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Ministry of Higher Education and Scientific Research  
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**Investigating The Use of Body Language on  
Enhancing EFL Learners' Comprehension**

Case Study : First Year LMD Students of English at Mohamed

A Research Submitted in Partial Fulfilment of the Requirements for the Master Degree  
Science of Language.

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# **DEDICATION**

*In the name of Allah, most merciful, most compassionate.*

*Allah who gave me the strength and patience to continue my career despite the*

*obstacles that I faced. Hence,*

*thank you Allah for this blessing.*

*I dedicate this work to the darling people to my heart; my parents with love for their*

*patience, support and prayers.*

*To the persons who brighten my path and accept my mistakes without complaining.*

*To my lovely brothers : HAMID, BILAL, KARIM*

*Sisters: SAIDA, ABLA, AMEL, and the others*

*To all my wonderful friends with whom I shared the University experience in joy and*

*sorrow :Abd Elbasset, Asmaa, ALA , ABDEL EHAK, FARID, and the others*

*To all my teachers without exception.*

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## **Abstract**

This research endeavours to investigate how EFL students' comprehension can be enhanced through the use of body language cues (eye contact, voice tone, hands movements, body movements, touching and proximity) of the teacher at the University of Biskra department of foreign languages branch of English studies. . We attempt to valid our hypothesis in the field work chapter. Throughout this, we hypothesize that the use of body language cues as a supportive technique will enhance the first year EFL students' comprehension. To conduct this study. In the first and the second theoretical chapters we attempt to make an overview about communication and its parts, body language, with its important cues in general. The second talks about comprehension in teaching, miscomprehension and the body language in teaching. We have used a qualitative (descriptive) research based on two tools: students' questionnaire that delivers to first year LMD students that was randomly chosen of foreign languages branch of English studies at Biskra University and four classroom observation conducted with first year classes in different sessions. Based on the results, our hypothesis was confirmed. Hence, the findings revealed that EFL students' comprehension can be enhanced thought the correct use of body language cues. At last, we suggest some pedagogical recommendation for both teachers and students in which they can work in cooperation.

## **List of abbreviations**

ESL: English Second Language.

EFL : English Foreign Language.

LMD: Licence, Master, Doctorate degrees.

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**الملخص**

**GENERAL**

**INTRRUDUCTION**



## **Introduction**

Successful teaching is the first purpose in which teachers must achieve. For that, researchers try to develop the teaching-learning process through constructed methods and strategies. In order to make teaching valid, teachers create appropriate (positive) classroom environment. Furthermore, making learners concentrate, aware and focused without forcing them is the key to a successful learning where they will comprehend the given lesson easily.

In the context of studying the theme of communication, precisely we should investigate simple things about specific part of the wide open topic of communication. For that, in the present search, we are dealing with a significant, crucial part of our communications that characterizes the majority of it, the lack of verbal aspect in it . The meant kind of communication is the nonverbal language, as known as body language in specific.

The use of body language can not only attract the students 'attention. But also expand their impression and imagination. Body language use is completely up to the standard of audio-visual teaching principle. Moreover, it helps to improve the four existent skills.

### **1. Statement of the Problem**

Classroom teaching is one of the most important ways through which learners learn English. As far as English teaching in the university is concerned, teachers have to raise the learners' interest in which they may learn better. According to such experiences, using one permanent strategy instead of the others is not sufficient to accomplish the teaching objectivity because of the variety of learners' characteristics (gender, age ,and others) , in addition to that, miscomprehension occurs when there are some gaps made by either

the teachers ,unconsciously misuse of their body language, or by learners' misunderstanding of that body language.

Some learners fail to follow teacher's speech for many reasons in which the lesson cannot be delivered very well to them. For that, having an idea about nonverbal communication (body language) in classroom interaction is important for the success of the teaching-learning process. At classroom, teachers should be able to make an immediate decision to drive their lesson in the right way and in this case they have to try to be conscious for the use of their body language, way of speaking etc... The present research will try to investigate the importance of using body language (gestures, facial expressions, body movement and others) as a supportive teaching technique to enhance the EFL learners' comprehension .

## **2. Aims of the Study**

The present study is to get both teachers and students' attention on one of the most important factors affecting the learners' comprehension. The main aim is to sustain the importance of using nonverbal communication as a strategy for better delivery of the lesson. We will clarify and also explain the relationship between nonverbal communication and the teacher role in classroom interaction. Then, we will try to get some tips which will make the teaching-learning process more successful.

## **3. Research Questions and Research Hypothesis**

### **3.1. Research Questions**

The present research aims to answer the following questions

- 1) Does body language have an effect in classroom interaction?

2) Is there a relationship between teachers' use of body language and successful learning ?

### **3.2. Hypothesis**

In attempting to investigate the effect of body language on learner's acquisition, we hypothesize: if teachers use nonverbal communication (body language) as a supportive technique, students can better comprehend the lesson.

## **4. Research Methodology and Data Gathering tools**

We identify the sample as well as the techniques used in the research.

### **4.1. The Sample**

Since this study is about the problems that may encounter EFL learners, we have decided to choose a sample from first year LMD students as a population at the Department of Foreign Languages Division of English at Mohamed Kheider University of Biskra. These respondents (80 students) have been chosen randomly to answer the questionnaire and be observed in normal lessons.

### **4.2. Data Gathering Tools**

The data gathered tools used are questionnaire that distributed to first year LMD students in order to achieve our objectives. Also, we conduct four classroom observation with different modules . Hence, our data gathering tool objective is mainly to investigate the importance of body language cues usage in teaching as a supportive technique to improve students' understanding. After collecting data, we analysed them. The results aimed whether to accept or reject the hypothesis.

## **5. Significance of the Study**

The research is very important for teachers and learners to know that the nonverbal communication strategies (in our case: body language) is an essential factor beside speaking to enhance learner's comprehension and motivation.

## **6. The Structure of The Dissertation**

Our research design has been divided into two sections. The first section, which is theoretical, includes chapter one and two. In chapter one, we proposed an overview about communication; its definition, types (verbal and nonverbal). Our main focus in this chapter is body language and its relationship with comprehension and teaching. Meanwhile, chapter two dealt with comprehension (overview about comprehension, comprehension strategy and obstacles beyond learners' miscomprehension). The second section, which is the practical part of the research, has explained the methodology used, as well as we analysed the result gathered from classroom observation and the delivered students' questionnaire and ended with pedagogical implication.

# CHAPTER I

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## **Introduction**

Throughout the course of life, individuals meet and come across other individuals or group of people. Sending and receiving clues, talking and listening, explaining and conceptualizing and all what happens among people are sorts of communication. Verily, verbal and nonverbal communication issues have increased lots of research initiatives and investigations.

This chapter starts with defining concepts of communication in either of its forms, verbal and nonverbal one. The latter one, as known as body language, will be clarified and its cues will be identified and explicitly shown with the importance of decoding all non-verbal language signs.

### **1.1. Definition of Communication**

DeVito (1986) says that "communication" derives from the Latin word "communis" that means "common". Thus "to communicate" means "to make common" or "to make known", "to share". Meaningful exchange of information between two or group of people. Also, The word communication, according to the Concise Oxford Dictionary, is the act of imparting, especially news or the science and practice of transmitting information .(DeVito,1986, p.61).Whereas, communication for Hauser (1996) serves as a representative, small, sample of ideas about communication from a wide range of discipline.

Also, it is a learned skill. However, while most people are inherited with the physical ability to talk, not all can communicate well unless they make special efforts to develop and refine this skill further. Very often, we take the comfortably with which we



communicate with, so much so that we sometimes forget how complex the communication process actually is.

The process of communication is very important as the researcher Barker(1984) defines communication as a dynamic process which always changes, without end. Because it makes the entire world more active and progressive. Also, he claims that without communication there no purpose for existence , this can lead the mankind to be hard whereby they do not interact with one another. Moreover, Communication is also shaped when two or more people interact among themselves. Hence, the process of communication can be observed as the tool to bind verbal and non-verbal communications.

Also communication defined by Corder (1983) as the results shared meaning in two-way process that have a common understanding between the sender and the receiver. The individual's communicative potential is seen as dichotomies relationship between linguistic means and ends, between communicative intentions and linguistic expressions, between meaning and form.

We may conclude that communication is "any act" by which one person gives to, or receives from another person information about that person's needs, desires, perceptions, knowledge, or affective states. Communication may be intentional or unintentional may involve conventional or unconventional signals, may take linguistic or non-linguistic forms, and it occur through spoken or other modes.

## **1.2. Types of Communication**

Communication is divided into two main categories verbal and non-verbal communication. Under these two categories there are other sub-division categories which consist visual communication, electronic means of human interaction such as e-mail ,chat rooms and other social media. Besides, others like the Interpersonal Communication(two or more people and involves the transfer of information (or message) from one person to the other(s)),Internal / Organisational Communication (This is communication that takes place within (or across) organisation. In addition to, the usual face to face, telephone, fax or mail. Internal communication as modern organisations that use technology.

### **1.2.1. Verbal Communication**

When messages or information is exchanged or communicated through words is called verbal communication. It has two types: written and oral communication. Verbal communication takes place through face-to-face conversations in general, group discussions, consulting, interview, radio, television, calls, memos, letters, reports, notes, email.

According to Bovee et al, “Verbal communication is the expression of information through language which is composed of words and grammar.”(1995,p.45)

Penrose et al (1963) say that verbal communication contains the sharing thoughts and knowledge thought the meaning of words. So, verbal communication is the process of exchanging information or transmitting messages between individuals through both written or oral words. It needs that the communicating parties share an area of communicative

unity, without the receiver has understood the message of the sender, the verbal communication process cannot be succeeded.

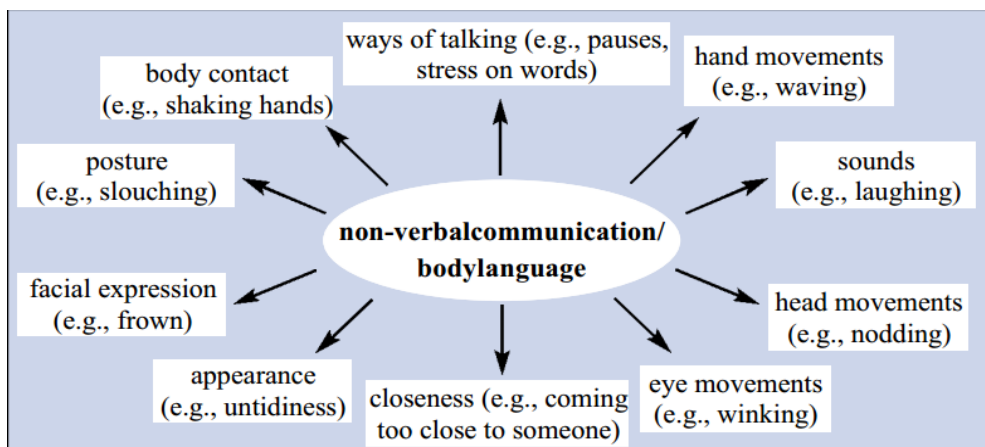
### **1.2.2. Non-verbal Communication**

Nonverbal communication regarded as a powerful role in the face-to-face communication, expressed consciously in the presence of others and perceived either consciously or unconsciously in which people are not even aware that they are sending messages.

L. C. Bove et al claim that non-verbal communication is a type of communication that takes place through non-verbal cues: which are represented in gesture, eye contact, facial expression, clothing and space; and it is well known as Para-language.

Also, Himstreet and Baty claim (1981) say that non-verbal communication is every communication that occurs with no use of words. Also, they claim that it does not only take place by means of words; and they emphasize that non-verbal communication (or body language) like the verbal communication is equally important.

Hence, non-verbal communication is the exchanged of information or messages between two or more persons through gestures, facial expressions, eye contact, proximity, touching etc...without using any spoken or written word. These cues are illustrated in figure 1 p. 10 proposed by R.Prozesky.

