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COHORT N° 5

DISSERTATION N° _____

**SCRUTINIZING THE TEACHER'S BODY
LANGUAGE AND ITS IMPACT ON EFL
TEACHING/LEARNING: IBN KHALDOUN THIRD
YEAR BA STUDENTS AS A SAMPLE**

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN
LANGUAGES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
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SUBMITTED BY:

MR. ILIES SAADI BENAMARA

MR. MOHAMED SALEH HADJ

SUPERVISED BY:

DR. AMMAR BENABED

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DEDICATION

In the name of Allah the Mighty, the Sustainer, the Most Merciful, all praises go to him for enlightening our way to complete this work.

We dedicate this work:

To our dear parents who provided us with help, care, love, and support to complete this investigation

To our brothers and sisters.

To our friends for their support, and encouragement .

To our teachers who helped us grow, and become who we are.

To all of you, we are eternally grateful.

Thank you.

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A huge thanks to all of the teachers and students that had a contribution from close or far in this dissertation, without you this work would not be complete

Abstract

Teaching English as foreign language in a higher level (universities) needs more efforts and update especially in an Algerian context to help the learners grasp the language properly. The purpose of this investigation is to shed light on the teachers' body language, the necessity to implement it in English classes, and the importance or the impact it has on both learners and teachers of EFL. The practical section of this research was carried at the English language department at Ibn Khaldoun University, Tiaret, Algeria. A sample of sixty (60) students from the third year LMD, and five (5) teachers participated. The study adopts a combination of quantitative and qualitative methods to ensure the variety of results. The data obtained from learners through a questionnaire which tackles their views and opinions on the teachers' body language. On the other side, teachers were interviewed to account for their awareness on body language and to have a first person perspective on the matter. The finding from both the students' questionnaire and teachers' interview showed that teachers are aware of their body language, make use of this particular strategy, and that it does have a positive impact on both learners and teachers.

Key Words: Teaching English; Body language; foreign language, teachers of EFL.

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List of Abbreviations and Acronyms

TEFL: Teaching English as a Foreign Language.

EFL: English as Foreign Language.

CLT: Communicative Language Teaching.

GTA: Grammar Translation Method

FL: Foreign Language.

L1: First Language.

L2: Second Language.

ELT: English Language Teaching.

LMD: Licence(Bachelor); Master; Doctorat (PHD).

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GENERAL INTRODUCTION

General Introduction

The English language is by the own admission of a large number of academics one of the most prominent and prevalent means of communication nowadays. In the field of education , English enjoys a prestigious status which is worthwhile being investigated and expanded on to promote its teaching and learning which is seen as a growing necessity due to its being a lingua franca. Its teaching as a foreign language (TEFL) has been taking much consideration in countless countries, especially in the educational setting. In fact, there exists plenty of teaching methods that mediate in facilitating understanding, fostering an engaging learning environment and smoothing the general atmosphere between the teachers and their learners.

It is known that one of the earliest teaching methods that has gained considerable approval over time is known as the Grammar Translation Method (GTA). Despite its prevalence in teaching, it was criticized on the account that its major focus is that the learners master the rules of the English language and not using language as a tool for communication. The urge to modernize teaching has resulted in the advent of a more sophisticated approach which is commonly known as the communicative language teaching (CLT). The classroom interaction and teacher-learner communication is at the core of this approach. For CLT, the goal of both teaching and learning is the overall development of the ability to communicate in the target language. Researchers, including (Mehrabian,1967) state that 93% of our communication is nonverbal and that only 7% is sent through words . Thus, it is of utmost vitality to shed the light on non-verbal communication in terms of teachers' body language which is the center of our research.

It is worth mentioning that university students, who have been in constant contact with their teachers, seem to learn best through the latter's body language which consists in the use of gestures, facial expression, eye contact and obviously posture (Negi, 2009). It renders them more actively involved in the classroom interaction, boosts their motivation and influences their educational outcomes.(Richmond , Gorham & McCroskey, 1987, Rosenthal ,2002).

Aim of Study

Through the present research, we aim at investigating the importance of using body language in teaching and learning English as foreign language, emphasizing the ways body language renders the teaching and the learning processes more effective as well as exploring its impact on both teachers and students.

Aim of Study

Through the present research, we aim at investigating the importance of using body language in teaching English as foreign language and emphasizing on how can body language render the teaching and the learning more effective and what is its impact on both teachers and students.

Statement of the Problem

Body language bears a pivotal role in maintaining effective communication inside the classroom. The substantial focus on Teachers' body language is rooted in the claims that it communicates more subtle meaning and makes more statements for both teachers and learners than verbal communication does. (Negi, 2009). Despite of its significance and vitality, the body language of teacher has not been receiving much consideration. It seems that is still considered an outsider comparing to the verbal communication means of teaching. This can be seen in the difficulties lived and witnessed by teachers which have them end up struggling with understanding deficiencies making its implementation problematic and eventually giving rise to three fundamental questions.

Research questions

- 1- How do EFL teachers define the concept of body language?
- 2- Are EFL teachers aware of their use of body language in the classroom?
- 3- What are the most important tips for using body language in the classroom?
- 4- How can body language benefit the teaching and the learning process?

Assumptions and hypotheses

It is assumed that:

1. Body language refers to the set of nonverbal behaviors and signals that correlate with nonverbal communication including eye contact, facial expressions, gestures, and posture
2. They are probably aware of their use of body language in the classroom to a certain extent
3. By eye contact, good posture, and producing convenient facial expressions.
4. It enhances the learning process, stimulate learners' understanding and strengthening the bond between teachers and learners.

The Methodology and Means of Research

The data for this research will be collected and gathered through questionnaire and Interview. The' questionnaire will be intended for third year LMD (Bachelor, Master, PHD) student of Ibn Khaldoun University, Tiaret to know what do they think about body language and find out whether the learners give importance and value to the use of it as an asset for teaching by teachers. The interview is intended for teachers to initially get a first person point of view, investigate how teachers use their body language in the classroom interaction and how well student receive information through their body language and to know what impact it has on both learning, and teaching.

Structure of the Study

This survey is consisted of two parts: theoretical part, and practical part. The theoretical part contains two chapters. The first is the literature review and the conceptual framework for this research. It provides a general overview of communication, in general, and body language, in specific. The second chapter is tackles the application of body language on an EFL context, and its impact on both learners and teachers.

The second part is the practical one. It is concerned with the field of investigation. It includes a detailed description of the research design, the sample, and the methods used with an in-depth analysis and data discussion.

THEORETICAL PART

Chapter One

Theoretical Background

Section One: Communication Models and Types.

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Section One

Communication Models and Types

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Introduction

Our existence as human beings is closely bound up with communication, which is, by definition, viewed as a means that smoothes interaction between people regardless of their origins, cultures or ethnicity. Communication is carried out with the intent of ascertaining that the message taking place between individuals, groups or communities is appropriately encoded then decoded so that different responses in the form of mutual communicative feedback could be formed (Little, 1977). Yet, Chapter 1 in his first section will look at the fairly different definitions of communication as well as its principles, models and types in order to make it more familiar for both researchers and lay people who need communication in every aspect of life.

At this very stage our research throughout section 2 will shed the light on one prominent type of communication known as non-verbal communication which correlates with body language as well as investigating the latter's history, features, getting the most of it, then exploring its connection with the human mind.

I.1. Definition of Communication

I.1.1. What is Communication?

Various are the definitions that have been attributed to communication. However, they seem to give stress on the transmission and reception of the information (Rodrigues, 2000. P12). Communication as a concept is broad enough to mean almost anything to almost anybody (Rodrigues, 2000. P13).

According to Weekly (1967), in his work entitled "An Etymological Dictionary of Modern English", communication is a latin term whose roots stem from "communicare" , which means to share or make common. Based on this conceptualization of communication, Pearson and Nelson (2006. P, 06), define it as "the process of understanding and sharing meaning". This definition will us consider four (04) major key concepts consisting in process, understanding, sharing, and meaning.

A process refers to a lively or dynamic activity that is hard to describe, and which keeps changing upon time (Pearson & Nelson, 2000). Individuals need time to communicate which explains the fact that they have recourse to their linguistic repertoires for the words

needed to establish in the fact that they process the message as soon as it is received, they perceive, then they generate a response to the message.

“To understand is to perceive, to interpret, and to relate to our perception and interpretation to what we already know” (McLean.S, 2003). Getting the encoded meaning of the message comes with the activation of your mind allowing the imagination to pave the way to a better understanding. If for instance: the sender tells you about a road accident, including the description of the damaged cars and injured victims. You will straightforwardly imagine the scene and from an image matching the description, which in fact, is a typically human idiosyncrasy. This will easily make you grasp the message effectively and enable you to select the appropriate reactions such as: distress, soreness, shock, and sympathy.

Communicating with others means implicitly sharing and revealing your own thoughts to others. In communication, sharing occurs as you convey our thoughts, feelings, ore ideas to others, sharing makes communicators aware of how their feelings are like, helps solving or figuring out a solution to problem, besides clearing up things with the intent of bettering their understanding.

Finally, meaning comes forth as the result of shared communication; it is an association of the utterance and its contextual aspect. Communicators often relate the word to its physical representation to find out its meaning.

Back to definitional matters, other scholars like Newman and Summer (1977, p.12) have defined communication as “an exchange of facts, ideas, opinions and emotions by two or more persons”. These words could be a clear evidence that communication is a tool of a paramount importance through which many functions are fulfilled such as exchanging thoughts, expressing ourselves, revealing our ideas and uncovering our emotions. They are facts which make us as human being owe much to it.

Allen Louis (1958) holds that “communication is the sum of all the things one person does; when he wants to create understanding in the mind of another. It is a bridge of meaning. It involves a systematic and continuous process of telling, listening and understanding”. This definition puts communication as the sum of all what is done by individuals to communicate meaning to the receivers. In fact, it brings together a set of skills ranging from productive such as speaking and receptive such as listening. Little’s (1977) view on communication seems to resemble his predecessor’s. He argued that “Communication is a process by which

information is transmitted between individuals and/or organizations so that an understanding response results”. Later on, Murphy, Hildebrandt and Thomas (1997) in their prominent work “Effective Business Communication” have provided a more elaborate definition of communication stating that it is “a process of transmitting and receiving verbal and non-verbal messages. It is considered effective when it achieves the desired response or reaction from the receiver.” These scholars underscored two main types of communication, verbal for the type of communication in which utterances are spoken and heard, as well as non-verbal communication which makes use of body language to convey different messages and meanings.

In sum, the above-definitions prove the substantiality of communication as one of the prerequisites for human existence and coexistence.



Figure 01: The Act of Communication. Retrieved from (<https://encrypted-tbn0.gstatic.com/images?q=tbn%3AANd9GcSdq2qlxAE8aiJNAw8PzVvaeHCs2kHdY9QdjA4bGni6Lvix9IuT&usqp=CAU>)

I.1.2 The Components of the Communicative Process

The communicative process could be broken down into 06 essential components

1. Context

As stated by Mclean (2005, p.11) “the context of communication interaction involves the setting, scene, and expectations of the individuals involved”. Communication is affected by the context in which it takes place, ranging from physical, social, chronological or cultural. Every communication proceeds within a contextual frame which determines how

communication should be like making the sender more aware and selective of his words (message). For example, the way colleagues address one another at work may prove to be significantly different to that used outside.

2. Sender/Encoder

The sender is the one who sends the message. In the process of sending, word inventory; graphics or visual aids are indispensable in conveying the message and eliciting the desired answer. The sender may be an individual, a group or an organization that varies according to the situation. It is worthy of consideration that the sender's skills, competencies, cultural background and knows are variable that impact the message credibility. In addition, both verbal and non-verbal types of communication are so decisive in terms of their use because they ensure the appropriate interpretation of the message by the recipient as desired by the sender.

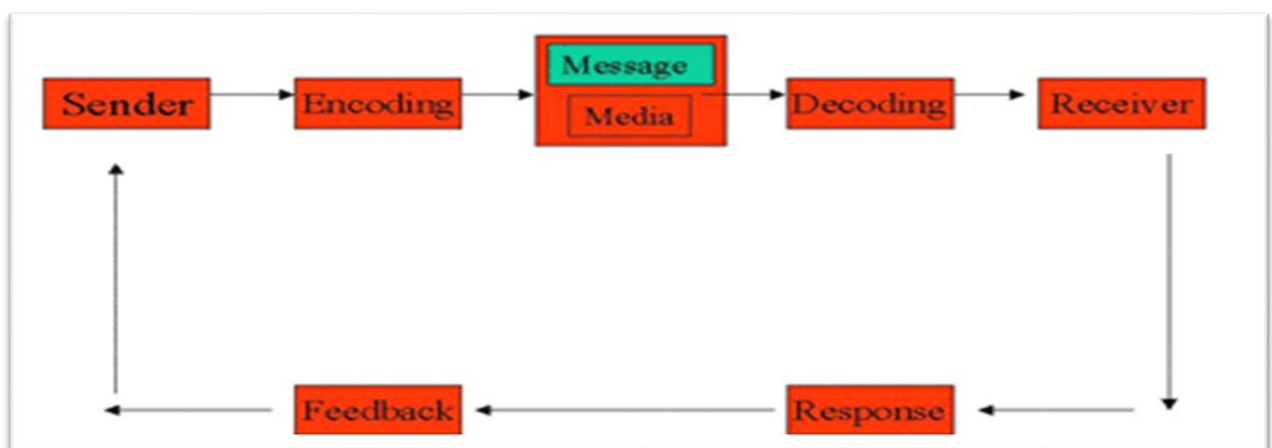


Figure 02: The Process of Communication. Retrieved from <https://www.managementstudyguide.com/images/communication-process-components.gif>

3. Message.

“The message is the stimulus or meaning produced by the source for the receiver or audience” Mclean (2005, p.10). It is the main idea that the sender wants to communicate to the recipient. Undoubtedly, a well-formed, clear and straightforward message would eventually lead to the desired response on the part of the recipient. Having your message understood makes room for an effective communication.

4. Channel

“The channel is the way in which a message or messages travel between source and receiver” Mclean (2005, p.10). It is the tool chosen to convey the message. The medium must be well-thought of and chosen attentively to make certain that the message is conveyed to the intended recipient, otherwise the sender’s message will go stray towards a wrong if non-existent destination. The choice of the medium depends mostly on the features of communication, that is to say, a written medium ought to be used in conveying your message to a small audience, whereas an oral medium would be used to transmit the message to get an intermediate spontaneous feedback from the recipient.

5. Receiver/Decoder

“The receiver receives the message from the source, analyzing and interpreting the message in ways both intended and unintended” Mclean (2005, p.10). It is the person for whom the message is meant. He takes on the task of decoding it as soon as it is received. The recipient, like the sender, may be an individual, a group or an organization. Yet, there are some factors that govern the receivers’ extent of understanding the message. It basically has to do with the communicative skills of the recipients, mainly decoding ones, their responsiveness to the message, the attitudes they develop towards it and how dependent on the sender they are. The process of decoding will eventually generate a feedback.

6. Feedback

Leavitt & Mueller (1951) in their article ‘Some effects of feedback on communication’ hold that Feedback is an intentional or unintentional response to the message being communicated. It is the process of responding back to the sender that could be either verbal or non-verbal. The feedback could be an important indicator of the accuracy of the message, as it also could provide a valuable opportunity for the receiver to ask for clarifications, to show their opinion or to indicate to the sender that the message could be made more interesting. They also point out that the accuracy of the message increases with more amounts of feedback. (p. 401-410)

I.1.3. The Principles of Communication

Communication is bound up with our human needs which vary between physical, instrumental, relational and identity. The Physical needs involve the association of our bodies and minds with communication. Obviously lived as we think of what to say or through different mouth, eye or hand gestures that we produce, while communication is in process.

Burleson, Metts & Kirch (2000) argue that instrumental needs refer to attaining our goals through the communicative task by means of influencing, getting the information needed or persuasion of others for the same purpose. Relational needs are met through communication in that it helps us begin, maintain or end up relationships.

It is worthy to note that at this very level, non-verbal cues are of much importance as regards whether a person is willing to talk to us or not. While, verbal cues are used to strike conversations and the same goes for maintaining or ending up a relationship. Identity in communication correlates with the need to present ourselves to others and consequently the need to know how we are thought of by them. We present ourselves to others with the intent of establishing a public image just as companies or celebrities do. This also depends on the contextual frame it evolves in. Thus, it was suggested by Goffman (1959) that we perform different roles in different context.

For instance, at school you perform as a teacher but at home you act as a father, a brother or the like. In addition, communication exists on two levels namely the content dimension and the relational dimension. While the content dimension refers the actual meaning of the message, the relational dimension is “how you feel about the other person: whether you like or dislike the other person, feel in control or subordinate, feel comfortable or anxious and so on.” (Adler 2007, p.18). We may notice that the following messages “I will not come for dinner ‘versus’ sorry dear, I will not come for dinner, I will be busy around that time.” means the same on the content level; however, they do make a difference on the relational level since they show how reckless or apologetic you are.

Moreover, Barnlund’s model of communication (1970) suggests that the communicative process is transactional. It means that communicators are simultaneously senders and receivers. He also concurs that the meaning is an on-going process that is created by both communicators in which previous interactions affect the current and future ones leading to the affirmation or modification of the relationships and perception of the other.

In the same vein, communication could either be face to face through verbal or non-verbal cues as it could occur in a mediated way such as emails. It is also situated which means that it evolves on a particular setting which according to Verderber, MarcGoerge & Verderber “affect how messages are produced, interpreted and coordinated.” (2016, p.16). Furthermore, communication could intentionally and unintentionally directed. Indeed,. We may exhibit a number of both verbal and non-verbal cues in either way, taking the example of

yawning while talking to someone, it may have different implications for the reason in some instances it may be done unintentionally as a sign of tiredness as it may be done on purpose to show fed up with someone while he or she is talking to you. To end with, it is claimed that communication is irreversible, which means that there is little if no room for rectification or taking words back once they come out. Devito puts that “We may try to qualify, negate, or somehow reduce the effects..... once it has been sent and received, the message cannot be reversed.” (2014. P. 25). In fact, our words make a statement about how we are like and leave impressions that are hard to erase once instilled in the minds of the receiver.

I.1.4 The Models of Communication

A model is a visual illustration that makes the different part of the process of communication easily identified, analyzed and described. It used to make communication simple and understood, besides permitting communicators to draw conclusions. Among the numerous models of communication, the ones described below are the most common.

I.1.4.1. Aristotle’s Model

Aristotle (384-322 B.C) was the first to initiate a linear model of communication which gave rise to other ones later on.

One may imagine a situation which illustrates Aristotle’s views on the process of communication, a politician for instance, while addressing voters, tries the best he can to make his speech the most convincing to attain his aims, what is he doing? He is delivering his speech in a way that is intended to get his audience approve of his speech. Here the speaker, referred to as the sender, is the focus of attention; listeners or recipients are simply passive.

According to this model, the key role in this process is that of the speaker or sender, he is in, literally, complete charge of communication, the speaker takes on the task of preparing the most convenient content in advance by carefully putting his thoughts into words with the intent of influencing the recipient that would respond accordingly; as desired by the sender.

This model sheds the light on the speaker and speech making it a one way communication process, from sender to receiver .Aristotle asserts that the speech should be made for different audiences in different situations (occasions) so as to see the desired effect

of your speech. At that time, this model was used to gain and enhance public speaking skills as well as for the sake of propaganda.

It is pertinent to point out that the speech has to be made as clear as possible, besides, the necessity of using non-verbal communication such as eye-contact for persuasive considerations. Aristotle defined three critical elements that make a good communicator, they are as follows:

- a) **Ethos:** It is concerned with the speaker's credibility; the audience believes in and is persuaded by credible speakers rather than incredible (dishonest) ones. The speakers' intentions, position and expertise influence their credibility.
- b) **Pathos:** Means building emotional bonds with your audience and make your speech comply with their expectations.
- c) **Logos:** It correlates with logic. Everyone has got a sense of logic, accordingly, people will find your speech worthy of trust as long as you present and relate facts as they are.

This model was criticized on the following bases: Being a one way process of communication, it was said that it doesn't allow for a communicative feedback on the part of the receiver. It entails no concept of communication failure such as noise or barriers and finally, it is restricted to public speaking and the art of Persuasion.

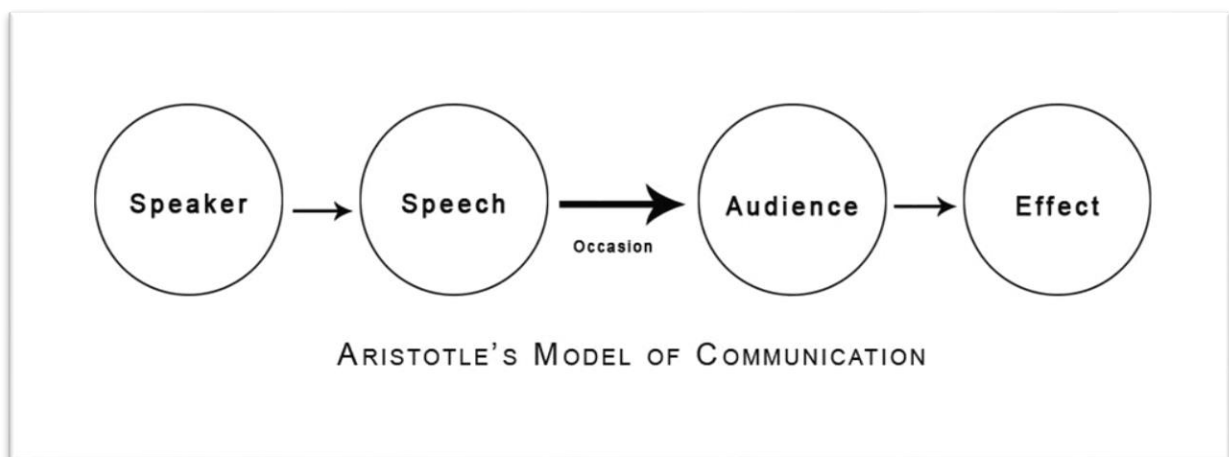


Figure 03: Aristotle's Model of Communication. Retrieved from <http://communicationtheory.org/wp-content/uploads/2011/06/aristotle-model-of-communication.jpg>

I.1.4.2. Osgood-Schramm Model

Proposed in 1954 By Osgood and Schramm-Osgood, it is a circular model of communication, which has its root from Shanon's and Weaver's model.

Communication as depicted by this model can be either intra-personal (within oneself) or interpersonal (including two people). It implies that each person could be, mutually, both a sender and a receiver which justifies the following statement "It is misleading to think of the communication process as starting somewhere and ending somewhere. It is really endless, we are little switchboard centers handling and re-rooting the great endless current of information" Schramm-Osgood (1954).

