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The Paralinguistic Analysis of Effective Communication

The Case of Master One Didactics and Applied Linguistics at Belhadj
Bouchaib University of Ain Temouchent

*A Dissertation Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Languages*

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Dedication

Dedication

To my supportive parents;

To my siblings;

To my friends.

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Abstract

Abstract

Communication plays a decisive role in human interaction. It provides valuable insights into individuals' cultural backgrounds, educational levels, and language fluency through the transmission of ideas, emotions, information, and messages using both verbal and nonverbal means. Communicative competence is an essential skill for students; however, insufficient fluency and lack of communicative competence remain persistent challenges that affect both their educational and professional development. These issues largely stem from inadequate training in nonverbal communication and an educational system that insufficiently integrates interactive language use, resulting in psychological concerns and language barriers. This study aims to explore the importance of nonverbal communication and its impact on students' communication difficulties. A case study was conducted focusing on Master One students, selected due to their notable struggles with communication proficiency and language production. Data collection involved student questionnaires and teacher interviews to ensure reliable outcomes. Furthermore, a mixed-methods approach was adopted, combining quantitative analysis of questionnaire results with qualitative analysis of interview responses. The findings of this research highlight the crucial role of paralinguistics in influencing psychological behavior, academic performance, and language proficiency. In conclusion, the study presents several implications, suggestions, and recommendations along with practical techniques for improving communicative competence through enhanced nonverbal awareness.

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List of Acronyms and Abbreviations

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ACA: the Association for Communication Administration

EFL: English as a foreign language

L2: Second language

SLA: Second language acquisition

ZPD: Zone of Proximal development

General Introduction

General Introduction

Language is a system of written and spoken signals used by humans to interact and connect for the purpose of exchanging thoughts, emotions, and messages. Communication is the process by which humans employ language to convey meaningful interactions, and it can be either verbal or nonverbal. Numerous studies continue to emerge in the field of human interactions due to its significance. For instance, Knapp and Hall (2010) emphasize that nonverbal communication is central to all human interactions and often conveys more meaning than verbal language. In the context of English as a Foreign Language (EFL), communication is a key concept that has had a significant impact, particularly in the 21st century. While many studies have examined its importance, role, and influence, the majority focus exclusively on the structural aspects of verbal language, neglecting the nonverbal elements that frequently convey meaning beyond words. Nonverbal communication, or paralinguistic competence, which occurs within verbal interaction, conveys emotions, interprets implicit meanings, and expresses attitudes through features such as tone of voice, pitch, intonation, vocal filters, and body language.

Despite its importance, research on nonverbal communication remains limited, particularly in the context of second language L2 learning and foreign language acquisition. In the field of EFL, a noticeable gap persists in the study of nonverbal communication. While this issue has been observed globally, it is even more pronounced in specific regional contexts where English is still developing as a foreign language. In Algeria, where English is taught primarily in academic settings, foundational work in this area is still in progress. The lack of research and scholarly attention underscores the need for further investigation. Consequently, this study seeks to contribute to closing this gap by addressing critical challenges such as insufficient communicative competence and language proficiency issues that often stem from limited awareness of paralinguistic features.

General Introduction

At Belhadj Bouchaib University, the researcher has observed that many students struggle with communication skills. These difficulties appear to negatively influence their academic performance, psychological well-being, and overall language proficiency. Based on these observations a significant deficiency in students' paralinguistic competence has been noticed. Therefore, the present study aims to examine the importance and impact of paralinguistic features on the insufficient communicative competence of Master's students.

To achieve this aim, a case study was conducted using two principal data collection tools: a structured questionnaire distributed to the Master One students, and a structured interview conducted with teachers at Belhadj Bouchaib University. The collected data was analyzed using both quantitative and qualitative methods in order to address the following research questions:

1- How does the lack of paralinguistic skills affect master students' academic performance and communicative competence?

2- How can paralinguistic analysis address Master students' communication challenges?

The above questions engender the following hypotheses:

1. A lack of paralinguistic skills may lead to misinterpretation of messages, stress and anxiety, mispronunciation, and reduced language proficiency.

2. Paralinguistic analysis of communication may provide guidance for avoiding communication problems and achieving more effective communication outcomes.

General Introduction

This research aims to fill the gap in understanding the role of nonverbal language in communication within the EFL context. The thesis is structured into three chapters. Chapter One presents a literature review that outlines the theoretical foundation of the study. Chapter Two details the research methodology, including sampling techniques, data collection instruments, and methods of analysis, followed by a discussion of the findings. Chapter Three offers an in-depth analysis of the results, along with interpretations, pedagogical implications, and a series of suggestions and recommendations for improving communicative competence through enhanced paralinguistic awareness.

**Chapter One: The
Paralinguistic Competence in
EFL Context**

Chapter One: The Paralinguistic Competence in EFL Context

1.1 Introduction

Communication surpasses the mere verbal exchange of messages; it extends far beyond that. In the context of communication, *paralinguistics* constitutes a significant component in its own right. Its features such as body language, facial expressions, tone, and pitch play a crucial role in shaping interactions. Mastery in EFL learning requires students to possess strong communication skills, which must be accompanied by paralinguistic competence. These skills enhance fluency and contribute to the development of communication-related problem-solving abilities. At the Master One level, EFL students are expected to interpret nonverbal cues effectively.

Due to their limited interaction with native speakers and minimal exposure to intercultural communication, both the selected sample and EFL students in general are particularly susceptible to difficulties related to paralinguistic competence. This chapter begins with an overview of the two major domains: *paralinguistics* and *communication*. It then explores how paralinguistic features influence second language acquisition and highlights the challenges posed by cross-cultural variation. The chapter also presents key studies and theoretical contributions within this domain. It begins by defining the main concepts of paralinguistics and communication, identifies existing research gaps, outlines the specific purpose of this study, and concludes accordingly.

1.2 The Paralinguistic Scope of Research

The term *paralinguistic* is composed of two parts: *para*, a prefix meaning “beyond” or “beside,” and linguistics, which refers to the study of language. Paralinguistics refers to aspects of nonverbal communication involving all the vocal signals that add emphasis and meaning to what people say. These signals provide supplementary information and enable the flow and

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transmission of messages without relying solely on linguistic content. Instead, meaning is conveyed through tone, facial expressions, eye contact, gestures, and intonation each of which carries interpretive value and reveals various insights during interactions.

Although paralinguistics is nonverbal, it often conveys meaning, attitudes, and emotions more powerfully than verbal language. While sometimes used intentionally, it is most often employed unconsciously. As Nabiyeva and Mirzayev (2023, p. 17) note, *“Paralinguistics are the aspects of spoken communication that do not involve words. These may add emphasis or shades of meaning to what people say.”*

Paralinguistics is essential in the learning process, particularly within the EFL context. It conveys intent, emphasizes meaning, and enhances both learning outcomes and language proficiency. Furthermore, it strengthens nonverbal communication, offering greater control over and understanding of emotional expression.

1.3 The Paralinguistic Features

Paralinguistic features are vocal elements that influence spoken language and interpersonal interactions. These include prosodic features, voice quality, and vocalizations. While body language, gestures, facial expressions, and posture are often mistakenly labeled as paralinguistic, they fall under kinesics and proxemics. Nevertheless, these nonverbal cues frequently co-occur with paralinguistic features during communication. Paralinguistics is commonly coordinated with kinesics, prosodic elements, and proxemics, as all contribute to nonverbal communication.

Although paralinguistic features are vocal, they are often unconscious and convey emotions without the speaker's intention such as anger, sadness, pain, or confidence. According to Mehrabian's model (1971), nonverbal cues, including paralinguistics, play a dominant role

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in emotional communication his findings suggested that: 93% of meaning is derived from nonverbal elements, while only 7% is conveyed through actual words(Mehrabian,1971).

A-Pitch

Pitch refers to the perceived highness or lowness of a voice's frequency, which fluctuates to express emotions, emphasize certain words, and convey meaning. It is measured in Hertz (Hz), corresponding to the rate of vocal cord vibration: higher frequencies produce higher pitches and vice versa.

Pitch reflects emotional states; for instance, higher pitch is often associated with excitement particularly among women while lower pitch conveys maturity and dominance. It operates at the sentence level, altering the meaning of utterances and indicating emotions such as anger, boredom, command, or doubt. Pitch tends to lower with age, especially in men, which may affect speech clarity.

B-Volume

Volume, an important acoustic and paralinguistic feature, refers to the loudness or softness of speech. It plays a key role in expressing emotions and social cues, whether loud, moderate, or soft. Volume not only engages listeners but also reflects psychological and cultural dimensions. For example, in Japanese culture, soft speech signifies respect, while in Egyptian contexts, louder speech may reflect enthusiasm.

Abrams (2020) emphasizes that EFL teachers should address volume to enhance intercultural communication awareness. As a prosodic element alongside tone, pitch, and intonation, volume influences clarity, supports paralinguistic cues, and complements body

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language. It varies by context e.g., louder in public speaking and adaptive in interpersonal conversation.

C- Tone of Voice

Tone of voice is a vital nonverbal feature that "colors" speech, shaping how messages are perceived. It is often more impactful than the actual words spoken. Gumperz (1982, pp. 131–132) notes that *"tone of voice serves as a powerful marker of a speaker's stance and social alignment, often overriding the literal meaning of words."*

Tone conveys attitudes and emotions such as joy, anger, and sarcasm, and it shifts depending on the setting from formal to casual affecting relationships either positively or negatively. It can resolve or cause communication problems depending on how it is used.

D- Intonation

Intonation, formally recognized in the 20th century, is the variation in pitch across phrases or sentences, forming a melodic pattern that conveys grammatical and emotional meaning. It functions beyond individual words, contributing to the overall rhythm and tone of speech (Roach, 2009).

There are three basic intonation patterns: rising (suggesting uncertainty or politeness), falling (signaling confidence or finality), and flat (often indicating boredom). A single sentence may express multiple meanings depending on the intonation. As a culturally specific cue, intonation is prone to misinterpretation, potentially leading to cross-cultural misunderstandings.

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E- Silence and Pauses

Silence and pauses whether intentional or unintentional are key communicative tools. Filled pauses (e.g., "um," "uh") and unfilled silences can indicate hesitation, emotional states, or social signals. While filled pauses serve a structural role in organizing speech, unfilled silences may reflect uncertainty or stress.

As House (2003, p. 185) states, *“pauses can support the structuring of thoughts and speech, but cultural expectations determine whether they are seen as appropriate or awkward.”* Far from being mere interruptions, such pauses often shape the coherence of a message and provide listeners with time to process information.

F- Kinesics

The term "kinesics," introduced by Ray Birdwhistell in the 1950s, refers to the study of body language and physical movement. Knapp, Hall, and Horgan (2014, p. 8) define kinesics as *“the study of the communicative value of body movements, including facial expressions, gestures, postures, and eye behavior.”*

Kinesics can reinforce verbal language for example, saying "I'm happy" accompanied by a smile and is considered one of the most culture-bound nonverbal cues (Matsumoto & Hwang, 2013). For instance, nodding may indicate “no” in Bulgaria, contrary to global norms.