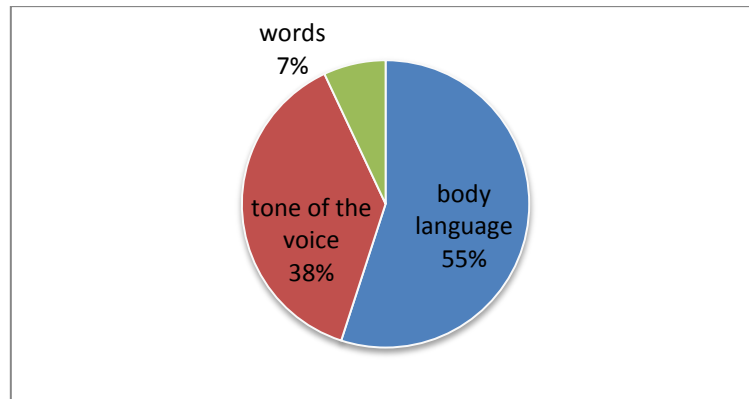


**Figure1. A Non-Verbal Communication/Body Language Cues Extracted From Prozesky 2000, p. 44**

Communication is generally divided into two different chunks. It contains verbal communication which is represented by the utterance of the words. It is the habitual, conscious use of the speaking organs( tongue, lugs...etc.). Also, it mainly used to represent other things. It helps the speaker to have a wider view about others, it also creates realities, relationships, identities, and culture.

non-verbal communication, which is characterized by the non-use of words, includes kinetics and body language as a whole. Also, it mainly used without consciousness, which can be used in both edges (positive or negative).Usually, (verbal and non-verbal communication are used to express feeling, thoughts ...etc. as a mean that people use to convey their messages.

Mehrabian (1972) explains how messages are conveyed and how meaning of a message is communicated. He says that each message that human produces can only have 7% of the words and 38% of the tone (voice) and 55% represents human body language. In specific, he found the verbal component of a face-to-face conversation is less than 35 per cent and that over 65 per cent of communication is done non-verbally.



**Graph 1. Meaning of a Message According to Albert Mehrabian**

### **1.2.2.1. Characteristics of Non-Verbal Communication**

Non-verbal communication is any information that is communicated without using words. The important characteristics of non-verbal communication are as follows:

#### **1.2.2.1.1. No Use of Words**

Non-verbal communication is a communication without words or language like oral or written one. It uses gestures, facial expressions, eye contact, physical proximity, touching ...etc. for communicating with others.

#### **1.2.2.1.2. Culturally Determined**

Non-verbal communication is learnt in childhood, passing through time from parents and others with whom human associate. Through this process of growing up in a particular society, human adopt the taints and motions (gestures) of their cultural group.

#### **1.2.2.1.3. Different Meaning**

Non-verbal symbols can have couple of meanings. Cross-culture aspects give different meanings to the same expression in respect of non-verbal communication. Also, non-verbal communication is quite unclear and imprecise. Since in this communication there is no use of words or language which expresses clear meaning to the receiver.

#### **1.2.2.1.4. May Conflict With Verbal Messages**

Non-verbal communication is deeply fixed, so unconscious, that human can express a verbal message and contradict it with a nonverbal one. So, beyond verbal communication, the non-verbal message is representing what exactly the human want to deliver.

#### **1.2.2.1.5. Largely Unconscious**

Non-verbal communication comes unconscious in the sense that it is usually neither planned nor prepared. It comes almost suddenly instant.

#### **1.2.2.1.6. Shows Feelings and Attitudes**

Facial expressions, gestures and body movements are the way human uses to communicate their feelings and emotions to others.

#### **1.2.2.1.7. Informality**

Nonverbal communication does not follow any rules, formality, or structure like verbal communication. In most of the cases, people unconsciously and habitually engage in non-verbal communication by moving the various parts of the body; while, in verbal communication, they use sign languages, symbols, and devices that produce sounds that transmit messages to people.

### **1.2.3. Body Language Definition**

According to Adrian Furnham et al(2010), body language is communication without words. It is anything someone does to which someone else assigns meaning. Not all of the "signals" a person sends are intentional and often they are "not chosen " or misinterpreted. He (2010, p. 4) adds:

Body language can be subtle or blatant; it can be consciously sent and unconsciously received; it can be carefully practiced and displayed but also physiologically uncontrollable; it can let you down by revealing your true beliefs and behaviours; but also (when learnt) help enormously to put across a message. Facial expressions, gestures, head and gaze movements, body contact and orientation, sheer physical proximity as well as tone of voice, clothes and body adornments send clear messages—some even intended.

Furnham (2010) claims that body language can be used in both edges, positive or negative. The sender of the message is fully aware about his gestures and signs that he produces, while the receiver is not totally conscious for his reaction .when the sender of the message have not the ability to use body language in appropriateness way, it can be the first barrier which the speaker unable to successfully send his message but if he is good at expressing his thought it will be a good helper and supporter. All body language cues are always for giving the sender of the message a powerful support

#### **1.2.3.1. How Body Language Expresses Feeling**

Body language has a clear biological base and it is a product of evolutionary development. Animals are able to communicate without a need for even the most primitive linguistic system. They touch, smell, and point to each other, and so. It is exemplified that yawning, widely regarded as a sign of boredom i.e. we don't decide to yawn as we do not do when we hiccup or mostly laugh; yet if someone decides to laugh and make it without prior notice, they may seem laughing not as a reaction to funny thing, the same case with

yawning, the willingness in making some “yawns” make it expressively representing boredom. Consequently, the way we sit, hold a pen, smile, and shake hands could also be interpreted and read into to reveal both the inner state of mind and social status.

### **1.2.3.2. Body Language and Its Important Cues**

Body language is constructed of a whole range of features, many of which we combine together without ever thinking about what we are performing or what we are expressing.

#### **1.2.3.2.1. Eye Contact**

Eye contact has a very significant influence when you are interacting with others. It plays a key role in helping to establish rapport, and failing to make eye contact in many cultures is associated with being dishonest or having something to hide.

Eye contact plays an important role in turn-taking during conversation as Bhardwaj (2009). Among a group of people, a speaker will often make eye contact with the person he or she wants a response from. Someone who wants to enter or interject in a conversation will catch the eye of the person speaking to indicate that they want to interrupt, and equally someone who no longer wants to listen will avoid eye contact. People who know each other well can communicate mutual understanding with a single look.

#### **1.2.3.2.2. Facial Expressions**

Duchenne et al (1992) claim that the human face is a book to be read, having hidden pages and various secret-tellers, the face is the ground where feelings arise individually and only few people can transform its secret pages into truths and insights. As it was known before in the science of physiognomy, the significant impacts on someone and reac-



tions of them are always on their faces, that expresses how important having the face-booked reading competence is.

Also, Furnham & Petrova (2010) claim that every sort of movements and body signals is a story that has a motivator to be done and a goal to reach, recognising the motion, the sign or the gesture is the initial receptive process, then recognising what they mean is the required goal.

#### **1.2.3.2.3. Voice Tone**

Albert Mehrabian (1972) declares that the voice quality plays an important role in the signalling of speaker affect, and its effect role on the audience during the communication process. The way we talk particularly have profound effect on how others interpret and interact to what we are saying and how we are feeling. Also, he discovers that 38% of our communications come across through the tone, inflection, and speed of our voices.

Likewise, the importance of using such property of non-verbal language represents the tone of our voices as a kind of message-delivery service. The old people say, "It's not what you said, it's how you said it" that goes back directly to tone of voice. Tone of voice is the way a statement is presented and it is affected by the timbre, rhythm, loudness, breathiness and hoarseness of our voices.

According to Wang (1995) all voices can convey number of things; namely, psychological arousal, emotion and mood. It can, moreover, reveal social information through a variety and diversity of tones and pitch levels as to express sarcasm, superiority or submissiveness. All is to reveal how listeners, watchers and communicators must be acting and reacting to get the right voice heard and interacted with.

#### **1.2.3.2.4. Hands Movement**

Many people believe that the hand brings emphasis, energy and decoration to their speech. It's said that we talk and interact with others' hands, when no words appear, you go to gestures. As words stop, gesture stops as well. So if we don't talk with our hands, why do we gesture?

Audience may feel that the speaker do not care about what he is talking about if he do not use hand movements and act like no-armed person. Here, the body talks and the brain listens; nonetheless, we can notice the overall significance and importance of hand gestures, for instance, in watching a silent movie or in entering a conversation with a deaf-mute person. This means an importance offered by any users of hand gestures and inferring messages in stressed than words and sounds louder than what the ears hear.

#### **1.2.3.2.5. Body Movement**

All body movements, including other gestures, motions, signals and body reactions, are also with significant importance in affecting the way we communicate. Crossing legs can be understood as either negative way of disrespect or a positive way of charisma prestige; however, in the course of meeting and communicating with the other, in an interview for instance, such body movement implication help us to figure out the viewpoint of the one addressing or listening to us. Communicative skills are built up with abilities of communicating with the other while we communicate with all their body movements.

#### **1.2.3.2.6. Special Distance (Proximity)**

The position, way, place and posture we communicate in with others are a key clue that compensates a nonverbal interactive feature. “Open” and “Closed” are two forms of proximity that may reflect a person’s degree of confidence, status or receptivity to another person. The importance of it in improving the skill of “from-afar communication” lies in identifying whether such postural proximity is for openness, interest in someone, a readiness to listen, comfort or discomfort or even a short answer to a question.

#### **1.2.3.3. Body Language Conceptions in Class**

According to the British council website, whatever kind of silent viewing you, as a teacher, do and whatever you choose to focus on will ultimately help your students to understand when it comes to listening. They will at least have developed a conceptual framework for what they need to understand and will have built up some expectations of what they will hear. Listening should not be an activity we do divorced from visual context. What we see is part of the comprehension experience and body language forms a large part of how we communicate our message, even if at times we are unaware of it. Comprehension of body language may not help them when it comes to expressing themselves, but it's surprising just how much you can understand without ever hearing a word.

Vanessa Van Edwards, a body language trainer, shows the importance of investigating nonverbal behaviours; through her studies, body language decoding depends on such keys as :

#### **1.2.3.3.1. Showing Hands**

Keeping hands shown and being out from teacher's pockets, not behind your back or under a desk here just to be sure to get your whole body in the shot Because our hands are our trust indicators. This means that when other people can't see our hands, they have trouble trusting us. Whenever you are teaching—in front of a classroom you always want to have your hands visible.

#### **1.2.3.3.2. Power Posing**

Researchers at Harvard Business School (2010) found that the more expansive the speaker is roll his shoulders back, firmly plant his feet, open the chest and keep his head up, the more confident he feels and the more confident others perceive him. This is called power posing—taking up space with the body.

Another interesting study at Harvard Business School had candidates do mock-interviews. The researchers had participants power pose before they walked into the room. Those who power posed were rated as more confident, intelligent and skilled. Most importantly, those candidates felt more powerful.

#### **1.2.3.3.3. Expressiveness**

Hurley (1997) mention the study of Professor Stephen Ceci that studied the use non-verbal immediacy behaviour illustrating the real communication between the teacher's nonverbal behaviours and student evaluations of teaching. He scripted one of his classes so the verbal content was exactly the same. In one class he used his typical body language, in the other he used a few nonverbal tricks including nonverbal expressiveness. Yet, he varied his voice tone and used various facial expressions and hand gestures. Those small stylistic changes have improved such evaluation forms as organization, accessibility and other aspects that had nothing to do with vocal pitch or gestures.



**Figure 2. Sample of Hands Movement Extracted From Your Body Speak E-Book  
Cover page**

#### **1.2.3.4. Benefits Speaking of Posture**

The position of the body while speaking communicates its own set of visual messages. More than anything, it reflects your attitude, telling your listeners whether you are confident, alert. Good speaking posture has other benefits to a speaker. It helps the speaker to breathe properly and project his voice effectively. It also provides a good initial point from which to gesture or move the body in any direction. By helping him to feel both alert and comfortable, it helps decrease nervous tension and minimize random, distracting movements.

#### **1.2.3.5. Cross-Cultural Differences in Using Gestures**

When we speak produced speech, it is continuously accompanied by gestures, facial expressions and other body movements that add to what human is saying in different ways. There are great differences in how people from different cultures communicate with their bodies. The largest differences probably concern the use of hands to convey different meanings. Gestures for such things as **money, great, come here** vary considerably be-

tween Sweden and the Mediterranean countries. Other differences are found for when and where a person is permitted to express something, perhaps particularly certain emotions. Barnlund (1975) says that there can be variations from culture to culture in how intensely people show different emotions. In certain cultures such as Mediterranean cultures, it is permitted to show strong feelings such as happiness, anger and grief in public.

## **Conclusion**

It is really interesting to learn how to become a good body-reader , it is also important to link the use of such significant form of communication to the field of learning a foreign language. For that, and as an extraction from what has been written in this chapter, the way we learn a language must be accompanied with the way such foreign language is represented , and namely taught.

Thus, relating what we theoretically itemized previously to what we practically will examine and investigate, the coming part of the study will highlight how body language is understood and how it represents an effective factor in enhancing the process of understanding a foreign language.

# CHAPTER II

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## **Introduction**

Teachers implement their activities in purpose of pedagogic practice; however, whatever the teaching course includes, it intends to develop the abilities of students to understand, to make hard things get easier to them, and to help them transform any forms of discourse whether they hear it (spoken) or see it (written). Actually, that process is known as “Comprehension”, and learners’ eagerness to knowledge and understanding is totally the main cause of fighting for comprehension.

