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**The Role of Teacher's Expressiveness in Delivering Effective
Lecture in EFL Classroom**

**A Case study: Third year EFL students at the Department of Foreign Languages-
section of English**

**Dissertation submitted in in partial fulfillment of the requirements for the Degree of
Master of Sciences of Language to Mohamed KHEIDER University of BISKRA**

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Dedication

To my beloved, and deepest love my parents,

*To my dear sisters, **Amel, Nour, and Iman***

*To my nephew **Islam***

*To my little precious sister **Hanine***

*To my darling brother **Mohammed Lamine***

*To my dear brother **Djamel Edine***

*To my fiancée **AbdElhakim***

*To my uncle **Ahmed** and my aunt*

*To my friends specifically **Romaissa Ben Alia, Hala, and Shyma***

To all people who stand by my side

I fully, deeply, particularly devote and dedicate this work.

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Abstract

The current research examines the role of EFL teachers' expressiveness in delivering effective lectures. The study is conducted at Biskra University at the English division with study with the third year LMD students. The principal aim is to indicate to what extent EFL teachers at Biskra University are expressive, and to increase their awareness towards their performance; it also aims to determine the way teachers should adopt to motivate and encourage students learning. In this concern, we hypothesized that strong teachers' expressiveness would contribute to effective delivery of lectures as well as it urges students motivation and eagerness to become active. The present research devoted to two main parts where the first part includes the review of literature, and the second contains the field work of the study. To reach research aims and investigate research hypotheses we have selected students' questionnaire and classroom observation; results and analysis of the data confirms the role of EFL teachers' expressiveness to engage students in the lecture material as well as to raise their motivation so they become fully engaged and willing to take part; it also reveals the strong requirement of students of body language in academic sessions. The main concern of this research is to emphasize the significance of paralinguistic features of language besides the linguistic features to capture students' attention, enable them to conceive the maximum amount of input, and turn teaching material more comprehensive. Ultimately, we put forward a set of recommendations to step further in EFL teaching learning process, that is to say teachers become more expressive, make firm commitment, and give charge to their performance hopefully it encourages students to score better and willing to enhance their language mastery.

List of acronyms

EFL English as foreign language

FL Foreign language

SL Second language

VC Verbal communication

NVC Nonverbal communication

NVB Nonverbal behaviour

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Glossary

EFL is an abbreviation for English as foreign language; the teaching of English to students whose first language is not English.

EFL is an abbreviation for English as foreign language; the teaching of English to people whose first language is not English, and who do not live in English-speaking country Longman.

Teacher's Expressiveness is the use of vocal variations, facial expressions, movements and gestures to facilitate teaching learning process.

Delivering is the act of distributing the subject matter.

Delivery is related to the personal style, the act of communication, methodology. Delivery needs the domination of discussion of the subject material. It is the task where the active agent maintaining interest, and make the addressee obtains the content clearly

Effective lectures according to Bruce D. Barnes, effective lectures should be specifically informative to teachers and students.

According to Faranda and Clarke (2004) state that effective lectures should provide rapport, delivery, fairness, Knowledge and credibility, organization and preparation.

Lecture

The meaning of lecture in the English Dictionary British English ' lecture ' as a noun is a formal talk in a serious subject given to a group of people particularly students. There are some related synonyms like ' lecturing ' or ' addressing '.

Donald A. Bligh(2000, p. 04) defined this term as the contribution of the addresser in frequent exposition where he intends to provide the addressees with knowledge and awareness in certain subject.

' Lecture ' as a verb is to give a formal talk to group of people, often at college or university.

Lecturer

In British English someone who teaches at college or university and give lectures.

Note

In British English is a short piece of writing.

Course

A prescribed number of lessons, lectures, etc., in an educational curriculum. The material covered in such a curriculum.

Hand - out

As a noun is statement or other document distributed to an audience to confirm, supplement, or replace an oral presentation.

Hand - out as a verb is to distribute.

Syllabus

It is mainly concerned with specific subject matter that deals with particular points to tackle in one subject area of language content; it is narrowed term (Johanson, p. 93).

Curriculum

According to many scholars, curriculum is broader concept than syllabus (White, 1988, P. 4), it is defined as the entire academic subject matter to be learnt and the general aims to be accomplished during a considerable period of time, a semester or more. It deals with language ' content ' in different subject area (Johanson, p. 93)

Lesson planning

It is the decisions that a teacher makes concerning the lesson content and the sequencing of ideas to be followed in order to obtain significant lesson; in this stage, the teacher must take syllabus and students characteristics for granted (Johanson, p. 197).

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PART ONE REVIEW OF LITERATURE

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(the use of paralinguistic features of language)

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General introduction

Teaching methods provide variety of teaching techniques that enable teachers to transmit information. Delivering lectures is one of the widely used methods, particularly in higher education that seemed traditional method which suits overcrowded classes. A teacher who could express his lecture content effectively is the major factor that prologue to appropriate learning atmosphere; subsequently, effective delivering of lectures is more likely to be guaranteed. However, as lectures take place one could notice a number of attention barriers that students encounter which impede FL comprehension, for instance unclear content, getting bored quickly, deficiency of concentration, and lacking contact between the lecture content and the teacher performance.

The present research is an investigation of the role of teacher's expressiveness in delivering effective lectures for EFL students at Biskra University. This study intends to provide techniques, and characteristics of teachers' expressiveness for more effective lectures; it also presents efficient phases that an instructor should go through to improve lecture method and provide coherent work. The aim of this research is to investigate to what extent teachers' expressiveness could enrich the teaching learning process and make lectures more successful and effective, so their academic objectives are more likely to be achieved in each lecture.

The present research devoted to two main parts where the first part includes the review of literature, and the second contains the field work of the study. The first chapter of the theoretical part presents perspectives of different scholars about features of body language that teachers need to depend on; it attempts to highlight the significance of each one in order to enrich teachers' style. The second chapter suggests teachers' expressiveness as a main factor to enhance lecture method; the field work demonstrates the description and the analysis of the used research tools. The main objective which the study attempts to accomplish is to raise EFL teachers' awareness towards the need and the significance of teachers' expressiveness as well as to provide the aspects of teachers' expressiveness that help students to become more engaged, and to indicate how precisely EFL instructors should perform to motivate students.

1. Statement of the problem

Skipping academic sessions becomes a common bad habit that spreads within university students. Even though those who do attend their classes, a considerable number of them do not actually give their attention to lecturer' teaching material. They behave badly either by being absent minded or by directing their attention to meaningless tasks.

One of the major reasons behind this dilemma is teacher's performance while delivering a lecture particularly in EFL classroom where teachers are considered as pillars in the teaching learning process and as a source of the foreign language as well. Most teachers seem to mitigate effective lecturing process, i.e. from attention to comprehension to integration that had been described by cognitive theories, that's to say if teachers attempt to make their students learn, they need to capture their attention. It is noticeable that most teachers do not train and practice different tactics to capture students' attention such as: the use of vocal variation, facial expressions, movements, and gestures. Scholars argued that teachers who express their teaching material effectively are more likely to make students engaged and achieve better outcomes; therefore, the core of this research is the existing relationship between teacher's expressiveness and delivering effective lectures.

2. Research questions

Our research seeks to answer the following questions:

1. What are the academic features that would strongly make teachers' expressiveness succeed?
2. To what extent are EFL teachers expressive and their expressiveness is helpful in making lectures effective?
3. How would teacher's expressiveness influence EFL students' performance while attending lectures?

3. Research Hypotheses

We hypothesize that

1. Good teacher's expressiveness would possibly contribute to delivering more effective lectures for EFL students.
2. Teachers' expressiveness would turn EFL students from passive students to active participants

4. Research aims

Our research attempts to serve the following aims:

1. Make EFL teachers more aware towards their expressiveness.
2. Provide EFL teachers with crucial(features of teachers' expressiveness) methods that would strongly enable them to perform positively during their lectures.
3. Determine how teachers should express their subject matter into terms that motivate EFL students.

5. The significance of the study

The present research would emphasize in the importance of teachers' expressiveness for delivering lectures within EFL classroom. It will investigate how it aids to present effective lectures through providing aspects and techniques of expressiveness which enhance learning process and make it occurs in the right pace. This research might aid EFL teachers to increase their awareness towards how to deal with EFL student during lectures; as well as, it aims to decrease students' current problems that encounter them while sessions take place. The core of this research is to contribute to EFL classroom not only to increase teachers' awareness towards their performance but also to be aware how to engage their students to the teaching material and turn them from passive agents into active participants.

6. Research Methodology

1. **Choice of the method:** our research is conducted using the descriptive method that helps us to explore and describe the actual situation in hand which teachers' lack of awareness towards the utility of the expressiveness of the lecture material. This method would be appropriate for this study in order to find out the existing relationship between the two variables
2. **Population of the study:** in this study, we have chosen all lecturers of English Branch at Biskra University. We aim to explore their awareness of their charisma gestures, their vocal variations which possibly would lead to better performance.

Moreover, students of third year LMD of English Branch are our concern to be the case study. We are going to choose a limited number of them to answer our designed questionnaire. The main reason of this choice is that third year LMD of

English Branch became familiar with lectures as one of the widely used methods at University ;as well as, they have been introduced to enough number of lectures that would help them fully differentiate between what they normally have in their lectures and what they have normally not.

3. Data gathering tools.

In this research, two main tools would be selected as follows:

- a. Students' questionnaire
- b. Classroom observation

The used research tools for collecting the data are Students' questionnaire and Classroom Observation at the English Branch of Biskra University. Students' questionnaire would be administered to third year LMD of English Branch at Biskra University. It would provide the needed data in short time in order to investigate the attitudes of EFL students on the role of the teacher's expressiveness for delivering effective lectures when they attend lectures. Classroom observation provides vivid and live data that assist the researcher to obtain valid results which would improve the research findings. Classroom observation sessions are held with third year EFL instructors to get parallel results, as well as to examine the findings of the Students questionnaire.

7. Structure of the dissertation

The current research is composed of two principal parts:

- First part is devoted to reviewing of literature
- Second part is devoted to the field work

First part includes two chapters; chapter one is a glimpse of the different features of body language(teachers' expressiveness). It investigates methods, techniques, and characteristics of teacher's expressiveness. Chapter two describes the relationship between teacher's expressiveness as a tool for delivering effective lectures for teaching in EFL classroom. Second part includes the field work. It introduces the analysis of students' questionnaire as well as classroom observation result

PART ONE REVIEW OF LITERATURE

CHAPTER ONE

Teacher's Expressiveness

(the use of paralinguistic features of language)

Introduction

In teaching learning process, teachers considered as the major providers of the subject material as well as the most trusted source of information to the learners. Success in this academic process is highly measured by the effectiveness of the roles that teachers tend to perform during sessions particularly in foreign language teaching and learning. In this latter, the main concern is communication either verbal or nonverbal communication.

This chapter principal objective tends to spot the light on the role of teachers' expressiveness (body language) to offer students distinctive linguistic items in powerful and firmly expressive manner, thus to motivate students and increase their eagerness to learn as well as to show their maximum efforts. It provides an overview of body language to demonstrate its role as far as to explain and elaborate what teachers should rely on to be expressive. This chapter discusses the paralinguistic features of language; we moved gradually to the functions and its types such as Kinesics, Vocalics, and Chronemics to terminate with the contribution of teachers expressiveness to improve EFL academic sessions and turn students active and engaged.

1. The Paralinguistic features of language

In order to transmit intended messages, there are two types of communication verbal and nonverbal communication. Verbal communication is what humans produce in terms of utterances, expressions, and sentences to convey a given meaning; however, nonverbal communication or paralinguistic features appear to be what people perform in their intended meaning without using any kind of linguistic forms.

As far as language needs linguistic features to be practiced, understood, and enhanced, it also requires paralinguistic features to appear more comprehensible and familiar to learners especially EFL learners. Paralinguistic features or nonverbal communication is devoted into two main categories one refers to the body and the other to the voice; one would possibly convey a considerable number of comprehensible messages through the use of body language such as body posture, facial expressions, and gestures; they are examples of physical aids (Harmer, 2001, p. 44). Whereas, vocal paralinguistic features assist one how to transmit intentions. The use of intonation whether falling or rising, using smooth or harsh tone helps addressee to differentiate the sort of communication received and the kind of speech acts performed as well, either questioning,

requesting, declaring, expressing or committing towards particular subject. In addition, vocal paralinguistic features determine one's state of mind, for instance anxiety would strongly be noticed through nasal voices (Harmer, 2001, p. 43)

Communication is the channel that people rely on to exchange information express feelings, to share certain knowledge among them, and to fulfill a task on their daily life. The way people communicate differs from one to another according to considerable number of differences that exist on identities, perspectives, and various cultures backgrounds that people belong to; subsequently, the main concern should be emphasized on how people communicate. For thousands of years, people depend their interconnection on nonverbal communication i.e. paralinguistic features of language rather than linguistic forms; nonverbal communication differs also in terms of how the brain functions. Some scholars stated that the right side of the brain processes the nonverbal communication and the left side functions for the verbal. It has been proved that people who have damage on the right side they could not recognize facial expressions, but they can produce and receive verbal forms (Anderson, 1999, p. 2-8). They tend to appear different when it comes to content and structure; nonverbal communication is mainly concerned to transfer emotions; however, verbal communication is more likely to be governed by Grammar rules.

1.1 Principles and functions of nonverbal communication

In communication, whether it is verbal or nonverbal is subdivided into two divisions, vocal and physical communication as it is summarized in the following table (Cited in Hargie, 2011, p. 45):

	Vocal communication	Physical communication
Verbal Communication	Spoken words	Written form
Nonverbal communication	Paralanguage Pitch, volume , speaking rate	Sign language Gestures, facial expressions, eye contact

Table 1.1: The subdivision of verbal and NV communication

In order to provide intended meaning people depend on communication whether it appeared verbal or nonverbal communication; incidentally, one of its type it could be subdivided into two major subdivisions that are vocal communication and physical communication. For vocal communication, humans depend on their voices that result through the movement of the air in ' the air stream ' form the lungs to the vocal cords, and

then the oral cavity to produce distinctive sounds to offer at the end spoken words or paralinguistic sounds(Roach, 2011, p. 98-99). To demonstrate physical communication they rely on their body organs to provide written words or sign language.

1.1.1 Principles of nonverbal communication(the paralinguistic features of language)

Historically speaking, nonverbal communication has an evolutionary function rather than verbal communication. It has developed though different stages started hand in hand with humans. Subsequently, it is noticeable that some nonverbal signals are shared among various cultures. According to Anderson (1999, p. 17) it has emerged earlier which assisted on the evolution of the verbal one. Thus, nonverbal communication has considerable role for humans to survive

1.1.1.1 Interpersonal messages of Nonverbal communication

A number of studies asserted the fact that 90% of interpreted meaning is the result of nonverbal communication. Other recent studies have proved that around 65%; one can fully express oneself in various situations relying on "nonverbal signals" (Guerrero and Floyed, 2006). The utility of nonverbal communication is highly noticed in EFL classrooms Mehrabian (1971) and Englberg (2006) state that 55% of communication results from body language, 7% comes from producing words, and 38% comes from the way words are produced. Grant and Henning (1971) and Lawson (1993) assign that 82% of what teacher does in academic setting is nonverbal; other scholars as Neuliep (2003) claims that 90% of what is communicated is nonverbal. Hence, the use of nonverbal communication in the classroom, precisely one of its aspects as teachers' expressiveness such as the use of facial expressions, gestures, and vocal variations, movements ought to be taken for granted.

1.1.1.2 The ambiguity of Nonverbal communication

Unlike verbal communication, nonverbal communication could carry a number of meanings. For linguistic forms of language, one could use dictionaries or look for meanings of words according to their context; however, to consider the accurate meaning of some nonverbal signals would be sometimes difficult. Nonverbal communication is implicitly acquired and interpreted without being governed to specific rules(Schmitz, 2012, p. 185)

1.1.1.3 Credibility of Nonverbal communication

It is more appropriate to rely on peoples' actions rather than words particularly in dangerous situations where behaviour draws the most instinctual images. Anderson (1999, p.18) stated "This innateness creates intuitive feelings about the genuineness relates back to our earlier discussion about the sometimes involuntary and often subconscious nature of verbal communication". One can consider the example of a blind child since birth; he would use the same facial expression as much as other children (Schmitz, 2012, p.184 -185).

1.1.1.4 Management of the conversational flow through Nonverbal communication

NVC assists one to take his turns and finish a given conversation successfully. Pitch is one of the vocalic NVC types which enhances the course of speech, for instance the rising and falling pitch indicates questions, a beginning of conversation, or the closure of discussed topic. One could signal that he nearly reach the closure of his speech by stopping the movements of his gestures or switch his eye contact to the next speaker. Following Hargie (2011, p.53) one could "hold the floor" using the paralinguistic features regardless of the lack of accurate words through the use of paralinguistic features.

2. Types of Nonverbal communication

2.1 Kinesics: is originated from the word ' kinesis ' that refers to movements; it is related to the all movements of the body as kind of paralinguistic features(Schmitz, 2012, p. 196).

2.1.1 Gestures: they are subdivided on three divisions that are adaptors, emblems, and illustrators. According to Anderson(1999, p.36) those gestures that symbolizes an internal psychological state due to anxiety or stimulus are called adaptors. They would be oriented to one own self, materials, or other people and sometimes would be done unconsciously. Adaptors are widely used in "public speaking situations "; one does perform them to decrease nervousness or they feel boredom, for instance the use of smartphones to signal boredom or lack of interest or to reduce anxiety (Schmitz, 2012, p. 196).

Emblems are the particular gestures that symbolize common accepted meaning, for instance, in the United State of America raised thumb indicates something is perfect, the ' ok ' sing which is symbolized by connected thumb

and index in form of circle and the other fingers raised symbolizes the 'ok' sign for other cultures; making the index finger in ongoing movements at one side of the head indicates that the target person is insane (Schmitz, 2012 p. 197). Illustrators are a sort of gestures typically used to illustrate related meaning of given words, for instance movements of the hands to exemplify a form or a size of particular object (Schmitz, 2012, p. 198).

According to Harmer, gestures that are used among people for intended or unintended meanings are correlated to specific cultures, what is accepted to certain cultures would possibly be banned in others, for instance shrugging shoulders symbolizes "I do not care" or "I do not know" (Harmer, 2001); crossed arms may demonstrate relaxation, or boredom in course of speech for British culture. Furthermore, one scratched his head to mean puzzlement, and he would wave his hand for welcoming or farewell. To sum up, each culture group uses certain kind of gestures to mean either polite or rude behavior whether by using their hands, fingers, or shoulders. Other types of gestures appeared spontaneous that demonstrate unconscious acts or reactions like nervousness and distractedness (Harmer, 2001).

According to Youl (2010), gestures and signs are quietly different; sign could be used instead of speech, but gestures are probably accompanied with speaking. Youl (2010, p.199) argued that Emblems are signals like "thumbs up" appeared to social conventions, that what urges the need to be socially aware of the various decoding of those Emblems; he stated "In Britain, the use of two fingers (the index and middle fingers together) raised in a V-shape traditionally represents one emblem (= victory) when the back of the hand faces the sender and a quite different emblem(= I insult you in a very offensive way) when the back of the hand faces the receiver of the signal" (2010, p. 199).

2.1.2 Head movements: are kind of gestures one performs them using his head to signify specific appreciation, or care. The movements of the head of from side to side that means total refusal is traced back since birth when child refuses kind of food (Pease and Pease, 2004, p. 223). Another head movement that expresses interest when one moves his head up and down.