Kinesics also plays a major role in emotional communication. Some expressions, such as sadness or anger, are universal and recognizable even in early childhood (Ekman, 1999). Moreover, body language supports communication in various fields, such as medicine (building doctor-patient trust) and law enforcement (detecting deception).

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G- Proxemics

Coined by Edward T. Hall in the 1960s, "proxemics" refers to the study of spatial distances in communication. It examines how cultural norms influence personal space and how individuals use distance to convey social roles or intimacy levels.

Hall identified four spatial zones:

1. **Intimate zone** (less than 1.4 feet): for close personal relationships.
2. **Personal zone** (1.4–4 feet): for casual, friendly interactions.
3. **Social zone** (4–12 feet): for formal interactions or workplace settings.
4. **Public zone** (12+ feet): for speeches or public events.

These zones vary across cultures. For instance, African and Middle Eastern cultures generally favor close proximity, while North American and Northern European cultures may interpret it as intrusive. Spatial distance may also signify hierarchy, such as a manager sitting farther from employees to assert authority.

1.4 Scope of Communication

Communication is a multidimensional field that encompasses the human process of interaction through the transmission of messages whether verbal or nonverbal and is shaped by various social, cultural, and educational influences.

Over time, the term "communication" has been defined in numerous ways. However, in 1995, the Association for Communication Administration (ACA) convened to establish a unified definition. According to Korn, Morreale, and Boileau (2000, p. 41), *"The field of communication focuses on how people use messages to generate meanings within and across*

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various contexts, cultures, channels, and media. The field promotes the effective and ethical practice of human communication.”

Paralanguage plays a critical role in language acquisition and the development of communicative competence. It includes features such as body language, eye contact, and vocal elements like pitch, tone, volume, and intonation. These components are essential aids for second language (L2) learners, helping to reduce misunderstandings, interpret speaker intentions, and convey emotions. By enriching comprehension and bridging gaps in knowledge, paralinguistic elements contribute to smoother interaction and reduced anxiety. As Argyle (1988, p. 5) notes, “Nonverbal behavior and understanding” are integral to effective communication.

Roman Jakobson (1960) identified communication as a multifunctional process that serves various roles including emotive, referential, poetic, and conative functions (i.e., influencing others' behavior). Communication occurs in several forms: verbal (spoken and written), nonverbal (paralinguistic cues, body language, facial expressions), visual (charts, graphs, images), and written communication. Additionally, it includes interpersonal communication direct exchanges between individuals and public communication, which addresses wider audiences either in person or through media platforms.

1.5 The Power of Paralinguistics in Communication

Paralanguage significantly impacts how messages are interpreted. It enhances the clarity of verbal messages by adding expressive power and emotional context. For example, a single sentence may be interpreted as angry, defensive, or dismissive depending on the accompanying

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paralinguistic cues. These features provide crucial signals that aid in managing interaction, including turn-taking and signaling responses (DeVito, 2019).

Paralinguistic cues often exert more influence than spoken words, offering emotional, social, and psychological context to communication. They also play a role in detecting deception through variations in pitch, intonation, and pauses. The human brain is highly attuned to these cues and can often sense emotional intent even when the literal message is unclear. As Scherer (2003) explains, the emotional impact of a message is often understood through paralinguistic signals even when the words themselves are not fully processed.

Mehrabian (1971) emphasized the dominant role of nonverbal language in emotional communication, estimating that 93% of meaning is derived from nonverbal cues, while only 7% is conveyed through words. Nevertheless, misinterpretation of these cues—especially across cultures can lead to misunderstanding. Each culture interprets paralinguistic features differently, making intercultural sensitivity essential for effective communication.

1.6 Paralinguistics in the Context of EFL

In the field of English as a Foreign Language (EFL), paralinguistics refers to the study and application of nonverbal features such as pitch, volume, tone, and intonation in language learning and second language acquisition (SLA). These features offer emotional context and cultural understanding, helping learners interpret meaning accurately and avoid miscommunication particularly in conversations with native speakers or other L2 users.

While EFL traditionally focuses on grammar, syntax, vocabulary, and semantics, paralinguistic features provide learners with pragmatic competence the ability to communicate effectively according to social and cultural norms. Nonverbal cues such as tone

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of voice, loudness, and strategic pauses are indispensable in complementing verbal language in the classroom.

Paralinguistics not only supports language comprehension but also fosters engagement and motivation in EFL contexts, enhancing both teaching and learning processes. However, these features pose challenges in cross-cultural settings, where differing norms can lead to misinterpretation and communication breakdowns. Therefore, developing paralinguistic awareness is essential for successful intercultural and second-language communication.

1.6.1 Differences Between Verbal and Nonverbal Communication

Although verbal and nonverbal communication often work together, they are fundamentally distinct. Verbal communication is linear and structured, using spoken or written words governed by rules of grammar, vocabulary, and phonology. It is typically direct and explicit, often requiring little interpretation, as each word is consciously selected and planned. However, it can be manipulated one might say something while intending another meaning. For instance, stating "I am happy" may not convincingly convey happiness without accompanying nonverbal cues.

In contrast, nonverbal communication uses body language and paralinguistic features such as tone, pitch, and volume to transmit messages without words. It is more spontaneous, continuous, and informal than verbal language. Nonverbal communication allows for deeper emotional expression and is highly context- and culture-specific. As Mehrabian (1972, p. 44) noted, "*Nonverbal messages are frequently more trusted than verbal ones when the two are in conflict.*" Nonverbal cues are often used unconsciously and are more ambiguous, allowing for multiple interpretations and often revealing emotional truth or sincerity.

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1.6.2 Integrating Paralinguistic Competence to Contribute Communicative Proficiency

Paralinguistics, as part of nonverbal communication, includes pitch, loudness, speech rate, tone, as well as kinesics and proxemics. It is central to communicative competence, providing clarification, emotional nuance, and helping resolve misunderstandings. Paralinguistic competence enables learners to better manage communication breakdowns and enhances their ability to express and interpret meaning. It also requires emotional and social sensitivity to avoid pragmatic errors.

Integrating paralinguistic features into language education enhances student engagement and helps listeners process messages more effectively. It also facilitates emotional connection, reduces anxiety, and improves real-world communication by simulating authentic interaction.

1.7 Typical Paralinguistics Behaviors in EFL Contexts

In EFL classrooms, both teachers and learners frequently rely on nonverbal cues. Teachers may nod to signal agreement, use pauses for emphasis, lift eyebrows to indicate disagreement, or vary their tone to show enthusiasm. McCafferty (2002, p. 199) noted that *“teachers in the EFL context frequently rely on gestures and tone to scaffold the learner’s understanding when verbal explanations fall short.”*

However, long pauses caused by hesitation or vocabulary gaps, incorrect tone, or inappropriate volume may result in confusion. While some body movements aid communication, overuse can hinder clarity and distract from the message.

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1.7.1 Paralinguistic Influences the Miscommunications in EFL Setting

While paralinguistic features aid communication in EFL contexts, they can also lead to misunderstandings, especially when cultural differences are not accounted for. Miscommunication may arise when nonverbal cues are unfamiliar or culturally misinterpreted. As Gumperz (1982) observed, paralanguage functions as a “contextualization cue” for instance, silence might be read as inattentiveness when it could signify humility or respect.

Paralinguistic competence is difficult to assess due to its contextual and unconscious nature. Unlike grammatical rules, nonverbal communication is flexible and highly situational. Nevertheless, understanding paralinguistic cues can enhance language learning, interaction, and intercultural competence in EFL settings.

1.8 Studies on EFL Students’ Sensitivity of Nonverbal Communication Features

Research has highlighted a general lack of awareness regarding paralinguistic features among EFL learners, often resulting in communicative failures. Jungheim (2001) found that learners in Japan underestimated the importance of paralinguistics (p. 119), while Kádár and Haugh (2013) emphasized the strong correlation between paralinguistic awareness and communicative success. Musa and El-Shingeety (2022) conducted a study on how EFL students perceive teachers’ nonverbal communication. They found that such cues support vocabulary and grammar acquisition while enhancing emotional expression and comprehension.

Similarly, Wulandari et al. (2024) explored how teachers’ nonverbal behaviors influenced student engagement and learning outcomes, reporting increased classroom participation and attentiveness. Yaseen (2023) confirmed the value of facial expressions, noting

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their positive effect on learners' performance and emotional clarity. McCafferty and Ahmed (2000) observed that learners often mimic teachers' paralinguistic behaviors in class (pp. 200-202), while Gullberg (2006) found that such features help bridge understanding gaps (p. 104).

1.8.1 Cross-Cultural Experiments

Cross-cultural studies have shed light on how nonverbal communication is interpreted differently across cultures. Rover (2006) found that learners' sensitivity to tone varied across cultural contexts—from high-context cultures like Japan to low-context ones like Germany (pp. 230-232). Santili et al. (2024) compared Brazilian and American students' reactions to immediacy behaviors. Brazilian students were found to be more open and less apprehensive toward such behaviors compared to their American counterparts.

Matthews (2023) conducted explicit instruction on paralinguistic features including tone, intonation, and facial expressions and reported significant improvement in students' pragmatics, confidence, and cultural awareness. Zhou et al. (2013) facilitated an intercultural exchange between American and Chinese students. The program highlighted misunderstandings arising from differing interpretations of eye contact. Americans perceived eye avoidance as disinterest, while Chinese students viewed direct eye contact as confrontational. Over time, students adapted by considering the cultural context behind these behaviors.

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1.9 Assessing and Fostering Paralinguistic Skills in EFL Education

Although paralinguistic competence is widely acknowledged, it is often overlooked in EFL curricula, which tend to prioritize linguistic skills. Teachers seeking to incorporate paralinguistic instruction must do so creatively, often relying on explicit strategies such as role-play and drama. Ishihara and Cohen (2010) advocate for these methods, emphasizing their effectiveness in promoting paralinguistic awareness (pp. 142–145).

Assessing learners' ability to interpret paralinguistic cues such as pitch, tone, volume, and pauses can be challenging. Techniques include role-play, recorded performances, and peer/self-assessment. While time-consuming, real-time observation and feedback can improve both awareness and performance.

Incorporating nonverbal cues into speaking and listening activities marks a pivotal shift in language education. Role-play, repetition, and tone imitation deepen learners' understanding of communication beyond words.

A solid theoretical foundation is necessary for understanding how paralinguistics affects EFL communication. Several frameworks address the role of nonverbal features in language learning and communicative competence.

Relevance Theory, developed by Sperber and Wilson (1995), asserts that communication is most effective when it is relevant and requires minimal processing effort. Nonverbal cues function as ostensive stimuli, helping listeners infer intended meaning (p. 50).

Sociocultural Theory, developed by Vygotsky (1987), highlights how communication including paralinguistics supports cognitive development through social interaction. Applied to

Chapter One: The Paralinguistic Competence in EFL Context

SLA, gestures and nonverbal cues are mediational tools that assist learners within their Zone of Proximal Development (ZPD) (McCafferty, 2002, p. 195).

Multimodal Communication Theory (Kress & Van Leeuwen, 2001) posits that communication is not limited to words but includes multiple modes language, gestures, space, and voice. According to this view, “*All modes of communication are integrally involved in meaning-making; gestures and voice are no less important than words*” (p. 2).

