taking notes of his students for avoiding eye contact. Also the results show that teachers rarely sit close or stand close to students while talking with them, they usually stand behind desk. Another point we notice that teachers rarely avoids gesturing while he/she is talking to students which means that the teachers use gestures however it's not enough in expressing information .otherwise the teachers leans towards students when he/she talks to them, the results from the observation reported that very often leans towards students and this is due to respect the distance between them. In addition maintains eye contact with students when he she talks to them the results showed that teachers very often used eye contact which is the window to the soul, it's very important to establish a strong relationship between them. On the other hand, we ask teachers if they tries not to sit or stand close to students they answers rarely because they want to make sure that student feel comfortable in classroom. Another item is smiling when he/she talks to students we observe that teachers occasionally smile with their students but not always this is due the cases within the classroom to create a comfortable atmosphere for students. Relaxed body position when he/she talks to students it's very important but from the observation we notice that teachers often have body relaxed position.

8_ INTERPRETATION AND DISCUSSION

We studied the relationship between teachers' body language and students' classroom participation anxiety within the class. According to the obtained results,teachers'Nonverbalbehaviourscorrelate with students' willingness to communicate. This experiment to supply a discussion of the founding results throughout the answers of questionnaire to either reject or confirm the predefined hypotheses. The gathered data revealed significant relation between teachers' nonverbal immediacy and students 'level of participation in foreign language classroom. As it was concluded from students' answers of the questionnaire, there is a significant negative correlation between students' classroom participation anxiety.

Nonverbalbehaviours that includes body movements, gestures, eye contact, smiling, body position, and vocal expressions are closely correlated with students 'level of anxiety.   From the statistical results of the questionnaires, we found that teachers' nonverbalbehavioursare strictly correlated with learners' performance. In this study, we made 2 hypotheses as the following; the first hypothesis said that teacher's nonverbalbehaviour is correlated with student's classroom participation anxiety. The results of student's questionnaire confirm the hypothesis. Moving to the second hypothesis which indicates that there is a correlation between social and classroom participation anxiety, the data gathered explains that is true we found that students as the results shown that most of students agree teachers' body position influences learners' willingness to communicate.

 In our research, the results has reviewed that there is a negative correlation that is explained through the correlation coefficient" -0, 20126899".This means when teachers' nonverbal language' increases, learners 'participation anxiety decreases. In other words, there is a negative

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correlation between nonverbal language and anxiety. This means that the way teachers use body language affect learners' performance and willingness to communicate in classrooms.

Based on the results of the observation data, we conclude that teachers are using nonverbal language, forinstance,gesturing with hands and arms, looking directly at students, being in a relaxed body position. These nonverbalbehaviourshelp them to strengthen the relationship between them and students.

Comparing students' responses with teachers'observation,we conclude that students sometimes do not agree with the body languageused by teachers. This indicates the way that teachers use nonverbal determines teacher learner interaction in classrooms. Based on theseresults, werecommend that using gestures makes students feel comfortable especially when answering questions. All teachers agree on using gestures while teaching as well as most of students strongly agree on using nonverbal language but in a more supporting and motivating way. Accordingly, we recommend teachers to use nonverbal language in the teaching process to decrease anxiety on the part of students with a view to enhance the learning process.

- **Limitation of the study**

We have encountered some obstacles that affected the procedures of collecting data in our research. These limitations can be summarized in the following points:

- The students did not give us enough answers to complete our research.
- Insufficient information because this research has not been previously studied.
- The students did not give us precise answers, so some students did not answer

some important questions in our research which made it difficult to analyze the required results.

- The minority of students did not give importance to the questionnaire to help us in our research.

9- SUGGESTIONS AND RECOMMENDATIONS

The study discussed the importance of nonverbal language in decreasing classroom participation anxiety. The results showed that the teachers can make a strong relationship between his/her students if he uses nonverbal language because if nonverbal language increases anxiety as well decreases. Accordingly, teachers control the learning process through the use of eye contact, gestures, social distance…etc. According to the results presented in the study and what was presented in advance in literature review, a list of suggestions and recommendations can be drawn up:

- Using body language helps in building trust between teachers and students.

- The nonverbal language of teachers may have a positive or negative impact on student, so teachers should pay attentionto the way they address learnersnoneverbally.

- Teachers who smile at students and use body language create a comfortable atmosphere for students. This helps them to learn and volunteer to answer easily and without fear.

- So, we recommend that teachers must use the appropriate body language in classrooms because it enhances students' learning process.

CONCLUSION

The object of this study is to discover the role ofnonverbal language and its relation with learners' participation and performance in oral sessions. Based on the collected and analyzed data, we found that the nonverbal language has an important role in learning contexts as these behaviors may either enhance or hinder the learning process.

