
**Iraqi EFL Pre-Service Teachers' Applications in Non-Verbal
Communication Skills**

Keywords : Pre-Service Teachers' , Non-Verbal Communication , Skills

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Abstract

Recognizing that non-verbal communication is regularly considered as a crucial since it plays a major influence in human behavior more than a verbal message. Understanding the importance of nonverbal behaviour as one aspect of communication competence is necessary for effective communication. The meaning of a nonverbal message depends on its context, which is a recurring a vital subject in the communications discipline's study of nonverbal behaviour. In the current research, particular focus is placed on nonverbal communication in the classroom, with a particular emphasis on the nonverbal communication skills of pre-service teachers during their practicum period., in terms of body language , facial expression and eye contact. So, the current research aims at investigating Iraqi EFL pre-service teachers' applications of nonverbal communication skills in practicum period as well as finding out the differences among the aspects of non-verbal communication skills, which are body language, facial expressions and eye contact. Two hypotheses have been verified as follows : Iraqi EFL pre-service teachers' have deficiency of using non-verbal communication skills in practicum period. In addition, there are no statistically significant differences among the aspects of non-verbal communication skills in practicum period.

The sample is chosen from the department of English, morning studies, at College of Education for Humanities , University of Diyala ,for the academic year 2021-2022 . The sample includes 30 pre-service teachers, which is selected through using a proportionate stratified random sampling technique for the purpose of the research. A checklist form is constructed ; a 60 – items , to investigate Iraqi EFL pre-service teachers' applications in non-verbal communication skills .The checklist is duly validated by experts to be used for collecting data. . More than one method has been used to calculate the instrument reliability coefficient. Data collected are analyzed using suitable statistical methods. The research results find out that EFL Iraqi pre-service teachers' applications have deficiency in nonverbal communication skills in the classroom learning environment at the educational institutions. A number of recommendations are made in light of the findings.

1.1 The Significance of the Problem

The study of non-verbal communication, or NVC, has advanced significantly over the past few decades. It now has applications in a variety of fields, encompassing any field that significantly incorporates interpersonal and group dynamics, such as business, media, foreign relations, education, etc. Undoubtedly, there is a need for more psychological understanding in each of these areas. Successful communication, both emotionally and professionally, are built on good communication. However, communication goes far beyond just words. In fact, studies suggest that nonverbal communication accounts for the bulk of conversation. It involves posture, eye contact, gestures, facial expressions, and even vocal tones.

Prior to the development of Communicative Language Teaching in the 1970s and early 1980s, NVC has long been neglected in the area of teaching and learning. The teaching and learning processes have changed drastically as a result of this new trend. The roles of the teacher and the student are among these changes. Here, the teacher's position is important since she or he took on other roles like facilitator, counselor, and animator. Due to these new roles, the conversation in the classroom must alter. Body language and visual cues are given more weight. The new trend has also altered the focus of the classroom. As a result, engagement in the target language has taken precedence over grammatical formality as the central emphasis of instructional practice.

This value of contact necessitates the communication skills of both teacher and students. When considered individually, each of these factors helped bring NVC communication to light. The decision to choose this subject stems from an understanding of its significance for both teaching and learning.

1.2 Aims of the study

The research aims at:

- 1- Investigating Iraqi EFL pre-service teachers' applications of nonverbal communication skills in practicum .
- 2- Finding out the differences among the aspects of non-verbal communication, which are body language, facial expressions and eye contact.

1.3 The Hypotheses

It is hypothesized that :

- 1- Iraqi EFL pre-service teachers' have a deficiency of using non-verbal communication skills in practicum period .
- 2- There are no statistically significant differences among the aspects of non-verbal communication skills in practicum period.

1.4 Limits to the Study

The present study is limited to:

- 1- Iraqi EFL pre-service teachers' at English Department, College of Education for Humanities, University of Diyala for the academic year (2021-2022).
- 2- Three aspects of non-verbal communication skills are concerned, namely; Body language, Facial expressions and Eye contact.

1.5 Definition of Basic Term

1.5.1 Non-Verbal Communication Skills

The term of "non-verbal communication skills" refers to the ability to communicate without using words, such as through body language, vocal signals, or eye contact (Knapp & Hall, 2002: 24). A fundamental component of human communication is nonverbal communication. The majority of human communication—more than 85%—is nonverbal. (Kruger, 2009: 13).

Operational Definition :

It means investigating the three aspects : body language, eye contact and facial expressions for Iraqi EFL pre-service teachers.

2.1 Definition of Non-verbal Communication Skills

Simply stated, non-verbal communication includes "all communication other than language" (Andersen, 1999: 2). This definition implies that language is exclusively a human endeavor and that symbols chosen at random are utilized to communicate meaning. DeVito and Hecht (1990: 4) describe non-verbal communication skills as "all of the messages other than words that people exchange." In this definition, messages are viewed as symbolic, hence their use is deliberate. In contrast, if the same motion is made to indicate a desire to volunteer to answer a question in class, it would be considered non-verbal communication skills. For instance, if a language learner extends his/her arm above his/her head in a stretching motion to relieve him/herself of a muscle cramp, this behavior was not intended as communication. To put it another way, not every behaviour results in communication. The use of nonlinguistic codes to convey meaning, such as body language, facial expression, prosodic voice characteristics, time, touch, space, physical appearance, and surroundings, is the second component of this description. The last limitation of this concept is non-verbal. Finally, this definition excludes communications sent between animals and intrapersonal communication, which happens when a person thinks or "talks" to themselves, by limiting nonverbal communication skills to those that involve an interaction between people.