1.9.1 Gaps in Literature

Despite increasing attention to paralinguistic features, several gaps remain in the research. There is a need for more context-sensitive studies, technological integration, and long-term investigations into how EFL learners acquire paralinguistic competence. EFL curricula often neglect nonverbal communication, including prosody and emotional expression, which remain underexplored (Derakhshan et al., 2021). This study addresses these gaps by focusing on paralinguistic communication among Master One didactic EFL students.

1.9.2 Underexplored Aspects of Paralinguistics in EFL Context

Several important aspects remain insufficiently studied. These include the isolated study of paralinguistic behavior, the influence of prosody, and the role of teachers' nonverbal behaviors on learner motivation and comprehension (Matsumoto, 2006; Kelly, 2000). Technological tools are still rarely employed in teaching paralinguistics, and long-term development is often restricted to the classroom setting (Derakhshan et al., 2021). Other underexplored areas include the communicative role of silence (Jaworski, 1993), age-related

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differences in acquiring paralinguistic competence(Murphy,2011), and gender-based comparisons in the use of paralinguistic cues(Mehrabian,1971;Tannen,1990).

1.10 Conclusion

This literature review has emphasized the significance of nonverbal communication especially paralinguistic features in EFL teaching and learning. Despite its proven influence, paralinguistics remains undervalued compared to verbal language. The review highlighted EFL learners' difficulties with paralinguistic adaptation, particularly in cross-cultural contexts. It also identified key research gaps and pointed to the need for further empirical studies to better integrate paralinguistic training into language education.

Chapter two: Methodology, Data Collection and Analysis

Chapter Two: Research Methodology, Data Analysis and Collection

2.1 Introduction

Chapter One provided a theoretical foundation for the paralinguistic analysis of effective communication, outlining relevant theories and researchers' perspectives on the role of paralinguistics in enhancing language competence within the EFL context. In contrast, this chapter presents the methodological framework of the study. It includes a description of the case study, the research design, the sample population, and the data collection tools. The chapter also introduces the instruments used specifically, a student questionnaire and a teacher interview and discusses how the collected data were analyzed.

1.2 Description of the Situation of the English Department at Belhadj Bouchaib University of Ain Temouchent

The English department of belhadj Bouchaib University has opened its door since 2012 is now having 718 students from both levels of graduation license and masters with two specialties splits like follows:

The first level is license that holds three other levels of about 555 student divided like follows:

- First year license referred to it l1 contains 208 students
- Second year license referred to it as l2 contains 182 students.
- Third year license referred to it as l3 contains 165 students

The second level is masters that splits into two specialties didactics and literature, and civilizations and both splits into two levels each:

Didactics level holds the total of 111 students:

- The first level of didactics is referred to it and did1 and holds 65 students
- The second level of didactics is referred to it as did2 and holds 46 students

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Literature and civilizations level holds 52 students:

-the first level of literature is referred to it and lit1 and it holds 34student

-the second level of literature is referred to it as lit2 and it holds 18 student.

For the teaching staff of the English department of belhadj bouchaib university of Ain Temouchent it have been calculated as 40 teacher 27th of them are permanent teachers whereas 13th of them are part-time teachers.

2.2.1 Description of the Sample Population of the Case Study

The research was conducted within the Department of English at Belhadj Bouchaib University. The selected sample population comprises 21 randomly chosen Master One Didactics students. The group follows a 12-module curriculum, with two modules delivered online. They are engaged in a weekly study schedule totaling 22 hours and 30 minutes.

2.2.2Research Objectives

This research seeks to explore the role of paralinguistic features in EFL students' communication. Specifically, it aims to determine the effectiveness of paralinguistic features in enhancing communication competence. Assess their role in developing communication-related problem-solving skills. Identify effective paralinguistic strategies used by EFL students at Belhadj Bouchaib University. The study's findings are expected to inform whether the inclusion of paralinguistic training enhances EFL learners' communicative competence.

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2.3 Research Methodology

This research adopts a qualitative case study methodology to investigate the impact of paralinguistics on EFL learners' communication skills. A case study approach is appropriate as it allows an in-depth exploration of real-life phenomena within their context. According to Yin (2014), *"a case study allows investigators to retain the holistic and meaningful characteristics of real-life events"* (p. 4). The study focuses on a single group of 21 students from Master One Didactics and utilizes mixed methods, qualitative and quantitative, through a student questionnaire and a structured teacher interview.

2.4The Sample Population

Creswell and Creswell (2018) define a sample as *"a subgroup of the target population that the researcher plans to study for generalizing about the target population"* (p. 148). The study sample consists of 21 Master One Didactics students and 5 didactics-specialized teachers. These participants were selected from a larger cohort of 65 students and serve as a representative subgroup for the case study.

2.4.1Students' Profile

The student participants were randomly selected from the 65 enrolled EFL Didactics students (Etikan, Musa, & Alkassim, 2016). These participants represent diverse academic backgrounds and experiences, ensuring the validity of findings related to paralinguistic competence.

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2.4.2 Teachers' Profile

The teacher participants comprise five full-time instructors from the Didactics specialization, all of whom hold doctoral degrees. Their experience and academic background make them suitable informants for understanding the pedagogical application of paralinguistics.

2.5 Research Instruments

Choosing the appropriate instruments is crucial for ensuring the validity and reliability of the research. This study adopts a mixed-methods approach, employing a student questionnaire and a structured teacher interview. Mixed-method research (triangulation) involves combining both qualitative and quantitative techniques to offer a comprehensive understanding of the research problem. While quantitative methods provide statistical insights, qualitative methods offer contextual depth. Their integration strengthens the study's credibility (Denzin, 1978).

2.5.1 Students' Questionnaire

The questionnaire is a widely used tool in research for collecting primary data through a series of structured or semi-structured questions (Bhattacharjee, 2021). In this study, the questionnaire was administered to Master One Didactics students to investigate their awareness, experiences, and perceptions regarding the use of paralinguistic features in communication.

Three Types of Questions are Used:

The questionnaire consists of 17 questions categorized into three main types:

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1. **Open-ended questions** allowing respondents to express their views freely and in their own words.
2. **Close-ended questions** offering predefined answer options for guided responses.
3. **Mixed questions** combining elements of both open and close-ended formats to balance structure and elaboration.

The questionnaire is organized into three sections:

- **Section 1:** Contains 3 questions to gather background information and student profiles.
- **Section 2:** Comprises 12 questions examining the frequency and perceived impact of paralinguistic feature usage.
- **Section 3:** Includes 2 questions inviting participants to suggest strategies and solutions for improving communication competence through paralinguistic means.

2.5.2 Teachers Structured Interview

The interview is a qualitative method of data collection designed to generate in-depth insights. As Kvale (1996) aptly described, “*An interview is an inter-view, an interchange of views between two persons conversing about a theme of mutual interest*” (p. 14).

In this study, interviews were conducted with five EFL teachers from the English Department. The aim was to explore their perspectives on the role of paralinguistic features in enhancing the communicative competence of Master One didactics students. The structured interview consisted of 17 questions, divided into three sections:

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- **Section One (Q1-Q4):** Close-ended questions designed to gather background information and ease participants into the discussion.
- **Section Two (Q5-Q13):** Mixed-format questions aimed at eliciting detailed opinions and personal experiences.
- **Section Three (Q14-Q15):** Open-ended questions encouraging teachers to share suggestions and recommendations.

2.6 Method of Data Analysis

Data analysis is a critical stage in any research study. It involves interpreting both qualitative and quantitative data to extract meaningful patterns and insights. According to Tukey (1961), data analysis encompasses “*procedures for analyzing data, techniques for interpreting the results of such procedures, ways of planning the gathering of data... and all the machinery and results of (mathematical) statistics which apply to analyzing data*” (p. 1).

This study employed a mixed-methods approach:

- **Quantitative analysis** was used to interpret students’ questionnaire responses.
- **Qualitative analysis** was applied to the structured interview responses from the teachers.

2.6.1 Quantitative Method

Quantitative analysis is a systematic approach that relies on statistical tools to interpret numerical data. Babbie (2010) defines it as a method focused on “*statistical, mathematical, or numerical measurement of data derived from surveys and questionnaires.*” In this study, questionnaire data were quantified and represented through charts and tables.

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2.6.2 Qualitative Method

The qualitative method offers deeper insight into participants' thoughts, perceptions, and experiences. As defined by Scribbr (2025), it “*involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences.*” In this research, qualitative analysis was used to interpret teacher interview responses, providing a comprehensive understanding of their beliefs and classroom practices.

2.7 Students' Questionnaire

The questionnaire was administered to 21 Master One EFL didactics students to gather data regarding their awareness, experiences, and perspectives on the use of paralinguistic features in communication. It included 17 questions, organized into three sections:

- **Section 1:** Three questions on demographics and general background.
- **Section 2:** Twelve questions exploring students' use of paralinguistic features, their perceptions, and the challenges they face.
- **Section 3:** Two open-ended questions inviting students to offer suggestions and reflect on their personal experiences.

2.7.1 Analysis

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Q1 :What is your gender?

Suction one : what is your gender:

21 réponses

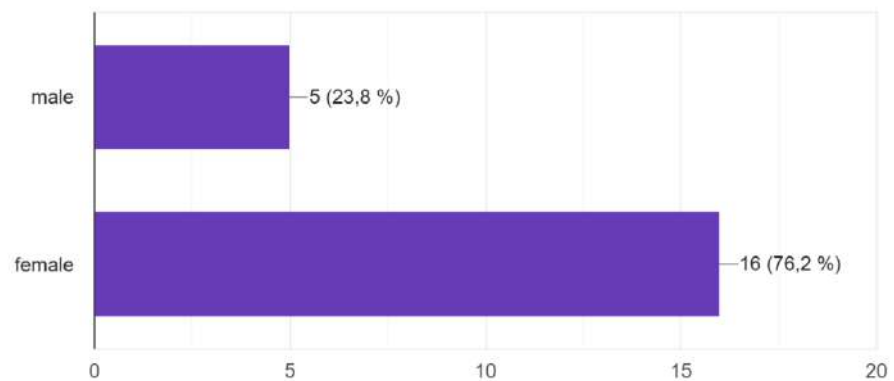


Figure 2. 1: Gender Distribution

This question aimed to identify the gender distribution of participants, as gender has been shown to influence the use of paralinguistic features. The results indicate that 23.8% of participants were male and 76.2% were female, a distribution that reflects the typical demographic balance in the department. Of the 21 students surveyed, 5 were male and 16 were female.

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Q2: Do you interact with foreigners to improve your English skills?

do you interact with foreigners to improve your English skills:

21 réponses

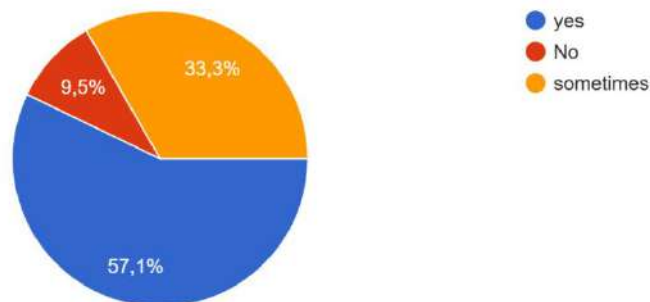


Figure 2. 2: Interactions with Foreigners

This question explored students' exposure to foreign cultures and languages, shedding light on their social interaction, language practice, and efforts to improve their English skills. The results revealed that 57% of participants regularly interact with foreigners, 33% reported occasional interaction, and 9.5% stated that they do not interact with foreigners at all.