Therefore, the circular model is centered on two important agents who make effective communication namely: the encoder and decoder. Actually, the encoder is the one who initiates communication through putting his thoughts together into a content that would make sense of them and be conveyed. As soon as the information reaches the decoder, his responsibility is to understand what is the encoder intending to convey, ending up with formulating a response that stems from his interpretation. This process, allows for the trade of roles from a receiver to a sender and vice versa.

It is worthy to notice that a number of factors that affect the transmission, the perception and the interpretation of the information have been defined in this model. They include contextual noise, cultural differences, social class and level of education.

Some central features of Schramm's models are that communication is dynamic, it shows how roles could change throughout the process of communication. It highlights the importance of redundancy in building understanding, it asserts that communication goes round in a circular pattern and makes room for feedback which seemed to be absent in the linear model.

Yet, despite its advantages, Schramm's model is found to have some flaws as the critics made it that it doesn't recognize that communication could be unequal, for the reason that there are some circumstances where communication requires one authority figure talking and one or many listeners trying to make their own interpretation. It doesn't take into account the power balances. It also might be inappropriate for mass communication, because talking to a group of people is noticeably different from one to one communication which this model promotes.

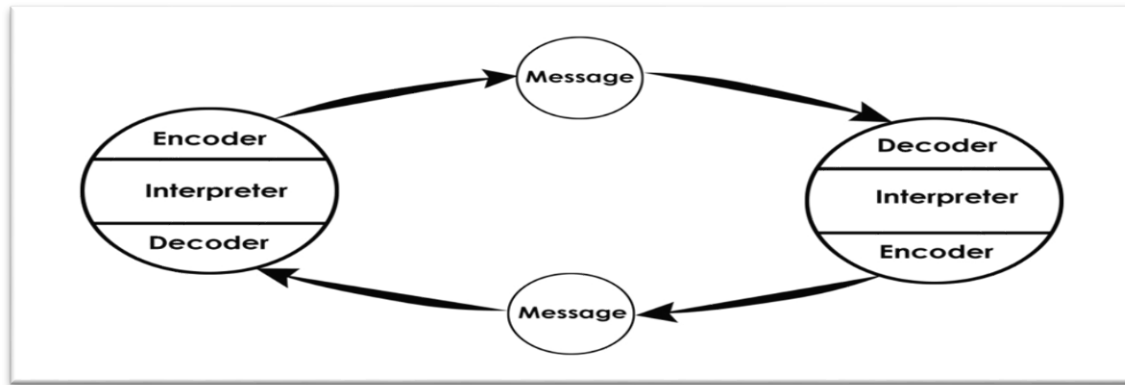


Figure 04: Schramm's Osgood Model of Communication. Retrieved from

<https://www.communicationtheory.org/wp-content/uploads/2010/01/Osgood-Schramm-model-of-communication1.jpg>)

I.1.4.3 Barnlund's Model

Barnlund's is a transactional model that was proposed in 1970, which shifted from the trend of linear to a more dynamic model of communication.

It accentuates both interpersonal and intrapersonal communication and puts forward that communication is a two way process, which means that sending and receiving of messages happens reciprocally between people, indeed, both senders and receivers are responsible for the effect and efficiency of the message.

This model involves both verbal and non-verbal cues as well as the environment and noise as part of the message. Communication of the transactional model is affected by a number of factors among them we find: the social, cultural, and relational contexts. The social context is related to the set of norms, values and other constraints that govern a given society which make individuals communicate according to them.

The influence of the society on communication can be seen in various respects such as: in greeting, apologizing and thanking. Communication is not used only for the sake of exchanging messages but also to forge social relationships that help in the formation of the community.

The cultural context refers to the lifestyles and the identity of individuals. In fact, communication is promoted by a number of variables like: class, gender, race.... If two or more people belong to the same cultural group, they will get along well when communicating.

Finally, the relational context associates the emotional bounds that exist between people with their manners, this explains how talking to a friend while using specific manners differs from that of strangers. This model was criticized on the account that without a verbal response, the sender cannot make certain that the receiver got the message as intended. Besides, the transactional model, would give rise to a lot of noise, since communication is simultaneous.

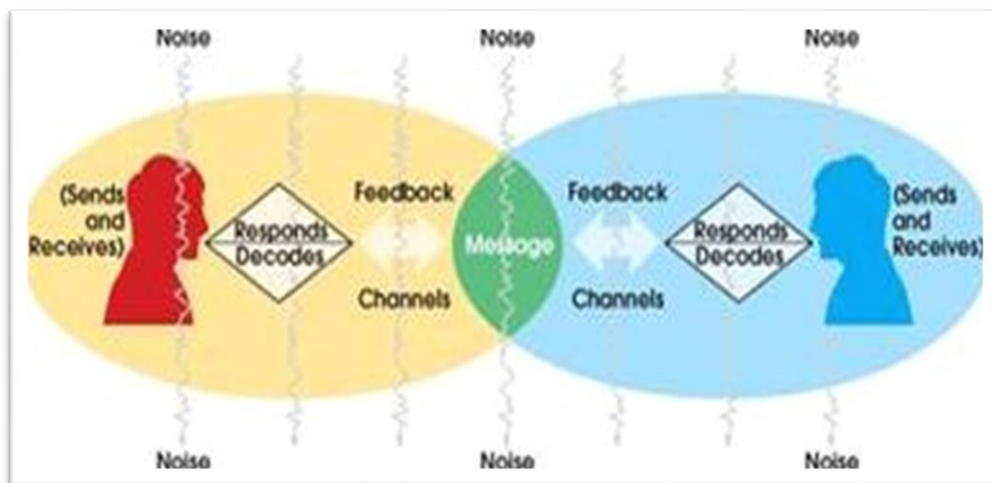


Figure 05: Barnlund's Model of Communication. Retrieved from

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I.2. Types of Communication

As it is known, there are different ways individuals follow in order to communicate, identified two main types of communication namely: Verbal and Non-verbal communication.

I.2.1. Verbal Communication

Based on Barker's definition "Verbal communication refers to symbols which have universal meaning for all involved in the process... These spoken or written verbal symbols are known as language." (1984: 6). It could be inferred that verbal communication involves the use of both verbal and written language to transmit information. According to Carl Jung "a symbol is an indefinite expression with many meanings, pointing to something not easily defined and therefore not fully known." (1956: 124). (figure07).

To understand the way verbal communication is used to create and share meaning, we have to look at its characteristics. According to A.A Wiramanja (2004) in his article entitled "defining customs, Verbal communication and non-verbal communication: from the Malay

perspectives”, verbal communication is characterized by the use of a plain language in the face to face communication, besides being often accompanied by non-verbal cues such as gestures, facial expressions and the like.

It was also noticed that in terms of formality, the language tends to be less formal throughout verbal interaction. This includes the use of slang, traditional adages, or perhaps curse words as communication evolves in a friendly or intimate frame. In addition, Odgen and Richard (1923) put that verbal messages are a system of symbols which our language system is made up of. Actually a symbol is something used to refer to something else (Leeds and Hurwitz, 1993). They are verbally communicated through speaking for instance saying the word bye or putting the letters b y e together or non-verbally by waving your hand. In principle, symbols stand in for a physical object or an idea; however, they do not correspond in any direct way to the thing being said, the truth is speakers of any language have agreed to use symbols (words) whose components are letters each time in a particular order to stand for the object or idea being communicated as well as our interpretation of.

This idea is accounted for by Odgen’s and Richard’s triangle of meaning which shows that the word ‘cat’ is not the actual cat, nor does it bear any connection to the word ‘cat’. Eco (1976) in his book ‘A Theory of Semiotics’ puts that knowing the rules of grammar is important in order to be able to write and speak to be understood. However, those rules are open and flexible, allowing a person to make choices to determine meaning. This leads us to look at another characteristic of verbal communication; it is rule governed. Indeed, grammatical rules are imperative in making sense of the symbols we share; any change in the agreed-upon patterns of the letters that make up the word would alter the meaning. For instance, if the word dog had no grammatical rules that govern the symbols, then variations that make no sense like ‘ogd’ or ‘dgo’ and the like would emerge.

Verbal communication functions in four major ways: in defining reality, organization, thinking and last shaping our attitudes. Blumer (1969) in his book entitled ‘Symbolic Interactionism’ asserts that verbal communication is used to define everything from thoughts, ideas, emotions, experiences and people. Indeed, verbal communication helps define who we are in terms of status or occupation.

Such definitions depend greatly on what we go through in our lives such as different types of experience. Second, verbal communication serves as an organizer of the events going on around us, for example, we label people living in our contour as friends, colleagues,

stranger and the like, depending on the way we address them verbally besides highlighting their traits or qualities all the while. As thinking beings, we would have never functioned without verbal communication which alongside reasoning distinguishes us from animals. L. Boroditsky (2011) shows evidence of that in the scientific American article ‘How Language Shapes Thought’, she argues that “People rely on language even when doing the simplest things, like distinguishing patches of color, counting dots on a screen or,”

It is apparent that verbal communication helps ponder the past, the present and the future altogether. Our memories develop as we recall events that have a bearing on the first instances we started to use verbal communication. Moreover, Sapir and Whorf’s hypothesis (1929), also known as the hypothesis of relativity, state that “verbal communication shapes our attitudes about the world on the account that language determines thoughts showing that individuals speaking different languages or use language differently actually think differently.” Therefore, it is argued that the world view of a native speaker of a given language who was brought up to speak another language different from his own is different, simply because the symbols of that very language are different. (Sapir and Whorf, 1929).

In sum, verbal communication is an important means of interaction between humans that should be used for the benefit of communicators.

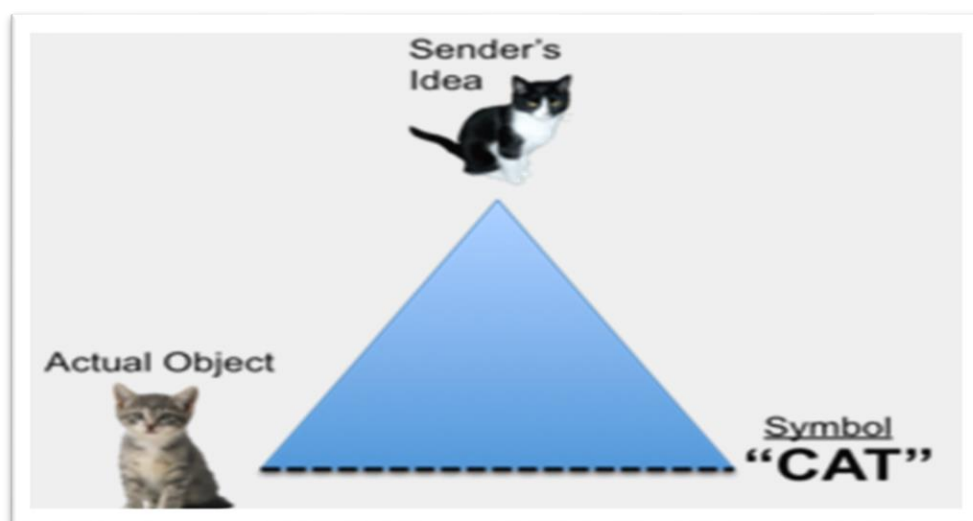


Figure 06: Odgan and Richard’s Triangle of Meaning. Retrieved from
<https://1bptco2jxyw9xbshz2rmbzu1-wpengine.netdna-ssl.com/wp-content/uploads/2019/06/cat-5.2.1.png>

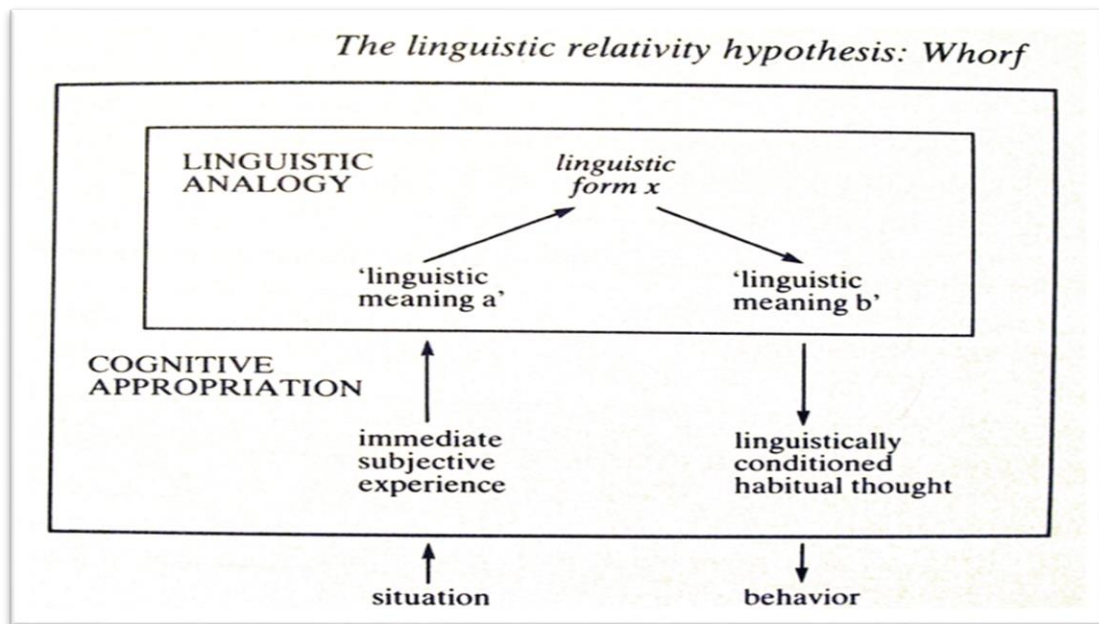


Figure 07: Sapir's and Whorf's Hypothesis of Linguistic Relativity. Retrieved from http://www.chaz.org/Courses/Sapir_Whorf/Lucy_on_SW/Sapir-Whorf_Hypothesis.png

I.2.2. Nonverbal Communication

The study of non-verbal communication could be traced back to the publication of Charles Darwin book '*Expressions of Emotions in Men and Animals*' (1872). Among the many definitions that have been suggested by plenty of scholars and authors, one may find that Neuliep's is one of the most plausible. He concurs that non-verbal communication refers to "Messages that people send to others that do not contain words ,such as messages sent through body motions, vocal qualities ;) and the use of time ,space, artifacts dress and even smell." (Neuliep, 2006, p.286)

In other words, non-verbal message could be viewed as a nonlinguistic phenomenon through which information are transmitted by means of different channels such as eye contact, facial expressions, gestures or posture with the interference of other factors such as time, place and dress. Leather (1997) argues that in non-verbal communication, meaning is conveyed by means of three interlocking systems known as: the visual, the auditory and the invisible communication systems. The visual communication system comprises the codes of 'Kinesics', 'Proxemics' and 'Artifacts'. The auditory communication system includes 'Paralanguage', while the invisible communication system consists of 'Chronemics', 'Olfatics' and 'Haptics'.

The Visual Communication System

- a) **Kinesics:** The use different bodily movements that communicators demonstrate such as: gestures, posture, facial expressions.....etc
- b) **Proxemics:** The use of personal space or distance between communicators.
- c) **Artifacts:** The use of personal objects, items like clothes or jewelry to communicate particular impressions or information.

The Auditory Communication System

- a) **Paralanguage:** It refers to the use of vocal aspects of non-verbal communication including cues such as: rate, tone, pitch and silence in communication.

The Invisible Communication System

- a) **Chronemics:** It refers to the way humans organize and structure time during communication.
- b) **Olfatics:** It consists in the use of our sense of smell to collect information.
- c) **Haptics:** It denotes the use of touching such as handshaking, holding hands, back slapping in communication.

Yet, one must look at the different functions of non-verbal communication in order to appreciate its importance and figure out the ways how non-verbal cues work to create and share meaning. Capper (2000) bears out his predecessor's views on the functions of non-verbal communications which could be listed as follows:

1. Regulatory function:

Non-verbal cues are employed to regulate conversational behaviours. This includes a number of signs that we use to assure conversational order such as raising your hand to indicate that you want to talk or to hand the floor to others or looking for someone's opinion without directly saying it as we keep looking at them.

2. Interpersonal function

It is bound up with emotion and attitude in interpersonal relationships such as the displays of affect.

3. Emblematic function:

It concerns the use of different gestures to communicate specific messages.

4. Illustrative function:

This regards the use of non-verbal cues to indicate shape, size, distance etc.

5. Adaptive function

It correlates with the use of non-verbal cues as a means of reassurance, asserting authority, comforting and the like. It features some unconscious acts like beard stroking or nose rubbing.

Non-verbal communication plays a key role in human interaction. Thus, it would not be surprising that 97% of our communication is accounted non-verbal. (Mehrabian, Ferris and Wiener, 1967)

I.3 Communication in the Realm of Education

“Communication is the key to education, understanding and peace”. James Bryce

I.3.1 The communicative approach

For some 40 years now, the concept of “communication” has been the core of discussions of foreign language teaching and linguistics. Such discussions have drawn attention towards two important derivatives of communication consisting in CLT “Communicative Language Teaching” and CT “Communicative Competence”. Littlewood (2013, p. 1). In handful of articles that were published in “ELT Journal” in the UK, Hunter and Smith (2012) explain that the claims that the communicative trend in education has been on the increase since the early 1980’s and then. The increasing interests in communication in education have led to the appearance of the CLT.

The advent of the communicative approach is often viewed as a “*reaction against the view of language as a set of structures*” (Brumfit and Johnson, 2003, p. 03). It goes without saying that teaching of foreign languages has been dominated by imparting structures of the target language and emphasizing grammatical correctness or in other words teaching the “Form” rather than “Meaning” (Brumfit and Johnson, 2003 .p. 02)

Eventually, a discovery that the knowledge of grammatical rules itself would not encourage communicative acts because language does not only imply composing correct

sentences but using them in making statements, descriptions of different kinds, also to ask questions and make requests or give orders (Widdowson 1978) has led to the development of “a reaction towards a view of language as communication, a view in which meaning and the uses to which language is put play a central part” Brumfit and Johnson (p.03). It is widely known as the communicative approach or CLT.

I.3.2. Definitional Issues

Whilst Hunter’s and Smith’s analysis (2012) proves that CLT has been the subject of educational discussions since the early 1980’s and then, it also refutes any presence of an agreed upon definition or a general consensus about what CLT really consists in.

The justifications of such a claim could be found in different works and comments regarding the matter. For example, as a response to Bax’s (2003) prediction of “the end of CLT”, Harmer (2003, p. 289) holds that “the problem with the CLT is that the term has always meant a multitude of different things to different people.” Similarly, Spada (2007, p. 289) in her review of CLT wonders “what is communicative language teaching? The answer to this question seems to depend on whom you ask.”

In the same vein, Hall (2011, p. 272) notes that “everyday classroom practices can appear to be quite different when CLT principles are applied in different social and cultural contexts.” The uncertainty about what CLT actually means is only to be expected in practicing teachers’ interpretations of the nature of CLT. Li (1998) has pointed out that the conceptions of the nature of the communicative approaches by teachers in Korea seem to be unsettled.

Similarly, after observing and interviewing 10 teachers of Japanese in Australia, Sato and Kleinsasser (1999, p. 501) concluded that they held the belief that they are adopting a communicative approach to teaching; however, ‘held varying, even fragmented views’ of what it referred to. Most of them assumed that CLT is about learning how to communicate in L2, favoring speaking and listening, teaching very little grammar and devoting much time to the preparation of classroom activities. Thompson’s (1996) survey with teachers from different countries has found much like views of CLT as that of the teachers in Australia.

According to Ho (2004, p, 26) , the most prevalent conceptions of the CLT in East Asia is that it refers to “providing the teachers with communicative activities in their

repertoire of teaching skills and giving learners the opportunity in class to practise the language skills taught.”

The indefinability of CLT is underscored by Richards and Rodgers (2007, p, 70) who contend that many characteristics of CLT “address very general aspects of language learning and teaching that are now largely accepted as self-evident and axiomatic throughout the profession.” As well as by Hammer (2007, p. 70) who accents the indefinable nature of CLT “arguing as follows a generalized ‘umbrella term’ to describe learning sequences which aim to improve the students’ ability to communicate” in contrast to “teaching which is aimed more at learning bits of language just because they exist—without focusing on their use in communication.”

In an attempt to settle the uncertainty about the definition and nature of the CLT Richards & *al.* suggest in the dictionary of language teaching and applied linguistics that “CLT is an approach to foreign or second language teaching which emphasises that the goal of language learning is communicative competence.” (1992, p. 65)

One of the most plausible motives behind the skepticism about what CLT really means could be rooted in the two different versions of CLT that have existed from the outset. Littlewood (2013) in his ‘Developing a Context-sensitive Pedagogy for Communication-Oriented Language Teaching’ defined those two versions as: “a communicative perspective on language” and “a communicative perspective on learning.”

The communicative perspective on Language is basically bound up with what we learn. It puts forward that learning a languages is about gaining familiarity with its functions rather than structures, or in other words “how to do things with words” Littlewood (2013, p. 3).

Littlewood (2013) asserts that in the world of ELT, particularly the parts influenced by the UK, communicative or functional courses do prevail in instruction. This means that instruction could include practice expressing functions such as making requests, then making use of them in communicative activities such as pair or group work, besides the use of authentic materials as shown in the activities discussed in Johnson & Morrow’s (1981).

In parallel, the focus of the communicative perspective on learning lies in how we learn. Particularly, how do our natural capacities interfere in the acquisition of language through communication and without explicit intervention of instruction. These assumptions

could be found embodied in other approaches, for example, in Krashen and Terrel's (1983) 'natural approach' which believes that effective language learning could be achieved by means of natural acquisition processes. Littlewood (2013), and in the 'Humanistic Approach' which highlighted the importance of getting learner engaged in communication which contributes to the investment of their personalities (e.g. Moskowitz, 1978).

According to Howatt (1984, p. 287), the communicative perspective on learning as regards classroom practice is the strongest version of CLT since it promotes learners' involvement in communication and would itself suffice for learning without having recourse to what may seem obsolete techniques such as drills or explanation. Littlewood (2013).

On the contrary, in the view of Littlewood (2013, p. 4), "the communicative perspective on language still leaves open the possibility that teachers might present and practise individual items in a (communicative context) before or after students use them for communication." Thus, it is considered to be the weak version of CLT up to Howatt (1984, p. 287).

In order to understand the reasons why CLT is important in education, one must look at the purposes behind its implementation in classroom instruction as accounted for by William Littlewood (1981) in his "Communicative Language Teaching". In his opinion, communicative activities would enhance language learning in the sense that it provides whole-task practice, increases both learner's and teacher's motivation, promotes natural learning and is likely to create a supportive learning context.