This chapter deals with the comprehension process, and comprehension as a strategy, then it will show the learner’s comprehension of all skills, namely receptive ones, moving to miscomprehension, ending with comprehension assessment. Thus, this chapter will drop the idea of “body language” once, and deal with it once again.

### **2.1. Definition of Comprehension**

It is so common that we relate “comprehension” to the reading skill for that such process is the interpretation of what is read, and the accurate understanding of any written materials. Further, the researcher Chaitin (2006) says that the learners decode what they read and connect it to what they already know; so to comprehend well, learning requires the activation of multiple skills and knowledge. However, as human mental and cognitive process, comprehension is being able to figure out a simple set of rules that explains it, or as described it “a kind of data compression.”

Linguistically, comprehension is the ability to understand meanings, concepts and actions, is a very important human power of intelligence, reasoning and thinking. Wallas et al (1926) claim that the basic comprehension process unit is a concept. So as a higher cog-

nitive process, the brain relates any concept to objects, explanations, ideas ...etc. Moreover, in cognitive psychology, comprehension, based on existing knowledge, constructs an internal representation that is related to what is previously gained in the brain.

## **2.2. Comprehension Strategies**

According to the common comprehension field “reading”, teachers help students comprehend through some strategies like : questioning, visualizing, making connections, inferring, and synthesizing. Comparing those strategies to comprehension of non-verbal language, learners understand what they see either a text or motions. These are some applied strategies by either teachers and students in learning and teaching how to understand what you see:

### **2.2.1. Making Connections**

The readers connect what they read to what they already know. Harvey & Goudvis (2000) claim that any audience of non-verbal language connect motions, gestures and actions to what their brains already noticed, saw, and interpreted. In addition, previous experiences, knowledge, emotions, and understandings affect what and how we learn, and that is explained in Schema theory. As good readers depend on prior knowledge and experience to understand what they are reading, when the audience of silent plays, for instance, make connections of action-to-action (relating gestures to gestures), action-to-self (relating gestures to the watcher’s personal experience) and action-to-world (relating gestures to what is beyond the personal knowledge as what is learnt through newspapers, television ...etc.).

### **2.2.2. Questioning**

The audience react for such non-verbal language mostly through the strategy of questioning. Guerrero(1999) says that readers question themselves about the scene they watch, their reactions to it, and the performer's purpose for making it. In some context, for instance, of first impressions, eye-signals, short talks and body lies. However, from the teacher viewpoint, when a teacher points to something on board or around in the classroom, that will push students to question the target thing or the purpose of getting to that thing.

### **2.2.3. Visualizing**

when the teacher, for example, explains the meaning of a verb or noun by using his body, students will visualize whatsoever links the target meaning to the teacher gestures. That strategy is the most complex mental process which helps any viewer of a performer to imagine other performers doing things that explain to their minds what they need to comprehend.

### **2.2.4. Synthesizing**

This strategy allow watchers, listeners and readers to create new ideas through new information, signs, and interpretations that are combined with existing knowledge. For instance, a clap motion varies from someone to someone else, and according to how the performer clapped it; yet, if the watcher used to understand that clap as a motion for watchers to pay attention, and when the performer made it once in a new way to tell the audience that this clap means "an end had been put", here the new interpretations of the audience will create a new original idea via an exciting background.

What characterises those strategies in comprehending non-verbal language is ‘automaticity’ . As for reading, La Berge & Samuels (1974) claim that it is automaticity allows the reader to spend less effort decoding and allows for comprehension processes to occur. The language of the body conveys all kinds of messages and meanings, yet most of those who read that language take this process for granted, they may not realize how important its subconscious place in the mind is, rather than its conscious interactions level. If we just think about it for a minute: winks, blinks, nods, sighs and grunts - how many of these are really noticeable by the students in the process of communication in classrooms? The point is that language, to be comprehended, doesn't have to be in the form of words for meanings to be grasped easily. Also, Wainwright (2010) says that the way teachers use their body to emphasize or suggest, to inform, illustrate, or even manipulate, is like 'punctuation'. Without it, meaning and emphasis is lost.

From a teaching angle, there is a common strategy that has been modelled through teaching all comprehension strategies, and it's “think-aloud”. By thinking aloud, teachers delivers concepts to learners to tell them what and how good learners do and react. Think-aloud are the reflections of read-aloud i.e. the motions of the teachers are loud-acted thoughts, which, in turn, allow viewers (students) to comprehend through thinking aloud about what they get from the performed play.

### **2.3. Understanding or Comprehending?**

All definitions and explanations of both verbs “understand” and “comprehend” in dictionaries are slightly close and in concrete meaning, there is no prominent difference between them. Verily, the connotation of “comprehend” seems so “comprehensive” as a deep complete understanding; however, “understand” seems so “superficial” as an initial mental process of comprehending.

One can say “I understand Chinese”, that means they know and realize its words. M c Conaughy (1982) exemplifies that one can say “ I comprehend Maths”, that really means beyond understanding as a conceptual leap. Moreover, “comprehension” is related to thorough knowledge by close contact and long experience; so that “reading comprehension”, for instance, is through reading, repeating the process of reading and grasping the most in the end of that mental process.

As for body language, it’s to be “understood” rather than “comprehended” for that it’s an actual process of transforming what you see, watch and listen to conceptual meanings and knowledge. Some psychologists have an intense affirmation of the idea that any language is “comprehended” especially the language that all humans should “understand”. In this part of research, emphasis on whether either of “understanding” or “comprehending” concepts is going to be followed will not be as important as reaching the objectives of showing how the human body talks and of revealing how humans can understand or comprehend that kind of language.

#### **2.4. Understanding the Body Language**

People can work out things happening in front of them so simply, but not easily. The mirage of what people seek to know is within what other people do or act like. Actually, matching what we see and hear with what they draw in our minds. It is said that if someone understands well apparent actions, they go further by recognizing even hidden things, there is a saying that compensates this, which is “to know things like the back of your hand”. However, Pease & Pease(2004) experience that less than 5% of people can identify the back of their hands from a photographic picture.

Generally, most people are not good at understanding body language, and politicians are the most noticeable example to analyse their language. Nowadays, politics is about

being in front of cameras and creating good images, most of high-profile politicians now have personal body language consultants to train them how to look sincere, honest and caring.

It was first so common and known that speech is the form of communications, yet in the recent decades silent movies, for instance, implied the first recognitions of the existence of a non-verbal language. Actors, like Charlie Chaplin, were the pioneers of body language skills, it represented the only means of communication available on the screen. Moreover, skills of silent people who use body language were classified as fully understood or understandable by the extent to which they could use gestures and body signals to communicate and deliver meanings and feelings to the audience.

## **2.5. Perceptive Reading of Body Language**

An interesting standard in measuring human intelligence is experimenting the ability of reading as much body language forms as possible. According to Argyle (1978), humans have more than 700,000 forms of body language, and in normal cases, we understand less than one per cent of them. Furthermore, when we refer people to their abilities of reading others, we call them “intuitive” or “perceptive”; when someone understands what they hear or see as a lie, it’s mostly and simply because the body language and verbal language do not agree. Actually, the ability of spotting contradictions between someone’s verbal and non-verbal languages makes the reader of body language so perceptive. Just to mention that women have such ability in serious and great forms and qualities, so “women intuition” explains that they are more alert to signals and body expressions than men.

Students of languages, however, when watching or receiving signals from native speakers, seem to be interested in how those speakers seem when talking more than what they are saying, that means attentiveness and intuition work for reading and under-

standing even though the level of language is higher than linguistic abilities of readers as Argyle (1978) claims. Therefore, in EFL classrooms, teachers can easily pick the students who get them without saying a word through their perceptive reading, which, in turn, helps them to appear more interactive and communicative.

## 2.6. **Miscomprehension**

Any sort of concepts, ideas or information, either spoken, written or expressed are to be identified, understood and related to one another. Students may be required to itemize the main points about any text, oral presentation or a performance, so any defect, failing or shortcoming in the process of comprehension will lead to misunderstanding. Verily, comprehension doesn't presuppose one specific way or strategy of understanding, but sometimes if the strategies are annoying to reach understanding, then miscomprehension will appear to disappoint those efforts.

Miscomprehension can be the opposite of comprehension, the least part of comprehending, or even a comprehension-like aspect. M c Conaughy (1982) says That is when a student understands active things passively, we call it "misunderstanding"; for instance, a new learner of English may understand the order "Stand up!" as "Stop making noise!" , that's what may have come to their mind, yet when the teacher uses his hand to make a motion that expresses "standing up" by lifting his hand up, the student will understand it clearly. Moreover, students may get what the teacher is talking about, but they misunderstand the quality of the verbs, but if the teacher is blinking too much, for instance, students will understand his exclamation; when the teacher uses one hand to box the other, students will understand "an accident".

When students misunderstand in school, it will be a tense status between students and teachers. Inside them it can feel confusing, frustrating, or discouraging. Eventu-

ally, these feelings often lead to self-prosecution, so a student may say: "I'm so stupid, I can't get that, I just can't do it." Some psychologists relate students motivation to understanding teachers, so they become demotivated and discouraged if they don't understand their teachers. Also, in some way, a teacher sometimes must be misunderstood for the reason that they make no such ways as body language to clarify their meanings, then how could they expect students to understand?

One more reason is that some teachers feel the easiness of some concepts to be easy for students too; otherwise they can make it easier. In that context, a teacher may tell a joke that he surely understands and he expects students to get is, but the surprise is that students either misunderstand it or get away far from its meaning. Thus, when a teacher expects that his students will misunderstand him, he will fight for making them understand in any form and under any condition. Clearly, in silent plays, actors work harder to emphasize what they mean and make it clear to the audience, yet acting without the belief and trust of implementing comprehension in the audience will drive the play to be fully silent and boring.

The difference between the words teachers speak and students' understanding of what they are saying comes from non-verbal communication. Students ought to develop their awareness of signs and gestures in order to avoid misunderstanding and communicate effectively with teachers. From a different angle, sometimes those non-verbal signals pluralize meanings in the minds of students , and that will create possibilities of misunderstanding.

The spoken language , English, is even foreign to learners of ESL or EFL; therefore, difficulties to study well may not hold an interest in it, and when students cannot understand what teachers are teaching, they will not listen to them, nor will they care



whether they understand or not. To kill the depressing atmosphere in English class, motions and gestures must be united with sounds out of the horizontal line not to allow students soon lose their interest. Students' mood is freshened by the active use of non-verbal language in purpose of reaching the meanings.

Sometimes, we misunderstand as premeditated by our choice and will i.e. misunderstanding is the result of misrepresentation of what we wanted to know and understand. For instance, when I verbally ask someone to clean some kind of dirt on their forehead, meanwhile I make a signal by touching my chin instead of my forehead, they will directly react to my gesture without noticing the words I said. Such kind of tricks are made in games and puzzles to strengthen the attention of players. Besides, Pease & Pease(2004) claim that there are some reasons for this kind of misunderstanding like repeating the gesture or the verbal description of it over and over to confuse the receiver as in the game of "stand-sit", in which the gesture of lifting the hand up means the order "stand-up" and moving it down means "sit-down", if orders are claimed randomly even with spoken language, one may misunderstand an order for that they followed either verbal or non-verbal language, or maybe for the reason they got confused by the randomness and the speed of making series of orders.

## **2.7. The Significance of Body Language in Teaching EFL**

English teaching, as a part of the school education, is different from other parts. Body language, then, has its significant and necessary usages; thus, it represents a positive role in motivating EFL learners to comprehend and it also shortens the way for them to react. Such significant means that allow people to communicate as signs, gestures

and countenances, all of them are used in our daily communications and possibly most of our understandings are through that kind of language.

Sometimes we communicate a lot more than we realize, that is our bodies build so many messages in short times (Chen & Watts, 1992). However, EFL teachers should perform actively in class, for example to make vivid gesture as an actor. GuoXuehua, (1999) says that it is not recommended that EFL teachers to seem cultivated even with their bodies or just stand stubbornly in front of learners, simply good teachers are artists in the way that proves how significant the role of their bodies in helping students to comprehend is.

## **2.8. The Role of Body Language in Comprehension**

Teachers attract the attention of students, they increase their enthusiasm, and they achieve the purpose of improving their skills. To improve teaching, in the first place, the non-verbal language must be frequently used in EFL classes. Mainly, through listening, speaking skills are revealed, here comes the effect of students' comprehending of body language which has been learnt, listened and watched. A good student that expresses himself or herself well is a student that comprehends non-verbal expressions, meanwhile they are good users of body language as well.