Q3: Do you consider yourself a good communication?

do you consider yourself a good communicator :

21 réponses

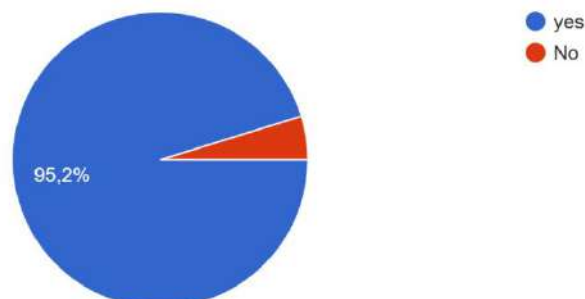


Figure 2. 3: Communicative Competence

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This questions aims to learn more about the student's self-reflection and find out how good they consider themselves as good communicators. The results shows that 95% as the majority of the participants do consider themselves good communicators representing all the 20 students while surprisingly only 1 students answered with no .

Q4: Do you use paralinguistic features during communication?

do you use paralinguistic features during communication:
21 réponses

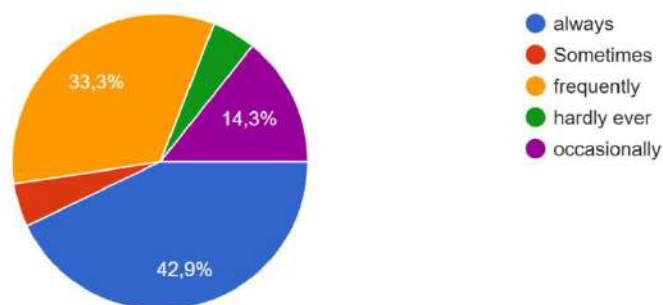


Figure 2. 4 :The Use of Paralinguistic Features During Communication

This question aimed to evaluate students' awareness and use of paralinguistic features in communication. The results demonstrated that 42.9% of students reported always using such features, 33.3% reported frequent use, and 14.3% occasionally. Notably, those who answered "occasionally" were all male.

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Q5: Which paralinguistic features do you find most challenging to incorporate into your English communication?

Which paralinguistic feature do you find most challenging to incorporate into your English communication?

21 réponses

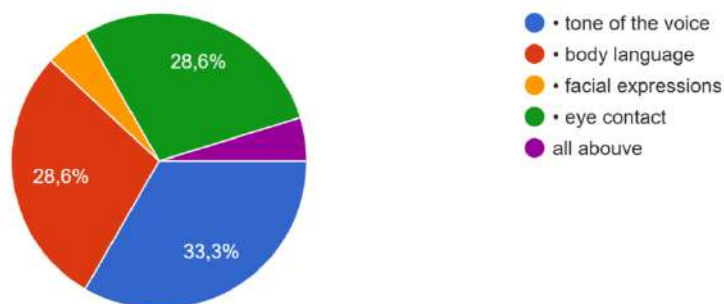


Figure 2. 5: The Challenging Paralinguistic Features

The aim behind this question is to address the difficult cues, enhance self-reflection and provide guidance for the feedback to overcome the problem and improve communication competence besides reducing anxiety. The results show that the tone, body language and eye contact are the most challenging cues for the students as 33.3% chose tone, 28.6% chose body language and 28.6% chose eye contact.

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Q6: Have you been trained on how to use paralinguistic features for good communication?

have you been trained on how to use paralinguistic features for good communication:
21 réponses

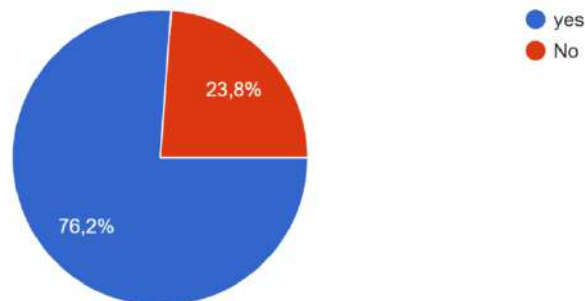


Figure 2. 6: Paralinguistic Competence Expertise

The aim behind this question is to evaluate the prior-knowledge, identifying the gap in learning; highlight the impact of the paralinguistic features on the confidence. It came to the result that 76.2% are trained while 23.8% have not.

Q7: To what extent do you think improving your paralinguistic skills is important to enhance your communication skills?

to what extent do you think improving your paralinguistic skills is important to enhance your communication skills :
21 réponses

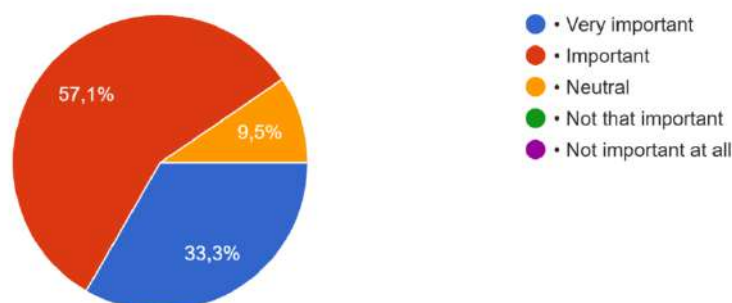


Figure 2. 7: The Important of Improving Paralinguistic Skills

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The aim behind this question is to understand and evaluate the student's awareness for the paralinguistic features, highlighting the importance of enhancing the paralinguistic skills, and linking the theory of the features important and to the practice in real life. Besides, it improves confidence by using it after realizing how effective it is. In addition, it facilitates providing feedback from the teachers to improve the teaching method. The results found that the majority of the student thinks that improving paralinguistic skills is important or very important representing 90.4% student whereas 9.5% of the student chose neutral as an answer.

Q8: On a scale from 1 to 5 how important do you think improving your paralinguistic skills can enhance your academic performance?

on a scale from 1 to 5 how important do think improving your paralinguistic skills can enhance your academic performance:
21 réponses

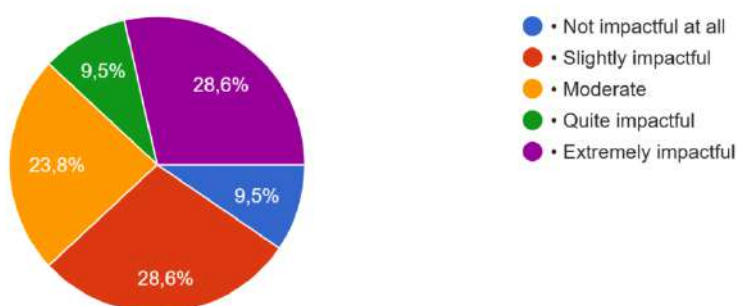


Figure 2. 8: The Importance of Improving Paralinguistic Skills Enhancing Academic Performance

The aim behind this question is linking the paralinguistic and the communication to the academic success, assess students awareness, and inform educators to provide feedback. the results were varied where 28.6% think it is extremely impactful ,9.5% thinks it is quite impactful same for not impactful at all with the percentage of 9.5% and 28.6% think it is slightly impactful .as for moderate it was 23.8% that thinks so.

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Q9: How do you believe paralinguistic cues influence your problem-solving skills in English communication?

- How do you believe paralinguistic cues influence your problem-solving skills in English communication?

21 réponses

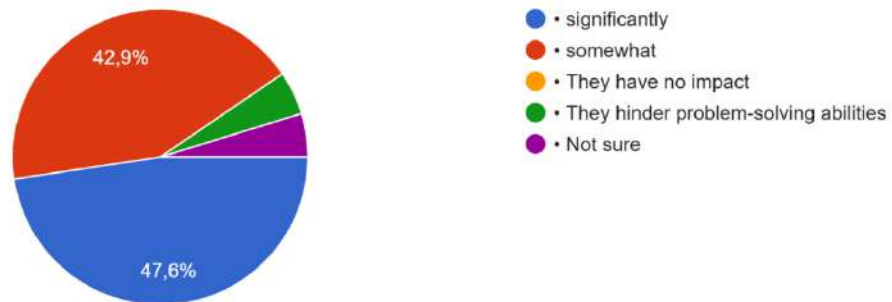


Figure 2. 9: The Influence of The Paralinguistic Cues in Improving Problem Solving Skills

This question aims to understand the students preserved impact of the importance, and the role of paralinguistic cues. The results found that 47.6% of the participants sees it as significant, 42.9% chose somewhat. The other answers were fewer, they shows that the majority of the students do believe that the paralinguistic have great influence on problem solving skills.

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Q10: To what extent do you think the cultural difference affect the interpretation of the paralinguistic features in communication and problem solving?

to what extent do you think the cultural difference effect the interpretation of the paralinguistic features in communication and problem solving:

21 réponses

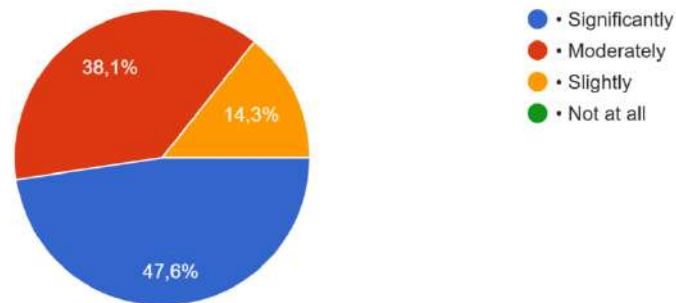


Figure 2. 10: The Effect of The Cultural Difference on the Interpretation of Paralinguistic Features

The purpose of this question is to understand the students awareness about the different interpretation of the paralinguistic features according to the cultural differences, which resulted in 47.6% of the participants sees it as a significant effect, 38.1% sees it as a moderate and 14.3% thinks that it have a slight impact . Whereas everyone agreed on its effect and none of them thinks that it is not important and does not have impacts on the interpretation.

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Q11:How do you believe educators can better support master EFL students in developing their paralinguistic communication skills and problem solving abilities?

How do you believe educators can better support Master EFL students in developing their paralinguistic communication skills and problem-solving abilities?

21 réponses

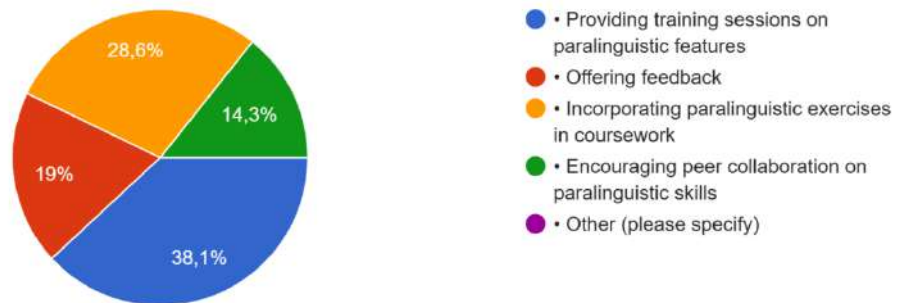


Figure 2. 11: The Different Ways Educators Can Support the Students to Develop Paralinguistic communication

The aim behind the question is to share the student's insights on how better the teachers can help them develop these skills, which will help the teachers to developed and design better methods. according to the results that showed that 38.1% supported the training sessions ,19%

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offered providing feedbacks ,28.6% suggested to incorporate paralinguistic exercise during coursework, and 14.3% mentioned encouraging peer collaboration on paralinguistic skills .

