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English Department
Speciality: Didactics and Psycholinguistics Issue

Dissertation Submitted in partial fulfilment of the requirement for
the degree of master in English

**The impact of teachers' body language on
students' psychology and learning**
*The case study: Bordji Omar and Kloua Charef
middle schools- Hassi Mameche
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ACADEMIC YEAR: 2016 - 2017

Acknowledgment

First, I would like to express my deepest gratitude to my supervisor Dr. *ELOUCHDI*.I for her guidance and support.

I would like also to thank my teachers for their encouragement.

Dedication

I dedicate this work to:

My sweet daughters; Sarah, Soha and Saja.

My helpful and soulful person “my husband”

My mother, sisters and brothers

All friends who encourage and help me

Abstract

Teaching English in middle schools needs more efforts and techniques to help learners grasp the meaning of words and sentences, the fact that enhance the researcher to shed light on the importance of body language and its impact on students' learning and psychology. It provides both teaching and learning when using its basic components such as facial expression hand gestures, haptics and postures. The work summarizes the background of body language, defines the concept of body language and its components the stimulate learners. It also highlights the importance of using body language in foreign language learning and teaching and the teacher's role in body language training in Algerian middle schools.

Keywords: verbal and nonverbal messages, body language, teaching, learning, foreign language.

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Successful relationships are based on good communication, both personally and professionally using verbal and nonverbal language. Researchers show that the majority of our communications are nonverbal; it means messages without words because actions speak louder than words, this field has grown rapidly over the last few decades.

It includes our facial expression gestures, eyes contact, postures and even the tone of our voice. It has applications in business, media, international relationships and education. Indeed in our field, which significantly involves interpersonal skills certainly, there is a need for more psychological mindedness that improve teaching and learning the fact that lead us to bring to light the importance of body language in classroom management and its impact on student's learning and psychology because body language plays a positive role not only in class teaching but shaping students' characters. In one word, body language is helpful for English teaching.

In this research paper, the researcher defines body language and its impact on students' learning and psychology.

This research paper is composed of three chapters:

The first chapter defines communication and its types verbal and nonverbal. It gives the definition of body language and its components to know how to read it and make difference between men's and woman's body language.

The second chapter will provide body language for both teachers and student in class teaching. It sets some teachers' gestures and postures that impact student learning and psychology.

The last chapter includes the case study that shows teachers body language in Mostaganem Middle schools Algeria.

The study check two middle schools as a sample to observe both male and female teachers and students' feedback that reflect teacher's nonverbal messages.

1- Aims of the study

The present study deals with the importance of using body language in teaching English as a foreign language class and make it clear that body language is a must in classroom and raise the teacher's awareness of how the effective use of body language can facilitate the learning process and encourage them to apply it.

2- Statement of the problem and research questions:

Body language plays a great role in barring a successful communication inside and outside the classroom, it is worth noticing that experienced teacher with low percentage using body language in their classes have difficulty in communication and thus have unsuccessful outcomes. Teachers should know about the importance of body language and how it affects communicating with their learners because the less you use body language in the classroom, the less successful your class is. Thus, through our research we will try to answer the following questions:

A- What is the role of body language in English teaching class?

B- Are Algerian teachers aware of body language?

C- What is the impact of body language on students' learning and psychology?

3- Assumption and hypothesis:

It is assumed in this study that:

- Body language improves both teaching and learning when it is used appropriately.
- Teacher's body language impact students' psychology and learning.

If teachers' body language is used accordingly with their speech, learners will receive a better message that enhances them to interaction. They were exited during the whole lesson, the fact **that** leads them to perform and speak without any psychological barriers.

4- The methodology and means of research

It would be too shallow to assume that choosing a method is dependent on the researchers' views, likes, dislikes or preferences. The choice of method is rather totally determined and depend on the nature of the topic, nature of data, and the aim of the research and the sample to be investigate concerning the present study the most suitable method is descriptive method, which will use the data collected from the training of fifteen days in two middle schools. We observe both teachers body language and learners feedback in teaching class and analyze teachers use and misuse of body movement according to experts and researchers in the field of science of people and more specific in body language.

Chapter one:
verbal and non verbal
communication

Introduction

Communication is the process of transmitting information and common understanding from one person to another. This chapter defines communication process and its main elements and component; in addition to its types verbal and nonverbal and highlights the importance of nonverbal communication and its effectiveness in both teaching and learning.

1.1. Definition of Communication

1.1.1. What is Communication?

- Communication is an act or an instance of transmitting a message, an exchange of information, the interchange of ideas and opinion¹.
- Communication is an act of communicating. Be in communication with some body, exchange information regularly with some body².
- Communication is the activity or process of expressing ideas and feelings or of giving people information: speech is the fastest method of communication between people, adding to this nonverbal communication which is a method of sending information³.
- It has been agreed by linguists like Jakobson that communication is an act of sending and receiving information i.e. the sender is the one who sends information (message) to the receiver who gives the response which is called feedback. There are two kinds of transmitting information, verbal communication and nonverbal communication.

1.1.2. The main elements of communication:

Studies about communication took a long time to develop through history. The principle theory of communication has been established by psychologists through various models as it will be seen in what follows.

a- Aristotle's Model:

Aristotle considers communication as the processes of transmitting a message from the sender to the receiver as it is show in figure one¹.

¹ Lebanon Publishers Library, Philippines Copy Right, 1986, p 179.

² Oxford Advanced Learner's Encyclopaedic Dictionary, Oxford University Press, 1992, p 181.

³ Oxford Advanced Learner's Dictionary, International Edition, 2000, p 257.

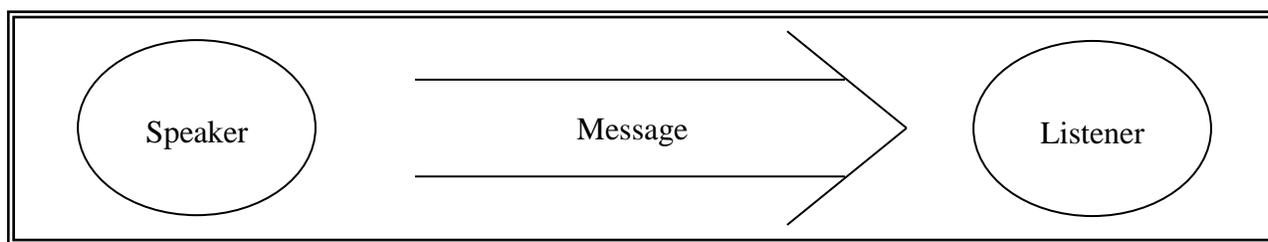


Figure 1.1: Aristotle Model

b- Shannon – Weaver’s Model:

Shannon and Weaver consider the process of communication as a transmission of information (message) from the source point (encoder) to the receiver (decoder) in a given channel. The listener’s response is the feed-back as it is shown in figure two. They find also that noise disturbs communication².

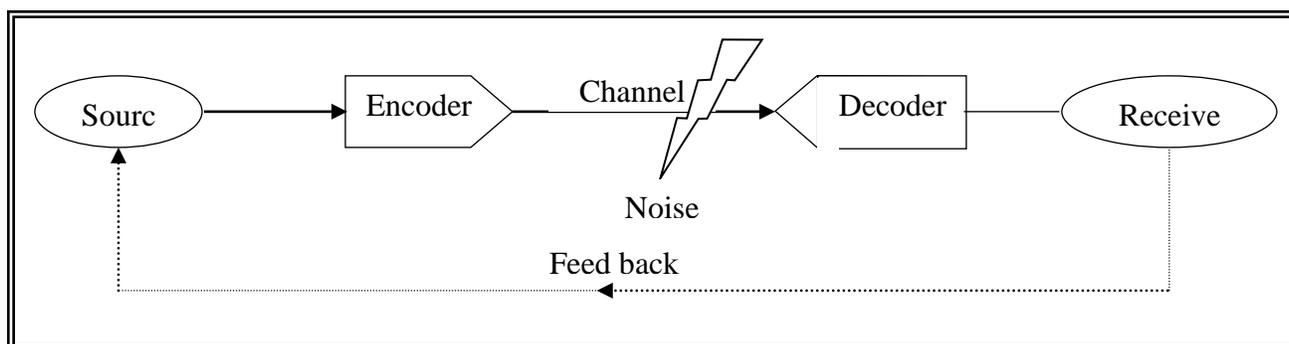


Figure 1.2: Shannon-Weaver Model of Communication

❖ **The Sender :**

The sender or the primary source point is the one who sends the message by conveying information to others. The latter can be sent as words, gestures, signs or photos³.

“The main aim is to convey a message in a comprehensible language”⁴.

❖ **The Recipient :**

He is the one who receives the message and transforms the information into context by deciphering the code and understand the meaning of the message. The recipient can be one person or a group of people and from this point we can call the recipient as the

¹ Samira Guendouz and Hadjeba Melouka, ”The use of body language in schooling process”, bachelors dissertation, Mostaganem university, 2004, p3.

² www.cultbock.ndirect.co.u.k

³ Hidra Wahida and larbi Dauadji, Pedagogical Communication Between the Teacher and Pupils, Supervised by: Mr. Mimouni Mustapha. 2001-2002, p 52.

⁴ Claude Abric, The Psychology of Communication, Armand Colin, 2000, p 8.

target category (learners). The message can concern the individual or all the members of society at the same time¹.

❖ **The Message :**

It is the cognitive content that the sender wants to convey to the recipient and the message is clarified through the recipient's behaviour and the main features for a successful message are as follows:

- The scientific accuracy of the cognitive content.
- The obviousness structure of the message.
- It must suit the recipient's level.
- The message's exposure should be active, full of enthusiasm and motivation².

❖ **The Channel :**

It is the means through which the message passes between the primary source-point and the recipient. There are so much means of sending messages, from the recipient's common sound to the books, printed matters, maps, drawings, pictures, photos, action and non-action films and recorders³.

❖ **The feedback :**

It is information that we need in order to know if our message has an effective results as we have desired from the first announcement. The feedback permits the verification of perfect reception from the sender to the recipient, and allows eventually the sender to reformulate his message. It is a recipient accuses, and it is also a sign of mutual acceptance⁴.

