



AN ANALYSIS OF NONVERBAL COMMUNICATION
OF COLLEGE ENGLISH TEACHING CLASSROOM IN
KUNMING, CHINA

ZHENZHANG LIU

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS
IN ENGLISH LANGUAGE TEACHING
MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
BANGKOK, THAILAND.

JULY 2015

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Plagiarism Statement

I certify that all the materials in this study which are not my work have been identified and acknowledged, and that no material is included for which a degree has already been conferred upon me.

Signed: _____

Date: _____



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I would like to give my thanks to a number of individuals who have contributed or assisted me to finish this thesis.

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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

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Chapter one: Introduction

1.1 Background

For a long time, the focus of our traditional methods of language teaching has just been on language itself, we place the emphasis on pronunciation, grammar, vocabulary, sentence patterns. For the cultivation of communicative competence of students, we also focus on the verbal communication abilities, but neglect the nonverbal communication capabilities. In foreign language teaching, traditional teachers only pay the most attention to verbal communication but not attach much importance to the messages of nonverbal communication. This kind of teaching method is not a complete and successful teaching method.

Non-verbal communication in classroom is as important as verbal communication. According to Grant and Hennings (1971), most of the notions used in a classroom by the teacher are non-verbal, while only less are verbal. Wolfgang (1979) also stated that the teacher's facial expressiveness (through the use of smile) is more effective than speech in drawing students' attention and responsiveness. Effective non-verbal communication can be a great asset to a teacher in managing classroom

interaction. In order to make classroom teaching more manageable, more effective and more interesting, both teachers and students should be fully aware of the importance of non-verbal communication and improve the ability of non-verbal communication.

As Abererombic said, “We speak with our vocal organs, but we converse with our whole body” (as cited in Bi, 1995, p. 72). Researchers have revealed some fascinating facts about the importance of non-verbal communication in communication. Especially much more feelings and intentions are sent and received non-verbally than verbally. . Even if we choose silence, it is also a kind of communication. “Silence cues may be interpreted as evidence of agreement, lack of interest, injured feelings, or contempt. Like olfactory and tactile cues, silence cues transcend the verbal channel, often revealing what speech conceals” (Samovar, Porter, & Stefani, 1998, p. 171).

The definition of non-verbal communication is hard to give due to its complex and multidimensional features. Many scholars propose their own definition from different perspective. Samovar, Porter, and Stefani (1998) defined it as “non-verbal communication involves all those non-

verbal stimuli in a communication setting that are generated by both the source and his/her use of the environment and that have potential message value for the source or receiver” (p. 149). Some scholars regarded non-verbal communication as “the process by which non-verbal behaviors are used, either singly or in combination with verbal behaviors, in the exchange and interpretation of messages within a given situation or context” (Malandro, L. L. Barker, & D. A. Barker, 1989, p. 5). Knapp and Hall (1997) defined non-verbal communication as “communication effected by means other than words (assuming words are the verbal element)” (p. 5). This definition is practically useful but it does not adequately account for the complexity of non-verbal communication.

Nonverbal communication means the process of transmission of information which does not belong to the scope of the verbal communication, including all the ways other than the use of words and text messages, such as body movements, facial expressions, the use of space, frequent actions of appearing or disappearing, the suggestions of voice, the way of dressing and other ornaments, etc. Different theorists have different definitions of nonverbal communications, Most of them

hold the view that it has certain functions, which are repeating, contradicting, substituting, complementing, accenting and regulating.

As a matter of fact, in face-to-face communication, non-verbal communication acts as an indispensable and significant means to convey the affective meaning of a verbal communication. As a result, people are inclined to interpret the implication of the verbal message on the non-verbal communication means of the sender.

As the teacher is put at the dominating role in classroom teaching, the non-verbal signals he/she uses in the classroom have great influence on the teaching effect. As a result, college English teachers should not only be aware of the role played by non-verbal communication means in classroom teaching, but also should set a good example for students in the application of non-verbal communication means. The research will find out how though the verbal means is a major and important way to communicate, the nonverbal means in a Chinese college in Kunming Yunnan province in the southwest of China by a Chinese national EFL teacher.

1.2 Rationale

Communication with others in human society is inevitable. Non-verbal communication is now a universal, people from different places use ways of communication non-verbally. Classroom teaching, in essence, is an activity of communication. Teachers and students convey messages by both verbal and non-verbal cues. Since the teacher is put at the dominating role, the non-verbal cues he uses in the classroom have an influence on the teaching effects.

As an EFL students as well as an EFL teacher, the researcher finds that EFL learners usually have a range of problems in how nonverbal can be a barrier in intercultural communication and how nonverbal communication can affect EFL learning. This research is trying to see If EFL teachers in Chinese college can teach students how to apply nonverbal communication effectively based on the content of teaching and their mastery of English; better results will be achieved in English Language Teaching- based on the related western literatures and Chinese literatures, under the researcher's participation and observation.

Therefore, this paper mainly discusses about the analysis of non-verbal communication in the Chinese college English classroom teaching based on the results of observation, interview, data-analysis conducted. Culture difference and non-verbal communication from the perspective of sociolinguistics are major factors which should be taken into consideration during the teaching process, Strengthening teachers 'and students 'awareness of nonverbal communication, laying stress on the exploration of the theory and practice of nonverbal behaviors are urgent tasks in college English teaching. in the hope that Chinese teachers can gain some enlightenment from the research and be improved and developed in the method of communicating non-verbally in the classroom teaching.

1.3 Significance

In essence, English classroom is an activity of communication between the teacher and students by means of information transmission. In other words, the teacher and students convey messages by both verbal and non-verbal cues in classroom teaching. As a result, teachers should be aware of and be able to use non-verbal behaviors in the classroom.

Most researches have found that it is necessary for teachers to learn to use non-verbal behavior to enhance the quality of Chinese classroom teaching.

As a matter of fact, effective non-verbal communication can be a great asset to a teacher in managing classroom interaction through lessening the inhibitions which often plague students and reducing teachers' talking time. Cooper (1988) remarked, "Non-verbal communication is quite important for teachers. Researches have shown that the relationship between teachers and students can be improved if teachers learn how to use non-verbal communication in classroom teaching" (p. 57).

In English classes at the colleges/universities, nonverbal communication is an essential carrier of information. A significant portion of the information will be transmitted by nonverbal communication between students and teachers when they conduct communication activities. The existence of nonverbal communication is very helpful to the teaching co-operation and also a good supplement to the teaching itself, it should be put in a very important position in Foreign Language Teaching at colleges/universities in Kunming City, China.

As an EFL students as well as an EFL teacher, the researcher finds that EFL learners usually have a range of problems in how nonverbal communication can be a barrier in intercultural communication and how nonverbal can affect on EFL learning. This research is trying to see if EFL teachers in Chinese college can teach students how to apply nonverbal communication effectively based on the content of teaching and their mastery of English; better results will be achieved in English Language Teaching.

1.4 Objectives

The objectives of this study are : 1)To improve English Teaching in China by highlighting issues in nonverbal communication in the Chinese college English classroom, 2)To understand features of the use of these nonverbal cues and the effects of these nonverbal behaviors on foreign language teaching. 3)To improve English teaching in China by highlighting nonverbal communication in college English teaching. 4)To highlight how body language, para-language, object language, environment language and other means of nonverbal communication

impact on both teachers and students positively or negatively in the classroom teaching

All of these objectives are major leads and guides and which should be taken into priorities during the teaching process, Strengthening teachers and students' awareness of nonverbal communication, laying stress on the exploration of the theory and practice of nonverbal communication in the college English teaching of Kunming China.

1.5 Research Questions

1. What are similarities and differences between the teachers and students' perception of teacher nonverbal communication in Chinese English Teaching classroom ?
2. What are the characteristics of the discourses in the Chinese classroom context ?

1.6 Definition of terms

Nonverbal communication :The definition of nonverbal communication is hard to give due to its complex and multidimensional features. comparatively speaking, the definition offered by Samovar et al. (1998) is a comprehensive one. It not only marks the boundaries of non-verbal communication but also reflects how the process actually works. This definition involves unintentional as well as intentional behavior in the total communication event, which reveals the nature of non-verbal communication.

Environmental Discourses:Our understanding of the environment, the sciences and the actions it involves through the relations we, humans, have with it, and also our capacity to reshape it, can all be understood under different discourses. “ Environment discourse cannot simply take the terms of industrialism as given, but must depart from these terms. This departure can be reformist or it can be radical; [...] prosaic, or imaginative.

Kinesics: Gestures,body movements, facial expressions,and eye contact are behaviors termed kinesics.

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Chapter 2: Literature Review

2.1 Overview of Non-verbal Communication

The definition of non-verbal communication is hard to give due to its complex and multidimensional features. Many scholars propose their own definition from different perspective. Samovar, Porter, and Stefani (1998) defined it as “non-verbal communication involves all those non-verbal stimuli in a communication setting that are generated by both the source and his/her use of the environment and that have potential message value for the source or receiver” (p. 149). Some scholars regarded non-verbal communication as “the process by which non-verbal behaviors are used, either singly or in combination with verbal behaviors, in the exchange and interpretation of messages within a given situation or context” (Malandro, L. L. Barker, & D. A. Barker, 1989, p. 5). Knapp and Hall (1997) defined non-verbal communication as “communication effected by means other than words (assuming words are the verbal element)” (p. 5). This definition is practically useful but it does not adequately account for the complexity of non-verbal communication.

Considering all these definitions given above, we can come to the conclusion that comparatively speaking, the definition offered by Samovar et al. (1998) is a comprehensive one. It not only marks the boundaries of non-verbal communication but also reflects how the process actually works. This definition involves unintentional as well as intentional behavior in the total communication event, which reveals the nature of non-verbal communication.

Although in face-to-face encounters talk often dominates interaction, However, the kinds of transcripts I have been discussing so far were designed to represent speech and not other forms of communication or social action. The traditional orthography is indeed a very poor medium for representing visual communication (Duranti 1997) .According to the author, several methods have been used by social scientists over the years to visually enhance the printed rendition of fleeting moments of interaction. Each method is grounded in a different tradition and reveals different theoretical interest. The researches is more focusing on nonverbal communication in terms of participation in time and space ,How human bodies and environmental settings build the communicative environment.

2.2 Functions of Non-verbal Communication

Non-verbal communication serves six primary functions: complementing, substituting for, accenting, contradicting, repeating, and regulating verbal messages (Malandro et al., 1989) complementing non-verbal message changes the meaning of the verbal message by adding additional insights or information. So when clarity is most important, one should be especially concerned with making verbal and non-verbal behaviors complement one another (Knapp & Hall, 1997).

Substituting, Non-verbal behavior can also substitute for verbal messages. Substitution often occurs when barriers to verbal communication exist in the environment and is used for emphasis (Dodd, 2006). For example, an experienced teacher might suddenly raise or lower his/her voice to attract the absent-minded students to focus on his/her speaking in class.

Accenting, The primary function of accenting is to emphasize a particular point in a verbal messages. It is much like underlining or italicizing written words to emphasize them. For instance, a skillful teacher would pause before or after an important point in his/her

explanation. The pause would assist to highlight or accent the point that the teacher is about to make.

Contradicting, On some occasions, our non-verbal messages contradict our verbal messages. Think of a time when one's student who has lied to him/her. The student may repeatedly stress that he/she has not told a lie, but at the same time he/she is biting his/her fingernails or breaking his/her eye contact with the teacher.

Repeating, People often use non-verbal messages to repeat a point in their verbal language. Repetition is used in order to emphasize or clarify the verbal message. Think of the moment when an English teacher is teaching children numbers. When he/she says "one" in English, meanwhile he/she puts up one of his/her fingers usually the index finger) to clarify the verbal message.

Regulating, Regulations often serves to coordinate the verbal dialogue between people, to be exact, to manage the flow of communication interactions by form of non-verbal behavior (Malandro et al., 1989). In class, we can use the form of a head nod to indicate to the student that we agree with him/her and that he/she should continue

talking; or we remain silent for a moment and let the silence send the message that we are ready to begin our speech. Or we have direct eye contact with some student to let him/her know that the channels are open. In short, these non-verbal messages help to regulate the flow of the communication interactions.

2.3 Characteristics of Non-verbal Communication

Since verbal and non-verbal means form the whole process of human communication, it is indispensable to separate non-verbal means from verbal means by examining characteristics of non-verbal communication. Malandro et al. (1989, pp. 7-10) discussed the characteristics that distinguish verbal from non-verbal communication from the following dimensions.

Verbal communication is highly structured and has a strict set of grammatical rules. On the other hand, non-verbal communication is loosely-structured with little or no formal structure to guide communication. Most non-verbal communication occurs unconsciously or spontaneously without a predictable sequence of events. Because of its subconsciousness, non-verbal messages are difficult to identify and

analyze. As a result, non-verbal behaviors can be quite ambiguous. The same non-verbal behavior can mean different things at different times in different cultures; For example, the smile is the signal of happiness, satisfaction and friendliness in most cultures; while in Japanese culture, a woman might smile when she feels embarrassed or awkward.

Since there is no specific structure for non-verbal communication, there are few assigned symbols in the system. A common example is the gestures of waving farewell. In Italy, the palm of the hand is held toward the speaker and the fingers make the motion of drawing the departing person back. In Spain, the movement is the same, but the hand is held horizontally. In France, however, the palm is frequently held facing the departing person, and the movement of the hand appears to push the departing person on his/her way. Similarly, Americans are inclined to show the palm also and move the flattened hand from left to right. Although some researchers have attempted to assign specific meaning to particular facial movements (Birdwhistell, 1970), there exists no documented non-verbal language system. However, this is not the case in verbal communication. Verbal communication is a system of symbols to which we arbitrarily assign meaning

Non-verbal communication is continuous, whereas verbal communication is discontinuous. That is to say, verbal communication has definite beginning and ending points whereas non-verbal messages linger on. For instance, when a teacher enters a classroom, he/she starts non-verbal communication continuously until he/she leaves the room. Even when one keeps silent in class, it is also a kind of communication.

Agreement has been reached that verbal communication is learned while non-verbal communication is both instinctive and learned. Malandro et al. (1989) believed that individual are born with basic non-verbal instincts. For example, no one teaches babies to smile; however, when infants are happy, they do smile to indicate contentment. On the other hand, some non-verbal means are acquired through learning such as some gestures, postures stance, paralanguage, clothing, and the use of time and space. A case in point is that though quite identical in appearance, we can still tell a Chinese from a Japanese just by observing their walking behavior from behind.

2.4 The Classification of Non-verbal Communication

When it comes to the classification of non-verbal communication, many different versions of descriptions are discussed and no one uniform description is agreed on.

Classification of non-verbal communication by western scholars. Scholars have identified and categorized literally hundreds of objects, behaviors, vocal characteristics, and events as forms of non-verbal communication. They describe non-verbal communication on different dimensions, so there is no agreement on the classification of non-verbal communication.

Here are some of classifications proposed by some linguists. Ruesch and Kees (1956) presented the earliest classification about non-verbal behavior based on foundational components of non-verbal communication: sign language, action language and object language (as cited in BI, 1999, p. 5). This classification is so rough and general that it is difficult to apply it into practice. Knapp and Hall (1997, pp. 12-20) proposed seven categories of non-verbal communication: body motion and kinesics behavior, physical characteristics, touching behavior,

paralanguage, proxemics, artifacts, and environmental factors. Malandro et al. (1989) identified the specific classes of non-verbal communication as follows: (1) body types, shapes and sizes, (2) clothing and personal artifacts, (3) body movement and gestures, (4) facial expression and eye behavior, (5) environment, (6) personal space, territory and crowding, (7) voice characteristics and qualities, (8) taste and smell, and (9) culture and time.

Anderson (2007, pp. 239-240) discussed non-verbal communication from an utterly different perspective: (1) physical appearance, (2) proxemics, (3) chronemics, (4) kinesics, including some aspects of facial expressions, body movements, gestures, and conversational regulators, (5) haptics, (6) oculusics, (7) vocalics or paralanguage and (8) olfactics.

2.5 Classification of non-verbal communication by Chinese Scholars.

According to He Dao-kuan (1988), non-verbal communication concerns the following categories as: (1) time language: punctuality, promptness, time orientation, what is early or late, long or short; (2) space language: body touch and personal distance; (3) body language: posture, stance, gestures, facial expressions, eye behavior and any other movement of any

part of the body and appearance; (4) voice modulation: speed, pitch, volume, pause, etc.; and (5) environment: location, decoration, temperature, light, etc..

The Chinese scholar Bi Ji-wan (1999), put forward the following classifications of non-verbal communication: (1) body language, including basic posture, gesture, basic manners and movements of any part of the body; (2) paralanguage, referring to these elements such as pitch, speed, volume, tone, rhythm, silence and pause; (3) object language, consisting of smell, complexion, clothing, cosmetics, furniture, etc.; and (4) environmental language, including time, space, colors, city planning and any human effect on nature. And he pointed out that the former two are considered to be “Non-verbal Behavior”, and the latter two “Non-verbal Means”.

2.6 The classification of non-verbal communication in English classroom teaching.

To discuss the classification of non-verbal communication in English classroom teaching, the author of this paper prefers the classification of non-verbal communication which was concluded by Malandro et al.

(1989, pp. 16-23): (1) body types, shapes and sizes; (2) clothing and personal artifacts; (3) kinesics (body movement and gestures and posture); (4) facial expression and eye behavior; (5) environment; (6) proxemics including human territory, personal space and body contact; (7) paralanguage (voice characteristics and qualities); (8) olfactics (taste and smell); and (9) chronemics, including schedule of each course and time that teachers give to students to prepare for the questions.

Since the study of non-verbal communication covers a wide range of areas, it is impossible to cover every aspect of it. Therefore, this paper intends to do some research on the effects of non-verbal communication on college English classroom teaching and tends to probe into the areas of the following non-verbal communication based on the classification by BI Ji-wan (1999): (1) body language, (2) paralanguage, (3) object language, and (4) environmental language. Actually, BI Ji-wan's classification is a comprehensive one and has covered most fields of non-verbal communication. Besides, his classification has a prominent effect on classroom teaching.

2.7 The Effects of Teachers' Physical Attractiveness on Classroom Teaching

While it is common to hear people contemplate about inner beauty being the only thing that really counts, research suggests that physical attractiveness plays an influential role in interpersonal encounters. Appearance also affects communication in the classroom either positively or negatively. And scholars have also found some very interesting relationships between attractiveness and student-teacher interaction.