2.1.3 Posture, Proximity, and Echoing: is the position of the body that one takes by standing, sitting, squatting, or laying down. In the teaching learning process, the

major considerable posture are standing or sitting (Hargie, 2011, p. 63). When those type of posture linked to other body movements, they indicate various intentions, for instance one could show his assertiveness by standing position combined by putting his hands in hips (Schmitz, 2012, p.198). Harmer (2001, p. 44) stated that people may send distinctive messages through physical distance; to be close to someone may indicate intimacy or a threat, but being distant denotes formality or lack of interest. Proximity correlates with culture and personality; thus, what is appropriate in certain culture may be unaccepted in another, and what is right in specific situation may appear wrong elsewhere. Another physical indicator of meaning is that the posture i. e. the physical position of the body(Harmer, 2001, p. 44). To look to someone with lower head symbolizes superiority; direct level of eye contact may give the feeling of challenging. An observed feature of proximity and posture is echoing which means when two people are very close to agree and take the same physical position that would strengthen the VC; however, it is done purposely which turns into terms of sarcasm. Those types of paralinguistic features are kinds of physical aids that would strongly assist interpreting intended meanings (Harmer, 2007, p. 45).

2.1.4 Facial expressions: facial expressions are expressed by face muscular and symbolize certain feelings or reactions. Many researchers consider the face as the major expressive part in NVC because it indicates a large number of reactions; one could convey what intends to say through the use of his facial expressions (Schmitz, 2012, p. 201). A considerable number of studies have listed them as the following: happiness, sadness, fear; anger, disgust, and interest (Anderson, 1999, p. 35). Facial expressions are widely noticeable in babies' faces to express different feelings and reactions. Smiles are major feature of facial expressions that expresses not only internal feelings, but also as a reaction towards others (Anderson, 1999, p. 35).

Facial expressions provide the emotional image before one starts to speak, so they could offer a bright atmosphere and assist to give an impression about the speaker whether concerning his personality or his mood; furthermore, they convey the speaker's attitudes towards what he is saying. The interest of what one performs reflects others' points of view concerning what they are listening to. According to Schmitz(2012), “ When delivering something light-hearted or

humorous, a smile, bright eyes, and slightly raised eye brows will nonverbally enhance your verbal message ”(2012, p.202). Following Harmer (2001, p. 44-45), facial expressions are actions appeared in one's face that indicates particular intended meaning or reaction such as: smiling that indicates welcoming, raising one's eye brows may mean surprise or for other cultures may indicate offense or rudeness, but for others it may refer to uncertainty; course of thinking appeared through biting lips. When one clenches his teeth, it may demonstrate anger or annoyance. All those aspects strengthen transmitting intended messages (Harmer 2001, p.44).

2.2 Vocalics (vocal variations): is the study of nonverbal communication that contains the vocal variations that are related to linguistic features, for instance “pitch, volume, rate, vocal quality, and verbal fillers.”(Anderson, 1999, p. 69-70).

2.2.1 Pitch: is the level of the voice of producing a sound or syllabus, either rising or down. Pitch is one major type of vocalics that aids the channel of conversation and gives it a chance of diversity which makes the audience able to recognize the type of the spoken form (Schmitz, p.208). For instance questions would be recognized by “ higher pitched ending. ”

2.2.2 Volume of voice: is recognized by the level or the degree of the voice that indicates the intensity of produced peace of information that would provide intended meaning. It assists the addressee to comprehend the target meaning of the addresser even though when it is not acknowledgeable. A louder voice is convenient in presentations as giving lectures to offer all the audience the presentation material.

2.2.3 Speaking rate: it is related to the speed of speaking (Schmitz, 2012, p. 209). It would provide others with an idea towards the speaker. As far as speaking rate is concerned, one could mislead the addressees if he speaks vary fast, and he could turn them uninterested when he speaks too slowly. Buller and Burgoon, (1986, p.126 -144) stated that taking the floor with slight level of speed (120 -150 words/minute) would be appropriate and others may consider it as sign of intelligence.

2.2.4 Vocal, verbal fillers: it occurs when one tries to mention particular information in course of speech and certain factor impede his speech whether thinking of next idea or inability to fully express what conveys. They are specific type of NVC in form of sounds which replace pauses occurs in speech such as: ‘ Um ’,

‘ Ur ’, ‘ Mm ’, ‘ Uh ’ etc. they could not stand on their own to convey meanings. They aid the speaker to continue a conversation without major harm.(Schmitz, 2012, p. 210)

To name other few types of NVC there are Proxemics (the study of the influence of space on communication). It includes personal space, public space, and social space. Chronemics (the study of how time allowed influences communication).

3. The role of teacher's expressiveness in EFL classroom

Before any step further, it is preferable to initiate with the distinctive roles that teachers perform in the academic setting in order to improve teaching learning process; moreover, the principal concern of teachers is to facilitate the subject matter for students particularly in EFL classroom where teachers appeared major source of the subject matter.

3.1.The identity of teachers from various perspectives

According to teachers' perspectives towards their profession as teachers, they see themselves as actors because they own the stage; others consider teaching learning process like planting seeds and growing plants, therefore they provide knowledge that assists learners to mature (Harmer, 2001, p. 107). Murphey and DÖrnei(2003) consider teaching profession contains leader and its followers though continuous leadership among groups. According to Cambridge International Dictionary of English teaching refers to give particular one knowledge, to instruct, or to train; whereas, The Longman Dictionary of Contemporary English considers teaching refers to “ to show someone how to do something ” or to “ to change somebodies' ideas ”.

It differs from one to another the perspective of teachers' identity as professionals. It is needed to emphasize distinctive roles; teachers' role would possibly change from one task to another or from one situation to another. The effectiveness of a teacher should be examined according to the flexibility through different roles. Harmer (2001, p.108-112) stated that a teacher could be as follows:

3.1.1 Controller: this role makes the teacher appears the monitor of the entire processes occur in the classroom where students appear to perform decreased level of self-reliance. The teacher provides students with instructions, examples, organizing tasks' stages. Some teachers feel comfortable with this role; others

do not give it much importance due to the perspective of that teaching learning process is ongoing process among the teacher, the student, and the subject matter. They consider this role that neglects students' self-reliance.

- 3.1.2 Assessor:** one of the major roles that is expected from a teacher is to evaluate students and determine their drawbacks as well as their strengths, whether by offering them an immediate evaluation that appears as feedback, corrections, suggestions, or through testing their levels in given subject matter in official tests and exams.
- 3.1.3 Organizer:** without organization nothing is going to run properly; thus, students need most of the time to be guided appropriately by their teachers in terms of explaining how they should perform in certain tasks, arranging them into groups, and determining the allowed time for each task.
- 3.1.4 Participant:** following Harmer, another ordinary role a teacher performs is to leave the students run the session by themselves in tasks as classroom discussions, group work, or role plays etc., and provide them with feedback by the end of the task, but there are occasions when teacher needs to intervene as much as the students do (Harmer 2001, p.109). To name few, there are also other roles that the teacher has a firm commitment to play, such as: Prompter that is to let students compensate their weaknesses by their own. Teacher would be Resource that means students depend on him when it is needed; to give them reliable source which includes particular pieces of information they require, or provide them with helpful website so they can obtain easy access in the Internet. Moreover, EFL teacher would be Observer towards how students perform “specially in oral presentations”. It becomes effective when they are combined with feedback for mistakes and positive output, either for individuals, groups, or the entire classroom.
- 3.1.5 The teacher as a performer:** by the end of 1980's, an article was published by Christopher Crouch about his experience of the observation of various teachers; the major noticeable one was a teacher who demonstrates high level of using NVC in terms that turn students strongly motivated, enthusiastic, and active (Crouch, 1989, p.107). In piece of informal research had been done by Harmer in which he asked teachers about their performance in the classroom. The majority of them answered that they ought to be energetic, expressive, and humorous; they are similar to actors; consequently, they should own the stage.

The act of encoding(sending) NV messages and decoding(comprehending)them ought to be the first concern of teachers and students in the classroom, particularly for EFL classrooms since they would encounter a number of unfamiliar terms and concepts; hence, the requirement for those messages urgently appeared. There is a considerable number of strategies which assist EFL teachers to enhance their NVC and turn connotative messages into well comprehensive ones. They require improving communication competence (the ability to comprehend and use linguistic and paralinguistic features properly in the appropriate context) to decrease ambiguity in the teaching learning atmosphere.

Teachers should be aware that NVC effects conversations either positively by making it meaningful or negatively by impeding its harmony. It is preferable that teachers should be aware towards the use of NV messages; consequently, it is highly required to monitor those messages. For instance, a teacher may demonstrate interest and engagement towards students' work by encoding particular type of NVC like head movements and nodding; however, he possibly would be interpreted uninterested or not enthusiastic through “looking unconsciously at his door desk ”(Schmitz, 2012, p. 226). Peoples who demonstrate monitoring to their NVB are considered to appear socially competent and more comfortable when it comes to public speaking(Riggio, 1992, p. 12). The following paralinguistic features might aid teachers to enhance their NV messages and performance (Schmitz, 2012, p. 230-234), they are as follows:

3.1.5.1 Gestures: the utility of illustrators is highly noticed to improve the flow of conversation and make addressees more engaged particularly for students in one hand; in the other hand, it helps the performer of the communication to sound enthusiastic and assist to easily remind the next idea; adaptors are used to decrease anxiety, but they could ruin a conversation in more formal setting if they are not highly controlled principally for teachers, for instance “ nail biting or fidgeting” could indicate nervousness.

3.1.5.2 Eye contact: is crucial mean to commence conversation; it assists to engage others in the immediate subjects of talks and make them aware that they necessary agents. For instance teachers need to orient their eye contact to the entire classroom so they give the impression of equality and fairness to all students and make them feel they are concerned; some novice teachers use the strategy of eye contact avoidance as “face saving act ” to decrease anxiety.

3.1.5.3 Facial expressions: facial expressions are useful NVC type which empower the communication channel and decode the internal feelings of the addresser; teachers should be aware that well management of facial expressions would lead to higher meaningful communication which go hand in hand with the intended meaning as well as the target overlook they tend to convey like appearing in more strict and strong tone.

3.1.5.4 Vocalics: the over use of verbal fillers can impede the communication flow and harm the fluency of the addressee particularly for teachers; due to the significance of verbal fluency that is perceived as powerful convincing indicator (Hargie, 2011, p. 81). Vocal varieties create high levels of enthusiastic and involvement, increase self-expressiveness, decreases students' boredom, and capture their attention for long period of time; consequently, teachers should commit their selves to distinctive forms of vocalics so they would be able to accomplish their learning objectives. A teacher enthusiasm is realized through the use of various tones, rhythms, speaking rates, pitch; the voice volume could strengthen teachers VC and turn it sounds with musical rhyme.

3.1.5.5 Proxemics: interpersonal distances are another type of NVC that effects social and professional relations and conveys various conscious or unconscious messages. Hence, the awareness of personal distance and others assists one to use "nonverbal adjustments" to give breaches remedy like change one's place. As A way of exemplifying, teachers ought to be aware that their personal distance should not be crossed; it sounds inappropriate if teacher sits next to one of his students while the academic session takes place.

3.1.5.6 Chronemics: NVC might be related to time allowed that encode certain intended meaning; it is mainly concerned with speaking time and turn taking. According to a considerable number of studies, it is preferable to take the turn for acceptable period and "hold the turn for slight longer " period rather than taking the floor for so long or short (Andersen, 1999, p. 64). Teachers should also commit themselves to professional time, so they require being in time which encodes seriousness and engagement.

Conclusion

As long as teachers' expressiveness is concerned, this chapter had provided an overview in this large subject. Various types of teachers' expressiveness were included in order to express the significance of each one and its role that plays to enrich human communication. The main concern was to provide the uniqueness of body language types and the functions that assist teachers to encode particular intended meaning. If so, teaching learning process would become easier to produce and conceive. The significance of body language was crystal clear where it reveals what verbal communication fails to convey. It enables teachers and learners to exchange interpersonal attitudes, to express credibility, as well as to manage the flow of conversations.

This chapter aimed at demonstrating the importance of teachers' expressiveness in EFL classroom where teachers could play distinctive roles on order to improve sessions steps further beneficial. In teaching learning process, the use of facial expressions, gestures, body movements, and vocal variations would strengthen academic sessions, particularly where large number of students attend; they need motivating factor to retain their consciousness as long as possible. In other words, that what would be advised with to empower lecture method.

CHAPTER TWO

The delivery of lectures

Introduction

Delivering lectures is one of the major methods used for transmitting knowledge at higher education. For decades, a number of scholars consider it as the highly appropriate method for teaching students to transfer information of different subjects that are difficult to handle on their own; it assists teachers for addressing audience in overcrowded classes to save time and energy. Meanwhile, this latter needs teacher to strengthen teaching techniques to make the majority of students obtain the maximum content of the lecture. It demands teachers particularly FL teachers to depart through distinctive significant steps that would make their lectures convincing and reliable.

In the following chapter, various elements are presented in the subject of delivering lectures principally EFL classroom. Initially, it starts with historical overview to present lectures previously and nowadays. Secondly, it discusses significant phases that EFL teachers should go through to arrive at the targeted satisfaction, gratitude, and predictions of students and the accomplishment of the intended academic objectives. Finally, this chapter also involves the characteristics of effective lectures that EFL teachers require to adopt to make each lecture count.

1. Historical overview of delivering lectures

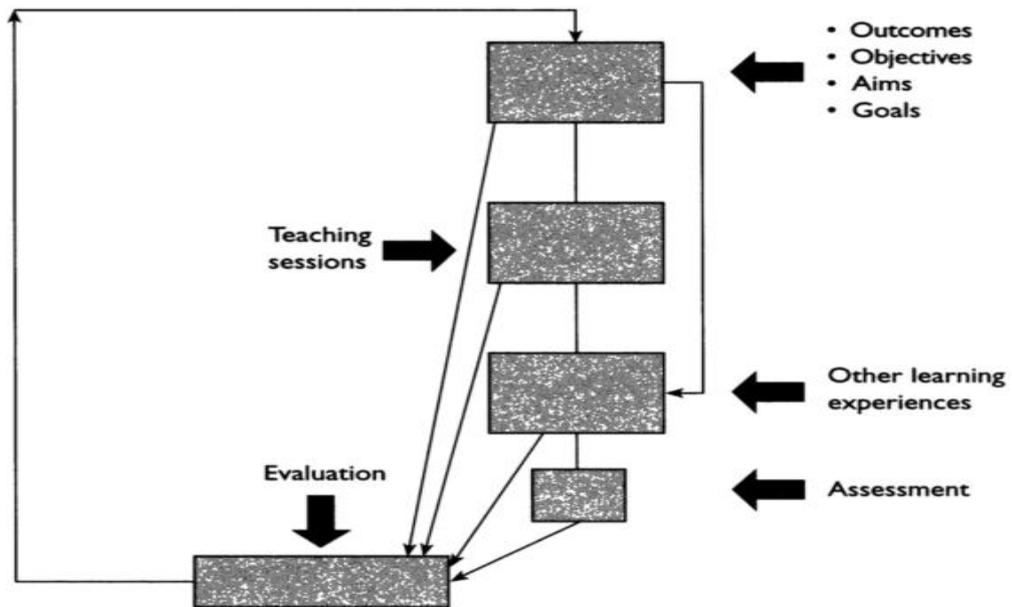
The major frequently form of teaching used in higher education is lectures method. It is hard task to deliver comprehensible lectures that could capture students' attention in the period of time allowed particularly in EFL classroom. Bligh (2000) advocates “ In the United States lecturing is the most common method when teaching adults. And so it is all over the world”; it gives easy access to large number of students. This term originated from the Latinate word ‘lectare’ which means to ‘read aloud’ (as cited in Exley and Dennick 2005, p. 3). This form of presenting particular piece of information initially was used in the previous ‘monasteries of Europe’ where concerned people used to travel many miles and cross the seas to obtain the target material; it was before the emerge of hard copies of any form of learning material hundreds of years ago(Exley and Dennick, 2005, p. 3).

Scholars and learners were supposed to listen carefully to the monks or priests in the 'scriptorium' (a room in the church used to copy or write the original typed version of book). reading aloud and writing the significant material down and copy it in their copies for every single word in time, where churches appeared as schools(Exley and Dennick, 2005, p. 3). Culturally, the act of lecturing traced back long ago to the periods where the lecturer supposed to be the only one who has the material of the lecture that is written or copied by hands; the availability of books was hard task to handle(Race, 2007, p. 97).

The current method of lecturing or presenting particular type of knowledge is still workable and the majorities of students are familiar with it. It provides large contributions to teachers who are supposed to be the highly knowledgeable agent; therefore, till now one would notice considerable number of students attempting to take notes while others recording the lectures. It is one of the major subjects of researches for decades. Following Bligh (2000) a number of studies demonstrated slight changes in this area, to name few like Marris(1964), Hale (1964), Saunders(1969), Costin (1972); Bowels (1982), Karp, (1983), Nance and Nance (1990), Gtunzburger (1993), and Lesniak(1996). Recently, it is preferable to combine presenting lectures with the use of visual aids and technologies which assist in capturing students' attention; consequently, it improves their cognitive processing in terms they would perceive, synthesize, compare and deduce significant conclusions as elaborated in Bloom's taxonomy (1956).

2. Delivering lectures with well-defined learning outcomes

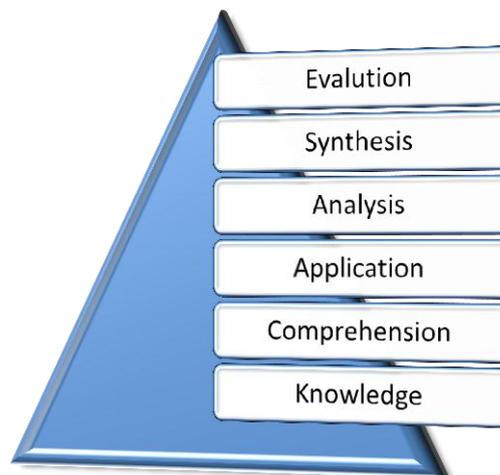
A number of scholars like Biggs (1999b) stated that significant and well-defined learning outcomes in designing the curriculum while tackling particular learning experiences is called 'constructive alignment' which is strongly required as it is demonstrated in figure 2.1 (Exley, 2005, p. 4). This act should be combined with the right assessment. Considering many studies, teachers ought to make students encounter various teaching methods; they could vary learning experiences to obtain various learning outcomes.



• **Figure 2.1 Constructive alignment** (as cited in Exley 2005)

According to Biggs(1999b) a well-designed curriculum should contain well determined learning outcomes that are resulted through the right learning conditions, so then what students acquired would be assessed by the appropriate methods. Teachers need to put these elements in mind to facilitate and improve lecture method.

One classification is following Bloom’s taxonomy (1956) for categorizing learning outcomes; it appears in figure 2.2



• **Figure 2.2 Bloom's taxonomy for the cognitive processes (1956)**

In order to have various learning outcomes, decision makers, course developers, and teachers should include different teaching techniques in the teaching learning process as they are dealing with lecture method; following Bloom's

taxonomy(1956), learning outcomes could be classified in one of many various methods like according to students ' cognitive processes '.

Another classification that simplifies the distinctive learning outcome in three subdivisions as follows: 1. Factual and terminological comprehension where the learning material is aimed to improve students and comprehension to facts and related terms, 2. Practice and usage where students are intended to make into practice what they have learnt, 3. Problem solving and assessment where students are supposed to be engaged in situation that contains problem and they attempt to solve (Exley, 2005, p. 4).