In phonetics class, for instance, in the course of understanding intonation, the voice of the teacher, the rate of speech and the pitch are all different qualities, under the effect and company of body language, that help the students to reach the target understandings of each type of intonation. In so many other cases, body language implements seeds of well-comprehending in the students' minds.

Non-verbal language plays a positive role in the English teaching. It has strong characteristics in images and informative functions. It can make the abstract things become specific. In brief, English subjects are not like other subjects. English subjects have not an atmosphere, so teachers should do their best to reduce their use of mother tongue in classes. Argyle(1978) claims that body language will become the main medium through which teachers and students communication with each other. The influences of body language on the students are reflected not only by establishing a good example, but also by shortening the teacher-student estrangement by which a more harmonious studying atmosphere is created. In the English teaching, body language needs to be used frequently so as to improve the teaching effect and the students' ability.

### **2.9. Body Language Being Taught and Taught With:**

More than to be informative, teachers should be inspiring entertainers and public speakers; for instance, teachers must show their hands because they indicate trust, and students must notice them in the air waving and moving, rather than in pockets so the trust will stay far away. Another example, a teacher's head must be kept up, so he will feel confident and more confident students will perceive him. Moreover, teachers give such tips to their students in oral expression sessions; they ought to give them all explanations of most of body gestures and signals.

Teachers are in charge of classrooms, they have to control them through body language as well, to some extent, the way a teacher welcomes the students or enters them can be effective if the teacher positions himself at the door, for instance, students will enter in a so controlled way. Also, teachers can get the students interested in comprehending their ways of expressing words through silent motions or signs, and that through showing them some secrets to understand how can you reveal lies of others? How do you ex-

pect the reactions of others? How could we tell the psychological status of the speaker? And so many questions that any learners wish to adventure for answering them.

Distinctive figures greatly influence on students' thoughts; therefore, the use of body language as Rodda (1987) declares that in schools teaching is helpful for students' understanding and memory. The limitation of the use of mother language will help the students to study in a good environment and allow body language to have its roles in class. Lively and vivid body language use in EFL teaching can fully arouse the students' study interest and joining enthusiasm. More importantly, the whole teaching process will become the communication activities of language in the scenes with the true teaching contents. At the same time, when the students suffer setbacks and become disappointed, when the students make mistakes because they are self-willed and troublesome, when the students lack confidence in themselves because of their sense of inferiority and timid, and when they make progress through their hard-working, if teachers can use different language, the non-verbal one, properly through their eyesight and gestures to give some hints to them, or use movements to assist and establish a special emotion and atmosphere to go on an exchange from heart to heart, then the students will appreciate it. At that time, they will achieve the best teaching effect in classes.

## **2.10. Teacher-Learner Interaction in Context of Body Language**

Inside the class, teachers act and students react, and vice versa. Teachers, in their presentations to any information, idea, or a lesson, use their non-verbal language that shows up an interesting channel on which students have to watch carefully and get the meanings of the whole presentation. In fact, to emphasize meanings to students, teachers use their hands' motions, facial expressions and other signals to help the attention of stu-

dents to react and express, positively or negatively; either understanding or misunderstanding.

Hartley et al (2007) says that one of the universal gestures that students may do when expressing negative reaction to teachers is “the shoulder shrug” which is made by lifting both shoulders up so the head would seem sinking in between. That shows that the students doesn’t know or doesn’t understand what the teacher has just said. Sometimes, this gesture is reinforced by the exposed palms to emphasize the negative reaction.

Here are some examples of facial expressions that students may react to teachers by:



**figure 3** Some facial Expressions Extracted from Facial Expression Analysis p16-41

Most of facial expressions that students make in reacting to teacher’s performance are kind of ambiguous; but when understood, they mean intensively all what they may express for the reasons that the face is the field where all lies can be revealed in and the facial reactions are more instant than any other non-verbal reactions. An example of facial expressions that may confuse teachers is when a student shows attention by lifting their head up and down as approval for understanding, yet they could be not understand. Likewise, a teacher may notice a smile that means “finally, I got it” but what the student

really means is smirking (fabricated reaction). Pouting lips, grins, biting a single lip and some other gestures that can be done with eyebrows gestures at the same time, mostly have negative meanings.

If we recognise that the teacher, after explaining, asked the students whether everything is clear or not, some students will have reactions as portrayed above. Here comes the fastest process of mind reading and interactions which is based on the perception of what each body-reaction means. In the course of comprehending the facial expression (1), the student gives an intention of thinking, maybe taking time to assume his or her answer. As for the facial expression (2), it expresses waiting something, being curious about something or getting puzzled with something. However, we are simply giving the most possible cases with the closest explanations according to the interaction between teachers and learners, in which those explanations are revealed by teachers. Expressions like (3) and (4) are somehow clear in case they represent exclamation or surprise; yet, they could imply positive interaction if something gets across their memory or even an effect of background knowledge that comes to highlight, argue or disclaim new feedback or knowledge.

Along with how teachers read students' body reactions, students also monitor whatever reactions that teachers do to any student. Mainly, teachers give rewards or express scolding to students, and in this context of how teachers do that to one student, other students will read the body of the teacher. For instance, a teacher may reward by a "high-five", "thumb-up" or even a clap, they may react also by moving eyebrows up and down once, smiling for positive reactions and frowning for negative ones. Teachers, moreover, react to the noise by hitting the desk or the board with screaming out-loud.

The circulation of the teacher in the class room must be like the sun over planets, going far and coming close, high and low; meanwhile, the students keep following the teacher in whatever they do, and whatever their bodies say. Wang (2008) says that the communication among the teacher and the learner lies in most of the time in their attention to each other's signals and gestures; simply, a good body-reader student can take a permission to leave the class, stand-up or even to clean the board from their teachers' reactions to their gestures despite the silence of both sides.

## **Conclusion**

This chapter has included the making-clear of what comprehension is, its strategies, its process in the context of reading body language. Also, this part of the study has related understanding body language to the classroom, which is the theatre of teachers and students, who, in turn, are the actors and audience of each other. Moving from how the body language is beneficial and serious to how it can be represented and explained by either of the teacher and the student.

All in all, in the field of learning a foreign language, that is related to a different culture and a different land, and for the goal of understanding a new different linguistic system of verbal and non-verbal language, there are so many considerations that must be given importance while teaching and learning such language.

# CHAPTER III



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## **Introduction**

This chapter seeks to investigate the students' attitudes towards their teachers' use of non-verbal communication and how it could be a helpful mean in facilitating the students' comprehension. For that, two diverse techniques have been employed: a questionnaire and classroom observation. The data gathered by these two distinct tools is assessed and evaluated and the results are represented via different means.

### **3.1. Research Method**

Since our research problem is discovering the students attitudes towards their teachers 'use of non-verbal cues while explaining the lesson, we conceive that the most appropriate research method to be adapted is the descriptive one. Many research problems in education lend themselves well to descriptive methods. The descriptive method is collection of data in order to test hypothesis or to answer questions concerning the current status of the subject of the study." Adanza, (1995, p.39).

Travers (1978) consolidates Gary's definition by stating that: "the descriptive method's aim is to describe the nature of situation as it exists at the time of the study and to explore the causes of particular phenomena." (cited in Adanza, 1995, p.39).The reasons mentioned above led us to opt for this research method. In order to answer the research questions that have been posed, two data collection methods were used: Questionnaire and classroom observation.

### 3.2. Population and Sample

The population of the present study is first year LMD students at the Division of English at Biskra University. The whole population contains around 540 students divided into twelve (12) groups.

Since it is difficult to observe all the groups, we selected four groups randomly as the sample of the study to be observed. Each of the four groups contains about 40-45 students. We selected first year LMD students because they are fresh comers to learn academically foreign languages in a way we can get all about their comprehension problems.

In order to have ideas about the impact of teachers' body language cues on first LMD students, we selected 80 candidates to answer the questionnaire.

### 3.3. Description and Analysis of the Questionnaire

This section is devoted to the description of the questionnaire, administration, as well as the analysis and interpretation of the findings.

#### 3.3.1. Description and Administration of the Questionnaire

The aim of students' questionnaire is to examine their abilities in decoding teachers' body language, how they focus, receive and react it. Also, if they know the importance of non-verbal communication in teaching. The items used in the questionnaire were built according to information that have been already found about body language cues. (eye contact, voice tone, hands movements, touching, special distance). It consists of three sections, and each section has different questions.

**-The First Section:** Includes two general questions. The former is about gender and the latter is about their previous study.

**-The Second Section:** Constructed with six parts. Each part includes various questions about body language cues (eye contact, voice tone, hands movements, touching, special distance) which the teachers may use during their explanation time.

**-The Third Section:** Contains three parts and each part focuses on one body language cue (eye contact, voice tone, hands movements, body movements, touching, special distance) during the teachers' correction time.

### 3.3.2. Administration of The Questionnaire

The researcher himself has distributed the questionnaire to the target sample, where he has explained the nature of the study and the importance of their answers to the study. Table 3 demonstrates the number of the questionnaires handed out as well as the number of the questionnaires returned:

**Table 1: Representation of the Students' Questionnaire.**

	<b>Number</b>	<b>Percentage</b>
<b>Handed questionnaire</b>	<b>80</b>	<b>100%</b>
<b>Retrieved questionnaire</b>	<b>80</b>	<b>100%</b>
<b>No answer</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>80</b>	<b>100%</b>

### 3.3.3. Analysis of the Students' Questionnaire

In this section we are proposed to analyse the students questionnaire according to the what the questionnaire was planned, first we gathered general information (gender and previous study) of each student.

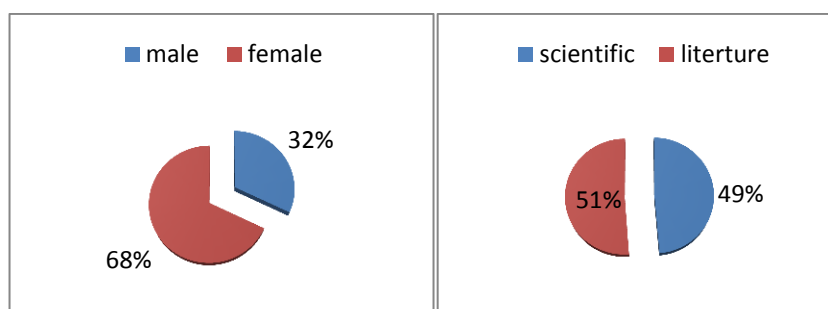
#### 3.3.3.1. Section One: General and Personal Information

The first and the second questions are about the students' gender and the students' previous study. The answers are obtained as follows:

**Table 2. Questionnaire General Students Information .**

		<b>Scientific</b>	<b>Literature</b>
<b>Male</b>	<b>17</b>	<b>9</b>	<b>8</b>
<b>Female</b>	<b>63</b>	<b>30</b>	<b>33</b>
<b>Full number</b>	<b>80</b>	<b>39</b>	<b>41</b>

Table 2 shows the full number of the students(80)that were randomly chosen, where we notice that there are no significant different in the students' previous study. However ,the main difference lies in the gender (68%) female and only (32%) male which plays a touchable role in our analysis. Because having such differences will affect the answers of the rest of the questionnaire, since the body language and its acceptance will differ from male to female.



**Graph 2. Questionnaire General Students Information .**

### 3.3.3.2. Section Two: Teacher’s Explanation

In this section our interest is gathering all possible information about body language cues which my the students see, react during the teacher explanation time.

#### 3.3.3.2.1. Part One: “Eye Contact”

In this part the question are organized and carefully constructed in a way to surround all eye contact importance and benefits.

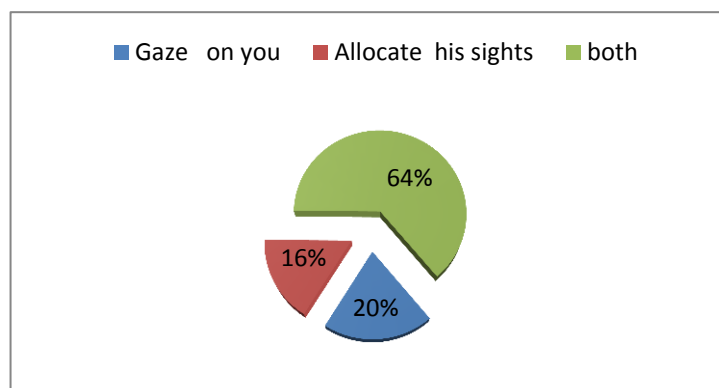
#### Question 1

Do you like your teacher to:

- a. Gaze on you    b. Allocate his sights    c. Both

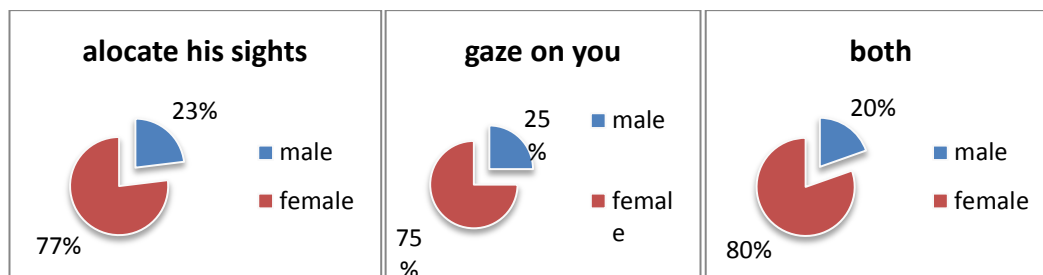
Table 3.Emotional Desired Opinion .