Wax (as cited in Neil, 1991) argued that teachers, whether they have realized it or not, act more positively toward children who are better dressed and that they tend to treat “good looking” children both verbally and non-verbally than unattractive children. Attractive students have actually been found to receive higher grades than their unattractive peers. And “Attractive women receive higher grades in both high school and college courses” (Malandro et al., 1989, p. 30).

At the same time, the negative effect has been known as well. It was reported several years ago (He Dao-kuan.,1988,p.30). that a young female English teacher at a Chinese College inclined to wear heavy

cosmetics and midriff in class. Consequently, when she was giving a class, all of the students could not direct their concentration from her attractive appearance and focus on her speaking. As a result, her students could hardly learn anything from her class. The improper use of object language of this teacher incurred a great trouble to herself. Many students made complaint to the principal about her inappropriate use of non-verbal communication means in classroom teaching.

2.7.1 The Effects of Teachers' Clothing on Classroom Teaching

Clothes can be a statement, a style or a definition of who you are. Clothing is a form of non-verbal communication that carries numerous messages to its audience. "It is impossible to wear clothes without transmitting social signals", claimed the human behaviorist Desmond Morris (as cited in Malandro et al., 1989, p. 65) "Every costume tells a story, often a very subtle one, about its wearer", which includes those people who claim they pay no attention to their clothing with regard to its communicative value (Malandro et al., 1989, p. 65). Our clothing has a communicative value that permeates all realms of society. So we should be careful in selecting clothing that conveys the image we wish to project.

Due to the full implications of clothing, the communicative value of clothing operates in the academic world.

If a teacher is concerned with how he/she is perceived by the students, he/she must choose his/her clothing carefully. Results of experiment uncovered some interesting findings. Teachers who dressed informally were seen as friendly, flexible, more sympathetic, fair and enthusiastic when compared with the other modes of dress. The other extreme in dress, that of formal attire, communicated that the teacher was organized, knowledgeable and better prepared. So if one wants to show his/her is a responsible and strict teacher, he/she had better put on formal clothes.

2.7.2 The Effects of Smell on Classroom Teaching

Every day we use our sense of smell as a medium for communication.

Although much taken for granted, our sense of smell can and does communicate many different messages that provide valuable information about our environment and impact on our emotional response to people and situations. The smells affecting our human communication is mainly body odors and environmental odors.

Apart from the body odors, smells in the environment do communicate much. They communicate positive messages as well as negative messages. It is pointed out that people easily recognize odors from memory. In fact, even over time, sensory recognition is extremely stable. According to the study conducted at the Research Center for Mental Health at New York University, a link between odors and learning is found to have been established. Researchers found that when words and smells were presented together and were related (for example, cheese and the odor of cheese), students retained word lists of substantial length for indefinite amounts of time (Malandro et al., 1989, p. 265). As olfaction constitutes the principal information channel, teachers should pay more attention to their body odors and environment odors. It has been confirmed that people can discriminate between male and female odors, and consistently describe male odors as “musky” and female odors as “sweet”. Therefore, in classroom, teachers should be careful with selecting cosmetics. If a male teacher smells “sweet”, he will be considered to be feminine by his students and vice versa. Besides, in classroom, male teachers should not smell of alcohol or cigarettes, and female teachers strong perfume. Otherwise, these smells can evoke

unfavorable comments of the students on the teachers. In brief, teachers should avoid smelling unpleasantly in classroom

2.8 Chinese Nonverbal Characteristics with an Emphasis on Their Place in the Classroom.

China is one of the largest countries in the world, the birth place of ancient culture and civilization. In general under the influence of Confucius' philosophical thinking, According to He Dao-kuan (1988), Overall Chinese students' non-verbal characteristics the following categories as: (1) time language: High punctuality, concern about what is early or late, long or short; (2) space language: concern and like to keep the appropriate body touch and personal distance; (3) body language: Highly concern about talking to different class people in different on posture, stance, gestures, facial expressions, eye behavior and any other movement of any part of the body and appearance; (4) voice modulation: prefer the medium speed, mixing pitch, louder volume, right pause, etc.; and (5) environment: clean and tidy, appropriate decoration, temperature, bright light, etc.. 6)silent Learning.The most significant characteristic of Chinese students" nonverbal in classroom is that teachers are authoritarian

and students are quiet and obedient to keep silent learning, as He He Dao-kuan (1988) illustrates “...a very strange feeling at first... All those watching silent faces, I suppose...they certainly do work hard...I’ve got no complaints about that. They do all the assignments and any extra work I suggest...they are good students, but you don’t get much reaction out of them...” (English lecture) (quoted in He Dao-kuan (1988), p. 3)



Chapter 3: Methodology

3.1 Introduction

The research methodology that will be utilized to collect and analyze information in order to increase understanding of the topic of nonverbal communication in college English teaching in China is one of a qualitative nature. Qualitative research will allow exploration of the topic in a natural setting: the setting will not be controlled or manipulated. Using specific research questions the researcher expects to gain a deeper understanding of how nonverbal communication affect English teaching and learning in colleges in Kunming. Digital photography will be used to gather data from there, and it will be used to develop a description of themes. The classroom observation videos will be analyzed and interview will be noted and voice-recorded to describe the central phenomenon under study. The result will be a description and exploration of the nonverbal communications in the class and its related findings as well as the effects on college English teaching in Kunming, China.

The type of qualitative research is an ethnographic design. Ethnographic designs are “qualitative research procedures for describing, analyzing, and interpreting a culture-sharing group’s shared patterns of behavior, beliefs, and language that develop over time” (Creswell, 2012, p. 473). The key word culture is further defined by Creswell as ‘everything having to do with human behavior and belief’.

3.2 Restatement of the Research Questions

1. What are similarities and differences between the teachers and students’ perception of teacher nonverbal communication in Chinese English Teaching classroom ?
2. What are the characteristics of the discourses in the Chinese classroom context ?

3.3 Method of Data Collection

This study applies classroom observation, transcriptions and interviews. Teachers' nonverbal behaviors in class are observed by the researcher and the classroom observation and transcription are conducted periodically. Therefore the researcher could get quite close to the nonverbal performance of the teachers and construct a complete picture of the situation. Observation form of teacher nonverbal behaviors (OFTNB)

(see Appendix I), which is designed on the bases of the teacher nonverbal cues observation items by Anderson (2001), Boyd (2000) and Babad et al. (2004) etc., is used to help the researcher code down the frequency of teachers' nonverbal behaviors in each category. In addition, all of the courses being observed are Intensive Reading of College English. And the observer chooses the classes in which all the teachers explain the texts more than do other activities, such as writing, oral practice or doing exercises.

Interview questions for both students and teachers are used at the end of each class observed.

The interview questions for students (see Appendix II) are composed of 10 questions, which are divided into two parts. The first part includes 5 questions are used to investigate students' perception of their teachers' nonverbal behaviors in college English classroom. The second part includes 5 questions are used to research the effectiveness of the teacher nonverbal cues in class, the characteristics of the discourses in the class, including teacher-student relationship, classroom atmosphere, students' participation in class and students' effective learning.

The interview questions for teachers (see Appendix III) includes 10 questions which are adopted to research teachers' perception and

effectiveness of the teacher nonverbal cues in class, the characteristics of the discourses in the class, including teacher-student relationship, classroom atmosphere, students' participation in class and students' effective learning of their own English language teaching classroom. As the interview questions are written and spoken in English, the researcher explains them clearly before the participants answer the questions, so that they can understand the interview questions thoroughly and give relatively genuine and objective responses to these questions.

All the participants in the study are from Yunnan University Dianchi College in Kunming city Yunnan province. 3 teachers are involved in the classroom observation. All of them are teaching the English-related majors in Yunnan University Dianchi College. They vary in age from 34 to 50 and in academic background with Master degrees.

Their working experience varies from 6 to 15 years and their professional titles range from graduate teaching lecturer to vice professor of education. Of these 3 teachers, 1 are female and 2 are male ones. The detailed information of the participants is shown in Table 1.

Table 1. The Personal Information of Teacher Participants

| Class No. | Gender | Age | Years of Teaching | Educational Background | Professional Title |
|--------------|--------|-----|----------------------|---------------------------|--------------------|
| 1 | Male | 34 | 6 | Master | Lecturer |
| 2 | Female | 50 | 15 | Master | Vice Professor |
| 3 | Male | 37 | 9 | Master | Lecturer |

62 students from 3 classes of Grade 2014 in Yunnan University Dianchi College are chosen in the study and they all major in English-related major/ with ages varying from 18 to 22. All of them have formally studied English as their foreign language for 6 years in junior and senior middle schools and for two years at college. These students are from the classes taught by Teacher 1, Teacher 2 and Teacher 3 in Table 1 respectively.

The detailed information about the number and majors of these students is show in Table 2. 2 from each class will be selected as interviewee, Therefore, there are 6 student participants will be selected and interviewed for the research randomly.

Table 2. The Information of Student Participants

| Class | Number | Major |
|-------|--------|---------------------------------------|
| 1 | 21 | Teaching Chinese as a Second Language |
| 2 | 29 | Tourism English |
| 3 | 22 | Business English |

3.4 Method of Analysis

The researcher, as an observer will describe the environment found in the classroom, how both an observer's and the participants' points of view can be used to develop a narrative description of the environment based on an ethno-methodological understanding of how students understand that environment.

The research, will be guided by ethical procedures for researching humans, requiring that participants consent to be interviewed. To preserve their anonymity using, participants' names will be avoided , instead using code for each participant. The classroom transcription and interview will be analyzed for the main themes that address the research/interview questions. e.g.1)Through what you feel the teacher' s like or dislike of you? 2)How important and how much do you think the

percentage of the nonverbal communication in your English classroom is in this class and why?3)In the first class would you pay attention to a teacher' s appearance ?4)What do you think is the proper clothing for a teacher ? 5)Do you think that teachers' physical odor can affect your study?6)What happened at that moment?, why this student gestured like that?(Showing the video).etc. Interview questions will be opinion questions. The emergent themes, outlined below, provide the detail or thick description (Geertz, 1983) of the students' intercultural communication experiences.

The researcher will take a role in the research as not only the collector of data but also as the participant of interpretation. The researcher will take part in the whole process of nonverbal communication through 3 real English classrooms. Those classroom-teaching will be observed,note-taken,transcribed and videotaped. Those students will be interviewed while showing them the videos which from their classes.

The interpretation will relate to the researcher's prior college EFL studying experiences and the way in which the researcher understands the world. In particularly nonverbal communication in the classroom teaching.

4 ANALYSIS OF DATA DISCUSSION

4.1 Introduction

Based on the aims that to find out the results from two major research questions: 1. What are similarities and differences between the teachers and students' perception of teacher nonverbal communication in Chinese English Teaching classroom? 2. What are the characteristics of the discourses in the Chinese classroom context? This chapter will present the data that collected based on the classroom observation (videotaped), interviews and teaching transcriptions, the major data are reported in the three different parts of this chapter respectively. As for the major materials regarding to three different teachers' nonverbal communication behaviors in three different English classes with narrative analysis. *

4.2 Data analysis for Teacher 1

4.2.1 Description of the Environment

All the student and teacher participants of this study are from Yunnan University Dianchi College. It is a fully-equipped private university under the name of Yunnan University. The Classroom which be observed is a wide, bright, and fully-furnished with 42 students' seats

in the dimension of 100 square-meters. The Multimedia equipment like projector and whiteboard are also provided.

Teacher 1 in Table 1 is chosen as the first teacher evaluated in the study.

He is a lecturer in the University and is 32 years old. He has six years of English teaching experience. There are some useful information about the lesson plan as below:

1.Topic: What a friend should be like?

2.Set Textbook (Material): Chinese College English I

3.Linked Chapter: Chapter 1 2

4.Student Level: Beginning-Intermediate

5.Teaching objective: *By the end of the class students *

- a. will understand how to utilize key points in speaking.
- b. will introduce what a friend should be like and prepared for examination.

6.Teaching Methodologies:

- a. Communicative Language Teaching
- b. The Natural Approach

c. Grammar -Translation

The first group of students participants are from class one in Table 2. Totally 21 students in this class were actually in the session of classroom observation and video-taping. They all had previous English learning experience from six to nine years. Two of them have been selected to conduct the face to face interview with the researcher.

4.2.2 Teacher 1's Perception with the interviews

The interview was conducted after the classroom observation in a private way. (see Appendix III Interview Transcriptions for Teacher 1). In general , Teacher 1's interviews indicates that He displayed considerably more and better nonverbal behaviors in his class in the class summarized as below.

Teacher 1 perceived: nonverbal communication is very important with percentage of 60% and 40% of verbal communication in his English class. He thought he often cares about his physical appearance in class and nearly always care those important nonverbal cues, often use his facial expressions and make eye contact to communicate with the students. As well as paid attention to change the position and distance in

the classroom、 give time to wait student's answer、 ways of speaking in terms of voice 、 tone and rhythm. He thought As a professional college English teacher, have to be careful about the nonverbal behaviors alone with my verbal cues while teaching in the classroom.To care about them, teachers with poor nonverbal behaviors have to quit misusing and overusing nonverbal cues.

Quotation from interview answers from Teacher 1 (See Appendix III)

1. *How much do you think the percentage of the nonverbal communication in your English classroom of this class ? Why do you think so ?*

I think It is as important as verbal communication, like 50%. Because when the teacher having class to us. He/she will be a center who deliver information to others.

3.*How much do you care the your physical appearance in the classroom. Why or why not ? How do you like your physical appearance today?*

I often care about it, I think I care about it so much. Because teacher in the classroom is representing the knowledge. He/she has to dress properly and be clean and tidy. I like the way teacher dressed up. Looked so smart.

6.*How important do you think for the teacher to change his/her voice, tone and rhythm in the class.Why do you think so ? How do you like your behavior today?*

I think it is very important. I do not like too dull and low tone of voice, if teacher speaks too slow and flat. Students will feel sleepy easily. I like the way I behave in today's class. It was very vivid and lively.

7. What nonverbal cues do you think you often use to communicate with your students? Why do you think so ? How do you think the importance of them?

I always use the proper and encouraging tone of voice, erect standing gesture and proper eye contact to communicate with my students in my English classroom. I think what I have been applying in my class is very important I want to make them think the teacher is good and trustworthy.

8.Do you think the teacher's nonverbal behaviors can affect the students' relationship with him/her. ? Why do you think so ?

Yes, I think teachers have to care about the nonverbal behaviors in the class very much. Because teacher is the role model .Poor or inappropriate nonverbal behaviors will make student like or dislike the teacher. The relationship between teachers and students will be very poor and no-harmony.

9.Do you think students understand the teaching content today ? Why do you think so ? What nonverbal cues affect them most ?

Yes. I think most of them have got very good understanding of today's teaching content thoroughly. Because my teaching style and ways of presentation. Good application of nonverbal cues.

10.What else about teacher's nonverbal behavior or nonverbal communication in the class that you would like to share with us ?

I think teaching English in the college is very interesting.As they just stepped into an adult' life. Teachers with poor nonverbal behaviors have to quit misusing and overusing nonverbal cues.It is a long way but we should be serious as students serious about it too.

4.2.3 Students Perception with interviews

The interview was conducted after the classroom observation in a private way. (see Appendix II Interview Transcriptions for student 1 and 2). In general, Students' interview indicates that he also displayed considerably more and better nonverbal behaviors in the class showed as below.

Student 1 perceived : Nonverbal communication is very important of 60% in the class.always paid attention to teacher's physical appearance in class teacher dressed well and she nearly always care those important nonverbal signs and felt comfortable about it. She agreed that teacher's nonverbal behaviors can affect the students' relation with teacher. She thought the voice and tone are very important and likes the way the teacher behaved in the today's class. She had got very good understanding of teaching content thoroughly. She thought nonverbal communication is so effective for students' learning effects as It really can make the learning atmosphere joyful and relaxed.

Quotation from interview answers from Student 1 (See Appendix II)

1.How much do you think the percentage of the nonverbal communication in your English classroom of this class ? Why do you think so ?

It is very important, like 60% . Because when the teacher having class to us, A Teacher's movement, facial expression, eye contact. Etc.

3. How much do you care the teacher's physical appearance in the classroom. Why do you think so ? How do you like your teacher I's physical appearance today?

I often care about it, I think I care about it so much. Because teacher in the classroom is representing the knowledge. He/she has to dress properly and be clean and tidy. I like the way teacher dressed up.

4. How much do you care the teacher's gestures, facial expressions, eye contact and position and distance in the classroom. Why do you think so ? How do you like your teacher's behaviors today?

I nearly always care those important nonverbal signs, Because I will not comfortable if teacher overused some kind of gesture,

5. How much do you care the teacher's time that be given to students while waiting for answers in the classroom. Why do you think so ? How do you like your teacher's behavior today?

I often care about it ,. I am not satisfied with teacher's time-waiting today. he could have given more time to wait for some other students.

9. Do you understand the teaching content today ? Why do you think so ? What nonverbal cues affect you most ?

I have got very good understanding of today's teaching content thoroughly. I like his eye contact and encouraging gesture like Head nodding. Distance that he made between students and teacher in the classroom while teaching.

Student 2 perceived : Nonverbal communication is as important as verbal communication, like 50%. He paid attention to teacher's physical appearance in class likes the way teacher wore which was very proper. He liked the voice and tones for teaching of teacher. He said he just care some important nonverbal signs but not that much and he thought teacher behaved neither too good nor too bad.

He said he does not really care about the time-waiting for answers of teacher, but happy with teacher's time of waiting answers in the class today. He thought teacher should care about the nonverbal behaviors in the class as it will affect student's relationship with teacher. He understood the teaching content thoroughly and he like teacher 1's eye contact and encouraging tone of voice, funny sounds he made.etc..He thought classroom atmosphere is very important and Teacher's nonverbal behaviors can affect that for sure. And if he felt psychologically close to the teacher,his learning effectiveness will be better.

Quotation from interview answers from Student 2 (See Appendix II)

1.How much do you think the percentage of the nonverbal communication in your English classroom of this class ? Why do you think so ?

I think It is as important as verbal communication, like 50%. Because when the teacher having class to us. Teacher will be a center who deliver information to all of us. The nonverbal cues will affect the verbal one. The teaching content will be affected in terms of learning quality of the students.

3.How much do you care the teacher's physical appearance in the classroom. Why do you think so ? How do you like your teacher I's physical appearance today?

I care about it a lot, Because teacher is a professional job who representing the sacred knowledge. I like the way teacher wore.it is very proper clean and tidy.

4.How much do you care the teacher's gestures, facial expressions , eye contact and position and distance in the classroom. Why do you think so ? How do you like your teacher's behaviors today?