Indeed, part-skill communication in CLT which is a prelude to total skill communication provides students with a useful opportunity to have enough practice of foreign languages. Thanks to communicative activities, learners would be able to make the association between their classroom work and their ability to communicate in realistic situations, which is considered the ultimate of the CLT.

Furthermore, the centrality of the communicative activities to the total learning processes could be evidenced in Littlewood's words (1981, p. 17-18) who holds that it is likely "that many aspects of language learning can take place only through natural processes" which take effect as "the person is involved in using the language for communication." These activities could get all the participants involved in the learning processes. Therefore, they could set the stage for a more supportive and engaging learning environment.

It is worthy to mention that according to Littlewood (1981), the communicative activities are classified into functional communication and social interaction ones. In functional communication, activities are intended to enable learners to use “whatever language they have at their disposal” Littlewood (1981, p. 20). Consequently, the success of communication does not depend on learners’ accurate grammar or appropriate choice of vocabulary, but by their ability to handle and cope with the given task.

While, social interaction activities are also centered on the appropriate choice of language which fits in with particular situations. Hence, the success of communication correlates with both appropriate choice of the language and the function effectiveness.

The CLT is currently deemed as the most efficient approach to teaching and learning the target language especially in ESL and EFL contexts. First, Brown (2001) argues that CLT increases learner’s autonomy in the sense that it develops their ability to use the target language (e.g.: English) in different communicative situations by themselves because it puts major emphasis on fluency.

Second, CLT makes the communicative competence a priority, which means that it provides foreign language learners with a valuable opportunity to practise communication in the foreign language in order to satisfy their real-life communicative needs. (Harmer, 2007)

Third, CLT enhances learner’s involvement in classroom interaction. Indeed, it serves learner-centeredness in that communicative competence is achieved as the learner exercises and communicates enough in CLT class, while the teacher will be much more an observer than instructor. (Brown, 2001)

Nevertheless, CLT has been the subject of much criticism. First, it is argued that this approach prioritizes meaning over the rules and structures of the target language (Bax, 2003).

In other words, it is believed that CLT seems to marginalize pronunciation and grammar errors, besides, paying much attention to the teaching and improvement of the oral skills at the detriment of writing and reading (Kumm, 2013). Second, the CLT risks to produce “fluent but inaccurate” learners (Hughs, 2003). In this view, language accuracy which goes hand in hand with fluency seems to be little account.

Third, the implementation of CLT in EFL classrooms could be hindered by the scarcity of materials and equipment such as authentic materials, native teachers or by overcrowded

classroom. In addition to the fact that suitable classrooms that allow for group work or the presentation of authentic materials could not be always available (Burnaby and Sun (1989).

In the light of the below citation, it could be concluded that it is up to teachers to compromise between CLT and other approaches for the good of the learner.

I.3.3. Models and Interpretations of Second Language Classroom Communication

It has to be underscored that the educational context especially that of foreign language teaching and learning requires a specific approach as to how to handle classroom discourse. The necessity of a particular approach lies in the fact that the target language performs as the medium and the goal of teaching. (Majer 2003, p. 09)

Different scholars provide us with their various conceptions of classrooms communication. This includes their models and interpretations of it.

First, Johnson (1995) suggests an integrated view of second language classroom communication through putting forward a frame that would be employed in the description and the analysis of classroom interaction. This frame identifies the chief aspects of classroom discourse which range from the structures of the academic tasks, the structures of social participation and the ways that teachers could reinforce those structures (Johnson, 1995). Johnson's frame (Ibid. p. 09) includes the following elements:

- a) Forms of controlling classroom communication, which chiefly depends on teacher's professional and practical knowledge.
- b) Student's conceptualization of the forms of teachers' control of classroom communication, the norms of classroom communication and their expectations, which are based on their previous knows and their perceptions of "appropriate" classroom communication.
- c) The use of the target language by students
- d) The ways existing patterns of communication could provide students with the opportunity to use the target language in classroom learning.

For the sake of making it effective, Johnson (Ibid. p.100) suggests a number of conditions that classroom communication should fulfill. First, it has to provide grounds for learning and using the target language, to allow for the practice of both meaning-focused and form-focused language and to grant students the opportunity to practice the target language in authentic

contexts. Second, it should be focused on improving learner-centeredness through initiation of interaction, monitoring the topics and engaging them in learning-focused discussion. Last, classroom communication has to foster a competing learning atmosphere by encouraging the learners to go beyond their current level of language proficiency such as discussing meaning and performing different function of the language.

Leo Van Lier (1996) suggested another model of classroom discourse. He argues that the patterns of classroom communication do not have to typically resemble the type of casual, spontaneous conversations. He also considers classroom communication as a particular type of collective discourse constructed between teachers and learners in which a shift of focus of interaction from pedagogic to natural modes could be made at any moment.

Contingency, as one of the specific properties of classroom discourse is central to this model. It relieves the teacher from preparing the script or the communicative lesson plan and gives learners the chance to improvise, as Lier (2001, p. 99) concludes “*when talk is contingent, utterances are constructed on the spot, rather than planned in advance.*” Pawlak (2004, p. 35) stresses that “interplay between learner’s dependency and uncertainty in interaction could be reflected through contingent classroom discourse as learner’s initiate talks without the teacher’s already planned instructions.”

From a sociolinguistic perspective, Hall & Verplaetse (2000) see “language classrooms as discourse communities in which interaction is supposed to foster student’s language development.” Accordingly, classroom interaction processes are believed not to be strictly similar or individual among learner, but as a sort of collaborative social enterprise that correlates with the regular participation of learners in classroom activities. They claim that through social interactions “teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development.” Hall & Verplaetse (2000, p. 10)

Finally, Seedhouse (2004) interprets foreign language classroom discourse as an example of institutional interaction with its distinctive “fingerprint”. He claims that no matter how different the pedagogical frame of teaching is, or the adopted approach is, the core institutional goal remains the same, it is “the teacher will teach the learner the L2”. (2004). This situation bears on the ways in which we keep classroom interaction going and that we accomplish it, and it also gives an insight to three identified properties of interaction which stem from the core institutional goal and helps shape classroom discourse:

- a) At a functional level, language is both the vehicle and the object of instruction.
- b) There is a reflexive interplay between pedagogy and interaction.
- c) The learner's forms and pattern of interaction are subject to evaluation.

In recap, the different models and interpretations of foreign language classroom discourse may differ in conceptions or focus, but the general consensus about the essentiality to education seems indisputable.

Conclusion

As a matter of fact, communication has always been the subject of tremendous discussions by different scholars and researchers to assert spotlight its fundamental role in every aspect of our lives. In the field of education, it is certain that owe much of our success and development. In terms of the second section, we will highlight one of the most fundamental features of nonverbal communication and its history and importance.

Section Two

Key Concepts of Body Language

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.Introduction

As widely and universally as the English language has become, as much as its importance has increased over the past three, or four decades. Teaching English as foreign language (TEFL) was for many years taught through, and with using the Grammar Translation Approach (GTA). However through recent years, academics and experts have been trying to develop a method or an approach that serves the learners and their needs and interests and they have found that the most important aspect of learning a language is communicating with that target language. After decades of using the GTA, teachers and academics are starting to adopt the Communicative Language Teaching approach (CLT), which focuses mostly and mainly on communication which is the key reason behind learning English. One of the most important and vital parts of communication is the use of body language because you can say a lot without saying anything, this is what will be highlighted in this section as well as its history, features and how to be able to read it.

I.4. Definition of Body Language

I.4.1. What is Body Language?

Body language is a type of nonverbal communication that relies on body movements, in other words, body language is the unspoken element of communication that we use to reveal our true feelings and emotions. [Body language](#) refers to the nonverbal signals that we use to communicate. According to experts, these nonverbal signals make up a huge part of our daily communication. From our facial expressions to our body movements, the things we do not say can still convey volumes of information.

Body language is a term or an expression of communication using body motions rather than using words, sounds or verbal language. For Hornby (2006), body language is the way you communicate your feelings and your thoughts by the manner you place, or orientate your body rather by words.

In their everyday life, people utilize body language subconsciously, and quite effectively. Nonverbal cues are more important than verbal cues when it comes to establishing a first good impression. Despite of not realizing it, when a person talk, and deliver messages to people around him, he makes himself comprehensible, or understandable not only words,

or voices, but also with body motions and facial expressions, which is what we call body language, that studies and examines all parts of the human body (Yu Aihong,2002). Author Malcolm Gladwell claims that within seconds of meeting someone, people start to shape and form their first impressions. In the midst of a short period, people make their verdict about several things, such as one's character, intelligence, suitability and worthiness as a friend. In other words body language is the total sum of the signs we give off that help others make those decisions. Though these conclusions are made and based on little information, they rarely change (Miller, 2005).

It is often that body language is described or equated with nonverbal communication. However, this indication or statement is untrue, because body language is only a part of an entire nonverbal communication. Body language can be described or defined as a system of nonverbal phenomena with the combination and integration of five inter-related sub-systems, such as gestures, postures, eye contact and facial expressions.

I.5. The History of Body Language

I.5.1. Origins of Body Language in Communication

The use of body language goes back to prehistory, and indeed pre-language times. After all, when we did not know how to communicate verbally, all we had was to communicate with nonverbal signals.

The practical study of nonverbal communication, in general, and body language, in specific probably began with actors, especially during the 19th century, when silence movies started to emerge. Actors grasped and learned how to show and display their emotions, attitude and status by imitating and mimicking the body language of the character they played. A prime example of how important and how easily body language transmit, and send messages is Mister Bean, and Charlie Chaplin. They were so amazing at using their body language, and the fact that it was so easy to understand them, though they rarely speak. This shows that the importance and relevance of body language is a no brainer when it comes to communication.

The pioneer or the first known experts or scientists to ever consider and study body language were the Greeks and Romans. The Greeks Hippocrates and Aristotle were interested in the human personality and behavior specifics, but not in body language, in general. At the

same time in that particular era, the Romans were making discoveries about body language. The most influential studies of body language were made by none other than Charles Darwin, in his work “The Expression of The Emotions in Man and Animals” published in 1872, who is also known as the “Father of Evolution”. Through careful observation, he noticed that humans, like animals, have and share some innate behaviors that are common and similar to all of us. Darwin claimed that the origin of human ability to show feelings and express them through posture and gestures comes from the prehistoric apes that are known today as the chimpanzees. Like humans, chimpanzees’ requirements are based on effective communication and collaboration so as to survive (Kuhnke, 2007). Another pioneer researcher in the field of nonverbal communication and body language is Albert Mehrabian, who claimed that only seven percent (7%) of a message is conveyed through word, while the rest is divided between tone of voice, i.e, thirty-eight (38%) percent, and nonverbal cues, i.e, fifty-five percent (55%) (Pease & Pease, 2004)

I.5.2. Body Language between Innateness and Acquisition

Body language is something that has evolved with time to realize and fulfill human social needs. A long raging debate has been raised about the roots of body language, that is if it is genetic or learned. In fact, the debate goes back to Aristotle and Darwin, till today studies still argue over the universality of body language and its relevance to culture. This argumentation swirls around whether or not the use of body language stems from culture and is learned, or if it is something humans are born with, and is innate.

Evidence had been gathered from the observation of blind people (who could not have learned nonverbal signs from a visual channel), from over watching the gestural behavior of different cultures, and from examining the closest anthropological relatives, the apes and monkeys. The results and the findings point out that several gestures fall into each category. For instance, most babies are born with instant ability of knowing how to be breast fed, indication that this is either genetic or inborn (Pease & Pease, 2004). Ekman, Friesen and Sorenson backed several Darwin’s original beliefs about innate gestures when they examined the facial expressions from five excessively diverse cultures. They found that each culture use the same basic facial gestures (happiness or sadness) to display emotions, which led them to the conclusion that these gestures had to be genetic.

Many cultures also determine whether some expressions are permitted or, banned. This is called the “display rule” and claims that it is the culture from which we were raised

defines the level of how emotions and facial expressions can we show in certain situations (Site, 2013).

Also some gestures are acquired through observation and some are refined with age and use. Very little research has been conducted into the language of the body. So, the answer to whether body language is something human born with or learn is “it depends”. For example, nobody taught a baby how to scowl in anger, he is born 'programmed' in his brain to response that way. On the other hand, you probably did heard and learned that standing in straight posture and smiling projects a positive image.

I.6. Features of Body Language

Body language plays a key role when it comes to communication especially in an EFL classroom setting. This type of language has many forms and features.

I.6.1. Facial Expressions

Facial expressions are one or more motions or positions of the muscles under the face skin, these movements convey the emotional state of an individual to others. Facial expressions are a form of nonverbal communication. They are fundamental means of sending information during human interaction. Besides, they are one of the most important aspects when it comes to both nonverbal and verbal communication, the face is not only in charge of transmitting ideas and thoughts, but also feelings and emotions (Frank,M.G, 2001).

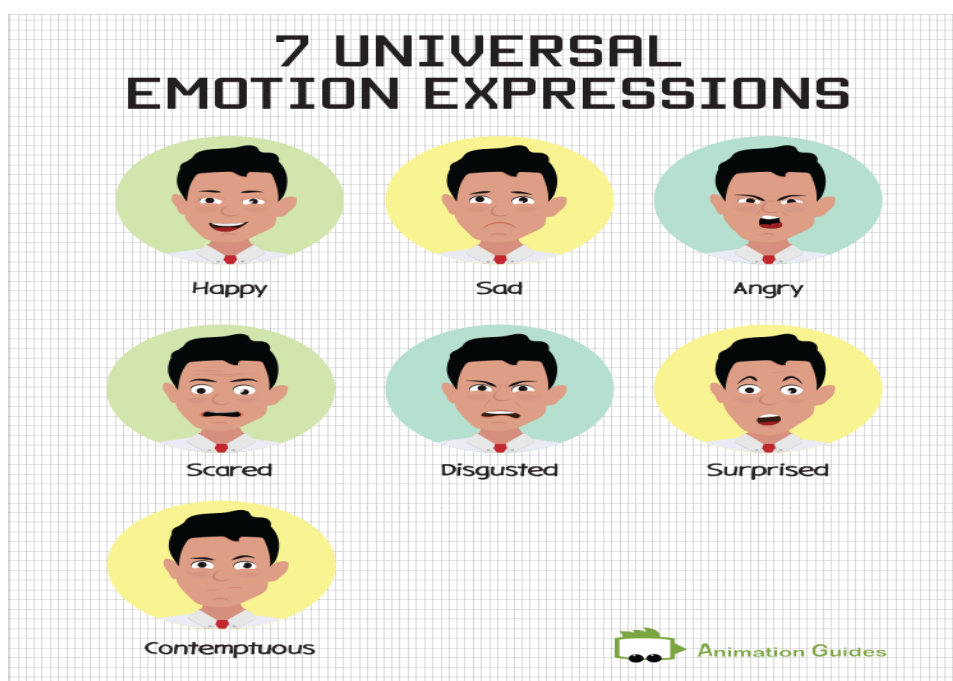


Figure 08: Seven Universal Facial Expressions. Retrieved from

<https://www.animationguides.com/character-emotions-animation/>

Humans are born with facial expressions that produce seven universal emotions (surprise, sad, happy, scared, angry, disgusted, and contempt). These seven emotions are easy to spot by reflection in every experienced human interaction (Rieman, 2007).

Spotting the breathing patterns and mouth, eye and jaw movements can indicate someone's emotions, thoughts and intentions. There are two types of facial expressions; negative facial expressions (frowning, tense lips, perspiring and avoiding eye contact) which signify a closed mind, carelessness and stubbornness. On the other side, there are positive facial expressions (smiling, nodding the head in agreement, and comfortable eye contact) which show openness, willingness and interest (Kuhnke, 2016).

I.6.2. Eye Contact

It is often known or renowned that the study of eye contact is called oculusics (Krueger, 2006). Eye contact is a type of nonverbal communication, in general and body language, in specific, which is known to possess a huge impact on social behavior. It is sometimes acquainted or known as a sign of confidence and respect.



Figure 09: Eye Contact. Retrieved from <https://medium.com/swlh/eye-contact-a-primal-force-in-business-d15f4b86449f>

Humans in having conversation or interaction with people they like and agree, tend to make more eye contact and less with people they do not like. Eye signals are a crucial part of having the ability to read someone's attitude and thoughts. Making greater eye contact can level the quality of human interaction.

Few researches have studied the cultural variations in eye contact. Yet, some temporary conclusions were drawn based on the work that has been carried. Research shows that Arabs mostly engage additional frequent and expanded eye contact than do North Americans (Almaney & Alwan, 1982; Hall, 1959). For North Americans, when someone is speaking, they are taught to look at them in the eye, while people who live in Asia and Africa tend to dodge eye contact directly with a speaker, especially if the person is from a high status (Byers & Byers, 1972). This difference in eye contact standards can cause problems, for the reason that in some cultures giving a direct eye contact might be considered as a sign of disrespect, whereas in some other cultures it is seen as a sign of interest and respect.

I.6.3. Head and Neck signals

Head and neck signals or motions are one of the fastest giveaways of information about mood and attitude, because it includes different areas of movements.

The information provided by the head movements should be taken in conjunction with the neck. It is easy to read and understand head movements because there is a direct link or connection between how people feel and how they position their head. According to Allan and Barbara Pease (2004), there are three basic head position.

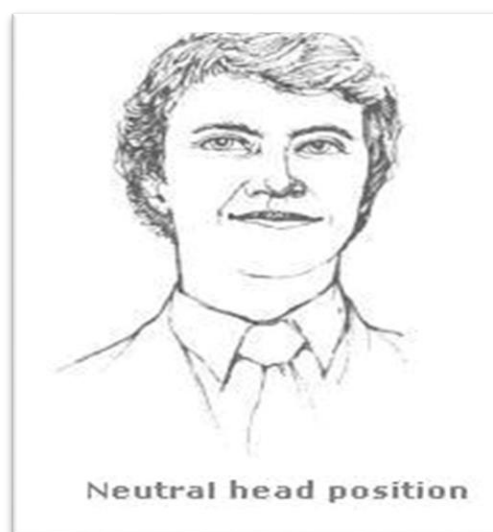


Figure 10: Head Up. Retrieved from <https://iquad.me/2014/06/23/body-language-head-signs/>

The first position is called Head (neutral head position), which suggests that the person is having a neutral attitude about what is being discussed. The head stays still and during the conversation there might be some occasional nodding.



Figure 11: The Head Tilt. <https://iquad.me/2014/06/23/body-language-head-signs/>

Tilting the head to the side is an indication that makes the person looks less menacing because it reveals the throat and neck, and it also displays vulnerability.

Its potential origin might come from the baby reposing his/her head on his/her parent's shoulder or chest. Most people, especially women seem to unconsciously understand the obedient and non threatening message the head tilt conveys. Charles Darwin was one the first to take notice that humans, as well as animals, especially dogs, tilt their head to the side when they want to show interest (Pease & Pease, 2004).



Figure 12: Head Down. Retrieved from <https://iquad.me/2014/06/23/body-language-head-signs/>

Once a person lowers his head and his chin is down, it is a sign of passive, judgmental, disapproval, or aggressive stance. Professional presenters are frequently faced with crowd or audiences who are sitting with their heads down or arms crossed on the chest.

I.6.4. Posture

Posture refers to the position that the body takes, and its culture-specific. Body posture can provide a considerable amount of information, and convey several degrees of respect, and interest. There are basically two types of poster that can indicate and reflect an individual's degree of confidence, status, or acceptance.



Figure 13: Open Posture. Retrieved from <http://anilmastana.blogspot.com/2013/08/body-language-interview.html>

The first type is open posture, which is generally senseless bodily posture in which the body tends towards being open, in particular with no crossing of the arms or legs. In public interactions, open posture can express approval, or being open to interaction, or the relaxation of an individual of a higher status (A Dictionary of Media and Communication, 2011).



Figure 14: Closed posture. Retrieved from <http://anilmastana.blogspot.com/2013/08/body-language-interview.html>

Closed posture is a posture in which the body tends to be more closed than open. It occurs in a social interaction when the person is sitting with his arms, and legs crossed. It is an indication of being protective, showing disagreement, or lacking interest (A Dictionary of Media and Communication, 2011).

I.6.5. Gestures

Gestures or movements of the head, arms, legs, and hands can transmit a fair amount of information. Gestures can express attitude, and emotions in a high degree. Especially if the person is going through anxiety and other negative emotions, because they can make the body reacts before he has the chance to stop it.

Gestures alter from one culture to another, for example using a gesture that is common in the United States can appear to be inappropriate in other cultures if it is used. As these following examples suggest according to Judee k. Burgoon, Laura k. Guerrero, and Kory Floyd (2016)



Figure 15: The A-OK Sign. Retrieved from https://en.wikipedia.org/wiki/OK_gesture

In the U.S. this gesture means that everything is going okay, or someone is doing well. However, in Japan for instance, this gesture represents money, or coin. In France and some parts of Switzerland, this gesture means zero, or worthless.



Figure 16: Thumbs-Up Sign. Retrieved from https://www.freepik.com/free-photo/male-hand-giving-thumbs-up-sign_1327563.htm

The thumbs-up sign might mean speak up, or turn the volume up in parts of South Africa. It is also used as the number one for counting in parts of Central Europe. Some places like Iran, and South America, this sign could be considered an insult if the thumb is pumped up, and down.



Figure 17: The “V” Sign. Retrieved from <https://dictionary.cambridge.org/fr/dictionnaire/anglais/v-sign>

The “V” sign means in many western countries peace, or victory. Yet in some parts like Australia, Great Britain, and South America it is seen as an insult if it is made with an open palm towards someone’s face, because it means that the person is acting like an animal with horns.

I.6.6. Proxemics and Haptics

Possibly proxemics, and haptics are one of the most important aspects of body language when it comes to giving cues. Because the use of space, and touch from, and set our relationships with other, and it plays a vital role in establishing an effective interaction between people. The principles of space and touch have a big impact on human lives. These

rules are prescribed according, and depending on the location, the status of the people involved in, the desire of the interaction, and obviously culture.

People from different countries and cultures stereotype one another according to manner of touch, and preference for personal space. People that are from Arab, and South American countries are high-contact culture, and prefer closer distance, than do people from Western countries, such as the United States, Germany, and Netherlands (Almaney & Alwan, 1982;Feghali, 1997, as cited in Burgoon,K.J, Guerrero,L.K & Floyd,K, 2016).