The feedback is an important element for the communicative process, because it increases the certainty of the conveyance and comprehension of the message, it also ameliorates the experience of the primary source point and its absence creates sender's doubt and recipient's anxious. Moreover, it trains the recipient to exist i.e. it provokes the recipient to ask questions about the message because of the recipient's annoyance (lack of consideration and respect).

¹ Op.cit, p 52.

² Hidra Wahida and larbi Dauadj, Ibid, p 52.

³ Ibid, p 52.

⁴ Christine Joanne, Success Full Communication, Limoges Cedex, 2002, p 21.

❖ **Encode** :

The speaker (source-point) is the one who formulates the message into signal system that can be transmitted. If the transmission is a matter of communicating ideas in face to face situation, the transmitter has to use words and nonverbal symbols that can be understood by another (receiver).

❖ **Decode** :

Receiving a message by interpreting the symbolic form or system which are used by the sender of the message. The person on the destination end of the message may not decode the signals in the same way as the transmitter with the result that the S.R. (the signal received) is not the same as the S.S. (the signal sent).

1.1.3. Types of communication

People communication with each other in number of ways that depend upon the message and its context in which it is being sent, choice of communication channel and your style of communication, so there are variety of types of communication.

a- Verbal communication:

Verbal communication refers to the form of communication in which message is transmitted verbally, communication is done by word of mouth and a piece of writing. So in order to deliver the right message, you must put yourself on the other side of the table and think from your receiver's point of view. Would he understand the message? How it would sound on the other side of the table?

Verbal communication is further divided into oral communication and written communication:

- ❖ Oral communication, spoken words are used it includes face-to-face conversation, speech, telephonic conversation, video, radio, television, voice over internet. In oral communication, communication is influence by pitch volume, speed and clarity of speaking.
- ❖ Written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. The message can be transmitted via email, letter, report, memo etc. Message, in written communication is influenced by

the vocabulary and grammar used, writing style, precision and clarity of the language used.

b- Nonverbal communication:

Nonverbal communication¹ is a process of generating meaning using behavior other than words. Rather than thinking of nonverbal communication as the opposite or as separated from verbal communication, but they still have important differences, including how the brain processes them. For instance, nonverbal communication is typically governed by the right side of the brain and verbal by the left one.

This is just one of the characteristics that differentiate verbal communication from nonverbal one, and in the next sections we will discuss in more details the functions of the types of nonverbal communication and how to distinguish between man and woman body language.

1.2. Nonverbal communication and its importance:

Nonverbal communication is wordless cues exchanged between the sender and receiver during a conversation. When a conversation is occurring both verbal and nonverbal communication is being used. Verbal communication when words are being exchanged either by speaking, writing, or even sign the words. Nonverbal communication includes body language, such as gestures, facial expressions, eye contact, posture and touch which is not only indicates a person's feeling or level of comfort, but demonstrates personality characteristics as well. The clothes that we chose to wear are also a form of nonverbal communication.

1.2.1. Nonverbal communication definition

Nonverbal communication refers to all means of communication other than words as many scientists claimed¹:

- Nonverbal communication refers to the communication and interpretation of information by any means other than language.
- Nonverbal communication includes communication through any behavioral or expressive channel of communication such as facial expression, bodily movements, vocal tone and many other channels.

¹ Nalini Ambady and Robert Rosenthal, "nonverbal communication", Harvard university, from website: ambadylab.stanford.edu/pubs/2002AmbadyPhys.pdf

- According to studies by professor Albert Mehrabian (1967), body language accounts for 55% of a first impression; 38% comes from tone of voice; 7% comes from our actual words¹, as it's shown in the following diagram:



Figure1.3: Nonverbal communication

1.2.2. Types of nonverbal communication

Communication that does not include words; messages expressed by nonlinguistic means; people's actions or attributes that includes their use of facial expression, sounds, time, and space, that have socially shared significances, in addition to haptics which refers to the study of communication by touch. The following figure explains all nonverbal communication types².

¹ http://coes.latech.edu/assets/owise/non-verbal_communication.pdf

² www.iosrjournals.org/iosr-jhss/papers/Vol20...4/H020244752.pdf

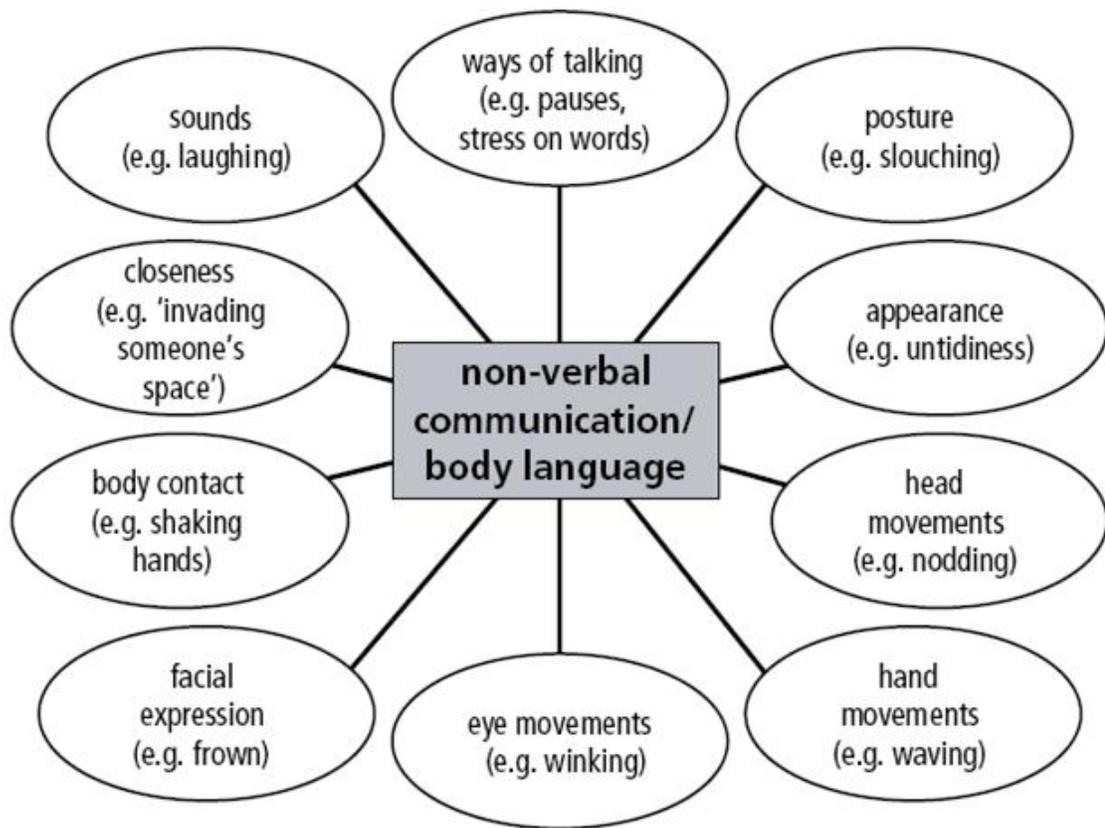


Figure 1.4: Types of nonverbal communication

a- Haptics:

Haptics is the science of applying touch (tactile) sensation and control to interaction; it is usually involved in our closest relationships. We use touch for different purposes: to communicate attitude or affect, to encourage affiliation, and to exert control or power to demonstrate our concern for others, we often touch them. In some ways, beginning early in our lives, touch serves a therapeutic function. although touch is our most effective means of demonstrating affect or support, and it is important for the maintenance of both physiological and psychological health, as we get older we are often touched less.

Touch also helps us exert status or power in relationships. People of higher status usually initiate touch. The person who initiates touch is also the one who usually controls or directs the interaction.

b- Proxemics:

According to its founder, Edward T. Hall, proxemics is the study of humankind's "perception and use of space" (Hall 1968:83). Space "speaks "The prime directive of proxemics

space is that we may not come and go everywhere as we please. There are cultural rules and biological boundaries explicit as well as implicit and subtle limits to observe everywhere.

Proxemics refers to the study of how space and distance influence communication. We only need look at the ways in which space shows up in common metaphors to see that space, communication, and relationships are closely related. For example, when we are content with and attracted to someone, we say we are “close” to him or her. When we lose connection with someone, we may say he or she is “distant.” In general, space influences how people communicate and behave.

c- Chronemics:

Chronemics defines as a communicative value of time;" Chronemics is the study of how we use time to communicate. Some of us are preoccupied with time, while others regularly waste it.. some of us are typically early while others are chronically

d- Appearance:

Appearance involves the significance of clothing, personal adornments, beauty, height, and weight for our feelings and others’ reactions to us. What we wear and how we look affect first impressions and may even lead to our being accepted or rejected. In addition, the clothing and jewelry we wear can cause others to form judgments regarding our success, character, power, and competence¹.

Appearance has been noted as one of the most important attributes of an avatar designed to influence or motivate.

“Attractiveness, coolness (in terms of clothing and hairstyle), and age were shown to be factors that increase or decrease the influence an avatar has over users”².

e- body language:

“...it is called body language. Both its written form and the scientific study of it have been labeled Kinesics .Body language and Kinesics are based on behavioral patterns of nonverbal communication”¹ Julius Fast

¹ [http://www.sagepub.com/sites/default/files/upm-binaries/53604_Gamble_\(IC\)_Chapter_6.pdf](http://www.sagepub.com/sites/default/files/upm-binaries/53604_Gamble_(IC)_Chapter_6.pdf)

² Amy L. Baylor, “The Design of Motivational Agents and Avatars,” *Educational Technology Research and Development* 59, no. 2 (2011),p 291–300.

² Yuanyuan Tai ” the application of body language in teaching English” Vol. 5, No. 5, pp. 1205-1209, September 2014 Heze University, Heze, China

“Human body language, as a nonverbal communication, including gestures and facial expressions, is actually often used to communicate in countless subtle and complex ways.”².

Cultural and environmental differences are important and must take it into consideration when any one wants to interpret certain behavior as Julius fast confirm in his book that *“To understand this unspoken body language, kinesics Experts often have to take into consideration cultural differences and environmental differences.*

f- The tone of voice:

The tone of the voice can determine your personality and present your feeling and thinking as “the ancient Greek physicians Galen ones said” It is the voice that mirror the soul”. How right he was, the voice is a significant barometer of how you feel about yourself and the world around you”.

The tone of the voice is also an important element that enhance communication and bump up its successful “the fact that you’ve been sensitive enough to pick up on emotionally down vocal cues enables you open up channels of communication.