I don't really care but only for some important nonverbal signs. For sure I will be not comfortable if teacher move finger like pointing on me, like head shaking too much, frown too often, too close . I think teacher today behave neither too good nor too bad.

5. How much do you care the teacher's time that be given to students while waiting for answers in the classroom. Why do you think so ? How do you like your teacher's behavior today?

Sometimes I care but not always. When teacher questioning and waiting for answers. Teacher should not frown and be impatient. Unless student really don't know. I am happy with teacher's time of waiting in the class today.

7.What nonverbal cues does your teacher often use to communicate with you and other students? How do you think the importance of them?Why do you think so ?

I can recall that he often uses head-nodding, pointing to the board, waving,eye contacting etc... I guess nonverbal helped a lot with make things clearer.

8.Do you think the teacher's nonverbal behaviors can affect the students' relationship with him/her. ? Why do you think so?

Yes, I think the teacher should care about it. Teachers' inappropriate nonverbal behaviors will demotivate students in terms of classroom atmosphere, students' activeness while answering needed. Like I may feel bad if I think teacher dislike me if too much frown or shaking head be used by teacher.

9.Do you understand the teaching content today ? Why do you think so ? What nonverbal cues affect you most ?

Yes, sure. I understood very good of today's teaching content thoroughly. Because I quite like the teacher's teaching methods. Speaking of nonverbal cues. I like his eye contact and encouraging tone of voice, funny sounds he made.etc..

10.What else about teacher's nonverbal behavior or nonverbal communication in the class that you would like to share with us?

In my opinion, classroom atmosphere is very important while we are sitting and learning in the classroom. If the atmosphere is good. I mean relaxing or happy.. I will say if I feel psychologically close to the teacher, my learning effectiveness will be better.

4.2.4 Researcher's narrative analysis with classroom transcription.

Teacher 1 had six-year college English teaching experience. He displayed considerably more nonverbal behaviors in his class. He displays a large number of nonverbal behaviors. He has a descent physical appearance and wears neatly. He usually shows the expression of smile, head nodding and head shaking to students, which can increase immediacy and enhance the classroom atmosphere. It shows as below:

Quotation from Class Transcription from Teacher 1 (See Appendix IV)

T: Good Morning everyone! (Making eye contact and smiling wait for responding)

Ss: Good Morning.

T: (Head nodding and smiling) Today we are going to talk about lesson 5. So the topic is Em..... (Head nodding and clicking the laptop) Friends, Yep. That's right! But not exactly (Shaking head) friends. Before er... We get started with our lesson, first of all. Let's take a look our slides picture. (Smiling and make eye contacting with students). Like the first 1, what can you see in the picture? (pointing to board and smile looking at students).....

He not only pays attention to smiling and nodding or shaking head but also establishes eye contact with individual students. When he is presenting new vocabulary and asking individuals to answer the questions

or asking the pairs or groups to work together His pitch, rate, tone and rhythm are all very nice and flexible . And he is always looking around.

It shows as below

Quotation from Class Transcription from Teacher 1 (See Appendix IV)

T: (Looking around and smiling)Let's talk about new vocabulary and phrases.so sorrow,(slow rhythm and high tone)what means sorrow?(louder and slower) Huh.. what means sorrow?(smiling switch sights on both student and slide)

Se: (silent may be as not knowing the answer)

T: Ok! (Frowning) Sorrow means what? (high tone)Means er... It is a feeling OK?(high pitch and high volume)? Especially to describe someone who is sad, (bending towards students and pausing the speech)you know sad? (making sounds like crying in a high pitch and tone)

Ss: hahaha (laughing loudly as feeling funny)

T: Sorrow means sad, (Making eye contact to students in the front rows) feeling bad.sad,feeling bad. OK?(high pitch) so yep.like this one(picture) sorrow.Sorrow is a noun,you can say(Looking around and pausing): he is full of sorrow. It means he is very sad. And,Er if you want to say he is very sad, you can use....

However, It indicates that Teacher 1 does not have a large number of gestures and changing of position and movement. Apart from heading nodding/shaking, board pointing (See the Observation Form Appendix 1)

He did not try to utilize any other gestures and changing position and movement. He was not even moving or stepping out of the teaching platform as observation and record.

4.2.5 Discussion and Conclusion of the class 1 with Research questions.

As mentioned and concluded earlier in Chapter 2, Nonverbal communication behavior penetrates every field in our daily life and plays an important role in Human interaction. Classroom teaching, as an important social interaction, in essence, is an activity of transmitting messages through a double channel and a Process of naturally Influencing and Promoting interaction between the teacher and the students by means of information transmission.

After the interview and classroom observation have been completed with transcription. It is necessary that to discuss and answer the research questions

1. What are similarities and differences between the teachers and students' perception of teachers' nonverbal communication in Chinese English Teaching classroom ?

- The major *similarities* are stated as below; (See Appendix II&III)

1) They both perceived that nonverbal communication is very important, like more than half of the communication throughout the classroom teaching.

2) They both perceived teacher's appearance is very important and what the teacher behaved are quite a teacher-like, formal and smart. They both care very much about teacher's gesture, eye contact, voice inflection and Teacher can mostly make good use of them.

3) They both perceived that teacher's nonverbal behaviors can affect the relationship between them. In addition, they had very good understanding of each other. The teaching content was delivered effectively from teacher to students.

- The major *differences* are stated as below; (See Appendix II & III)

1) Teacher 1 perceived that he gave enough time while waiting for the answers and very patient.

Student 1 perceived that not satisfied with teacher's time-waiting today. he could have given more time to wait for some other students.

2) Teacher 1 perceived that the way of eye contact and Head nodding affect the teaching effectiveness the most.

Student 2 perceived that Teacher's encouraging tone of voice, funny sounds he made. Distance he kept affect the learning effectiveness the most.

2. What are the characteristics of discourses in the Chinese classroom context of class 1?

1. Moderate awareness of teacher nonverbal behaviors.

The results of the interview and transcription indicate that teachers and students are partially aware of the importance of teacher nonverbal behaviors. Most of them admit that they think teachers nonverbal behaviors are important in class, especially eye contact, physical appearance and gesture while many of them do not perceive that nonverbal communication should account for more than the verbal one.

2. Poor practices of teacher's position and movement.

The statement of interview indicates that teachers and students are very aware of the importance of teacher 's position and movement. But

from the data proved that teacher nearly never move and change position.

As well as walking in the classroom or close proximity to students.

3. Teacher over-using traditional teaching methodology.

The results of the interview and transcription indicate that teachers overusing Grammar -Translation approach in the teaching. (See Appendix II&III)

4.3 Data analysis for Teacher 2

4.3.1 Description of the Environment

All the student and teacher participants of this study are from Yunnan University Dianchi College. It is a fully-equipped private university under the name of Yunnan University. The Classroom which the researcher be seated is a wide、bright、and fully-furnished with 29 students' seats in the dimension of 110 square-meters. The Multimedia equipment like projector and whiteboard are also provided.

Teacher 2 in Table 1 is chosen as the second teacher evaluated in the study. She is a lecturer with title of vice professor in the university and

she is 50 years old. She has 15 years of English teaching experience.

There are some useful information about the lesson as below:

1.Topic: What's your favorite gadget?

2.Set Textbook (Material): Chinese College English I

3.Linked Chapter: Chapter 5

4.Student Level: Beginning-Intermediate

5.Teaching objective: :By the end of the class students

- a. will understand how to describe the gadget that you like.
- b. will introduce why you think so and prepared for examination.

6.Teaching Methodologies:

- a. Audio-lingual method
- b. Grammar -Translation method

The second group of students participants are from class one in Table 2.

Totally 29 students in this class were actually in the session of classroom observation and video-taping. They all had previous English learning

experience from six to nine years. Two of them have been selected to conduct the face to face interview with the researcher.

4.3.2 Teacher 2's Perception with the interviews

The interview was conducted after the classroom observation in a private way. (see Appendix III Interview Transcriptions for Teacher 2). In general, Teacher 2's interviews indicate that she displayed considerably little and poor nonverbal behaviors and not fully aware of nonverbal behaviors in his class in the class summarized as below.

Teacher 2 perceived: nonverbal communication is not very important with percentage of 30%. Because the content or knowledge will be delivered by talking and lecturing, She will make some non-verbal communication and contacts with students but not as always. She cares about teacher's appearance very much. As Chinese Culture. Teacher's dress code has to be very formal and neat. Sometimes she cares some important nonverbal cues but most time she is just talking and standing with very few different gestures or facial expressions to respond my students while having class.

She does not often use make eye contact to communicate with the students. She nearly does not the position and distance in the classroom.,give time to wait student's answer、 ways of speaking in terms of voice 、 tone、 rhythm. He thought not exactly that nonverbal behaviors can affect her relationship with students. Even she has not applied too many cues but students still understood the teaching content that she delivered.She has never seriously learned or applied nonverbal cues in her teaching particularly, but she would like to know how nonverbal works in terms of better communicative teaching.

Quotation from interview answers from Teacher 2 (See Appendix III)

1.How much do you think the percentage of the nonverbal communication in your English classroom of this class ? Why do you think so ?

“It is not that important, like 30% . Because the content or knowledge will be delivered by talking and lecturing. I will always be having the speeches and make some non-verbal communication and contacts with students but not as always....

3.How much do you care the your physical appearance in the classroom. Why or why not ? How do you like your physical appearance today?

“Yes. I care about it very much. In Chinese Culture. Teacher's dress code has to be very formal and neat. In order to be a good role model for students.

4.How much do you care the your gestures, facial expressions , eye contact and position and distance in the classroom. Why do you think so ? How do you like your behaviors today?

“Sometimes I think I care it, But most time I am just talking and standing.I will use few different gestures sometimes to respond my students while having class. For example: I will nod my head if student have the right answer,shake my head if not

7. What nonverbal cues do you think you often use to communicate with your students? Why do you think so ? How do you think the importance of them?

I don't think it is very important or significant. Because I am a university lecturer teaching university students, If teacher speaks too fast and ups and downs. Students would follow and concentrate what I have been teaching throughout the whole class.

8.Do you think the teacher's nonverbal behaviors can affect the students' relationship with him/her. ? Why do you think so ?

Not exactly..... Our communication channel is through knowledge

10.What else about teacher's nonverbal behavior or nonverbal communication in the class that you would like to share with us ?

To be honest, I have never seriously learned or applied nonverbal cues in my teaching particularly. Everything that I've been showing is my basic understanding and instinct about how I can make my students learn without troubling them. After your interview and research. I think I would have some ideas make a better teaching.

4.3.3 Students' Perception with interviews

The interview was conducted after the classroom observation in a private way. (see Appendix II Interview Transcriptions for student 3 and 4). In general, Students' interview indicates that she also displayed considerably poor and little nonverbal behaviors in the class showed as below.

Student 3 perceived : Nonverbal communication is NOT very important of 40%, nonverbal cues say less than verbal cues in the class. He always pays attention to teacher's dressed and did not teacher's appearance today. Sometimes, he cares those important nonverbal cues, like nodding-head, eye contact, as he wants to feel comfortable in the teaching process, seldom cares about time on waiting for students to answer. He thinks that Teacher's vocal words should be matched with right voice and he believes good teacher will be a good speaker as well. He did not think Teacher 2 has done many nonverbal actions at least no effective ones. He felt nothing toward her little nonverbal cues. He did not really think the teacher's nonverbal behaviors can affect the relation with students as teacher's mastery of knowledge and sense of friendliness do the most. He

understood just fine of today's teaching content and he did not like this teacher's nonverbal cues and methods.

Quotation from interview answers from Student 3 (See Appendix II)

1.How much do you think the percentage of the nonverbal communication in your English classroom of this class ? Why do you think so ?

I think It is less important than verbal communication, like 40%. I think people use some nonverbal cues to express their feeling and meaning but which one say more and clearer? At least nonverbal cues say less than verbal cues.

3.How much do you care the teacher's physical appearance in the classroom. Why do you think so ? How do you like your teacher I's physical appearance today?

I care about it, Because teacher is a formal occupation, as a university lecturer, he/she should dress well for this specific occasion. I think l the teacher wore is too casual as she wore just a T-shirt.

4.How much do you care the teacher's gestures, facial expressions , eye contact and position and distance in the classroom. Why do you think so ? How do you like your teacher's behaviors today?

Sometimes. I think I care those important ones, like nodding-head, eye contact, Because I want to feel relax comfortable while teacher is teaching and giving out the speeches about particular content.

5.How much do you care the teacher's time that be given to students while waiting for answers in the classroom. Why do you think so ? How do you like your teacher's behavior today?

I seldom care about it, as we are college students. Lecturer should not put too much time on waiting. I think teacher today behaved good while giving time to answer.

9.Do you understand the teaching content today ? Why do you think so ? What nonverbal cues affect you most ?

Mostly yes, I understood just fine of today's teaching content. But I won't say I like this teacher's nonverbal cues and methods

10.What else about teacher's nonverbal behavior or nonverbal communication in the class that you would like to share with us ?

I have to say I love learning English, but classroom atmosphere today is not very active. When I saw how she dress I feel so informal and had the state of mind about this teacher. Later the poor interaction and same and boring actions,voice and words made me sleepy.

Student 4 perceived : Nonverbal communication is more important than verbal communication a bit more like 55%. She paid attention to teacher's physical appearance in class and does not like the way teacher wore which was not very proper. She said a good teacher has to be a good talker with different and lively voice and tones for teaching of teacher and do not like

teacher's voice today . He said he just care some useful nonverbal signs but she did not feel very good about it.

She cares about the time-waiting for answers of teacher, Lecturer should guide students for independent thinking. Providing more time on waiting.

But not happy with teacher's time of waiting answers in the class today.

She thought teacher should care about the nonverbal behaviors in the class as it will affect definitely make students like and feel close to teacher and better teaching result or grade can be possibly done.

Quotation from interview answers from Student 4 (See Appendix II)

1. How much do you think the percentage of the nonverbal communication in your English classroom of this class ? Why do you think so ?

I think It is important than verbal communication a bit more, like 55%. Because when the teacher having class to us , she is not only speak out by talking or having speeches, but also her movement, facial expression, eye contact. Etc.

3. How much do you care the teacher's physical appearance in the classroom. Why do you think so ? How do you like your teacher 1's physical appearance today?

I often care about it, A university lecturer should dress as a knowledge presenter. I don't like her informal dressing today.

4.How much do you care the teacher's gestures, facial expressions , eye contact and position and distance in the classroom. Why do you think so ? How do you like your teacher's behaviors today?

I think I care some useful ones, for instance: eye contact, smiles, choose the right standing position. Because I want to have the positive energy from my lecturer

5. How much do you care the teacher's time that be given to students while waiting for answers in the classroom. Why do you think so ? How do you like your teacher's behavior today?

I always care about it, as we are college students. Lecturer should guide students for thinking. Providing more time on waiting. I think teacher today behaved not very good

7.What nonverbal cues does your teacher often use to communicate with you and other students? How do you think the importance of them?Why do you think so ?

I don't think teacher today did good presentation of nonverbal communication.. I don't think she has done many nonverbal actions at least no positive ones.

9.Do you understand the teaching content today ? Why do you think so ? What nonverbal cues affect you most ?

Not really, I think just fine and I won't say I like this teacher's nonverbal cues. She seldom eye-contact and change tone of voice, Distance that she kept between students and teacher are quite far and she seemed no move at all. I feel teacher doesn't like us very much.

10.What else about teacher's nonverbal behavior or nonverbal communication in the class that you would like to share with us?

As a classic Chinese students, I admit that the most important thing is our academic records in terms of examination grades. We do care it since our future related it. But your research questions remind of me about how important to learn nonverbal.....

4.3.4 Researcher's narrative analysis with classroom transcription.

Teacher 2 had 15-years college English teaching experience. However, She displayed considerably poor and little nonverbal behaviors in her class. He displays a little number of nonverbal behaviors. She has a long teaching experience but informal physical dressing . She seldom shows the expression of smile, head nodding and head shaking to students, which can decrease immediacy and enhance the classroom atmosphere. It shows as below:

Quotation from Class Transcription from Teacher 2 (See Appendix IV)

T: Everyone! Please read after him. (Staring at few students in the front and look at the screen)

Ss: Yes, I will read it.

T: (Looking at the front of her) So we are going to learn a new lesson – Unit 10, invent a gadget. So you know in day life, each of us has a favorite gadget. They are useful and convenient in our daily life. (a moment of silence when she click the PPT)

So you know, ah, all these,(frowning) ah, we say the new innovations, ah, iPhone. Do you know this? Each one has iPhone, ah. Most of you also have iPad, right? Apple, so maybe, ah, it's your short dream to own an Apple, to own an Apple. (head nodding and a longer moment of silence when she click the PPT)

So you tell me, some questions for you. Do you know these gadgets? Why do people buy them? Why do you buy them? So this is what? (without waiting for answers) This is a GPS, which we use it while we are driving a car, right? Ah, with a gadget... ah, with a GPS, we will not, ah, we will not lose our ways while driving, while driving. So how about this one? What's it? How about this one? What's it? It's a... (wait for students' answer) Ah, yes,..... we don't need to carry a thick dictionary, right? so, ah, now it is very fashionable to have a digital foot print, to have a digital foot print. It is the xxx of the old prints. (a moment of silence when she click the PPT)

In this teaching classroom we can see teacher 2 was no interaction with his students. She is not trying to make all her students attentive in class with her non-stop statement and presentation of the lesson content. It indicates that Teacher 2 have no a good number of gestures and changing of position and movement. Apart from very few heading nodding, board pointing (See the Observation Form Appendix 1) She did not try to utilize any other gestures and changing position and movement. She was not even moving or stepping out of the teaching platform as observation and record.

T:So do you know this gadget? Ah, so digital camera, in Chinese what's it? Digital Camera (together with the students), OK. So this one, guess its meaning. Digital Vidicon

(together with the students). OK, yes. This is a vidicon. OK, following, this is a laptop, in Chinese what's it? Laptop (together with the students). Yes, it is also fashionable, once we own. This one is in fashion, PDA – palmtop. And also this one. Now tab PC is going to replace (pause for a moment) laptop, right? They are new innovations. (a moment of silence when she click the PPT)

So why do people buy them? Why do people buy them? I want you to have a discussion. I want you to have a discussion. (Bending to read slides) Why do you buy... or first ask do you have a gadget? What's your favorite gadget? What's your favorite gadget? Why do you buy them? Why do you buy them? Now, two minutes for your discussion with your seatmate (Back to student and see the slides) OK. Begin. Someone tell us what's your favorite gadget? Why did you buy it? ...Let me see... (Look around and call a student's name)

Stand up! So tell us...first tell us, what is your favorite gadget?