GENERAL CONCLUSION

To conclude, the present study aims to investigatethe type of correlation between teachers'nonverballanguageand classroom participation anxiety in the case of second year LMD students at Khenchela University. The study revealed that the majority of foreign language students are affected positively by teachers 'use of NVL. The present study comprised three main chapters. Concerning the first chapter, we have seen the definition of anxiety, the types of anxiety (trait anxiety,state anxiety, and situation specific anxiety,theories of anxiety (generalized theory, situation specific theory, contextual theory), Sources of anxiety which contain (communication apprehension, test anxiety, fear of negative evaluation), and the effects of anxiety on learning process.

The second chapter discussed the place ofnonverbal language in foreign language classrooms. It starts by identifying the importance of nonverbal language and its role in foreign language classrooms. It also provides an overview of the types of nonverbal language (eye contact, facial expression, gestures) and its role in motivating learners in FLC. In addition, the chapter highlights the effects ofnonverbal language on both the teaching and the learning process.

The third chapteris the pilot phase of this study, which focuses on describing the methodology, the tools of data collection as well as analysis and interpretation of the results obtainedwe see also interpretation and discussion, suggestion and recommendations.

Through this study, the researcher investigated the nonverbalbehaviours of teachers and its relationship with students' participation anxiety.

According to the obtained results, the research supports the first hypothesis, which suggests that the teacher isnonverbalbehaviour, is correlated with students' classroom participation anxiety. This indicates that there is a negative correlation between the two variables.

 Concerning the second hypothesis, we can claim that there is a relationship between social distance and learners' anxiety. To explain, the social distance can affect students' participation anxiety.

Finally, the main objective thestudyisto spot the light on the important role of nonverbal language in motivating learners in foreign language classes and enhancing the teaching as well as the learning process.

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APENEDIX A

NONVERBAL IMMEDIACY SCALE

Please circle the answer that best describes your EFL teacher:

1= never 2= rarely3= sometimes 4=often 5=veryoften

1. Sits behind desk while teaching.
2. Gesturing while talking to class.
3. Looks at class while talking.
4. Smiles at the class as a whole, not just individual students.
5. Has a very tense body position while teaching.
6. Moves around the classroom while teaching.
7. Sits on desk or in chair while teaching.
8. Looks at the board or notes while talking to the class.
9. Stands behind desk while teaching.
10. Has a very relaxed body position while talking to the class.
11. Smiles at individual students in the class.
12. Uses a variety of vocal expressions while talking to the class.

FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

Please circle the answer that best describes your thoughts/feelings

SA= strongly agree A=Agree N=Neither Agree nor Disagree D=disagree SD=Strongly Disagree

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in foreign language.
5. I start to panic when I have to speak without preparation in language class.

6. It embarrasses me to volunteer answers in my language class.

7. I get upset when I don't understand what the teacher is correcting.

8. Even if I am well prepared for language class, I feel anxious about it.

9. I feel confident when I speak in foreign language class.

10. I am afraid that my language teacher is ready to correct every mistake I make.

11. I get nervous and confused when I am speaking in my language class.

12. I get nervous and confused when I am speaking in my language class.

13. I am afraid that the other students will laugh at me when I speak the foreign language.

Thank you for your collaboration

Appendix B

Nonverbal immediacy scale-observation (NIS-O)

Never =1 Rarely=2 Occasionally=3 Often=4   Very Often=5

Items	Scale
He/she uses her/his hands and arms to gesturing while talking to students	
he/she has a relaxed body position when he/she talks to students	
He/she avoids eye contact while talking to students	
He/she sits close or stands close to students while talking with them	
He/she gestures when he/she talks to students	
He/she moves closer to students when he/she talks to them	
He/she looks directly at students while talking to them	
He/she avoids gesturing while he/she is talking to students.	
He/she leans towards students when he/she talks to them	
He/she maintains eye contact with students when he/she talks to them	
He/she tries not to sit or stand close to students when	

he/she talks to them	
He/she leans away from students when he/she talks to them	
He/she smiles when he/she talks to students	

Résumé :

Cette étude examine la relation entre le langage non verbal des enseignants et le souci de partager la classe en (LE). Elle a essayé de souligner l'importance d'utiliser le langage corporel pour enrichir le processus d'apprentissage des apprenants en langues étrangères. Nous avons choisi la méthode de recherche quantitative pour tester nos hypothèses. Nous avons utilisé la mesure instantanée non verbale, la jauge d'anxiété en classe de langue étrangère et l'observation du réseau pour collecter des données sur les étudiants en LMD de deuxième année du département de langues étrangères de l'Université de Khenchela. L'objectif principal de notre recherche est de déterminer dans quelle mesure le comportement de l'enseignant non verbal se préoccupe de la participation à une séparation en classe de classe. Après analyse des données, nous avons constaté qu'il existait une corrélation négative entre les variables de traînée. Cela signifie que lorsque la langue non verbale des enseignants augmente, la préoccupation de la participation en classe diminue, de sorte que la langue non verbale joue un rôle important dans la classe dans une langue étrangère.

 Les mots clés:

Langage non verbal, anxiété en classe, mesure instantanée non verbale