According to Bligh (2000) lecturing as one teaching method is principally concerned with the first sub classification. Hence, it is a tool to improve the acquisition of knowledge rather than the contribution of transforming attitudes and perspectives since lectures are supposed to provide new pieces of information, or changing behavioural skills that are acquired before i.e., certain new knowledge is added to the schemata they have. However, a large number of teachers support lectures as long as it could include various tasks like turn students engaged in application and practice activities, or make them encounter problem solving activities accompanied with instructions, but there is significant distinction between teaching about practice and leave students do the practice (Exley, 2005).

3. The significance of delivering lectures

Presenting lectures would offer a number of strengths that empower teachers' reliance on this traditional method, and encourage students to attend; some strengthen points to give a lecture are listed as follows (as cited in Exley, 2005):

3.1 Providing interest in the tackled topic: lectures create opportunities for particular elements that would not be obtained in other teaching and learning methods, for instance it gives larger space to acquire concepts.

3.2 Offering designed structure for the subject matter: this feature assists teachers to stir students' stumps and to be engaged in the principal learning material that have been selected by the teacher and could easily follow the creative flow of the lecture; therefore, they would comprehend the major ideas. It also combines the presented subject with the previous as well as with the subsequent one in the course; it is particularly desirable for EFL students to enable them to emphasize their concern in

the principal core of the session due to the major reliance on the teacher and the subject material as the sources of learning.

3.3 Providing material for students' requirements: through the process of designing lectures, students' aptitude is taken for granted, that's to say teachers specially experienced teachers do not include learning materials which students could not handle in one session or oblige them to accomplish learning objectives which are superior than what could be accomplished.

3.4 Giving students' recent information: unlike books, lectures would offer students the ultimate information for certain subject and enrich their level through highly updated materials. Teachers would be able to put their stump by pointing perspectives out or make use of personal research that match the tackled subject.

3.5 Make use of other teaching methods does not sound right: for a number of circumstances, lectures sound the appropriate method to be used like large number of students, deficiency in the number of teachers in certain academic settings, and the aim of retaining time instead of teaching in small groups learning method that consumes time and efforts in the previous conditions.

Other scholars claim several reasons that urge the lecture method where a number of them are positive factors and others negative elements that might impede learners' improvement. According to Race (2007, p. 97), there are several negative reasons that make the current teaching method maintained; they would be as follows:

- Teachers are obliged to meet the expectations of students according to their aptitude and schemata.
- To arrange large number of students in the same place, so then it is time saving but at the student's individual evaluation expense.
- To solve the problem of insufficient number of lecturers if any.
- Teachers appeared the highly active agent rather than students; hence, they sound passive.

Although teaching in large class sessions has several drawbacks, it would offer a considerable number of strengths(Race, 2007, p. 97-98) to mention few as follows:

- ✓ Even though students recently have the most frequent required source materials in hand like course books, books, the internet access, large-group session offers ' shared learning experience ' that emphasizes attention through frequent attendance.

- ✓ Lecturing provides the impression of high level of study and research for both teachers as well as students.
- ✓ To give the trigger for students' expectations concerning their schemata, so they could extend their knowledge.
- ✓ To give clear objectives that teachers firmly attempt to encourage students to accomplish.
- ✓ Effective lecturers assist students to obtain the lecture material distinctively so they emphasize the principal points through convenient use of facial expressions, intonation, body movements.
- ✓ Provide strong opportunities for open discussions, explanations, and 'elaborations' to large number of students particularly introvert students who are unable to take part.

Despite the other scholars, Race(2007)tends to evaluate teaching in large-group sessions from both sides in order to increase awareness in this concern not only for lecturers but also for course developers, educationists, and decision makers.

4. Preparing a lecture

One of the major noticeable hard tasks for teachers is designing well-prepared lecture that requires considerable factors to take into account. First of all, when a teacher particularly FL teacher comes across the process of designing lecture, he ought to consider himself as a researcher that retains searching for highly equivalent material which goes hand in hand with the course curriculum. Furthermore, to obtain the significant teaching material course documentation like course books and other experienced teachers in addition to current studies appeared the right assistant (Exley, 2005, p. 17). Second of all, lecturers require emphasizing the significance of well-crafted content to strongly turn lectures convincing. Third of all, well managed structure of a lecture would encourage the addressee to depart beyond the process and give the content a value.

4.1 Looking for background information

The first step in the process of preparing a lecture that a teacher should rely on is to have strong platform he could straightly stand on which is approached through reliable background information. Exley (2005, p. 17-18) argue that course documentations

appeared the superior option for a lecturer to trigger his work of having students productive version; it provides an overview towards the subject that enable the teacher to obtain sufficient amount of knowledge particularly novice teachers whose requirements are larger. One further factor would possibly improve the process is that several consultations and negotiations among teachers of the same course whether in the same staff administration or distant teachers; in addition to taking into account teachers' notes as well as recommendations concerning previous lectures' teaching material; Exley(2005, p. 17) commented "The person who gave the lecture last year may be available to consult and if so it is likely that he or she would be willing to lend you their lecture notes".

Course developers and decision makers as well as students' perspectives would lead the teacher to superior accomplishment for the entire body of the lecture in terms that make him aware, flexible, and willing to improve. In one hand, decision makers are group of specialists in particular area that make plenty of efforts to produce efficient and edited curriculum; subsequently, they would contribute to turn the teacher acquainted of the subject not only the core ideas but also the updated information as Exley(2005, p. 18) confirms "The module leader/designer will also be best able to guide you on issues of content What is the philosophy of the course, what are the strands that link elements together"? On the other hand, students' views over the previous lectures are considerable factor to evaluate the lecture material since they are the first concern of the lecturer; subsequently, teachers require committing themselves for asking students about their opinions, suggestions, and needs(Exley, 2005). They could go further through giving much importance to the assessment by giving well-designed assignment that fits the principal and the learning objective. It is the teacher turn to locate oneself in the addressee position, so he could realize the strengths as well as the drawbacks of the presented version.

4.2. Considering well-crafted content

According to large number of scholars as well as linguists, the content of subject is the basic factor that teachers have strong commitment to convey and students need to obtain. Following Exley (2005, p. 18), the first aspect lecturers need to consider is the content which sounds the core of the session which students require perceiving so they could improve their attainment; it is the material that contains knowledge. Thus, teaching learning process would be enhanced through using well managed and valid content which cover students' needs and might be used as remedy to their learning problems.

There are a number of factors appeared to be the pillars of equivalent content that teachers advised to depend on. In one hand, teachers require to pay closer attention that the material they have selected should be convenient to the time allowed to each teaching session, following Exley (2005, p. 19) stated that considerable number of lecturers particularly novice teachers facing the problem that they are often running out of time and they have too much to say compared to the official scheduled time. She has also pointed out that a number of novice teachers do not have sufficient time to prepare lecture content from academic session to the subsequent one. In the other hand, they should probably strengthen self-confidence towards their abilities to construct the appropriate content; they do not ' underestimate ' their attainment regardless they encounter hard subject to look for or difficult questions to answer (Exley, 2005, p. 18-19).

In the process of preparing a lecture, teachers ought to take for granted that well-crafted content should go hand in hand with well- managed structure. According to Russel, et al. (1984), it is highly assistant to note the ideas and organize the information for coherent structure, that is to say when a teacher tends to design the structure it would be workable through noting down the ideas which are correlated to the content. Initially, teachers could start by the students' schemata, and then they gradually consider the points that capture students' attention where the requirement for the unknown information occurs. In other words, they should bear in mind the ' flow ' and the ' sequencing ' of ideas, they should also emphasize the key points that students require to rank them in order of importance including the elements that are appropriately organized together and need further convincing explanation(cited in Exley, 2005, p. 19).

4.3. The preparation of a lecture

Subsequently, after the major considerations and the phases concerning the content and the structure of a lecture, teachers put what they have in mind into practice. There are no accurate rules in the process of preparation where teachers' subjectivity appeared, but scholars in this domain highly advise EFL teachers to have platform to depend on(Exley, 2005, p. 20).

Following a considerable number of scholars, there are several factors that would make the content as well as the structure sound worth thinking and planning. According to Brown (1988) and Atkins (2002), in the course of preparation teachers should read related ' introductory ' texts from reliable course books or from recent articles to retrieve pieces of

information they have; teachers need to bear in mind the outcomes that students require to reach by the end of the academic session, so then it would be firm commitment to highly select the equivalent structure and the right amount of time to deal with. It is strongly preferable to avoid overload the system of processing of students through including large amount of information at once; instead, students need examples and illustrations to fully comprehend the material. Teachers tend to plan activities and quiz questions that should contain clear instructions to have students think and evaluate the perceivable input through their feedback(Brown, 2002).

By the end of the preparation stage, lecturers find themselves ready to provide students with the final format of the lecture. The final stage would be the presenting of the lecture material where teachers have strong commitment to monitor their performance and demonstrate high level of effectiveness.

5. Active learning

To have an effective lecture, instructors should take into consideration one significant factor which enhance lecture method and enable students to be more engaged that is active learning. A number of scholars assumed that if an instructor attempts to capture students' attention, he should initially depend on strategies in which he would be able make his students learn actively.

Pusey(2016, p. 1) defined active learning as “Learning is “active” when students are obliged to think critically in order to complete tasks, take responsibility for their own learning, engage personally in their work, and maintain accountability for their participation in class. Active learning is often contrasted with “traditional” classrooms, in which teachers lecture and students typically play a passive role.” ; Pusey attempted to highlight major elements that aid lecturer to turn lectures vivid and active, so then they could guaranty the improvement of lecture method. She argued that to push students be active is the act to urge them think critically in terms that they terminate what they are asked to do whether in the meantime or as sort of assignments; they endure learning difficulties whatever they take. She put forward that students need to be highly engaged in the subject matter where they would be able to conceive the maximum input; consequently, they become major agent in the academic sessions and their opportunities to take part in lecture material is more highlighted.

According to Bonwell & Eison(1993) active learning is to increase students eagerness to be engaged and make them fully involved in the tasks they need to perform; they believe that to make students active is not only to motivate them to think, but also to go beyond what the task require.

Pusey(2016, p. 2) has also provided several strategies to maintain active learning in EFL classroom as well as to turn lectures effective and updated rather than traditional and passive. Initially, students need to have engaging materials such as the use of visual aids; give students options in the learning tasks to fit their abilities and learning styles. Secondly, instructors ought to turn teaching learning atmosphere enjoyable from time to time in order to reduce students' boredom. Pusey(2016, p. 2) suggested a number of tasks which improve learning process; some of them are role-plays, group analysis, round tables for discussions; peer review, HW quizzes, and ticket out.

5.1 Major barriers of active learning practice

For a number of circumstances, the implication of active learning strategies is hard task for instructors to use. Many scholars argued that there many obstacles prevents instructors to include active tasks even though its significance in higher education. According to Eison (2010, p. 4) instructors do suffer from a number of barriers that impede the strategies which enable them to include active learning; he suggested several obstacles in this concern, to mention few as follows(2010, p. 4-5):

- **Limited available time:** the scheduled period of time that instructors are given does not sound right to handle all the needed tasks which engage students in the lecture material. In the attempt of improving the strategy of active learning, instructors may lose considerable time trying to handle inconvenient situations like lack of teaching equipment to highlight visual aids, and the large number of students that lectures conceive.
- **The need of further preparation:** the task of preparing a lecture with active learning strategy makes teachers do further efforts that spend time and energy; that does help them where each session should tackle new teaching items.
- **Instructors self-perception to be competent lecturers:** by the end of each lecture, most instructors believe that they provide students with the required input they really need, but most students intake for each session does not fit lecturers thought towards what they have accomplish.

- **Students' familiarization with passive learning:** even though a large number of students require active engagement and ask for, but its implementation appeared unfamiliar task to do due to their habit of retain listening passively to lecture material and taking notes.

5.2 Some major strategies to include active learning

The attempt to actualize lecture method and turn it vivid demands instructors to make use of interactive strategies instead of traditional techniques that most instructors still depend on. Large number of scholars suggested significant aspects to depend on; Eison(2010, p. 6-8) offered convenient approaches which may improve lecture method, they are as follows:

- **The pause procedure:** it is an approach that includes several pauses in the course of lecture for about three to five minutes for each twenty minutes of the session. Students are asked to have in this pauses pair discussion, small group work, or time to answer asked questions individually. The main concern of this procedure is to make students feel the engagement.
- **Concept test:** in this procedure, the comprehension of related concepts rather than the attempt to memorize them is highly emphasized. In the session students are involved in tasks were they listen to passages and try to complete with right concept, or define particular concepts and try to use them, and they turned to work in group discussion.
- **Personal response system:** students are evaluated individually, for instance instructors give students tasks in which they are supposed to work on principal readings in the subject of the lecture and prepare piece of work to present it and be asked questions on the prepared work.
- **Classroom Assessment Techniques:** it is widely technique to assess students' engagement and the amount of the conceived input for each session. Students are involved in the lecture presentation through various techniques such as including separate questions for each section, provide them with assignments that evaluate their conceivable information. It assists teachers to recognize students aptitude and determine what they need.

6. Delivering effective lectures

Lectures are considered to be one of the highly used teaching methods in higher education for decades and it is still going strong due to its appropriateness for a number of circumstances like the large number of students. Nevertheless, it requires major factors to arrive at superior state and turn it strongly conceivable and efficient; considerable number of scholars as well as educationists had suggested a number of procedures to excel lecture method.

An effective lecture should principally be based on elements that strengthen the teaching material and the final format. Based on number of scholars' perspectives, an effective delivery of lecture should initially be related to well managed structure (Bower et al 1969, as cited in Winstanley and Bjork 2002). Thus, a lecture ought to be divided on three main parts which are introduction, the body of the lecture, and conclusion. An interesting introduction aids the instructor of the lecture to capture students' attention and provide opportunity to retrieve information in the target subject in case they had, in other words lecturers need to increase students' eagerness that challenges them to know more. The body of the lecture should include the largest amount of the subject matter in forms of ' facts ', ' generalizations ', statistics, and related terminologies in which they are highly required to be defined. In addition, efficient body lecture should be strongly constrained by the ' sequential ' factor that respects the logical flow of ideas(stating ideas gradually, the chronological order, the cause and consequence). In the core of lectures teachers need to use the active learning method in which they urge students to think through asking them questions and locating them in problem solving situations. Finally, related closure of a lecture provides strong reminders that retain the lecture material for longer time; lecturers need to make use of recapitulation of the principal points, as well as urge students to have productive assignments. They could also enrich students' in-take through encouraging asking questions(" The lecture method ", 2014, p. 5).

6.1 The contribution of effective lecturers in delivering effective lectures

Following large number of studies in this area, an effective delivery of lectures would strongly be accomplished through the existence of effective and qualified lecturers or to be more precise instructors. Barnes and Lock (2010) argue that an effective instructor should meet the predictions of the students that provide strong confidence, so they could fully rely on him. A study in this area was conducted in order to investigate the

contribution of effective EFL lecturers from the ' students' perspective of the Korean University '. A number of studies had been conducted in this perspective too, to name few (Emanuel and Adams, 2006; Griemel-Fuhrmann and Geyer, 2003; Kember, Jenkins, and Ng, 2004; Kember and Wong, 2000), and business students in the USA (Appleton-Knapp and Krentler, 2006; Desai et al., 2001; Faranda and Clarke, 2004; Clayson, 2005; Kelley, Conant, and Smart, 1991). In the previous mentioned studies, a numerous characteristics of instructors were examined in order to prof the validity of the proposed hypotheses which are based on students' perspectives. The characteristics were grouped on categories.

The major features of effective instructors according to the studies mentioned above and others were stated as follows: ' Rapport, Delivery; Fairness, Knowledge and Credibility; Organisation and Preparation '. As previous scholars gathered various attitudes and perspectives, lecturers with rapport demonstrate high level of ' sociability ', strong self-confidence and self-esteem, they also tend to respect students and the entire staff members. A teacher who has strong delivery appeared to have his own style of providing information, gives major interest to the aspects of effective communication and monitors the subject content that is related to academic ' methodology '.

One of the most considerable characteristics that is prominent in the previous mentioned features on is fairness in which instructors tend to deal with all students equally (Desai et al., 2001; Faranda and Clarke, 2004), make evaluations and achievement tests in manner resembles those were taken in previous sessions, and provide bonus for students who attend lectures, take part during lectures and submit assignments on time (Faranda and Clarke, 2004). However, knowledge and credibility go beyond lecturers' proficiency and attainment; according to the above mentioned scholars, EFL lecturers are considered the major knowledge providers; subsequently, they firmly require to master the four skills as much as they ought to be able to go beyond course books and handouts. As far as credibility and knowledge are concerned, they also need to sound pragmatic competent which means to be able to apply the linguistic rules on the convenient context (Lasagabaster and Sierra, 2005; Park and Lee, 2006; Rammal, 2006).

Preparation and organization tend to make the instructor highly qualified as well as able to monitor the session. It is clearly noticeable through following appropriate syllabus which should be well selected up to students' attainment and requirements according to certain methodology (Kelley et al., 1991; Xiao, 2006 as cited in Barnes, 2010). Teachers

need to retain the same syllabi for the entire academic year or the scheduled semester; consequently, EFL students could easily follow the subsequent of lectures and make significant predictions as well as attempt to retrieve or search for further information beforehand concerning the target subjects (Kember and Wong, 2000; Rammal, 2006); instructors ought to prepare lessons in appropriate method and absorb the lecture material so they would appear organized and competent, thus students could fully rely on the presented work. Students require lecturers who demonstrate high level of firmness and devotion towards the teaching material.

The study that was conducted on the Korean University for women in 2007 has demonstrated the following results. A sample of 105 of EFL students of first year participated where they asked to give their attitudes towards the previous mentioned characteristics of EFL instructors. Around 50% of the invited students have responded in forms of lists or pieces of writings and the results were as summarized in table 2.1.

Attribute category	Frequency of attribute identification	Percentage representation
Rapport	80	37.2%
Delivery	78	36.3%
Fairness	21	9.8%
Knowledge and Credibility	16	7.4%
Organization and Preparation	20	9.3%
Total	216	100.0

Table 2.1.: Frequency of identification of attributes by category(Barnes, 2010, p. 142)

This table presents the results that indicate students' attitudes towards characteristics of effective EFL instructors according to Faranda and Clarke's (2004) attribute category. Barnes (2010, p. 144) analyzed that students tend to demonstrate positive attitudes to these categories which were argued by different investigations; students express that they would react enthusiastically to the features of the categories which EFL instructors could perform where lectures take place; they would consider the use of these features particularly Delivery and Rapport sound major features to create an appropriate academic and communicative atmosphere.

6.2 The role of teachers' expressiveness in delivering effective lectures

Learning process occurs through three graduation phases that are attention, comprehension, and interpretation. Attention needs focus which makes teachers tend to orient their students attention towards them; comprehension needs organizing the observable material into coherent material form. Interpretation makes (integration) learners need framework tend to organize their ideas in parallel to their interpretation. Well managed framework goes hand in hand with critical flow of understanding new ideas. The latter happens in the classroom and continues out of the classroom through well designed assessment. Davis (1986) provides simple approach to the first two stages "Get the students attention ... tell the students what to pay attention to ... and do not overload the system." (p. 141). Another strategy to give students more space to enrich the final stage is that provide them with an opportunity to review and apply the lecture material. It enables students deepen their strategy for investigation that makes lectures memorable as long as it can.

Teachers should engage their students' attention and draw them into the lecture. As lecturer, it is needed to keep your audience directed to your subject material. One of the major clear ways to attract and keep students attention is teacher's expressiveness, i.e. his gestures, the vocal variations, facial expressions, and movements during his lecture. Teachers who exhibit expressive actions are more likely to obtain their students interest. Expressive actions lead to higher level of students' achievements and satisfaction (Perry, R.P. 1985, cited in Murry, p. 192). Ware and William in the mid-seventies were the first who conducted "The famous Dr. Fox" experiment; they illustrate the effects of instructor expressiveness (Murray, 1997). This experiment used six videotaped in biochemistry lectures. They were presented differently with low and high expressiveness. Despite

students who watched low expressed lectures, students who watch them with high expressive manner they performed well in multi choice recall test. This suggests that teacher's expressiveness improves students' memory for lecture subject matter.