Sa: My favorite gadget is mobile phone.

T: So why did you buy it? Yes. (come down the podium towards the student)

T: (Head nodding and smiling)Today we are going to talk about lesson 5. So the topic is Em.....(Head nodding and clicking the laptop) Friends, Yep. That's right! But not exactly(Shaking head) friends. Before er... We get started with our lesson, first of all. Let's take a look our slides picture.(Smiling and make eye contacting with students). Like the first 1, what can you see in the picture?(pointing to board and smile looking at students).....

As the quotation shows, She did not pay attention to students' understanding as she did not pause for any circumstance. She had very few

frequency smiling and nodding head as well as establishing eye contact with individual students.

When she was presenting new vocabulary and asking individuals to answer the questions or asking the pairs or groups to work together Her pitch, rate, tone and rhythm have no change at all. One more important factor is she kept answering her questions by herself or speak it out along with students. No interactive and No effective nonverbal cues has been done..

4.3.5 Discussion and Conclusion of the class 2 with Research questions.

As mentioned and concluded earlier in Chapter 2, Nonverbal communication behavior penetrates every field in our daily life and plays an important role in Human interaction. Classroom teaching, as an important social interaction, in essence, is an activity of transmitting messages through a double channel and a Process of naturally Influencing and Promoting interaction between the teacher and the students by means of information transmission.

After the interview and classroom observation have been completed with transcription. It is necessary that to discuss and answer the research questions

1. What are similarities and differences between the teachers and students' perception of teachers' nonverbal communication in Chinese English Teaching classroom ?

- The major *similarities* are stated as below;(See Appendix II&III)

- 1) They both perceived that teacher's gesture, eye contact, voice inflection physical appearance are important.
- 2) They both perceived that nonverbal communication is not important in classroom teaching.
- 3) They both perceived that student's understanding in terms of their examination grades do matter in the classroom teaching and learning.

- The major *differences* are stated as below;(See Appendix II &III)

- 1) Teacher 2 perceived that the way of eye contact and Head nodding affect the teaching effectiveness the most.

Students perceived that Teacher's all nonverbal cues has not affected

their learning effectiveness as they feel nothing but boring.

- 2) Teacher 2 perceived that students understood well of the teaching content today.

Students perceived that not understood well as they feel teacher does not like them and stand too far away and still without enough interactions.

3) Teacher 2 perceived use of some voice inflection is inefficient for students' attention to the teaching content.

Students perceived that not satisfied with teacher's voice inflection today.he could have given more changes for the voice with speeches.

2. What are the characteristics of discourses in the Chinese classroom context of class 2?

1) Experienced Teacher over-using traditional teaching methodology.

The results of the interview and transcription indicate that teachers overusing Grammar -Translation approach in the teaching but as an experienced teacher, Chinese students pay a lot respect to these group of teachers and not will to judge or correct this authority.

2) Poor awareness of teacher nonverbal behaviors.

The results of the interview and transcription indicate that teachers and students are very little aware of the importance of teacher nonverbal

behaviors. Most of them thought that they think teachers' nonverbal behaviors are important, but could not perceive nonverbal communication in an accurate conception as shown in the data (Appendix II&III)

3) Emphasize on examination grades as a common goal.

Teachers and students all mentioned several times that if they can understand the teaching content is related to the examination results and grades. They do matters as Chinese students with excellent academic records will be better future as a state of mind.

4) Significant dis-match between teachers and students' perception.

Teachers and students have a dis-match about how they think and perceive in terms teaching understanding of teaching content , satisfaction of voice inflection, Physical appearance,etc.. In Teacher 1's class, This characteristic is very significantly shown.

4.4 Data analysis for Teacher 3

4.4.1 Description of the Environment

All the student and teacher participants of this study are from Yunnan University Dianchi College. It is a fully-equipped private university under the name of Yunnan University. The Classroom which the researcher be seated is a wide, bright, and fully-furnished with 22 students' seats in the dimension of 110 square-meters. The Multimedia equipment like projector and whiteboard are also provided.

Teacher 3 in Table 1 is chosen as the last teacher evaluated in the study. He is a lecturer in the University and is 37 years old. He has nine years of English teaching experience. There are some useful information about the lesson plan as below:

- 1.Topic:** The dog is still alive?
- 2.Set Textbook (Material):** Chinese College English I
- 3.Linked Chapter:** Chapter 7 8
- 4.Student Level:** Beginning-Intermediate
- 5.Teaching objective:** By the end of the class students

- a. will understand how to differentiate adjective form like alive/ living.
- b. Will be able to make sentences with those vocabulary.

6.Teaching Methodologies:

- a. Handling Vocabulary & Grammar Translation
- b. Audio-Lingual Approach

The third group of students participants are from class one in Table 2. Totally 22 students in this class were actually in the session of classroom observation and video-taping. They all had previous English learning experience from six to nine years. Two of them have been selected to conduct the face to face interview with the researcher.

4.4.2 Teacher 3's Perception with the interviews

The interview was conducted after the classroom observation in a private way. (see Appendix III Interview Transcriptions for Teacher 3). Generally speaking, Teacher 3's interviews indicates that he displayed considerably few and poor nonverbal behaviors and not fully aware of nonverbal behaviors in his class in the class summarized as below. .

Teacher 3 perceived: "It's as important as verbal communication like 50% . Because when people talk or communicate, it is all done by talking right. He thought he often cares about his physical appearance in class and care those important nonverbal cues but ignoring them as always, He does not care about the time of waiting students' answers cause he can not give enough time to wait all the time and waste the precious time for all students. He thought voice inflection is not that much important which can affect students' attention and concentration when teacher is having the lecture. He often uses pointing to the board, moving my fingers, some eye contacts,etc to make teaching better.

He is not so sure about nonverbal behaviors can affect the students' relationship. He also thought that students received the key teaching content that he taught earlier in the class. He thought he is a traditional teacher as accustomed to thinking communication in terms of spoken or written language in classroom. And never learned or investigated into the field of nonverbal communication

Quotation from interview answers from Teacher 3 (See Appendix III)

1. How much do you think the percentage of the nonverbal communication in your English classroom of this class ? Why do you think so ?

“It’s as important as verbal communication 50% . Because when people talk or we say it communicate, how we gonna done it? By talking right ?

3.How much do you care the your physical appearance in the classroom. Why or why not ? How do you like your physical appearance today?

I really care about it. Haha, by the way, We have specific teacher’s dress code in the university. We have to care about it because students nowadays are very observant. They will treat you differently if you dress as formal as a university lecturer.

4.How much do you care the your gestures, facial expressions , eye contact and position and distance in the classroom. Why do you think so ? How do you like your behaviors today?

I do care it but I will ignore it for most time, Because students are having class and I am teaching. I teach in the way that I used to teach for few years. For gesture. Um... I don’t exactly remember what I like to do. maybe I don’t do any gestures often.

6.How important do you think for the teacher to change his/her voice, tone and rhythm in the class. Why do you think so ? How do you like your behavior today?

I think it is important but not that much, these things can affect students’ attention and concentration when teacher is having the lecture. I like the way I behave in today’s class. I was having my lecture lively but not that vividly.

7. What nonverbal cues do you think you often use to communicate with your students? Why do you think so? How do you think the importance of them?

I often use pointing to the board, moving my fingers, some eye contacts, And changing my tone of voice, etc. I am using them naturally with out any prior thinking and investigation. My teaching objectives are make students follow and understand the teaching content in a better way. Now I will start to emphasize on using or develop them.

8. Do you think the teacher's nonverbal behaviors can affect the students' relationship with him/her. ? Why do you think so ?

I am not so sure about it, but I think if I make a perfect use of nonverbal cues will definitely make a lecturer students-liked.

9. Do you think students understand the teaching content today? Why do you think so? What nonverbal cues affect them most?

I think so. I think they received the key teaching content that I taught earlier in the class, I can tell from their eyes. They are full of satisfaction in their eyes. I used eye contact the most which in a certain and obvious way of communication.

10. What else about teacher's nonverbal behavior or nonverbal communication in the class that you would like to share with us?

Sometimes I think I am a traditional teaching concept people as I accustomed to thinking communication in terms of spoken or written language in classroom. I've never learned or investigated into the field of nonverbal communication. I don't think I have a good understanding of it.

4.4.3 Students' Perception with interviews

The interview was conducted after the classroom observation in a private way. (see Appendix II Interview Transcriptions for student 5 and 6). In general, Students' interview indicates that the also displayed considerably moderate nonverbal behaviors in the class shown as below.

Student 5 perceived : Nonverbal communication is less important than verbal, like 40% in the class. He always paid attention to teacher's physical appearance in class teacher dressed well and he nearly always care those important nonverbal signs and felt comfortable about it.

He agreed that teacher's nonverbal behaviors can affect the students' relation with teacher. He thought the voice and tone are very important and likes the way the teacher behaved in the today's class. He can understand teaching content thoroughly. He thinks he can tell whether teacher likes or dislikes him from the nonverbal cues presented by lecturer.

Quotation from interview answers from Student 5 (See Appendix II)

1.How much do you think the percentage of the nonverbal communication in your English classroom of this class ? Why do you think so ?

I think It is less important than verbal, like 40%. It is very often people use some nonverbal cues to say their feeling without actual speaking but mean something.

3.How much do you care the teacher's physical appearance in the classroom. Why do you think so ? How do you like your teacher I's physical appearance today?

I often care about it, I think I care about it so much. Because teacher in the classroom is representing the knowledge. He/she has to dress properly and be clean and tidy. I like the way teacher dressed up.

4.How much do you care the teacher's gestures, facial expressions , eye contact and position and distance in the classroom. Why do you think so ? How do you like your teacher's behaviors today?

I nearly always care those important nonverbal signs, Because I will not comfortable if teacher overused some kind of gesture,

5.How much do you care the teacher's time that be given to students while waiting for answers in the classroom. Why do you think so ? How do you like your teacher's behavior today?

I often care about it , I am not satisfied with teacher's time-waiting today.he could have given more time to wait for some other students.

9.Do you understand the teaching content today ? Why do you think so ? What nonverbal cues affect you most ?

I have got very good understanding of today's teaching content thoroughly. I like his eye contact and encouraging gesture like Head nodding. Distance that he made between students and teacher in the classroom while teaching.

Student 6 perceived : Nonverbal communication is as important as verbal communication, like 50%. She paid attention to teacher's physical

appearance in class likes the way teacher wore which was very proper. She liked the voice and tones for teaching of teacher. She said he just care some important nonverbal signs but not that much and he thought teacher behaved neither too good nor too bad. She cares but not nearly always. About teacher questioning and waiting for answers.

She thinks teacher's voice is very important. will generally distract her attention. Teacher 3 can keep her following and understanding the content by using pause rightly She mentioned that Teacher's nonverbal behaviors are less well studied by us. But teacher should expand the knowledge and practices about it.

Quotation from interview answers from Student 6 (See Appendix II)

1.How much do you think the percentage of the nonverbal communication in your English classroom of this class ? Why do you think so ?

I think It is as important as verbal communication, like 50%. Because when the teacher is teaching. He/she will be a center who deliver knowledge to all of us. The nonverbal cues will work for verbal ones.

3.How much do you care the teacher's physical appearance in the classroom. Why do you think so ? How do you like your teacher 1's physical appearance today?

I care about it, Because teacher has to dress clean and tidy so that students will pay attention to teaching itself not judgment of teachers' appearance. For a university lecturer. I like the way teacher wore but his hair is a bit long for me.

4.How much do you care the teacher's gestures, facial expressions , eye contact and position and distance in the classroom. Why do you think so ? How do you like your teacher's behaviors today?

I care just some positive nonverbal signs but not all. For sure I will be uncomfortable if teacher keeps sending negative messages by moving finger/pointing on me, shaking head too much, frowning too often etc. think teacher today behave averagely

5. How much do you care the teacher's time that be given to students while waiting for answers in the classroom. Why do you think so ? How do you like your teacher's behavior today?

I care but not nearly always. When teacher questioning and waiting for answers. Teacher should not frown and be impatient. Unless student really don't know.

7.What nonverbal cues does your teacher often use to communicate with you and other students? How do you think the importance of them?Why do you think so ?

I think apart from head-nodding, pointing to the board, eye contacting.etc.,. The significant nonverbal cue he amazed me the most is he was able pause when he state a long sentence or paragraph. He can keep me following and understanding the content. I like his nonverbal behaviors.

8.Do you think the teacher's nonverbal behaviors can affect the students' relationship with him/her. ? Why do you think so?

Yes, I think the teacher has to care about the nonverbal behaviors in the class. Teachers' inappropriate nonverbal behaviors will demotivate students in terms of classroom atmosphere. For instance, I may feel bad if I found out this teacher dislike me if too much frown or shaking head be used by teacher

10.What else about teacher's nonverbal behavior or nonverbal communication in the class that you would like to share with us?

Teaching is quite tightly related to classroom atmosphere. Teacher's nonverbal behaviors are less well studied by us. But I think teacher should expand the knowledge and practices about it. Creating good teachers and students' relationship for work well together throughout the college learning.

4.4.4 Researcher's narrative analysis with classroom transcription.

Teacher 3 had 9-years college English teaching experience. He displayed considerably moderate nonverbal behaviors in his class. He displays a large number of nonverbal behaviors. He has a descent physical appearance and wears neatly. He utilizes the eye contact, smile, voice inflection and pausing in speeches in the class which can increase immediacy and enhance the students' level of attention It shows as below:

Quotation from Class Transcript from Teacher 3 (See Appendix IV)

T: Good afternoon students. How are you today? (making eye contact with students)

Ss: Good afternoon. Mr.Zhang. I am fine.

T: Good.(nodding head and smiling). I am fine too. Now let's take a look at the slides,(Looking around to make sure students' attention)Choose the right word of description and put, and the proper one... (pausing and bending to read book , then look at the screen)... Let' s practice the three words(looking around). First one - alive, let' s read it together. Alive! Living! Live!

Ss: Alive! Living! Live!(read with the teacher)

T: OK,(Smiling and bending towards students) what is the difference between, em, among these three words?(pausing) What are the differences? (crossing the arms,put the hands under the armpits)

T: Alive(Use high tone), mostly is used as predictive. As for living, mostly is used as attribute. For example, the dog is still alive. Or please give me a living dog.

Ss: The dog is still alive,please give me a living dog. (repeat with the teacher)

He not only pays attention to smiling and nodding or shaking head but also establishes eye contact with individual students. When he is presenting new vocabulary and asking individuals to answer the questions or asking the pairs or groups to work together His pitch, tone and pauses are well applied . But when questioning, he just let student repeat after him without time of independently thinking.

Quotation from Class Transcript from Teacher 3 (See Appendix IV)

T: Why? (Frowning and looking around with pause and soft voice) As we mentioned examine the evidence before, and whether we can prove the case or not. As for check, it means whether there is the evidence to prove or not. Understand? (pause) Then let's see, according to the plan, according to the plan, the Mayer had to... (pause and turn to the screen and check the answer with the students)

Ss: Inspect the school.

T: I think the door is locked. (Making eye contact and put the hand under the armpit with a pause and low tone) I think the door is locked. I will go and... (pause and turn to the screen and check the answer with the students)

Ss: check.

T: Why? (High tone with soft voice) Why do we use check? (Looking around) The thing is he already locked the door, but he only wanted to check again. (two more exercises quickly be done with the students together)

So let's continue with number 8. (pausing and bending towards students) The first one, to work sb./sth. For example, don't work her too hard. She's still weak. (read from the screen) we used to use work as "I am working", but now it can also be used before sb – make sb. work. (translate the example again into Chinese) Next one, work – make into effect, for example, it works. The computer is not working because of the virus. We install the virus-killer app. Then, it works, it works. (Moving fingers and Making eye contact with pausing and high tone full voice.)

However, It indicates that Teacher 3 have no gestures and changing of position and movement. Apart from heading nodding/shaking, board pointing (See the Observation Form Appendix 1) He did not try to utilize any other gestures and changing position and movement. He was not even moving or stepping out of the teaching platform as observation and record.

In addition to it, When he have question for students, He just gave too much hint and for getting one word answer from students. While he got the answer which is not correct but quite close and brave, he say why? Why do we use that word? In a high tone and full voice,that was quite irritating towards students.

4.4.5 Discussion and Conclusion of the class 1 with Research questions.

As mentioned and concluded earlier in Chapter 2, Nonverbal communication behavior penetrates every field in our daily life and plays an important role in Human interaction. Classroom teaching, as an important social interaction, in essence , is an activity of transmitting messages through a double channel and a Process of naturally Influencing and Promoting interaction between the teacher and the students by means of information transmission. After the interview and classroom observation have been completed with transcription. It is necessary that to discuss and answer the research questions

1. What are similarities and differences between the teachers and students' perception of teachers' nonverbal communication in Chinese English Teaching classroom ?

- The major *similarities* are stated as below;(See Appendix II&III)

- 1) They both perceived that they do not care much about nonverbal cues in terms of gestures, facial expressions, eye contact and position and distance in the classroom etc.. Sometimes even ignore them.
- 2) They both perceived that teacher's good nonverbal behaviors can make a better relationship between students and teachers and they are lack of it both from theory and practice
- 3) They both perceived that they had very good understanding of each other. The teaching content was delivered effectively from teacher to students.
- 4) They both perceived that nonverbal communication is less or same important as verbal communication but teacher's physical appearance in terms of dress code in university classroom is very important.

- The major *differences* are stated as below;(See Appendix II &III)

1) Teacher 3 perceived that the way of eye contact and Head nodding affect the teaching effectiveness the most.

Students perceived that Teacher's tone of voice and appropriated pauses affect the learning and attentive effectiveness the most.

2) Teacher 3 perceived that he did not give enough time while waiting for the answers from students.

Students perceived that he satisfied with teacher's time-waiting today.

3) Teacher 3 perceived that not so sure about students' understanding as he did not make a perfect use of nonverbal cues.

Students perceived that they understood well as they feel teacher behave well especially in voice inflection and some other appropriate nonverbal cues.

4) Teacher 3 perceived use of some voice inflection is not important and can affect students' attention and concentration

Students perceived that satisfied with teacher's voice inflection today.

Especially the pauses he has been more doing over the long speeches.

2. What are the characteristics of discourses in the Chinese classroom context of class 3?

1) Teacher over-using Audio-lingual approach teaching methodology.