2.2 Types of Non-verbal Communication Skills

There are several kinds of non-verbal communication skills, just as there are various categories for verbal language, as follow:

2.2.1. Body Language

Body language, a crucial component of NVC, is a vital to both teaching and learning foreign languages (henceforth FLL). For a variety of reasons, language teachers in the classroom employ body language in interpersonal communication. According to Marwijk (2007:6) states that there are a number of reasons why language instructors incorporate body language into their lessons:

1. Word inadequacy : People communicate meaning through their body language. To provide pupils with visual cues regarding the material they are studying in a FLL, the teacher makes hand and gesture gestures. When describing a certain area of study, s/he might make gestures like "wide," "tall," "short," and so on. She might use her hands and fingers to show what she's saying.
2. Increasing the sincerity or naturalness of communication in the classroom: In a FLL, a teacher who is upset over a student's excessive noise during class may indicate their annoyance by placing their hands on their hips without speaking, which is an unintentionally yet incredibly naturally exhibited non-verbal teacher behavior. The same teacher, however, cannot convey the same sincerity as the aforementioned non-verbal message by the use of a spoken message such as "Is anyone talking?"
3. Body Language as a tool for feeling expression: In particular, body language is used to convey feelings. For instance, it can be challenging to tell a student openly that the teacher doesn't like them in the classroom. However, s/he may unintentionally or actively clarify it through body language. The opposite is also accurate. Through words, the instructor may express concern that certain students will receive low marks on their exams, but through body language, the teacher may make it clear that she or he is not.
4. Increasing student motivation and engagement with the lesson: Students become more engaged and excited about the subject if the teacher skillfully employs body language and its subcategories, such as bodily movement, facial expressions, eye contact, etc. The teacher should use exaggerated hand and arm motions to engage pupils in the learning process and help them feel secure in the classroom. Her/His body language should be a reflection of her/his genuine thoughts, feelings, and attitudes, which increases student engagement in the class. Additionally, s/he should make confident and friendly gestures.

2.2.2 Facial Expressions

The most intricate area of the human body is the face. People are able to properly and silently communicate through their facial features. Although the entire face is employed in facial communication, the lips and brows convey a lot of the information. This topic attracted a lot of scholars because it is so important to human communication. Without a doubt, Charles Darwin established this subject of study in his book "The Expression of Emotions Man and Animals (1872)".

People scan the face when looking at a person's photo, but they focus on the area around the eyes and the lips since it is so significant. 'Emoticons' used in emails serve as proof. The name was created by fusing the words "emotion" and "icon." Emoticons merely depict the eyes and mouth to suggest emotions. These include, for instance, happiness and sadness. Face-to-face interaction is a crucial part of communication everywhere in the globe, not only inside one's own group. The 1960 study by Paul Ekman offers proof in favor of this assertion. The purpose of the experiment is to determine whether or not those who have been isolated from western society can recognize and comprehend the facial expressions made by those who are a part of that culture. The findings were encouraging because those individuals were able to identify the facial expressions of Berkley students, and the students, in turn, were able to identify those individuals' facial expressions. The conclusion that facial expressions are universal can consequently be made with authority.

According to physiologists, a human can make up to 2000 different facial expressions (Hall, 1980: 26-45). This might be the case, but not everyone is capable of such a wide range of expressions. That is to say, some people have issues with their face muscles that prevent them from making a range of facial emotions. As a result, some people are unable to smile due to brain lesions, autism, or a neurological condition (Axtell, 1998: 87). Depending on how sophisticated they are and what they do for communication. Another kinesics technique used to communicate nonverbally is facial expressions. The face is full of potential for communication, as it is claimed by Knapp and Hall (2006: 260). It serves as the major medium for expressing emotional states, it depicts interpersonal attitudes, it offers nonverbal feedback on others' comments, and some researchers believe it to be the most important source of information after human speech. People pay close attention to the messages they receive from other people's faces because of the face's prominence. See figure (1).