However, Murray argues there is no reason to believe "are in any way in compatible with more traditional criteria of effective teaching such as content coveragin and high academic standards" (1997, p.196). Teachers and students as well should keep in mind that expressiveness is mainly concerned with communication rather than entertainment. It is to engage students to be active rather than passive; it is to make them actually present physically, emotionally, and intellectually. Teachers must direct students' attention by providing them a framework for each lecture ; in addition, there is major critical way to this is to manage a study guide for teacher's course that describes each lecture's objectives, key concepts, and questions to consider (Schneider, 1983, p. 57). Regardless handouts with the lecture major points would possibly make it more effective (Kiewra, 2002 p 72).One final major concern including lecturer performance while delivering lecture is overusing presenting materials (videos, audios, and written materials). It could overload students' attention. Cognitive overload takes place when various types of processing interfere with one another (Mayer & Moreno, 2003, p 45 as cited in Denman, 2005, p. 3).

One of the major considerable strategies to turn delivering lectures highly enthusiastic is the utility of the teachers' expressiveness. Besides the dominance of the linguistic features of language in FL teaching, a number of scholars as the mentioned above emphasized the significant role of the paralinguistic features where teachers depend on body language and vocal variations to elaborate and enrich the intended meaning of the lecture material.

The need to make use of teachers' expressiveness is strongly recommended for both novice and experienced teachers to make lectures efficient and productive. Exley (2005, p. 63) pointed out that the deficiency of using vocal variations results in negative aspects which would reduce the validity of the work; it might be in certain drawbacks that frequently appear while giving lectures. For instance ' monotone ' that reduces students' focus and get them bored, the absence of the right intonation principally for English language where it plays major role; in addition, the insufficient use of word and expression emphasis in which students could not recognize the core of the meaning. Exley (2005, p. 64) claims that students would be lost in the course of lecture if teachers do not monitor the

right pace or speaking rate in which teachers may speak too fast or too slow which could bring students on misunderstanding the needed material; this problem might be due to the lecturer's ' nervousness ', and other teachers might unconsciously mispronounce a simple word. To reduce these barriers and others, instructors strongly require monitoring expressiveness.

According to a large number of educationists and scholars, teachers' utility of body language and vocal variations would possibly strengthen the harmony of a lecture due to its circumstances where large number of students addressed. Harmer (2001, p. 116) put forward that teachers particularly EFL teachers could be a reliable teaching aid in case they make use of body language in addition to the linguistic features of language. Miming and using gestures would strongly capture students' attention and lead them to progressive comprehension to the main points of the lecture; moreover, it offers the impression of highly willing to get the students the intended meaning, for instance it is helpful to enthusiastically demonstrate the meaning of ' indifference ' through draw up and drop the shoulders, indicating the specific size by using hands' movements, or expressing time references to the past or the future by moving hands ' backward or forward ' of the shoulder (Harmer, 2001, p. 116). Exley (2005, p. 65-66) suggested that lecturers should make sure to use their voice properly in terms that the entire students obtain the explained and discussed material; using the right intonation attracts students' attention in addition to the pitch of the voice assists instructors to sound a native-like speaker that aids students to feel comfortable to rely on.

Considering other scholars, they have recommended major aspects of body language which would strengthen EFL lecture method. Initially, lecturer-audience space where the formal space should be large between the teacher and the students ; however, it sometimes appeared comfortable to reduce the distance, for instance lecturers could walk in the auditorium when asking students questions or discussions occur(“ Teaching the Lecture Method ”, 2010, p. 6). Secondly, movements and body poster demonstrates high level of teacher's engagement in the lecture material that encourages students to be also engaged, so than it aids to convey the target meaning as much as possible from the first to the last range; this kind of body language offers strong enthusiasm and motivation of the lecture and get students the idea of teacher's efforts. A great deal of communication is conveyed through facial expressions which give students hints to comprehend what the teacher intends to transmit; furthermore, they assist to be aware of what the teacher thinks towards

his performance and students as well. A well-directed eye contact to the entire audience in the course of the lecture encourages feeling fairness and all students are concerned; scholars also argue for teachers particularly EFL teachers to look for their voice and make sure that the whole students obtain the spoken material, for getting them the possible help teachers require to be aware of these elements as follows("Teaching Lecture Method ", 2010, p. 6-7):

- **Strength:** lecturers need to deliver information on level that the entire students could obtain what the teacher is saying.
- **Enunciation:** lecturers should speak in clear way without omitting or misusing any word that misleads students.
- **Pronunciation:** it is highly advisable for teachers to use the right pronunciation that makes students trust the teaching material, so it is preferable to avoid such accents students could get unfamiliar with.
- **Rate of speech:** in lectures with considerable number of students, teachers ought to deliver lecture content in speaking speed that goes in parallel with students ' note taking ' ; it is about 120-130 word per minute.
- **Variety:** teachers require making use of different voice features in terms of stress, intonation, pitch, pauses...
- **Pauses:** when a lecturer gives appropriate pauses, he would assist students to organize the previous input and know the subsequent of ideas; they also make teachers sound more aware where exactly to stop and where to initiate over again; meanwhile, the frequent use of verbal fillers such as: "um", "ur ", "ah", "well-um" make the spoken peace appeared incoherent.

To sum up, to create a worth lecture delivery teachers need to devote significant effort to their expressiveness as much as to the linguistic material when lectures take place. It offers the sense of subjectivity of each teacher to be unique and turn lectures worth remembering; therefore, students might be more dedicated to their teachers.

Conclusion

In the present chapter, we spot the lights on considerable points which empower delivering lectures. This teaching method has been highly spread for significant period of

time in higher education. As far as this subject is concerned, we moved gradually to highlight the importance of lecture that provides structure, meets the students' needs, and gives charge for updated information. There is considerable number of drawbacks that impede delivering lectures that brings this chapter to tackle the major aspects that teachers and principally EFL teachers need to bear in mind to arrive at high level of accomplishment of the academic objectives.

One major strategy to turn lectures higher effective is teachers' expressiveness. Instructors need to pay closer attention towards their performance including body movements, facial expressions, gestures, and vocal variations to improve lecture method and lead students to reconsider its quality. This chapter attempted to investigate the various perspectives of this method from its beginning to the process of preparing to presenting it. Finally, the present chapter offered cues to the effectiveness of lectures as teachers' expressiveness could accomplish.

PART TWO

THE FIELD WORK

CHAPTER THREE

Analysis of the Students' Questionnaire and Classroom Observation

Introduction

To investigate the role of EFL teachers' expressiveness for delivering effective lectures, it was appropriate to select students' questionnaire as well as classroom observation to be the equivalent research tools for the conducted research. Students' questionnaire provides an easy access to obtain the required data of the population concerned; meanwhile classroom observation offers an actual demonstration to observe teachers' expressiveness as lectures occur.

In the following chapters, a description and an analysis of the gathered data of the two research tools is provided.

1. Analysis of the students' questionnaire

Introduction

The main concern of the current students' questionnaire is to investigate students' attitudes towards EFL teachers' expressiveness as they are delivering lectures. This research tool provides a considerable amount of data and enables the researcher to get the required data in a precise period of time. The presented questionnaire attempts to spot the light on the difficulties that encounter students while attending lectures and examines whether teachers expressiveness of the lecture content would improve delivering lectures.

1.1 The description and the administration of the students' questionnaire

The present questionnaire was administered to 20% of the concerned population that is third year students of the English division at BISKRA University; it was distributed to seventy five (75) participants who were chosen randomly. Out of the entire number, seventy(70) copies were answered and rendered back.

The students' questionnaire contained twenty four (24) questions which are managed in form of closed ended and opened ended questions. It is divided into three separate sections; Section one entitled "the background information" which deals with several personal questions to seek for the studied stream, the choice of studying English language,

and the reasons behind. Section two entitled "Students' attitudes towards delivering lectures, and then section three entitled "Students' attitudes towards the use of teachers' expressiveness". Each of these two sections includes various set of questions that are strongly related to the theoretical part of the dissertation. The principal concern of the current questionnaire is to examine students' perspectives concerning the conducted research, to explore the problems they encounter as lectures take place, and to obtain their attitudes towards EFL teachers' expressiveness.

1.2 Piloting the students questionnaire

Before the distribution of the students' questionnaire to the entire sample of the population of the study, the questionnaire was examined to evaluate its significance for the conducted study as long as valid results are intended to get. The students' questionnaire was given to 11 students of the same population of the study who were not asked to answer for the final sample of the questionnaire. For the majority of the participants of the piloting they quietly offered similar remarks that some questions seemed unclear and difficult to handle, and two questions were repeated; subsequently, the researcher took the remarks into considerations where the unclear questions were reformulated and paraphrased as well as the repeated questions were omitted. All in all, the respondents liked the questionnaire and the distinctive way of posing questions.

1.3 Results and Analysis of the students' questionnaire

1.3.1 Section one: Back ground information

Item one: Type of the studied branch in high school

The aim of this question is to look for the type of the studied branch that students had in high school.

Response	Literary stream	Scientific stream	Technical stream
Participants	31	35	4
Percentage	44.29%	50%	5.71%

Table 3.1: Students' study stream in high school

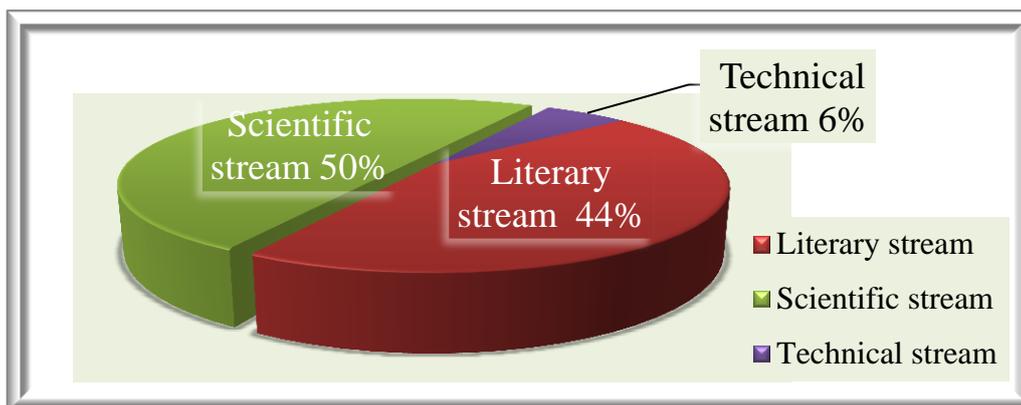


Figure 3.1: Students' study stream in high school

Figure 3.1 displays that participants have various backgrounds, half of them (50%) were in scientific stream, while 44.29% use to be in literary stream, and a small number of the participants was in technical stream which is around 6%. The slight difference among the two first percentages would possibly be interpreted as that there is tendency towards studying EFL; hence, EFL teachers require to make further efforts in FLT either linguistically or Para linguistically due to the variety of students backgrounds. It has been scientifically proved that people who deal with scientific subjects among them students rely much more on visual aids and body language to conceive information.

Item two: Studying EL was personal choice/ parents/others recommendation?

This item seeks for the kind of English language study choice at University whether it is personal, parents' choice, or other people recommendation.

Response	Personal choice	parents' choice	Others' recommendation
Participants	49	13	8
Percentage	70%	18.57%	11.43%

Table 3.2: Students' choice of English study

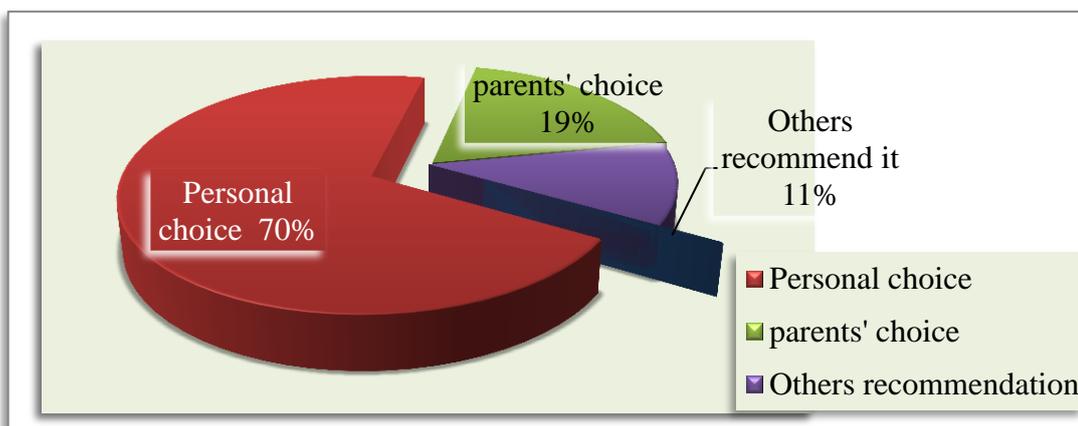


Figure 3.2: Students' choice of English study

Out of the entire number of the participants, a considerable percentage of the students have adopted English study on their own. 70% of the subjects have chosen to study English language due to their personal choice, while 19% of the subjects were guided to study EL by their parents; in addition, small percentage around 11% refers to other people recommendation to adopt EFL. The large number of students behind the personal choice sounds strengthen factor in EFL teaching and learning; EFL students in this case tend to reveal considerable efforts to study and improve their level as well as they would have strong motivation towards their choice. Following large number of scholars in psychology, people and among them students appear to demonstrate a high level of commitment towards their personal choice, so they could prove strong ability to handle what they have chosen.

Item three: Reasons behind the personal choice of English study

This item was posed to the participants for the sake to depart further in their personal choice of studying EL. Among the large number of the answers that participants have offered, it could be more elaborating to classify the reasons in three principal categories; number one is emotional reasons such as: liking EL, feeling comfortable to speak it, being an interesting language and so on. Number two is social reasons; it would appear in being influenced by other people like EFL teachers. The reputation of EL which tends to be lingua franca, and professional reasons as seeing large opportunities to work through FL diploma, as well as other students show tendency to go abroad and work over there.

1.3.2 Section two: students' attitudes towards delivering lectures

Item four: How often do you attend your lectures?

This question tends to emphasize in students' attendance of lectures whether they do attend lectures always, often, sometimes, rarely, or never. The answers were as follows:

Responses	Always	Often	Sometimes	Rarely	Never
Participants	23	25	17	3	2
Percentage	32.85%	35.71%	24.28%	4.28%	2.85%

Table 3.3: Frequency of lecture attendance

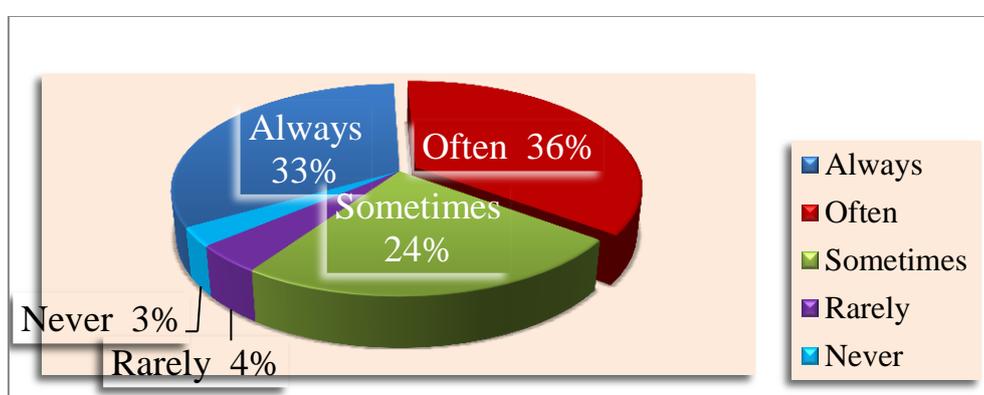


Figure 3.3: Frequency of lecture attendance

In the previous results, the frequency of EFL lectures attendance is distinctive. It could be said that around 36% of the participants do attend lectures most of the time, 33% of them appeared to demonstrate higher frequency of attending the scheduled lectures. The percentages reveal that there is considerable number of students (more than half) attend lectures and attempt to demonstrate that they are concerned and provide initial step further to perform their role to attend academic sessions. They tend to offer the impression to EFL teachers that they attempt to do the work. Meanwhile, other subjects show less frequency of attendance in this concern (24%) and they prefer not to attend the entire scheduled lectures; they do the work in accordance to particular conditions whether they are personal or up to various external circumstances. The remaining number of participants demonstrates that they rarely or never practice the discussed commitment; out of the 70 participants, 7% skip lectures and reveal high ignorance towards the task. It becomes noticeable percentage if we concern the three final results as one group (31%) that ought to be counted.

Item five: Students' reasons of skipping lectures

The question: If you do not prefer attending lectures, would you please state some reasons.

For the sake of looking for some reasons behind students' ignorance of attending lectures item five was provided; it has offered different answers which they indicate students' problems that they encounter and push them to skip lectures. It is preferably to classify participants answers in terms of two main reasons as the following: personal reasons like they do not like lecture method which sounds exhausting to focus and as well as to take notes, they get easily bored, they do not have motivation and feeling tired quickly; external factors in which participants tend to relate them to some teachers' way of teaching like they do not engage them to the lecture material, or the difficulty of a number of courses.

Item six: student's degree of agreement/disagreement of delivering lectures

The question: Do you agree that effective delivery of lectures is one of the appropriate teaching methods that strengthen students' engagement and productivity?

To obtain students attitudes towards the appropriateness concerning attending lectures this question was posed. Participants answered as the following:

Response	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Participants	17	39	10	4	0
Percentage	24.28%	55.71%	14.28%	5.71%	0%

Table 3.4: Students' degree of agreement/disagreement of delivering lectures

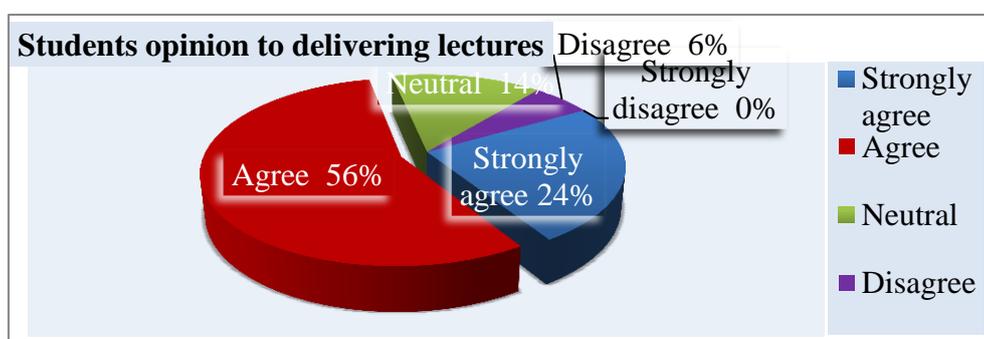


Figure 3.4: Students' approval of lecture method

According to the results, there is noticeable tendency towards lecturing method. Out of the entire number of the participants that was concerned with the questionnaire more than half of the subjects(56%) reported that they agree to have this type of teaching method, while 24% of the subjects demonstrated that they strongly agree to keep having this method, 14% of them prefer to be neutral, and the rest (6%) reported they do not prefer lecture method. The high percentage to retain lecture method and consider it as a strong factor in higher education and further research raise the motivation to improve this teaching method.

Item seven: When you attend lectures, what is the amount of information(knowledge) that you get?