Q12: According to you, which areas require more focus when it comes to improving your paralinguistic communication skills in English?

according to you, Which areas require more focus when it comes to improving your paralinguistic communication skills in English:

21 réponses

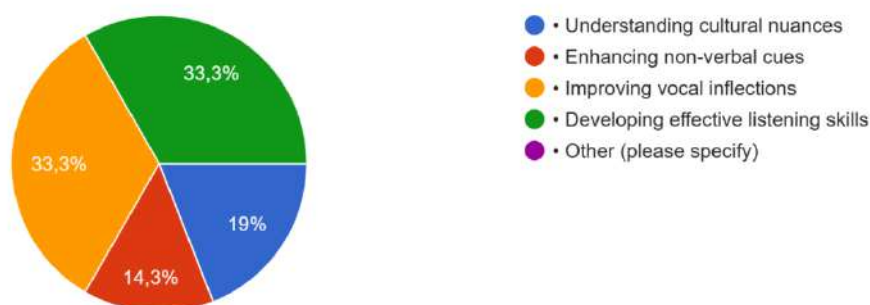


Figure 2. 12: The Areas That Requires Focus to Improve Communication Skills

The aim behind this question is to extract students' opinion on what requires more focus to improve the paralinguistic communicative skills. Results found that 33.3% chose to focuses on developing effective skills, 33.3% focused on improving vocal inflections, 19% proposed to focus on understanding the cultural nuances whereas 14.3% suggested to promote enhancing the non-verbal cues.

Q13: Which strategies do you suggest to use to overcome challenges related to paralinguistic communication in your English interactions and problem solving tasks?

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Which strategies do you suggest to use to overcome challenges related to paralinguistic communication in your English interactions and problem-solving tasks:

21 réponses

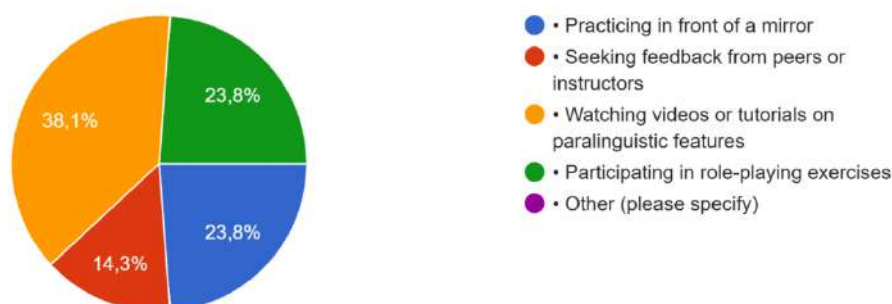


Figure 2. 13: Strategies to Overcome the Challenges Related to Paralinguistic Communication

The aim of this question is to gather student's ideas and strategies to face the challenges related to paralinguistic communication. which resulted in 38.1% selected watching videos and tutorials on paralinguistic features ,23.8% selected to practice in front of mirror an 23.8% also shows to practice in role playing exercises .and14.3% suggested seeking feedback from peers and instructors .

Q14:Which areas require more focus when it comes to improving your paralinguistic communication skills in English?

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Which areas require more focus when it comes to improving your paralinguistic communication skills in English:

21 réponses

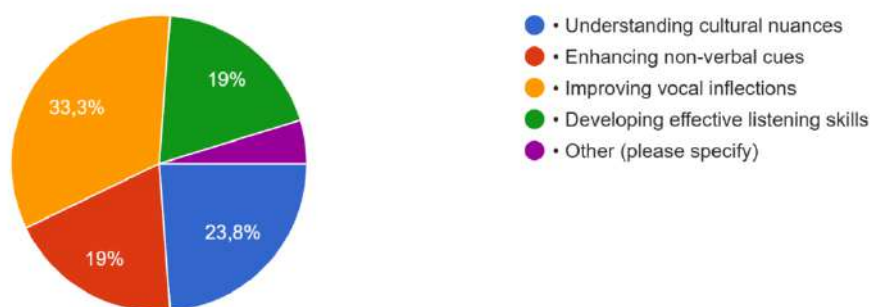


Figure 2. 14: The Areas that Requires More Rocus in Improving Paralinguistic Communication

This question aims to identify with what paralinguistic features the student's struggles the most. And the results came in with 33.3% chose improving vocal inflections as the main challenge , 23.8% struggles with understanding the cultural nuances , 19% have difficulties enhancing non-verbal cues, and 19% struggles with developing effective listening skills .

Q15: Can You describe a specific instance where you felt that your use of paralinguistic features affected a problem-solving situation in your English communication as a Master EFL student?

This question aimed to gather real-life examples demonstrating how paralinguistic features influence communication outcomes. Most participants referred to classroom presentations where they encountered two common challenges:

1. The audience did not clearly understand their intended message.

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2. They felt their performance was not effective.

In both cases, students consciously adjusted their use of paralinguistic features such as eye contact, body language, vocal tone, intonation, and strategic pauses to improve communication.

Q16: What do you suggest as a solution to the students' lack of proficiency in communication?

This question aimed to elicit student-led solutions and promote reflective thinking.

Suggested strategies included:

- Joining speaking clubs, group discussions, and role-play sessions
- Practicing in front of a mirror
- Engaging in conversation with native speakers
- Performing in front of audiences
- Practicing both at home and in class
- Using facial expressions effectively
- Managing stress and reducing overthinking
- Learning more about paralinguistic communication

Q17: Can you suggest some tips so the student can train to use the paralinguistic features more frequently?

This question encouraged students to propose practical strategies for enhancing their use of paralinguistic skills. Suggestions included:

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- Watching training videos and practicing in front of a mirror or audience to receive feedback
- Maintaining eye contact during interactions
- Watching movies and engaging in role-play
- Joining speaking clubs to increase speaking practice
- Using emotional language appropriately
- Learning about different paralinguistic features and applying them in real communication contexts

2.7.2 Summary of the main results

The questionnaire findings strongly support the research hypothesis: that paralinguistic awareness and skill development significantly enhance communicative competence and problem-solving abilities in EFL contexts. Most participants perceived themselves as effective communicators and reported frequent use of paralinguistic features, often as a result of prior training.

Students recognized the importance of paralinguistic features in academic performance, confidence-building, and effective communication. The data also revealed self-awareness regarding their personal challenges, with tone, body language, and eye contact cited as the most difficult elements. Cultural interpretation was also noted as a complicating factor.

Participants offered numerous practical suggestions and tips, emphasizing the need for improvement in vocal inflections, listening skills, cultural awareness, and nonverbal communication. Despite self-identifying as competent communicators, students expressed a strong desire for further training, support, and feedback to refine their paralinguistic abilities and enhance their communicative success.

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2.8.1 Interview analysis

Q1: What is the module you are teaching?

- comprehension and oral expression
- CEO and Psycho Pedagogy
- Ethics and deontology
- Applied linguistics, Sociolinguistics, language and education, and written expression
- micro teaching

The aim of this question is to provide context for the study and compare the paralinguistic strategies across module. The results found that the difference in the modules varied from theoretical modules to applied and to a mixed of both.

Q2:What is you specialty?

1. TEFL and applied linguistics
2. ESP
3. sociolinguistics
4. Applied linguistics
5. language for specific purposes

This question aims to contextualize the paralinguistic usage, and to use a comparative analysis between the specialties as the teacher's specialties varies from what paralinguistic features they rely on and the different teaching method they use, and teaching advises. In addition to, that it can explain the answers, and enhancing the research validity as it provide

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clarity ensuring that the results of the study are accurate . According to the results, the specialties here differs from theoretical to applied specialties.

Q3: Do you think that master one EFL students have difficulties in communication and problem solving skills?

Do you think that master one efl didactics student have difficulties in communication and problem solving skills?

5 réponses

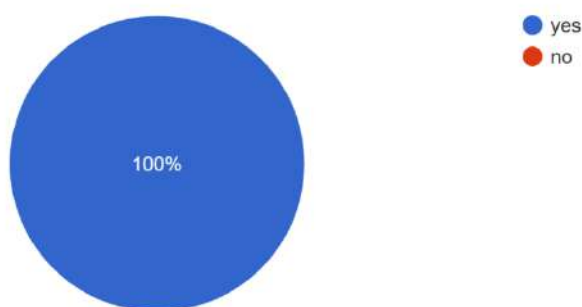


Figure 2. 15 Assessing the Students Communication and Problem-Solving Difficulties

The aim of this study is to identify the students challenges and acknowledge them if they psychological, or grammatical, and to understand their impact on the problem solving skills, exploring the role of Paralinguistics. The results found that all the participants answered with

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yes , which means they all thinks that the students have problems with communication, and problem solving skills.

Q4:If yes, do you think that the ineffective communication skills for master one EFL students are because of the lack use of the paralinguistic features ?

If yes, do think that the ineffective communications skills for master one elf's student are because of the lack use of the paralinguistic features?

5 réponses

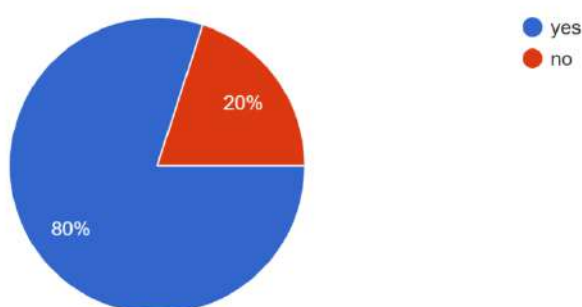


Figure 2. 16: The Reason Behind the Ineffective Communication Skills

The aim behind this question is to asses' teachers perceptions and identify gaps from the curriculum. The result said that most of the participants, which is 80% of them, thinks that it is due to the lack of paralinguistic feature. However, 20% answered with no as they see that the lack of the paralinguistic features is not the reason behind ineffectiveness of communication skills.

Q5:Do you think enhancing students paralinguistic skills can solve their communication problems? In addition, how?

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Do you think enhancing student's paralinguistic skills can solve their communication problems? In addition, how?

5 réponses



Figure 2. 17 The Impact of Paralinguistic Skills in Solving Communication Problems

This question aims to explore educators' perceptions and gather instructional strategies.

According to the results, all the participants agreed; however, some of them added some comments to say that it's not the case for everyone, especially for slow learners.

Q6: What paralinguistic features the students use the most in the classroom presentations and group communication?