The results of the interview and transcription indicate that teachers overusing Audio-lingual approach in the teaching. Without necessary communicative or interactive way of teaching

2) Improper awareness of teacher nonverbal behaviors.

The results of the interview and transcription indicate that teachers and students are not aware of the importance of teacher nonverbal behaviors. Most of them admit that they think teachers nonverbal behaviors are important in class, but they are not sure or have no ideas about most of them, both theory and practice.

3) Inconsistency of teachers' believe and behaviors

They have a dis-match about how they perceive and behave as they lack of the understanding nonverbal communication is in the learning aspect. It show that teachers are unaware of how they behave in class, which is an obstacle for teachers to improve their nonverbal behaviors.

Chapter 5 Conclusion and Suggestions

Based on the classroom observation and interviews, the conclusions are reported in the first part of this chapter. As for the problems with regard to teacher nonverbal behavior use, some tentative suggestions are provided by the author in the second part of this chapter.

5.1 Summary of the findings.

Nonverbal communication in class refers to the communication between teachers and students by using any means beyond words. It is a very important vehicle for the exchange of information and feelings. Nonverbal communication is realized by teachers and students who play the roles of message senders and receivers. This paper concentrates on the first aspect—teacher as the sender of these nonverbal cues. As is proved by the previous scholars, teacher nonverbal behaviors play a very significant role in the delivery of information and management

of class. However, as has been made clear in the study, teachers and students in China are not fully aware of teacher nonverbal behaviors in college English classroom. Teachers' lack of related theories

and the traditional teaching concept may be the causes of the problem. Students' focus on teachers' verbal contents in class also leads to their inattention to the nonverbal behaviors. In addition, teachers' beliefs and their behaviors are not always consistent to each other.

In order to have a better understanding of teachers' behaviors in class, nonverbal cues of college English teachers are observed and analyzed by the author. It is found that teachers really display a variety of nonverbal cues to different extents, and more positive nonverbal behaviors occur than nonverbal ones. Generally speaking, teachers can make use of their gestures, facial expressions, body movements, time and so on effectively to facilitate their teaching. However, some problems also exist. Some teachers provide insufficient nonverbal signals to students, while others use too many distracting or negative ones which can confuse the students or frustrate them.

However, according to the study, teachers can modify their nonverbal behaviors and it is advisable to make the improvement step by step. As for the effectiveness of teacher nonverbal behaviors, the

collected data in the research find the positive correlation between these nonverbal cues and teaching in college English classroom. As is proved by the research, teacher nonverbal behaviors play a pretty important role in different aspects of college English teaching, and they can affect teacher-student relationship, classroom atmosphere, students' participation and students' cognitive learning.

The significance and effectiveness of teacher nonverbal behaviors demand that teachers pay more attention to improve their problematic behaviors in classroom. Some suggestions are provided at the end of the paper by the researcher. First, traditional concept of verbal communication focus in class should be revised, and teachers should be more careful in class when using their nonverbal behaviors to communicate. Next, nonverbal skill training and practice after class are also necessary and helpful. Teachers are advised to learn from some previous theories and make some practices and observations in their spare time. Last but not least, feedback is also a very important tool for teachers to find the problems and make improvement accordingly. Feedbacks from both other teachers and students are beneficial.

5.2 Recommendation for teachers' further study of Nonverbal communication.

As is known to us, teacher nonverbal behaviors are very important in classroom teaching. According to the studies carried out by the researcher, it is clear that teacher nonverbal behaviors have great influence on different aspects of classroom teaching. However, it is also found that most teachers are not fully aware of the importance and use of their nonverbal behaviors in classroom. Therefore in the hope of helping the teachers to make their teaching more manageable, more effective, and more interesting in college English classroom, the author makes the following tentative suggestions.

1) Change of the traditional concept.

As has been made clear, nonverbal communication occurs at relatively low levels of awareness. Teachers prefer to think communication in terms of spoken and written language. As a result, the behaviors within the classroom are ignored by many teachers. However, as has been proved in the paper, verbal and nonverbal communications are intertwined and complementary to each other. Teachers should pay attention not only to their words, but also to their

behaviors. Especially, Communicative Language Teaching and student-centered teaching mode are nowadays given more attention by educators, and interaction between teachers and students are more emphasized. Nonverbal behaviors contribute to the successful communication to a large extent and are inseparable to the exchange of information, attitudes and passions. So teachers should change their traditional idea and know that verbal contents are not the only focus in the classroom teaching. Their nonverbal behaviors are also significant and deserve special attention. Besides, teachers should also help the students know that although the marks of the examinations are important, it is even more vital that their knowledge structure and competence are fully developed. All in all, change of the traditional idea and being aware of the significance of nonverbal communication in class is the first step for teachers to improve their nonverbal behaviors.

2).Being observant to the nonverbal behavior in class

Recognizing that nonverbal behaviors and nonverbal interaction in classroom settings can provide insights into the dynamics and

effectiveness of teacher-student communication is an indicator for teachers to consider when they develop their pedagogical repertoires. Analysis of the data, observation and interviews indicate that utilization of these behaviors could contribute to the effectiveness on many aspects of classroom teaching. Thus teachers should be more observant and careful in using their nonverbal behaviors when delivering lectures. Here are some effective behaviors suggested by the researcher for teachers in college English classroom.

- (1) Use more proper gestures to students which involve the movements of arm, hand or fingers.
- (2) Stand erectly with a relaxed posture.
- (3) Bend slightly towards the students when necessary.
- (4) Get physically close to the students and walk properly in classroom.
- (5) Establish eye contact to the whole class and individuals.
- (6) Use voice inflection for emphasis and reassurance.
- (7) Establish more smiles to students.
- (8) Give more wait time to the students for thinking and responding.

On the contrary, some ineffective behaviors should be avoided by teachers, including:

- (1) Do not stare at students for too long time.
- (2) Do not usually show the negative facial expressions such as frowns.
- (3) Do not speak with the back turned or looking at the floor or ceiling.
- (4) Do not always stand far away from students.
- (5) Do not invade the students' territory.
- (6) Do not remain still in one place for a long time.
- (7) Do not speak in a monotone.
- (8) Do not expect an immediate response when waiting for students' answers.

3) *Nonverbal skill training after class*

According to the study carried out by the author, it is proved that teacher nonverbal behaviors can be modified. That is to say, teacher can improve their skills of using nonverbal cues by some training or practice consciously. As Neill (1991) indicates that

teaching skills are acquired interactively, both pre-existing skills and perceptiveness and course experience contributing, rather than that effective teachers are born with the gift. For the first step of training, teachers have to understand some related theories. So it is better for them to read some books or materials in their spare time on classroom nonverbal communication.

Direct observation of behavior demonstration of other teachers is also beneficial. It can help teachers become aware of the effective and ineffective nonverbal cues and then make some modifications of their own. In addition, like other skills, nonverbal skill also needs efforts and constant practice. After class, teachers should work hard to practice their nonverbal behaviors. Mirror practicing method is an advisable approach. Teachers can stand in front of a big mirror, practicing and observing their nonverbal behaviors. It is an effective way in that they can adjust their problematic behaviors on time. Imitation of other successful teachers' behaviors is another approach. Besides, some nonverbal cues of public speakers or actors on TV also can be the models, because their nonverbal behaviors are generally speaking vivid and active. If possible, teachers can also

record the whole process of their classroom teaching by using video recorder, in order to observe and study their nonverbal behavior after class. One tip here worth noticing is that it is always safer to try small changes in the way you behave and then move on to larger ones.

Teacher 3 in our research is an example. Just because he is unsure about all of his behaviors in the class, but turns out student can understand his teaching content due to his voice inflection, gesture of nodding head. His anxiety is necessary but can be seen and improved if he tried to learn in a scientific way. 4. Paying attention to the feedback Another important suggestion is to look for feedback from others. The study carried out by the author shows that feedback are useful for teachers to improve their nonverbal behaviors. Because usually teachers are unaware of their nonverbal behaviors when teaching, so they do not know where the problems are. However, these problems can be seen clearly by the observers. So to gain information from others is an efficient means because it can help the teachers to make some improvements accordingly.

Another most important source of feedback is from the students. Teacher nonverbal behaviors can influence the students greatly. So whether these nonverbal cues are appropriate or not can be reflected through the students' reactions. For instance, if the teacher finds the class very silent and dull, then it is a warning that there may be something wrong with his own behaviors. Besides, teachers can give their students some questionnaires or interviews after a period of teaching to obtain the information. Another way for teachers is to let other teachers listen to their lessons and point out where the problems are, so that they can improve the problematic ones according to these feedback.

5.3 Limitation of the study

Meanwhile, limitations also exist in the paper. The project is limited only to one university—Yunnan Dianchi University, and the sample is small, with only 72 students coming from the same grade and 3 teachers observed and interviewed in class. Besides, teacher nonverbal behavior is a very unmanageable dimension. For instance, when counting and noting down the frequencies of them, there must be

many missing data. Furthermore, the research does not cover all the categories of nonverbal codes.

Finally, the paper does not deal with some variables which maybe have some influences on teacher nonverbal behaviors, such as genders, ages, and teaching experiences. Owing to these objective constrains, the present study is merely an explorative one and there remains more to be studied.

5.4 Recommendations for researchers' further study

This study stepped towards a better understanding of college English teacher's nonverbal behaviors. But the questions remain in many aspects.

1) Clear and reasonable definitions of the nonverbal behavior category and variables could not be given in this study. But more practice in observing class will provide strong evidence and clearer distinctions.

2) A more scientific observation form can be designed, by which the noting will become more convenient and easy.

3) Observations on novice and expert teacher can be conducted.

The comparison between the data might push the training program of nonverbal behaviors a step further.

4) Study on the functions of certain nonverbal behaviors might promote the positive effect while avoiding negative one. Meanwhile the skills for displaying these nonverbal behaviors could be trained.

5) This study investigated the nonverbal behaviors of college English teacher. Of course, other types of English teachers, such as teachers in middle school, primary school, kindergarten, private training center, tutor, etc., may also become the study subjects.

6) This study focused on English discipline in education field.

However, researches on nonverbal behaviors might be extended to other disciplines in other fields.

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Appendix I Observation Form of Teacher Nonverbal Behaviors Teacher 1

| Time Period | | 0-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 35-40 | 40-45 |
|---------------------------|----------------------|-----|------|-------|-------|-------|-------|-------|-------|-------|
| Category | Type | | | | | | | | | |
| Gesture and Head Movement | Head Nodding | 1 | 1 | | 1 | | | 4 | | 3 |
| | Head Shaking | 2 | | 3 | 2 | | 2 | | | 2 |
| | Board Pointing | 2 | | 2 | | 2 | | | | 1 |
| | Waving | 1 | | | | | | | | |
| | Finger Movement | | | | | 3 | | | | |
| Facial Expressions | Smiling at Students | 1 | | 2 | | 3 | | | | 3 |
| | Frowning at students | | | 2 | | | 2 | | | |
| Eye Movement | Making Eye Contact | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 |
| | Looking Around | 1 | | | | 2 | | | 1 | |
| | Staring at Students | 1 | | 1 | | 1 | | | 2 | |
| Posture | Back to | | | 1 | | 2 | | | | |

| | | | | | | | | | | |
|-----------------------|-----------------------------|---|---|---|---|---|---|---|---|---|
| | Students | | | | | | | | | |
| | Bending to Read | | | 1 | | 2 | | | | |
| | Bending towards Students | 1 | | 2 | | 3 | | 1 | | |
| Position and Movement | Close Proximity to students | | | | | | | | | |
| | On or Near the Platform | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | Walking in the Classroom | | | | | | | | | |
| Para language | Using Voice Inflection | 1 | | 3 | | 3 | | | | 1 |
| | Pauses in Speech Pattern | | 2 | | | 2 | | | | 1 |

Appendix I Observation Form of Teacher Nonverbal Behaviors Teacher 2

| Time Period | | 0-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 35-40 | 40-45 |
|---------------------------|----------------------|-----|------|-------|-------|-------|-------|-------|-------|-------|
| Category | Type | | | | | | | | | |
| Gesture and Head Movement | Head Nodding | 1 | | 3 | | | 1 | | | 1 |
| | Head Shaking | 1 | | | 1 | | | 2 | | |
| | Board Pointing | | | 1 | | | | | | |
| | Waving | | 2 | | | | | | | |
| | Finger Movement | | | | 1 | | | | 1 | |
| Facial Expressions | Smiling at Students | | | | | | | | | |
| | Frowning at Students | | 1 | | | | | | | |
| Eye Movement | Making Eye Contact | 1 | 1 | | | 1 | | | | 1 |
| | Looking Around | 1 | | | | 1 | | | | 1 |
| | Staring at Students | 1 | | 2 | | | 2 | | | 1 |
| Posture | Back to Students | | | 2 | | | | 2 | | |

| | | | | | | | | | | |
|-----------------------|-----------------------------|---|---|---|---|---|---|---|---|---|
| | Bending to Read Books | 1 | 2 | | 2 | | 3 | | 3 | |
| | Bending towards Students | | | | | | | | | |
| Position and Movement | Close Proximity to Students | | | | | | | | | |
| | On or Near the Platform | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | Walking in the Classroom | | | | | | | | | |
| Paralanguage | Using Voice Inflection | | | | | | | | | |
| | Pauses in Speech Pattern | 1 | | | 2 | | | | 1 | |

Appendix I Observation Form of Teacher Nonverbal Behaviors Teacher 3

| Time Period | | 0-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 35-40 | 40-45 |
|---------------------------|----------------------|-----|------|-------|-------|-------|-------|-------|-------|-------|
| Category | Type | | | | | | | | | |
| Gesture and Head Movement | Head Nodding | 1 | | | | | 1 | | | 1 |
| | Head Shaking | | | | | 2 | | | | |
| | Board Pointing | | | | | | 4 | | | |
| | Waving | | | | | | | | | |
| | Finger Movement | | | 2 | | | 2 | | | 2 |
| Facial Expressions | Smiling at Students | 3 | | | 3 | | | | 5 | 1 |
| | Frowning at Students | 1 | | 2 | | | 1 | | | |
| Eye Movement | Making Eye Contact | 2 | | 2 | 2 | | 2 | | | |
| | Looking Around | 2 | | | 1 | | | | 1 | 1 |
| | Staring at Students | 3 | | 4 | | 1 | 5 | | 2 | 1 |
| Posture | Back to | 1 | | | | 2 | | | | 1 |

| | | | | | | | | | | |
|------------------------------|-----------------------------|---|---|---|---|---|---|---|---|---|
| | Students | | | | | | | | | |
| | Bending to Read Books | 1 | | | 1 | | | | | 1 |
| | Bending towards Students | 1 | | | 3 | | | | | 1 |
| Position and Movement | Close Proximity to Students | | | | | | | | | |
| | On or Near the Platform | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | Walking in the Classroom | | | | | | | | | |
| Paralanguage | Using Voice Inflection | 2 | | 1 | | 2 | | 2 | | 1 |
| | Pauses in Speech Pattern | 1 | 1 | 2 | | 3 | | 2 | | 1 |

Note: 1. These forms are designed on the basis of teacher nonverbal cues observation

items by Anderson (2001), Boyd (2000) and Elisha Babad (2004) etc.

2. The unit of the time period is minute.

Appendix □ Interview Transcriptions for Student 1

Major Teaching Chinese as a second Language Class 1 Age 19 Gender female

1. How much do you think the percentage of the nonverbal communication in your English classroom of this class ? Why do you think so ?

It is very important, like 60% . Because when the teacher having class to us, A Teacher' s movement, facial expression, eye contact. Etc. They will be having alone with the lectures and speeches. For sure it will definitely affect my mood. My mood or emotion in the class is very important towards my study determination. I want to get the comfortable messages from my teacher so I can learn what am I going to learn in the whole process of class.

2. How much do you think the percentage of the verbal communication in your English classroom is of this class ? Why do you think so ?

It is very important, like 40%. Because when the teacher having class to us, her teaching content will be transferred by his voice, I mean verbally, Which is very important towards my study status and attention.

3. How much do you care the teacher's physical appearance in the classroom. Why do you think so ? How do you like your teacher 1's physical appearance today?

I often care about it, I think I care about it so much. Because teacher in the classroom is representing the knowledge. He/she has to dress properly and be clean and tidy. I like the way teacher dressed up. Looked so smart. That's what a male teacher should be dressed.

4. How much do you care the teacher's gestures, facial expressions, eye contact and position and distance in the classroom. Why do you think so? How do you like your teacher's behaviors today?

I nearly always care those important nonverbal signs, Because I will not comfortable if teacher overused some kind of gesture, like head shaking too much, barely smiling, standing close to me, stare at me for so long. I feel comfortable with this teacher's these signs.

5. How much do you care the teacher's time that be given to students while waiting for answers in the classroom. Why do you think so? How do you like your teacher's behavior today?

I often care about it, Teacher should give me proper time when waiting for my answers. Teacher should not behave impatient when ask and wait for the answers of students. I satisfied with teacher's time-waiting today. But he could have given more time to wait for some other students.

6. How important do you think for the teacher to change his/her voice, tone and rhythm in the class. Why do you think so ? How do you like your behavior today?

I think it is very important. I do not like boring voice and low tone , I will feel sleepy if teacher speaks too slow and deep. I like the way the teacher behave in the today's class. It was very vivid and lively. It has captured my attention of her teaching content continuously.

7. What nonverbal cues does your teacher often use to communicate with you and other students? How do you think the importance of them? Why do you think so ?

I think he always uses the proper and encouraging tone of voice, standing straightly and frequent eye contact to communicate with us in the English classroom. I think I have been enjoying in this teacher's class. They are very important as if shows whether the teacher is good and trustworthy.

8. Do you think the teacher's nonverbal behaviors can affect the students' relationship with him/her. ? Why do you think so?

I think the teacher has to care about the nonverbal behaviors in the class very much. Because teacher is the role model in many ways for students. Poor or inappropriate nonverbal behaviors will make students think the teacher is nonprofessional or impolite. Students will like or dislike the teacher. The relationship between teachers and students will be

very poor and no-harmony. The communication between us will be poor and inefficient as well.

9. Do you understand the teaching content today ? Why do you think so ? What nonverbal cues affect you most ?

I have got very good understanding of today's teaching content thoroughly. Because I like this teacher's teaching style and ways of presentation. Speaking of nonverbal cues. I like his eye contact and encouraging gesture like Head nodding. Distance that he made between students and teacher in the classroom while teaching.

10. What else about teacher's nonverbal behavior or nonverbal communication in the class that you would like to share with us ?