The presented item looks for the amount of knowledge that students obtain as they attend lectures. The answers are stated in the table below.

Responses	Large	Medium	Slight
Participants	10	47	13
Percentage	14.28%	67.14%	18.57%

Table 3.5: Students' intake in lectures

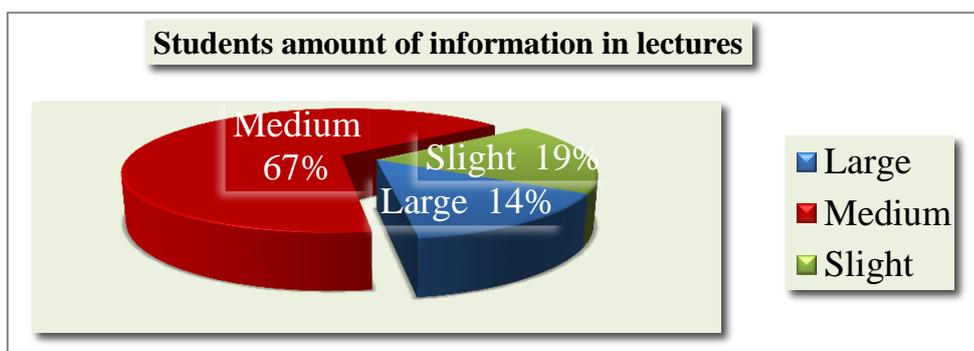


Figure 3.5: Students' intake in lectures

In the previous item, participants have been examined to indicate the amount of information that lecture method provide them with. Limited number of participants (14%) obtain large amount of information; participants can actually end up lectures satisfied towards the in-take they obtain. However, participants with medium average of in-take reported in high percentage which is 67% where students willing to have medium level of EL courses, so then they would get medium results in achievement tests; the remaining

subjects have slight amount of in-take (20%) that should be taking for granted; therefore, participants would possibly unable to process or retrieve the required input for incidental task; they would fail to accomplish academic course objectives.

Item eight: Reasons of obtaining slight amount of information

The question: if you get slight amount of information, it is because of

To become aware of the causes let EFL students to have slight amount of information in lectures the current item was included. The answers that frequently appear could be categorized in two principal divisions, one of them related to teachers' ways of teaching for instance: some of them do not reveal high quality of explanation and elaboration, while others retain similar input as well as repeat unrequired pieces of information. On the other hand, reasons related to the nature of a number of EFL courses where there is noticeable level of difficulty, such as courses in which there is large number of notions and further theoretical details or requirement to practice lecture principal material; therefore, the need for further efforts of teachers is strongly demanded, hopefully to cease these problems.

Item nine: Period of time to maintain attention during lectures

The question: As you attend your academic lectures, could you keep your attention for

In order to examine students' ability to retain attention during lectures, this item was included in the questionnaire, so then results provided as follows:

Responses	Less than ½ an hour	About ½ an hour	About 45mn	Most of the time	The entire lecture time
Participants	12	13	23	21	1
Percentage	17.14%	18.57%	32.86%	30%	1.43%

Table 3.6: Students' ability to maintain attention during lectures

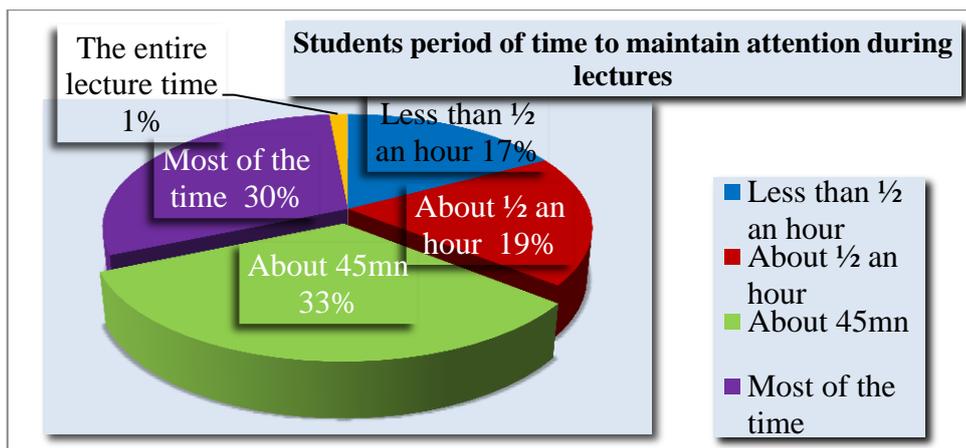


Figure 3.6: Students' ability to maintain attention during lectures

The results above reported diversity of participants' ability to retain attention as they attend lectures. Participants who demonstrate high level of keeping attention appeared in acceptable number (30% for most of the time, and 1.43% for the entire lecture time) where they could be aware to the provided lecture material and they hopefully would retrieve the input when they need to; it is predictable that they are willing to keep what they have obtained for longer time. 33% of the sample could retain attention for about 45mns; it is acceptable period of time, but it might make them lose needed details or significant elements. The remaining number of the sample reported that they are unable to keep attention more than half an hour (about 1/2 an hour 19%, and less than 1/2 an hour 17%). This is a noticeable percentage that would impede the ability to fully process the subject matter; as a result of this deficiency of retaining attention they would not fulfill tasks and encounter barriers to retrieve information as well as they would suffer in the achievement tests.

Item ten: Reasons of students lack of concentration

The question: If your answer is ' a ' or ' b ', would you please state some reasons behind this lack of concentration.

This question aims to highlight major causes that stand as frequent barriers which encounter EFL students and push them to negative performance either while lectures take place or outside the auditorium. To summarize the major frequent answers which participants have provides the presented list below contains some among many as follows:

- The deficiency of some teachers' motivation as well as a number of lectures' atmosphere.
- Some teachers' inability to provide various ways of explanation and elaboration and keep the same teaching style without enhancement.
- Some teachers' low and unclear voice that participants could not get.
- Some teachers' high speed of speaking, thus they could not follow.
- Difficulty of a number of EFL courses, consequently they easily lose attention and could not retain it for a long time.
- Inappropriate timing of some lectures.
- A number of distractions such as students' meaningless tasks as doing home works of another subject they perform and distract one another.

Item eleven: student's degree of agreement/disagreement in some drawbacks of some current lectures

The question: Do you agree that the following aspects are highly repeated problems which could make lectures ineffective?

The current item looks to examine the degree of agreement/disagreement that students tend to believe towards some teachers practices which turn lectures ineffective. The results came as follows:

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Unmanaged way of explaining and elaborating	Participants	24	32	9	4	1
	Percentage	34.28%	45.71%	12.86%	5.71%	1.43%
Teachers entire reliance on handouts or slides	Participants	23	27	11	6	3
	Percentage	32.86%	38.57%	15.71%	8.57%	4.29%
Keeping the same techniques of teaching	Participants	14	33	10	12	1
	Percentage	20%	47.14%	14.29%	17.14%	1.43%
Unorganized handouts if any	Participants	19	27	11	5	1
	Percentage	27.14%	38.57%	15.71%	7.14%	1.43%
Unenthusiastic teacher	Participants	24	27	10	6	3
	Percentage	34.29%	38.57%	14.29%	8.57%	4.29%
Skipping	Participants	17	30	9	8	3

significant elements	Percentage	24.29%	42.86%	12.86%	11.43%	4.29%
large amount of information with non-chance of note taking	Participants	25	24	7	8	6
	Percentage	35.71%	34.86%	10%	11.43%	8.57%

Table 3.7: Students' degree of agreement/disagreement towards teachers practices

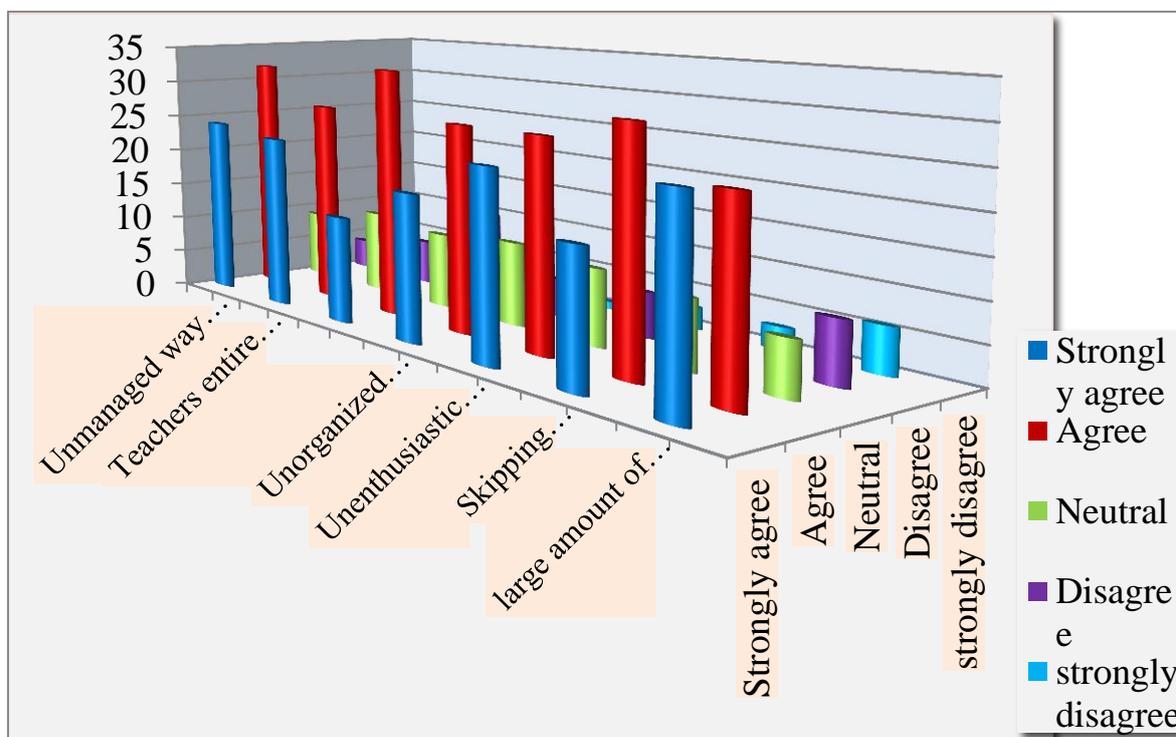


Figure 3.7: Students' degree of agreement/disagreement towards teachers practices

Participants have shown high level of agreement towards the above drawbacks that would encounter them as they attend lectures. The sample that has taken part in this questionnaire reported for almost all the current negative actions which some teachers perform(unmanaged way of explaining and elaborating, teachers entire reliance on handouts and slides, keeping the same techniques of teaching and so on till the rest) in high level of agreement that is whether strongly agree or agree has been revealed around 24% till 47% ; subsequently, they give charge that the previous elements are some reasons which make EFL students suffer. In contrast, participants have revealed low degree of disagreement towards the targeted points(from 1% to 11%). Other participants prefer to stand neutral(from 10% to 15%).

The above results have demonstrated that a considerable percentage of EFL students are aware of the causes that possibly turn EFL lectures ineffective, so then impede their progress in academic objectives and language proficiency.

Item twelve: Students' difficulties while attending lectures

The question: Based on your personal experience at University, what are the frequent difficulties that you encounter (face)while attending lectures?

This question intends to explore other difficulties that EFL students might encounter while attending lectures. Students' answers are stated in the coming table:

Responses	Participants	Percentage
Lack of concentration	21	30%
Getting bored quickly	24	34.29%
Unclear content	17	24.29%
Unexpressive teacher	23	32.86%

Table 3.8: Students' difficulties while attending lectures

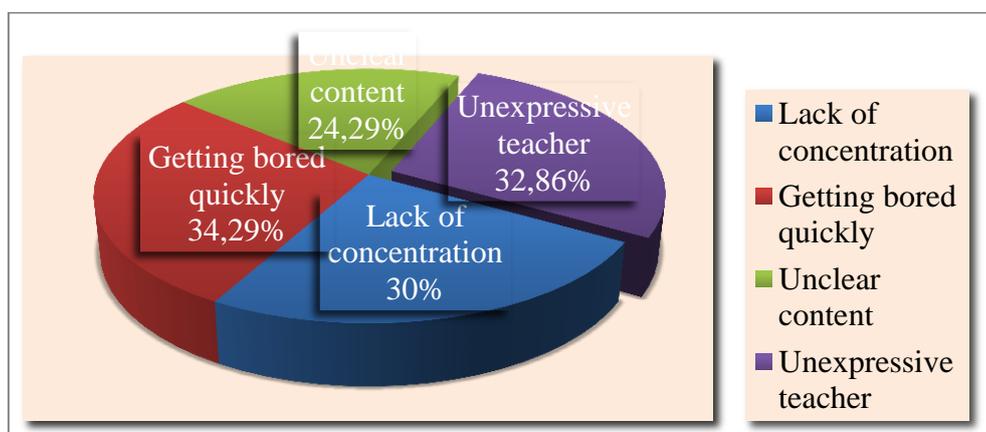


Figure 3.8: Students' difficulties while attending lectures

In figure 3.8, respondents have reported for other suggested problems they would encounter in which they give similar percentages for each. The high percentage that subjects have offered is 34.29% for getting bored quickly where they have demonstrated that is the frequent problem they encounter when they attend lectures. Unexpressive teacher comes at the second high percentage that is about 33%; therefore, considerable number of participants stated that the gap between high level of conceiving lecture material and performing well is a teacher whose expressiveness is noticeably low. 30% of the

sample revealed that what they impede their accomplishment in lectures and turn them passive is when they lose concentration and their attention drift away. The remaining number of participants appeared to face the problem of unclear content (24.29%) that would prevent EFL lectures to become effective.

Item thirteen: Students' ranking of major effective lectures characteristics in order of importance

The question: Would you please rank(order)the following in order of importance from 1 to 7 in which 1 is the most important to you and 7 is the least important to you

The following item tends to get students attitudes towards a number of major effective lectures characteristics in which they were asked to rank in order of importance.

Here are the answers:

Some major effective lectures characteristics	Percentage of the participants' ranking						
	1	2	3	4	5	6	7
a. Well-organized structure	16%	21%	19%	11%	10%	11%	10%
b. Equivalent content	7%	10%	21%	19%	16%	17%	10%
c. The use of different teaching materials and visual aids	16%	19%	16%	14%	18.%	9%	13%
d. An outline of the lecture's elements	17%	9%	11%	16%	21%	13%	13%
e. Activities and quiz questions that are similar to exam questions	7%	6%	13%	20%	16%	21%	17%
f. Having the lecture material into practice	6%	7%	8.5%	10%	16%	23%	30%
g. Highly motivated lecturer	31%	27%	11%	10%	7%	6%	7%

Table 3.9: Students' ranking major effective lectures' characteristics in order of importance

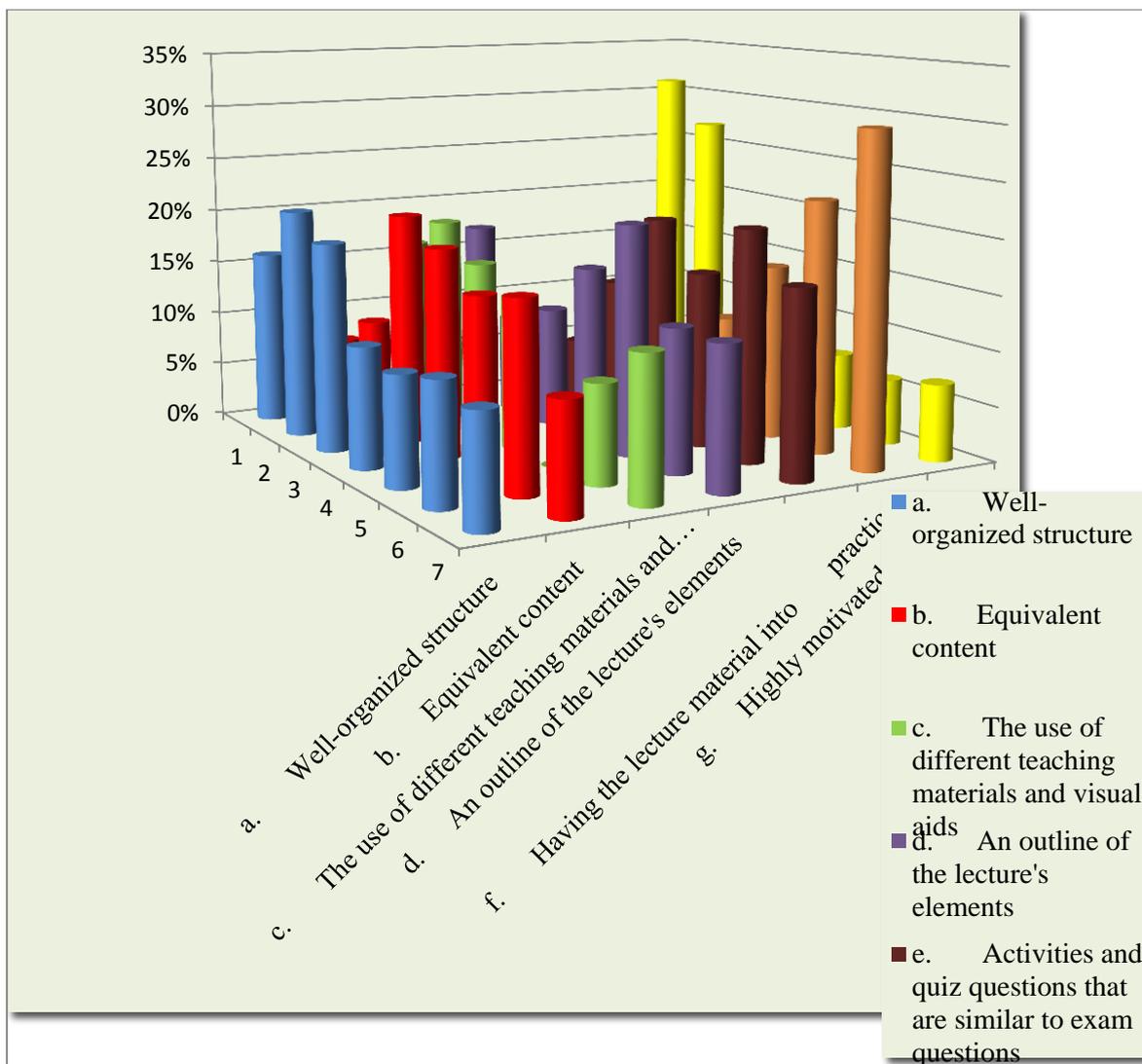


Figure 3.9: Students' ranking major effective lectures' characteristics in order of importance

For the concerned question in item thirteen, participants have demonstrated distinctive ranking for each suggested effective lecture characteristic; the characteristic which has got higher percentages in the first levels of ranking 'having highly motivated lecturers' (31% in first level, 27% in second level) where students consider motivating teachers who could strengthen their ability to focus and empower their learning goals is also willing to invite them to positively take part in providing lecture material; subsequently, students would appear less passive and contribute to EFL teaching learning process as well as they become ready to conceive the maximum input. Well organized structure (16%, 21%, 19%) is strongly demanded element in lectures to become effective and efficient, that is to say where students are provided with a factor that prevents them

from drifting away; furthermore, it assists to follow logical flow to comprehend lectures principal points which could offer steps closer to accomplish EFL improvement. Participants have also given the third characteristic (c) in the table noticeable percentage (16%, 19%, 16%) in the first levels they believe that the use of visual aids enable them to retain closer attention to what is presented, so it is predictable to remember the core of the lecture outside the auditorium even after long period of time.