Options	Number of students	Percentage
Gaze on you	16	20%
Allocate his sights	13	16%
Both	51	64%



Graph 3.Emotional Desired Opinion.





**Graph 4 .The Options Chosen According To The Students' Gender.**

The results in table 3 show that 64% participants said that they prefer their teacher to make flexible changeability between allocating and focused eye contact, we noticed also that only 20% who said allocating their sight, then the other 16% prefer to gaze on them. Also from graph 2 obviously shows the majority of students like their teachers to make their eye contact changeable as much as possible because they will be more likely to concentrate better.

Graph 4, which is a more detailed, shows that majority of students who take the third option (both) are merely constructed with female students which means that female learners are preferring an enter-changeability between both other options. Also, as supporting , its shows that female are nearly chosen both other options.

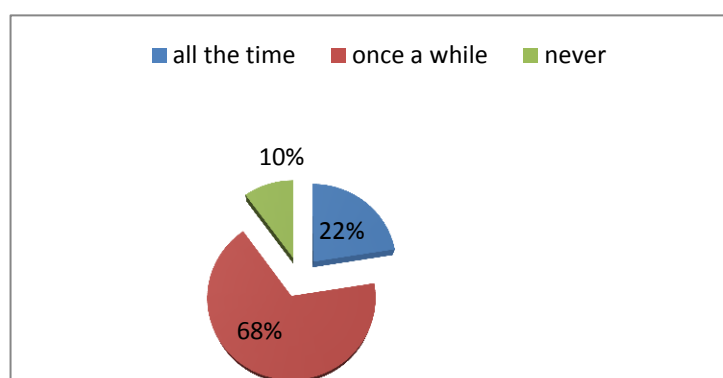
## Question 2

Do you like your teacher to make a direct eye contact on you :

- a. All the time   b. Once a while   c. Never

**Table 4. Students' Desire for the Direct Eye Contact.**

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>All the time</b>	<b>18</b>	<b>22%</b>
<b>Once a while</b>	<b>54</b>	<b>68%</b>
<b>Never</b>	<b>8</b>	<b>10%</b>



**Graph 5. Students' Desire for the Direct Eye Contact.**

Graph 5 shows that the majority of the candidate (68%) wants their teacher to make once a while eye contact during explanation, but 22% said that it is better to be used all the time, those answer never 10% represent their shyness or the neglecting that may they have experienced by a previous teacher.

While explanation, students are preferring their teachers to be flexible and in the same time intelligible and to know whether the students are preferring to look at them individually once a while or all the time (in regards to their preferring option in the question one to be gazing or allocating the sights), students want their teachers' attention.

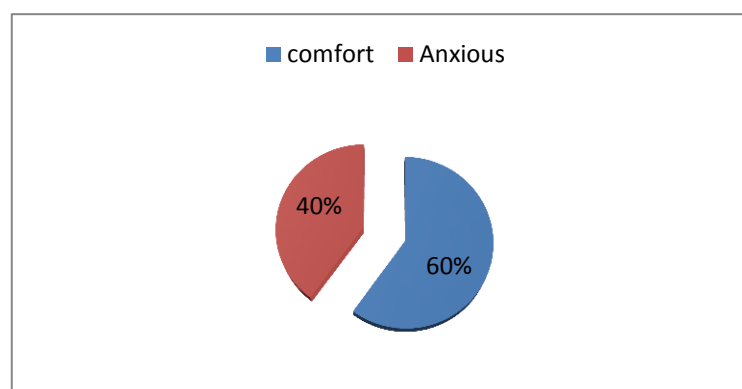
### Question 3

When teacher's eye is on you. Your feeling is :

- a. Comfort                      c. Anxious

**Table 5. Students Feeling About their Teachers' Eye Contact.**

Options	Number of Students			Percentage
	Female	Male	Total	
Comfort	38	10	48	60%
Anxious	25	7	32	40%



**Graph 6. Students Desired feeling to the Direct Eye Contact.**

It is obvious to say that students majority declare that they need to be on their teachers' eyes, 60% feel comfort while teachers' eyes is on them whereas the 40% feel anxiety which can be a problem of lack of concentration. In details, the female students are getting anxious while the male are not which indicate that the gender has an effect on the students emotion which can result in their answers and participation. Also, this may relate to the gender of the teacher as well.

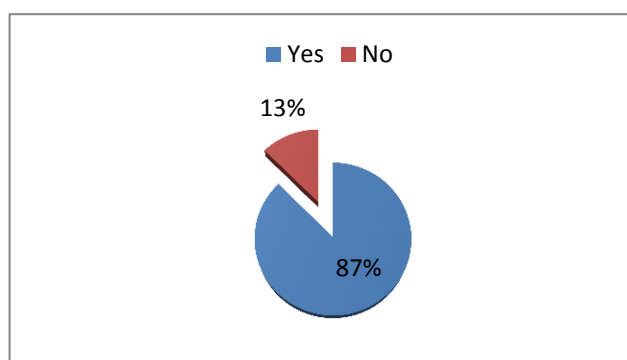
#### Question 4

Do you understand your teacher while using his eyes to ( emphasize ,think, ignore, warning ...) on something ?

a. Yes b. No

**Table 6. Students Understanding Eye Signs of Their Teachers' Eye Contact.**

Options	Number of students	Percentage
Yes	70	87%
No	10	13%



**Graph7. Students Understanding Eye Signs of Their Teachers' Eye Contact.**

Graph 7 indicates that more than  $\frac{3}{4}$  of the students are able to decode teachers' eye contact messages ,this means that students do not face problems while the teacher is giving signs with his eyes for explanation .which in tale that the teachers are more likely using their eye contact in appropriate way.

The results shows that eye contact is importance during teachers-students interaction. The eye contact makes the students able to receive information, ask for question...etc.

Hence, the teacher should be able to detect whether the students are comprehend or still confused.

### 3.3.3.2.2. Part Two: “Tone/Voice”

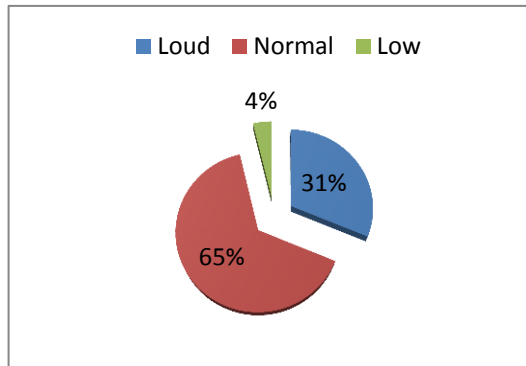
#### Question 1

While explaining, do you prefer your teacher to use (.....voice)

- a. Loud b. Normal c. Low

**Table 7. Students Preferable Voice Tone While Explanation.**

Option	Number of students	Percentage
Loud	25	31%
Normal	52	65%
Low	3	4%



**Graph 8. Students Preferable Voice Tone While Explanation.**

Graph 8 clearly states that most students like the normal voice tone of the teacher (65%) which may help them to be on the teachers' explanation more concentrate. But others 30% prefer the loud voice which may resulted by their position in the classroom as a strong reason. the other students claimed that the low voice tone is preferable which indicate the closeness physical place that they are in.

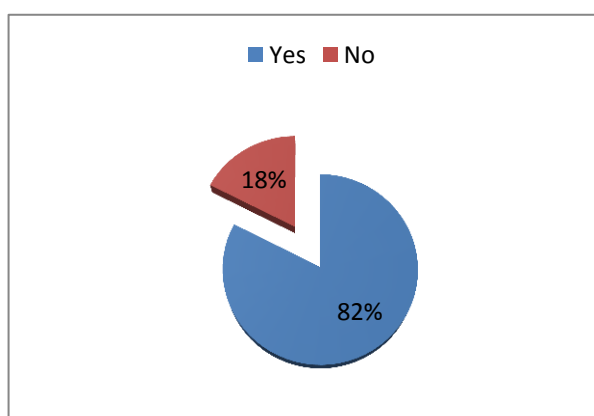
## Question 2

Do you catch what your Teacher's tone wants to say :

- a. Yes b. No

**Table 8. Students Awareness of Their Teachers' Voice Tone While Explanation.(Want to Say)**

Option	Number of students	Percentage
Yes	66	82%
No	14	18%



**Graph 9. Students Awareness of Their Teachers' Voice Tone While Explanation. (Want to Say)**

82% of the candidate are able to catch their teachers' changeability of the voice as represented in graph 9, and they are able to accommodate what their teacher want to say.18% are unable to decipher it , this may encounter many understanding problems.

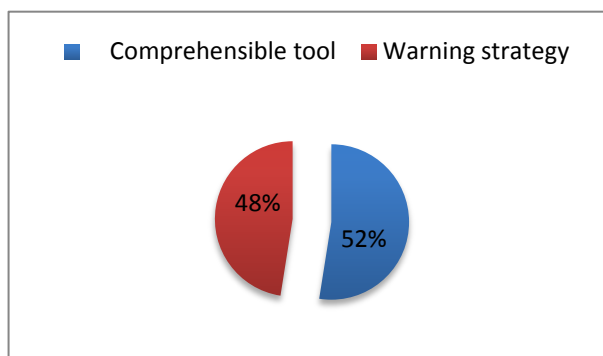
## Question 3

Is Loud voice received to you as :

- a. Comprehensible tool b. Warning strategy

**Table9. Students Consideration of Their Teachers' Voice Tone While Explanation.**

Option	Number of students	Percentage
Comprehensible tool	42	52%
Warning strategy	38	48%



**Graph 10. Students Consideration of Their Teachers' Voice Tone While Explanation.**

Table 9 demonstrates the closeness of the students feeling about their teachers' voice tone. According to the Graph10 they feel equally the same which may read as the teachers' uses the voice tone as a comprehensible tool as soon as a warning strategy, which also means the ability of the teacher to make the students on the same level of awareness

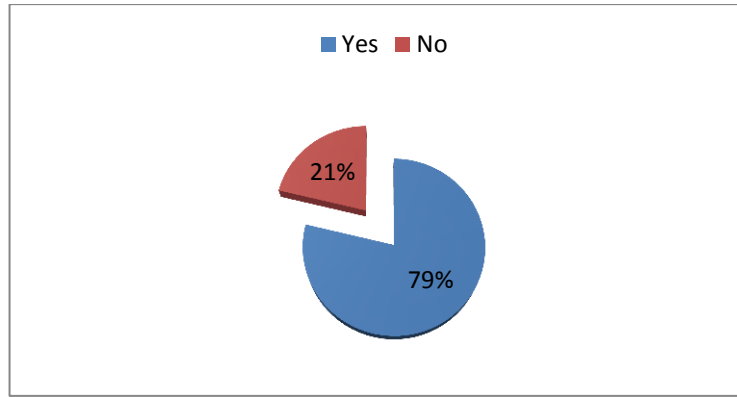
#### **Question 4**

Can you distinguish your teacher's changed voice (tone) ?

- a. Yes b. No

**Table10. Students Awareness of Their Teachers' Voice Tone While Explanation.(Changeability)**

Option	Number of students	Percentage
Yes	63	79%
No	17	21%



**Graph 11. Students Awareness of Their Teachers' Voice Tone While Explanation.( Changeability)**

On table 10 , we found that the majority of students are capable to know their teachers' voice tone changing this may indicate that the priority to use different voice tones is not a problem which can be faced during classroom explanation time.

In general, we found that the teachers are capable to use different voice tones in corresponding to the situation they are in, which also means their ability to create a secured classroom atmosphere which can resulted in improving the students' comprehension.

### 3.3.3.2.3. Part Three :“Hands Movements:”

In this part all questions are constructed to gather the way how the teachers' dealt with the lesson using their hands, and how their students receive those actions.