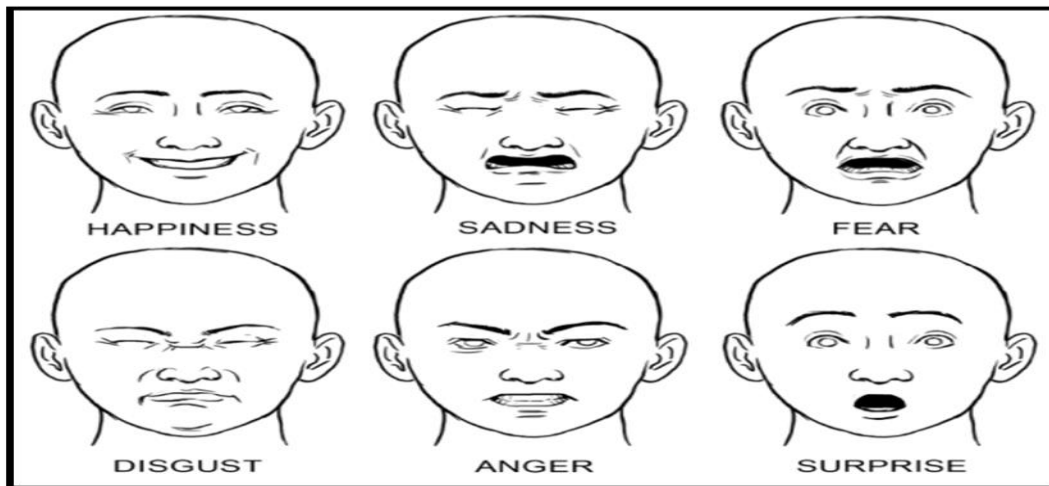


Figure (1) Some Emotions of the Face

Source: <https://www.craftsy.com/blog/2013/06/drawing-expressive-faces/>

2.2.3. Eye Contact

In addition to facilitating social connection, eye contact reveals the relationship between the speaker and the listener as well as their social standing. When two interlocutors have differing statuses, the researcher (Argyle, 1969: 43) has shown that the person with the lower status is frequently the one who stares at the other. When speaking or listening, the person of high status does not stare at his or her lesser interlocutor. Direct eye contact can, however, also convey power, as in interactions between adults and children. Eye contact can also be harmful if it is made often, is directed at a stranger, or is made with someone who is the opposing sex. Embarrassment or even violence could result from the current circumstances.

People can also communicate by using their eye movements, particularly eye contact. Oculistics, which derives from the Latin word *oculus*, which means "eye," is a branch of NVC studies that focuses on ocular behaviors, which are frequently investigated under the umbrella of kinesics (see figure 2). Along with ears, the face and eyes serve as the primary points of concentration during communication, and people's eyes are responsible for absorbing the majority of information that is communicated to them. The adage "The eyes are the window to the soul" is true because individuals often perceive others as being "placed" immediately behind their eyes (Andersen, 1999: 103).

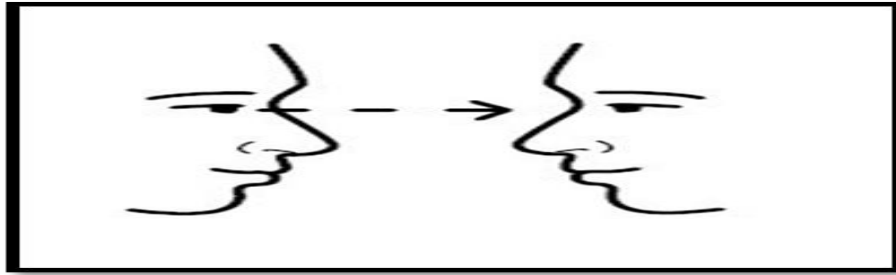


Figure 2 Eye Contact with Two People

Source : <https://www.citelighter.com/communications/communications/knowledgecards/eye-contact>

2.2.4. Gestures

It is believed that one of the oldest modes of communication was gesture. According to Corballis (1999:87), gesture is a "behavioural fossil" that continues to exist today and is closely related to speech. Although it would be exceedingly difficult to demonstrate that gesture led to the development of language, it is conceivable that gesture and speech have coexisted and continue to do so in language use (Kelly, 2008: 53). In fact, it has become such a natural part of everyday communication that most people aren't even aware of the wide range of tasks they can perform. For example, gestures can convey a wide range of emotions and ideas in a variety of transient and varied ways. In a speaker's (or a listener's) behavior, gestures are described as "spontaneous, mostly unconscious motions of the hands, arms, or head that function in direct relationship to the particular linguistic and social context on which they occur" (Sime, 2006,: 212).

In fact, gesture has been a subject of significant interest since ancient times, and its usage today "as a facilitating teaching tool that connects body and mind" (Macedonia & von Kriegstein, 2012:393) is not a novel idea (Kendon, 1997: 86). The first to logically consider gesture were Graf (1992), Magli (1980), and Quintilian (1921), who found that it could be used to emphasize spoken words. However, for a variety of reasons, including a lack of empirical research and a focus on language learning as an intrinsic process (Chomsky, 1975: 88), the idea

of employing gesture as a learning aid did not gain much traction and ultimately did not enter into the mainstream of teaching and learning. (See figure 3).

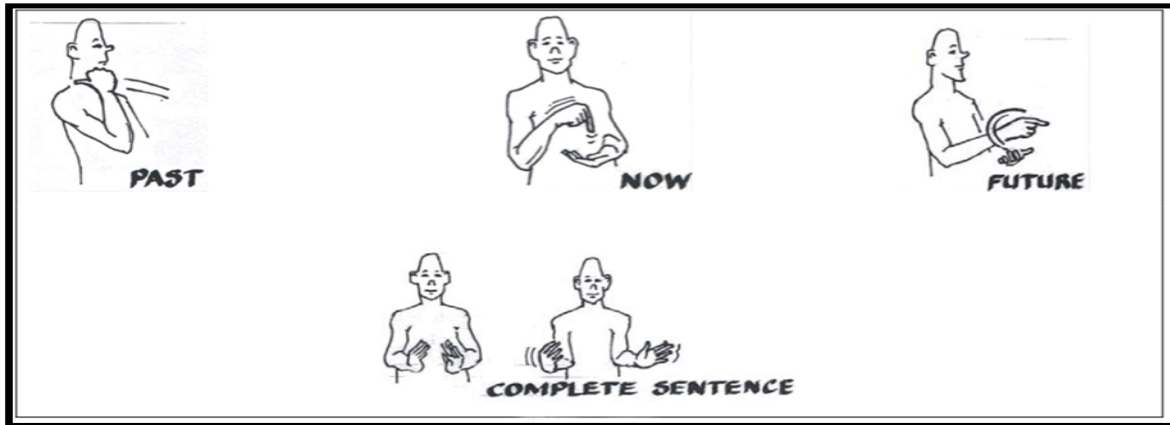


Figure (3) Gestures in Grammar Tenses
Source: (Moore, 2007:257)