Honestly, I like joyful and relaxed atmosphere in this class. I think nonverbal communication is so effective for students' learning effects as It really can make the learning atmosphere joyful and relaxed. I really enjoyed this teacher's class other than some teachers else in the college

Appendix □ Interview Transcriptions for Student 2

Major Teaching Chinese as a second Language Class 1 Age 20 Gender male

1. How much do you think the percentage of the nonverbal communication in your English classroom of this class ? Why do you think so ?

I think It is as important as verbal communication, like 50%. Because when the teacher having class to us. He/she will be a center who deliver information to all of us. The nonverbal cues will affect the verbal one. The teaching content will be affected in terms of learning quality of the students. For sure it will definitely affect my study attitude which is very important towards my examination grades.

2. How much do you think the percentage of the verbal communication in your English classroom is of this class ? Why do you think so ?

It is very important, like 50%. Because teacher will have the teaching job done mostly by giving out the speeches, talking basically.

3. How much do you care the teacher's physical appearance in the classroom. Why do you think so ? How do you like your teacher 1's physical appearance today?

I care about it a lot, Because teacher is a professional job, especially as a university lecturer, who representing the sacred knowledge. I like the way teacher wore.it is very proper clean and tidy.

4. How much do you care the teacher's gestures, facial expressions, eye contact and position and distance in the classroom. Why do you think so ? How do you like your teacher's behaviors today?

I don't really care but only for some important nonverbal signs. For sure I will be not comfortable if teacher move finger like pointing on me, like head shaking too much, frown too often, too close to me. I think teacher today behave neither too good nor too bad.

5. How much do you care the teacher's time that be given to students while waiting for answers in the classroom. Why do you think so ? How do you like your teacher's behavior today?

Sometimes I care but not always. When teacher questioning and waiting for answers. Teacher should not frown and be impatient. Unless student really don't know. I am happy with teacher's time of waiting in the class today.

6. How important do you think for the teacher to change his/her voice, tone and rhythm in the class. Why do you think so ? How do you like your behavior today?

I think it is important. Teacher's voice will definitely affect my listening and attention. I will be bored if teacher speaks too low and deep. I like the

teacher behaved in today's class. It was very clear and lively. It has been getting my attention in a non-stop way.

7. What nonverbal cues does your teacher often use to communicate with you and other students? How do you think the importance of them? Why do you think so?

I can recall that he often uses head-nodding, pointing to the board, waving, eye contacting to communicate with my students in my English classroom. Mostly he can make me follow and understand the teaching contents. I guess nonverbal helped a lot with make things clearer.

8. Do you think the teacher's nonverbal behaviors can affect the students' relationship with him/her. ? Why do you think so?

Yes, I think the teacher should care about the nonverbal behaviors in the class. Teachers' inappropriate nonverbal behaviors will demotivate students in terms of classroom atmosphere, students' activeness while answering needed. Like I may feel bad if I think teacher dislike me if too much frown or shaking head be used by teacher.

9. Do you understand the teaching content today? Why do you think so? What nonverbal cues affect you most?

Yes, sure. I understood very good of today's teaching content thoroughly. Because I quite like the teacher's teaching methods. Speaking of nonverbal cues. I like his eye contact and encouraging tone of voice,

funny sounds he made. Distance that he kept between students and teacher are quite key to my attention and learning effectiveness in the English teaching classroom.

10. *What else about teacher's nonverbal behavior or nonverbal communication in the class that you would like to share with us ?*

In my opinion, classroom atmosphere is very important while we are sitting and learning in the classroom. If the atmosphere is good. I mean relaxing or happy. I will be quite attentive and highly participate in the classroom activities actively. I'd like to answer the questions voluntarily and exchange my views with teacher/classmates in the class. Teacher's nonverbal behaviors can affect that for sure. I will say if I feel psychologically close to the teacher, my learning effectiveness will be better.

Appendix II Interview Transcriptions for Student 3

Major Tourism English Class 2 Age 20 Gender male

1. *How much do you think the percentage of the nonverbal communication in your English classroom of this class ? Why do you think so ?*

I think It is less important than verbal communication, like 40%. I think people use some nonverbal cues to express their feeling and meaning but which one say more and clearer? At least nonverbal cues say

less than verbal cues. The teaching content in form of speeches and words are still dominated within our learning.

2. How much do you think the percentage of the verbal communication in your English classroom is of this class ? Why do you think so ?

It is very important, like 60%. As I mentioned earlier. Teacher will have the teaching job done mostly by giving out the speeches and talking. Without verbal cues I won't understand anything in the class.

3. How much do you care the teacher's physical appearance in the classroom. Why do you think so ? How do you like your teacher I's physical appearance today?

I care about it, Because teacher is a formal occupation, as a university lecturer, he/she should dress well for this specific occasion. I think I the teacher wore is too casual as she wore just a T-shirt.

4. How much do you care the teacher's gestures, facial expressions, eye contact and position and distance in the classroom. Why do you think so ? How do you like your teacher's behaviors today?

Sometimes. I think I care those important ones, like nodding-head, eye contact, Because I want to feel relax comfortable while teacher is teaching and giving out the speeches about particular content. Of course I don't feel good if teacher always go close to me. I think teacher today

never move and way too still. I feel too relax as teacher barely look at me in terms of communication with me.

5. How much do you care the teacher's time that be given to students while waiting for answers in the classroom. Why do you think so ? How do you like your teacher's behavior today?

I seldom care about it, as we are college students. Lecturer should guide and elicit students. Do not put too much time on waiting. I think teacher today behaved good while giving time students to answer.

6. How important do you think for the teacher to change his/her voice, tone and rhythm in the class. Why do you think so ? How do you like your behavior today?

I see it is important. Teacher's vocal words should be matched with right voice. I always believe good teacher will be a good speaker too. I believe no one like dull and low. Or whispering all the time. I think the teacher behaved in today's class can be improved. I was bored and sleepy.

7. What nonverbal cues does your teacher often use to communicate with you and other students? How do you think the importance of them? Why do you think so ?

All I can remember are she often uses head-nodding/shaking, pointing to the board, back to students, staring at some students in the English classroom. I don't think she has done many nonverbal actions at least no effective ones. I feel nothing toward her little nonverbal cues.

8. Do you think the teacher's nonverbal behaviors can affect the students' relationship with him/her. ? Why do you think so?

Not really, I think the teacher's mastery of knowledge and sense of friendliness do the most. As long as teachers don't misuse some body language irritate students. Like impatient or frown too much Students may dislike teacher, Consequently no good relationship between them.

9. Do you understand the teaching content today ? Why do you think so ? What nonverbal cues affect you most ?

Mostly yes, I understood just fine of today's teaching content. But I won't say I like this teacher's nonverbal cues and methods. She very seldom did eye contact and changed tone of voice, Distance that she kept between students and teacher are quite far and she seemed no move at all. I am really not interested her class if it goes on this way.

10. What else about teacher's nonverbal behavior or nonverbal communication in the class that you would like to share with us ?

I have to say I love learning English, but classroom atmosphere today is not very active. When I saw how she dress I feel so informal and had the state of mind about this teacher. Later the poor interaction and same and boring actions, voice and words made me sleepy.

I want to have a good examination grade but I couldn't help to be distracted by something else. Lecturer should teach in a joyful and

relaxing way even the content itself is very boring. I assume we are talking about nonverbal cues. Do they matter seriously ? I really interested in your research.

Appendix II Interview Transcriptions for Student 4

Major Tourism English Class 2 Age 19 Gender female

1. How much do you think the percentage of the nonverbal communication in your English classroom of this class ? Why do you think so ?

I think It is important than verbal communication a bit more, like 55%. Because when the teacher having class to us, she is not only speak out by talking or having speeches , but also her movement , facial expression; eye contact. Etc. They will be having alone with her lectures and speeches. And it will definitely affect the teaching quality. I mean my understanding of this lesson. As I really think my mood or emotion in the class is very important towards my study determination.

2. How much do you think the percentage of the verbal communication in your English classroom is of this class ? Why do you think so ?

It is also very important, like 40%. As I mentioned earlier. Teacher will have the teaching job done mostly by giving out the speeches and talking. We can easily know the teaching content by listening carefully.

3. How much do you care the teacher's physical appearance in the classroom. Why do you think so ? How do you like your teacher 1's physical appearance today?

I often care about it, Because teacher represents knowledge which is very high classification in Chinese culture. A university lecturer should dress as a knowledge presenter. I don't like her informal dressing today.

4. How much do you care the teacher's gestures, facial expressions , eye contact and position and distance in the classroom. Why do you think so ? How do you like your teacher's behaviors today?

I think I care some useful ones, for instance: eye contact, smiles, choose the right standing position. Because I want to have the positive energy from my lecturer even she never speak it out. I think teacher today never move and speaking along with some positive nonverbal cues. I don't feel very good about it.

5. How much do you care the time that be given to students by teacher while waiting for answers in the classroom. Why do you think so ? How do you like your teacher's behavior today?

I always care about it, as we are college students. Lecturer should guide students for independent thinking. Providing more time on waiting. I think teacher today behaved not very good while giving time students to answer as she always says the standard answer first.

6. How important do you think for the teacher to change his/her voice, tone and rhythm in the class. Why do you think so ? How do you like your behavior today?

I really think it is so important. Teachers have to be a good talker with different and lively voice. Make when he/she is going to conduct and say vivid. In this way. Students will learn English knowledge more effective. I think the teacher speaks too slow and soft in today's class . I was bored .

7. What nonverbal cues does your teacher often use to communicate with you and other students? How do you think the importance of them? Why do you think so ?

I don't think teacher today did good presentation of nonverbal communication. she often uses head-nodding/shaking, pointing to the board, back to students, staring at some weak students in the class. I don't think she has done many nonverbal actions at least no positive ones.

8. Do you think the teacher's nonverbal behaviors can affect the students' relationship with him/her. ? Why do you think so?

Yes, definitely. I think if teacher can be a good nonverbal communicator. Keep encouraging students like nodding head or smiling.

Give more positive energy toward students. Students will like and feel close to teacher and better teaching result or grade can be possibly done.

9. Do you understand the teaching content today ? Why do you think so ? What nonverbal cues affect you most ?

Not really, I think just fine and I won't say I like this teacher's nonverbal cues. She seldom eye-contact and change tone of voice, Distance that she kept between students and teacher are quite far and she seemed no move at all. I feel teacher doesn't like us very much.

10. What else about teacher's nonverbal behavior or nonverbal communication in the class that you would like to share with us ?

As a classic Chinese students, I admit that the most important thing is our academic records in terms of examination grades. We do care it since our future related it. But your research questions remind of me about how important to learn and make the best of use while we are learning in the classroom with good communication skills of lectures. I mean good application of nonverbal ones. Creating a better atmosphere for effective learning.

Appendix II Interview Transcriptions for Student 5

Major Business English Class 3 Age 21 Gender male

1. How much do you think the percentage of the nonverbal communication in your English classroom of this class ? Why do you think so ?

I think It is less important than verbal, like 40%. It is very often people use some nonverbal cues to say their feeling without actual speaking but mean something. but which one is much clearer? I think nonverbal cues say less than verbal cues. The teaching content in form of speeches and words are still dominating our learning methods.

2. How much do you think the percentage of the verbal communication in your English classroom is of this class ? Why do you think so ?

It is very important, like 60%. As I said Teachers teach by having speeches and talking. Without verbal cues no one could understand anything in the class.

3. How much do you care the teacher's physical appearance in the classroom. Why do you think so ? How do you like your teacher I's physical appearance today?

I care about it. Because teacher is a formal occupation, as a university lecturer, he/she should dress not only clean and tidy but also formal for this specific occasion. I think what the teacher wore is ok but as a male teacher, his hair is bit long for me .

4. How much do you care the teacher's gestures, facial expressions , eye contact and position and distance in the classroom. Why do you think so ? How do you like your teacher's behaviors today?

Sometimes. I think I care those significant cues, like nodding-head, eye contact, Because I want to feel comfortable while teacher is teaching and giving out the speeches about particular content. Of course I don't feel good if teacher always get close to me. I think teacher today never move and stay still for so long. I feel ignored as teacher barely look at me in terms of communication with me.

5. How much do you care the teacher's time that be given to students while waiting for answers in the classroom. Why do you think so ? How do you like your teacher's behavior today?

I always care it, as we are college students. Lecturer should lead students to the right answers and be patient. I think teacher today behaved not that professional while giving time students to answer.

6. How important do you think for the teacher to change his/her voice, tone and rhythm in the class. Why do you think so ? How do you like your behavior today?

I think it is important sometimes. Teacher's statements should be matched with right voice. I believe that a good teacher should be a good speaker too, but the content itself plays a big part for sure. I think the teacher behaved today was vivid and full. I was attention-captured.

7. What nonverbal cues does your teacher often use to communicate with you and other students? How do you think the importance of them? Why do you think so ?

All I remember are he often smiles and looks around/staring at students, bending towards/back to students, staring at some students and changing tones and pause when needed in the English classroom. I think he has done many nonverbal actions at least with some positive and effective ones. I am happy with his use of nonverbal cues.

8. Do you think the teacher's nonverbal behaviors can affect the students' relationship with him/her. ? Why do you think so?

I agree with most of it , But I think the teacher's teaching methods of knowledge and sense of friendliness do the most. As long as teachers don't misuse some wrong nonverbal cues that irritate students. Like impatient or back to students too much. Then students may dislike teacher, Consequently no good relationship between them.

9. Do you understand the teaching content today ? Why do you think so ? What nonverbal cues affect you most ?

Yes, I understood. I'd like to say I like this teacher's nonverbal cues and teaching methods. He smiles a lot, eye-contact and changing tone of voice, I really highly participated with his teaching .

10. *What else about teacher's nonverbal behavior or nonverbal communication in the class that you would like to share with us ?*

I think I can tell whether teacher likes or dislikes me from the nonverbal cues presented by lecturer. So it is important. We know that teaching and learning in the university is a long-term process and achievement. If we can get along well with lecturers, like psychologically. It can really affect effectiveness of learning and a good examination grade. but I don't have much awareness and knowledge about it and neither the lecturers until this interview.

Lecturers should have some training about it so he/she will apply nonverbal cues in a effective and positive way in terms of better English teaching performance.

Appendix II Interview Transcriptions for Student 6

Major Business English Class 3 Age 21 Gender female

1. *How much do you think the percentage of the nonverbal communication in your English classroom of this class ? Why do you think so ?*

I think It is as important as verbal communication, like 50%. Because when the teacher is teaching. He/she will be a center who deliver knowledge to all of us. The nonverbal cues will work for verbal ones. The teaching effectiveness will be affected in terms of delivering to the

students. It turns out my study attitude can be affected which is very important towards my examination grades definitely.

2. How much do you think the percentage of the verbal communication in your English classroom is of this class ? Why do you think so ?

It is same level of importance as 50%. Because teacher will have the teaching job done by in the oral way .All the content only verbally delivered count. We can follow and noted down easily.

3. How much do you care the teacher's physical appearance in the classroom. Why do you think so ? How do you like your teacher I's physical appearance today?

I care about it, Because teacher has to dress clean and tidy so that students will pay attention to teaching itself not judgment of teachers' appearance. For a university lecturer. I like the way teacher wore and his personal hygiene is ok too , but his hair is a bit long for me.

4. How much do you care the teacher's gestures, facial expressions , eye contact and position and distance in the classroom. Why do you think so ? How do you like your teacher's behaviors today?

I care just some positive nonverbal signs but not all. For sure I will be uncomfortable if teacher keeps sending negative messages by moving finger/pointing on me, shaking head too much, frowning too often and getting too close to me. I think teacher today behave averagely .

5. How much do you care the teacher's time that be given to students while waiting for answers in the classroom. Why do you think so ? How do you like your teacher's behavior today?

I care but not nearly always. When teacher questioning and waiting for answers. Teacher should not frown and be impatient. Unless student really don't know. I think that teacher's time of waiting is good enough for the class today.

6. How important do you think for the teacher to change his/her voice, tone and rhythm in the class. Why do you think so ? How do you like your behavior today?

I think it is very important. Teacher's voice will generally distract my listening and attention. I will be bored if teacher speaks too soft and slow. I think the teacher behaved in today is very clear but a bit slow. I lost some information because I couldn't concentrate that much.

7. What nonverbal cues does your teacher often use to communicate with you and other students? How do you think the importance of them? Why do you think so ?

I think apart from head-nodding, pointing to the board, eye contacting.etc.,. The significant nonverbal cue he amazed me the most is he was able pause when he state a long sentence or paragraph. He can

keep me following and understanding the content. I guess nonverbal cues helped a lot with make things clearer. I like his nonverbal behaviors.

8. Do you think the teacher's nonverbal behaviors can affect the students' relationship with him/her. ? Why do you think so?

Yes, I think the teacher have to care about the nonverbal behaviors in the class. Teachers' inappropriate nonverbal behaviors will demotivate students in terms of classroom atmosphere, students' activeness while learning and answering . For instance. I may feel bad if I found out this teacher dislike me if too much frown or shaking head be used by teacher.

9. Do you understand the teaching content today ? Why do you think so ? What nonverbal cues affect you most ?

I think yes. I understood very well of today's teaching content thoroughly. Because I quite like the teacher's teaching methods. Speaking of nonverbal cues. I like his eye contact and pauses in speech he made affected my learning positively the most.

10. What else about teacher's nonverbal behavior or nonverbal communication in the class that you would like to share with us ?

I am happy to share my ideas, Teaching is quite tightly related to classroom atmosphere while we are sitting and learning in the classroom. If the atmosphere relaxing and joyful. I will be quite attentive and highly participate in the classroom activities actively. I'd like to answer the

questions voluntarily and exchange my views with teacher/classmates in the class. Teacher's nonverbal behaviors are less well studied by us. But I think teacher should expand the knowledge and practices about it. Creating good teachers and students' relationship for work well together throughout the college learning.



Appendix III Interview Transcriptions for Teacher 1

Class of teaching: 1 Title: Lecturer Age: 32 Gender: Male

1. How important and how much do you think the percentage of the nonverbal communication in your English classroom ? Why do you think so ?

It is very important, like 60% . Because when the teacher having class to us, A Teacher's movement, facial expression, eye contact. Etc. They will be having alone with the lectures and speeches.

For sure it will definitely affect my mood. My mood or emotion in the class is very important towards my study determination. I want to get the comfortable messages from my teacher so I can learn what am I going to learn in the whole process of class

2. How important and how much do you think the percentage of the verbal communication in your English classroom ? Why do you think so ?

It is very important, like 40%. Because when the teacher having class to us, her teaching content will be transferred by his voice, I mean verbally. Which is very important towards my study status and attention.