#### Question 1

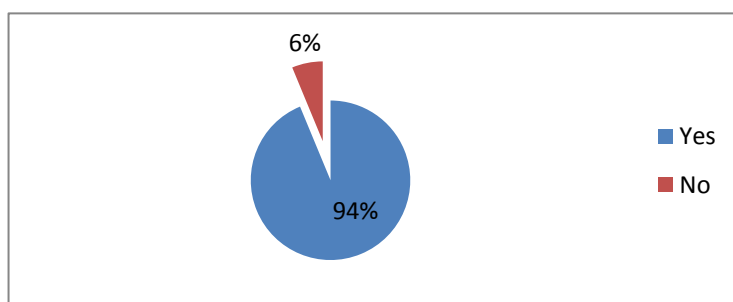
While your teachers speak; Do they use their hands?

- a. Yes      b. No



**Table 11 .Students Consideration of Their Teachers' Voice Tone While Explanation.**

<b>Option</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Yes</b>	<b>75</b>	<b>94%</b>
<b>No</b>	<b>5</b>	<b>6%</b>



**Graph12.Students Consideration of Their Teachers' Voice Tone While Explanation.**

From table 11 we found that 94% of the students said that their teachers use their hands during explanation. Only 6% claimed the opposite. This means that teachers while explain uses hands and the students are able to see them moving.

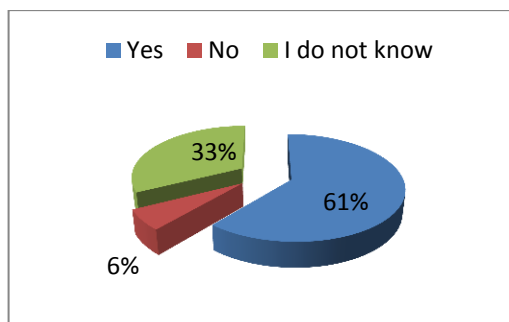
## **Question 2**

Did they use their hands in correspondent with their words?

- a. Yes      b. No      c. I do not know

**Table 12.Students Consideration of Their Teachers' Hands Movements.**

<b>Option</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Yes</b>	<b>49</b>	<b>61%</b>
<b>No</b>	<b>5</b>	<b>6%</b>
<b>I do not know</b>	<b>26</b>	<b>33%</b>



**Graph13. Students Consideration of Their Teachers' Hands Movements.**

We found from Graph 13, only 6% answered that their teachers do not use their hands in correspond with their speech. While the majority of them 61% answered positively which may indicate the ability of the teachers to use their hands movements as helping tool in explanation . Without ignoring 33% candidate who answered with the last option which indicate the unawareness of the students of their teachers' body language cues.

Using hands inappropriately will not prevent the contradiction between words and action, so this movements are not helpful which encounters the miscomprehension of the actual speech of the teacher, which results in misunderstanding or losing concentration .

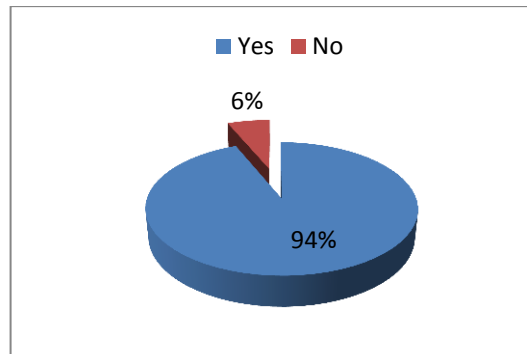
### Question 3

Do you prefer your teacher to use their hands in order to simplify ideas?

- a. Yes    b. No

**Table 13. Students Desired Option Toward Their Teachers' Hands Usage .**

Options	Number of students	Percentage
Yes	75	94%
No	5	6%



**Graph 14. Students Desired Option Toward Their Teachers' Hands Usage.**

Relying on what has been explained in this part the question numerated 1, 2 and 3, the graph 14 represents that most student 94% need their teachers' hands to be used. This can be considered as the students feeling towards their needs. For that, it is preferable for teachers to use this body language cue during the explanation.

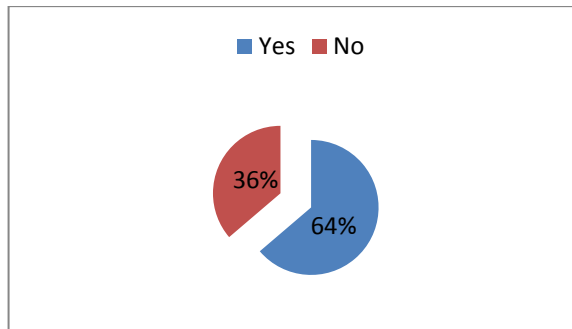
#### **Question 4**

Have you recognize that your teacher is demonstrating with their hands?

- a. Yes    b. No

**Table 14. Students Awareness Toward Their Teachers' Hands Demonstration.**

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Yes</b>	<b>51</b>	<b>64%</b>
<b>No</b>	<b>29</b>	<b>36%</b>



**Graph15.Students Awareness Toward Their Teachers' Hands Demonstration .**

Table 14 shows the ability of the students to evaluate their teachers' speech (utterance) with his/her hands movements. 64% are the competent students that decipher their teachers' hands. For sure , this ability may help both teachers and student create a positive teaching atmosphere. At the other hand,36% that answered that teachers use their hands without demonstrating which may occur misunderstanding among students .

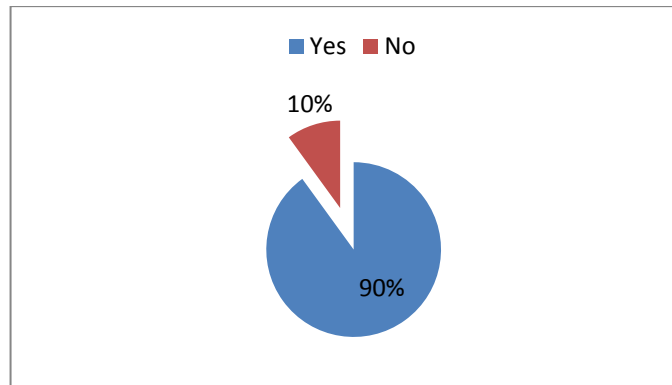
### **Question 5**

Are your teacher's hands easy to decode (follow/understand) ?

- a. Yes b. No

**Table 15. Students Ability to Decode Their Teachers' Hands Movements .**

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Yes</b>	<b>72</b>	<b>90%</b>
<b>No</b>	<b>8</b>	<b>10%</b>



**Graph16. Students Ability to Decode Their Teachers' Hands Movements.**

On table 15, the answers resulted an obvious ability of students towards teachers' hands movements, they can read them easy. Only 10% of them are not capable for this body language ,which can be considered as the teachers responsibility to minor this number as much as they could. In other words, its maybe regarded as the teacher challenge to reach the full number of members that can easily understand his/her hands movements sign.

Teachers ' hands movements are important during explanation time, thought which teachers can demonstrate, help their students to form a good vision of what they have taught in the lesson.

#### 3.3.3.2.4. Part Four: "Body Movement"

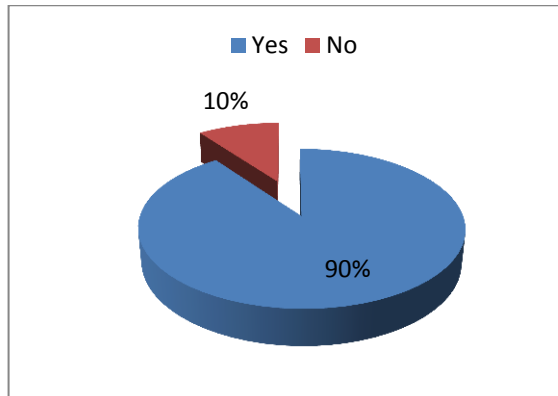
##### Question 1

Does your teacher move around while explaining?

- a. Yes b. No

**Table 16. Students Awareness Towards Teachers' Movements / Displacements.**

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Yes</b>	<b>72</b>	<b>90%</b>
<b>No</b>	<b>8</b>	<b>10%</b>



**Graph17. Students Awareness Towards Teachers' Movements / Displacements.**

According to graph 17 , from 100% students , 90% answers that their teachers are using body movements in full time of explanation . This means that teachers consuming explanation time with nearly perfect displacement. Thus, most students are on teachers sight during explanation. Teachers on this position may develop concentration among students and the anxiety may be decrease.

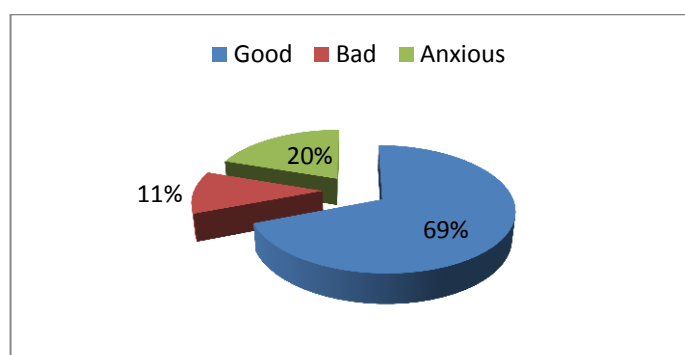
## **Question 2**

While Teachers move around, your exact feeling is :

- a. Good   b. Bad   c. Anxiety

**Table 17 : Students feeling Towards Teachers' Movements / Displacements(1).**

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Good</b>	<b>56</b>	<b>69%</b>
<b>Bad</b>	<b>9</b>	<b>11%</b>
<b>Anxious</b>	<b>16</b>	<b>20%</b>



**Graph18.Students Feeling Towards Teachers' Movements / Displacements.**

From graph 18, an interesting results emerge which can be regarded as a proof for what students answers are. 69% from the answers shows that as soon as the teachers explanation time (which is consumed through moving around) ,makes students in good feeling position ,whereas 20% are not afraid from the displacement of the teachers. Minority 11% answered that teachers moving around create a bad feeling, this may be caused by previous experiences. The intelligence of teachers by making their displacements controlled by time in a way the teacher will not be a problem (distracted or disappointed) their students and finally to make this members decreased.

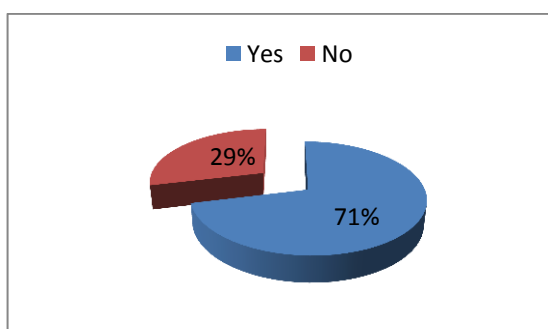
### Question 3

Is your teacher making you concentrate by his displacement? (help you concentrate by moving around).

- a. Yes b. No

**Table 18. Students Opinion Towards Teachers' Movements / Displacements(2).**

Options	Number of students	Percentage
Yes	57	71%
No	23	29%



**Graph19. Students Opinion Towards Teachers' Movements / Displacements.**

According to the previous answers, the majority 71% of students illustrated in Graph 19, concentration occurs as soon as their teachers moves. Also, linking with previous answers, concentration is occurred increasingly with the teachers movements. As a result, the teacher movements should be in good, well and timed displacements. In order to help students feel comfortable and for better understanding too.

The teacher's movements is be a preferable cues for the students when they feel satisfied, this cannot happen unless the teachers use their body movements changeable from time to time, appropriate and not being a distracted in the same time.



### 3.3.3.2.5. Part Five : ” Touching “

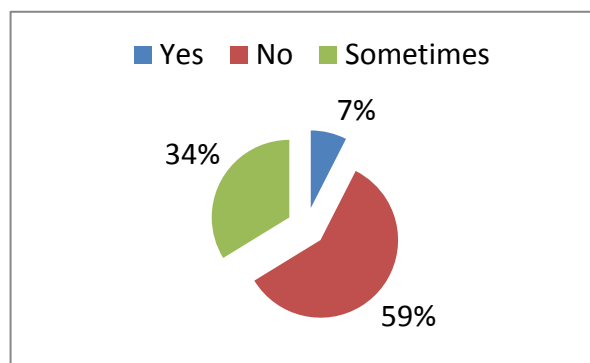
#### Question 1

Does your teacher pat on your back while explaining?

- a. Yes    b. No    c. Sometimes

**Table 19. Students Opinion Towards Teachers’ Touching.**

Option	Number of students	Percentage
Yes	6	7%
No	47	34%
Sometimes	27	59%



**Graph20.Students Opinion Towards Teachers’ Touching**

According to graph 20, 34% of the students do not like teachers to pat on their back, which can be considered as keeping the space between them and their teachers, this can be remarkable through other answers option, which can be caused by the religious rules and social limitation which control society .