2.3. The Influences of Non-verbal Communication Skills on Teaching Learning Process

International Journal of Research in Advent Technology (2015: 34) asserts that while NVC is crucial to human behaviour, its full significance is still far from understanding. For instance, earlier methods of teaching and learning foreign languages were primarily focused on improving grammatical accuracy rather than conversational abilities. English professors used to concentrate on English grammar and vocabulary, not understanding how NVC might be employed in real-world situations. As a result, learners thought that the teachers' lectures were uninteresting and that they were purposefully absent a lot. The idea of enhancing students' proficiency in the target language for effective communication has gained popularity as linguistic science and research on teaching methods have advanced. Experts and language instructors are more conscious of the consequences of NVC. If NVC is used in conjunction with the language, more understandings can be attained. It will assist the students' comprehension and command of knowledge in the classroom if the teacher's NVC is vivid and alive. It will also be much simpler for pupils to memorize. These studies collectively show that the teacher needs to be enthusiastic and engaged. In my opinion as well, when these non-verbal characteristics are

recognized and used, they positively impact the teaching and learning process. According to many western academics, nonverbal communication skills in the classroom are significantly more crucial to students' comprehension of the material than traditional teaching methods. Teachers' encouraging gestures, bright smiles, and soft expressions in their eyes can all be powerful weapons for the improvement of teacher-student relationships, which can subsequently improve classroom instruction.

3. Methodology and Procedures

3.1 The population , sample and the pilot of the research

The population consists of Iraqi EFL pre-service teachers of English Departments at College of Education for Humanities / University of Diyala, while the research's stratified random sample is drawn from the English Department's fourth stage at the College of Education for Humanities at the University of Diyala, where there are 645 students of both sexes overall at the four levels for the academic year (2021-2022). The fourth stage is chosen to represent the sample of this research in accordance with the research's objectives. The sample is chosen based on how many students are in each level relative to all students. 30 students make up the sample for the fourth stage as a result. To participate in the pilot study and test administration of the checklist, ten students are randomly chosen (see Table 1).

Table 1
The Sample of the Study

Total number of students	645
Number of students at fourth stage	191
Sample	30
Pilot Study	10

3.2 Description of the Checklist

A checklist is essentially a list of the standards by which a student's or teacher's performance will be evaluated (Moore,2005:328).

A checklist covers three majors aspects which are **body language, facial expressions and eye contact.**

Body language items are in : 2,3,6,7, 14, 19, 20, 23, 24, 25, 26, 28, 30, 31, 32, 36, 37, 38, 41, 42, 45, 46, 47, 50, 52, 54, 55, 56, 58, and 60.

Facial expressions items are in : 1, 5, 8, 11, 12, 15, 16, 21, 29, 27, 33, 39, 34, 44, 48 and 51

Eye contact items are in : 4, 9, 10, 13, 17, 22, 34,35, 40, 49, 53, 57 and 59.

The scale responses to the checklist observation consists of :

3= effective ; 2 = somewhat effective ; 1 = non effective.

3.3 The Validity of the Checklist

Face validity is a specific type of validity that most test designers or researchers should be concerned about, and it is the most appropriate instrument for this research. This means that the test should appear to be valid at first glance. This claim's validity can be demonstrably demonstrated by looking at Celce-Murcia's (2001:526) definition of face validity, "which considers whether the test appears to be measuring what it is intended to."

Face Validity is proved by submitting the Checklist with its scoring scheme procedure to a panel of experts (jury member) in Methodology and linguistics at Diyala university . (See Appendix 1).

The percentage of agreement is utilized to ensure the face validity of the instrument employed in the current research, and 92% percent of the jurors agreed that the Checklist was appropriate for the research's objectives.

3.4 The Pilot Administration of the Checklist

After constructing an instrument of 60-items, the initial scale is piloted with 10 pre-service teachers have been selected for the pilot administration. Thus, the pilot sample has been taken from the English department at College of Education for Humanities /University of Diyala.

The checklist process has begun on Sunday till Wednesday through March 6–10, which is the second term of the academic year (2021-2022). All pre-service teachers who participate in the observations give their consent and agree to be observed. The observation method should be as straightforward as feasible, yet each observation must be made within a specific amount of time. The permitted time is 30 minutes because it takes, on average, 10 minutes to observe each of the three checklist areas. The observation was therefore scheduled for a different time with the participant.

3.5 Reliability of the Checklist Instrument

At least two independent observers must make observations in order to assess observer reliability; their recorded assessments of what happened can then be compared to see how well they agree (Gay,2001:271). Therefore, besides the researcher, there must be at least one additional person who is knowledgeable with the observational techniques. Gay (ibid., 270) asserts that the rating scale is used to evaluate behavior and assign it to a rating form or checklist observation, and that it probably has three categories, which is the perfect number because the more categories there are, the more difficult it is to categorize something accurately. Because of this, the researchers decided to use

three categories as a rating scale for the current research, such as: 3 = effective; 2 = somewhat effective; and 1 = non-effective.

The dependability of the present research's Observation Checklist Instrument is calculated using two different techniques of reliability, which are:

1. inter-rater reliability,
2. test-retest reliability.

Using the Pearson Correlation Coefficient formula, the inter-rater reliability coefficient was evaluated, and it was determined to be 0.83, indicating adequate reliability in educational research (Hedges, 1966: 22). Additionally, the first and second times the checklist was administered, the test-retest reliability value was 0.85, which is also regarded satisfactory.