Meanwhile, other characteristics such as (e) and (f) were given less order of importance thinking that students are not provided with sufficient amount of practice due to the large emphasis on the theoretical parts for a number of courses, i. e. students are not fully aware of the practice significance. Additionally, to have an outline to the lecture’s components for a number of students is high required giving it first order of importance (17%) to enable them to be seriously guided as long as it hinders ambiguity, and stands in between for others.

1.3.3 Section three: Students' attitudes towards the use of teachers' expressiveness

Item fourteen: students' perspective towards the use of teachers' expressiveness

The question: Do you think that the use of teachers' expressiveness (i.e. their use of vocal variations, and body language)is needed to turn lectures more effective?

In the current item students were asked about whether teachers' expressiveness is required to turn lectures more effective; they have offered the following results:

Responses	Yes	No
Participants	63	7
Percentage	90%	10%

Table 3.10: Students' attitudes towards the use of teachers' expressiveness

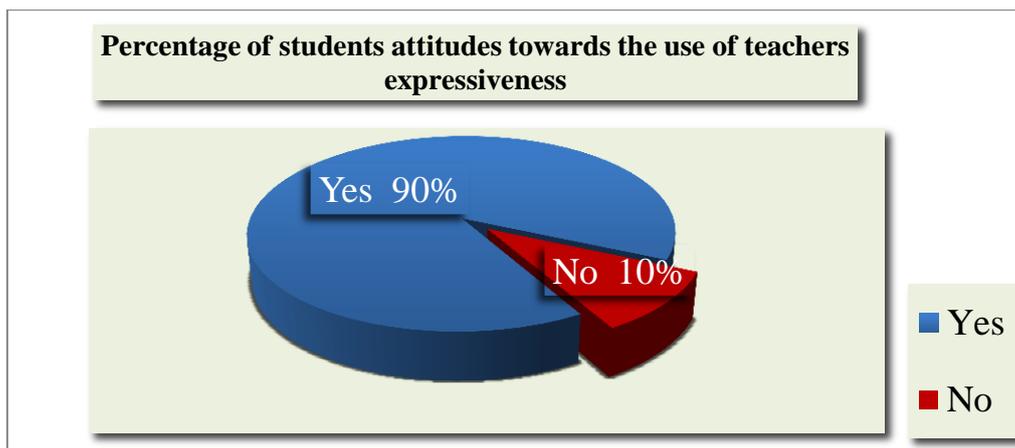


Figure 3.10: Students' attitudes towards teachers' expressiveness

Out of 70 participants of the sample, the majority of the students have given ' Yes ' answer the highest priority. The need of EFL teachers' expressiveness in lectures is strongly demanded by students; they express the need through given the highest percentage(90%) for the positive answer (Yes); hence, participants have revealed considerable awareness towards the significance of the utility of the paralinguistic features of the language in terms they need further efforts besides the linguistic features to conceive the maximum amount of the input. 10% of the participants believed that there is no need for teachers' expressiveness, that is to say an EFL teacher with strong linguistic performance is sufficient for them. It could be interpreted that this 10% of the sample are not interested in body language.

Item fifteen: In addition to linguistic features that teachers adopt, which of the

The question: following paralinguistic features (body language)is needed to turn lectures more effective

In this item students were asked to select which of the following paralinguistic features are mostly required. The table below demonstrates students' choice:

Responses	Participants	Percentage
a. Facial expressions	8	11.42%
b. Gestures and movements	7	10%
c. Vocal variations	7	10%
d. All the above	46	65.71%

Table 3.11: Student's attitudes towards their need of teachers' expressiveness features

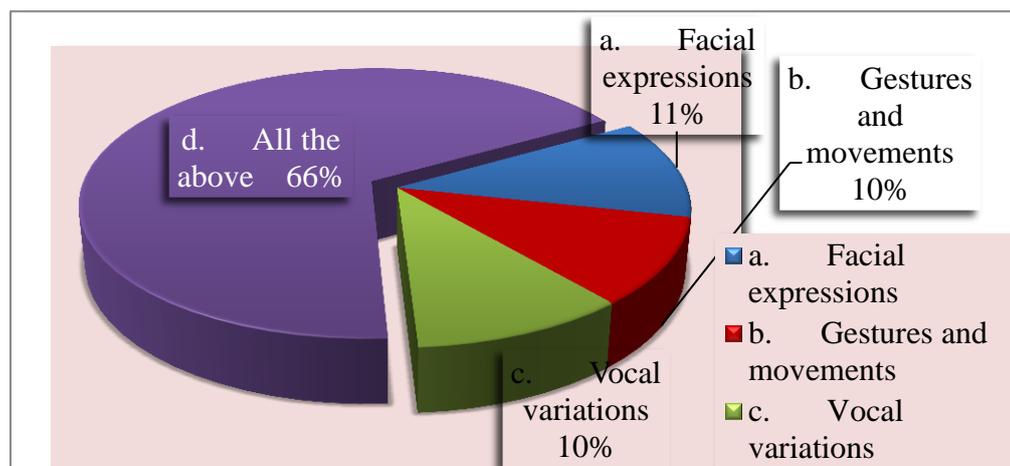


Figure 3.11: Student's attitudes towards their need of teachers' expressiveness features

From the results above, participants offered noticeable interest towards the various types of body language of EFL teachers. More than half of the subjects (65%) reported that they require all the previous mentioned types of body language to an efficient comprehension of the lectures. Therefore, students do believe that to have an effective lecture which enables them to undoubtedly conceive the required input that assists to firstly succeed in the achievement tests and secondly accomplish high language improvement they urgently require all sorts of the mentioned body language. Admittedly, students revealed remarkable awareness to their requirements to all kinds of paralinguistic features that teachers could perform.

Meanwhile, for each separate body language type they have demonstrated similar amount of interest that is around 10%, thus EFL students argue that there is no difference between the distinctive types, yet they need the entire types.

Item sixteen: Students' conception of the utility of teachers' expressiveness

The question: How do you conceive your teachers' expressiveness when they are delivering lectures?

In order to get students' perspectives concerning teachers' use of body language, this question was asked to determine how students conceive the utility of teachers' expressiveness. The results as follows:

Responses	Helpful	Mostly needed	Needed	Needless
Participants	27	25	15	3
Percentage	38.75%	35.71%	21.42%	4.28%

Table3.12: Students' believe towards the utility of teachers' expressiveness

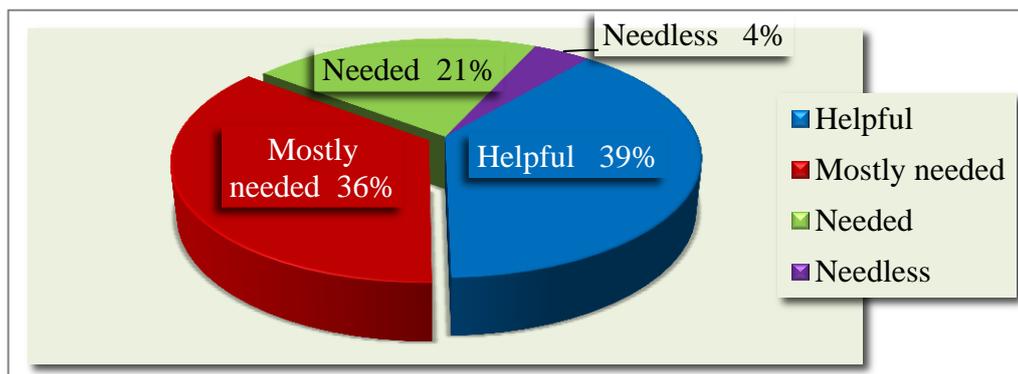


Figure 3.12: Students' believe towards the utility of teachers' expressiveness

The current table is shown noticeable results towards the previous item aiming to examine the degree of the requirement for EFL teachers' expressiveness. On the one hand out of 70 subjects, 39% have reported that the utility of teachers' expressiveness is helpful, that is to say they believe that it is a major factor to assist them to obtain the overall ideas, so than it would aid them to feel at ease to conceive lecture material and comprehend the difficult points. The portion of the participants who consider the targeted subject is mostly needed appeared noticeable which is about 36%; they assume that this element is highly required and the absence or the deficiency of it could result in negative consequences which impede the improvement of EFL teaching and learning. 21% of the participants think that the utility of teachers' expressiveness is needed where they consider it as a factor that ought to be taken for granted; they seem to believe that it is a factor which could overcome some problems. On the other hand, 04% of the subjects believe that to have an effective lecture does not need to include the existence of teacher's expressiveness; they might rely much more on linguistic features.

Item seventeen: Students' thought towards teachers' interest to their performance

The question: Do you think that your EFL teachers give much importance to their performance?

In the presented item students were asked whether their teachers give much importance to their body language while they deliver lectures. The answers as follows:

Responses	Yes	No
Participants	37	33
Percentage	52.85%	47.14%

Table 3.13: Students' thought towards EFL teachers' performance

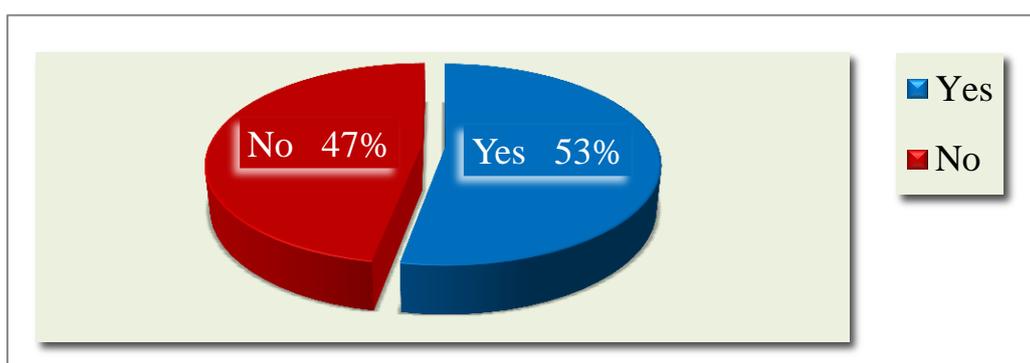


Figure 3.13: Students' thought towards EFL teachers' performance

From the results above, participants have offered considerable percentage for each element. 53% of the participants have provided positive answer for this item; they recognize that EFL teachers do give much importance to their performance as lectures occur. Around half of students believe that teachers perform in parallel way of the two features of language; consequently, they do not encounter any sort of difficulties to conceive lecture material. Likewise, about the remaining half of the participants(47%) assume to have problem towards teachers performance; for them teachers do not provide lectures with a good quality of expressiveness, so they would possibly find difficulties to obtain the core of the academic session such as deficiency of concentration or lack of retaining contact with the subject matter.

Item eighteen: Reasons of teachers' carelessness to the quality of expressiveness

The question: If ' No ', is it because of?

The following item seeks to look for the reasons that make teachers not give much importance to their performance according to students' perspectives. The results were given as follows:

Responses	Participants	Percentage
a. They are not aware of the importance of their performance	2	6.06%
b. They just ignore it	12	36.36%
c. They focus more in the linguistic features	19	57.57%

Table3.14: Students' opinions on the reasons of teachers' poor performance

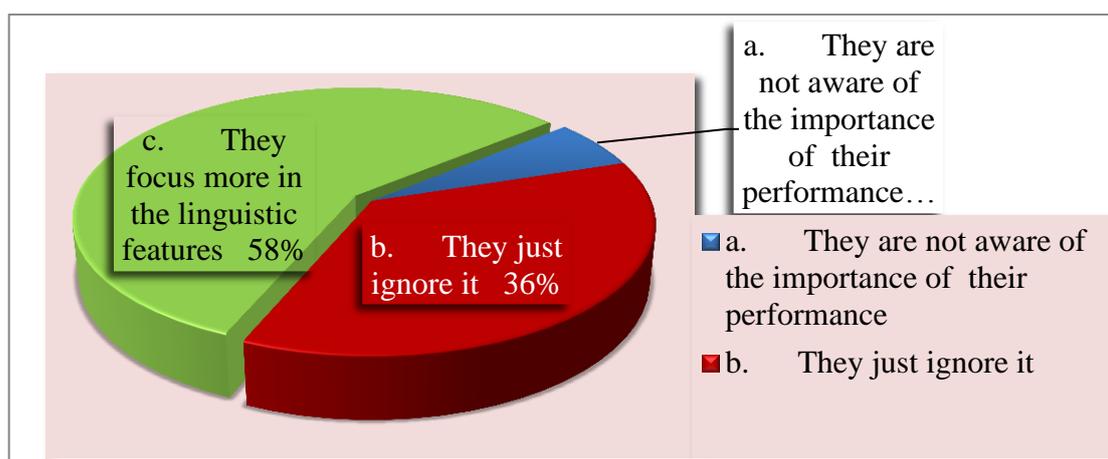


Figure 3.14: Students' opinions on the reasons of teachers' poor performance

For those who have reported negative answer(No) for the previous item, they demonstrated their attitudes towards the absence of teachers' expressiveness. The percentage for the suggested reason (c) extended the half (58%); they believe teachers' expressiveness decreases due to teachers' over emphasis on the linguistic features of language, i. e. they do prepare significant lectures that have strong linguistic structure, but there is no much reference to body language. 36% of the participants supported suggestion (b) where they assume that there is ignorance towards this aspect; for them teachers do not consider it significant aspect to include; in other words, they do know how to fully express, yet they do not pay closer attention to the expressiveness. 6% go to the last option in which

teachers seem to appear not aware of their performance and they cannot be fully expressive.

Item nineteen: Students’ attitudes towards the deficiency of teachers’ expressiveness

The question: Do you think that your EFL teachers give much importance to their performance?

To determine teachers’ inutility of using body language in delivering lectures students were asked whether it make lectures become ineffective or not. This table demonstrates students’ answers:

Responses	Yes	No
Participants	56	14
Percentage	80%	20%

Table 3.15: Students attitudes towards the deficiency of teachers’ expressiveness

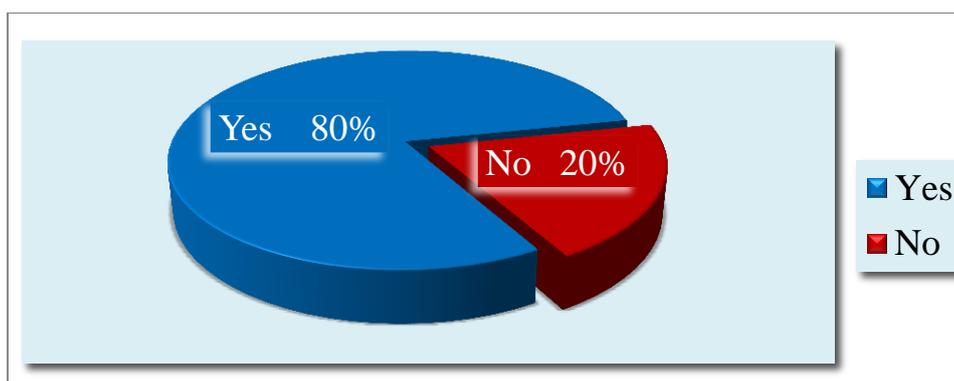


Figure 3.15: Students thought towards teachers’ deficiency of body language

Students’ attitude towards the inutility of teachers’ expressiveness were examined. They have revealed the noticeable awareness towards this concern; the majority of the subjects (80%) think that the distinctive use of body language with reference to the entire required types is highly demanded to have fully presence in lecture; subsequently, EFL students could get rid of getting bored or being not interested. However, 20% of them see to have one or two type of body language is sufficient.

Item twenty: Students’ conception of the utility of teachers’ expressiveness for students’ benefits

The question: It is believed that teachers with high level of expressiveness are more likely to engage students and capture their attention, do you?

This item was given to students in order to determine their viewpoint concerning the benefit of teachers' expressiveness of engaging students and maintaining their attention. Here are the results:

Responses	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Participants	27	36	5	2	0
Percentage	38.57%	51.42%	7.14%	2.85%	0.00%

Table 3.16: Students' conception of the utility of teachers' expressiveness for students' benefits

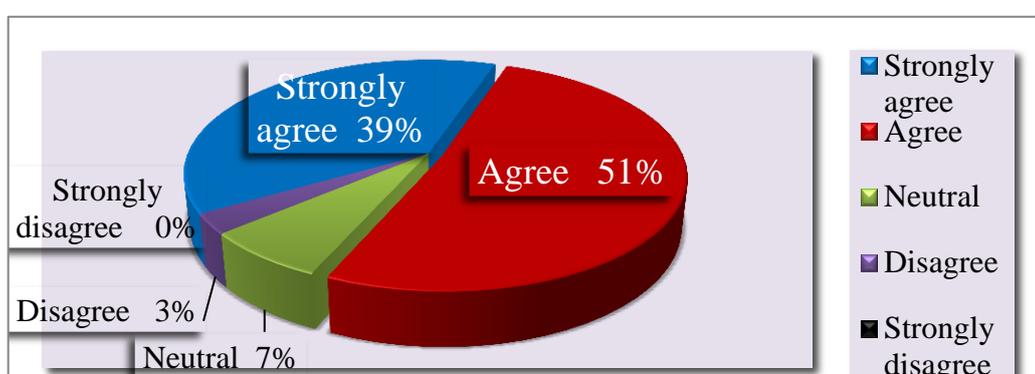


Figure 3.16: Students' conception of the utility of teachers' expressiveness for students' benefits

In order to indicate students' perspective towards the influence of teachers' expressiveness, the current item was given. Two considerable percentages are presented which reveal noticeable interest towards the effectiveness of teachers' expressiveness; furthermore, they demonstrate high level of agreement to have this aspect during lectures. 39% of the participants strongly agree for what would engage EFL students and capture their attention as much as possible so it enables them to prevent to be drifted away. 51% of the participants agree that expressiveness turn lectures fruitful in terms that it keeps students attention and leads them to think logically in productive way. Alternatively, other participants have preferred to stand neutral (7%); they do not admit the effective role of teachers' expressiveness nor reject it; a small percentages for both disagree(3%) and strongly disagree(0 %) on this concern. They could be unaware of the significance of teachers' expressiveness or they totally refuse it.

Item twenty one: students' viewpoint towards the percentage of teachers' expressiveness

The question: According to your perspective as student of EFL classroom, would you please mention to what extent your teachers are expressive.

This item was presented to indicate to which extent EFL teachers are expressive. The coming results show the provided answers.

Responses	Less than 25%	25%	50%	75%	More than 75%
Participants	6	16	37	6	5
Percentage	8.57%	22.85%	52.85%	8.57%	7.14%

Table 3.17: Sstudents' viewpoint towards the level/degree of teachers' expressiveness

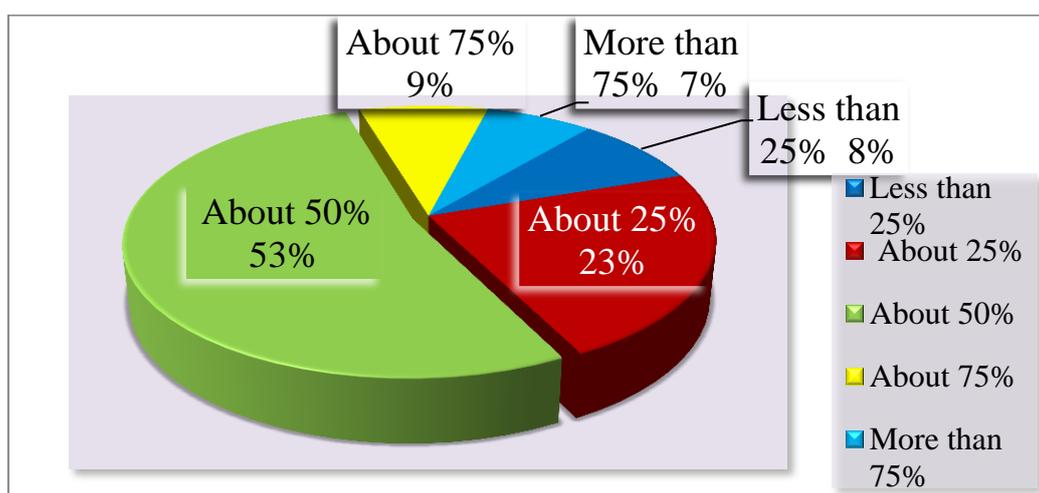


Figure 3.17: Students' viewpoint towards the level/degree of teachers' expressiveness

Table 18 as far figure 3.17 reveal students viewpoint towards how much EFL teachers are expressive as they deliver lectures. The sample of the intended population has offered remarkable attitudes in this concern. About half of the sample (37, 52%) assume that EFL teachers are expressive in a good level in which they stand in between i. e. they appear expressive and provide noticeable effort to their body language. A number of students(16, 23%) believe that when it comes to body language teachers provide just 25% of the required expressiveness, that is to say they would prefer to rely much more on the verbal items of the lecture material and they just make use of body language from time to time; it could appear when students ask for further clarification or needed elaboration;

however, for the high level of teachers expressiveness, few number of participants (6, 9%) have demonstrated positive attitude where teachers tend to appear highly expressive.