3. How much do you care the your physical appearance in the classroom. Why or why not ? How do you like your physical appearance today?

I often care about it, I think I care about it so much. Because teacher in the classroom is representing the knowledge. He/she has to dress properly and be clean and tidy. I like the way teacher dressed up. Looked so smart. That's what a male teacher should be dressed.

4. How much do you care the your gestures, facial expressions , eye

contact and position and distance in the classroom. Why do you think so ? How do you like your behaviors today?

“Yes. I nearly always care those important nonverbal cues, Because students will not comfortable if teacher overused some kind of gesture, or even misused, like head shaking too much、barely smiling、serious face, stare at some student for so long. They will feel insecure if teacher did not know how to apply those nonverbal actions. But I think I behave well, Teacher should choose the right place to stand and not maintain it too long for one single spot.

On the other hand. Teacher should not get too close toward students. Students want to listen to the lesson clearly but not embarrassingly. I think students feel comfortable and peaceful with teacher’s appropriated position and distance. I think I do move my position and keep the proper distance to any students. Let’s see how students see me after your research done”

5. How much do you care about the time that be given to students while waiting for answers in the classroom. Why do you think so ? How do you like your behavior today?

Yes. I often care about it ,Teacher should give students proper time when waiting for answers. Teacher should not behave like no patience when ask and wait for the answers of students. I think I should give more time or hint while some weak students in terms of the comprehension and competence of learning.

6. How important do you think for the teacher to change his/her voice, tone and rhythm in the class. Why do you think so ? How do you like your behavior today?

I think it is very important. I do not like too dull and low tone of voice, if teacher speaks too slow and flat. Students will feel sleepy easily. I like the way I behave in today’s class. It was very vivid and lively. I really want and actually did captured students’ attention of the teaching content continuously in my teaching

process. I feel happy and relaxed while I am teaching and getting the high correct percentage of answers.

7. . What nonverbal cues do you think you often use to communicate with your students? Why do you think so ? How do you think the importance of them?

I always use the proper and encouraging tone of voice, erect standing gesture and proper eye contact to communicate with my students in my English classroom. I think what I have been applying in my class is very important I want to make them think the teacher is good and trustworthy.

My goals are trying to get everybody learning in the whole teaching and learning process, these nonverbal cues are very important that can totally reflect to my goal. I can teach my students very well by presenting good side of myself and influence the students' learning and help them with English proficiency at the same time.

8. Do you think the teacher's nonverbal behaviors can affect the students' relationship with him/her. ? Why do you think so ?

Yes, I think teachers have to care about the nonverbal behaviors in the class very much. Because teacher is the role model in many ways for students. Poor or inappropriate nonverbal behaviors will make students think the teacher is nonprofessional or impolite. Students will like or dislike the teacher. The relationship between teachers and students will be very poor and no-harmony. The communication between us will be poor and inefficient as well.

9. Do you think students understand the teaching content today ? Why do you think so ? What nonverbal cues affect them most ?

Yes. I think most of them have got very good understanding of today's teaching content thoroughly. Because my teaching style and ways of presentation. Good application of nonverbal cues. Such as My way of eye contact and encouraging gesture like Head nodding.,distance that I made between students and teacher in the classroom while teaching.

10. What else about teacher's nonverbal behavior or nonverbal

communication in the class that you would like to share with us ?

In fact , I think teaching English in the college is very interesting ,

However it is very difficult.As they just stepped into an adult' life. They are very open-minded and curious about the college life and studies a lot. They think a lot and most of them are very sensitive about what teacher said and done. As a professional college English teacher, I have to be careful about the nonverbal behaviors alone with my verbal cues while teaching in the classroom.

To care about them, teachers with poor nonverbal behaviors have to quit misusing and overusing nonverbal cues.It is a long way but we should be serious as students serious about it too. Thank you for this meaningful studies.I will take some measures after viewing your studies. Like more training for teachers and students.

Appendix III Interview Transcriptions for Teacher 2

Class of teaching: 2 Title: vice-professor Age: 50 Gender: Male

1. How important and how much do you think the percentage of the nonverbal communication in your English classroom ? Why do you think so ?

"It is important but not that important, like 30% . Because the content or knowledge will be delivered by talking and lecturing, I will always be having the speeches to students. I will make some non-verbal communication and contacts with students but not as always. I think nonverbal cues can help me some with teaching, but if I can not make the speeches clearly and correctly delivered in most a verbal way to the students, the whole class would be sort of wasted and inefficient.That's what I concern, so I really pay attention to the content itself, I will never say

nonverbal is not important though, as I believed that nonverbal even says almost the same as verbal cues especially in English classroom teaching.”

2. How important and how much do you think the percentage of the verbal communication in your English classroom ? Why do you think so ? ?

“It’s more important than non-verbal communication , I would say the percentage is like 60%. As I mentioned earlier, most of information in the English classroom has to be delivered and taught by words, which is very important towards students’ grade and acquisition of knowledge. On the other hand. I can make the students understand what to do and how to do continuously with my correct verbal cues, I mean talking or speeches.”

3. How much do you care the your physical appearance in the classroom. Why or why not ? How do you like your physical appearance today?

“Yes. I care about it very much. In Chinese Culture. Teacher’s dress code has to be very formal and neat. I mean teacher-liked. In order to be a good role model for students. To have a basic knowledge and common sense for students to imitate that people should dress and wear match with the occasion which in the university. One more thing, I will never be over-dressed and way too luxurious. I am trying to affect students with right and decent value view. I know how to dress myself up like a appropriate college lecturer. I am totally good with my causal but proper dress and appearance today.”

4. How much do you care the your gestures, facial expressions , eye contact and position and distance in the classroom. Why do you think so ? How do you like your behaviors today?

“Sometimes I think I care it, But most time I am just talking and standing.I will use few different gestures sometimes to respond my students while having class. For example: I will nod my head if student have the right answer for my

question, shake my head if not, and I will sometime make eye contact with my students, wave my hand and point the board if needed.

Despite all this, I always just stand on the teaching platform and deliver the teaching content. Because I don't think Chinese students like if teacher stands too close too them or stare at them for so long. Teacher should not get too close and keep changing faces toward students. I think students feel comfortable with teacher's appropriated position, distance and facial expression. I think I do didn't change those toward students, It may be a good thing in terms of Chinese culture, students may get distracted" I think my behavior is okay.

5. How much do you care about the time that be given to students while waiting for answers in the classroom. Why do you think so ? How do you like your behavior today?

Yes. I care about it , but I have to say it is not easy to wait as time is quite limited for such a group of students. Teacher should know how to manage the time and make sure the teaching content can be taught and delivered relatively successful, I understand teacher should be patient when wait for the answers of students.

Today, I don't think I gave enough time for most students to answer some difficult questions as I mentioned I care time management very much. I wish students do not be hateful ha ha ha...

6. How important do you think for the teacher to change his/her voice, tone and rhythm in the class. Why do you think so ? How do you like your behavior today?

I don't think it is very important or significant. Because I am a university lecturer teaching university students, If teacher speaks too fast and ups and downs. Students would follow and concentrate what I have been teaching throughout the whole class. Students may get confused and lost away from the right track. The teaching will be relatively wasted and inefficient for low level students especially.

I am sure I will speak clearly and loudly in terms of students' understanding. I also pause in the speech pattern if I speak too fast. I like the way I behave in today's class. It was very clearly and get all students participating with the teaching activity that I organized.

7. . What nonverbal cues do you think you often use to communicate with your students? How do you think the importance of them? Why do you think so ?

I often use head-nodding and shaking, pointing to the board, waving, eye contact by staring-at to communicate with my students in my English classroom. My objectives are make students follow and understand the teaching content by listening carefully and attentively. These nonverbal cues are sort of important in a way that can help me with teaching.

8. Do you think the teacher's nonverbal behaviors can affect the students' relationship with him/her. ? Why do you think so ? ?

Yes, but not exactly. For sure the inappropriate nonverbal behaviors will make students think the teacher is non-professional or impolite. But I think teachers and students have certain distance. Our communication channel is through knowledge. I think teacher just behave decent, clear-minded and knowledgeable. That is all the matters.

9. Do you think students understand the teaching content today ? Why do you think so ? What nonverbal cues affect them most ?

Certainly. I think they have very good understanding of today's teaching content thoroughly. Because my I have been teaching this class for 2 years already. I can tell students like the style and ways of presentation. I haven't applied too many cues but they still get me. I think my verbal cues affect them the most.

10. What else about teacher's nonverbal behavior or nonverbal communication in the class that you would like to share with us ?

To be honest, I have never seriously learned or applied nonverbal cues in my teaching particularly. Everything that I've been showing is my basic understanding and instinct about how I can make my students learn without troubling them. After your interview and research. I think I would have some ideas make a better teaching. Thank you very much.

Appendix III Interview Transcriptions for Teacher 3

Class of teaching: 3 Title:Lecturer Age: 37 Gender: Male

1. How important and how much do you think the percentage of the nonverbal communication in your English classroom ? Why do you think so ?

“It’s as important as verbal communication 50% . Because when people talk or we say it communicate, how we gonna done it? By talking right ? When we are talking. Nonverbal communication just appear when we talk about some small thing or when we use a lot of verbs. I think it happens naturally without any manipulation. It helps you talk better and help listener understand better in many ways. I guess I can make students understand better with some right nonverbal communication cues in the English teaching classroom.

2. How important and how much do you think the percentage of the verbal communication in your English classroom ? Why do you think so ? ?

“I think it’s as important as nonverbal communication 50%. But I really think verbal cues are somehow more practical and useful. It is undeniable most of information in the English classroom has to be taught by spoken words, which is very important towards students’ acquisition of the teaching content. Using nonverbal cues in a right way can clearly and effectively indicate students what and how to do in the teaching process.

3. How much do you care the your physical appearance in the classroom.

Why do you think so ? How do you like your physical appearance today?

“ I really care about it. Haha, by the way, We have specific teacher’s dress code in the university. We have to care about it because students nowadays are very observant. They will treat you differently if you dress as formal as a university lecturer. I think what I look today is very formal and appropriate. Shirt, tie, and leather shoes, the standard set for a male lecturer.

4. How much do you care the your gestures, facial expressions , eye contact and position and distance in the classroom. Why do you think so ? How do you like your behaviors today?

“ I do care it but I will ignore it for most time, Because students are having class and I am teaching. I teach in the way that I used to teach for few years. I will always smile at students, make eye contact, look around, stare at students who are answering questions or having difficulty in learning. For gesture. Um... I don't exactly remember what I like to do.maybe I don't do any gestures often.

Moreover, I think students will not comfortable if a male teacher use too much gesture, They will recognize that this teacher is not serious and professional, way too funny. But I think I behave well today, Teacher should choose and apply the right nonverbal cues in the classroom teaching. Such as stand at a right spot, make appropriate eye contact with them,etc,. I think I need to improve my uses of nonverbal cues if I recall it carefully.

5. How much do you care about the time that be given to students while waiting for answers in the classroom. Why do you think so ? How do you like your behavior today?

I don' t care about it but I don't think that I can give enough time to wait all the time. I don't want to waste the precious time for all students. Of course Teacher should provide proper time when waiting for answers. But sometimes I have no patience when ask and wait for the answers of students. Today I was having vocabulary class.

I have threw many questions like:the part of speech,sentence-making , Chinese meaning,etc. I didn't want to wait for more than 1 minute as it is awkward for both students and lecturer. But I think I should give more time or hint while some weak students in terms of the comprehension and competence of learning.

6. How important do you think for the teacher to change his/her voice, tone and rhythm in the class. Why do you think so? How do you like your behavior today?

I think it is important but not that much, these things can affect students' attention and concentration when teacher is having the lecture. Non-stopping talking will make students lose trace of lecture and distracted so easily. I like the way

I behave in today's class. I was having my lecture lively but not that vividly. I really want to capture students' attention and deliver the understandable teaching content throughout my teaching time. I will do some improvement and more use of voice inflection and pauses for better teaching results.

7. What nonverbal cues do you think you often use to communicate with your students? How do you think the importance of them?

I often use pointing to the board, moving my fingers, some eye contacts, looking around, staring at some weak students. And changing my tone of voice, etc. I am using them naturally with out any prior thinking and investigation. I think I can teach better with these nonverbal cues as I having been using them for few years.

I hope what I said as same as what you would found out in your research. My teaching objectives are make students follow and understand the teaching content in a better way. Now I will start to emphasize on using or develop them.

8. Do you think the teacher's nonverbal behaviors can affect the students' relationship with him/her. ? Why do you think so?

I am not so sure about it, but I think if I make a perfect use of nonverbal cues will definitely make a lecturer students-liked. Therefore, I believe that the inappropriate or even rude nonverbal behaviors will change students' mind. They may judge you as a very non-professional or impolite teacher. Consequently, student will stay away with you and affect the motivation and studies too.

9. Do you think students understand the teaching content today ? Why do you think so ? What nonverbal cues affect them most ?

I think so. I think they received the key teaching content that I taught earlier in the class, I can tell from their eyes. They are full of satisfaction in their eyes. I used eye contact the most which in a certain and obvious way of communication.

10. *What else about teacher's nonverbal behavior or nonverbal communication in the class that you would like to share with us ?*

Sometimes I think I am a traditional teaching concept people as I accustomed to thinking communication in terms of spoken or written language in classroom. I've never learned or investigated into the field of nonverbal communication. I don't think I have a good understanding of it. I guess I need to learn some in order to apply it better and improve my teaching methods and relationship with student.



Appendix IV Teachers' Classroom Transcription(male)

Teacher 1 's Classroom Transcription(male)

T: Teacher 1 S: Student Underlined: Chinese Translated English

Date April 22nd 2014 Class College English I

T: Good Morning everyone!(Make eye contact and wait for students' responding)

Ss: Good Morning.

T: (Head nodding and smiling)Today we are going to talk about lesson 5. So the topic is Em.....(Looking at the slides and clicking the laptop) Friends, Yep. That's right! friends. Before er... We get started with our lesson, first of all. Let's take a look our slides picture.(Smile and make eye contact with students). Like the first 1, what can you see in the picture?(pointing to board and look at students)

Ss: People. (Other students Laughing lightly at the funny picture.)

T: People! Yep Great. (Standing straight and looking at the laptop then waving the hand towards the slide) What's the relationship between these people?

Ss: Lovers.

T: Lovers, yep, maybe. Or is... Sorry your English name ?(staring at one girl)

Sa: Asina

T: Asina? OK. what else? what could they be? Huh? (bending and looking at students)

Sb: Classmates

T: Classmates, ok, great, maybe they are classmates, lovers or even like friends ok (waving hands and nodding head)

T: Today we are going to talk about friends, ok (waving fingers and nodding head) you can see many friends like in this picture. (pausing and waiting students finish viewing the picture)

Ok, this is also friend, animals , they have friends, right? And also like this friend (Showing new pictures and pointing with fingers, smile,) Sponge baby (Pointing to the picture and smiling)

Ss: (Laughing lightly at the funny Sponge baby)

T: All right !Today our focus is friends. Er.. Because this is the second session of our class,(waving and making eye contact) you may know some content in our lesson.So let me help you to review some questions ok? (Looking around) all right,the first one I'd like to ask “what is a friend according to the lesson?” Please Give me some examples.(Making eye contact, pausing and waving hands,) So you can see, so Rachel (staring at this student) Ok, what can you know in terms of this person,er.... Sorry, A friend ok.(waving hands and bending ,eye contacting) in the...Er.... Yep in lesson 5. Could you make an example like: A friend is what.....(Making eye contact,crossed the fingers)

Sc: A friend is....

T: is (bending to students and crossing the fingers)

Sc: is ?

T:Un huh... is ? Someone who what ?

Sc:Is someone who will always tell us the truth.

T: Great, Tells the truth, anyone else?(looking around) Ei... Anita.. A friend can be what ? A friend is what ?

Sc:someone who will laugh at our jokes

T: someone who will laugh at our joys,It's really important right? (Making eye contact to make sure everyone agrees)

Sc :Jokes

T:Oh jokes,sorry ,great! All right jokes.(step back to the teaching table)

S: laughing lightly(Hehehe...)

T:So, we can learn from it.Ei...Anita, Will a friend laugh at our jokes and wipe away our tears?(As looking the slides as pointing Sc) Yes or no?

Sc:Yes.

T: Yes!Great!In lesson 5 we learned that friends, is it important?(looking at all students) En...Joyce Do you think it's important? Yes,important.why? Because, ok , a friend is someone who what ? Like we can say (Frowning when recalling) share our joys and sorrows . And or help us find success and

overcome failure. And anyone else? Like walk by our sides when we are lonely.

Do you know lonely? Lonely is what Lonely lonely Christmas (Singing it out as a part of Chinese pop song). It means when you are only one person at home (Pointing to the board with right hand) you will feel so lonely, ok? That means lonely.

And a friend is someone who tell us the truth and hear the truth from us. OK? So that's some of the content in our lesson. All right, so after review the lesson. Let's going to talk about some words you may not know. Like the word "overcome" Do you know the word "overcome"? No! Definitely (snapping the finger to give the confirmation)

Ss:Hehehe.....

T: (Looking around and smiling)Let's talk about new vocabulary and phrases.so sorrow,(slow rhythm and high tone)what means sorrow?(louder and slower) Huh.. what means sorrow?(smiling switch sights on both student and slide)

Se: (silent may be as not knowing the answer)

T: Ok! (Frowning) Sorrow means what? (high tone)Means er... It is a feeling OK?(high pitch and high volume)? Especially to describe someone who is sad, (pausing)you know sad? (making sounds like crying in a high pitch and tone)

Ss: hahaha (laughing loudly as feeling funny)

T: Sorrow means sad, (Making eye contact to students in the front rows) feeling bad.sad,feeling bad. OK?(high pitch) so yep.like this one(picture) sorrow.Sorrow is a noun,you can say(Looking around and pausing): he is full of sorrow. It means he is very sad. And,Er if you want to say he is very sad, you can use....

, But actually sorrowful used for things. Repeat after me ok. She was giving me sorrowful looks.1,2,3 go ! One more time, (use some emotion/fang gang qing) She was giving me sorrowful looks 1, 2, 3.go

Ss: She was giving me sorrowful looks (read with sorrowful tone)

T: Oh! Good very good very good! All right, let's go on our focus today

The grammar points, and we are going to talk about 2 grammar points. The first 1 is someone who (If it is in Chinese, will be a person like.....)

And like the example in our text, (pausing and slow the rhythm) you can say: a friend is someone who can help me in my bad times.(a friend is someone who can help me in my bad times.).