3.6 Final Administrations of the Checklist

After establishing the validity and reliability of the checklist observation, it is given to the chosen sample beginning on Sunday 20th, March, 2021-2022. For the participants, the researchers have described the purpose of the checklist. The checklist is only allowed 30 minutes of time. The researchers will next examine the individuals, to score and tabulate the data to get the final results. The final version of the test consists of 60 items, each of which is evaluated using three points: 3 = effective, 2 = somewhat effective. 1 = non effective. It can be broken down into three main categories: body language, facial expressions, and eye contact.

4. Results, Conclusions and Recommendations

4.1 Results :

The following is how the results will be presented in accordance with the research's aims and hypotheses as stated previously:

4.1.1 The First Aim and the Verification of the First Hypothesis

In order to investigate Iraqi EFL pre-service teachers' application in non-verbal communication skills, a checklist has been designed and descriptive statistic are used to present data gathering above in order to achieve the current aim and verify its hypothesis.

Two statistical methods, weighted mean and weighted percentile, will be applied to the application of non-verbal communication skills by Iraqi EFL pre-service teachers' in order to present the results in accordance with the research's stated aim. So, The theoretical mean (1.8) in weighted mean, while the percentage in weighted percentile is (60 %) i.e. the item is achieved at level (1.8) and percentage (60%) and above. So, it is found that weighted mean and weighted percentile for all the items of the checklist are received (W.M= 1.5) and (W.P= 56.6%).

Furthermore, the result of the most frequently item which is familiar known by the students at college level and has gain the highest rating item is number (45), which says " employing stiff and rigid body movement." (W. M.= 2.5, W.P. =83.3%), and its rank is (2). While, the lowest rating item is number (1), which says " using smile to indicate a positive feeling like happiness ." (W. M.= 1.0, W.P. =33%), which is ranked (58.5) in checklist. See table (2).

Table (2)
Displays the Rank, Weighted Mean and Weighted Percentile of the Checklist

No	Items	Ran k	Weighte d Mean	Weighted Percentile
45	employing stiff and rigid body movement.	2	2.5	83.3%
50	moving around during the explaining	2	2.5	83.3%
52	nodding the head to show the agreement.	2	2.5	83.3%
9	looking directly to someone when speaking to indicate that s/he is interesting with him/her.	4	2.4	80%
24	knocking knuckle(s) on something such as a table two or three times to make his/her students attention.	5	2.3	76.6%
29	raise a brow to indicate surprise.	6.5	2.1	70%
22	using her/his eyes in contact and communicate with students.	6.5	2.1	70%
53	using eye contact to indicate flirting .	8.5	1.8	60%
30	imitating the action such as dripping in basketball.	8.5	1.8	60%
26	using finger wagging to warn a student	10.5	1.8	60%
31	opening palm to indicate "come here" to other students	10.5	1.8	60%
37	using finger to mark on student	14	1.7	56.6%
55	managing space during interaction.	14	1.7	56.6%
54	using calm down gesture by moving the hands up slowly and down.	14	1.7	56.6%
13	gazing at something shows an interest in it, whether it is a	14	1.7	56.6%

	painting, a table or a person.			
20	reading loudly and softly according to the situation to emphasize how important this situation is.	14	1.7	56.6%
16	widened eyes to express fear.	18	1.6	53.3%
18	employing dynamic and lively body movement.	18	1.6	53.3%
36	putting index finger vertically in front of mouth under noise which means "be quite".	18	1.6	53.3%
11	using shyness to indicate mistakes	23.5	1.5	50%
5	lower a brow to express annoyance with something.	23.5	1.5	50%
27	widened eyes and gaping mouth to express surprise.	23.5	1.5	50%
12	raised lips corners and crinkled eye lids to indicate happiness.	23.5	1.5	50%
8	narrowed eyes and squeezed eyebrows together to indicate anger.	23.5	1.5	50%
34	meeting of eyes arouses strong emotion to indicate positive or negative mood.	23.5	1.5	50%
59	looking around through speaking to indicate that she/he is not trust in his/her students.	23.5	1.5	50%
35	looking to other thing around when s/he speaking to express that s/he is not pay attention.	23.5	1.5	50%
40	looking upwards indicate thinking.	23.5	1.5	50%
2	shaking one hand to indicate "welcome".	23.5	1.5	50%
6	lowering and raising the head to indicate as a sign of interest and agreement.	23.5	1.5	50%
42	tilting the head sideways can be a sign of curiosity, uncertainty or query..	23.5	1.5	50%
33	using sadness to express loss of something.	23.5	1.5	50%
21	using anger to indicate disgust.	36.5	1.4	46.6%
57	using shifty-eyed to indicate suspicions .	36.5	1.4	46.6%