1. What paralinguistic features the students use the most in the classroom presentations and group communication?

5 réponses

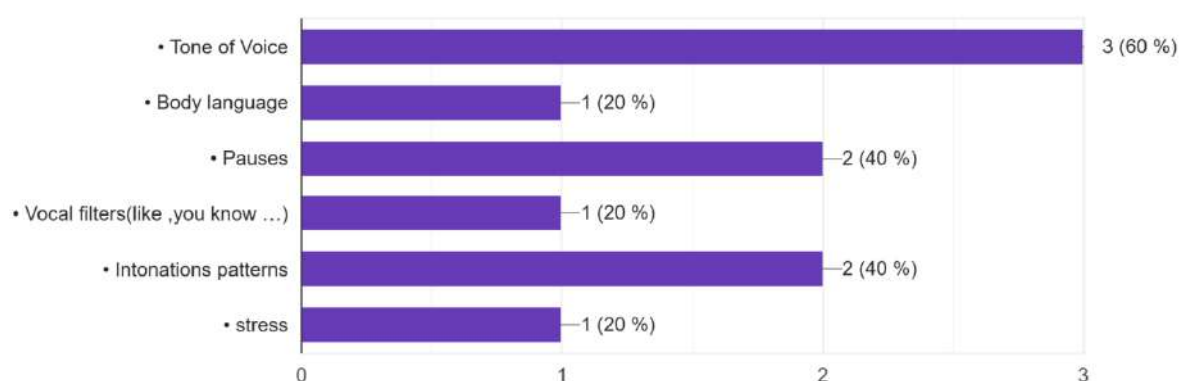


Figure 2. 18: The Most Used Paralinguistic Features

This question aims to identify the nonverbal cues used by EFL students in an academic setting, and also explore predominant paralinguistic features. According to the results, the tone is the

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most used feature by 60% agreement, then come the pauses and intonation patterns for 40% agreement, and the rest were body language, stress, and vocal filters as the least used cues by 20% agreement.

Q7: In your opinion, what challenges more the students when incorporating paralinguistic features into their English communication and problem solving tasks?

1. In your opinion, what challenges more the students when incorporating paralinguistic features into their English communication and problem-solving tasks?

5 réponses

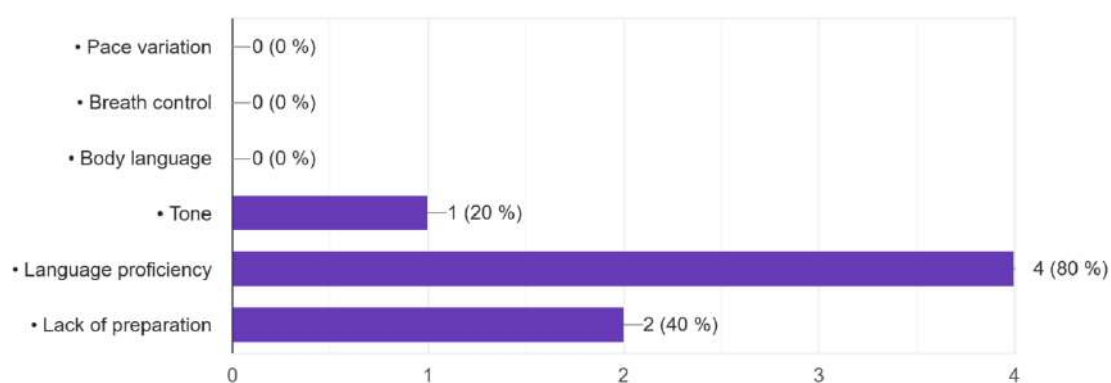


Figure 2. 19: The Challenges in Incorporating Paralinguistic Features in Communication

This study aims to identify what challenges the students more when incorporating paralinguistic features in communication and problem-solving tasks. According to the teachers, language

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proficiency is the biggest challenge, with 80% votes, then comes the lack of preparation with 40% votes, and then the tone with 20%.

Q8:How do you encourage your students to improve their nonverbal communication skills?

1. How do you encourage your student to improve their nonverbal communication skills?1.

How do you encourage your student to improve their nonverbal communication skills?

5 réponses

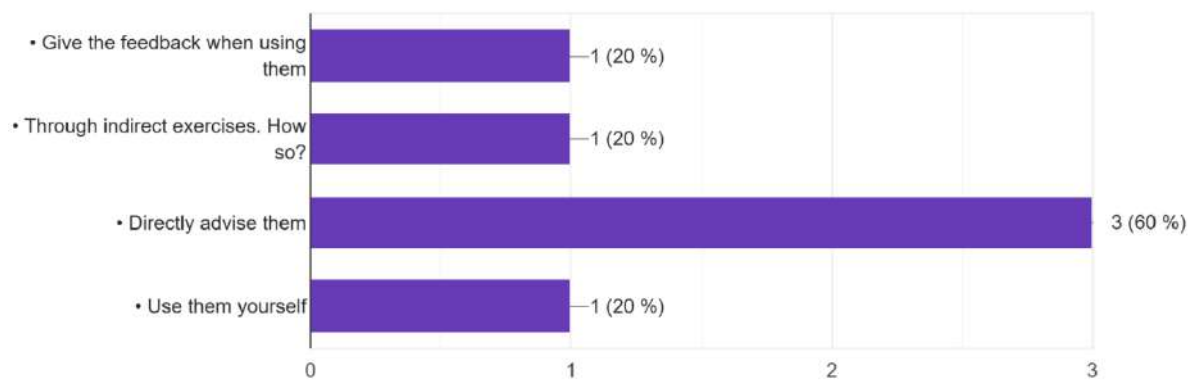


Figure 2. 20: The Encouragement of Students to Use Nonverbal Communication Patterns.

The aim behind this question is to explore teaching strategies and identify gaps by understanding the methods to come with areas of improvement. The results found that 60%

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chose to directly advise the students, 20% prefer giving feedback, 20% use the features themselves, and 20% give indirect exercises.

Q9:How do the students react to the feedback on their communication skills?

1. How do the student react to the feedback on their communication skills?

5 réponses

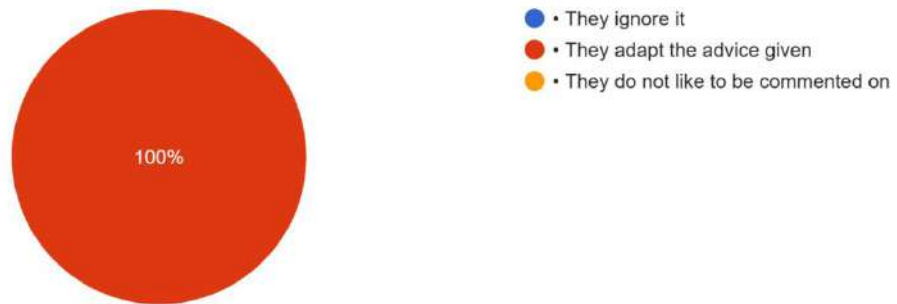


Figure 2. 21: The Students' Reactions to the Feedback on Their Communication Skills

The aim behind the study is to understand the students' responses to feedback and to evaluate feedback effectiveness. All the results showed that the students adapted to the given advice,

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with one of the participants focusing on that they may do so, as the participant module did not provide the chance of certainty. The results indicate the method's effectiveness.

Q10: Have you noticed any correlation between the use of paralinguistic features and the psychological behavior of the students? In addition, in what way?

1. Have you noticed any correlation between the use of paralinguistic features and the psychological behavior of the students? In addition, in what way?

5 réponses

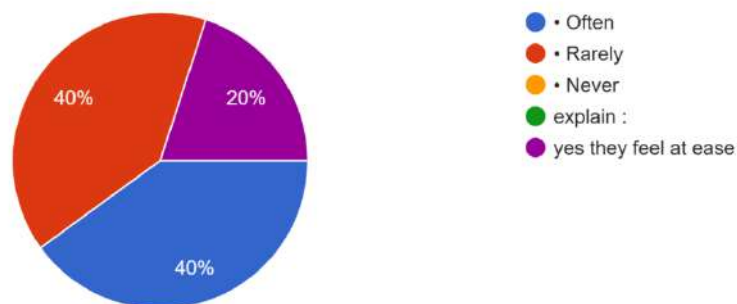


Figure 2. 22: The Correlations Between the Use of Paralinguistic Features and the Psychological Behavior

This question aims to assess the effectiveness of the nonverbal feature application. The results found that the participants noticed that the results are often positive, with 60% choosing often as an answer, with one explanation that the students feel at ease while using the paralinguistic features reducing any psychological difficulty, while 40% said that it is rarely to find any correlation between the psychological behavior and the use of paralinguistic features.

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Q11: From your standpoint, do students who effectively utilize paralinguistic features perform better in problem solving scenarios?

1. From your standpoint, do students who effectively utilize paralinguistic features perform better in problem-solving scenarios?

5 réponses

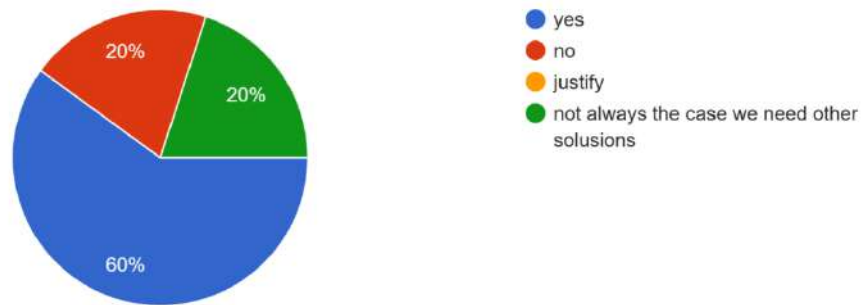


Figure 2. 23: The Academic Performance of The Students with Effective Paralinguistic Features

This one aims to question the link between nonverbal language and problem-solving skills. The results found that 60% answered that students perform better in problem-solving scenarios, 20% said that is not always the case, and that problem-solving skills demand other than paralinguistic

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competence, whereas 20% said no, as the students with paralinguistic competence do not perform better in problem-solving scenarios.

Q12: Do you think it is necessary to train the students on improving their communication and problem solving skills using the paralinguistic features?

Do you think it is necessary to train the students on improving their communication and problem solving skills using the paralinguistic features?

5 réponses

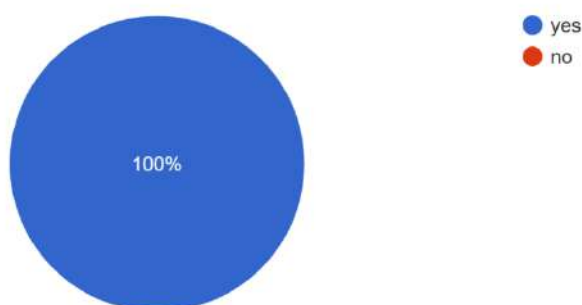


Figure 2. 24: The Necessity of Training Students on Using Nonverbal Language

The aim behind this question is to investigate the impact of the non-verbal features. The results were insightful, and they highlighted the importance of paralinguistic features on the student's clarity and effectiveness in terms of communication, attracting attention, and allowing students to express freely and effectively in conveying messages.

Q13: How do the paralinguistic features influence the clarity and the Effectiveness of the student's communication?

