Abstract

There are two channels in human interaction: verbal communication and nonverbal communication, both of which contribute to the accomplishment of human communication. Nonverbal communication refers to all the communicative behaviors beyond the use of language, which plays a significant part in the aspects of delivering messages, sharing feelings and helping us to recognize others 'real purposes. Previous researches indicate that only 35 percent of the information is delivered by the verbal vehicle, and the other 65 percent is got by nonverbal means.

Likewise, nonverbal communication is also very important in the college English classroom. Teachers' verbal behaviors are used to deliver teaching contents to students in order to enhance their cognitive abilities while nonverbal behaviors have the functions of delivering emotions, activating classroom atmosphere and managing the classroom. However, the current investigations of nonverbal communication in classroom by scholars in China and abroad are not thorough and deep enough.

Most teachers pay more attention to the delivery of the contents in text books, while neglecting the nonverbal interaction with their students. Therefore it is necessary to make research on teacher nonverbal behaviors and their effects on foreign

language teaching, so that teachers can recognize the importance of their nonverbal behaviors thoroughly and improve them in order to have a better teaching effect.

The thesis is divided into 5 chapters. Chapter One is a brief introduction to the whole thesis. The author first introduces the researches of nonverbal communication and classroom nonverbal behaviors by the scholars in China and abroad. The second chapter is the theoretical background of nonverbal communication. The author reviews the historical development of nonverbal communication researches in China and abroad. The third chapter is about methodology about how this research about nonverbal behaviors in Chinese English Teaching Classroom going and be done and includes the general design of the research . The chapter four is about analysis of data that from interviews,classroom observation and classroom transcription in terms of how nonverbal affect students and teachers' perception and teaching/learning effectiveness.In the fifth chapter, the author firstly concludes the findings obtained from the research. Based on the analysis of the results, the author proposes some tentative suggestions for teachers to improve their nonverbal behaviors in class in order to get a better teaching effect.

Key words: Nonverbal behavior Awareness Effect Classroom teaching