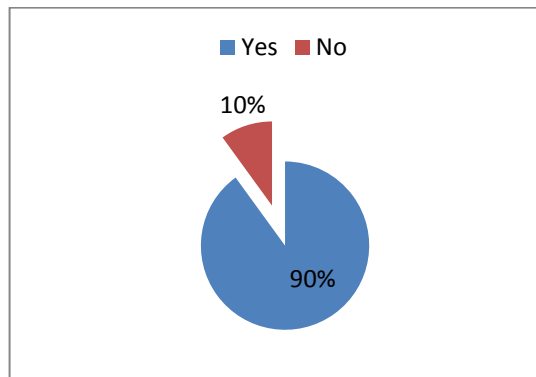
## Question2

Do you like your teacher to pat on your back?

- a. Yes    b. No

**Table 20. Students Opinion Towards Teachers' Movements / Displacements.**

Options	Number of students	Percentage
Yes	72	90%
No	8	10%



**Graph21. Students Opinion Towards Teachers' Movements / Displacements.**

According to students' answers in table 20, most students are likely to be patted on their back as a result of exemplifying or through explanations answers rewards. 90% wants their teachers to pat on their back (regarding the gender) as a reward for additional information at explanation time .other answered negatively which can be considered as their neglecting to this kind of body language which may be also in relation to religious or social rules .

At university, this body language cue is not mostly used, this can be interpreted to the region rules and laws in correspondence to the cultural limitation. Also many students claim that they like this cue but with limitation such as gender. Which is very important to be aware while using this body language cue.

### 3.3.3.2.6. Part Six : “Special Distance”

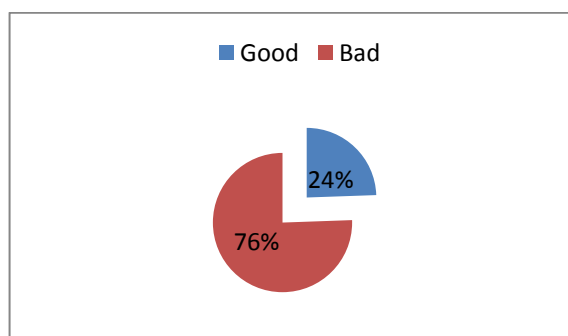
#### Question 1

If your teacher gets closer, your feeling about it will be :

- a. Good      b. Bad

**Table 21. Students Feeling Towards Teachers’ Closeness.**

Options	Number of students	Percentage
Good	22	24%
Bad	68	76%



**Graph22.Students Feeling Towards Teachers’ Closeness.**

Graph 22 indicates that the majority of students, which represent 76% do not prefer their teacher's closeness. Which can be interpreted due to their anxiety or other problems that can appear when this closeness occurs. Whereas 24% claim that this closeness is preferable which can be regarded to their way of thinking and their preferable teachers.

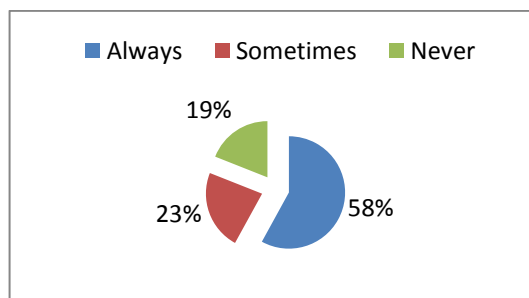
## Question 2

In explanation ,your teacher is displace:

- a. Always    b. Sometimes    c. Never

**Table 22. Students Countering Their Teachers' Frequency Displacement. .**

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Always</b>	<b>58</b>	<b>58%</b>
<b>Sometimes</b>	<b>23</b>	<b>23%</b>
<b>Never</b>	<b>19</b>	<b>19%</b>



**Graph23.Students Countering Their Teachers' Frequency Displacement..**

Building on previous answers, table 21 shows that 58% of the members are more likely to view their teachers displacing through, the other answers are merely equiva-

lent, 23% said their teacher sometimes displaces, while the others confirm the negative answer. It can be regarded as the place of the student themselves or may be teachers' preferred position to be on.

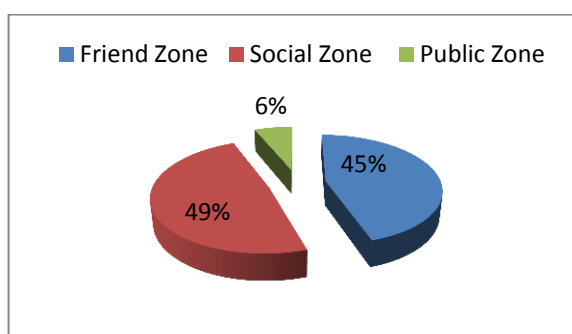
### Question 3

What distance zone do you like your teacher to keep with you :

- a. Friend zone b. Social zone c. Public zone

**Table 23. Students Countering Their Teachers' Zone Space**

Options	Number of students	Percentage
Friend zone	36	45%
Social zone	39	49%
Public zone	5	6%



**Graph 24 .Students Countering Their Teachers' Zone Space .**

According to Graph 24, students are divided into two preferring options. The first indicates friend zone which may be regarded as more than teaching –learning relation, the second ,indicates the social zone as a matter of being the teaching-learning relation. The

other which represented by 6% are those who prefer the public zone that may be considered as just for transferring knowledge.

The distance has an important effect on the teacher/learner relation, it is through which the teacher can control, guide or even be as a friend to the students. Also, it can affect positively the students' opinions about their teacher, and it is a good reason to facilitate leaning inside the classroom .

### 3.3.3.3. Section Three :Teacher's Correction /Feed-Back.

The value of body language cues are changed from one teacher to another, also it differ from the explanation time and the correction time of the same teacher. So this section will process the teachers' correction time and whether they use all previous body language or not.

#### 3.3.3.3.1. Part One : "Eye Contact"

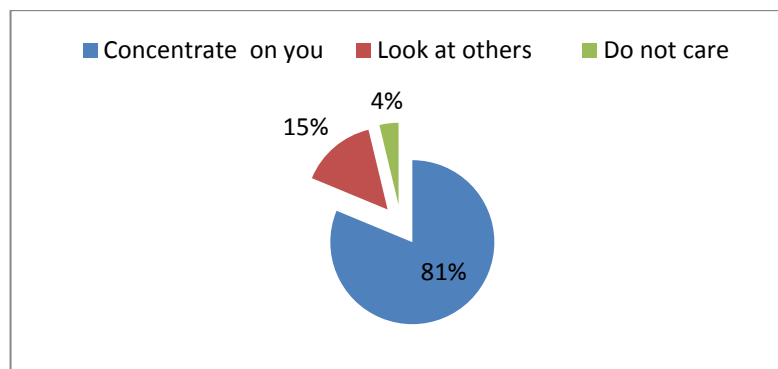
#### Question 1

While you speak (giving answer/question), your teacher :

- a. Concentrate on you    b. Look at others    c . Do not care

**Table 24.Students Desired Feeling Towards Their Teachers 'Eye Contact.(Correction)**

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Concentrate on you</b>	<b>65</b>	<b>81%</b>
<b>Look at others</b>	<b>12</b>	<b>15%</b>
<b>Do not care</b>	<b>3</b>	<b>4%</b>



**Graph 25. Students Desired Feeling Towards Their Teachers 'Eye Contact. (Correction).**

Graph 25 shows 81% of the students think that the teacher is more likely concentrating on them while answering. This may be considered as the awareness that the teachers give to students in order to show that they are worry about the students' answer. 15% simply think that their teachers are not focusing on them while answering which may be explained as the control( while students is answering teachers try to control the session by focusing on others ) of the session or the fail to follow the students answer(because it is not relevant or incorrect) .

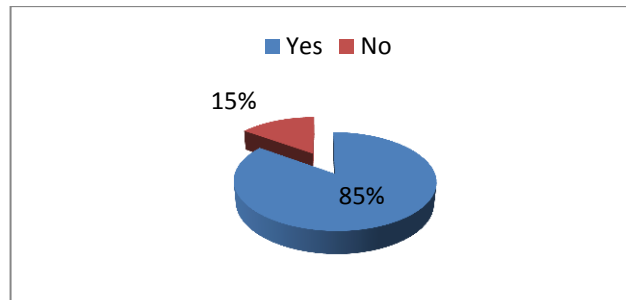
## Question 2

Do you make eye contact with your teacher while you are speaking? Why

- a. Yes b. No

**Table 25. Students Reaction Towards Their Teachers 'Eye contact. (Correction).**

Option	Number of students	Percentage
Yes	68	85%
No	12	15%



**Graph 26. Students Reaction Towards Their Teachers ‘Eye Contact. (Correction).**

Table 25 directly clarify the other part of learning process, student answered 85% that while answering they make a direct eye contact which represented the focus on the teachers body language, in which the student keep answering and in the same time read what their teachers eye contact is telling them.

To summarize, in correction ,While the teacher is listening, the students eye contact is more focused on them whereas the teachers are changing eye contact according to the situation. Building to what is said on this part, eye contact of the teacher in correction time is more focused on the students who speak ,which indicate the ability of them to follow their students.

### 3.3.3.3.2. Part Two : “Voice Tone”

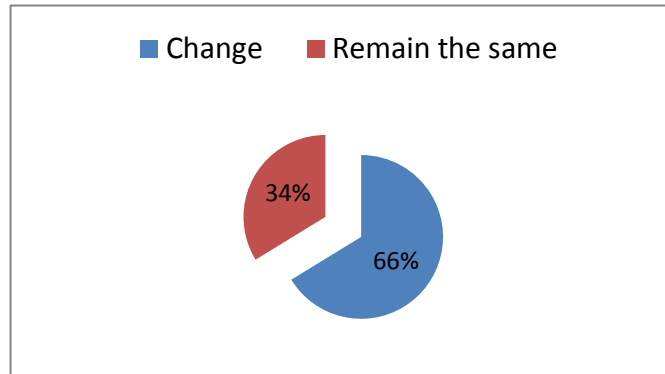
#### Question 1

1. While feedback giving ,teacher’s voice (tone ):
  - a. Change
  - b. Remain the same



**Table 26. Students Awareness Towards Their Teachers Voice Changing (Correction).**

<b>Option</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Change</b>	<b>53</b>	<b>66%</b>
<b>Remain the same</b>	<b>27</b>	<b>34%</b>



**Graph27. Students Awareness Towards Their Teachers Voice Changing(Correction)**

From Graph 27, the teacher's voice tone changing is remarkable according to the students' answer. From that, we can guess that teachers voice/tone is easy to change while feed-back giving. Other 34% answered that their teachers voice tone remain the same, which can indicate the way the teacher behave in classroom and how positively or negatively students receive that behaviour.

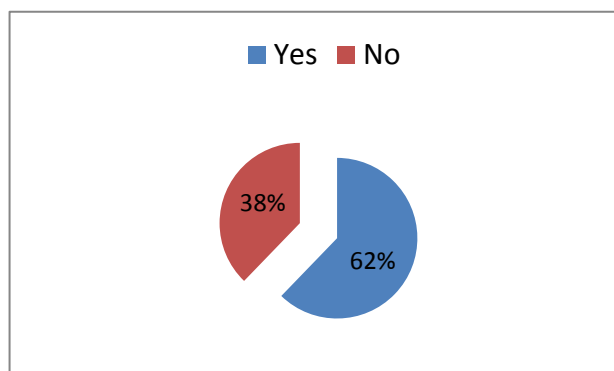
## **Question 2**

Have you noticed whether your teacher is giving you feedback or not?

- a. Yes b. No

**Table 27. Students Awareness Towards Their Teachers Voice Tone Changing (Correction/Feed-Back Giving )**

<b>Option</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Yes</b>	<b>56</b>	<b>62%</b>
<b>No</b>	<b>34</b>	<b>38%</b>



**Graph 28. Students Awareness Towards Their Teachers Voice Tone Changing (Correction/Feed-Back Giving )**

Table 26 gives an additional support to the answers on the previous table (26), in which we can say that most of the students 63% recognize their teachers voice tone changing between correction and feed-back giving. In other words , teachers are more likely able to be ready-made with voice tone changing according to the situation.