For successful communication in classroom interaction the teacher has to help students to represent themselves by calling each other’s name in order to know each other and enhance collaborating and student centered classroom as the teacher- Janet Glannotti proves in in her Book that “A crucial first step in creating a student – centered classroom in setting the tone in the first few class meetings. Teachers ensure that everyone gets to know each other as quickly as possible to create a collaborative atmosphere. Teachers learn students’ names and personalities as they assess their strengths and weakness with English and begin instruction”.

To say paralinguages or the way you send a message with your voice that send many cues according to intensity of the voice “often it is not what you say but how you say it that determines an interaction’s outcome. We rely on vocal cues to help us determine the real meanings of spoken words. Such as cues are especially important when we are deciding, for example when you say the word “yeah, right” here the way you say either express sarcastic or sincerity.

g- The matter of colors:

¹ Julius Fast

² Yuanyuan Tai, op cit.

Colours transmit information about our emotions, feelings and moods. In fashion wearing the same colour suggests a social tie, such as shared membership in a club, gang, school, team, or tribe. In addition to that, states mark their national identities with colourful dyes affixed to banners, and flags. In fact, colours are among the different varieties of nonverbal language which are mentioned above. In our daily life, colours have great symbolic meanings which are shown in next figure.

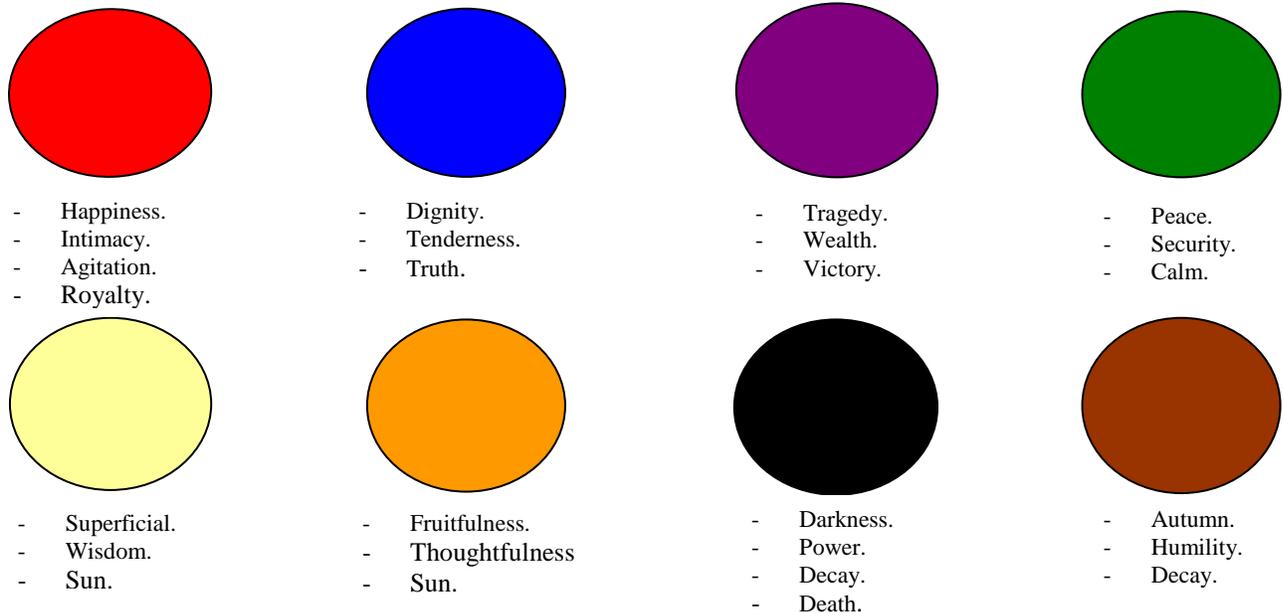


Figure 1.5: the matter of colors
Figure 1.5: the matter of colors

1.3. Body language types

1.3.1. Background of body language studies:

This work initiates the modern studies of facial expressions and body language and experts' view points and observations have since been validated by studies done by present-day researchers all over the world. Researchers have marked and recorded nearly one million nonverbal cues and signals since that period.

Albert Mehrabian observed that the total effect of a message is about 7 per cent verbal (words only), 38 per cent vocal (comprising tone of voice, inflection and other sounds) and 55 percent nonverbal. Likewise, Professor Birdwhistell made some estimates concerning the amount

of nonverbal communication which takes place among people. He conjectured that a normal person actually speaks words for a total of about ten or eleven minutes a day and that a typical sentence takes only about 2.5 seconds. Just like Mehrabian, he observed that the verbal aspect of an eye-to-eye conversation is less than 35 per cent and that over 65 per cent of communication is established in a nonverbal way (Pease, 1988: p9).

The increase of nonverbal studies occurred in 1950s. In 1992 Knapp and Hall stated that “these anthropologists were responsible for taking some of the principles of linguistics and applying them to nonverbal phenomena, providing new labels for the study of body movements (kinesics) and space (proxemics), and launching a program of research in each area.

The nonverbal aspects of communication have been actively analyzed on any scale only since the 1960s (Pease, 1988:p9). Rosenthal and Jacobson's *Pygmalion in the classroom*,(1968), regarded as one of the most interesting and disputable publications of educational research, made the assertion that teacher expectations displayed nonverbally could promote academic achievement (Miller, 1988:6). This work exhibited the prospective effect of teachers' nonverbal sensitivity on students' mental growth.

People have become aware of the existence of nonverbal aspects only since Julius Fast published a book about body language in 1970.

In the 1980s and after, the focus of attention was on identifying the different ways nonverbal behaviors worked so as to achieve general communicative goals. To put it differently, the inclination was a trial to bring research efforts more in synchrony with communication as it normally took place (Boyd, 2000: 12).

1.3.2. Facial expression:

a- The face:

The face is considered as the prime communicator of emotion; either you are agree or disagree or whether we will be able to respond appropriately to others' feelings.

“The face is the main channel we use to decipher the feeling of others. Quite simply, faces talk. Chatter oozes out of their every movement. In fact, it is wise to depend on facial cues to facilitate person to – person interaction”¹.

¹ [https://www.sagepub.com/sites/default/files/upm-binaries/53604_Gamble_\(IC\)_Chapter_6.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/53604_Gamble_(IC)_Chapter_6.pdf).

So, understanding and interpreting accurately the messages of facial expression increases the communication contexts and awareness of behavioral norms as the psycholinguist – Stephen Nowicki notes “because they are unaware of the message they are sending or misinterpreting how other children are feeling, unpopular children may not even realize that they are initiating they receive from their peers”¹.



Figure 1.6: Facial expression

b- Eye contact:

Eye contact or Oculistics means the contact that any one uses to communicate with someone else “Oculistics is culture-specific; that is, whether making eyes contact with another person is appropriate or not is based on the culture within which is used.

In U.S.A eye contact denotes degree of attention or interest, influences attitude change or persuasion, regulates interaction, communicates emotions’, defines power and status and has a central role in managing impression of others”². Also eye contact is the opened door of communication and interaction, “eye contact also indicates whether a communication channel is

¹ Ibid, p 159.

² Murat HIŞMANOĞLU, Sibel HIŞMANOĞLU, “The use of body language in foreign language”, in sefad.selcuk.edu.tr/sefad/article/view/431, p 170.

open. It is much easier to avoid interacting if we have not made eye contact, because once we do, interaction virtual becomes an obligation. When we like one another or want to express our affection, we also increase our eye contact.

Eye contact differs from one culture to another, for example: “In Arabic culture people make prolonged eye contact with each other, they believe that eye contact shows interest and that it helps them to comprehend the truthfulness of the other person”¹

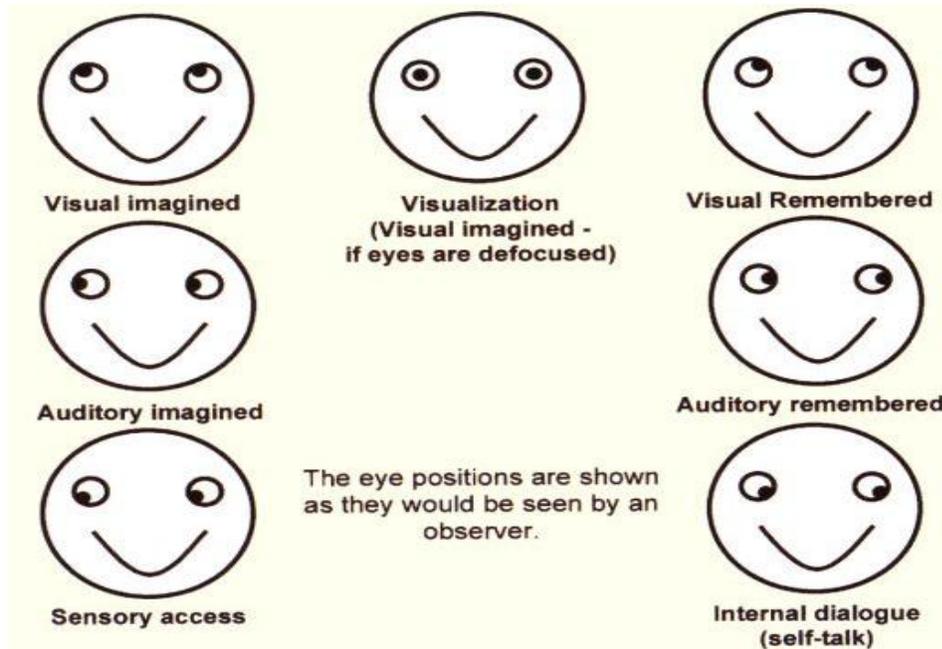


Figure 1.7: Eye contact

1.3.3. Head postures:

In head postures that reflect different feeling towards the speaker “which is an unconscious outward reflection of inner feeling as” agreement- submission- aggression etc... for example when you are agree with someone or you accept his/her idea you inventionally nod your head so, if you feel positive or affirmative, your head will begin to nod as you speak. Conversely, if you simply start nodding your head inventionally you will begin to experience positive feelings. In Other words, positive feelings cause the head to nod-and reverse is also true”².

¹ Ibid.

² Allan and Barbara Pease,” The definitive book of body language”, McPherson's Printing Group, Australia, 2004, p 231.