4	looking directly at the other's eyes and moving her/his head express that she/he is comfortable with them.	36.5	1.4	46.6%
17	narrowing eyes to indicate evaluation, perhaps considering that something told to him/her is not true.	36.5	1.4	46.6%
10	utilizing eyes contact for comprehension checking.	36.5	1.4	46.6%
25	waving his/her hand in a semi circular way to show his/her students' correct answer	36.5	1.4	46.6%
41	using calm down gesture by moving the hands up slowly and down.	36.5	1.4	46.6%
38	making open palm to mark on a student.	36.5	1.4	46.6%
3	Boredom may be indicated by raising the head and staring up at the ceiling.	36.5	1.4	46.6%
32	Covering one's eyes, ears, or lips might convey a person's desire to avoid seeing, hearing, or speaking.	36.5	1.4	46.6%
39	parted lips, wide-open eyes to indicate fear.	44.5	1.3	43.3%
48	eyebrows pulled down and his/her nose wrinkled to indicate disgust.	44.5	1.3	43.3%
43	conveying contempt when one lip corner is pulled up and back while the eyes remain in a neutral stance.	44.5	1.3	43.3%
23	shaking hand to show the disagreement.	44.5	1.3	43.3%
46	using thumb up for mean "Ok".	44.5	1.3	43.3%
56	putting hands on hips with elbows to show annoyance.	44.5	1.3	43.3%
44	submission, defeat, or an acknowledgement of loss are closely related with eyes that are inclined downward and have a sorrowful or frightened expression.	45.5	1.2	40%
51	utilizing a forced smile, which is an expression of embarrassment characterized by a grin without	45.5	1.2	40%

	elevating the corners of the lips.			
49	focusing on someone eyes along time make the other disgust.	45.5	1.2	40%
19	making a clicking noise with a middle finger and thumb , as a musician might when he/she forget something in the explaining.	45.5	1.2	40%
47	While speaking, nodding or shaking one's head indicates that s/he wants the other person to concur.	45.5	1.2	40%
7	touching the side of the nose or stroke the chin indicate as a sign of thinking, making decisions and judging others.	45.5	1.2	40%
28	unmoving head indicates that the s/he is serious or talking from a position of authority.	45.5	1.2	40%
58	using air quotes gesture to make the shape of quotation marks (“ ”)	56	1.1	36%
15	using fear and disgust to indicate negative feeling.	58.5	1.0	33%
14	shaking one hand to indicate “good bye”.	58.5	1.0	33%
60	using thumb down as a sign of disapproval	58.5	1.0	33%
1	using smile to indicate a positive feeling like happiness	58.5	1.0	33%
	Total		1.5	56.6%

4.1.2 The Second Aim and the Verification of the Second Null Hypothesis

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In order to find out the differences among the three aspects, which aspects are mentioned in earlier, also weighted mean and weighted percentile are used. Based on three aspects in the checklist, in terms of the first aspect, "Eye Contact" is received (W. M. = 1.6, W.P.= 55.6%). While the lowest aspect "Facial Expressions" is received (W. M.= 1.4, W.P. 46.9%). As it is shown in the table 3 below.

Table (3)

Weighted Mean , Weighted Percentile and Rank Order for Iraqi EFL Pre-Service Teachers' Application in the Aspect of Non-verbal Communication Skills

No.	Aspects	Rank	Weighted Mean	Weighted Percentile
2	Eye Contact	1	1.6	55.6%
1	Body Language	2	1.5	51.4%
3	Facial Expressions	3	1.4	46.9%

The below presents detailed discussions of results toward each aspect of the checklist according to the obtained results.

1. Eye Contact

This aspect measures the using of eyes contact by the pre-service teachers in the classroom and their abilities to use their eyes in communication , due to the current results , (30%) of students-teachers are aware of using eye contact aspect in non-verbal communication skill. The results generally show that this aspect doesn't achieve the theoretical mean which is (1.8) as weighted mean and the weighted percentile (60 %) so there is a lack of using eye contact in the classroom , i.e. pre-service teachers don't use their eye contact repeatedly in the classroom so They don't reap as many advantages, such bettering learning, interest, motivation, readiness, skills, attitude, and student participation in many educational activities. Only the first four items have been achieved (1.8) and above in weighted mean with (60%) weighted percentile and above , as shown in (table 4).

Table (4)

Weighted Mean, Weighted Percentile, and Rank Order of Eye contact

No	Items	Rank	Weighted Mean	Weighted Percentile
9	looking directly to someone's when speaking to indicate that s/he is interesting with him/her.	1	2.4	80%
10	utilizing eyes contact for comprehension checking.	3.5	2.1	70%
22	using her/his eyes in contact and communicate with students.	3.5	2.1	70%
53	using eye contact to indicate flirting .	4	1.8	60%
59	looking around through speaking to indicate that she/he is not trust in his/her students.	5.5	1.7	56.6%
13	gazing at something shows an interest in it, whether it is a painting, a table or a person.	5.5	1.7	56.6%

34	meeting of eyes arouses strong emotion to indicate positive or negative mood.	8	1.5	50%
35	looking to other thing around when she/he speaking to express that s/he is not pay attention.	8	1.5	50%
40	looking upwards indicate thinking.	8	1.5	50%
57	using shifty-eyed to indicate suspicions .	10	1.4	46.6%
4	looking directly at the other's eyes and moving her/his head express that she/he is comfortable with them.	10	1.4	46.6%
17	narrowing eyes to indicate evaluation, perhaps considering that something told to him/her is not true.	10	1.4	46.6%
49	focusing on someone eyes along time make the other disgust.	13	1.2	40%
Total			1.6	55.6%

2. Body Language

This aspect measures pre-service teachers' skills in using their body for communication in the classroom. Through body language, the pre-service teacher sends messages and receives feedback. Different meanings and messages can be assigned to different items of body language. For example, the way a pre-service teacher stands or holds his/her body tells something about his/her personality. The results generally show (that this aspect doesn't achieve the theoretical mean which is (1.8) in weighted mean with the percentage in weighted percentile (60 %). So there is a lack of using body language in the classroom. Pre-service teachers' don't utilize their body language to hinder their ability to enhance the English class's instruction. In actuality, most students prefer a lively learning environment over a serious and uninteresting one when studying English. A lively and informal learning atmosphere is perhaps more crucial than teaching itself because passionate participation is the key to mastering a language. Students are more likely to cooperate with the teacher and show up to class on time in an engaging and energetic classroom. And the majority of students believe that, to a certain extent, body language can aid in memorization of lesson materials.. Only The first six items have been achieved (1.8) in weighted mean with (60%) weighted percentile and above, as shown in (table 5), i.e. pre-service teachers who use body language.