The aim behind this question is to understand how the paralinguistic features influence students' communicative competence. The results were varied and enriching, they said:

Paralinguistic features enhance clarity by emphasizing points, distinguishing meaning, and signaling structure.

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They improve effectiveness by conveying emotions, engaging the audience, building rapport, and projecting confidence.

Attract attention during lessons

They allow students to express themselves freely and effectively

It helps in conveying the message

Q14: Would you suggest some examples from your experiences as a Master EFL teacher of how cultural differences influence the interpretation of the paralinguistic features in English communication?

-Cultural differences significantly influence how eye contact, volume, pauses, intonation, and gestures are interpreted in English communication, leading to potential misunderstandings.

-When they think in their mother tongue, they tend to make a lot of mistakes

-not clear

-Tone of voice, rhythm, pitch, and tempo are all affected because of cultural disparities.

-We have to be aware of cultural differences we should include this kind of communication as a subject.

This question aims to understand how non-verbal cues are interpreted differently in the context of English as a second language. The results clearly state that the intercultural misunderstanding can be presented in many ways when using paralinguistic features, whether in eye contact, tone, or thinking in mother tongue while using the features. While one of the answers said that the influence is not clear, as we share a cultural basis.

Q15: What do you recommend to other teachers on teaching and incorporating the paralinguistic features in their classes to enhance communication and problem-solving skills?

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-Explicitly teach and model paralinguistic features, encourage conscious practice, provide feedback, and discuss cultural variations.

-To be more attentive and innovative in selecting their methods and content

-role play

-They need to include them regularly in their classroom activities and try to correct their students more frequently to reach the required goals.

-Paralinguistic features are of great help in decreasing anxiety and preparing a good learning environment.

The question aims to provide some suggestions and recommendations on teaching and incorporating the paralinguistic features in their classes to enhance communication and problem-solving skills. The answers were so insightful and varied, from suggesting role-plays, the explicit use of paralinguistic features, providing feedback, with the focus on its importance, it is to incorporate them and to convey focus, selecting the methods and the contents.

2.8.2 The Summary of The Main Results

Several key findings emerged from the teacher interviews, addressing the research questions and supporting the overall hypothesis. All participants agreed that students lack communicative and problem-solving competence, and most linked this deficiency to inadequate paralinguistic awareness.

Tone emerged as the most frequently used paralinguistic feature, while vocal filters were the least common. Language proficiency and lack of preparation were the main challenges faced by students. Most teachers preferred direct instruction and feedback as effective strategies, with some also modeling the features themselves.

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Feedback was seen as effective, with students generally adapting to it. Additionally, many participants noted that the use of paralinguistic features positively affects students' psychological comfort. All teachers recognized the importance of nonverbal communication and advocated for structured training to enhance students' communicative performance. The findings support the study's central hypothesis: understanding and applying paralinguistic features can improve problem-solving and communicative competence in EFL contexts.

2.9 Conclusion

This chapter outlined the methodological framework of the study, including the research context, data collection tools, sample description, and analysis methods. It examined both student and teacher perspectives, revealing a shared recognition of the importance of paralinguistic features in communication.

Participants demonstrated varying levels of awareness, with many highlighting the need for more explicit instruction and feedback. The responses also confirmed the potential of paralinguistic strategies to enhance communicative clarity, reduce anxiety, and improve problem-solving.

Both students and teachers emphasized the necessity of incorporating structured training and ongoing evaluation of nonverbal communication within the curriculum. The findings suggest that improving paralinguistic competence is essential to developing well-rounded, effective EFL communicators.

Chapter Three: Suggestions, Recommendations and Pedagogical Implications,

3.1 Introduction

The previous chapter presented the methodology and analyzed data obtained from both students' questionnaires and teachers' structured interviews. These instruments revealed

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numerous insightful findings concerning the role of paralinguistic features in EFL communication.

This chapter aims to interpret the results in light of the study's research questions and hypotheses. It will provide an in-depth discussion of the findings, draw connections with existing literature, and offer pedagogical implications. Additionally, it proposes concrete suggestions and recommendations for improving EFL learners' communicative competence through the integration of paralinguistic features.

.32 Discussion and Interpretation

The findings from both the questionnaire and interview offer a detailed understanding of the current communicative practices among Master One EFL Didactics students. They also highlight areas for pedagogical improvement. Both students and teachers recognized the critical role that paralinguistic features play in enhancing communicative competence and academic performance. However, a significant discrepancy was observed between students' self-perception and teachers' evaluation of communicative competence.

While most students considered themselves effective communicators, this perception likely stems from a lack of awareness regarding the actual standards of communicative proficiency. Their self-assessment appears to be based primarily on fluency and informal peer comparisons, often influenced by overconfidence. Conversely, teachers adopt a more holistic perspective, assessing communicative competence through a broader lens, including grammar, vocabulary, pragmatics, coherence, cohesion, and nonverbal features.

This divergence also explains the gap observed in identifying the most and least utilized paralinguistic features. Students demonstrated limited awareness of which features they frequently use or neglect. Similarly, their misunderstanding of the source of communication

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challenges mistakenly attributing issues to paralinguistic difficulties rather than language proficiency highlights the need for greater instructional clarity.

Encouragingly, both students and teachers responded positively to the concept of direct instruction and structured training in paralinguistic features. The data further underscored the psychological impact of nonverbal communication. Paralinguistically competent students appeared more capable of managing emotions such as anxiety, frustration, and stress, which contributed to better overall communication.

This study also confirmed the research hypotheses which are lack of paralinguistic skills may lead to misinterpretation of messages, stress and anxiety, mispronunciation, and reduced language proficiency. Paralinguistic analysis of communication may provide guidance for avoiding communication problems and achieving more effective communication outcomes.

These features are shown to play a critical role in enhancing comprehension, emotional expression, and interaction, especially in EFL contexts. The findings support the argument that structured training in paralinguistics can improve language proficiency, self-awareness, and cross-cultural adaptability.

The results validate the learner-centered approach, emphasizing the importance of attending to students' needs, deficiencies, and goals. Moreover, they reinforce the principles of Communicative Language Teaching (CLT), which values instruction, feedback, and interaction. They also align with Mehrabian's (1971) findings on the communicative power of tone and body language.

Conversely, the findings challenge traditional methods such as the Grammar-Translation Method and earlier models of communicative competence (e.g., Swain & Canale), which largely overlook nonverbal communication. Unexpected findings included students'

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unawareness of their communicative weaknesses and language proficiency gaps despite being able to propose meaningful solutions such as improving listening skills and developing nonverbal strategies.

.33 Pedagogical Implications

Based on the study's outcomes, several key pedagogical implications emerge. These implications contribute to both ongoing and future work in the field of language education and communicative competence.

First, nonverbal communication including paralinguistic features is essential in EFL learning. It should be integrated into curricula alongside linguistic instruction, given its role in real-life interaction and academic performance. Teachers must explicitly address tone, body language, eye contact, intonation, pauses, and other nonverbal cues through structured lessons and practical activities.

Second, the disparity between students' and teachers' perceptions of communicative competence indicates a critical gap. Students often misjudge their proficiency and are unaware of their limitations in using paralinguistic features. This underscores the need for awareness-raising sessions, guided self-assessment, and training as part of the educational process.

Third, the psychological benefits of using paralinguistic features including reduced anxiety, fewer errors, and improved confidence highlight the importance of adopting reflective teaching methods. These include role-plays, group work, peer evaluations, and performance-based feedback. Such activities not only reinforce communication strategies but also create a supportive learning environment.

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Lastly, both students and teachers expressed enthusiasm for structured training and direct feedback on nonverbal performance. This supports the implementation of reflective teaching practices that encourage post-activity reflection and the interpretation of nonverbal behavior for continuous improvement.

.34 Suggestions and Recommendations

The finding of the present research about the paralinguistic analysis of communication the case master one EFL didactic students allowed the researcher to provide some suggestions and recommendations that helps improving the teaching learning process with a view of improving the paralinguistic competence.

3.4.1 Suggestions

The findings of the present study regarding the paralinguistic analysis of communication among Master One EFL Didactics students have led to several constructive suggestions. These suggestions were derived from both students' and teachers' perspectives and were grounded in the overall results of the research.

A primary suggestion emerging from this study is the need to incorporate paralinguistic training explicitly and systematically into the EFL curriculum. Such training should not be treated as a supplementary topic but rather as an integral part of language instruction. Teachers should employ structured approaches that guide students in developing their paralinguistic awareness and usage. This involves designing practical activities that encourage students to experiment with tone, intonation, body language, and eye contact. Activities like role-plays, peer and teacher feedback sessions, and culturally comparative tasks can offer students valuable opportunities to practice and refine their use of nonverbal cues in communication.

In addition to curricular integration, the study suggests the importance of raising students' awareness about what communicative competence truly entails. Many students in the

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study demonstrated a lack of understanding regarding their actual level of language proficiency and nonverbal communication abilities. Thus, classroom discussions and reflective practices that allow students to assess their strengths and weaknesses should be encouraged. Speaking clubs, public speaking exercises, and interactions with native speakers are also highly recommended as they provide real-world contexts where students can apply and improve their paralinguistic skills.

Another important suggestion is to explore under-researched areas within the field of paralinguistic studies. For instance, there is a strong need to investigate how digital technologies and ICT tools can support learners in developing paralinguistic competence. Future research could also focus on longitudinal studies that observe the development of these skills over time. Furthermore, narrowing the focus to study specific paralinguistic features such as tone, pauses, intonation, or vocal filters would allow for a more detailed and meaningful understanding of their role in EFL communication.

3.4.2 Recommendations

Based on the findings of this study, several recommendations can be proposed to support the teaching and learning of paralinguistic features in the EFL classroom. These recommendations are intended to guide educators, curriculum developers, and researchers in enhancing students' communicative competence.

One key recommendation is to train and equip educators with the necessary skills and knowledge to teach paralinguistic features effectively. Teacher training programs should include specific modules on nonverbal communication, helping instructors to recognize, model, and assess paralinguistic behavior in their classrooms. Teachers should be encouraged to use diverse strategies that promote active engagement with paralinguistic elements, such as

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incorporating them into regular lesson plans and addressing their importance during classroom interactions.

Curriculum designers are also advised to develop dedicated content that addresses paralinguistic and nonverbal communication. These modules should not only introduce theoretical knowledge but also offer opportunities for experiential learning. Moreover, reflective teaching practices, such as post-activity discussions and feedback sessions, should be integrated into daily lessons to allow students to think critically about their communicative behavior and to receive targeted feedback.

The development of appropriate assessment tools to evaluate learners' use of paralinguistic features is another essential recommendation. Current evaluation methods are limited in capturing the multidimensional nature of paralinguistic communication. Therefore, new instruments such as detailed rubrics, observational checklists, and audiovisual performance evaluations should be created and validated. These tools will help educators assess learners' progress and adapt their teaching approaches accordingly.

Finally, future research should expand to include unexplored learner groups and cross-cultural contexts. Studies comparing gender differences in the use of paralinguistic features, or contrasting older and younger EFL learners, could yield valuable insights. Additionally, research involving learners from different cultural backgrounds may uncover important variations in how paralinguistic cues are interpreted and used, thus contributing to more culturally responsive teaching practices. The invention or adaptation of technological tools for analyzing and measuring paralinguistic behavior would also facilitate more precise and large-scale research in the field.