In fact, there are three major head postures that reflect person's feelings, firstly, the head up express" neutral attitude about what is being said"¹. As it is show in figure8.



Figure 1.8: Head nodding

But, if "the head is lifted high with the chin jutting forward it signals superiority, fearlessness or arrogance. (as it is shown in figure 9).



Figure 1.9: Holding high of the head backward

"tilting the head to the side is a submission signal because it exposes the throat and neck and makes the person look smaller and less threatening" (as it is shown in figure10).²



Figure 1.10: Head tilting

¹ Ibid.

² Allan Pease, Op Cit,p 233.

1.3.4. Hand gestures:

Hand gesture represent the most powerful gesture in body language that impact both the sender and the receiver in certain audience, in the following figures we will discover various meanings of hand gestures¹.



Gesture used for hitting the other one (a)

- Determination.
- Convincing.



Brief cutting for confusion. (b)

- Imposing one's view points.



Peaceable gesture. (c)

- Conciliation.
- Approbation.
- Quieting.



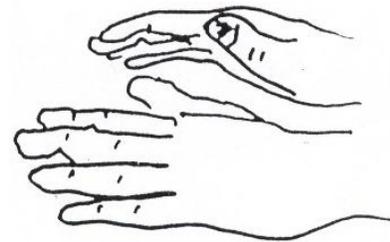
Rejecting proposed ideas. (d)

- Interruption of communication.



Rejecting gesture. (e)

- To refuse the idea of the interlocutor.



Gesture used for extinguishing. (f)

- Moderate the mental status.

Figure 1.11: Hand Gestures

¹ Centre of Further Training for Factories, Communication in Job Organisation Cheikh El Ibrahim (Hydra), p 220.



(j)

- Trouble of sending the message to a large number of people.

- Accepting and idea (g)
- Convince
- To welcome
- Fortifying



(k)

- Indicating the efficiency of something



(l)

- An aggressive gesture
- The intention of attacking

- Desire to be with the other one (
- Protection of someone who is fr



(m)

- Convincing better.
- Looking for decision
- Resuming the demonstration



(n)

- Gesture used to formulate a good point.

- Crossing gesture (i)
- Self defence
- Protection during threat
- Need for security
- The best concentration



(o)

- Possessing another one
- Intention to manipulate

1.3.5. Arms gesture:

Arms gesture are more indicated human's emotions that you could not hide it "As children, we hid behind solid objects such as tables, chairs, furniture and mother's skirt whenever we found ourselves in a threatening situation. As we grew older, this hiding behaviour became more sophisticated and by the age of about six, when it was unacceptable behaviour to hide behind solid objects, we learned to fold our arms tightly across our chests whenever a threatening situation arose. During our teens, we learned to make the crossed-arms gesture less obvious by relaxing our arms a little and combining the gesture with crossed legs"¹.

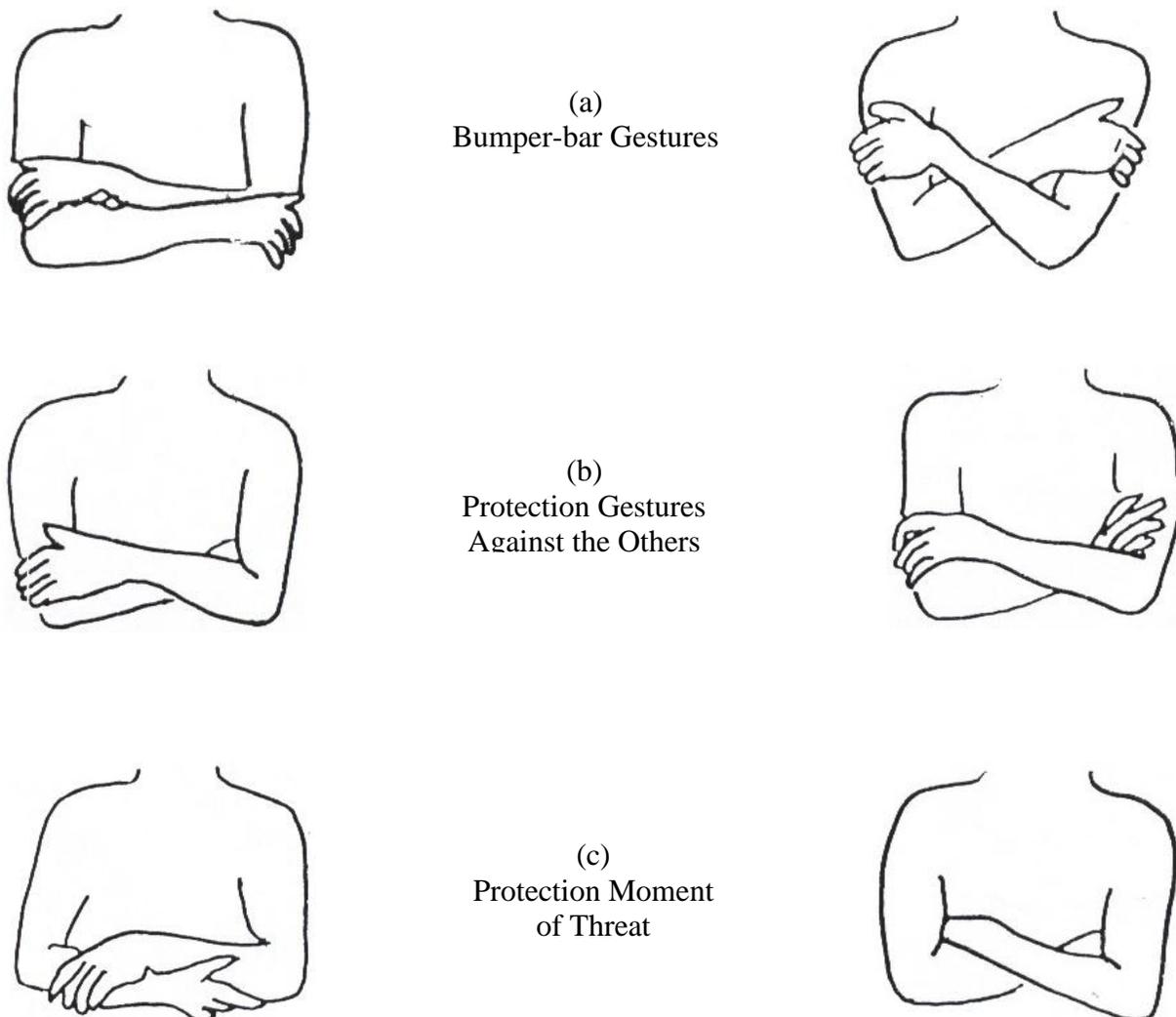
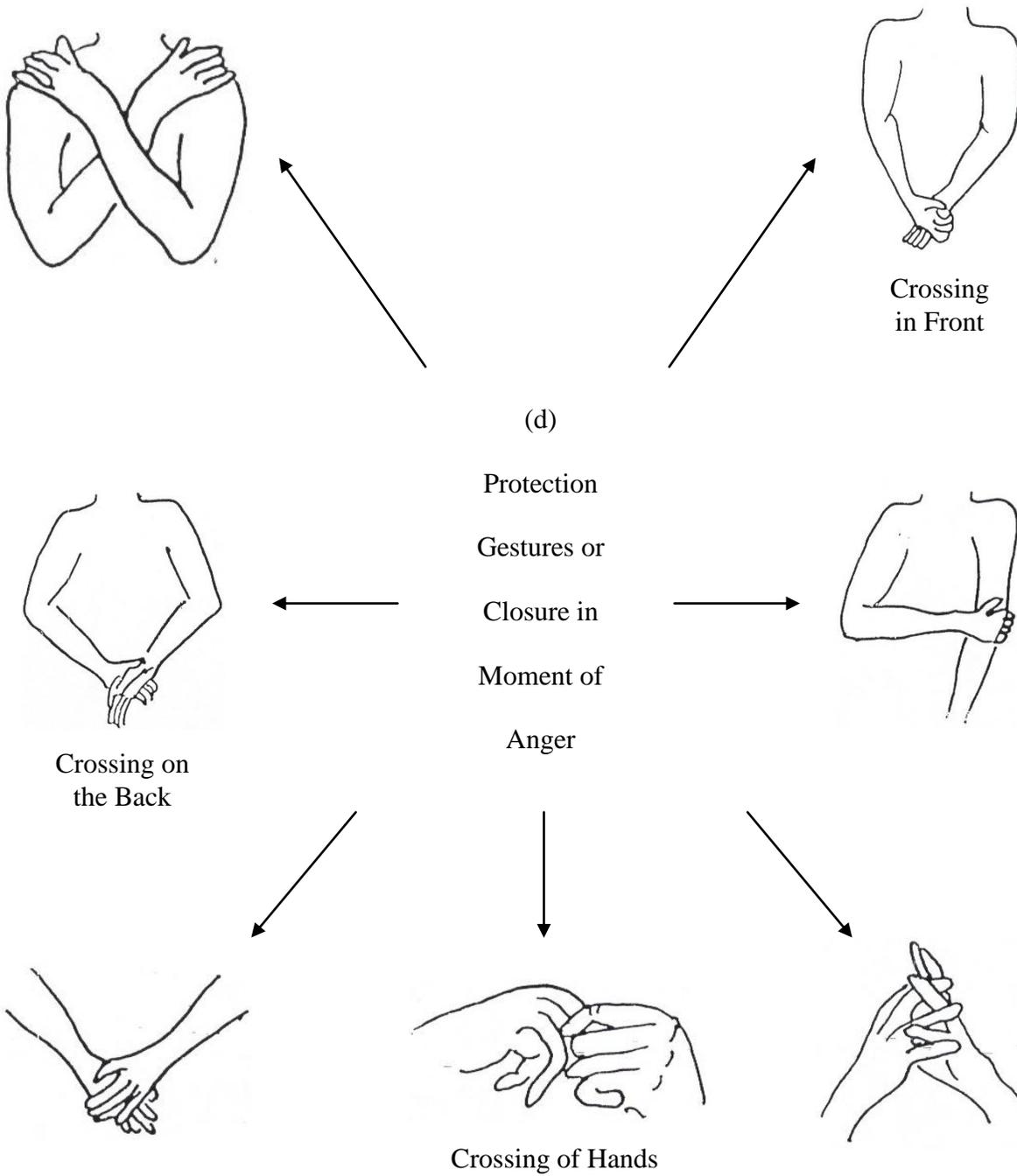


Figure 1.12: Arm Gestures

¹ Allan pease, p 90.