Table (5)
Weighted Mean, Weighted Percentile, and Rank Order of Body language Aspect

No	Items	Rank	Weighted Mean	Weighted Percentile
54	The pre-service teacher is : moving around during the explaining .	2	2.5	83.3%
45	employing stiff and rigid body movement.	2	2.5	83.3%
52	nodding the head to show the agreement.	2	2.5	83.3%
24	knocking knuckle(s) on something such as a table two or three times to make his/her students attention.	4	2.3	76.6%
30	imitating the action such as dripping in Basketball.	5.5	1.8	60%
26	using finger wagging to warn a student.	5.5	1.8	60%
20	reading loudly and softly according to the situation to emphasize how important this situation is.	8.5	1.7	56.6%
37	using finger to mark on a student.	8.5	1.7	56.6%
55	managing space during interaction.	8.5	1.7	56.6%
50	using calm down gesture by moving the hands up slowly and down.	8.5	1.7	56.6%
19	employing dynamic and lively body movement.	12.5	1.6	55.5%
36	putting index finger vertically in front of mouth under noise which means "be quite".	12.5	1.6	55.5%
2	shaking one hand to indicate "welcome".	14	1.5	50%
6	lowering and raising the head to indicate as a sign of interest and agreement.	14	1.5	50%
42	tilting the head sideways can be a sign of curiosity, uncertainty or query..	14	1.5	50%

25	waving his/her hand in a semi circular way to show his/her students' correct answer	17	1.4	46.6%
41	using calm down gesture by moving the hands up slowly and down.	17	1.4	46.6%
38	making open palm to mark on a student .	17	1.4	46.6%
3	Boredom may be indicated by raising the head and staring up at the ceiling.	17	1.4	46.6%
32	Covering one's eyes, ears, or lips might convey a person's desire to avoid seeing, hearing, or speaking.	17	1.4	46.6%
23	shaking hand to show the disagreement.	21	1.3	43.3%
46	using thumb up for meaning "Ok".	21	1.3	43.3%
56	putting hands on hips with elbows to show annoyance.	21	1.3	43.3%
31	opening palm to indicate "come here" to other students	25	1.2	40 %
19	making a clicking noise with a middle finger and thumb , as a musician might when he/she forget something in the explaining.	25	1.2	40%
47	While speaking, nodding or shaking one's head indicates that s/he wants the other person to concur.	25	1.2	40%
7	touching the side of the nose or stroke the chin indicate as a sign of thinking, making decisions and judging others.	25	1.2	40%
28	unmoving head indicates that the s/he is serious or talking from a position of authority.	25	1.2	40%
58	using air quotes gesture to make the shape of quotation marks (" ")	29	1.1	36%
60	using thumb down as a sign of disapproval	30.5	1.0	33%
14	shaking one hand to indicate "good bye".	30.5	1.0	33%
Total			1.5	51.4%

3. Facial Expressions

This aspect measures pre-service teachers' emotional intelligence in the classroom and their abilities and skills to enhance and motivate their students through the face. Many of the cognitive processes of learning, as well as classroom motivation and social interaction, are impacted by emotions and are interwoven with them. In the course of their regular activities in the classroom, both students and teachers frequently feel pressured or needed to control their emotions. The results generally show that this aspect doesn't achieve the theoretical mean which is (1.8) in weighted mean with the percentage in weighted percentile (60 %) see table (6) , so there is a lack of using facial expressions which plays a role as valuable sources of feedback in the classroom . The level of student motivation typically reflects this element. Since the face is thought to be a person's emotional channel, it is difficult to prevent feelings from manifesting on the face. Thus, the pre-service teachers' facial expressions should normally be encouraging for the students, since it is the effective way to make them learn. Only the first item (29) achieved (1.8) in weighted mean with (60%) weighted percentile. Pre-service teachers tend to raise their brow to show that they surprise.

Table (6)
Weighted Mean, Weighted Percentile, and Rank Order of Facial Expression Aspect

N o	Items	Rank	Weighte d Mean	Weighte d Percentil e
29	raise a brow to indicate surprise.	1	2.1	70%
16	widened eyes to express fear.	2	1.6	53%
5	lower a brow to express annoyance with something.	5.5	1.5	50%
33	using sadness to express loss of something.	5.5	1.5	50%
12	raised lips corners and crinkled eye lids to indicate happiness.	5.5	1.5	50%
8	narrowed eyes and squeezed eyebrows together to indicate anger.	5.5	1.5	50%
27	widened eyes and gaping mouth to express surprise.	5.5	1.5	50%
11	using shyness to indicate mistakes	5.5	1.5	50%
21	using anger to indicate disgust.	9	1.4	46%
39	parted lips, wide-open eyes to indicate	11	1.3	43%

	fear.			
48	eyebrows pulled down and his/her nose wrinkled to indicate disgust.	11	1.3	43%
43	conveying contempt when one lip corner is pulled up and back while the eyes remain in a neutral stance.	11	1.3	43%
51	utilizing a forced smile, which is an expression of embarrassment characterized by a grin without elevating the corners of the lips.	14	1.2	40%
44	submission, defeat, or an acknowledgement of loss are closely related with eyes that are inclined downward and have a sorrowful or frightened expression.	14	1.2	40%
1	using smile to indicate positive feelings like happiness.	14	1.0	33%
15	using fear and disgust to indicate negative feeling.	16	1.0	33%
Total			1.4	46.9 %