All right the second grammar point is Ving form. S+V. OK?(someone did 2 things and we will connect them) Like: Going to school, I take exams every day. Just like you (you came to school, and you almost take the exams every day, this is the way we combine them into one single sentence.) Ok. Let me give you

some introduction about list of points (Think about this structure, No.1 is I go to school, No.2 is I take exams every day) ok, could anyone tell me which word is the same (looking around) ?

Ss:I

T: So (I is the same, we will get rid of one) so we cross.(But problem shows up, how can we deal with it?) (move hand, opening palms and making eye-contact to students). "Go to school" is it a sentence? Yes or no? No! ok? So we can change go into going to school: Going to school, I take exams every day.

All right, so.. Let's..... ()

Sf: (Teacher the grammar point is "someone who" or "Ving+S+V"?)

T:Er...(Yes, I made a written mistake,sorry about that) yep,all right.(Ok,let's look at the next one) questions. Ok. If it is this sentence: "You read the poems. You will find yourself special in your own life" Er...Meng ying. Could you help me to combine these 2 sentences?(according to what we talked about)

Sg:(What does this sentence mean?)

T:(You read the poems. You will find yourself special in your own life,We've talked about this,the structure is the same ,what is your idea? You change to?)

Sg: (erase it.)

T: (read change to?)

Sg: (plus-ing)

T: So it is : Reading the poems. You will find yourself special in your own life.

OK(After we learned these 2 grammar points,we will have one small activities)

every one to get a one survey.Would you help to spread it up? Thank you.(Come

down from platform to give the activity sheets then back) all right.(Just now we

learned 2 important grammar points, the first one is "someone who" another one

is "Ving+S+V" Let's take a look at the slide, now everyone has a survey

paper.you can find a person and do the survey like "What's your

personality")(And for the second thing You can ask about the skills,like many

sports or you can do nothing. You can tell people about your habits. Like "Believe

in me ".Then make 2 sentences)

1._____ is someone who is _____

2.Being_____ he/she is good at /likes to _____

3._____ ing _____ he/she _____ (Tell me who and what, being should

plus personalities like "easygoing" and like do what,or you can change the

phrases "good at/like" to anything like play) Don't worry, Don't worry. I will

give you an example.(Assuming Johnny is my friend. His personality is?ok,

generous, I am poor so he always lend money to me) The 2 sentences will be:

Johnny is generous.He gives money to the poor. (Then I can make 2

sentences)1,Johnny is someone who is generous.2,Being generous,he likes to give

money to the poor. Giving money to the poor,he is generous. Ok like this, I will

give you ten minutes to have a survey with your classmates. All right, (time's up!)

Ss: Yes, we finished.

T: (You've learned so many things today, so...) I will give you some questions to review, this one, ok? Could everybody read this sentence? (Moving and acrossing fingers) 1,2,3 Go.

Ss: After reading this lesson, do you change your opinions of what a good friend should be?

T: (What do you think a good friend should be after this lesson? Anything changed?) anyone can tell me ? You can use Chinese. Oh JunHao.

Sh: (Yes)

T: Did you change your opinion or view of points, ok, as a friend? (staring at Sh and smiling) What a friend like? (Anything changed? friend should a friend lend you money?)

Ss: (Not really?) (With some giggling)

T: (How do you answer here it is) (Looking around and making eye contact) I have some answers---Yes, money sometimes means nothing, and my friend are like gold, which can last forever. (So old friend is gold, how are about new friends?)

Ss: "silver" (with some laughing)

T: "good" (snapping finger again and smiling to students with high tone voice) (I know you are very hard working, so after this lesson, we can use it anytime and anywhere) and today our homework is what---- Write a short paragraph to introduce your friends and share it with other classmates tomorrow.

(We did the survey just now,so you know many details about your friend. So you can write a paragraph and bring it here tomorrow, I will check for you)Okay, Any question?(looking around and smiling at students), If no (pausing)Thank you all!

Appendix IV Teacher 2's Classroom Transcription (female)

T: Teacher 2 S: Student Underlined: Chinese Translated English

Date May 15th 2014 Class College English I

T: Good morning , we will go on learning American accent, ah, American accent. So far, ah, so far, we have learned 13 sections, 13 sections of American accent. So I hope that one the way, ah, finish learning of this sections, you will have made some progress in your pronunciation and interaction. So today, we have learned how to, ah, pronounce , how to read the words correctly, how to read the sentences correctly. Now today we are going to learn how to read the paragraph, how to read the paragraph. So when you read the paragraph, ah, you should pay more attention, pay special attention to your understanding, Now, ah, yes, please read, ah, OK? (clicking and showing the PPT) Section 14. (bend to look at computer)

he will read two paragraphs, same as us. Everyone! Please read after him. (Staring at few students in the front and look at the screen)

Ss: Yes, I will read it.

T: So, just now we learned “how to read the paragraph” pattern. If you want to improve you English, ah, you should practice more and listen more. And for the

vocabulary, if you want to increase your vocabulary, my suggestion is that try to make a list of the important words on the, ah, on your notebook, so that you can read it whenever you have the time. Also, try to imitate, ah imitate a native speaker's pronunciation. Open the mouth when they speak. So there are many ways to improve your English. I think practice, ah, practice more and listen more. Now today we are going to learn a new lesson – Unit 10. (rub the eyes and get the book from the desk) We are going to talk about, ah, gadget, gadget. (music is on together with her voice)

So we are going to learn a new lesson – Unit 10, invent a gadget. So you know in day life, each of us has a favorite gadget. They are useful and convenient in our daily life. (a moment of silence when she click the PPT)

So you know, ah, all these, ah, we say the new innovations, ah, iPhone. Do you know this? Each one has iPhone, ah. Most of you also have iPad, right? Apple, so maybe, ah, it's your short dream to own an Apple, to own an Apple. (a longer moment of silence when she click the PPT)

So you tell me, some questions for you. Do you know these gadgets? Why do people buy them? Why do you buy them? So this is what? (without waiting for answers) This is a GPS, which we use it while we are (pause for a moment) driving a car, right? Ah, with a gadget... ah, with a GPS, we will not, ah, we will not lose our ways while driving, while driving. So how about this one? What's it? How about this one? What's it? It's a... (wait for students' answer) Ah, yes, it's an electronic dictionary. It's an electronic dictionary. It's very convenient. When we want to look up new words, we don't need to carry a thick dictionary, right?

so, ah, now it is very fashionable to have a digital foot print, to have a digital foot print. It is the xxx of the old prints. (a moment of silence when she click the PPT)

So do you know this gadget? Ah, so digital camera, in Chinese what's it? Digital Camera (together with the students), OK. So this one, guess its meaning. Digital Vidicon (together with the students). OK, yes. This is a vidicon. OK, following, this is a laptop, in Chinese what's it? Laptop (together with the students). Yes, it is also fashionable, once we own. This one is in fashion, PDA – palmtop. And also this one. Now tab PC is going to replace (pause for a moment) laptop, right? They are new innovations. (a moment of silence when she click the PPT)

So why do people buy them? Why do people buy them? I want you to have a discussion. I want you to have a discussion. (Bending to read slides) Why do you buy... or first ask do you have a gadget? What's your favorite gadget? What's your favorite gadget? Why do you buy them? Why do you buy them? Now, two minutes for your discussion with your seatmate (Back to student and see the slides) OK. Begin. Someone tell us what's your favorite gadget? Why did you buy it? ...Let me see... (Look around and call a student's name)

Stand up! So tell us...first tell us, what is your favorite gadget?

Sa: My favorite gadget is mobile phone.

T: So why did you buy it? Yes. (come down the podium towards the student)

Sa: Because I think...mobile phone is...fashion.

T: Is fashion. (repeat after the student)

Sa: And very good.

T: (Frown as misunderstand what student means, but realize later.) any more reasons?

Sa: Mobile phone makes my life more....

T: Convenient, right? Ok, thank you! (go back on the podium again) Anyone wants to try? Anyone wants to try? (Point at another student) Come here, would you mind to come here? Tell us, what is your favorite gadget? OK, very good. Come here, yes. (step aside and let the student standing in the middle)

Sb: My favorite is notebook. Some notebooks are so cute. I like to write some notes about it. Sometimes I like to play with my friends, xxx. Because using it I can communicate with them. I always write some important thing into my notebook. I think it's so interesting to me. Thank you.

T: Thank you. (paused) So her favorite gadget is notebook. (stare at some students in the middle as they seemed lost) So, ah, why do we buy some new gadgets, buy some innovations, (slowly words by words) because they are fashionable, fashionable. They are innovative. We can say, they are, they are brand famous, also latest. You know "latest"? More than useful in our daily life. They have good quality and high quality. Yes. The important reason is they are very cool. They are very cool. (a moment of silence when she click the PPT)

Now let's do some listening. Do some listening. (play the conversation in the computer) OK, just now, we, ah, we did some listening comprehension at xxx. So yesterday, this Monday, I leave the homework. I told you we will learn some innovations, some new gadgets. I told you that you should do some preparations

when you come to class to introduce your favorite gadgets. Now it's the time, ah, for me to check your homework. I want to see whether you finished your homework or not. I want some of you to come here, to come here to introduce your favorite gadget to the whole class, OK? So anyone would like to try? OK, Mr. Zhao, thank you. (raise the hand and point at the student sitting back) Let's see how he does his homework. (then step aside and let the student standing in the middle)

Sc: In all of gadgets that I had, I like my Iphone 3 first. Because it is very good-looking and user-friendly..... I enjoy using it especially while playing games.

T: Thank you! (after this, clapping and going back to the central spot again) Maybe, maybe (waving her arm at the same time) he is not so familiar with the material, but I think he really did a so good job, right? He gave us a very detailed introduction and usage for iPhone3. Can you speak as loud as he did? He speaks so loud enough like the speech. Yes, that's what I want. That's what I want. We know he is very interested in English. Sometimes, ah, if he has some questions, he will write to me in English. He will write to me in English. And in the class he is also very active. So he catch every chance to practice his English. That's what you should learn from him, (slowly words by words) OK? Very good job, yes. Anyone else would like to try? Anyone else who would like to try? Ok, there, (raise the hand and point at another student) thank you. She wants to tell us what her favorite gadget is. (then step aside and let the student standing in the middle)

S4: My favorite gadget is digital mini fan as I love being cool and now the weather is too hot.It is very useful for me all the time.

T: OK! (after the this clapping and going back to the central spot again with smile) Her voice is beautiful, right? It's not enough for the whole class to hear. That's good. Sometimes it's too light, also the last and most important is the mini fan. It is very interesting. Yesterday, I remember someone even took a mini fan into my class. So now we see it is so hot in Kunming. There is a heat wave. There is no air-conditioning in our classroom. And also some fans don't work well. Maybe you can find a...what...a mini fan with you. It will make you more comfortable in such a hot weather. Now there is a chance for you to do the demonstration here. Anyone who would like to have a try, to come here? (look around for a volunteer and raise the hand to point someone sitting in the middle) Now let's welcome him to come here, OK? (clapping for inspiring, then step aside and let the student standing in the middle)

S5: My favorite gadget is this one, can you guess? Haha, It can be eaten, you see, It is a butter stick, It is very important too when you need it if you have nothing to eat.

T: (during the student's talking, walk around to check other students' interaction), thank you. (clapping and going back to the the central spot again again) This is a really unusual gadget, right? At first, from the shape, I thought it was a lipstick, but it turned out to be something we can eat. It is a butter stick. (pointing to the student was talking) So it is very convenient when we go traveling. We eat it to provide us energy, to make us more strong. Very interesting, very unusual gadget. (shutting off the slides)

T: (Looking around) So thank you. Because the time is limited, we will stop here. We will stop here. In this unit, we learned how to introduce your favorite gadget, your favorite gadget. I think, ah... who is the best? Who is the best? Whose small talk is the best? (stare at some talkative students) Mr... Oh! The most unusual thing is the last one, right? The most unusual gadget is the last one. Ah, it's something to eat like a lipstick. But for the first job Mr. Zhao is the first job. He really makes such a proper preparation to do his presentation. Yes. So you homework for today, you homework for today, is...ah...if you haven't finished the PPT which I asked you to do last week, please finish it. And if you have finished, try to improve it after we learn the new lesson to day, OK? So thank you so much for today.

Appendix IV Teacher 3's Classroom Transcription (male)

T: Teacher S: Student Underlined: Chinese Translated English

Date May 6th 2014 Class College English 2

T: Good afternoon students. How are you today? (making eye contact with students)

Ss: Good afternoon. Mr.Zhang. I am fine.

T: Good.(nodding head and smiling). I am fine too. Now let's take a at the slides,(Looking around to make sure students' attention)Choose the right word of description and put, and the proper one... (pausing and bending to read book ,

then look at the screen)... Let's practice the three words(looking around). First one – alive, let's read it together. Alive! Living! Live!

Ss: Alive! Living! Live!(read with the teacher)

T: OK,(Smiling and bending towards students) what is the difference between, em, among these three words?(pausing) What are the differences? (crossing the arms,put the hands under the armpits)

T: Alive(Use high tone), mostly is used as predictive. As for living, mostly is used as attribute. For example, the dog is still alive. Or please give me a living dog.

Ss: The dog is still alive,please give me a living dog. (repeat with the teacher)

T: That's how we use those two words. Then, let's see live, which is mostly used to indicated the shows or plays on air. Exercises, number 1... (turn to the book)...The court issues an order for his arrest when they are still...(pausing and looking at the students and wait for the answer)...alive.

S all:The court issues an order for his arrest when they are still alive. (repeat with the teacher)

T: That's right.(full voice and high tone) The court issues an order for his arrest when they are still alive. Then, let's see number 2. Scientists make the experiments with the... (look at the students and wait for the answer) living mice. Scientists make the experiments with the living mice.

Ss:Scientists make the experiments with the living mice. (repeat with the teacher)

T: Then, (pausing and making eye contact) number 3, Those people in rural area can watch the TV programs forecasts... (look at the students and wait for the answer) alive.

Ss: Those people in rural area can watch the TV programs forecasts (repeat with the teacher)

T: Forecast alive. People in rural area can watch the TV programs forecasts alive.

OK, number 4, the blue whale is the biggest... (look at the students and wait for the answer) living animal.

Ss: The blue whale is the biggest Living animal. (repeat with the teacher)

T: The blue whale is the biggest living animal. (smiling and staring at front students) That's right. Number 2, number 2, able and capable. Both of them indicate the ability of doing something. But what is the difference between them? (point at the two words on the screen and pause for a moment for the students to react)

We use able as "be able to do", and capable as "be capable of doing". For example, she is able to dance. (Looking around and eye contacting and waiting for the answer) Or she is capable of dancing.

Ss: She is able to dance... she is capable of dancing. (repeat with the teacher)

T: That's right. (Staring at some active students) Another example is he is capable of changing his heart. But can we use the first one? And which one is better? Why? (look at the students and wait for the answer) We mentioned before that if it is negative reason, we'd better use "capable" instead of "able". Same as the

example before, the clever person is also capable of making mistakes. Besides, we use “capable person” to indicate the people who are efficient.()

All right, let’s go back to the exercises... (bend read the exercises on the book and doing together quickly with the students)

Let’s look at these three words, all right. And let’s figure out the distinctions. Number 1, check. Number two, examine. And number three, inspect. Everyone please remember the feeling(?) below, and put it into the exercises. First, for check, it is more like to figure out and confirm whether there is something in somewhere, or the status of whether something is done or not. Understand? OK. As for examine , it is more like someone is authorized to find the people or things’ ability under, such as examination at school, or examine the evidence, which means finding something to prove. Next one, to inspect the site such as the exercises. (turn to the book)

Let’s look at the exercises number 1. I can’t tell the meaning of this case.(bending towards the students) I can’t tell the meaning of this case. I have to... (pause and turn to the screen and check the answer with the students) Can we use examine?(Making eye contact to students for answers and frowning for waited a bit long.)

Ss: Yes.

T: Why? (Frowning and looking around with pause and soft voice)As we mentioned examine the evidence before, and whether we can prove the case or not. As for check, it means whether there is the evidence to prove or not. Understand?

Then let's see, according to the plan, according to the plan, the Mayer had to...

(pause and turn to the screen and check the answer with the students)

Ss: Inspect the school.

T: I think the door is locked. (Making eye contact and put the hand under the armpit with a pause and low tone) I think the door is locked. I will go and...

(pause and turn to the screen and check the answer with the students)

S all: check.

T: Why?(High tone with soft voice) Why do we use check?(Looking around) The thing is he already locked the door, but he only wanted to check again. (two more exercises quickly be done with the students together)

So let's continue with number 8.(pausing and bending towards students) The first one, to work sb./sth. For example, don't work her too hard. She's still weak. (read from the screen) we used to use work as "I am working", but now it can also be used before sb – make sb. work. (translate the example again into Chinese) Next one, work – make into effect, for example, it works. The computer is not working because of the virus. We install the virus-killer app. Then, it works, it works.

(Moving fingers and Making eye contact with pausing and high tone full voice.)

For instance, when you are in trouble about a question, then someone offers you a solution. It works. (click the PPT) For example, I think it's a good plan. It's going to work. I think it's a good plan. It's going to work.

Next one, to work on sth. Be busy with something. For example, don't push me. I'm working on it. What does it mean? (pausing and waiting for the students' answer)

Ss: (explain the meaning in Chinese)

T: OK,(smiling) let's read these three sentences together.

Ss: (read together with the teacher)

T: Then,(Looking around and pause with soft voice) we have “to offer something”. What does it mean?(smiling and bending towards students) It means providing something. Up to now, they have not offered any explanations. What does it mean?(pausing and staring at few students in the front)

Ss: (explain the meaning in Chinese)

T: Alright! Offer the explanations. “to offer to do sth.” (pause for a moment for the students to react) For example, The UNDP...what does it mean?...

Ss: United National Development Program (together with the teacher)

T: (Smiling and point to the slide with finger in a lower tone) offered to cooperate with China in Improving China's land planning and management. (then translating the sentence) Next one, “to make an offer”. Here, “offer” is used as a verb or noun?

Ss: noun. (together with the teacher)

T: Yes, let's check this sentence.(smiling and looking around) .They company... (find an mistake on the PPT, then correct it immediately)... the company made an offer to train our workers. (then translated the sentence)

Ss: (read all the phrases and sentences together with the teacher)

T: That's great!(Bending towards students then looking around) So let's finish now, and you can ask me in case any further questions.



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Appendix V Teachers’ Videos of Classroom Teaching