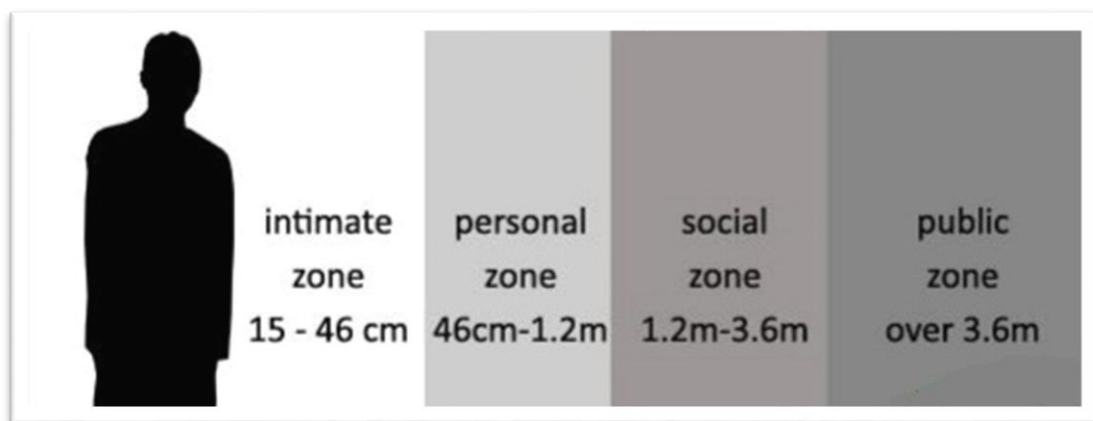


Figure 18: The Interpersonal zone Distances

Hall (1966) portrayed the interpersonal distances for humans in four distinct zones. The first zone is called the “Intimate Zone” which the space for those people who are given the right to invade. It is basically for touching, embracing, and whispering.

The second zone is named the “Personal Zone”, it is generally for friends, or family members. It is usually about an arm length.

The “Social Zone”, is the third zone, which is basically for day to day encounters, whether social or business nature.

The last zone is known as the “Public Zone”, is used for public speaking or with strangers

When it comes to haptics, the culture, religion, and the traditions play a vital part in deciding the amount of touch involved. In the Arab nations for instance, among men, kissing cheeks, long handshakes, and clutching hands are intended to reflect friendship, dedication, and equivalence in status. However, strangers, on the other hand, do not kiss or hold hand, and especially between the sexes (Burgoon,K.J, Guerrero,K.L & Floyd,K, 2016).

Early researches showed that North Americans, and Europeans have low-contact, or touching communication (Hall, 1959; Jourard, 1996, as cited in Burgoon, K.J, Guerrero, K.L & Floyd, K, 2016). However, through recent, and the past few decades, the United States have been showing an improvement towards becoming more of a contact-oriented community, which makes Hall and Jourard's early observations outmoded (Willis & Rawdon, 1994 as cited in Burgoon, K.J, Guerrero, K.L & Floyd, K, 2016).

I.7. Understanding, Reading, and Getting The Most of Body language.

Whether at the office or out with friends, the body language of the people around you speaks volumes. It has been suggested that body language constitutes more than 60% of what we communicate, so learning to read the nonverbal cues people send is a valuable skill. From eye behavior to the direction in which a person points his or her feet, body language reveals what a person is really thinking.

I.7.1. Gendered Body Language

Being able to read people's body language is being able to understand their emotions, attitude and cultural backgrounds. Exercising, performing, or reading body language can vary between men and women in terms of biological, psychological, and social factors.

It is known that women have far bigger capability for communication with, and evaluating than men do. The main objective of communication for men is conveying certain information, and particular challenges, while women generally communicate to voice their feelings, or to please the necessity for emotional intimacy. It is worth noting that women use body language more than men do (Spears, 2018).

Women are famous, and renowned for their ability to interpret body language signals because women are more perceptive than men, and this led to the rise of women's intuition. Women possess an inborn ability to pick up, and decode nonverbal cues, in addition to having accurate noticing for small details. Psychologists' findings at the University of Harvard showed how men are less careful, and alert to body language in comparison to women. They displayed short movies, with no sound, of a couple communicating. The entrants were asked to decipher what was happening by reading the men's, and women's expressions. The result showed that women understood the situation correctly 87% of the time. On the other side, men were able to read only 42% of the situation right (Pease & Pease, 2004).

Female intuition is especially obvious in women who raised children. For the reason that in the first few years, the mother count on almost on nonverbal signs to communicate. This is why women are oftentimes more conscious negotiators than men, since they practice reading and performing signals early.

When it comes to performing body language, men, for instance, often see close proximity as sign of confrontation or aggressiveness. However women have a higher will for intimacy, which make them more used to close body than men (Spears, 2018).

Other differences between men, and women in terms of body language; is that women prefer to be approached from the front. While men see this sign as an aggressive intention, and women tend to feel menaced when approached from behind (Chakrabarty, 2016).

Nodding the head is a behavior that both men, and women do, yet for different reasons. A man nodding his head is a indication that he is listening, while for a women, it is a sign that shows agreement. In terms of facial expressions, men tend to show, and demonstrate less emotions and smile. However, women do the exact opposite because they are taught in an early age to get along, and cooperate (Elsayed, 2018).

I.7.2. Creating Rapport through Reflecting and Mirroring

Once a person has an encounter with another person, immediately, they are trying quickly to determine how they feel about each other by establishing, or building rapport. Humans build rapport through the sense of touch, choice of words, and eye contact (Kuhnke, 2007).

Another way to establish rapport is mirroring, which is scanning, reflecting, and reading through the other person's body to determine if they react, or behave the way we do. We mirror each other's body motions as a form bonding, having approval, yet we are generally unaware that we are doing it (Pease & Pease, 2004).

The desire to mirror is the foundation for example why a queue works. In a queue, people are voluntarily of assistance other people they have never seen, and will never meet again. According to Allan, and Barbara Pease (2004), Professor Joseph Heinrich from Michigan University discovered that the impulses behind mirroring others are pre-programmed into the brain, since cooperation produce more food, higher quality of health, and growing economy for societies. It as well shows an elaboration for the reason nations that

highly disciple in mirroring, like Britain, Germany, and ancient Romans brilliantly ruled the world for decades.

I.7.3. Anticipating Movements

Movements can be compared to dance. It is more than just the gestures, or motions themselves, it is about the timing as well. Expecting a certain action, and recording it prior to its happening is a skill not many people have (Kuhnke, 2007).

For instance, realizing that someone is furious, and about to attack, gives the other person the chance to protect his/her self. Another example of anticipating body language is what happens in contests of martial, where opponents analyze each other in order to have a counter attack, which is something animals do all the time.

According to Kuhnke (2007), the American anthropologist Ray Birdwhistell, examined the motions of the body, and the spoken communication through recording conversation between people. By reviewing the clips of the conversation in slow motion, he was able to dissect people's movements, actions, and behaviors.

I.7.4. Embracing, and Understanding cultural differences

Despite of the gap bridging, or maybe because of it, cultures carry their customs and traditions with appreciation, and stability nowadays. Demeanors as plain as counting with your fingers, walking along the street and hand shaking can alter enormously across the globe.

These behaviors are determined by what are named "display rules", the particular anticipations every group has about the behavior of body language (Rieman, 2007). Except if you know the rules the permit certain behaviors in cultures rather than your own, you can make large errors, that may cause an insult to your guest, have political consequences, or at least awkwardness, or embarrassment.

When it comes to greetings, and farewells, it can vary from one country to another. Whether you kiss, bow, or shake hands, when you greet someone, and say, bid farewell, how you do so signalize your culture's stance towards bodily contact. In some parts of the world, the typical practice is to touch, however in some countries, they see touching as a rude behavior. Whereas in the muslim countries, men, and women are not allowed to touch in public (Kuhnke, 2007).

One famous example of how gestures can be misunderstood in some parts in the world, is the one that includes the U.S president Richard Nixon stepping off from Air Force One in South America, and doing the “OK” hand gesture that is regularly used in the U.S. This particular gesture is seen as something vulgar in South America because it symbolize the female genitalia (Burgoon,K.J, Guerrero,K.L & Floyd,K, 2016).

In the UK, USA, Australia, and Western Europe, making eye contact is a sign of attentiveness, and attachment. Also strong eye contact shows confidence, and weak eye contact indicates disinterest, or unsecure, however too much engagement with eye contact can cause discomfort.

In Hispanic, Asian, Middle Eastern, and Native American cultures, engaging with eye contact is seen as disrespectful, impolite, and ill-mannered. These cultures have a tendency to be bossy, and forbid anyone making eye contact with those who are viewed to be their superiors. Women tend to stay away from eye contact with men, since it be perceived as a sign of sexual interest. Strong eye contact between two people from the exact gender is a way of showing sincerity, genuineness, and integrity (Kuhnke, 2016).

In terms of physical contact, and expecting to be touched, countries with high emotional control, such as the English, Germans, Scandinavians, Chinese, and Japanese, hold back from physical touch, or contact in a plain site. Individuals who support the demonstration of feelings, including Latinos, Middle Easterners, and those of the Jewish faith touching indicates social supremacy. People with higher-status have a tendency to commence physical contact (Kuhnke, 2016).

Conclusion

To conclude, this section attempted to give a universal overview about the science of body language. Understanding the meaning behind body language and its history, origins, and being able to understand its features is a key for both personal, and professional life. Body language give us the ability to understand why people behave in a certain way and to be less judgmental, and by doing so we can achieve what all humans strive for, an effective communication.

In the next chapter, we will shed light on teacher's body language, its application in the classroom, the impact, and the importance it has on learning/teaching EFL.

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Section One

Teacher's Body Language in EFL Classes

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Introduction

Is it really important as a teacher to know how he stands, how he acts, how he moves? Are there suggestions or recommendations on how the teacher should use his body language? This section is dedicated entirely for the purpose of answering the two questions above. Studies, and researches suggest that teachers who make their lesson as performance, have a higher chance to be successful in managing an effective learning, and teaching session, using all different, and various skills including nonverbal cues.

II.1. Teacher's Body Language: Do's and Don'ts

Effective teachers use and pay attention to their body language because it makes learners relate, and focus with the teachers and their works. When the way of expressing and handing over the content of the lesson matches the body movements, learners respond to it.

Teachers actually are compared to sellers, when they are selling their item and trying to convince the buyer, the teacher is doing the exact same thing, he is trying to convince his audience or learners by performing their lesson for the reason of understanding the idea. A teacher who is able to establish a positive rapport with learners is a crucial aspect of the teacher-learner relationship. In order for the teacher to establish an effective rapport, there are some recommendations and prohibitions that he needs to follow. For example, facing the learners with your arms relaxed, a smiley face, and having eye contact with everyone can show the learners that he is really interested.

According to Chris Caswell (Ruland, N.D), teachers can check how his body language have an effect on his learners by simply standing on the doorway as his students enter the classroom. This act calms learners and establish an effective learning, and teaching environment prior to them sitting down.

From the beginning, the teacher has to instruct the classroom, greet everyone, and show confidence, because looking insecure is considered a bad sign to learners.

II.1.1. Arousing Learner's Attention and Interest

Every teacher at some point he asked him/herself these three questions, what kind of impression I am making as a teacher? Did the whole classroom understand what I said? Are the students frustrated, or bored? The answers to these questions are right in front of the

teacher's eyes. Studies with fifth grade, college, and high school students showed that at all levels responded more positively to teachers who used nonverbal cues. Strengthening immediate nonverbal cues can drastically enhance learner's motivation, how much they enjoy the session, and their readiness to follow the teacher's instructions (Goman, 2008:5-6, as cited in Koprulu, 2014).

In the session, the teacher's first task is grab his learner's attention to the idea he is trying to transmit. The ability of getting student's attention is a key in keeping control, and avoids wasting time at the start, and the middle of the lesson

Banging the board rubber, and rolling the pen on the table, these types of signals are for the reason of getting the student's interest that the lesson is about to start. These gestures do not carry information, but they confirm the teacher has control over the classroom and they save time by making sure that the message does not need repetition. These signals carry a finite significance, for instance, asking learners to be silent. They too give the teacher the chance to introduce the lesson in a confident way. Since asking learners to pay attention, and looking so insecure, that will probably forge into a problem of speaking if the teacher cannot handle it (Mihoubi, 2015).

In terms of time, getting student's attention does not supposed to be weighty part of the lesson. After having their attentiveness, the teacher must quickly proceed achieving his/her goals behind the session. It is hard to have learner's attention for a session let alone a whole year, he should show them that what they are about to learn is important, and interesting for the reason that body language is just serving tool to achieve what is really necessary (Mihoubi,2015).

Teachers should always have awareness to their nonverbal communication in the classroom for three major reasons:

- a) A realization of unspoken behavior will permit them to turn into better at receiving messages from students.
- b) Teachers will start to be effective at sending signals that enhance learning.
- c) The degree of the perceived psychological closeness between learners, and teachers is reinforced by this type of communication (Ritz & Stein:1, as cited in Koprulu,2014).

II.1.2. Effective Teaching

In terms of effective teaching, it takes place when the teacher is acquainted of how conveying eagerness. Motivated teachers utilize a various range of facial expressions, intonations, and gestures to transmit the importance, and thrilling of the lesson. According to the study of Neill 1991 (Neill,Caswell,1993,p30-105 as cited in Mihoubi,2015) , those are certain ulistrations on how effectual teachers behave in the course of the session, with a short interpretations for each one.



Figure 19: Here the idea of student is being effectively caught by the teacher with a lean that most young learners perceive as helpful. Some may do see this tactic as menacing, and overwhelming.

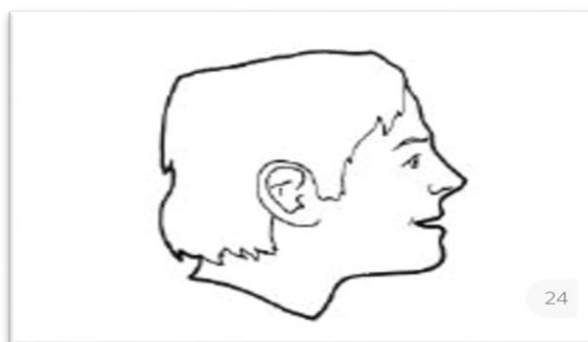


Figure 20: Majority of the learners described this teacher as amiable, and gave favorable comments. The teacher's head is forward, with a smiley face, and a comparatively moderate indication of interest in what his learners are saying.

II.2. The Teachers' Magical Use of Body Language in EFL Classes

The appropriate use of body language with all its features (facial expressions, gestures, posture, and eye contact) in the learning / teaching process will for the most part aid teachers transmit what they are trying to communicate to their learners precisely, and energetically.

II.2.1. The Art of Using Facial Expressions

Facial expression is the entire revealing screen of the teacher's mind. According to Paul Ekman (Yang, 2016), facial expressions are able to transmit people's sentimental revelations. Consequently, teachers should point at the various situations appeared in English teaching class, being effective at both talking and performing with the face at the same time.

A teacher should be like an actor, when talking about something thought-provoking, his face lights up, when expressing something sad, he will shows sadness through his facial expressions. When he faces a problem, his face scowls, and his facial expressions will express cheerfulness when he finds a solution (Yang, 2016).

When a teacher is capable at effectively using his facial expressions, he would allow a better learning atmosphere, and increase his teaching outcome. When of the most aspects of facial expression, is the use of smile. For example, when a learner makes an error, how should the teacher react? By criticizing him with a grumpy face, or motivate him with a smiley face. The answer is a no brainer (Tai, 2014).



Figure 21: A teacher with a smile on her face showing interest to her student.

Retrieved from WWW.UNESCO.ORG. Link <https://en.unesco.org/themes/ict-education/competency-framework-teachers-oer> .

According to Tai (2014), several pedagogic professors suggested that a teacher must combine smile with love in order to reach the learner's mind. The effective teacher of English should carry a smile with him during his teaching process. A genuine smile could offer a comfortable studying atmosphere for learners. However how does he do it ? Teachers can narrate few funny tales in English, or let his learners play roles from their choice.

Restraining a smile can notify learners that they have misconduct which is frequently more powerful than words. Teachers that smiles more often, convey the message that:

- a) They are taking pleasure in being with their learners.
- b) They are restful, and self-assured (Koprulu, 2014).

As it known for everybody, emotions are infectious. According to some Swedish researchers (Goman, 2008:83, as cited in Koprulu, 2014) that the muscles get an instant bounce that results a smile when noticing a cheerful face.

II.2.2. The Art of Using Eye Contact

As William Shakespeare once said “Eye is the window to the soul”. Making eye contact support establishing a solid relationship, faith, and it sends out to the learners that the teacher is involved, and interested. The eyes are a solid gadget for both teachers, and learners. However, most of the classroom time is spent with the eyes entirely anchored on the book, the board, the window, or wandering every which way during the learning, and teaching process (Ledbury, White, & Darn, 2004).



Figure 22: A teacher making eye contact with her student while explaining the lesson.
Retrieved from: <https://www.popsugar.com/smart-living/photo-gallery/46073063/image/46073060/Make-Eye-Contact>.

Teachers have always been informed to improve their eye contact as part of their teaching process. The eye contact or the “look” differs from be silent please to I am warning you from doing this again. Researchers, and practitioners in Neuro-Linguistic Programming (NLP) have shed light on the importance of body language, and eye contact especially for language teachers, but mostly on delivering clues to the nature of the student, rather than a mean of teaching (Ledbury, White, & Darn, 2004).

However how does the teacher use his eye contact in English teaching? The teacher should walk around the room looking at learners, which can let them sense his pertinence. Teachers can get his learners attention when they are not seriously focusing. By using his eye

contact, he can boost some of his learner's self-esteem to learn English, and become more energetic in studying English. Eye contact or the "look" can be used to discipline the class effectively (Tai, 2014).

Eye contact can be a double edge sword, because making eye contact does not involve staring, gazing, or overdoing it. Many students can find this disturbing, or awkward, as a result they will avoid making eye contact, and by that there will be concentration (Ledbury, White, & Darn, 2004).

As mentioned in a recent article (Yang, 2016), there two types of eye contact that the teacher can use during class. The first is looking around. Looking around is considered useful in provoking learner's attention, motivate them when asking them to answer. It can also be a classroom control tool. The second type is looking attentively. It occurs when a teacher criticizes his learners' misconduct, by looking directly, and looking his eyesight with the learners' face. When doing so, the teacher shows that he is fed up, and serious. Eye contact can also be utilized as a tool of getting feedback. Teachers generally observe learners to get signs whether they are concentrating on the lesson, or not.

II.2.3. The Art of Using Gestures

Gestures plays a crucial role in both English teaching, and learning especially for young learners that are full of energy, and spirit of inquiry, but with some sense of difficulty. Learners' knowledge, and teacher's oral English can restrict the teacher's communication. In the classroom, teacher can utilize gestures to convey precisely the meaning of the words, and attach them to an image. For instance, when teaching learners the personal pronouns, the teacher can reference a boy and says "he", and point to himself and say "I" etc(Yang,2017).

Clear gestures helps learners increase their level of English understanding. For example, instead of trying to explain the sentence "he is overweight" by words, he can spread his arms around his waste. If the sentence "Marry is slim", he can make a replica of the letter "S" by doing a curvaceous model (Tai, 2014).

According to Tai: " Some other simple gestures act the role of conveying teachers' message. For instance, "Come here" (teacher stretches out one hand which points to himself palm, then beckons), " It is OK" (with thumb upward), and so on" (2014,p.1207).

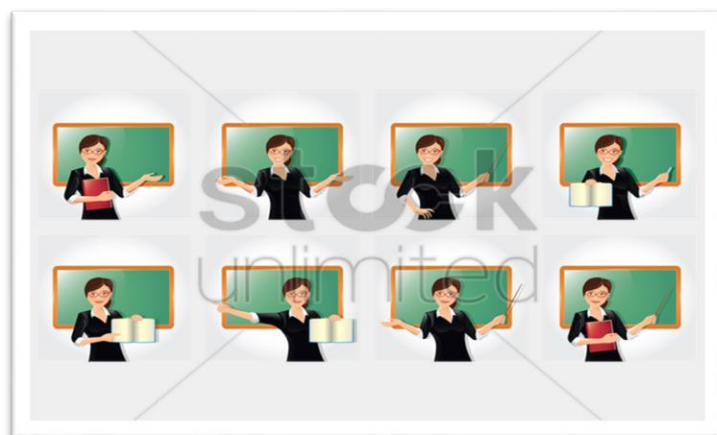


Figure 23: A collection of Different Gestures by a Teacher. Retrieved from https://www.stockunlimited.com/vector-illustration/teacher-with-different-gestures-collection_1606937.html .

Exercising certain gestures in the classroom will lead learners to link them with a specific thing. For instance, every time you say “ please stand up”, you use the same gestures. Learners will become used to it and stand up whenever you use that gestures, even if you leave the verbal instruction. When it comes to vocabulary, doing gestures and mimes is essential. You can use them to simplify, or explain certain words, or phrases for learners, especially for young learners. For example, when introducing a new word, instead of trying to explain it with words, the teacher can mimic the action of that particular word, or verb (Arntsen, N.D).

However, teachers should not force themselves to use particular gestures, it should be natural because learners can notice. In addition, teachers do not have to over exercise their use of gestures, because it can cause distraction for learners. To sum up, appropriate gestures, with fluency in English can generate an effective atmosphere of learning, and teaching.

II.2.4. The Art of Using Posture and Body Distance

Posture refers to the way the teacher positions his body during the lesson, specifically the back, shoulders, and head. An excellent posture supplies a direct visual experience for learners. For example, standing tall, this posture will show certainty, reliability, and how strong in character the teacher is. It will also tell learners that he is keeping everyone in check in the classroom (Mihoubi, 2015).

One of the drawbacks for learners is the teaching hiding, or standing too long behind the desk. Because it may cause a physical barricade between the teacher, and the learners, and

may install a crack in communication during class, especially teachers who have a tendency to sit during the session with no movement (Mihoubi, 2015).

In order for teachers to send out positive unspoken messages to learners, teachers have to be positioned “center stage” when they want attention from everyone, especially in the start of the session. This is a strong indication that is your display, and you are set to begin. In addition, teachers make certain that the learners can see as well as hear them, and also they ought to move around the classroom regularly to show learners that he is in control of the class (Koprulu, 2014).

When it comes to body distance, it is the application of space in certain circumstances. In English classroom communication, or setting, the distance between the teacher, and students convey various messages to the learners, and is a critical factor in the communication process. When teachers stand close to learners by two to three point meters, can signal a kind of authority to learners. If few learners are not focusing on the lesson, the teacher has to move to a convenient place that would alter the distracted-mind of the learner (Tai, 2014).