In summary, the recommendations outlined in this section underscore the urgent need for a more deliberate and evidence-based integration of paralinguistic instruction into EFL

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education. By doing so, educators can significantly enhance learners' communicative competence and better prepare them for both academic and real-world communication challenges.

3.5 Conclusion

This chapter provided an in-depth discussion of the study's findings and their implications for teaching and learning. It connected the results to the initial research questions and hypotheses, while also situating them within existing theoretical frameworks.

The chapter also addressed pedagogical implications, identifying practical strategies for improving students' communicative performance. Suggestions and recommendations were offered for educators, curriculum designers, and researchers interested in enhancing paralinguistic competence in EFL learners.

By highlighting both challenges and solutions, this study contributes meaningfully to the field of language education and opens avenues for future research. Despite limitations, it provides a strong foundation for further exploration of the role of paralinguistic features in effective communication.

General Conclusion

General Conclusion

The paralinguistic analysis of communication constitutes a major contribution to both communicative competence and language proficiency. It plays a significant role in second language acquisition, particularly in the context of English as a Foreign Language (EFL). Despite its critical importance, nonverbal communication especially paralinguistic features such as tone of voice, intonation, pitch, and pauses has often been overlooked in favor of a predominant focus on verbal language. This gap in attention inspired the researcher to conduct a study on the importance and influence of paralinguistic features among Master One Didactics EFL students.

This research was organized into three main chapters. The first chapter presented a comprehensive literature review, compiling relevant theoretical frameworks, definitions, and previous research findings concerning the impact of paralinguistic features on EFL communication. The second chapter outlined the research methodology, including the data collection and analysis procedures. It detailed the use of a structured questionnaire distributed to EFL students at Belhadj Bouchaib University in Ain Témouchent, alongside structured interviews conducted with their teachers. The collected data were analyzed through both quantitative and qualitative approaches. The third chapter offered a discussion of the main findings, interpreting the results in light of the research questions and hypotheses. This chapter also presented pedagogical implications, along with suggestions and recommendations based on the study's outcomes. Finally, it highlighted the challenges and limitations encountered during the research process.

The findings of the study confirmed the initial hypotheses which are: A lack of paralinguistic skills may lead to misinterpretation of messages, stress and anxiety, mispronunciation, and reduced language proficiency. Paralinguistic analysis of communication may provide guidance for avoiding communication problems and achieving more effective communication outcomes, emphasizing that a lack of paralinguistic competence contributes to

General Conclusion

several communication issues, such as mispronunciations, anxiety, and misinterpretations. Conversely, developing paralinguistic skills can enhance communicative competence, support problem-solving, and reduce psychological barriers. The results revealed several key insights: students demonstrated limited awareness of the importance of nonverbal language; there was a noticeable gap between students' and teachers' perceptions of communicative competence; and students faced significant challenges incorporating paralinguistic elements into their spoken English. Additionally, the research highlighted the psychological benefits of paralinguistic competence, such as reduced stress and increased confidence. Encouragingly, both students and teachers expressed agreement on the necessity of structured training, explicit instruction, and reflective feedback in this area all of which point to the potential for meaningful improvement.

However, this study was not without its limitations. The first major constraint was the small sample size, limited to a single class of Master One Didactics students, which may affect the generalizability of the findings. Time constraints posed another significant challenge, making it difficult to schedule interviews with teachers and collect a broader range of responses. Furthermore, the absence of appropriate technological tools hindered the possibility of conducting a long-term observational study to evaluate progress over time. These limitations are common in empirical research and should be acknowledged when interpreting the study's outcomes.

In conclusion, this research sought to shed light on a crucial yet underexplored aspect of language acquisition paralinguistic communication. By analyzing the case of Master One Didactics EFL students, the study contributed to a growing body of research that advocates for the integration of nonverbal elements into language teaching. It also emphasized the need for further exploration, curriculum reform, and targeted training that collectively aim to improve EFL learners' communicative competence through increased paralinguistic awareness and application.

General Conclusion

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Appendices

Appendix A

Students' Questionnaire

This questionnaire is part of master project, conducted to test how paralinguistic affects the communication and impacts the problem solving of master 1 efl students, your participation will be very appreciated and very insightful for this study . Thank you for your collaboration.

N.b(paralinguistic is the non-verbal way of communication that carries a meaning including aspects like: tone, body language, facial excretions, pauses ...)

Section one :

1-what is your gender:

- Male
- Female

2-do you interact with foreigners to improve your English skills:

- Yes
- No
- Sometimes

3- do you consider yourself a good communicator :

- Yes
- No

Section two:

1- do you use paralinguistic features during communication:

- always
- frequently
- occasionally
- hardly ever
- Never

2- Which paralinguistic feature do you find most challenging to incorporate into your English communication?

- tone of the voice
- body language
- facial expressions
- eye contact
- others (please specify)

3-have you been trained on how to use paralinguistic features for good communication:

- yes
- no

4-to what extent do you think improving your paralinguistic skills is important to enhance your communication skills :

- Very important

- Important
- Neutral
- Not that important
- Not important at all

5- on a scale from 1 to 5 how important do you think improving your paralinguistic skills can enhance your academic performance:

- Not impactful at all
- Slightly impactful
- Moderate
- Quite impactful
- Extremely impactful

6- How do you believe paralinguistic cues influence your problem-solving skills in English communication?

- significantly
- somewhat
- They have no impact
- They hinder problem-solving abilities
- Not sure

7- to what extent do you think the cultural difference affects the interpretation of the paralinguistic features in communication and problem solving:

- Significantly
- Moderately
- Slightly
- Not at all

8- How do you believe educators can better support Master EFL students in developing their paralinguistic communication skills and problem-solving abilities?

- Providing training sessions on paralinguistic features
- Offering feedback
- Incorporating paralinguistic exercises in coursework
- Encouraging peer collaboration on paralinguistic skills
- Other (please specify)

9- according to you, Which areas require more focus when it comes to improving your paralinguistic communication skills in English:

- Understanding cultural nuances
- Enhancing non-verbal cues
- Improving vocal inflections
- Developing effective listening skills
- Other (please specify)

10- Which strategies do you suggest to use to overcome challenges related to paralinguistic communication in your English interactions and problem-solving tasks:

- Practicing in front of a mirror
- Seeking feedback from peers or instructors
- Watching videos or tutorials on paralinguistic features
- Participating in role-playing exercises
- Other (please specify)

11- Which areas require more focus when it comes to improving your paralinguistic communication skills in English:

- Understanding cultural nuances
- Enhancing non-verbal cues
- Improving vocal inflections
- Developing effective listening skills
- Other (please specify)

12- Can you describe a specific instance where you felt that your use of paralinguistic features affected a problem-solving situation in your English communication as a Master EFL student?

Section three:

1-What do you suggest as a solution to the students lack of proficiency in communication ?

2-Can you suggest some tips so the student train to use the paralinguistic features more frequently ?

Appendix B

Teachers' Interview

The interview is conducted to analyze how the paralinguistic use can effect the communication and the problem solving skill for the master one didactic students . Therefore, your participation is very important and your answers will be very insightful. Thank you for your participation.

Section one:

1. What is the module you are teaching?
2. What is your specialty?

1-Do you think that master one efl didactics student have difficulties in communication and problem solving skills?

- Yes
- no

2-If yes, do think that the ineffective communications skills for master one elf's student are because of the lack use of the paralinguistic features?

- Yes
- No

Section two :

3. Do you think enhancing student's paralinguistic skills can solve their communication problems? In addition, how?

- Yes
- No
- Explain both answers

4. What paralinguistic features the students use the most in the classroom presentations and group communication?

- Tone of Voice
- Body language
- Pauses
- Vocal filters(like ,you know ...)
- Intonations patterns
- stress

5. In your opinion, what challenges more EFL students when incorporating paralinguistic features into their English communication and problem-solving tasks?

- Pace variation
- Breath control
- Body language

- Tone
- Language proficiency
- Lack of preparation
- Others(please explain)

6. How do you encourage your student to improve their nonverbal communication skills?

- Give the feedback when using them
- Through indirect exercises. How so?
- Directly advise them
- Use them yourself

7. How do the student react to the feedback on their communication skills?

- They ignore it
- They adapt the advice given
- They do not like to be commented on

8. Did you noticed any improvement in the student's communication skills due to the use of paralinguistic features?

- Yes
- No
- How so?

9. Have you noticed any correlation between the use of paralinguistic features and the psychological behavior of the students? In addition, in what way?

- Often
- Rarely
- Never

Justify:

10. From your standpoint, do students who effectively utilize paralinguistic features perform better in problem-solving scenarios?

- Yes
- No

Justify:

11. Do you think it is necessary to train the students on improving their communication and problem solving skills using the paralinguistic features?

- Yes
- No

12. How do the paralinguistic features influence the clarity and the Effectiveness of the student's communication?

13. Do you think efl student' inefficiency in using paralinguistic features is due to the cultural differences.

- Yes
- No

Section three:

1-would you suggest some examples from your experiences as a Master EFL teacher of how cultural differences influence the interpretation of the paralinguistic features in English communication ?

2-What do you recommend to other teachers on teaching and incorporating the paralinguistic features in their classes to enhance communication and problem-solving skills

الملخص

يتناول هذا البحث التحليل غير اللفظي للتواصل في دراسة حالة لطلبة السنة الأولى ماستر في اللغة الإنجليزية كلغة أجنبية، ويهدف إلى استكشاف أهمية التواصل غير اللفظي وتأثيره على مشاكل التواصل لدى الطلبة. بدأ الباحث بدراسة الحالة، ثم وفي النهاية، قدم. قام بجمع البيانات وتحليلها. أظهرت النتائج أن للكفاءة الغير اللفظية تأثيرًا كبيرًا على فعالية الاتصال. الباحث اقتراحات وتوصيات من أجل تحسين العملية التعليمية وتعزيز التواصل الفعال داخل البيئة الصفية.

Resumé:

La recherche porte sur l'analyse paralinguistique de la communication à travers une étude de cas menée auprès d'étudiants en Master 1 d'anglais langue étrangère (EFL). L'objectif est d'explorer l'importance de la communication non verbale et son influence sur les difficultés de communication rencontrées par les étudiants. Le chercheur a d'abord étudié le cas, puis a recueilli et analysé les données. Les résultats ont démontré l'influence considérable des compétences paralinguistiques sur la communication efficace. Enfin, il a proposé des suggestions et des recommandations pédagogiques afin d'améliorer l'enseignement et de renforcer la communication efficace en classe.

Summery :

The conducted research explores the paralinguistic analysis of communication in a case study involving Master One EFL students. It aims to investigate the significance of nonverbal communication and its impact on students' communication challenges. The obtained data from both students' questionnaire and teachers' semi-structured interview were quantitatively and qualitatively analysed. The findings demonstrated that paralinguistic competence has a considerable influence on effective communication. Finally, the researcher proposed several suggestions and recommendations for pedagogical improvement and for fostering effective communication in the classroom setting.