1.3.6. Postures:

a- Leg and foot posture:

“If you’re not sure whether you’re being lied to or not look under their desk”¹. Human’s legs also reveal their attitude during a conversation not only move forward to get food or run away from danger. “The person uses their legs and feet reveals where they want to go. In other words, they show a person’s commitment to leaving or staying in a conversation. Open or uncrossed leg positions show an open or dominant attitude, while crossed positions reveal closed attitudes or uncertainty”². In the following figures there are some legs and foot postures that explain interval attitudes of interlocutor, (Figure 13).

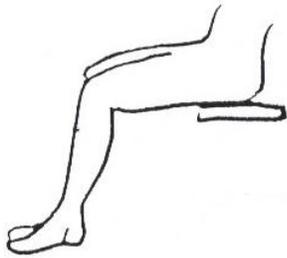
b- Chest posture:

Chest postures whether the person is engaged or not, It means you can know his attitude according to his chest’s position shoulders movement during a conversation, in the following postures, there are explanation of each position of chest posture, (Figure 14)³.

¹ Allan pease op cit, p 211.

² Ibid. p 211.

³ Centre of Further Training for Factories, Communication in Job Organisation Cheikh El Ibrahim (Hydra), Op Cit.



(a)

Joining of the Legs :

- The need for reinsurance.
- The need for Protection.



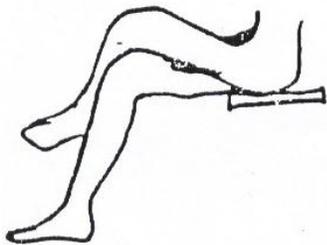
(b)

Furthering of the Legs :

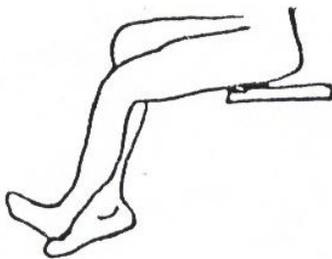
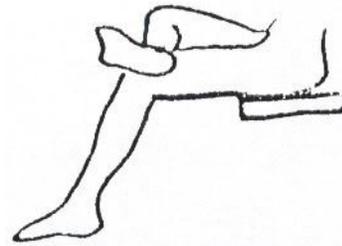
- Exposition.
- Vulnerability.

(c)

Micro reaction about what is set



Crossing of the Legs



Protection Closing

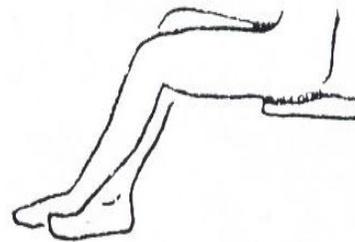


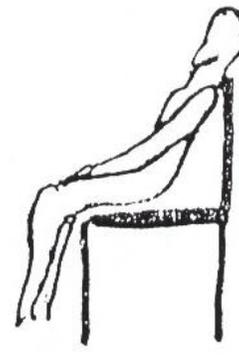
Figure 1.13: Leg and foot postures



(a)

Inclination of the chest toward the front :

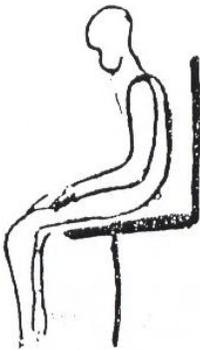
- Personal implication.
- Aggressively.



(b)

Backward movement of the chest :

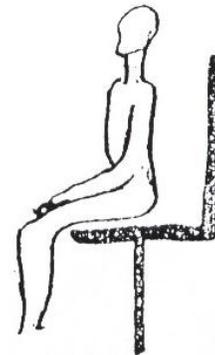
- To disengage.



(c)

Cramming of the chest :

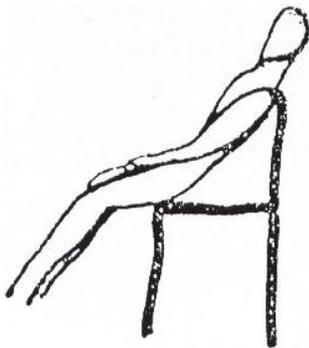
- Regretting
- Discourage.



(d)

Stretching of the chest :

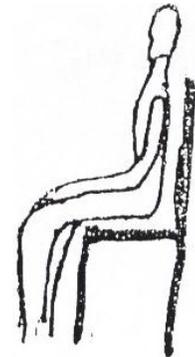
- Domination.
- False modesty.



(e)

The advance of the pelvis :

- Rejecting conformity.
- Refuse to face the other one.



(f)

Relying one's pelvis on the chair's back :

- Respecting forms.

Figure 1.14: Chest and Pelvis Postures

1.3.7. How to read body language:

Before reading other people, first we should learn body language and acquiring a conscious awareness of your own gestures then try to visit many places to watch people interact in order to observe their gestures as in an airport parties and social function the fact that lead to interpret correctly human behavior and stop criticizing them.

Having studied the art of body language, you can go to a party, sit alone in a corner all evening like a wallflower and have an exciting time just watching other people's body language rituals! Television also offers an excellent way of learning nonverbal communication. Turn down the sound and try to understand what is happening by first watching the picture. By turning the sound up every five minutes, you will be able to check how accurate your non-verbal readings are and before long it will be possible to watch an entire program without any sound and understand what is happening, just as deaf people do.(Allan Pease, 1988)¹.

1.3.8. Men vs women body language

Women have far greater capacity for communicating with and evaluating people than men do². For the first few years, the mother relies almost on the nonverbal channel to communicate with the child and this is why woman are more perceptive negotiators than men because they practice reading signals early.

Woman use their right brain hemisphere more while men use left one. Woman can do four activities at one time, they can talk in several unrelated topics and five vocal tones to change the subject or emphasize pointes. Controversially, men when speaking to women they lose to plot after a period of time, they can only recognize three vocal tones that the women use (allan & Barbara, 2004).

Men find it difficult to imperfect the more subtle cues in women's body language and research shows that men tend to mistake friendless and smiling for sexual interest. This is because men see the world in more sexual terms that women; men have ten to twenty times more testosterone than women, which makes them see the world in terms of sex.

¹ Allan Pease, "Body language: How to read others' thoughts by their gestures", SHELDON PRESS LONDON, tenth impression 1988, p 19.

² Allan and barbara , 2004

Conclusion

To conclude, a good communication improve human relationship and nonverbal communication expresses who we are. Our identities (the group to which we belong, our cultures, our hobbies and interests..etc). for example, the way we carry and present ourselves through posture, eye contact and tone of voice can be altered to present ourselves as warm or distant depending on the context.

In the next chapter, we shed light on the importance of teachers body language and its impact on learners.

Chapter two:
Body language in teaching
and learning

Introduction

Is it true that human body speaks? This chapter will answer this question and give data concerning body language and its messages, experts of this science pointed out that teachers behavior have great impact on their student more than their words pronounced because teacher should perform actions and make gestures to clarify ideas or define words especially teacher of foreign languages who teach second language for non – native learners.

2.1. Dos and don'ts for teacher on body language

Teachers must pay attention to their body language during lesson and control their facial expressions, gesture, posture and proxemics, in addition to their tone of voice because “noting is more frustrating for students than struggling to hear the low voice of your lectures inside the classroom (Genard 2012). Moreover Albert Mehrabian found that the verbal component of a face – to face conversation is less than 35% and that over 65% of communication is done non verbally (Pease 2004).

2.1.1. The magic use of facial expression

“The body never lies” Martha Graham. According to Martha’s speech, the teacher must know and understand students facial expression when teaching or assessing them in order to ameliorate their way of teaching and select activities and test according to their feedback, Furthermore, the more teachers learn and know all about body language the more they renewal their way of teaching and know the students’ needs because they give a time feedback their body language never lies.

The face is the most important part of our body for communication and is very helpful in establishing authentic teaching learning; in which student will depend mostly on the face of the teacher to enhance the deliverance of the lesson.

Smile is powerful expression that observed and remembered from first sight as it is proved in three experiment which is done to test the memory for facial expressions “face with facial expressions (happy, surprise, anger, fear) were presented at study. Memory for facial expressions was tested by presenting the same faces with neutral expressions and asking participants to determine the expressions that had been displayed at study. In three experiments

happy expressions were remembered better than other expressions. The advantage of a happy face was observed even when face were inverted (upside down” (Arthur P.Shimamura)¹.

So, the teacher ought to keep smile during the whole lecture to attract his then students and keep their attention maximum likelihood estimation. To encourage and supporting enthusiasm and excitement to learning, teacher should give more facial expression either to encourage evaluate or stimulate learners in order not to interrupt the lecture when a student does some they unpleasant, it is better to frown and avoid verbal words to keep student attention; another example: for instance, when a teacher wants his/her students to look at the black board, he/she just has to point at the black board, then the student will understand the order without difficulty despite the fact that they do not catch the key word “black board” clearly².

Moreover, facial expression is used to explain a lot words and vocabularies and avoid the interpretation directly to Arabic the fact that help learners to think in English and not in Arabic in classroom interaction as (happy, sad, angry, tired ...etc).

2.1.2. Specific use of gestures:

Holler and Beatie found that gestures increase the value of our message by 60%, the best most charismatic speakers and influencers know the importance of using hand gesture” (Vanessa Van Edward)³.

The expert Vanessa Van Edward found that the most popular TED talkers used an average of 465 hand gestures during their speech, so why hand gestures are so important and what are specific hand gestures that clarify and give effective message, but before that, we give some background about hand gestures:

- **You’re born to speak with your hands:** Researchers have found that infants who use more hand gestures at 18-months old have greater language abilities later on. Hand gestures speak to great intelligence. Check out this adorable baby using hand gestures to the Itsy Bitsy Spider song.
- **Hand gestures make people listen to you:** Spencer Kelly, associate professor of Psychology and co-director of the Center for Language and Brain at Colgate

¹ Psychonomic bulletin and review Arthur, Jennifer.G Ross, April 2006, p 217-222 (link.springer.com).

² “Yuanyuan Tai, “The application of body language English teaching”, in <http://www.academypublication.com/issues/past/jltr/vol05/05/29.pdf> .

³ ibid.