According to Pan (2014), the space between the teacher, learner, and physical classroom arrangement are the two significant proxemics features.

a) Interpersonal Space

Interpersonal distance in the classroom, especially the teacher-learner distance, has a deep impact on the effectiveness of the teacher-student communication. Despite that, in this day, and age not many teachers care about this aspect of unspoken communication. There are teachers that just position themselves in front the students during the entire class process, and lack interaction with their learners below.

b) Spatial Orientation

The limited amount of space inside the classroom will certainly affect the communication during the session. Not only the classroom arrangement of seating, yet also the way learners are bothered in the class that impacts remarkably the learning of students. In the traditional classroom arrangement in a teacher centered approach, learners sit one after another in rows in front of the teacher.

In the old fashioned seating arrangement, learners that are in the dark spots will create most of the interaction between them, and the teacher. Students that are in the grey places bring about some interaction, yet it is not as much as the ones in the dark spots.

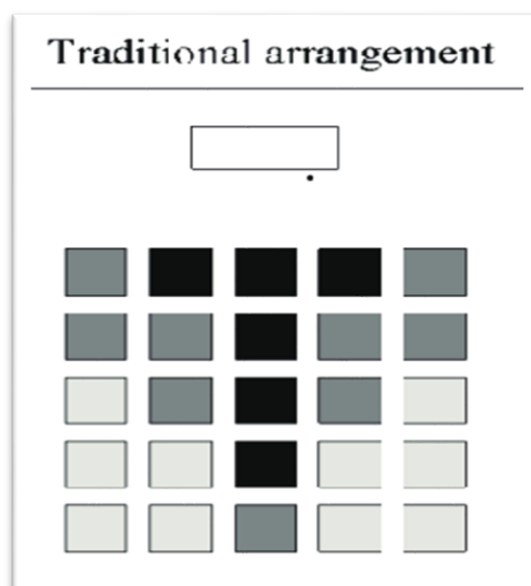


Figure 24: The traditional Seating Arrangement by McCorskey ir McVetta [11]
[Scheme: G.Brukštutė]. Link: https://www.researchgate.net/figure/Classroom-seating-arrangements-by-McCorskey-ir-McVetta-11-Scheme-GBrukstute_fig6_338598360

Having said that, learners that are in the white seats, they hardly participate. This type of seating arrangement creates physical, and mental barricades between the teacher, and learner.

II.3. The Application of Body Language in Different aspects of English Learning

Teachers most of the time rely on the oral messages when dealing aspects of English teaching, or learning, and often neglect the importance of body language in the classroom especially for language teachers. There are plenty of reasons for introducing perceptible supported verbal messages in English teaching / learning. Contrary to conveying information through audile only channels, body language can decrease the vagueness in verbal language, ease communication by boosting the richness within the message, and minimize the tiredness experienced by listeners who do not have the pleasure of using all their senses (Kellerman, 1992, as cited in Gregersen, N.D).

II.3.1. The Application of Body Language in Listening

As it is known, listening takes a big part of our day to day communication. To be understood, and to be able o to understand is the core of teaching, and learning English. In this stage of training learners' listening ability, if the teacher utilized his body language

effectively, he can reach better effect (Tai, 2014). In English teaching, teachers depend mostly on spoken language, yet by using body language to gain learners' interest, it is more vivid, and precise. In the classroom, teachers can show the certainty, and uncertainty information with eye contact, or facial expressions (Yang, 2017). For example, a teacher can expand his / her arms when she / he talk about a woman living in a big house, and raise his eyebrows, and open his mouth when describing a beautiful woman (Tai, 2014). By doing so, the teacher is reducing the talking time for explanation, and strengthening the information by adding a visual effect to it.

II.3.2. The Application of Body Language in Reading

What most learners, and teachers realize, is that body language can be really helpful when it comes to student's reading ability. Teachers mainly ask learners to read loudly to improve their reading ability, but they should go beyond that, by asking learning to use their body language during reading aloud. Teachers and learners need to learn to use both of their body language and tone of voice accordingly when reading.

For instance, when reading the sentences, attention should be paid to where to speak softly, emphasize, and go up or go down when in it comes to our tone. To make it plain, we can copy the strong or soft pats that are used in music teaching, which means to use the arcs to represent different tones, In general, we apply falling tones in declarative and special interrogative sentence, first rising tones and then falling tones in the choosing interrogative sentence. The learners are not often used to doing that, and it will draw confusing. However, with the assistance of body language, they can solve the problem without difficulty. For instance, they use gestures as they read the choosing interrogative sentence. They lift their hands in rising tones and move down in falling tones. After practicing for some time, the moment they read the sentences, they will remind themselves of the gestures. As a result, there will be no issues in correctly reading the sentences (Tai, 2014).

II.3.3. The Application of Body Language in Speaking

The verbal language is one of the essential ways to communicate, so we should strive to develop the learners' speaking ability. As a matter of fact, they are helped to obtain the goal in a certain degree by their teacher's body language. For instance, the beginning of every unit in high school begins with a discussion. The teaching programs demand the teachers to put in order the class to practice English according to the characteristics of the discussion. In

general, the body language can trigger, and maintain the learners' interest for studying, and using English. In the English class, the teachers should not only use body language themselves, but also instruct the learners to apply it according to the different circumstances.

As an example, the first lecture in the first unit is about the time when the new learners' first encounter and they do not know each other. So a teacher can introduce himself first, such as: "Hello, everyone, nice to meet you here. Now I'll introduce myself to you. My name is Arthur. I like playing basketball, because it makes me much stronger; I like playing chess, for the reason that it makes me more clever; and I like reading books, for, 'reading makes one perfect'". During describing himself, the teacher should use the new vocabularies and sentence structures together with a vivid expression accordingly with gestures as possibly as he can. He smiles when he says hello to the class; he shakes hands with some learners saying "Nice to meet you"; he writes name down on the blackboard; he copies the action of dribbling and shooting at the basketball, playing chess and turning pages to explain his hobbies.

After his introduction, the teacher can create a circumstance for the learners to practice. By applying body language, the teacher will be able to establish an effective and enjoyable atmosphere for the lesson (Tai, 2014).

II.4. Recommendation on How to Improve Teacher-Student Nonverbal Communication

It is so crucial that teachers develop, and strengthen the nonverbal communication between themselves, and the learners. Otherwise many issues would occur during the lectures, inside the classroom that would hinder the performance for both teachers, and students. It may also complicate reaching, and achieving the educational objectives.

II.4.1. Enhance Space, and Distance Communication

One of the most important aspects that has a direct impact on enhancing the space, and distance communication between teachers, and learners is finding alternative classroom arrangement. Kimberly Thoresen (Pan, 2014), in his article physical classroom arrangement came up with two approaches of seating arrangements. Both of them have their own advantages according to the class scale, and teachers' teaching goal.

a). Horseshoe Classroom Arrangement



Figure 25: Horseshoe Seating Arrangement / U Shape. Retrieved from <https://blog.advancementcourses.com/articles/maximizing-learning-through-effective-classroom-seating-arrangements/>

For teachers, the way he organize his classroom seating can determine how much learning gets done. However, arranging in such fashion can only be done with a limited number of learners which can be an issue for many teachers.

In classes arranged through this setup, there is more occurring participation. It is great for discussion, because learners have an easy visual access, and engagement with each other, also allows the teacher to have more control over the classroom. If the teacher wants a full-class participation takes place, the horseshoe setup is the most desirable. In addition, arranging in this way promotes wider interaction than the traditional setup. It also showcases the teacher as more friendly when sitting in a circle with the learners rather than being behind a desk (Kimberly, 2008, as cited in pan, 2014).

b). Modular Classroom Arrangement

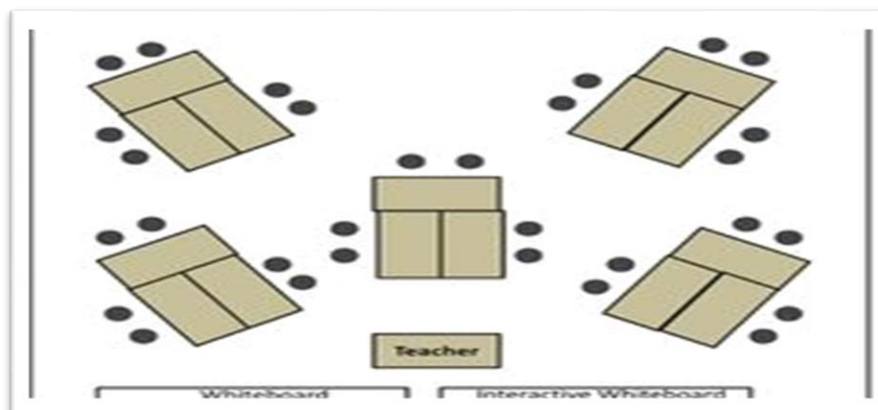


Figure 26: Modular Seating Arrangement. Retrieved form

<http://nvcinedu.weebly.com/spatial-arrangements.html>

This type of arranging is well recommended for classes that require interaction among smaller groups of learners, because it has a tendency to improve the quality of the learners' participation. One an important part of the lesson depends on learners interacting with each other, this arrangement is the most preferred. This setup gives learners the ability to participate at the same time without any interruption, (Kimberly, 2008, as cited in Pan, 2014).

II.4.2. Avoid, and Crack The Silence

This aspect relies mainly on the teacher, for the reason that he is dominant inside the classroom, and has an authority over the learners. The teacher has the obligation to create a learning, and caring atmosphere for the learners, which will have a positive impact on both teachers, and learners.

Firstly, the teacher has to do is propose a large collection of communication channels i.e : debate, discussion, brainstorming, and analysis. A study done by Professor Fan Yi (Pan, 2014), the case study was a double-period session of reading comprehension that he personally observed in Tiong Bahru Secondary School, Singapore during his teaching process. After recording some usual management issues in a English language class, and by evaluating the methods dealing with them. He provides arguments to the theory that managing a classroom effectively for an EL class is to establish a successful learning climate.

According to Widdowson (1978); Littewood (1984), as cited in (Pan, 2014), communicative channels are built on a psycholinguistic presumption that teaching language effectively, and learning language efficiently only materialize in a affirmative class climate, that necessitate three conditions : facile atmosphere, motivational environment, and live interaction.

The professor did notice that having an enhanced class discipline, the tense climate, and lack of motivation prevented learners from engaging in the learning activities. Consequently, she applied alternative strategies

To stop the stressful climate inside the classroom and motivate learners, the teacher did not go directly to the second section of the lesson. She instead gave few personal questions to learners about their food experience. By doing so, the class immediately turned into a hot discussion. The silent learners are now alive, and active.

Despite the fact the alternative strategies were utilized to deal with particular management issues in a particular lesson, they were of great importance, and applicability.

Creating an effective classroom atmosphere unquestionably aids to decrease the existing stress, and nervousness in the class. Linking the lesson with the learners' personal experience, and curiosity consistently helps to inspire students to learn. By assigning learners with specified activities, the teacher gives the desire for communication in English. All these tactics includes students in learning tasks (Fan, 2000, as cited in Pan, 2014).

Another aspect the teacher has to focus on is establishing a “no failing” situation for learners. Create options where winning is for everyone, in order to generate confidence, and inspire a great desire for participation. An example of doing this is having a contest between groups, and giving awards to each group despite of their performance. By doing so the groups that did less would feel less awkward, and more appreciated, which might create a desire for them to come, and compete again.

II.4.3. Break The Timidity and Lack of Confidence

By applying few plain, positive actions in the classroom, and instill these manners in learners, the teacher can easily motivate them. A great example of how to do so is teaching with a smile. A smile has a great impact on learners, especially on the emotional ones.

Another way to break shyness is making eye contact. Having eye contact with individual learners can help the teacher set a presence in the classroom, and increase the message significance of the teachers. (Hodge, 1971) It may also help learners in their ability to recollect information. A great example of how teachers break the ice in the classroom by saying “I need all eye on me”, by doing so repeatedly, he / she create this eye contact relationship with his learners that would reduce the intimidation, and lack of confidence. Most of the cases were teachers have no clear appeal to the students is due to the lack of eye contact.

When the teacher is determined to ameliorate his /her eye contact use, he /she can asks for the learners' help by informing them that he / she will be exercising his / her eye contact during session with them. Plainly letting learners know that this an objective of yours will help them stay focus on achieving this objective (Otteson & Otteson, 1980, as cited in Rosa, 2003).

Conclusion

In teaching English as a foreign language, nonverbal communication plays a vital role, in certain circumstances nonverbal communication can achieve the objectives that even the verbal communication cannot. The learners' attention is easily attained by the use body language. Through this way, the learners' ability of English will be surely and greatly increased. However the teachers' body language often occurs during the spoken or verbal language. Teachers need to match their spoken language with their body language, or it will create a bad impact on the English teaching courses.

The application of body language in English teaching classes should not be only more introduced, but should be taught in all levels of higher education to ensure that the language is taught properly.

Section Two

Body Language Usefulness and Impact

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Introduction

Different scholars, scientists and educators have stressed the importance of Non-verbal communication in teaching and learning. Peng Hong Lee (2011) sees classroom teaching and learning as a communicative activity between the teacher and the learner that relies on the transmission of knowledge. By way of explanation, Classroom interaction happens to be a process of sharing the input between the teacher and the learner by means of both verbal and non-verbal cues (p.506). In this vein, both teachers and learners have to be aware of the non-verbal behaviors displayed in the EFL classroom so as to better understand learner's most common non-verbal cues, to build a rapport between both parties and to determine the key effects of teacher's body language on EFL learners.

II.5. The Perceptions of Learner's most Common Body Language Cues by Teachers

The overall development of learners constitutes one of the chief concerns of EFL teachers. One of the most required prerequisites for teaching is perception which is bound up with observation. Radford(1990) notes that "observation is a discrete teaching skill that needs to be learned". (p. 37). Thus, there is a growing evidence that instructors have to be sensitive to their learner's non-verbal cues in order to achieve the most desired learning outcomes as claimed by Radford (1990) "only when we can accurately perceive what is occurring can we reflect upon what the student is learning and upon what interests and feelings they bring with them to the learning situation". (p. 38). Learners display different kinds of non-verbal behaviors in the classroom that EFL teacher could read or interpret as explained below.

II.5.1. Learner's Silence

Silence denotes the absence of communication. According to Gukas, Leinster & Walker (2010) it "is the most common non-verbal expression".(p.7). Generally speaking, silence is interpreted as a simple lack of understanding.

However, in classroom interaction, Teachers hold different interpretations of learner's silence. They may interpret it as a challenge to the instructor (Sussin, 2006), as lack of understanding (Gukas et al., 2010) or as a fear of failure to respond to particular instructions (Davis, 2009). Otherwise, it could be an indicator of a feeling of inferiority among learners coming from different or lower social class, or the pure product of some learning preferences as well as its being closely related to the learner's cultural backgrounds especially in societies

or communities where silence is a significant indicator of wisdom and knowledge (Gukas et al., 2010).

II.5.2. Learner's Eye Contact

The study of eye behaviors including eye contact is referred to as 'Oculesics'. Learner's eye behaviors may have different implications for teachers. While, Neill & Caswell (1993) put that learner's constant gaze at the teacher could indicate strong interest in the latter.

Knapp and Hall (1992) assert that most teachers interpret avoiding eye contact as escaping the answer to a question. Miller (2005) argues that learners tend to avoid eye contact when they dislike, bored or disinterested in the subject matter. In the same vein, Hartley & Karinch (2007) attribute avoiding eye contact to learner's low self-esteem or learner's evasion. Furthermore, a research carried out by Breed & Colaiuta (2006) has revealed that the amount of the eye contact that learners make with their teachers correlates positively with their comprehension.

They found out evident association between learner's high test scores and the increased eye contact they maintained with the teacher during classroom interaction. Teachers may use their eye contact in a variety of ways to make the task of learning English easier. They could, for instance, look around the whole class to instill the feeling of teacher's pertinence in learners, they could exchange some looks with learners who do not seem to listen earnestly or to particularly focus their gaze on some learners to help them recover or build their self-esteem or to urge them to be more active in the classroom.

II.5.3. Learner's Eye Movement

It is evident that the observation of learner's eye movement could provide teachers with valuable information about their mindsets and thoughts. Hartley & Karnich (2007) explain that learners tend to drift their eyes upwards as they try to recall an image that is stored in the visual cortex that is located in the rear of the human brain. Likewise, recalling a sound will have learners drift their eyes either to the left, right, and in line with the ears (Hartley & Karnich, 2007).

The same scholars argue that the processes of cognitive thinking and problem solving occur at the level of the frontal lobe and are marked by the learner's eyes going down and to

the left (2007). Thought that are linked with feelings and emotions cause the learner's eyes to go downwards and to the right. Miller (2005) puts that teachers could interpret their learner's constant looking at the clock as a sign of boredom with the current discussion or learner's concerns about future events, while learners' dilation could be interpreted as a reaction to seeing something pleasant (Pease & Pease, 2006).

II.5.4. Learner's Head Position

Neill & Caswell (1993) have noted that some head positions could have different interpretations. For instance, the raising chin will have the learner look down his nose which could be associated with arrogance or imposed dominance. Conversely, bowing the head is often interpreted as a friendly or a submissive sign.

Learners tend to show sympathetic interest in slightly tilting of the head (Neill & Caswell, 1993), while Agreement could be displayed by nodding (Miller, 2005). In addition, Radford (1990) has noted that learners tend to lower their heads in order to evade the teacher's question or create the impression that they are searching for a response.

II.5.5. Learner's Facial Expressions

Facial expressions tell a lot of things. According to Gukas et al (2010), learner's satisfaction with their current environment could be manifested through a relaxed or a smiling face. Whereas, Neill and Caswell (1993) argue that some facial expressions like a frown or wrinkled brow are indicators of anger or confusion. Other than that, Miller (2005) argues that yawning as an involuntary reflex could be associated with learner's boredom or fatigue. Therefore teachers have to know how to respond to such non-verbal reactions in order to avoid learning frustration and reduce the negative effects that such cues could have on both teaching and learning processes.

II.5.6. Learner's Body Posture

Miller (2005) states that sitting erect and leaning forward towards the speaker are peculiar traits of attentive learners. He also notes that boredom or discouragement from learning could be apparent as learners assume a slumping sitting positions.

He adds that learner's relaxed posture when addressing the teacher could be deemed as a lack of respect. Similarly, higher levels of respect could be indicated by learner's body alignment with the teacher, particularly when placing the legs in front rather than turning

them to the side (2005). The non-verbal cues that learners demonstrate as they stand make different statements about them. For instance defiance or disrespect could be exhibited as learner's put their hands on their hips while standing (Hartley & Karinch, 2007) or in sitting in a significantly different manner than the rest of the group (Miller, 2005; Thompson, 1973).

II.5.7. Learner's Hand Gestures

The use of hand gestures help learners make themselves clear during classroom interaction. Hand steeple, which consists in either interlocking one's fingers or placing the finger tips of opposing hands together is often interpreted as a sign of confidence (Miller, 2005). Raising a hand in classroom interaction is interpreted as a learner's desire to obtain attention, while the frantic waving of the hand denotes learner's excitement to offer an answer (Knapp & Hall, 1992).

Learner's shoulder shrugging is an expression of lacking knowledge (Miller, 2005). The state of Arms folded across the chest may indicate dominance for some teachers (Neil & Caswell, 1993) while it could be interpreted as a defensive cue or as learner's desire to withdraw from discussion by other teacher (Miller 2005).

II.5.8. Learner's personal space

Learner's comfort within the learning environment could be demonstrated through the personal space or distance and the arrangement of physical items in the classroom.

Breed and Colaiuta (2006) have disclosed that learner's seating choices correlates positively with both attentiveness and academic performance. That is to say, learners who deliberately choose to sit at the front rows of the classroom proved more alert to instructions and performed better academically. Personal distance is closely linked with Cultural learner's cultural influences. Thus, the personal distance established between the learner and the teacher may indicate confidence, trust and comfort with the learning environment (Neil & Caswell, 1993), as it may indicate the learner's discomfort, repugnance or reserve. Another correlate of learner's personal distance is physical touching.

Different studies have shown that teacher-learner appropriate physical touch could positively affect learner's academic performance (Miller, 2005, Neill & Caswell, 1993, Thompson, 1993). However, recent academic studies have made the implication that teacher-learner physical touch could lead to countless misinterpretations and suggest that at the

college level as an example, a hearty handshake between the teacher and the learner would represent the limits of appropriate physical touch.

II.6. Building Teacher-Learner Rapport through Non-Verbal Interaction

The classroom is the setting where the teachers and the learners could interact and get to know each other appropriately. Many scholars including Dobransky and Fymier (2004) assert that such kind of interaction between both parties is interpersonal in nature. Worley (2007) claims that interpersonal relationship between the teacher and the learner is imperative in making effective transmission of information possible to occur. Likewise, Tsui (1996), holds that “establishing a good relationship with students is extremely important in creating a conducive learning atmosphere in the classroom”. (p. 164).

The different behaviors that characterize The relationship between the teacher and the learner are known as rapport, which Faranda and Clark (2004) see as a relationship that depends on reciprocal trust and harmony. While, Nadler (2007) holds almost the same view that Rapport is a positive mutual attention that is characterized by harmony and affinity. Yet, it is vital for teachers to be aware of the non-verbal behaviors that they demonstrate in the classroom and the effects they could have on their learners.

II.6.1. The Non-Verbal Mediation in Teacher’s Expectancy

Rosenthal and Jacobson’s (1968) publication of “Pygmalion in the Classroom” was one of the most pivotal events in the history of educational research. This study has revealed that learners whose teachers presumed that they would bloom academically, did in fact demonstrate noticeable increases in IQ during that time, supposedly because of their teacher’s expectations acting as self-fulfilling prophecies.

The question how do teacher’s non-verbal behaviors mediate in their expectancy about their learners, in other words, how do teachers treat learners for whom they bear positive expectations differently than those for whom they hold less or negative expectations.

This was addressed by Harris and Rosenthal (1985) in their meta-analysis of the effects of the non-verbal mediation in teacher’s expectancy. This analysis has revealed that teachers who hold positive expectations about their learners tend to exhibit very specific non-verbal behaviors with them. For instance, they display a warmer and a more subjective climate, They greatly engage in a more sophisticated eye contact, they nod and smile more

often and were noticed to stand closer to those learners (Harris and Rosenthal, 1985). It was also noticed that positive teacher's expectancy correlates with learner's positive non-verbal behaviors which would eventually lead to better learning outcomes. In short, Teacher's positive expectations about their learners would be demonstrated in a more nicer and friendlier way of approaching them. Consequently, such a particular treatment would be reflected in learner's doing better in school (Rosenthal, 2002).

Weinstein (2002) argues that the communication of teacher's expectations could be a significant source of differences in learner's high/low self-esteem. Thus, it could be inferred that in unfavorable educational circumstances, which could stem from teacher's non-verbal behaviors, learner's self-esteem could deteriorate as it could show improvement in more favorable conditions. Weinstein's claim was supported by Hattie's calculations (2008) that show the significant correlation between learner's self-esteem and their learning outcomes.