Limited number of students admit the fully teachers' expressiveness or the less performance of this aspect in lectures(5, 7%; 6, 9%); subsequently, students do believe that there is small number of teachers whose performance is expressive to an extent that enable students to conceive the entire subject matter, and there is also limited number of teachers who decrease the level of expressiveness.

Item twenty two: the relationship between teachers' expressiveness and effective lectures

The question: It is believed that there is strong relationship between teachers' expressiveness and effective delivery of lectures, do you?

Responses	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Participants	21	40	9	0	0
Percentage	30%	57.14%	12.85%	0.00%	0.00%

Table 3.18: Students' attitude towards the relationship between teachers' expressiveness and effective lectures

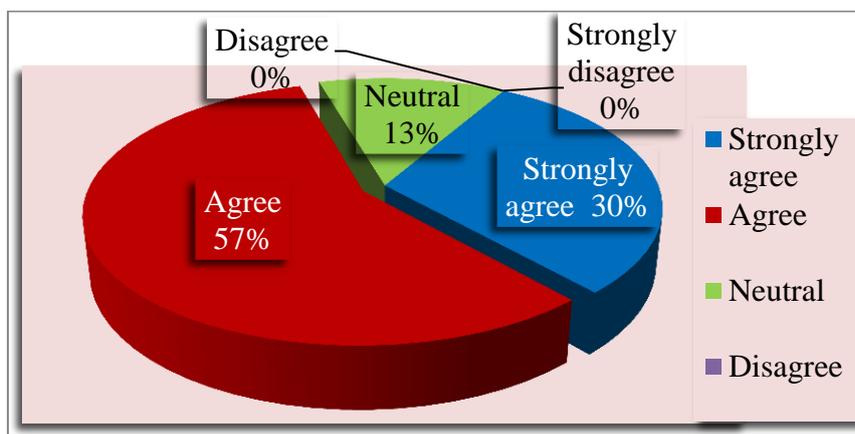


Figure 3.18: Students' attitude towards the relationship between teachers' expressiveness and effective lectures

In order to correlate teachers' expressiveness and effective delivery of lectures, participants were given this question; consequently, they have provided the above answers in which they demonstrate the degree of agreement. Above half of the participants(40,

57%) assume that they totally agree to the existence of a relationship between high level of teachers' expressiveness and effective delivery of lectures. 21 participants (30%)who reveal strong agreement towards the intended factor; they believe that if a lecture contains high level of expressiveness besides strong linguistic structure, it would lead to positive remarkable results that could assist to reach the intended learning objectives. A small number of participants(9, 13%) prefer to stand neutral, so they do not notice any sort of improvement through using this factor. Meanwhile, none of the participants demonstrated negative attitude towards the existence of the tended relationship, that is to say that students agree that to have an effective lecture it should contain the utility of body language.

Item twenty three: Students view point towards the impact of teachers' expressiveness

The question: Do you think that teachers' expressiveness would turn EFL students more active?

The current item aims at examining students' attitudes towards whether the use of body language turns them active or not.

Responses	Yes	No
Participants	64	6
Percentage	91.42%	8.57%

Table 3.20: Students view point towards the impact of teachers' expressiveness

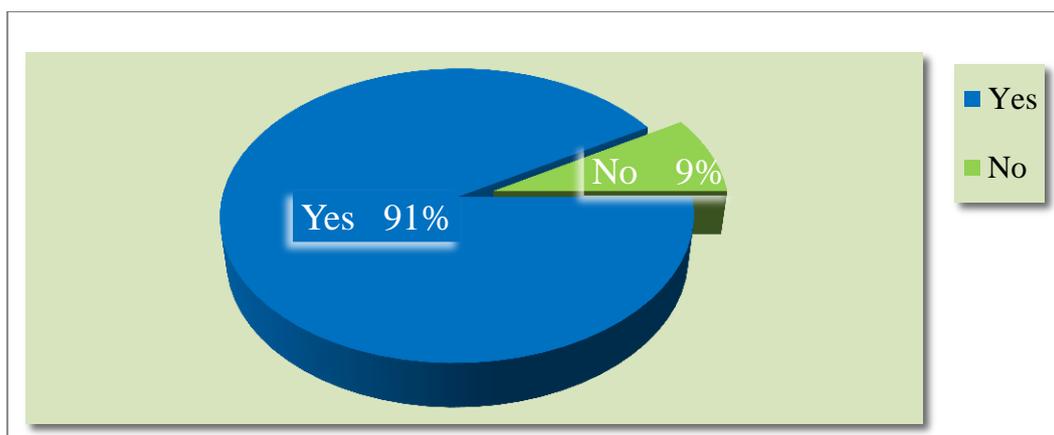


Figure 3.19: Students thought towards the influence of teachers' expressiveness

Participants have shown positive attitude towards the effectiveness of teachers' expressiveness as it turns them remarkably active. The majority of the participants 91% believe that when there is high level of teachers' expressiveness use, students would in turn attempt to demonstrate the maximum effort they could perform. Moreover, a teacher who shows high level of expressiveness tends to invite students to take part to provide lecture material and, he also appears to welcome relevant questions and stands to provide further explanations and elaborations and motivates to obtain positive results. The remaining number of the participants (6, 9%) think that to have an expressive teacher does not mean to become active; they could be introvert students who tend to be passive whatever teachers attempt to perform.

Item twenty four: students' viewpoint of what distinguish lecture with high teacher expressiveness

The question: What does distinguish a lecture with high teachers' expressiveness from other lectures?

For the sake to indicate what distinguishes lectures with teachers' expressiveness, this item was offered and results as follows:

Responses	Participants	Percentage
a. Providing motivation	15	21.42%
b. Much more focus	18	25.71%
c. Clear content	15	21.42%
d. Teachers' awareness	9	12.85%
e. All the above	20	28.57%

Table 3.20: Features of a lecture with high teacher expressiveness

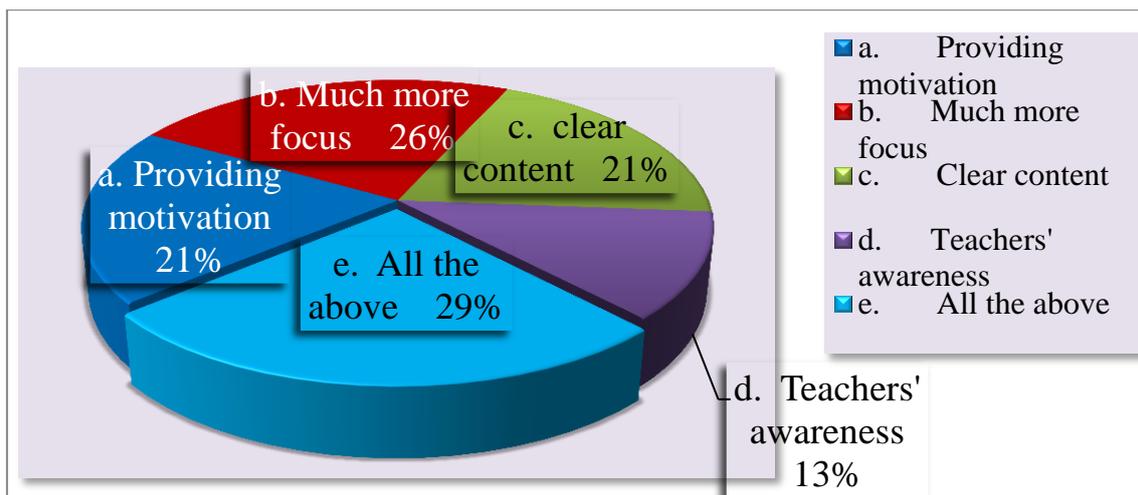


Figure 3.20: Features of a lecture with high teacher expressiveness

Participants have shown similar percentages towards the distinctive features of lectures which contain teachers' expressiveness. 21.42% of the participants acknowledge that a lecture combined with high level of expressiveness motivates them and empower their performance either inside or outside the auditorium. 26% of the participants believe that to attend a lecture whose teacher is expressive provides them with high level of focus where the processing of the brain would conceive large amount of the input which would in turn extend the amount of the intake, so then it assists to improve language mastery as well as achievement tests scores. 21% do assume that this aspect would offer clear content that facilitates the process of EFL teaching learning which they could overcome difficulties when it comes to retrieve the required intake. Other participants(13%) see that an expressive teacher would be more aware while delivering lectures, that is to say he provides a strong monitoring of the session. The largest percentage(29%)was given to all the above elements in which the entire discussed points would be included when teachers' expressiveness highly performed.

Discussion of the results

The analysis of students' questionnaire results demonstrate that EFL students encounter some barriers that impede their success in EFL learning such as the inability to conceive the principal lecture points, getting bored, and lack of capturing attention; they strongly consider the significance of teachers' expressiveness as a solution to reduce their problems. The majority of EFL students reveal high level of requirement towards teachers' expressiveness in order to conceive the maximum amount of the lecture material which

they strongly need; in other words, teachers' expressiveness assists them to accomplish their learning goals as well as to reach positive results when it comes to language proficiency and achievement tests scores. EFL students have shown considerable awareness towards the need to have this factor which enables them to be motivated and turn them strongly active.

According to the obtained results, a number of EFL teachers are expressive to an extent that could be detected in acceptable amount while a number of them are also unexpressive. It is remarkable that a large number of EFL teachers are required to pay closer attention to their performance as they deliver lectures; particularly they ought to make use of high expressiveness to meet the needs of EFL learners. Moreover, it appears to draw much attention to the subject matter and make EFL lecture highly interesting and memorable for longer period of time.

2. Analysis of classroom observation

Introduction

Classroom observation is considered to be one of the major recommended research tools that offer more valid data. It has been chosen in order to provide the opportunity to obtain real data; in addition, to get access to the real performance of EFL teachers rather than ask them directly through recorded interviews or written questionnaires. It provides the opportunity to observe the influence of teachers' expressiveness on EFL students, so then it assists to examine the obtained results in the previous students' questionnaire.

2.1 The description of the classroom observation

The current classroom observation has occurred in the middle of the second semester (March 2017) in various auditoriums with different EFL teachers in the Department of Foreign Languages-English division at Biskra University. The classroom observations for lectures have lasted two weeks in which four teachers of third year were concerned. The researcher attended two sessions with each teacher in order to examine whether there is consistency in expressiveness or not.

The present classroom observation is structured relying on a prepared classroom observation checklist beforehand as demonstrated in Appendix B. It is preferable to stand aside as a passive observer where the main concern is to notice and take notes over the

prepared checklist sheet with non-sort of intervention in order to obtain remarks as they appear. The data were gathered through note taking and observation without using recording or filming devices.

The elements that the current classroom observation is based on are the principal factors of teachers' expressiveness in order to have effective lectures. Firstly, the starting points are concerned with the introduction and the entry of the target lecture; secondly, the observation is looking for certain basic elements in the body of the lecture; thirdly, it contains the ending points that would make lecture closure efficient. The observation contains some factors that could influence the process

1.2. Discussion and analysis of the classroom observation results

2.2.1 Sessions of the first teacher

<p>The instructor: teacher one The timing: 9:40/11:10 The observer: the researcher</p>	<p>The date: 06/03/2017 The course: Didactics The objective: observing teacher's expressiveness</p>
-----------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------

Following the current session, the teacher initiated the lecture on time without being late. She directly started to continue the rest of the previous session without making use of an outline or reminding students of what they have tackled before. Additionally, the teacher did not appear to make use of handouts; she relied much more on explanations and dictation spelling where she begun to state sort of information in order to make students somehow remember the previous lecture material, yet she seemed concerned more with the body of the lecture rather than the introduction. She attempted to awaken students since it was at the beginning of the day.

The concerned teacher did not seem to give triggers to motivate students predictions towards the subject material of the lecture body; meanwhile, monitoring the lecture was her main concern as well as to provide students with the body of the lecture relying on her summary gradually in order to capture their attention and prevent any sort of inconvenient tasks such as making noise. The teacher did not use various techniques to exemplify, explain, and elaborate; it might be for the sake of saving time.

As far as teachers expressiveness is concerned, the teacher was trying sometimes to make use of facial expressions to attract attention and offer students an impression of

interest, but when it comes to body movements and gestures, she demonstrated major reliance on the linguistic features of the language in terms of stating information and providing the targeted points of the lecture with no reference to gestures that assist students to obtain the core meaning and retain attention. The tone of the speaking was not highly changeable, that is to say she kept similar tone for the entire time while students showed the same reaction towards the delivery; moreover, addressing the entire students through well directed eye contact was sometimes used. Even though, the course demands active performance, the teacher maintain the same body poster where she sat for the entire lecture time; subsequently, there was deficiency of changing mode in the teaching learning atmosphere. The teacher provided convenient speaking rate in which it was appropriate for the majority; they appeared conceiving amount of information, but they were not provided with an opportunity to have motivating questions and breaks to brainstorm.

Students in this session did not reveal positive reaction to the lecture material; they appeared passive because they were writing down the target subject matter with no attempt of taking part or asking relevant questions; it is supposed to be the result of the unexpressive way of teaching.

Considering the closure of the lecture, there was an absence of recapitulation of the main points, instead the teacher made use of motivating tone to practise the lecture material when students become future EFL teachers. The session was not run in appropriate management of time; a number of points were given much time in the expense of others. By the end of the session, the teacher expressed appreciation for the attendance and invited students to attend again.

- **Factors that enhance the observation**

The teacher was helpful and provided the opportunity to attend as well as she attempted to present the lecture

The observer tried to put emphasis on the intended elements of the checklist.

- **Aspects that impede the classroom observation**

There was not any kind of barriers that decrease the attempt of doing the task of observing.

- **Factors that strengthen/ weaken the lecture**
Students were calm but they were passive
- **Aspects that strengthen/ weaken teacher's expressiveness**
The teacher seemed not to make use of the body language and just delivered information.

The instructor: teacher one	The date: 06/03/2017
The timing: 09:40/11:10	The course: Didactics
The observer: the researcher	The objective: to observe teachers
The place: auditorium F	expressiveness

In this session, the teacher maintained using the same teaching style like the previous session.

2.2.2 Sessions of the second teacher

The instructor: teacher two	The date: 06/03/2017
The timing: 11:20/12:50	The course: literature
The observer: the researcher	The objective: to observe teachers'
The place: auditorium B	expressiveness

According to what has been observed, the teacher came late to the auditorium but she initiated the session immediately. At the very beginning, she provided students with an outline of the lecture material to enable them to follow easily the order of the lecture principal elements. She did not make use of handouts or slides, but she attempted to perform as she mentioned to provide students with the required notes later on. She started lecturing without referring to the previous tackled points of the lecture. The teacher offered an interesting introduction in order to drive student to imagine and function; she preferred to state significant historical events to enrich student knowledge. She strongly tried to capture students' attention.

In order to move fluently to the body of the lecture, she presented the lesson gradually and stating facts as if it was a story such as the historical period that the lesson concerns (realism, and the beginning of the racism). She was completely relying on her own background knowledge, thus she did not need slides or handout to use; furthermore, the teacher was strongly able to verify teaching techniques in terms that she explained,

illustrated, as well as she elaborated in highly motivating manner. Students were offered large amount of information historical, cultural, and literary that motivates them to keep attention which they could not obtain on their own.

The use of teachers' expressiveness was highly noticeable in this session which motivated students to maintain focus. The teacher performed high level of facial expressions and attempted to substitute this kind of body language for the sake to capture students' attention as well as to help them comprehend; moreover, the teacher retained changing body posture each time whether she sat, stand for a while, or walked through the ranges, in other words she appeared strongly active. The tone of the speaking expressed in highly qualified manner that seemed native-like speaker, and she masters the features of intonation that is needed to capture processing. As long as body language used, the teacher addressed the entire students to make them feel that all concerned; she spoke in convenient speaking rate to offer the material successfully. As a result to her expressiveness, students do react positively in the session where they asked questions, took part, tried to provide information and they appeared highly motivated.

To conclude the session positively, the teacher used an interesting tone that invites students to learn more. To retain lecture material in students mind even after the session, she recapitulated crucial points. The teacher appreciated the attendance of the lecture and all students' efforts. Additionally, she made good use of time as the lecture ended 10 minutes earlier with a balanced distribution for all the content.

- **Factors that enhance the observation**
 - The teacher was helpful and provided the opportunity to attend the session.
 - Students were calm to some extent.

- **Aspects that impede the classroom observation**
 - There was not barriers of the observation except some kind of noise at the last two ranges

- **Factors that strengthen/ weaken the lecture**
 - Students seemed interested and reacted positively to obtain information.

- **Aspects that strengthen/ weaken teacher's expressiveness**
 - She highly used expressiveness in ways that motivate students
 - She asked questions to enhance them to think.

- The teacher seemed aware of the significance of expressiveness
- Students appeared to appreciate her efforts.

The instructor: teacher two	The date: 13/03/2017
The timing: 11:20/12:50	The course: literature
The observer: the researcher	The objective: to observe teachers'
The place: auditorium B	expressiveness

According to what was observed in this session, the teacher kept using the same teaching style in which she highly used teachers' expressiveness.

2.2.3 Sessions of the third teacher

The instructor: teacher three	The date: 13/03/2017
The timing: 13:10/14:40	The course: linguistics
The observer: the researcher	The objective: to observe teachers'
The place: auditorium F	expressiveness

Following what was observed, the teacher came late for about 10 minutes and initiated the session directly. He did not provide students with an outline or small description to get ready for the lecture material, so students predictably could not be able to follow the coming points regularly. They were offered unorganized handouts which contained a number of concepts and notions that are difficult as well as unclear, so students could not understand. Furthermore, the coherence of the ideas was unclear in which students would not easily comprehend; additionally, students were not provided with sufficient level of explanations. The teacher did not remind students about the previous lecture main points to strongly capture the obtained information.

As the lecture moved on, the teacher maintained the same way of teaching; he just relied on stating information without any sort of enthusiastic explanation or elaboration for the difficult ideas that students seemed unable to conceive. Moreover, the major dependence on the summary of the teacher for the lecture material was highly noticeable as students kept writing down what was dictated with short breaks for slight attempt of clarifications for complex ideas.