University found that gestures make people pay attention to the acoustics of speech. Kelly said, “Gestures are not merely add-ons to language – they may actually be a fundamental part of it.”

- **We can’t help it:** Hand gestures come to us naturally. Spencer even found that blind people use hand gestures when speaking with other blind people.
- **Gesturing helps you access memory:** Using hand gestures while you speak not only helps others remember what you say, it also helps you speak more quickly and effectively!
- **Nonverbal explanation help you understand more¹:** One study found that forcing children to gesture while they explained how to solve math problems actually helped them learn new problem-solving strategies.

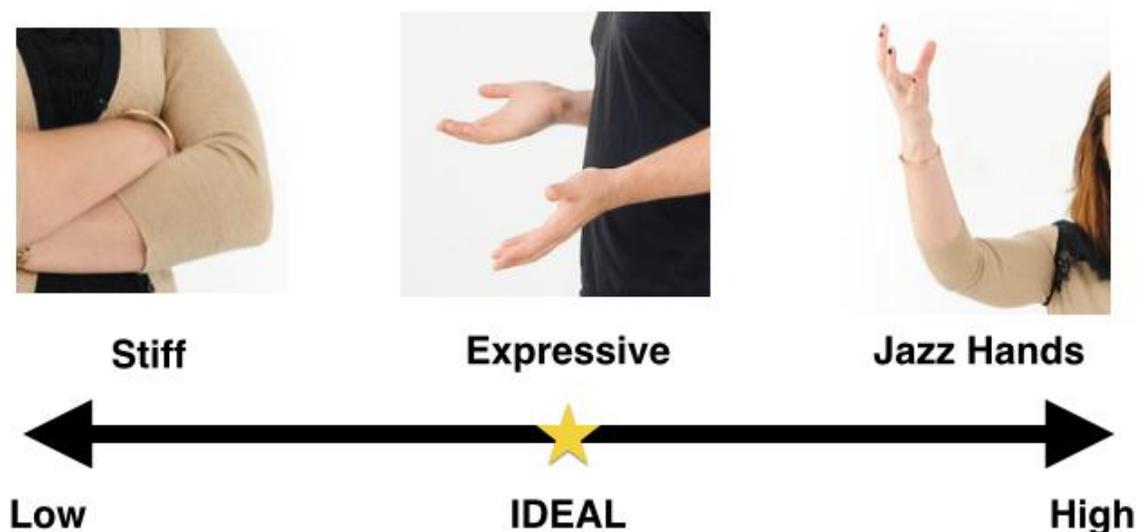


Figure 2.15: Hand gestures expression

To speak with hand appropriately you have to know the following elements:

- **Stay in the box:** I never want you to think in the box, but I do want you to gesture within the box. Appropriate hand speaking space is from the top of your chest to

¹ Vanessa Van Edward, in www.scienceofpeople.com

the bottom of your waist. If you go outside this box, it's seen as distracting and out of control. Here's the difference:

- **There is a spectrum:** Hand gestures are great up to a certain point. I call this the Jazz Hands Spectrum:
- **Make your gestures purposeful:** Just like you bullet point out a pitch or presentation, do the same with gestures. The best Ted Talkers used their hands purposefully to explain important points. Use the list below to guide you.
- **Know what you want to say:** If you have a big speech coming up, prepare your words, otherwise your gestures can try to overcompensate. According to *Elena Nicoladis*, a researcher at the University of Alberta who studies hand gestures, people who have trouble finding the right words are more likely to speak with their hands.
- **The more smooth the better:** we love fluid hand gestures. Jerky and robotic prepared moves are distracting. Practice speaking with your hands until it feels and looks natural.
- **Film yourself:** Film yourself chatting with someone on the phone. You might be surprised what kinds of gestures you use and how many you use during the conversation. Then, film your speeches and elevator pitch. Have a friend give you feedback on your gestures.
- **Be careful cross-culturally:** Not all hand gestures are created equal!

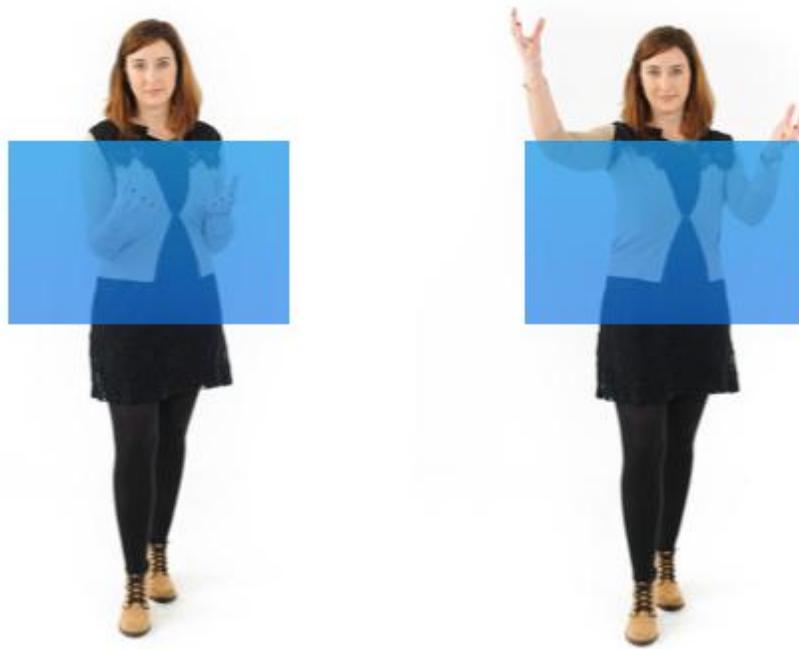


Figure 2.16: Stay in the box

2.1.3. Art of using body distance:

The way you move in classroom show that you are comfortable and the way you stand and more on stage demonstrate confidence and will lead you audience to trust you and what you are presenting to them. In addition to standing tall will inspire confidence and credibility and how charismatic the teacher is. It will also tell students that the teacher is maintaining control in the classroom.

If you want people to feel comfortable around you, the golden rule is “keep your distance” (Pease 2004). It is better to be friendly with your learners but not a friend that is why teachers have to take into consideration their space around them. In the following figure the researchers define and clear the zone distance.

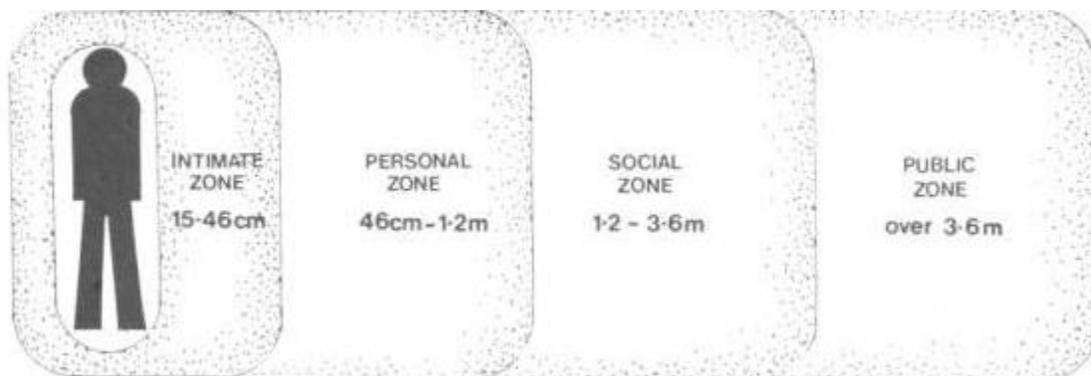


Figure 2.17: Zone distance

Studies show that the left side of your face is the best side for giving a presentation and researchers at university of Oregon determined that people can retain up to three times more information about things they see in their right visual field than they do in their left. Their study suggests that you are likely to have a 'better side' to your face when you are presenting information to others. According to this research your better side is your left because it's in the other person's right visual field.

Dr John Kershner of Ontario Institute for Studies in Education studied teachers and recorded where they were looking every 30 seconds for 15 minutes. He found that teachers almost ignore the pupils on their right. The study showed that teachers looked straight ahead 44% of the time, to the left 39% of the time and to their right only 17% of the time.

So, the teachers try to choose the suitable position to improve students' participation and attention and they have to move from left to right and vice versa to help all learners get the information.

For example, teachers usually lead students to read in middle school when the teacher is reading, he can go to students "space zone", in order to control the disciplines and correct their pronunciation properly.

2.1.4. The Total physical response (TPR) impact on students' memory

The total physical response approach is a language teaching method built around the coordination of speech and action. It permits teacher to use his body to send information to the learners before speaking. It was developed by James Asher (1982). First it is based on theory that the Memory is enhanced through association with physical movement. Second, it is also closely

associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands, such as "Pick it up" and "Put it down".

TPR as an approach to teaching a second language is based, first and foremost, on listening and this is linked to physical actions which are designed to reinforce comprehension of particular basic items. Third, it is also based on the promise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalise their first language.

To develop his practical method he answered the following questions:

a- Where is it from ?

Dr James Asher pointed out that TPRM concerns mainly the way children learn their mother tongue. Parents have "language body conversation" with their children i.e. the parent instructs and the child physically responds to this for example: the parents say: " look at mummy", " give me the ball" and the child does the action. These conversations continue till the child acquires language, it means he starts to speak. So this method should gradually help pupils to acquire second language or foreign language by performing actions then speaking.

b- How can I use it in the classroom?

In the classroom, the teacher plays the role of parent. The teacher starts to say the word or the phrase and simultaneously he does the action (as their teacher did after the repetition). The pupils will automatically do the action as their teacher does after the repetition of the teacher in order to reduce learner stress and create good mood for the learner. This activity will be more effective if the pupils are standing in a circle around the teacher and they do the action the way he does it.

c- When should I use it?

Under TPRM we should teach and practise many activities:

- ❑ Vocabulary connected with action (smile, shop etc...)
- ❑ Classroom language example (open your books).
- ❑ Imperatives/instructions (stand up, close your eyes).
- ❑ Story-telling.

- ❑ Imagination is important for all kinds of teaching.

d- Why should I use it in the classroom?

Under TPRM, the pupils enjoy it:

- ❑ It is very memorable.
- ❑ It is suitable to activate students.
- ❑ It can be used in large or small classes.
- ❑ The physical action gets across the meaning effectively, so that all the pupils are able to understand and use the target language.