He reveals that up to 70% of students with high/low self esteem experience either improvement or deterioration in educational outcomes over time leading to either a the increase or increase of learning outcomes. In terms of motivation to study, Dweck and Master (2009) conclude that learners whose teachers hold positive expectations about receive considerable non-verbal encouragement that they overcome the emerging learning difficulties. Whereas, learners with low self-esteem that could result from their teacher's negative expectations tend to give up their activities when confronted with failure.

Moreover, Cooper (1985) shows that high-expectancy learners often receive their teacher's positive feedback on the efforts they devote to learning which could be demonstrated through some facial expressions indicating appreciation, smiling ,patting on the back or hand cues such as holding the index and thumb fingers together. The fact which reinforces the learner's belief that the efforts they put into learning constitute an important source of academic success. On the contrary, low-expectancy learners often receive a non-contingent feedback from their teachers, which leads them to believe that their efforts do not contribute to their academic success , they remain unrewarded and eventually lead to their discouragement and giving up easily in the face of difficulties (Good and Brophy, 2008). To end with, it is apparent that teacher's non-verbal behaviors are strongly tied to their expectations about their learners to the point that learning outcomes could be tremendously affected either positively or negatively. Hence, it is advisable for teachers to know how to use

such cues for the good of their learners all the while avoiding any implications of bias, favoritism or misinterpretations on the part of learners.

II.6.2. The Correlation between Teacher's Favoritism and Non-Verbal Bias

Teachers do not generally acknowledge favoritism in public. If they are asked if it is appropriate to show their favoritism towards certain learners, they will presumably say no. Conversely, if learners are asked whom the teacher's favorite learners or commonly known as teacher's pet. They will readily identify them with almost general consensus about it (Davis and Lease, 2007).

Teacher's favoritism unlike allegedly claimed, is not a peculiarly western phenomenon but a worldwide one as shown in cross-cultural data collected in many countries including China (Fan, Li and Jin 2009) , Ghana (Amankwa, 2009) and Turkey (Aydogan, 2008). Many teachers exhibit strong biases towards their learners through a number of non-verbal behaviors. Such biases are principally associated with teacher's most and least favored learners (Newberry and Davis, 2008). For instance, teachers tend to pay more attention to their most favored learners as they interact more than they do their with least or non-favored learners (Amankwa , 2009). This includes focusing more eye contact on the first category, getting in close proximity to them, producing slight smiles and it could even be extended to physical touch. Besides paying attention,

Positive expectations formed about learners influence the non-verbal feedback and praise that learners receive. This comprises teacher's warmth and friendliness (Babad ,1998) that could be detected through different cues such as teacher-learner physical touch, attitudes and even through teacher's body posture like leaning forward to their favored learner which could communicate teacher's favoritism. Harder et al. (2016) have identified some teacher's non-verbal behaviors with low achievers or low-expectancy learners. They noted that teachers give them short time to answer before interruption such as averting eyes occurs, they tend to maintain less eye contact with them, less nodding and leaning was noticed as well as having them seated at a distance.

In addition, Lyon (1977) shows in his observational analysis that teachers demonstrate more negative non-verbal behaviors to disliked learners such as frowns and glares. Teachers may be able to control what they say, however they could not easily control their feelings. Babad (2009) concludes that the difference between teacher's verbal and

nonverbal behaviors result in a leakage of feelings through non-verbal channels. Thus, the differential non-verbal behaviors directed towards high-expectancy learners are readily detected by other learners as Babad and Rosenthal's (1991) experiment with fourth grade learners proves. Moreover, Babad (2005) has found out that high school learners for instance could make more accurate judgments about their teacher's non-verbal bias more than adult learners do, assuming that the former may show a situational awareness of teacher's biased and unbiased behaviors that could be absent or not shared by the latter. It goes without saying that teacher's non-verbal bias may have weighty impacts on learners in particular and the whole learning environment in general.

The negative effects of such kinds of behaviors could be extrapolated from the large body of research that addresses teachers' behavioral inaccuracies and their intervention in expectations and judgments they hold about their learners. First, teacher's favoritism demonstrated through non-verbal behaviors in the classroom feeds up the sentiments of inequities and unfairness among learners which could affect learner's academic achievements. Second, it could negatively harm teacher's reputation. For the reason that learners who bear the brunt of teacher's dislike, are likely to develop negative attitudes not only towards teachers but also the school and the learning environment leading to the deterioration in the links of trust and mutual understanding in them. Third, favored learners may be the subject of resentment or hostile acts by their peers. Such acts include bullying, resentment and isolation. Fourth, favoritism could lead to the development of negative attitudes in learners about themselves resulting in the decline of their self-esteem, impulsive or angry reactions as well as withdrawal.

In addition to undermining teacher's effectiveness and efforts to establish convenient classroom climate.(Babad, 1995, Chui, Lee & Liang,2013). In conclusion, teachers should demonstrate fair non-verbal cues during interaction to give their learners equitable opportunities to improve themselves, appreciate the classroom climate and enhance their learning outcomes.

II.6.3. Teacher's Non-verbal Communication and Classroom Management

One of the laborious tasks that teachers could be confronted with is classroom management. Ledbury et al(2004) note that Most of teachers seem to be oblivious to the importance of non-verbal communication in the improvement of their instruction, their learner's performance as well as the building of teacher-learner rapport.

Eye contact and facial expressions are two important nonverbal cues in classroom management. Gower and Walters (1983) believe that the use of eye contact has disciplinary functions in the classroom. They state that teachers use eye contact in order to show that they are taking notice of talkative students, to check learner's concentration, to give instructions or to encourage learner's contribution to the classroom interaction. In managing classroom participation, Synder (1998) adds that teachers often notice that their learners have something to say through looking at them using their eye contact in holding learner's attention and encouraging them to listen to their classmates .

Eye contact, mimics and gestures have a great impact on teacher's confidence and credibility. Hence, they are crucial in building teacher- learner rapport that would lead to effective classroom management. Gower and Walter (1983) argue that teacher's poor or little eye contact indicates that they lack confidence in themselves. Accordingly, they give learners a sense of insecurity. Similarly, Pollitt (2006) confirms that teacher's lack of confidence will engender disciplinary issues in the classroom such as disrespect, misbehavior and lack of attention....etc.

The coordination of different gestures help in creating a convincing impact on learners (Rossman,1989). For instance, Producing a friendly smile, head nodding in approval or holding some fingers together to show appreciation of the answer or reactions are cues that significantly impact the teacher-learner rapport. This idea has been highlighted by Cruickshank et al.(2003) who conclude that despite teacher's knowledge, level or position, his credibility is decided by learners.

Furthermore, the learner's nonverbal feedback could be a valuable source in making the process of input assimilation easier to handle. Puzzled expressions such as shrugging, frowning , hand folding or distracted eyes quickly tell the teacher what is to be revised or repeated or reconsidered (Ledbury et. 2004). Teacher's non-verbal communication could also be time and efforts consuming. Research shows that teacher could save important amount of time through the use of eye contact and facial expressions comprising those indicating praise, encouragement and disapproval (Ledbury, 2004). Besides, the possibility of using them simultaneously with verbal cues (pektas, 1988).

In sum, there is a growing evidence that the use of non-verbal cues helps establish effective classroom management leading to a prosperous learning environment. Thus,

teachers have to take into consideration the benefits that their non-verbal behaviors could yield.

II.6.4. Teacher's Non-Verbal Immediacy

The study of immediacy was first initiated by Mehrabian (1971) who stated in his well known principle of immediacy that "People are drawn towards things they like, evaluate highly, and prefer, and they avoid or move away from things they dislike, evaluate negatively, or do not prefer" (p. 1). Yet, as concerns education, the body of research on teacher's immediacy behaviors during instructional communication reveals that such behaviors correlate with learner's more positive affect as well as increased cognitive learning (McCroskey and Richmond, 2000).

Mehrabian (1981) showed that immediacy in interaction between two people comprises "greater physical proximity and/or more perceptual stimulation of the two by one another" (p. 14). Thus, it could be inferred that immediacy demonstrates reduced physical and psychological distances in teacher-learner interaction.

In his study of proxemic positioning, Hesier (1972) reveals that learners rate teachers who sit at, on or behind the desk as low in both affection and involvement. While teachers who kept moving in front of the desks or walked around the classroom in close proximity to their learner were rated as more effective, friendlier and warmer. By the same token, more research shows pertinent evidence that in many cases including teacher-learner interaction, more immediacy is communicated when both the teacher and the learner face one another directly and through the closer distance or position that they both assume, closer distances indicate that they like one another while keeping a distance signals dislike or repugnance (Aiello & Cooper, 1972; Byrne, Baskett, & Hodges, 1971). Eye contact has proved to be an important component of teacher's interpersonal immediacy.

Different scholars including Andersen and Jensen (1979) assert that direct eye contact could make up for the absence of physical proximity by providing psychological closeness between teachers and learners. Likewise, Mehrabian (1981) adds that "considerable evidence has been accumulated showing that more eye contact is associated with greater liking and more positive feeling among interactants" (p.23). Apart from increasing teacher-learner physical and psychological proximity, teacher's non-verbal immediacy behaviors are found to

contribute to learner's perceptual stimulation. For instance, smiling as one of the non verbal cues is said to stimulate learner's liking and arousal (Mehrabian, 1981).

Perceptual stimulation does also correlate with the teacher's body movements. Evidence shows that physically active teachers are more likely to stimulate their learner's both visual and auditory sensory arousal. In a summary of the studies of Mehrabian (1971) and Seals and Kaufman (1975), Beebe (1980) indicates significant differences between effective and average teachers as regards their body movements. Effective teachers move more than average ones do. Consequently, learners develop positive attitudes towards them. In the same vein, teacher's relaxed body posture is found to be influential in eliciting opinions and in changing them, while it is absent or less likely to notice when distance is maintained.(Richmond , Gorham & McCroskey, 1987).

Despite the substantial body of literature on the positive effects of teacher's non-verbal immediacy on learners and learning, we could not assert that it is not devoid of negative effects. For instance, the level of immediacy could be so high or exaggerated that it turns out to be superficial (Richmond, 2002). High teacher's immediacy do not always produce the most satisfactory results as regards the learning outcomes, instead it was noticed that non-excessive amounts of teacher's immediacy has led to increasing learner's motivation to optimal levels (Comstock, Rowel, & Bowers, 1995). It is worthy to note that culture plays a pivotal role in teacher-learner immediacy especially in situations the teacher and learners share different cultural backgrounds. Two significant studies conducted in America by Neuliep (1995) and Sanders & Wiseman (1990) reveal that learners perceive teachers of the same cultural background as more immediate than others, consequently leading to more positive attitudes and learning outcomes. Similarly African-American Learners perceive their African-American teachers as more immediate than Euro-American learners do with their Euro-American teachers.

In whole, learner's engagement with teacher on a more personal level could be measured through the latter's immediacy behaviors.

II.7. The Impact of Teacher's Body Language on EFL Learners

In the classroom setting, teacher's body language makes more statement and communicates more meaning than knowledge of the subject matter or verbal fluency (Negi, 2009). Similarly, Miller (1988) considers teacher's awareness of the non-verbal behaviors which they direct at their learners during classroom interaction, as one of the prerequisites for

efficient and successful instruction. While, several other studies that have been carried out in the classroom environment reveal that teacher's non-verbal cues send very subtle and distinct messages that "can be more explicit and candid means of determining intent than merely the spoken word alone" (Rosa, 2000, p.1). In this respect, the body language of teachers could have significant impacts on EFL learners in many areas, some of which are mentioned below.

II.7.1. Vocabulary Learning

Vocabulary learning is paramount in building up the word inventory that we recourse to in order to fulfill our communicative needs. Actually, recent findings in cognitive science show that the process of word learning involves both multisensory perception and motor acts. Differently stated, it involves the body in cognition (Tomasello, 2005). One of the most important body language cues namely gestures play a key role in vocabulary learning through enhancement and retention.

Radonvilliers (1768) was the first scholar to address the significance of gestures as regards the enhancement of word memory. He claimed that when explaining a concept to a child in his L1, teachers are likely to provide a picture or some illustrative gestures of the concept. However, there is no such thing in L2. About two centuries later, Asher (1969) came up with his total physical response approach that best describes the way how teacher's gestures help learners build up and recall vocabulary. In the TPR approach, learners responded to commands in the L2 by performing the action. Examples of these instructions are "close the window" and "open the door". They were noticed to better learn and retain vocabulary in L2 as they combine the action with the phrase (Asher, 1969). In the same vein, the gestures that teachers demonstrate or those that learners produce following their teacher's previous actions are said to have a significant contributory role.

Allen (1995) revealed through her empirical study on the influence of gestures on memory for L2 learning that learners exhibited a greater recall of words they are presented with when associated with cultural gestures that illustrate the sentence's semantics. In addition, Tellier's (2008) experiment with native French learners of EFL showed that learner's self-performance of iconic gestures led to a better memorization and enhancement of vocabulary. Word memory enhancement through gestures has been the subject of considerable discussion. Some scholars have evoked the concept of 'memory trace'. Indeed, the performance of gestures leads to the creation of a motor trace which acts as a reminder in the minds of learners when the word, the expression or the concept come to mention

(Engelkamp and Zimmer, 1985). Others correlate it with mental imagery in which a kinetic image of the word or concept is activated as learners perform the gestures that they are associated with (Kelly et al., 2009; Macedonia and Knosche, 2009).

Another aspect of teacher's body language that is worth consideration is gaze. According to Yu et al. (2005) learners do rely on their teacher's gaze to get what is referred to or meant. For instance, young EFL learners will infer the meaning of labeled words like "roof", "floor", "door" as their teachers direct their gaze at them. In other words, learners follow their teacher's gaze rather than anything else to make the association between the word and its referent (Baldwin, 1991, 1993). Owing to our biological nature, learners are found to better learn and retrieve vocabulary when movements and physical interaction with the learning environment occurs (Gardner, as cited in Bruce, 2005). Those activities include touching items, moving around the classroom and are characterized by more teacher-learner immediacy.

Hence, it would be advisable to incorporate kinesthetic activities in learning. The influence of facial expressions on vocabulary learning is evidenced in Hollingsworth's and Ybarra (2012) who show that while reading a short story to EFL learners, the teacher associated facial expressions with specific words and had her learners repeat or imitate the gestures. For instance, when she read the passage "Hector was terrified when the snake slid out from behind the rock", she used facial cues that denote fear such as the sudden raising of the eyebrows, wide opening of the eyes and open dropping of the mouth. Accordingly, learners displayed the same facial expressions as that of their teacher's when they were asked to show a terrified look. In sum, it is evident that teacher's body language appeals to learners as it attracts their senses and helps them learn better (Scott and Yetreberg, 1990).

II.7.2. Learners' Engagement and Academic Achievements

It is commonly known that learning a foreign language may not be an easy-going process. In EFL, the body language of teachers correlates significantly with learner's engagement in lessons and classroom activities (Wang, Bernas and Eberhard, 2001). It is evident that teacher-learner rapport could be measured through the amount of eye contact they maintain (Harris and Rosenthal, 1985).

In terms of learner's engagement, teacher's eye contact communicates a number of different emotions and expectations to the learners including attentiveness, interest,

enthusiasm, anger, displeasure and other emotions. It is also believed that the amount of teacher-learner eye contact influences the learning outcomes of learners. It is likely to enhance learners' listening comprehension and speaking credibility (Gladis, 1985) as well as their self-esteem (Dweck and Master, 2009).

In addition, (White, 2002) asserts that learners could remember teachers who expressed themselves with more bright eyes or icy stare than they did through words. The different gestures and facial expressions that teachers emit do also impact learners' engagement and their academic outcomes. For instance, smiling, frowning, nodding, shrugging, leaning forward and the like are non-verbal cues that stimulate learner's affect and cognition. They could invite learners to be more engaged and attain considerable academic achievements as they may lead to withdrawal, repugnance and academic failure (Cooper, 1985, Good and Brophy, 2008). As the proverb goes "interest is the first teacher", the teacher's use of body language could trigger learner's interests. Griss (2013) notes that kinesthetic teachers often get their learners out of their seats to make them physically and creatively engaged in classroom interaction.

Moreover, she compared traditional teachers, who do not seem to consider the use of body language in the classroom interaction with kinesthetic teachers. She concluded that the kinesthetic teachers give instructions like "show me...", to which almost all learners are stimulated to respond physically by acting that leads to the increase of learner's engagement. In the same context, Harmer (2007) suggested that some setbacks for learner's engagements such as boredom could be remediated through teacher's vivid movements. As a conclusion, we may say that both the learner's engagement and academic achievements is closely tied to the teacher's performance and the teaching styles.

II.7.3. Learners' Mood

Based on the argument that "the classroom is an emotional place" (Pekrun, 2014, p.6), it is worthwhile investigating the different mood displays that the EFL learners demonstrate during classroom interaction as a result of their teacher's non-verbal behaviors. The learner's mood is generally correlated with affective learning which by definition is "the emotional side of human behavior" (Brown, 1994, p. 135). Scholars stress that the teacher's facial expressions could have significant impacts on their learners. For instance: demonstrating dull or boring facial expressions while addressing learners could eventually lead them to feel anxious or annoyed by such behaviors. On the contrary, learners are found to develop positive

attitudes towards teachers using positive facial expression like smiling, and perceive it not only as the latter's interest in the subject matter but also in them. This fact boosts their moods towards both their teachers and the whole learning environment (Andersen, 1979; McCroskey and Richmond, 1992, 1996, 1998; Richmond, 2002).

In addition, smiling is often associated with the teacher's immediacy and friendliness. Research shows that learners feel more comfortable with teachers who smile during interaction rather than those who display negative non-verbal behaviors such as frowns or glares .(Bıçk1 and G1kkaya, 2004). The teacher's eye contact and gaze could affect the way learners feel. In this respect, factors leading to the instability of learner's mood , learning anxiety that could be manifested through fear, jealousy, nervousness ...etc could be remediated by focusing more eye contact and gaze on learners. (Capper, 2000) .

Moreover, the hand gestures that teachers display are said to influence the general mood of learners. It could hold true that thumb ups or encouraging gestures could boost the learners' morale and lead them to perform highly Capper (2000). It is imperative that teachers consider the effects of their non-verbal behaviours on their learner's mood because the affect and the emotional states have significant impacts on language learning process (Gardner, 1985).

Conclusion

Both the teacher and the learner bear an influential role in education. In EFL, The success of teaching and learning could be crucially measured by the extent of harmony and affinity that exist between the two. Thus, it is advisable that they both benefit from one another in order to enjoy the educational experience to the fullest.

PRATICAL PART

Chapter Three

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Introduction

The present study, or this chapter is fully devoted the field work of this research paper, aiming at investigating, and scrutinizing teachers' body language, and its impact or effect on learning, and teaching English as a foreign language. It also aims at eliciting students', and teachers' opinions about the subject matter.

Their opinions and views are so crucial to this study, and the most suited tools to investigate that is by presenting a questionnaire to the students, and by interviewing teachers of that subject matter.

III.1. Description of the Research Design

III.1.1. Choice of the Method

In fact, the choice of the method highly depends on the nature of the subject being investigated, as well as, "... the suitability of the particular method to their research aims, and questions (Phakiti, 2004,p.8). In fact, the choice of the method highly depends on the nature of the subject being investigated, as well as, "... the suitability of the particular method to their research aims, and questions (Phakiti, 2004,p.8). This research has sought to describe, shed light on the importance of the teachers' body language in an EFL context, and in addition raise awareness for teachers to pay more attention to their nonverbal communication with their learners in English classes.

In order to reach the objectives, and answer the questions that lay behind this research, relying merely on a quantitative method, or approach is not enough to reveal all the desired variables. It is believed that both quantitative and qualitative approaches have their limitations, the former with respect to the lack of in-depth data, and the latter with respect to the adequacy of assessment criteria. As a result, this descriptive-exploratory study adopted a combination of both. This was done with the intention that the quality of the research findings would be enhanced in terms of reliability, and validity as well as the depth of insight into the object of study (Miles & Huberman, 1994; Nachmias & Nacgmias, 2000; Patton, 1990).

The tools or the methods for this research include a questionnaire handed to learners to check their views on body language, and its implementation in English classes. In addition to the questionnaire, an interview with teachers to have an insight on their perspective on body language and to check their awareness on this subject matter.

III.1.2. The Sample

This study was conducted at Ibn Khaldoun University of Tiaret, from the population of students, and teachers at the English department, 64 students from all levels, and 10 teachers were selected to be part of this investigation.

The selection of such sample was based on the consideration that third year LMD students are already familiar with the concept of body language of teachers in the previous years. Another reason, is that these students are supposed to graduate this year, therefore if they happen to become teachers, they will know about teachers' body language, and its impact on learning, and teaching EFL. The reason we chose teachers to interview is to be able

A) The Quantitative Research Tool

III.2. Students' Questionnaire

III.2.1. Description of the Students' Questionnaire

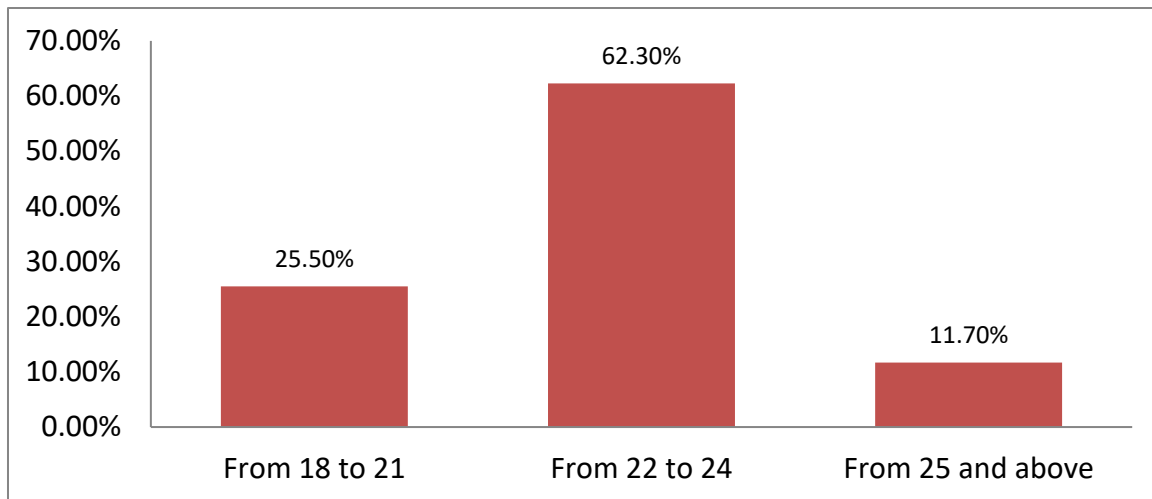
The questionnaire consists of three sections, and a total of ten (10) questions. The first section is for personal information (age, gender). The second section is under the name of Reflections on Body Language in EFL Classes, it contains seven (7) questions, one question requires a justification, and other questions suggests adding another answers while the rest are close-ended questions that addresses the teachers' body language. The last section is devoted for suggestions, and proposals which contain one (1) question that is an open-ended question.