4.4 Conclusions

- 1- EFL pre-service teachers' have deficiency of using their non-verbal communication skills in the classroom at practicum period.
- 2- Based on the three aspects in the checklist, pre-service teachers show that the aspect "Eye contact" is received the highest rank interest according to others, while the aspect "Facial expressions" is received the lowest one.
- 3- The study results in the light of pre-service teachers' applications that they have deficiency in non-verbal communication skills with the learning environment at the educational institutions.

4.5 Recommendations

The following recommendations are given in light of the research's results and conclusions.:

1. Pre-service teachers must demonstrate a greater awareness of the symbolic nature of non-verbal communication skills, such as eye contact, body language, and facial expressions. Their goal of offering successful instruction in the classroom will be accomplished with a greater understanding of nonverbal communication techniques.
2. Advising students to use learning resources like books, journals, people, organizations, and library materials as informational resources.
3. To be more effective, Iraqi EFL college students should practice teaching presentations during classes. As a result, they will be more conscious of

applying their nonverbal communication skills in the classroom during practicum period.

4. Pre-service teachers at all levels of education should practice nonverbal communication skills to enhance effective communication and interaction among their students,
5. To increase student interest and attention in the classroom, pre-service instructors should be encouraged to practice non-verbal communication skills.
6. The most common non-verbal communication is facial expressions, which, when used effectively by pre-service teachers, can help students better understand the lessons which are being taught in the classroom.
7. In order to enhance the teaching and learning process, pre-service teachers should employ facial expressions to convey signals of anger and delight ... etc. to their students.
8. Making eye contact with the pupils in the classroom is crucial for encouraging their active engagement.

تطبيق المطبقين العراقيين الدارسين للغة الانكليزية لغة اجنبية لمهارات التواصل غير اللفظية

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المخلص

الاعتراف بأن الاتصال غير اللفظي يعتبر على نحو نظامي أمراً بالغ الأهمية لأنه يلعب دوراً مؤثراً وكبيراً في السلوك البشري أكثر من الرسالة اللفظية. إن فهم أهمية السلوك غير اللفظي كأحد جوانب كفاءة الاتصال ضروري للتواصل الفعال. يعتمد معنى الرسالة غير اللفظية على سياقها ، وهو موضوع حيوي متكرر في دراسة تخصص الاتصالات للسلوك غير اللفظية. في البحث الحالي ، يتم إيلاء اهتمام خاص للتواصل غير اللفظي في الفصل الدراسي ، مع التركيز على مهارات الاتصال غير اللفظي للمطبقين في فترة التدريب العملي (التطبيق) ، من حيث لغة الجسد وتعابير الوجه والتواصل البصري ، لذلك يهدف البحث الحالي إلى استقصاء تطبيق المطبقين العراقيين الدارسين للغة الانكليزية لغة أجنبية في مهارات التواصل غير اللفظي في فترة التطبيق، وكذلك التعرف على الاختلافات بين جوانب مهارات التواصل غير اللفظي، وهي لغة الجسد وتعابير الوجه والتواصل البصري. تم

اختبار فرضيتين على النحو التالي: المطبقين العراقيين الدارسين للغة الانكليزية لغة أجنبية لديهم قصور في استخدام مهارات التواصل غير اللفظي في فترة التدريب العملي (التطبيق) . بالإضافة إلى عدم وجود فروق ذات دلالة إحصائية بين جوانب مهارات الاتصال غير اللفظي في فترة التدريب العملي (التطبيق).

تم اختيار عينة البحث من طلبة قسم اللغة الإنجليزية ، الدراسة الصباحية ، كلية التربية للعلوم الإنسانية ، جامعة ديالى ، للعام الدراسي ٢٠٢١-٢٠٢٢. تضمنت العينة ٣٠ مطبقاً ، حيث تم اختيارهم من خلال تقنية أخذ العينات العشوائية الطبقية المتناسبة ، والتي تم استخدامها للدراسة. تم بناء أداة قائمة المراجعة (الملاحظة) والمكونة من ٦٠ فقرة لاستقصاء تطبيق المطبقين العراقيين الدارسين للغة الانكليزية لغة أجنبية في مهارات التواصل غير اللفظي في فترة التطبيق. تم التحقق من صحة القائمة حسب الأصول من قبل الخبراء لاستخدامها في جمع البيانات. تم استخدام أكثر من طريقة لحساب معامل موثوقية الاداة. حيث تم تحليل البيانات التي تم جمعها باستخدام الأساليب الإحصائية المناسبة. وكشفت نتائج البحث الى ان المطبقين العراقيين الدارسين للغة الانكليزية لغة أجنبية لديهم قصور في استخدام مهارات التواصل غير اللفظي في فترة التدريب العملي (التطبيق) في بيئة التدريس في المؤسسات التعليمية، بالإضافة إلى عدم وجود فروق ذات دلالة إحصائية بين جوانب مهارات الاتصال غير اللفظية في فترة التدريب العملي (التطبيق). وفي ضوء النتائج التي تم الحصول عليها تم طرح عدد من التوصيات.

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Appendix 1

The jury members

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