2.1.5. Seating arrangement for effective teaching:

It is important for an instructor to establish a classroom structure from the very first session and adapt accordingly to facilitate lecture, promote discussion, encourage group activities, or solve any behavioral problem.

There are generally three overall classroom desk arrangement layouts with slight variation to each to accommodate different size rooms, numbers of students in the class and also assist in the classes function:

- Traditional classroom (large or small);
- V – shaped layout;
- Circle or Half circle arrangement.

The following seating are the major and useful ones all over the world although they have pros and cons.



Figure 2.18: Rows/ Columns

Pros:

- Encourage individual work and productivity;
- Minimizes disruption and cheating;
- Easier to supervise

Cons:

- Discourages student-centered discussion and group work;
- Easier to students to lose focus;
- Uneven distribution of interaction amongst class;
- Difficult for teachers to move easily from student to student.



Figure 2.19: Horseshoe/ U-Shape

Pros:

- Easier to interact with entire class;
- Encourages discussion and participation;
- Fosters connection between students and educator;
- Large area for presentations and demonstration.

Cons:

- Not suitable for work in small group;
- May overwhelm shy students.
- May be difficult to control behavior.
- Larger classes may have difficulty engaging in discussions.

2.1.6. Positive and negative body language:

a- Positive body language

Positive body language is generally quite reliable an indicator of a person's feeling. It signals interest in the other person and in the conversation.

Relaxed posture – comfortably seated, relaxed breathing, no visible stiffness or abrupt movements. These indicate no major barriers to communication.

Arms relaxed- uncrossed arms and hands open (palms up or otherwise visible to the other person) are signs of openness.

Good eye contact – Looking in the other person's eyes, particularly when they are speaking, indicates interest in that person. Proper eye contact involves looking away occasionally to avoid staring.

Nodding agreement- when nods are used to punctuate key things the other person has said, they signal agreement, interest and understanding. However, continual unconscious bobbing of the head usually indicates that the listener is tuning out.

Taking notes- Shows interest and involvement, particularly if notes are on what the other person is saying.

Smiling/adding humour- This is a very positive sign. It signals a warm personal relationship. Leaning closer – Reducing the distance between two people, particularly when the other person is speaking. Indicates interest is up and barriers are down.

Gesturing warmly – Talking with hands, particularly with palms open, indicates involvement in the conversation and openness to the other person.

For all of these positive gesture, moderation is the rule. When they are exaggerated, they can become more negative than positive.

b- Negative body language

Negative body language is somewhat less reliable as an indicator of the person's comfort with the current conversation than positive body language. Actions that are generally considered negative may just be matter of comfort for this person, may indicate that the person is tired, or may result from other matters that are weighing on this person's mind.

Body tense – Stiffness, wrinkled, brow, jerky body motion, and hands clasped in front or palms down on the table. These can indicate concern with the topic or dealing with the other person.

Arms folded in front – Creates a barrier; can express resistance to what is being said.

Hand on face – A hand over one's mouth is closed gesture. Leaning on one's elbow with the chin in the hand can communicate boredom.

Fidgeting – Motivating around a lot, playing with thongs and drumming finger are usually a sign of boredom, nervousness or impatience.

Arms behind head, leaning back – In a well – established relationship this can be a relaxed gesture. In a new relationship, it is often used to express a desire for control or power.

Yawning – boredom, confusion. The other person is talking too much or in too much technical detail.

Impatience – trying to interrupt what the other person is saying, opening one's mouth frequently as if to speak.

Distraction – Eyes flicking about, blank stares, flipping through literature without really reading it, looking at other in the office, looking at the person's body or clothing.

Learning away –Avoiding moving closer, even when something is handed to the person, is strongly negative.

Negative facial expressions – These include shaking head, eyes narrowed, scowling, frowning.

2.1.7. Teacher’s physical appearance

Physical appearance is the physical look of any person. It is one of the most important factors of a personality. This is what people look at you and what they think about you. Physical appearance has the major impact on society. Physical appearance is outward or visible aspect of a person or thing.

Teacher’s physical appearance makes good impact on students. According to Bloch and Richins (1992), “being perceived as physically attractive is associated with a wide range of positive outcomes”¹.

“What if students simply pay more attention to good-looking professors and learn more?” Hamermesh² asked. “We would argue that this is a productivity effect and claim that the instructors are better teachers. Others might maintain that the higher productivity arises from being treated differently than their worse looking colleagues and is evidence of discrimination. Either way, the evidence demonstrates that one of the measures of teaching productivity is enhanced by the instructor’s beauty”³.

So, teacher’s physical appearance is so important because it has advantages in teaching productivity as gaining respect from student, increasing students’ attendance in the class and help controlling **students** behavior.

2.2. Students’ body language as a feedback

Communication does not only take place by means of words but nonverbal communication or body language is equally important this kind of communication is usually sub conscious; we use it without thinking about it; that is why we say that “it is difficult to be in body language”. If teachers really attend to the body language of their students they will know when they are bored or confused in order to attract them and get their attention by changing the way of

¹ www.grin.com/e-book

² Hamermesh An economist at the hosten university.

³ Daniel Hamermesh, “Beauty in the Classroom: Professors’ Pulchritude and Putative Pedagogical Productivity “, in https://news.utexas.edu/2003/07/15/nr_economics .

teaching or change the kind of the activities in the movement of boredom, so how to get students' attention.

2.2.1. Students' attention

Ron Benner explains: "The successful teacher blends both verbal and nonverbal communication skills in establishing good rapport with students and this has a direct correlation"¹.

In a lesson, teachers' first task is to draw his students' attention because attention getting skills are important in keeping control avoiding waste of time at the beginning and during the lesson. There are many techniques to keep students' attention; for example:

Use markers which are signals to hook the class's attention that the lesson will begin as the lecture of adjective it's better to use red color or green to write the adjective.

Markers convey no information by reassert the teachers control over the classroom and same time by ensuring messages not to be repeated.

Eye contact helps establish rapport and trust and having an eye contact that is well distributed among students will assure your leadership as a teacher and have what Morris interpreted as "a class fall in love with their teacher at first sight"².

Also, when the teacher avoids looking at someone's eyes while talking to them it is interpreted as a lack of interest in them, and it is not a good start for gaining the class's respect and approval (Neill, Caswell 1993, p 71)

Head nodding show: that you are interest about what your student says and you are listening to them.

Moving from the right to left and the vice versa in order to help all student get the information because the teacher looks to the left side more than the unright one so moving in classroom is good for students.

To get the class's attention is not a hard task for inexperienced teacher but for experiences one is not much hard because they know the technique that help them to catch class's attention by

¹ [http://www.nea.org/tools/classroom management-articles.html](http://www.nea.org/tools/classroom%20management-articles.html)

² Desmond John Morris is a popular English sociology author in human.

using some nonverbal techniques that had experiences before and more important is to achieve your aim lesson and get student achievement.

2.2.2. Student boredom:

When the listener begins to use his hand to support his head, it is an attempt to hold his head up to stop himself from falling asleep. The degree of the listener's boredom is related to the extent which his arm and hand are supporting his head. It usually begins with the chin being supported by the thumb and then by the first as interest wanes¹.

Moreover when a student has extremely lack of interest, when his/ her head is fully supported by the hand, (see illustration in figure 20).



Figure 2.20: The hand supporting the head to stop from falling asleep

Looking around drumming fingers on the table or making themselves busy with something else are indicators of the lack of interest and when the teacher notices that he/ she has to change the direction of the talk so that students renew their interest (Vinary Maham, p 12-13).

2.2.3. Students' motivation:

“Good made man to go by motives and he will not go without a steamy or balloon without gas. Find out what motivates man, touch that buthon to turn the key that makes men achieves” (Helm Linger, 1997). So motivation is an essential element that is necessary for quality of education. Motivation is defined as the actor process of motiving, drive, something (such as need or desire) that causes a person or student to act (Merrian Webster, 1997). There are five keys

¹ Allan and Barbara Pease 2004,Op cit, p155.

ingredients impacting student motivation: student, teacher, content, method/ process and environment.

For example, the student must have access, ability, interest, and value education. The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students and be inspirational. The content must be accurate, timely, stimulating, and pertinent to the student's current and future needs. The method or process must be inventive encouraging, interesting, beneficial and provide tools that can be applies to the student's real life. The environment need to be accessible safe, positive, personalized as much as possible, and empowering.

Motivation is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis. That is, students ideally should have manysources of motivation in their learning experience in each class. (Palmer 2007 , Debnath 2005, Sonza & meheshwari 2010).

2.2.4. Postures and Gestures that impact student's psychology:

a- Hand gestures:

Hand gestures are the most useful rein force verbal messages gesture that the majority of teachers use it to explain certain words or ideas. Them, human palm consider as the most powerful nonverbal signals when we use it correctly.

There are three main palm commands gesture: the palm – up position, the palm – down position, and the palm – closed – finger – pointed position. The differences of the three positions are shown in these figures¹:



Figure 2.21: Submissive palm position

¹ Allan Pease, op.cit, P31.

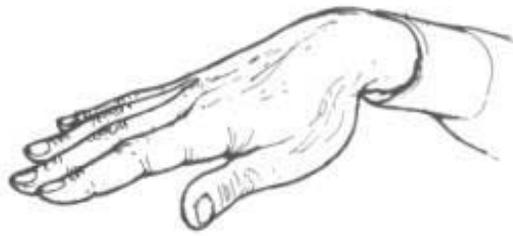


Figure 2.22: Dominant palm position

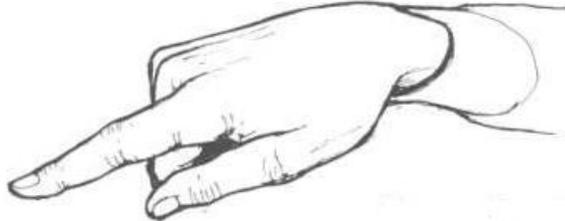


Figure 2.23: Aggressive palm position

b- Rubbing the palm together:

is a way in which people nonverbal communicate positive expectation, for example when the teacher give a puzzle to his student and he is waiting for the answer, here, the teachers is rubbing his palms and he says “who can give me the answer!” as it is shown in figure (24), the fact that excite the learners and stimulate theme to look for the wright answer.¹



Figure 2.24: Rubbing the palm together

¹ Allan Pease, Op Cit, p 39.

c- ARMS CROSSED IN FRONT OF THE CHEST:

This is one of the body language examples that indicate that one is being defensive and disagree with your students opinion it may also obstruct the communication and students' participation.

d- STEEPLING HANDS:

There are two kind of steeping hands the raised steeple that show confident, and superior here the teacher use this gesture when he is speaking i.e. listen to me and when he finishes his speech or after a question he/ will lower his hands or it is called the lowered steeple i . e I am listening to you (learners).