III.2.2. Analysis of the Results

Section one: Personal Information.

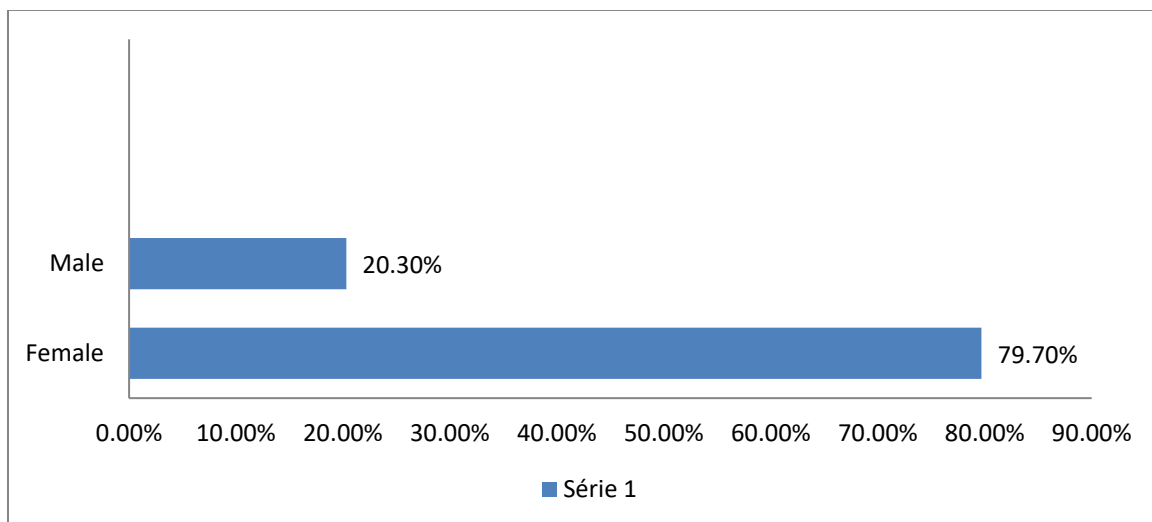
Question-item 01. What is your age?

The data in the bar chart below indicates that 62,30% of the participants are between the age of 22, and 24, while 25,50% are from 18 years old to 21 years old. The rest of the participants are from the age of 25, and above.



Graph01: Students' Age.

Question-item 02. What is your gender?



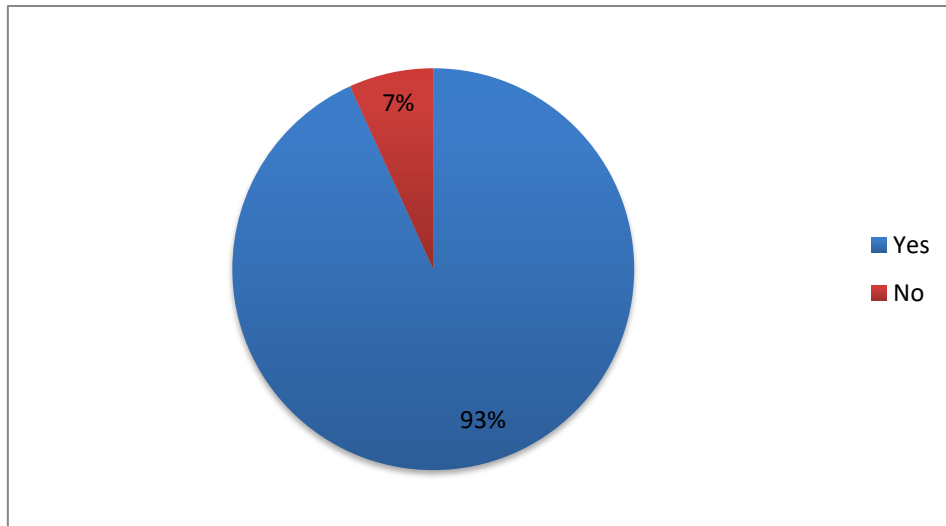
Graph02: Students' Gender.

After receiving the answers from the questionnaire, the data above show that 79,70% (47 out of 60) of the participants are female, and only 20,30% are male (13 out of 60).

Section Two: Reflections on Body Language in EFL Classes.

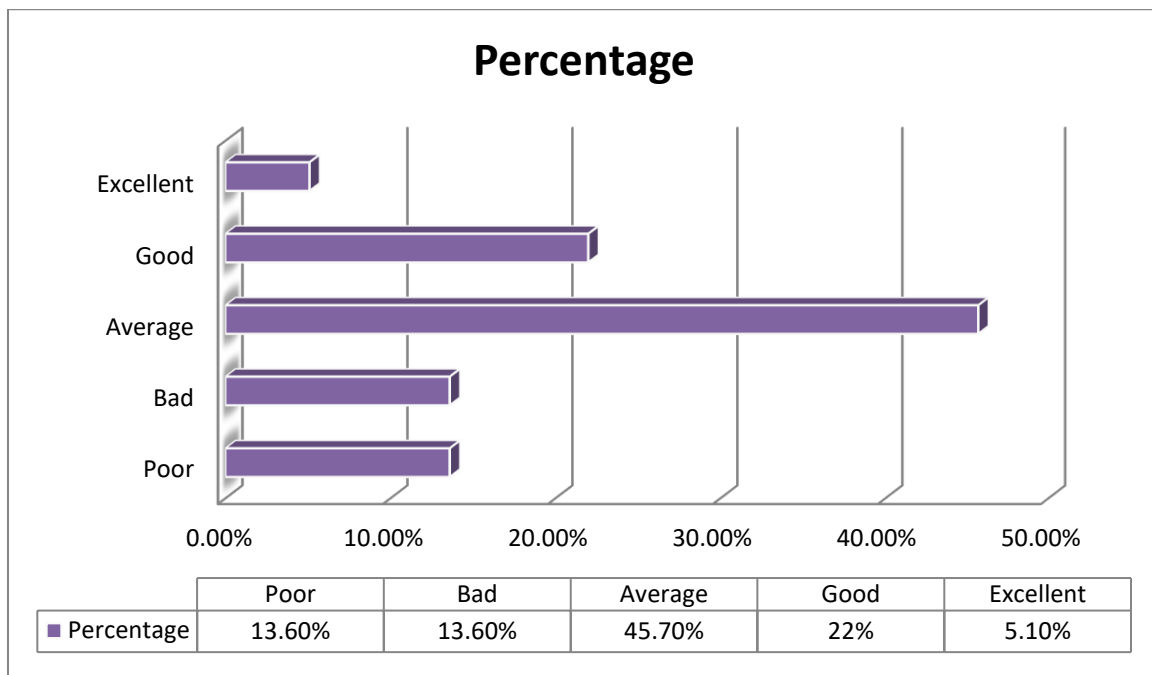
Question-item 03. Are you familiar with the concept of body language ?

The statistics in graph number 03, shows that most of the students have heard, or are familiar with the concept of body language with a percentage of 93,20. Only 6,80% of the participants stated that they are not familiar with the concept.



Graph03: Students' Familiarity with Body Language.

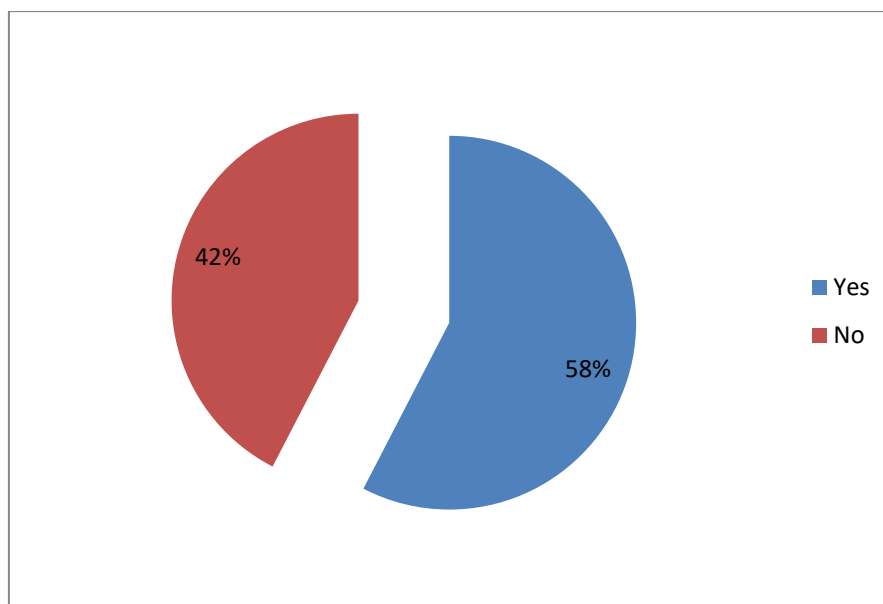
Question-item 04. How do you rate your teachers' body language in the classroom?



Graph04: Students' Views on Their Teachers' Body Language.

The 4th question is dedicated to obtain students' view, and how they rate their teachers' body language when instruction takes place. From the total number of participants, 45,70% of them stated that the level of their teachers' body language is average. While only 5,10% think that the execution of teachers' body language inside the classroom is excellent. The same number of participants attested that the use of body language by teachers is bad, or poor with a percentage of 13,60. 22% of the participants declared that the implementation of body language by teachers is good.

Question-item 05. In your opinion, whenever the teacher uses his body language inside the classroom, is he / she aware of it?



Graph05: Students' Opinion on the Awareness of Teachers' Body Language Use.

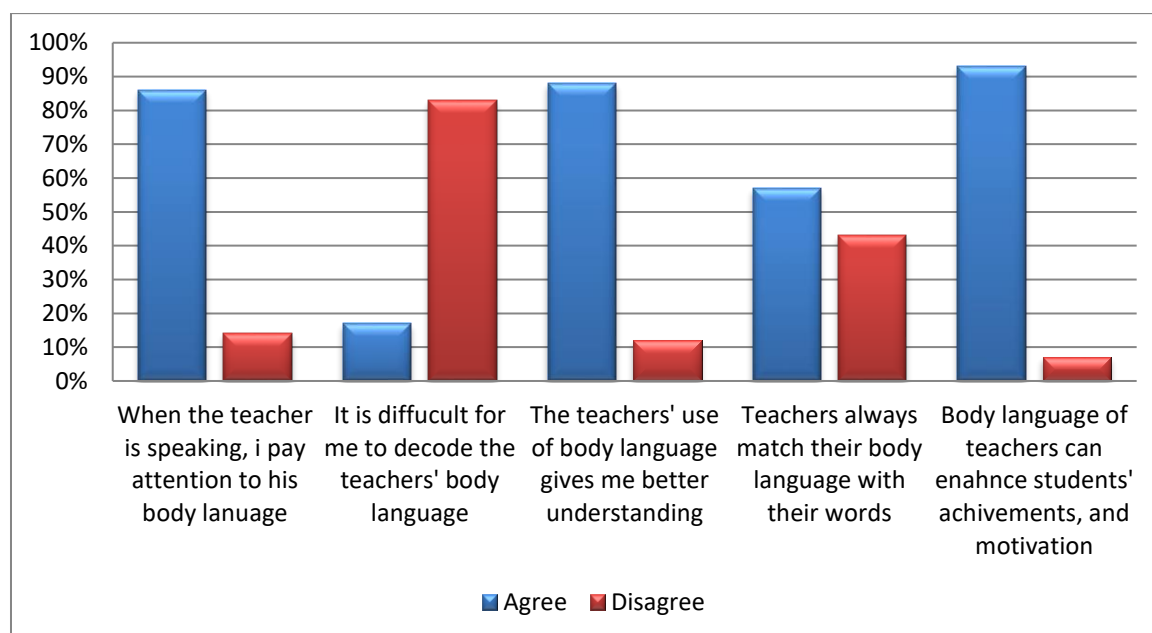
As the results above suggest, 42 % of the participants think that teachers are aware, and conscious about their body language, while 58 % thought of the opposite.

Question-item 06. Below, there are statements about the use of body language by teacher in EFL. Please indicate whether or not you believe in each statement by marking if you agree or not.

With regards to reviewing students' opinion on certain statements that related to body language, the data below show that 86 % of the participants agree with notion that when the teacher starts speaking, they pay attention to his body language, while only 14% disagree with that notion. The second statement is about the difficulty of decoding teachers' body language, 17% agree that is difficult for them to decode it, while the majority with 83 % disagree and state that they find no difficulty in understanding teachers' body language . 88 % of the participants agree that the teachers' use of body language inside the classroom gives them better understands, and only 12 % do not agree with that.

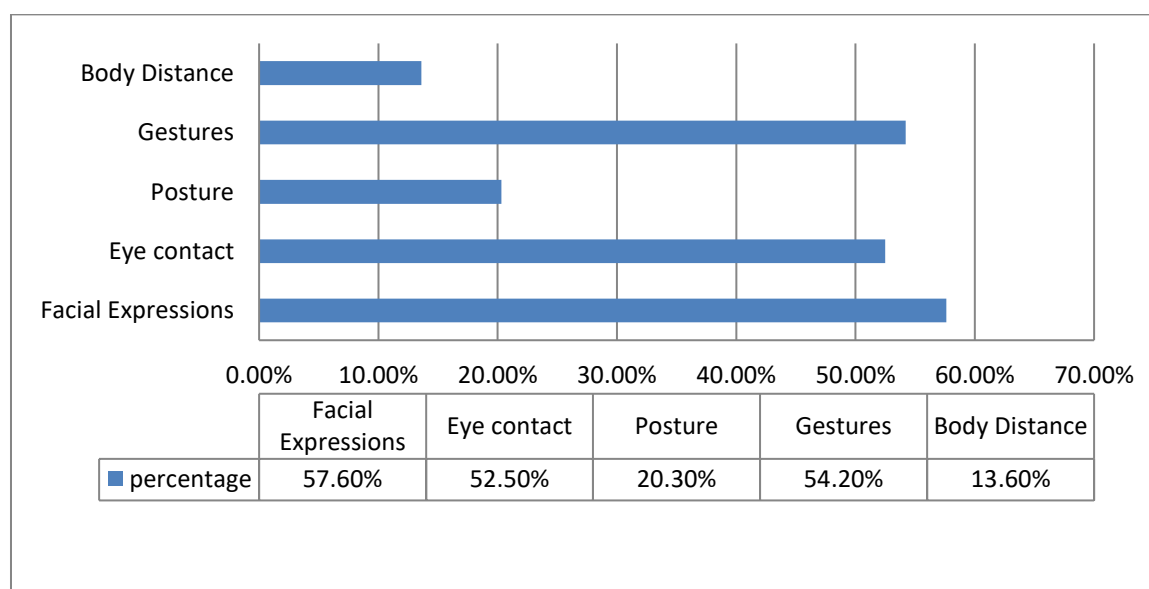
57 % of the participants agree with the fourth statements, which indicates that teachers always match their body language with their words, while 43 % of them disagree with that. The last statements suggests that the teachers' body language can enhance students' achievements, and

motivation, 93 % of the targeted sample agree with that statements, while only 7 % do not see an eye to eye.



Graph06: Students' Agreements, and Disagreements on Body Language Statements.

Question-item 07. In your opinion, which of these body language features is/are the most used by teachers in EFL? explain why.



Graph07: Most Used Features of Body language by Teachers.

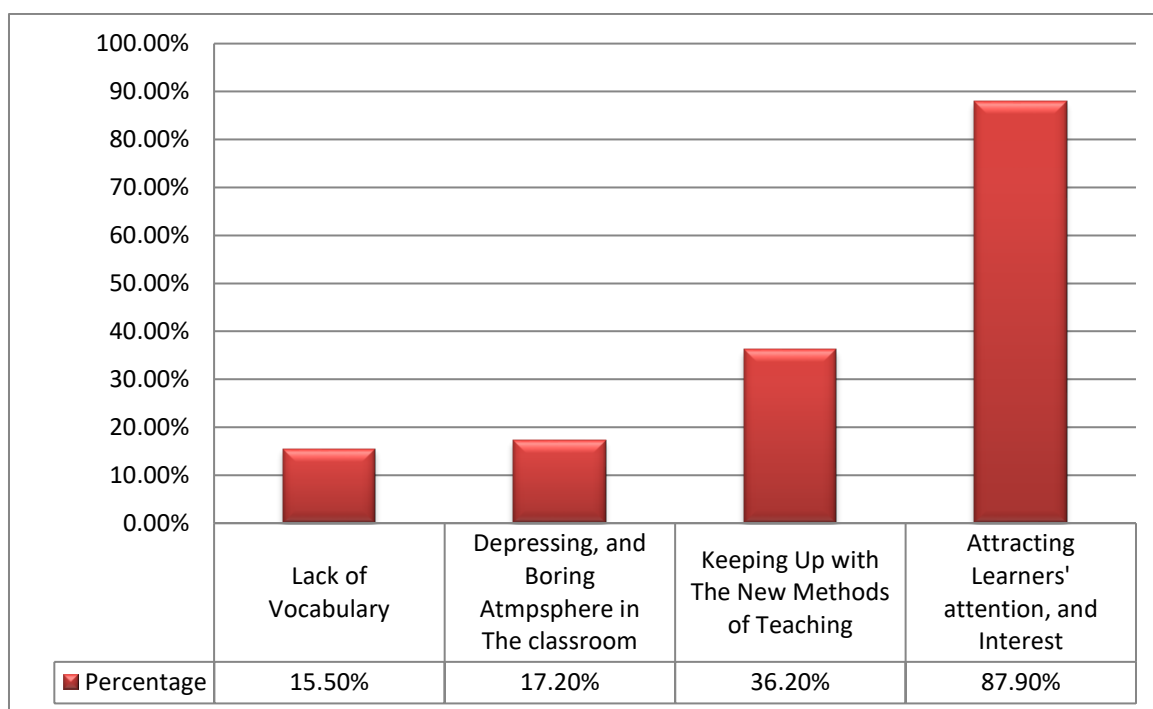
The graph above indicates that 57,60% of the participants think that facial expressions are the most used by teachers. The second most used feature of body language is Gestures

with 54,20%, then comes eye contact in the third place with a percentage of 52,50%. 20,30% of the targeted sample suggest that posture comes in the fourth most used feature. The last used body language feature used by teachers is body distance with 13,60% of the participants.

As for the reasons, 56% could not provide a reason for their choice, or selection. While 44% of the participants regardless of their choice, answered that body language feature (s) gives them better, facilitate understanding, establish a strong connection, and relationship with the teacher, and allow teachers to improve their students' behavior. Others suggested that learning turns to be more fun, joyful, helps them feel safe, supported, and improve their vocabulary.

However some indicated that many teachers do not use the classroom space, rarely move, they use their body language unconsciously, so it is too simple, and basic, that most teachers neglect the importance of body language with all its features, and how it can help reach the lesson targets.

Question-item 08. According to you, what is / are the main reason(s), or necessity(ies) behind using body language by teachers in EFL classes ? If you have other reasons state them.



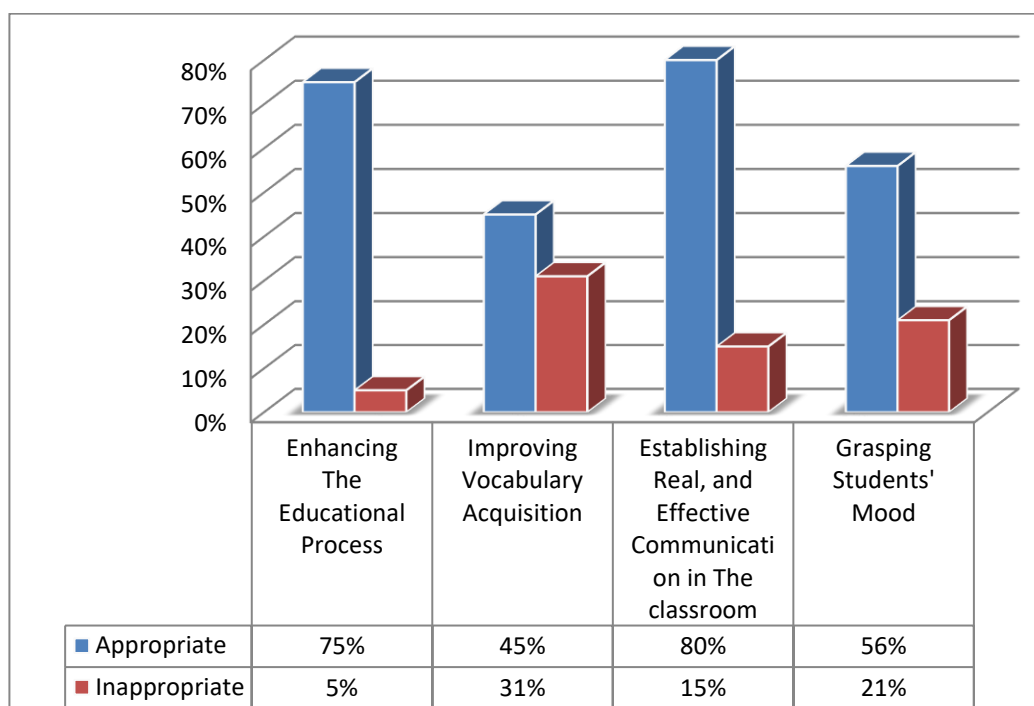
Graph08: Reasons behind Using Body Language By Teachers in EFL Classes.

The statistics in the graph above show that 87,90% of the participants (51 out of 60) attest that attracting learners' attention, and interest is the dominant necessity, the second

reason behind using body language is keeping up with the new methods of teaching with 36,20% (21 out of 60). 17,20% of the respondents (10 out of 60) suggested that depressing, and boring atmosphere in the classroom is the reason behind the implementation of body language. The last one is lack of vocabulary with only 15,50% (9 out of 60).

As for the suggesting other necessities, 89% could not provide an answer, while only 11% delivered an answer, the suggestions mostly indicate that the reason behind using body language is facilitating the meaning, especially for non-native speakers as it is not recommended to use the first language in EFL classes, making students more engaged in the learning, and teaching process, and creating a strong contact with learners.