As long as the use of body language was concerned, the session appeared clearly unexpressive. The teacher retained the same facial expression where he appeared nervous for the entire time; hence, students could not positively react to the obtained input and they seemed unable to cope with the current situation. Furthermore, the use of body language and movements was absent where the teacher kept taking one body poster and sat behind his desk; however, when it came to the speaking tone, the teacher used changeable speaking tone to capture students' attention. He addressed all the students through well directed eye contact to prevent any sort of meaningless tasks; the speaking rate that has been used was convenient to the majority in which they obtained what was presented. Students' performance was remarkably passive; one reason could be behind this is that the deficiency of teachers' expressiveness.

The closure of the lecture appeared insufficient to keep the lecture material in mind. On one hand, recapitulation of the principal points was not provided which students require to process, emphasize, and store the material for longer time. On the other hand, the absence of the assignments to take charge for further efforts was not given significant interest.

- **Factors that enhance the observation**
 - The teacher provided the opportunity to make the observation.
 - Students were calm.

- **Aspects that impede the classroom observation**
 - There was no kind of distraction or barriers that impede the observation.

- **Factors that strengthen/ weaken the lecture**
 - Limited number of students that attend the lecture that decrease the teacher motivation.
 - Students appeared very passive; there was no attempt to be enthusiastic and interested

- **Aspects that strengthen/ weaken teacher's expressiveness**
 - The deficiency of using teachers' expressiveness

The instructor: teacher two	The date: 13/03/2017
The timing: 14:50/16:30	The course: methodology
The observer: the researcher	The objective: observe teacher's expressiveness.
The place: auditorium F	

At the very beginning of the session, the teacher asked students to pardon him due to his inability to provide them with the session due to administrative stuffs. Subsequently, he offered them the handouts and attempted to clarify a number of points for about 20 minutes. He made a commitment to clarify any unclear points for them in the next session.

To sum up, the main objectives of the observation was not reached.

2.2.4 Sessions of the forth teacher

The instructor: teacher four	The date: 13/03/2017
The timing: 11:20/12:50	The course: civilization
The observer: the researcher	The objective: to observe teacher's expressiveness
The place: auditorium F	

The teacher initiated the lecture after coming 15 minutes late; however, he immediately tried to exploit time positively. He attempted to grasp students' attention to the outline of the lecture through writing it down and using colours; even though, the teacher did not offer students prepared handouts, he could make them focus with his delivery. He made the introduction like short peace of story through mentioning historical events that students seemed attracted to. Instead of asking students questions, the teacher urged them to ask.

He started the body of the lecture gradually through stating events that are chronologically ordered to assist students to comprehend. The teacher demonstrated major reliance on his background knowledge; thus, he did not require any sort of referring to kind of slides, handouts, or summary. Hence, students' attention was firmly directed to his performance. The distinctive techniques of elaborating, explaining, and exemplifying were strongly provided where students obtained intake was predictably in high amount that is to

say that the teacher seemed competent in this course. The teacher provided information that students could not reach on their own.

The utility of teachers' expressiveness was highly observed; the teacher made use of various kinds of body language. He expressed distinctive meanings through using facial expressions to help students grasp the meaning and provide positive atmosphere. Furthermore, he joined the use of these facial expressions with active use of gestures and body movements. The teacher did not retain the same body posture for the entire session; he stood in the middle of the auditorium between the students to get them all the intended meaning. Consequently, the majority of the students were pushed to conceive the intake. While delivering the lecture, the teacher used medium level of speaking tone where he asked students to excuse him due to his illness that day; he demonstrated that all students are concerned through well directed eye contact as well convenient speaking rate. The majority of the students seemed calm and enthusiastic where they asked interesting questions.

By the end of the lecture, the teacher enhanced students to have practice of the lecture material to improve their level. Nonetheless, he did not highlight the principal points; he made students remember through asking related questions. The teacher invited students to attend again through well appreciation for their attendance. The appropriate management of time was remarkable where the delivery of the entire body lecture ended in the scheduled period.

- **Factors that enhance the observation**
 - The teacher offered the opportunity to make the observation
- **Aspects that impeded the classroom observation**
 - There were no circumstances to impede the observation.
- **Factors that strengthened/ weakened the lecture**
 - There was large number of students that attend the lecture till the last range; it seemed they firmly motivated to attend that what encouraged the teacher more.

- **Aspects that impede the classroom observation**

- The teacher appeared to acknowledge the role of teacher’s expressiveness because he used and emphasized the major types of body language to capture students’ attention.
- He seemed motivated and active.
- He presented the lecture material with the utility of teachers’ expressiveness to elaborate the input as much as possible.
- Students were reacting to his expressiveness.

The instructor: teacher four	The date: 14/03/2017
The timing: 11:20/12:50	The course: civilization
The observer: the researcher	The objective: to observe teacher’s expressiveness
The place: auditorium F	

For the second session that had been attended, the teacher kept the same teaching techniques and delivered the lecture to considerable extent that is quietly similar to the previous session to obtain students of the second section the same amount of the lecture material. This is another aspect that highlights the commitment of the teacher to get the entire students the lecture content.

Discussion of the Results of Classroom Observation

Following what has been observed and analyzed, as long as teachers’ expressiveness was concerned EFL teachers could be grouped to two major groups; one of them is teachers make use of expressiveness, whereas the second stands for teachers who do not use expressiveness. The results demonstrated that some teachers give much significance to their performance in an attempt to emphasize expressiveness to enrich students EFL level either to excel lecture objectives, so they score better in achievement tests or to progress in language proficiency. Teachers assist students to obtain the subject matter easily and enthusiastically; they make use of various strategies to elaborate and explain. Students in turn reacted positively whenever the teacher demonstrate firm efforts to perform expressiveness; they appeared active, interested, and willing to conceive the content. Meanwhile, other teachers appeared unaware of the significance of teachers’ expressiveness. They do not establish convenient use of body language to accomplish lecture objectives or attempt to push students’ motives to an excelling level; they do not

reveal further efforts to place the utility of expressiveness as a major factor as much as the linguistic aspects. It could be a result of being novice for some teachers or the complexity of some courses. Students appeared affected by the absence of body language; subsequently, a number of them chose to skip lectures while others do attend, yet they keep passive or gave up the attempt to improve.

One considerable aspect was the major dependence on the traditional way of teaching 'board and chalk'; the use of visual aids is limited due to many reasons where they are none of teachers' responsibility.

Conclusion

To sum up, the previous findings of the used research tools both the students' questionnaire and the classroom observation revealed the need of teachers' expressiveness to have effective lectures. Considerable numbers of students showed when attend lectures they have attention barriers which impede their comprehension, for instance getting bored, lack of concentration, and unclear contents. Students express their need towards teachers' expressiveness through demonstrating high level of positive conception to the effectiveness of the body language of EFL teachers as lectures occur; it helps them to conceive the maximum input. Following the results of classroom observation, some teachers seemed expressive and interested to give charge for both linguistic and paralinguistic features of language that what brings students to appear strongly engaged, motivated, interested. Meanwhile, other teachers did not give much importance to their performance; they did not make use of expressiveness as well as they rely much more in the linguistic aspects. It affects students' performance and turns them remarkably passive. Results and findings confirm the role of teachers' expressiveness to deliver effective lectures in ways that students appeared engaged, active, and willing to improve.

Recommendations

According to the gathered findings and results, it would be convenient to provide a number of suggested recommendations hopefully to excel EFL teaching learning process; additionally, to establish an appropriate academic atmosphere in which EFL teachers as well as students accomplish the targeted objectives. The intended recommendations could be summarized as follows:

- ✓ Teachers are required to provide closer attention to the use of expressiveness and put more emphasis on.
- ✓ Teachers are required to verify the types of the used body language; thus, they would strongly be able to capture students' attention.
- ✓ Teachers need to firmly reduce students' problems as they attend lectures such as getting bored, deficiency of focus, and lack of contact with teacher performance.
- ✓ Teachers should adopt particular strategies to maintain teachers' expressiveness for the maximum period of time in order to capture students' attention.
- ✓ For novice EFL teachers, it is preferable to attend lectures as well as ask for pieces of advice from experienced teachers concerning how to perform effectively.
- ✓ Teachers need to be aware of the significance of body language as far as they need to be knowledgeable of the cultural and social backgrounds of NVC.
- ✓ Teachers are advised to be aware of the influence of decreased or incompetent level of body language.
- ✓ Teachers need to bear in mind that even though most students are not experts in NVC, but their subconscious mind does process and translate either positively or negatively each performance.
- ✓ Teachers need to pay closer attention towards what delivering lecture as traditional method demands to appear vivid and updated for students due to its significance in higher education.
- ✓ Teachers ought to step out from their own comfortable zone where they invite the opportunity to depart further in their performance so they could do the best.
- ✓ The use of teachers' expressiveness would make teachers appear strongly self-confident and highly qualified; students would be more satisfied on the teacher performance and they could easily absorb lecture material.

- ✓ Students need to be aware of the significance of teachers' expressiveness; their role appears to ask for expressiveness when it is reduced, and be grateful when it is performed.
- ✓ Scholars, educationists, and course developers ought to give further consideration to teachers' expressiveness, so they emphasize its role to deliver effective lectures.

The previous recommendations are provided in order to highlight the role of teachers' expressiveness for more efficient and productive EFL lectures to reach academic, professional, and individual objectives; therefore, lecture method would be improved in higher education. The principal concern of the study is to increase teachers' awareness towards it and to combine it with linguistic features of the language; hopefully teachers as well as students would take advantage of the investigated research.

General conclusion

The current research was conducted in an attempt to confirm the previous mentioned hypotheses that are principally concerned with the perspective that teachers' expressiveness would contribute to deliver effective lectures as far as it could motivate students and turn them from passive to active participants.

This study investigates the extent to which EFL teachers make use of teachers' expressiveness in order to carry out satisfactory lectures, and seek to find out what are the paralinguistic features that EFL teachers require to adopt to improve their performance when lecturing; thus, EFL teaching and learning process would be enhanced. The research aims to increase teachers' awareness of expressiveness as far as to determine how teachers should express lecture material to motivate students, so they get easy access to a comprehensible input.

It was appropriate to initiate the target study with the first part whose content mainly contained the review of literature that dealt with the two variables of the research. At the very beginning, there was a brief overview of teachers' expressiveness in which various types of body language(teachers' expressiveness), the different functions of teachers' expressiveness, and the role of teachers to perform this type of communication to deliver intended meanings were tackled. Meanwhile, the delivery of lectures appear to be the second objective of the first part where the researcher attempts to provide convenient phases that instructors should go through to offer effective lecture from preparing to presenting; as well as, the attempt to correlate the effective delivery of lectures with high level of performing teachers expressiveness was demonstrated.

For the sake of examining research hypotheses, the present study uses two main research tools that are students' questionnaire administered to third year students in Faculty of Letters and Foreign Languages English division at Biskra University, and classroom observation where sessions for different EFL teachers were attended by the researcher. The obtained results from students' questionnaire confirmed the targeted hypotheses in which they assumed the urgent requirement of EFL students to constantly have high amount of expressiveness owing to its significance to retain attention, increase motivation to conceive the input, and to raise interest to attend and work hard. The gathered data revealed that some teachers do give importance to body language; however, there was considerable number of teachers who do not combine delivery of lectures with the content in which

students seemed passive, uninterested, and unwilling to conceive. Results of classroom observation also confirm what was hypothesized; results showed the influence of body language on the sessions where students reacted positively to the high amount of expressiveness. Teachers who appeared linguistically as well as Para linguistically competent owned their sessions and benefitted students. Those students predictably could score better and are willing to improve their language mastery, that is to say the need for teachers' expressiveness is firmly required to provide memorable lectures.

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Appendices

Appendix A

Students' Questionnaire

Academic Year: 2016-2017

Dear students,

The present research attempt to highlight teachers' awareness towards their performance during delivering lecture, so then students would possibly become more engaged, active, and highly productive. You are gently asked to answer this number of questions that are the core of our study. Your answers would strongly be helpful to obtain valid results to our field work.

Would you please answer the questions according to the right instructions; we would like to thank you in advance and appreciate your cooperation.

Section one: Background information

1. What was your stream (branch)in the high school?
 - a. Literary stream
 - b. Scientific stream
 - c. Technical stream
2. Studying English language was:
 - a. Your own choice
 - b. Your parents' choice
 - c. Other people recommended it
3. If your study of English language was your own choice, would you please state the reasons that urged you to select it regardless of other branches?

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Section two: Students' attitudes towards delivering lectures

4. How often do you attend your lectures?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

5. If you do not prefer attending lectures, would you please state some reasons.

.....
.....

6. Do you agree that effective delivery of lectures is one of the appropriate teaching methods that strengthen students' engagement and productivity?

- a. Strongly agree
- b. Agree
- c. Neither agree or disagree
- d. Disagree
- e. Strongly disagree

7. When you attend lectures, what is the amount of information(knowledge) that you get?

- a. Large
- b. Medium
- c. Slight

8. If you get slight amount of information, it is because of:

.....
.....

9. As you attend your academic lectures, could you keep your attention for:

- a. Less than ½ an hour
- b. About ½ an hour
- c. About 45mn
- d. Most of the time
- e. The entire lecture

10. If your answer is ' a ' or ' b ', would you please state some reasons behind this lack of concentration.

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11. Do you agree that the following aspects are highly repeated problems which could make lectures ineffective?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Unmanaged way of explaining and elaborating					
Teachers entire reliance on handouts or slides					
Keeping the same techniques of teaching					
Unorganized handouts if any					
Unenthusiastic teacher					
Skipping significant elements					
large amount of information with non-chance of note taking					

12. Based on your personal experience at University, what are the frequent difficulties that you encounter (face)while attending lectures?

- a. Lack of concentration
- b. Getting bored quickly
- c. Unclear content
- d. Unexpressive teacher

13. Would you please rank(order)the following in order of importance from 1 to 7 in which 1 is the most important to you and 7 is the least important to you

- An effective lecture should include:
 - a. Well-organized structure
 - b. Equivalent content
 - c. The use of different teaching materials and visual aids
 - d. An outline of the lecture's elements
 - e. Activities and quiz questions that are similar to exam questions

- f. Having the lecture material into practice
- g. Highly motivated lecturer

Section three: Students' attitudes towards the use of teacher's expressiveness

14. Do you think that the use of teachers' expressiveness (i.e. their use of vocal variations, and body language) is needed to turn lectures more effective?
- a. Yes
 - b. No
15. In addition to linguistic features that teachers adopt, which of the following paralinguistic features (body language) is needed to turn lectures more effective:
- e. Facial expressions
 - f. Gestures and movements
 - g. Vocal variations
 - h. All the above
16. How do you conceive your teachers' expressiveness when they are delivering lectures?
- a. Helpful
 - b. Mostly needed
 - c. Needed
 - d. Needless
17. Do you think that your EFL teachers give much importance to their performance?
- a. Yes
 - b. No
18. If ' No ', it is because:
- d. They are not aware of the importance of their performance
 - e. They just ignore it
 - f. They focus more in the linguistic features
19. Do you think that when the lecturer keeps the same intonation, body position, level of voice and deficiency of gestures, the lectures become boring and uninteresting?
- a. Yes
 - b. No
20. It is believed that teachers with high level of expressiveness are more likely to engage students and capture their attention, do you?
- a. Strongly agree
 - b. Agree

- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

21. According to your perspective as student of EFL classroom, would you please mention to what extent your teachers are expressive.

- a. Less than 25%
- b. 25%
- c. 50%
- d. 75%
- e. More than 75%

22. It is believed that there is strong relationship between teachers' expressiveness and effective delivery of lectures, do you?

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

23. Do you think that teachers' expressiveness would turn EFL students more active?

- a. Yes
- b. No

24. What does distinguish a lecture with high teachers' expressiveness from other lectures?

- f. Providing motivation
- g. Much more focus
- h. Clear content
- i. Teachers' awareness
- j. All the above

Thank you for your contribution.

Appendix B

Classroom Observation Checklist

Instructor: _____ Date: _____

The timing: _____ Course: _____

The place: _____ The objective _____

The considered elements	Response			Comments / notes
a) The organization and the planning of the lecture	Positive	Negative	P / N	
1. Initiating the lecture on time				
2. Providing convenient outline of the current lecture				
3. Offering the students well prepared handouts of the lecture				
4. Reminding about the previous lecture's main points (5to 10mn)				
5. Providing an interesting introduction				
6. Posing principal questions that the lecture will answer				
7. Capture the students attention				
b) The body of the lecture				
1. Give trigger to students predictions to the subject				

2. Depart in the body of the lecture gradually		
3. Teacher 's autonomy (no major reliance on handouts/slides)		
4. efficient methods of explanations, elaboration, and illustration		
5. Providing information that student cannot learn on their own		
6. Expressing different meaning through facial expressions		
7. Using gestures and movements		
8. Change body poster(standing, sitting for while)		
9. Change the tone of the speaking (up and down intonation)		
10. Addressing all the students through well directed eye contact		
11. Using convenient speaking rate		
12. Ask motivating questions and give chance to answer, give breaks		
13. Students' reaction towards the previous factors if any		
Having inferential closure		
1. Offering related closure		

2. push students to practice lecture material through using motivating tone		
3. Recapitulation of the previous main points		
4. providing credible assignments		
5. Demonstrating appreciation for attendance		
6. Well management of time		

- **Factors that enhance the observation**

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- **Aspects that impede the classroom observation**

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- **Factors that strengthen/ weaken the lecture**

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- **Aspects that strengthen/ weaken teacher's expressiveness**

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الملخص

ان البحث الحالي يحاول تقصي تحقيق سعيها لفحص دور الظواهر اللغوية المستعملة من طرف الاستاذ المحاضر للغة الانجليزية كلغة اجنبية في القاء محاضرات فعالة وناجحة. اجريت هذه الدراسة في جامعة محمد خيضر بسكرة لقسم اللغة الانجليزية، حالة الدراسة طلبة السنة الثالثة. ان الهدف الرئيسي الذي يحاول هذا البحث الوصول اليه هو تعيين الى اي مدى يقوم الاساتذة المحاضرين لقسم اللغة الانجليزية بالتعبير و الاظهار للمحتوى؛ كما يهدف الى رفع الوعي اتجاه الاداء اثناء المحاضرات من خلال توفير خصائص معتبرة و جد فعالة للغة الجسدية التي تحسن ادائهم. يسعى ايضا هذا البحث لتحديد الطريقة التي يجب على الاساتذة تبنيها بغية تحفيز و تشجيع الطلبة للدراسة. في هذا الاهتمام افترضنا ان الاداء المعبر للأساتذة المحاضرين يساهم في الالقاء الفعال للمحاضرات كما يدفع حافز الطلبة و فضولهم للتعلم الى نشاط اكثر؛ يضم هذا البحث قسمين رئيسيين، الاول يحتوي على الجانب النظري من الموضوع اما الثاني فيعالج الجانب التطبيقي. تؤكد النتائج المتوصل اليها دور اعتماد الاستاذ المحاضر على الظواهر اللغوية في تحفيز و ارتباط الطلبة بالمحتوى والمادة العلمية للمحاضرة كما ترفع من حافزهم للمشاركة؛ بينت النتائج ايضا الحاجة الماسة للطلبة تجاه الظواهر اللغوية كعنصر لا غنا عنه في الحصص التعليمية. ان الاهتمام الاساسي في هذا البحث منصب في التأكيد على الاهمية البالغة للظواهر اللغوية بجانب اللغوية منها لجذب انتباه الطلبة و تمكينهم من استيعاب القدر الممكن من المادة التعليمية. ختاماً، اقترحنا مجموعة من التوصيات للتقدم في العملية التعليمية والتعلمية للغة الإنجليزية كلغة اجنبية ليصبح الاساتذة معبرين اكثر للمحتوى، بذل التزام جاد، و اعطاء الفرصة لأدائهم املا في تشجيع الطلبة في تحصيل نتائج افضل و القابلية للتحسن في هذه اللغة.