The fact that enhance respect appreciation between both the teacher and learners

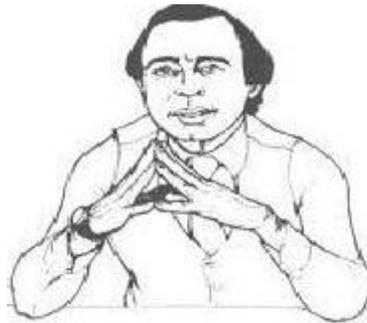


Figure 2.25: Raised steeple



Figure 2.26: Lowered steeple

Conclusion

Teachers who are aware about body language and they appropriately use it in classroom, they will well manage, control and achieve an effective teaching, because acting is more memorable than words. Moreover, teach students to balance between their speech and their body movements in order to teach them how to be active learner and successful person.

Chapter three:

Data collected and analysis of case study

Introduction

English teaching is a very importance part of the school education and body language plays a positive role in cultivating the students' characters in school education. Body language is a significant means through which people get to know each other and communicate effectively i.e body language is a kind of language through, gestures, facial, postures, and tone of voice.

As it is mentioned before, our non-verbal communication occupies almost 50 percent of our daily communication while words themselves takes up only 7 percent. Our bodies put forward messages soften that sometimes we communicate a lot more than we realize (Chen & Watis 1992).

The foreign language teachers are expected to perform actively in class, for example to dance, joyfully, make, make vivid gestures as an actor, they are no longer expected to be kind and cultivated or just stand stubbornly on the platform.(Guo Xuehua)

For this purpose, we decided to investigate teacher's body language in Algerian middle school, we take two schools as sample; Bordji Omar and Gloua Charef in Hassi Mameche – Mostaganem city.

3.1. DATA COLLECTED IN BOTH SCHOOLS

3.1.1. Teacher's body language

a- IN BORDJI OMAR SCHOOL

There are three teachers of English language; Mr. AISSA is the experienced one the other isn't.

Levels: we attend six hours in all levels 1 AM, 2 AM, 3 AM and 4 AM in different time, morning and the afternoon the attention and participation is totally different according to way of explanation of the teachers. The time is also important because in the morning, the students and teachers are active whereas, in the afternoon is the contrarily.

The task: is storytelling, in this lesson with students of 4 AM who are interested and attentive because the teacher plays the role of an actor in order to clarify and facilitate the story. His facial expression was too expressive, happiness, sadness especially keeping eye cues during the whole lesson to make his students laugh and exited, them, time to time the teacher jump,

move fast and ask his student to tell the action immediately the learner interpret it verbally, the fact that enhance learning in English and try to avoid L1 (the mother tongue) and encourage learners to think in English and not Arabic.

Whereas, with an experienced teachers the task is totally different because of the importance of body language in teaching.

Crossing the arms: is usual gesture for new teachers because they feel shy and insecure. It creates barriers and obsurd classroom communication (here the teacher should avoid all barriers that may frighten the learners and interrupt classroom interaction moving too fast and fidgety:

This movement is noticeable with inexperienced and new teachers because they feel stressed and fidgety especially in their first contact and also when moving and fidgety around can make people feel stressed, nervous, distracted and uncomfortable.

b- IN CLOUA CHAREF SCHOOL:

There are four English teachers they are experienced except one.

Level: we attend five hours with all levels 1 AM, 2AM, 3AM and 4AM in different time.

As it is mentioned before, men body language differ from woman body language, in this school, there are three woman teachers, we notice that women are more approachable than men when touching their students, woman teachers touch both girls and boys students where as men teachers touch and enjoy more with boys.

Hand gesture and facial expression are used from all teachers during their explanation even in disciplinary action that disturb classroom management.

3.1.2. Students feedback

Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative and surprisingly few recent studies have systematically investigated.

Its meaning as it is tackled in this research students' feedback can be noticed through their body language to know either they are interesting and attentive to teacher's input or they are bored, dreaming and their minds are out of classroom.

In both middle schools, we notice positive and negative feedback of students' intake.

a- Positive feedback:

Students can give positive feedback when they receive desired behavior or needs and, it will well noticeable in their body movements. To notice their feedback, we take a seat behind the desk to be in front of students and observe all their positives movements. Student attention is indicated by their participation and head nodding, they smile when they understand the meaning of words or when the teacher smile head tilting is also indicated when students are interested to teacher's inputs.

b- Negative feedback:

In this research, we mean by negative feedback, the reaction of students that appear through body movements when they receive new, difficult or ambiguity data that seen unclear for them.

Crossing their arms and legs are remarkable during teachers explanation especially when the teachers avoids Arabic in his speech, the fact that allow teachers to use Arabic to break silence in classroom because it is the signs of misunderstanding shaking heads, finger tapping, or drumming are noticed during English class, many students use lowered head when the teacher ask a question or ask someone to stand to black board or they show that they are busy on writing or doing something else to avoid answering and speaking in English.

3.1.3. Seating Arrangement

Seating arrangement is a fundamental to students participation and classrooms interaction rows or columns way of seating is preferable one in both schools because of the number of students and it suitable to numerous classroom and help teacher's movement and control.

3.2. The analysis of case study

Teachers' body language in both schools:

In both schools; Bordji Omar and Kloua charef, there are experienced teachers as Mr *Aissa*, Mr *Lahmar*, Mrs *Bourmal* and Mrs *Amina*, who use body language during their task in order to facilitate and improve learning.

“As Vanessa Van Eduards pointed out that body language is a powerful tool to successful communication”. Body language is the MUST in teaching foreign languages for none native speaker.

When experience teachers use their body language in then teaching class, their students follow and maintain eye contact, indeed actions speak louder as it is said before and are memorable more than words pronounced.

Facial expression is well **expressed** especially in story telling when the teacher give various facial expression to help student get in touch and understand the story.

Hand gesture are the most useful in teaching, it represents the powerful gesture in body language which reinforce the message. But teachers **miswe** it because they ignore the appropriate use of hand, they use gesture randomly to explain certain idea.

What is good in experienced teacher, they seem confident, relaxed and well controlled of their classroom; they manage easily discipline problem due to their experience that provide them with techniques to solve problems of troubles learners.

Whereas, unexperienced teachers face difficulties to control and manage their classroom, we notice noise and lack of students’ attention moving fast is wrong in classroom, this movement stress learners and disturb their concentration.

Recent studies claim that teachers look to their left more than their right during their explanation or teaching, in fortunately, some teachers desk is situated in the left corner of classroom the fact that obstruct teaching and learning interaction. Here, the teacher has to change the place and stand up more time in the middle to be in front of all students to help them gain the information.

Teachers’ tone of voice is different from one teacher to another and vary from one case to another, for example in storytelling, the teacher speaks slowly and suddenly he lounds his voice according to the story’s events to attract student attention and emotion.

The physical appearance of all teachers is well expressed. Their white pinafore reflect school uniformity and the purity and integring of educator. The while color has lot of meanings as¹:

- Aids mental clarity;
- Encourage: us to clear clutter or obstacles;
- Evokes purification of thoughts or action and enables fresh beginning the teacher appearance is so important for managing classroom and being a model for all learners.

Conclusion

Teachers of both schools use body language to reinforce their messages, but the majority of them use it randomly because of the lack of awareness of this charismatic tool that positively provide access to teaching and learning.

¹ www.sensationalcolor.com/color-meanings

Communication is a process of sending and receiving messages to share knowledge, attitudes and skills. It is generally associated with speech that is composed of two dimensions; verbal and nonverbal which from intimate relationship especially when the meaning of nonverbal messages go exactly with the meaning of verbal one.

Nonverbal communication (i.e body language) is a real provider of effective, natural and successful communication accordingly to verbal communication. However, the matter is not to enlighten its strong relationship but to increase awareness about nonverbal messages to include it in the curriculum by language professionals.

Language teachers should make their students aware of that powerful communication is not based on spoken words alone but behavior is so crucial to the real life social interactions which occur outside the classroom. Language teaching makes students ready to function successfully in real life situations, language teachers should expose their students to the variety and complexity of the nonverbal behaviors which complement speech (Fujimoto, 2003).

To know how to read others body language increase our social awareness and control our relationship and mainly we will know the psychological and the emotional state besides the culture body language is a powerful tool that help teacher to manage a successful class and establish an authentic relationship with students was the main core of this research. Also how can teachers get student' attention and break all communication barriers that interrupt classroom interaction and may students participation have been dealt with in this work.

This research focus more the need of body language in teaching class as a powerful tool to open learning environment, in other words, successful classroom teaching. however learners n have lack of attention and they are not motivated to learn; the fact that lead us to shed light on this topic and to know how to create leverage with your students and give a strong impression on them.

Allan and Barbara Pease said that why important is how to say and not what you say; indeed the way you express influence the receiver's mind as Albert Mehrabien claimed that words account for only 7% and the rest is expressed nonverbally.

Pedagogical implication and suggestions for further studies:

Based on our research finding, the present study offers some pedagogical implication for language teachers as well as suggestion for further studies:

Pedagogical implications

- The lack of attention and participation in classroom handicap classroom interaction and increase students boredom where the teacher face problem to get students engagement in teaching class.
- The Algerian middle schools are generally oven crowded because of numerous students the fact that let teachers feel tired and find difficulties to manage their classroom. Using body language get students attention and leverage. It is is the crucial tool to reduce students participation.
- Actually teachers do not use appropriately body language because of their lack of training about this fundamental tool that provide teaching process, but recent training concerning new teacher, the former information's teachers to improve their body language in their works.

Suggestions for further studies

- Our research addressed the issue of teacher's body language teaching class. Due to the limited corpse of the study, further studies on this topic "Body language "in language teaching can be conducted. This will enable us to know more about this new and important subject which improve both teaching and learning.
- New teachers should benefit from their training and advices about body language to reform teaching process and lock for what is good and fruitful method to successful teaching.

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