Question-item 09. The Following phrases are in relation with the impact, or importance of teacher's body language on learning/teaching EFL. In your opinion, what is/are the most appropriate one (s)



Graph09: The Impact of the Teachers' Body Language on Learning, and Teaching EFL.

The bar chart above shows that within the first statement that body language enhances the educational process, 75% of the participants (45 out of 60) suggested that that statement is appropriate, while only 5% (3 out of 6) asset that it is inappropriate in relation to the impact of body language in EFL classes.

With regard to the second statement, 45% (27 out of 60) of the targeted sample approve that body language impacts the vocabulary acquisition, while 31% (19 out of 60) did not agree. 80% of the respondents (48 out of 60) suggested that establishing real, and effective communication in the classroom is an appropriate statement with concern to the impact of teachers' body language, and only 15% (9 out of 60) suggested that it is not. The last statement indicates that teachers' body language impacts EFL classes by grasping students' mood, 56% of the participants (34 out of 60) saw it as appropriate, while 21% (13 out of 60) suggested the opposite.

Section Three: Suggestions, and Proposals.

Question-item 10 : What suggestions could you put forward as regards body language use in EFL Classes?

The data revolving around question 10 reveal that only 31% answered, (3) respondents proposed that body language should be taught, and integrated as a medium, especially for language learning. Few others (10) suggested that teachers should attempt at implementing body language in their method of teaching as much as possible. Since it can facilitate learning and create a positive learning environment, successful working atmosphere. However, on the flip side, they should be carefully aware of it, especially the negative one, since it may create psychological obstacles for the learners that may reduce his classroom participation, and that teachers should use their body language effectively in a way that cannot harm the learners performance, and achievements as well. The last (5) participants claimed that the only way for teachers to establish, and maintain a close, real relationship, motivation, and positivity during the lectures, or inside the classroom is through body language, and that teachers should narrow , or close the distance between them, and their learners, as body language can help pick up unspoken issues.

III.2.3. Data Discussion and Interpretation

This study highlights a number of issues relevant to university EFL teachers, their body language implementation, and its impact on both learning / teaching from the learners' perspective. This section aims at discussing the results in the previous figures, the interpretation of the findings will enable the researcher to answer the research questions as well as to confirm or disconfirm the hypotheses.

The results of the given questionnaire indicates that the majority of both the university EFL teachers, and learners are fairly aware of the teachers' body language inside the classroom, however the how, and the much is considered average according to the respondents.

According to the informants, body language is of crucial importance, and the majority of them agreed that it is not difficult to read the teachers' body language, yet sometimes what they say does not match with the movements of their body. They also agreed that the most used feature by teachers is facial expressions, and that shows that teachers need to work, and pay more close attention to their implementation of body language during the lecture.

From observing the participants responses, it was shown the main reason, or necessity behind the implementation of body language is attracting the learners' attention, and interest, and that teachers must consider the fact that using body language during lectures is them keeping up with the new and enjoyable techniques of teaching / learning. The majority of informants agreed that main impact of the teachers' use of body language is creating, and establishing an effective relationship with their learners, which is the first step towards making a successful learning, and working environment, that would lead to enhance the educational process, and go with steady feet towards achieving the objectives for both learners, and teachers. To conclude with the interpretation of the findings, the main conclusion that was establish that body language must be integrated as a medium that is learned, and taught at all levels in universities, especially for FL learners. In addition to it being integrated as a medium, teachers should be careful with their use of body language, especially the negative one, as it hinders, or prevent teacher, and learners to fully bond, which would lead to psychological barriers, and drive both them from achieving their long, and short term objectives.

Throughout this section, the findings of this investigation are notified, then they are discussed, and decipher accordingly with pervious results. The examination of the teachers' body language and its impact on both learning / teaching, showed that teachers do have an awareness to their use of body language in English classes, and it does impact learners on both academic, and personal level, therefore the hypotheses were confirmed.

B) The qualitative Research Tool

III.3. The Teachers' Interview

Relying merely on a quantitative approach is not sufficient to reveal all the information desired. For that particular reason, an interview was done for the purpose of enriching the results in terms of quality and to have an insight on how teachers view the subject matter we are discussing.

III.3.1. Description of the Teachers' Interview

This teacher's online interview has been carried out with the intent of collecting qualitative data that serve our theme. It has been conducted with five (05) EFL teachers at the University of Ibn Khaldoun of Tiaret. It comprises 05 questions that aim at investigating the EFL teacher's conceptualization of the concept of body language, their awareness of its use, the best ways to use it in the classroom as well as the impacts that it could have on teaching/learning EFL.

III.3.2. Analysis of the Results

Question-Item 01: How do you define the concept of body language?

Based on the data collected from the interviewees, it was noticed that they share quite converging views on the concept of body language. The first teacher defines body language as all kinds of non-verbal communication that include gestures, facial expressions, and movements. The second teacher states that body language is "an umbrella terms that groups gestures, postures, eye contact... etc". In the same way, the third teacher reveals that it "refers to the [nonverbal signals](#) which make up a huge part of daily communication (i.e., eye contact, hand gestures, touch and the use of space". While, the fourth and teacher declares that "I consider it as the positioning of teachers in the classroom context in front of their learners by means of some means of communication such as eye contact, kinesics, etc".

The fifth teacher seems to have a more psychological view of body language, holding that "body language is revelatory in what concerns students' attitudes and reactions to what they are exposed to".

Question-Item 02: Are you aware of the use of your body language in the classroom?

Basically, the reason behind this question is to determine if teachers realize that they use their body language in the classroom. Teachers, concerned by the interview provide significant affirmative responses.

The first teachers responded that “yes, I am”. The second teacher affirm awareness arguing as follows “In most cases yes I consider myself aware of my body language”, adding that “However, sometimes I use it unconsciously. Sometimes, the student surprises me with a question that either I don’t know its answer or I could not remember the information about it. I unconsciously stare at something or I scratch my head”. The third and the fourth teachers confirm and highlight the importance of teacher’s awareness of the use of body language in the classroom. The former holds that “Yes I am, I think it’s very important, because the teacher should not act a robot”, while the fourth teacher goes on saying that “Yes, always. I am totally aware of the double influence brought by the double integration of body language inside the classroom context and always work to use it in an effective way that would boost students’ assimilation of knowledge”.

Just as the above teachers, teacher number five responds in the affirmative, concurring that “To some fair extent yes, for it is responsible (body language) of how input is being received and dealt with by the learner and the teacher along the process of teaching/learning”.

Question-item 03: According to you, what are the best tips to use body language in the classroom?

As for this question, it was intended to generate the teacher’s responses about the best ways to implement body language in the classroom. Most of the tips suggested by the concerned teachers do almost flow in the same direction.

The first teacher suggested that “teachers could use eye contact and stand in proximity to learners to create an inviting learning environment”. The second teacher puts that “teachers could use a variety of non-verbal cues. For instance, eye contact with learners helps fostering an engaging teacher-learner rapport. They could use smiling and nodding to increase learner’s confidence. Besides the possibility of walking among rows to make learners feel that they are close to the teacher”.

The third teacher proposes the following “my tips are that teacher should: face students, avoid crossed arms as if he/she is the boss, always smile and give the students eye to eye contact”. In responding to the same question, the fourth teacher states that “I usually

employ it to embody some learning situations that would seem difficult to grasp by students. For instance: eye-contact and non-verbal gestures”. Along the same lines, the fifth teacher spotlights the body posture alongside the above-mentioned cues holding that “Well first of all is the posture. It is revelatory of confidence and seriousness of the person, eye contact maintained in affirmative way. Keep neutral hand gestures”.

Question-Item 04: How often do you match your body language to the words you use?

Classroom communication witnesses a combination of both verbal and non-verbal communication. The interviewees provided the following answers as regards the frequency of matching the body language with words in the class.

The first teacher replied that he sometimes do match body language and words in the classroom. However, the second teacher states that “I always try my best to make a logical rapport between my words and my body language; however in rare cases my body language takes over me unconsciously”.

In similar vein, the third teacher explains the crucial role of matching the body language to words in the classroom by claiming that “I always make sure that my body language is present during classroom interaction. It often compensates for words and conveys subtle meaning”. In an identical way, the fourth teacher concurs that “ I always make sure to match both components when introducing new concepts especially language-related and culture-related ones”. While, the fifth teacher introduces another idea saying that “I believe that I am a video teacher who like to combine body language with my speech, it can be helpful in my explanation or sets a humorous mood if I want to”.

Question-Item 05: In your opinion, what are the impacts of the use of body language on both teaching and learning EFL?

This question reveals one of the teacher’s most significant opinions about the influences of their body language. It is substantial and measures the extent to which the processes of teaching and learning could be affected by the use of non-verbal behaviors. Teachers seem to be aware of the benefits of their body language and hold positive expectations about it.

The first teacher stresses that “body language is significant in Improving classroom management, fostering learners’ motivation, maintaining a good rapport with learners, and engaging learners in classroom activities”. The second teacher sums the impacts of body language on both teaching and learning EFL in the word efficiency maintaining that “I can summarize the biggest gain of using body language in one word which is efficiency. Body language use is a determinant factor of an efficient teaching-learning process. If the teacher uses appropriately his body language, every look, every gesture, every posture, every movement...sometimes, he might not even need to say anything, this non-verbal means of communication takes over.

Sometimes the meaning gets conveyed without any oral expression. To sum up, the right use of body language enhances the educational influence”. For the third teacher, “the use of body language has a direct correlation on learner’s achievements. Using effective body language makes students feel safe and supported”. The fourth teacher expands a little on the impacts of body language in EFL and attests that “For teaching, body language can save time and render the teaching process funny. For learning, learners will be motivated to learn the target language and easily acquire a new vocabulary. Besides, it helps establish a more effective and positive teacher-learner rapport”.

Last, the fifth teacher concludes that “Body language enriches the learning teaching process if used properly, means if both parties use positive affirmative body language that communicates respect, confidence and invites for collaboration. The result will be very satisfactory”.

III.3.3. Data discussion and Interpretation

The analysis of the data from our teacher’s online interview has provided us with valuable information as regards the chief concerns of our research. It has permitted us to draw some relevant conclusions concerning the principal questions present in our research proposal. The hypotheses that we formed around these questions have been significantly confirmed by the concerned teachers. Concerning definitional matters, most of EFL teachers (four out of five teachers in our case), and the list is by no means exhaustive, hold similar theoretical assumptions that the body language refers to the set of non-verbal behaviors and signals that correlate with non-verbal communication.

With the exception of one teacher (fifth teacher) who has provided a more psychological view of body language that correlates with attitudes and reactions of learners. As held by the interviewed teachers, those non-verbal behaviors include: eye contact, facial expressions, gestures, body posture and the like. The doubts revolving around the teacher's awareness of the use of their body language in the classroom have been dispelled by the interviewees. All teachers have responded in the affirmative. They have revealed that they are constantly aware of the use of body language in the classroom with the second teacher's revelation about the conscious and unconscious awareness of its use.

The use of eye contact was the common denominator among all of the interviewees as one of the best tips to use body language in the classroom. It is followed by proximity or close distance (first and second teachers) and the use of smiling as an effective body language cue in the classroom (the second and the third teachers). While, the fifth teacher introduced body posture as another tip that was not suggested by the others. The fourth question dealing with teacher's frequency of matching their body language to words in the classroom shows that 3 out of 5 teachers do always consider it important (second, third, fourth teachers). Conversely, the first teacher reveals that the process of word and body language matching happens to be an occasional practice.

While, the fifth is labeled as a video teacher disclosing that body language smoothes explanation and establishes a humorous mood when desired. In support of our hypotheses about the impacts of teacher's body language on teaching and learning EFL, the first, and the fourth teacher say it explicitly that the body language of teachers leads to learners motivation, while, the fourth and the fifth teachers made implications about it. There seems to be a general consensus about the positive impact of teacher's body language on good, effective teacher-learner rapport (all teachers).

In addition, our suppositions about the correlation between the teachers' body language and the learner's academic achievements and was confirmed by the interviewees (all teachers). In sum, these are the findings that we could derive from our analysis of the teacher's online interview

Conclusion

As the study's main objective is to find out if university teachers are aware of their use of body language and how do they define it, how do students react to it, and do they agree on the impacts of it on both learning and teaching in English classes. As any other research, the limitations are stated as mentioned below, as well as some suggestion for future studies concerning this area of research.

Limitations of the Study

Along with the attempt to investigate the teachers' body language and its impact on teaching English as foreign language (TEFL), and fulfilling the study aims. This current study as any other survey faced many obstacles and limitations. The first obstacle that crippled us was the willingness and motivation of learners to participate in our research which may have affected both the quality and quantity of results.

Concerning the online questionnaire, the first obstacle was as we all know covid-19 because of it the questionnaire had to be online which can often be a bummer. Since the questionnaire had to be delivered through the web, unfortunately only 64 students responded from approximately 300 third year LMD students. Another problem that faced us was few respondents skipped the questions that were open-ended or involved justification. When it came to the qualitative method, our first intention was to do a classroom observation because it is more suitable for behavioral studies. However once we again, due to covid-19, we had to improvise, because we did not want to rely entirely on the questionnaire, so an interview was presented to teachers via email. The obvious problem that faced us was the availability of teachers to respond. The interview was delivered, yet only 5 teachers took the time and responded.

For these particular reasons, this research cannot be generalized because it is limited to small group of learners and teachers of English language department at the University of Ibn Khaldoun compared the actual total number.

Omnibus Recommendations

The results gathered from the present study prove that body language as a teaching strategy has a remarkable effect on enhancing the educational process for both language

teachers and learners at the higher levels. After conducting the research, we recommend additional researches on the following:

- a) The impact of body language on learners' academic achievement and their engagement.
- b) The impact of nonverbal communication on reducing intimidations, misconduct and raising the class control.
- c) The effect of body language on remembering and recalling information.

We also suggest that teachers should pay more attention to their use of body language because it could a double edge sword, they also should benefit from their training and experience to reform the teaching process, and it should more introduced to language learners as maybe a medium in the curriculum to foster their ability in learning foreign languages.

GENERAL CONCLUSION

General Conclusion

In the last forty or fifty years, many scholars and researchers tried to come up with best method for teaching English as a foreign language. For many decades, the main focus was only on grammar and structure, but in recent years, there was a shift, teachers and learners started to focus more on meaning and communication rather than rules, which is the main objective behind learning any language. One of the most important aspects of communication in English classes is the use of body language. Typically, this study had tried to shed light the teacher's use of body language and the positive impact it has on learning and teaching.

In this respect, this study was conducted to reach the research three aims. Regarding the results of this research, the qualitative part (questionnaire) indicates that the majority of teachers are aware of their use of body language, yet not all of them are qualified to implement it or practice it during their session according to learners. In addition, from the learners' point of view, they all agreed that using body language can enhance their learning language ability both on a personal and professional level and that it should be taught for the first three levels.

On the other hand, the qualitative part (interview) also proves that teachers are aware of their body language use inside the classroom and that most of the time it matches their verbal communication. It also proved that body language has a significant positive effect on the learner, and it does enhance the possibility of succeeding on both an academic and personal level.

In a sum, this study proves that body language is a necessity in the field of language learning, and it is a powerful tool to open learning environment. This research had shed light on the important use of body language b teachers and how it creates leverage with learners and give a strong impression on them which consequently would lead to achieving the educational objectives.

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Appendices

Appendix A: The Students' Questionnaire

Teacher's Body Language and Its Impact on

Teaching / Learning EFL

Case of Third Year LMD Student of English at Ibn Khaldoun University

We would like to ask you to help us by answering the following questions concerning the teacher's body language, its application in the classroom, and the impact it produces on teaching, and learning EFL. This research is conducted by Second Year Master students of Didactics of Ibn Khaldoun University.

This questionnaire will only take 3 or 4 minutes to complete. You can skip any question you do not want to answer, or you are not familiar with it. There is no right, or wrong answer. Do not worry about spelling, or grammar. Be assured that all answers, and your data will be kept secret.

Section One : Personal Information.

First we would like you to answer few questions.

1. How old are you ?

.....

Please tick the answer that suits you.

2. What is your gender ?

☐ Male.

☐ Female.

Section Two:

3. Are you familiar with the concept of body language ?

☐ Yes.

☐ No.

4. How do you rate your teachers use of body language in the classroom ?

Poor	Bad	Average	Good	Excellent

5. In your opinion, When the teacher is using body language in the classroom, is he/she aware of it ?

☐ Yes.

☐ No.

6. Below there are statements about the use of body language by teacher in EFL. Please indicate whether or not you believe in each statement by marking if you agree or not.

Statements.	Agree.	Disagree.
When the teacher is speaking, I pay attention to his body language.		
It is difficult for me to decode the teacher's body language.		
The teacher's use of body language in the classroom, gives me better understanding.		
Teachers always match their body language with the words they use.		
Body language of teacher can enhance student's achievements, and motivation.		

7. In your opinion, which of these body language features is/are the most used by teachers in EFL ?

☐ Eye contact.

☐ Facial expressions.

☐ Body distance.

☐ Posture.

☐ Gestures.

☐ Head, and neck signals.

Explain why.....
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.....

8. According to you, what is/are the main reason or necessity behind using body language by teachers in TEFL ?

- ☐ Lack of vocabulary
- ☐ Depressing, and boring atmosphere in the classroom.
- ☐ Keeping up with the new methods of teaching, and learning.
- ☐ Attracting student's attention, and interest.

If you have other reasons, state them
.....
.....

9. The Following phrases are in relation with the impact, or importance of teacher's body language on learning/teaching EFL. In your opinion, what is/are the most appropriate one (s) ?

- ☐ Improving Vocabulary acquisition
- ☐ Enhance The Educational Process
- ☐ Establishing Real and Effective Communication in The Classroom
- ☐ Grasping students mood

If you have other ideas, express them.....
.....
.....

Section Three: Suggestions and Proposals

11: What suggestions could you put forward as regards body language use in EFL Classes?

Appendix B: The Teachers' Interview

Dear teachers,

You are kindly invited to answer this online interview about the teacher's body language and its impact on EFL teaching/learning. This interview investigates how do EFL teachers define body language, their awareness of its use, as well the impacts of teacher's body language on EFL teaching and learning. Your responses will be anonymous and will by no means be linked to you personally. Your participation is entirely voluntary. Thank you for your cooperation.

How do you define the concept of body language ?

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Are you aware of the use of your body language in the classroom?

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According to you, what are the best tips to use body language in the classroom?

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How often do you match your body language to the words you use in the classroom?

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In your opinion, what are the impacts of the use of body language on both teaching and learning EFL?

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الملخص

تعد لغة الجسد من أهم العوامل في تحقيق التواصل بين المرسل والمستقبل. هدفت الدراسة الى تسليط الضوء على أهمية استخدام لغة الجسد في التعليم من ناحية، وإبراز تطبيقاتها في التعليم من ناحية أخرى. للغة الجسد أهمية كبيرة في جذب انتباه المتعلمين و ذلك من خلال التمثيل الحركي الذي يصل اليهم أكثر من الكلمات إضافة الى الحيوية تأخذ طابعا على الدرس و ابعاد الملل و عن الحضور و ما تحمله من فائدة على تدريس اللغة الانجليزية و الطلبة و التأثير الايجابي على التحصيل الاكاديمي للطلبة. تتكون هذه الدراسة ثلاثة فصول. الفصل الاول من هذه الدراسة نظرة عامة حول التواصل و انواعه و لغة الجسد و صفاتها و كيفية القدرة على قراءتها و فهمها. اما الفصل الثاني فيتطرق الى كيفية تطبيق لغة الجسد في الحصص التعليمية للغة الانجليزية و ما هي الاثار المترتبة من بعد تطبيقها على تدريس و تعلم اللغة الانجليزية كلغة اجنبية. بالنسبة للفصل الاخير فهو عبارة عن بحث علمي. تم تنفيذ القسم العملي لهذه الأبحاث في قسم اللغة الإنجليزية في جامعة ابن خلدون- تيارت- الجزائر. شارك عينة من 60 طالب و طالبة من السنة الثالثة ليسانس. و 5 اساتذة. تتبنى هذه المذكرة طريقتين للبحث (الكمية و النوعية). البيانات التي تم الحصول عليها من المتعلمين من خلال استبيان يتناول وجهات نظرهم وآرائهم حول لغة جسد المعلمين. على الجانب الآخر ، تمت مقابلة المدرسين لإدراكهم لوعيهم بلغة الجسد ولإعطاء منظور الشخص الأول في هذا الشأن. أظهرت النتائج من كل من استبيان الطلاب ومقابلة المعلمين أن المعلمين على دراية بلغة أجسادهم، ويستخدمون هذه الإستراتيجية الخاصة، وأن لها تأثيرًا إيجابيًا على كل من المتعلمين والمعلمين. الكلمات المفتاحية = تدريس اللغة الانجليزية. لغة الجسد. لغة اجنبية

Résumé

Le langage corporel est l'un des facteurs les plus importants pour établir une communication entre l'expéditeur et le destinataire. L'étude visait à souligner l'importance d'utiliser le langage corporel dans l'éducation d'une part, et à mettre en évidence ses applications dans l'éducation d'autre part. Le langage corporel est d'une grande importance pour attirer l'attention des apprenants et, grâce à la représentation dynamique qui les atteint plus que les mots en plus de la vitalité, donne un caractère à la leçon et aux dimensions de l'ennui et des obstacles et de ce qu'il présente d'intérêt dans l'enseignement de la langue anglaise et des étudiants et de l'impact positif sur la réussite scolaire Pour les étudiants. Cette étude comprend trois chapitres. Le premier chapitre de cette étude donne un aperçu de la communication, de ses types, de son langage corporel, de ses caractéristiques et de la manière de la lire et de la comprendre. Quant au deuxième chapitre, il traite de la façon d'appliquer le langage corporel dans les cours d'anglais, et quelles sont les implications d'avoir postulé pour enseigner et apprendre l'anglais comme langue étrangère? Quant au dernier chapitre, il s'agit d'une recherche scientifique. La partie pratique de cette recherche a été réalisée au Département de langue anglaise de l'Université Ibn Khaldoun - Tiaret - Algérie. Participé à un échantillon de 60 étudiants masculins et féminins de la troisième année de BA. Et 5 professeurs. Cette note adopte deux méthodes de recherche (quantité et qualité). Les données obtenues auprès des apprenants à travers un questionnaire qui aborde leurs points de vue et opinions sur le langage corporel des enseignants. D'autre part, les enseignants ont été interrogés pour leur connaissance du langage corporel et pour avoir donné une perspective à la première personne à ce sujet. Les résultats du questionnaire des élèves et de l'entretien avec les enseignants ont montré que les enseignants connaissent la langue de leur corps, utilisent cette stratégie spéciale et ont un impact positif sur les apprenants et les enseignants.