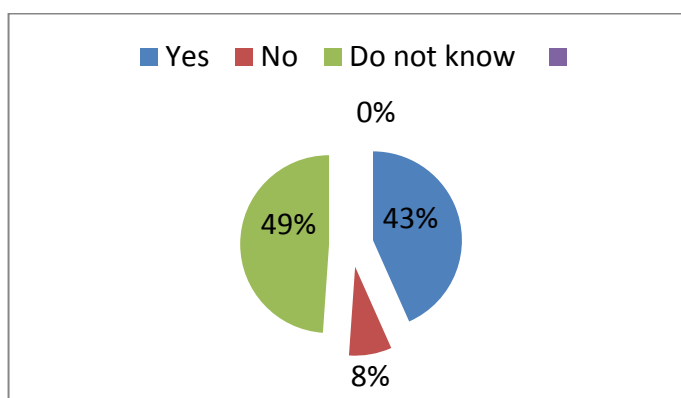
### **Question 3**

Do you detect whether your utterance(speaking) is understood by your teacher?

- a. Yes    b. No    c. Do not know

**Table 28. Students Awareness Towards Their Teachers Voice Tone. (Correction).**

Option	Number of students	Percentage
Yes	39	43%
No	7	8%
Do not know	44	49%



**Graph 29. Students Awareness Towards Their Teachers Voice Tone. (Correction).**

According to table 27, 49% of the students have a vague opinion about their teachers eye contact while answering. Those who answer the positive option are represented by 43%, and the negative are represented by 8%. It is obvious to say that while the students giving the answer, teachers eye contact should at least direct them as reward or feed-back giving.

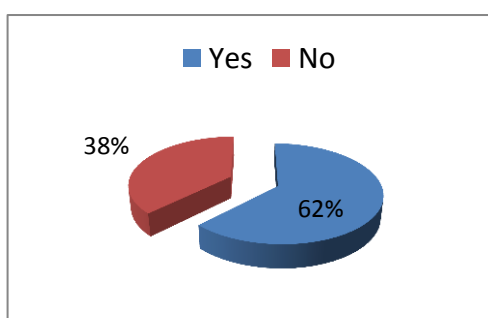
#### **Question 4**

Is it easy to distinguish between teacher's giving "explanation" or "feedback" voice tone?

- a. Yes    b. No

**Table 29. Students Ability to Distinguish Their Teachers Voice Tone Changing (Correction/Feed-Back giving )**

<b>Option</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Yes</b>	<b>50</b>	<b>38%</b>
<b>No</b>	<b>30</b>	<b>62%</b>



**Graph30. Students’ Ability to Distinguish Their Teachers Voice Tone Changing (Correction/Feed-Back)**

Graph 30 shows that 62% of the respondents are capable to distinguish their teachers voice tone if feed-back /correction . while 38% answers that they are not able to do so, this may be the answer of the misunderstanding that occurs though classroom interaction which causes different understanding problems.

### 3.3.3.3.3. Part Three: “Hands Movements”

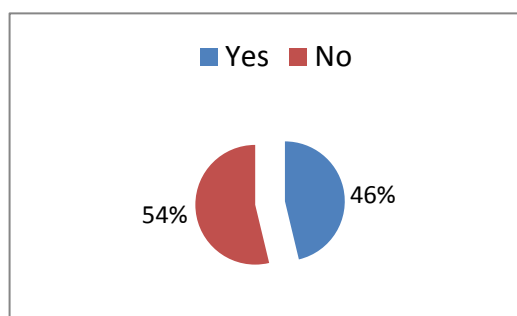
#### Question 1

Do you like pointing at you:

- a. Yes      b. No

**Table 30. Preferable Option in Hands Movements.**

<b>Option</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Yes</b>	<b>37</b>	<b>46%</b>
<b>No</b>	<b>43</b>	<b>54%</b>



**Graph31. Preferable Option in Hands Movements**

From graph 31, we can clearly say that there is a slight difference between students in choosing option, 54% said that their teachers pointing while feed-back giving is not preferable; whereas, 46% said the opposite. This can be explained with the way the students view his/her teacher in cases: answering, asking or even requesting. This is also related to the students position, because while answering is not the same as asking.

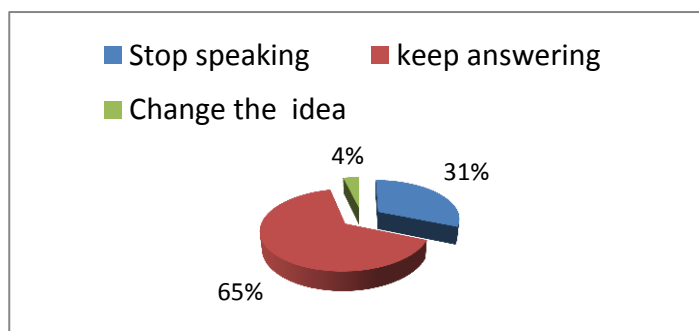
## **Question 2**

While answering, what would you do when your teacher point at you?

- a. Stop speaking    b. keep answering    c . Change the idea

**Table 31. Students Reaction When Teachers' Pointing (at Feed-Back) Correction.**

<b>Option</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Stop speaking</b>	<b>25</b>	<b>31%</b>
<b>keep answering</b>	<b>52</b>	<b>65%</b>
<b>Change the idea</b>	<b>3</b>	<b>4%</b>



**Graph32. Students Reaction When Teachers' Pointing (at Feed-Back Giving) Correction.**

From Graph 32 , students' majority said that in case of giving answers they respond to their teachers' pointing as a cue for keep answering, while others 31% said that pointing as stop speaking(answering) cue. But minor members 4% said that the teachers pointing is a cue for changing the idea. We can classify this into two categories ,first pointing is received as a reward and cue for keep answering maybe because the answer is not clear enough; whereas, others can receive it as a warning cue and they prefer to stop speaking.

### **3.3.4. Description and Analysis of the Classroom Observation**

As a complementary of the questionnaire, classroom observation helps us to describe and observe carefully teachers body language use of its cues and students reaction to each cue. It can be also regarded as an important tool to gather information within a real contact between teachers and students.

### 3.3.4.1. Description of the Classroom Observation

According to our situation, classroom observation is structured, which help to specifying the actions happened during the classroom and for making the observation beneficial we construct a table contains the six body language cues .

On one hand, the cues is equally divided between the teachers explanation time and the teacher correction /giving feed-back time. Mainly is correlated with the students response for each cues .

On the other hand ,the table is divided into two other important parts the quantity and quality of the body language, frequency that may happen at classroom interaction .(see appendix2).

We conducted our classroom observation during the second semester on February, 2016. Among four session, the first was at the laboratory were the teacher was planned to divide the session into two parts (practical and discussion ),while the other three remain lessons were in classroom, the first with oral expression, whereas the second and the third with grammar and written expression modules .. The advantages we gain from our attendance was the learning situations (( Laboratory and classrooms ) .

Furthermore, a reasonable number of students. For example, class number 1( Group 11) holds 37 students; on the other hand, class number 2 ( Group 9 ) holds 35 students, the other groups 7 and also 11 were attending in the same class(52) and the third, group 5 hold (44) students but a few attendance in the sessions was remarked during our presence with a huge number of girls and only 3 or 4 boys in all classes. Our first object behind attending those classes is to observe the reaction of the students for each expectable body language cues that the teacher may use. The classroom observation is planned to be in work session in different module at different times with different teachers' gender .Our interest of choos-

ing all these differences is to assimilate and obtain the data as close to the reality as possible.

#### **3.3.4.1.1. Analysis of The Classroom Observation**

In this part we are going to analyse our work according to four elements (eye contact, voice tone, hands movements, body movements , and special distance). On one hand, teachers' explanation time and teachers correction time and the quantity/quality of frequency occurs, on the other hand, students' reactions /responses.

#### **3.3.4.1.2. Results of The Observation**

The two main conditions of any scientific research is validity and credibility ( reliability ). For that reason, we intended to attend in real context where the process of learning takes place and record any deeds and remarkable vim that drives from teachers or students in order to supply our study with more detailing concerning the research's topic.

##### **3.3.4.1.2.1. General Description of the Setting**

As mentioned earlier, our observation took four ( 4 ) attendance ; three ( 3 ) in classrooms and one ( 1 ) in laboratory with four ( 4 ) different teachers. In the first class presence, the observation was conducted in a normal setting ( classroom ). At the beginning of the session we noticed that the 2 teachers(grammar ,written) seemed furious, they greeted their students with nice facial expressions(smile) , they seemed comfortable all the time. They started directly explaining the lesson after reviewing previous day's course content with providing an overview of the lesson and presented the course in a good way with gestures which guided the explanation.

The teacher in the laboratory starts the lesson welcoming her students and she directly, after a brief reviewing of the last lesson ,began her explanation. She used her time management perfectly, which allowed us to get the most body language information.



The oral teacher was managing to his students a role play, he helped and allowed them to repeat and rephrase their work to minor their anxiety .

### 3.3.4.2. **Teachers' Explanation and Correction Time**

In this part, we divided the classroom observation into two parts, the first part dealt with each body language cue alone in both times (teachers explanation time and correction time ) then, we summarized the observation with comparison to what the students' questionnaires findings.

#### 3.3.4.2.1. **Eye Contact**

From the gathered information, we found at four sessions teachers (according to the quality), three time  $\frac{3}{4}$  used general eye contact as a frequent action more than the focused eye contact. The students like the focus eye contact during explanation half times  $\frac{1}{2}$  more than general  $\frac{1}{4}$  eye contact. Other students get bored represented by  $\frac{1}{4}$  because this cue was over used which make them do not concentrate well and they started doing nose.

During the correction time, the teacher make two times much more than the focus eye contact ,at the same time, the students were preferring it rather than general. We were obviously remark edit through the way student react to their teachers ' eye contact. For instance, while the teacher was giving the question, he asked the class members then, just front students participated which led him ignoring the others, which caused a boring situation at the back of the classroom ( they started making noise and they loosed concentration).

#### 3.3.4.2.2. **Voice Tone**

According to what we found, the teachers' voice tone was changeable between low  $\frac{1}{4}$  , normal  $\frac{1}{4}$  and as always frequently used the loud voice tone  $\frac{1}{2}$  . the students were  $\frac{1}{2}$

preferring the loud voice tone more than others unless  $\frac{1}{4}$  of them get bored because they received as a routine voice (they prefer the change).

The teachers' correction voice tone were permanently in loud pattern, which all the students preferred that and they concentrated more. As an example, the teacher is using the loud voice tone and correct the students at the same time, the others were following their teacher .

#### 3.3.4.2.3. **Hands' Movements**

In this body language cue, teachers were spontaneously using hands movements. It was used unconsciously with the speech. Also, the students were preferring this simple usage which was obviously shown by the students approval heads movements. But, the teachers were using rarely incorrect hands movements which also can be caused by the unconscious use of their action. As an example of the misuse of hands movements during the explanation time, the teacher indicate the future and the present and the past with the same motion.

In the correction time, students were able to participate well because, the teachers used more accurate pointing  $\frac{3}{4}$  with correct hands movements. The teachers were giving feed-back and correcting their students with much use of hands movements.

#### 3.3.4.2.4. **Body Movements**

From all the classes observed we have noticed that they were an over clouded classes, hence the teachers were not able to use this body language cue , where they used the front classroom area as a permanent pillar. All the four teachers used this area permanently, while one of them (laboratory teachers) rarely moves through the class (from front to back and vice versa ) which made a slight motivation during the lesson.

In correction time, the teachers were not able to use back classroom area in a way the students get bored because of the accumulation of the tiredness and other reasons which may be caused by the teachers themselves. For instance, while correcting front classroom students, the others feel tired and getting slowly bored.

#### 3.3.4.2.5. **Special Distance**

Special distance cue can be divided into two parts, the first which is the closeness can be useful and preferable to the front classroom students. The second, distant which can create most teaching problems. In our observation, on one hand, in explanation time the teachers tried to make their students in the preferable zone, as example, the teachers talked with front students and then clarify their discussions which made all the students to be on the teacher's zone even if they were far in distance. Otherwise, they interacted with the back classroom students from time to time and made them follow the lesson .

On the other hand, the teachers change their way by using distant zone which were preferable by all the students . This can be understood as the teachers ability to focus at the beginning on close zone in explanation time, then they used both in order to guide, control, accommodate what can increase the students motivation.

#### 3.3.5. **Discussion of the Results**

Based on the analysis of the students' questionnaire findings and the classroom observation, the research comes to light with numerous evidences to prove the correctness of our hypothesises which assumed that if teachers use body language as supportive technique, it will affect positively the EFL students' comprehension.

When making a direct eye contact with their teachers, students want be watched once a while (68%) and they want their teacher to focus on them individually. Besides,

while the students are speaking, they use eye contact very often(64%) and the female students are more likely to be relaxed and comfortable (60%).

As a result, the teachers' eye contact is very important while explaining or correcting, because at the same time they can distinguish their teachers' eye contact and they feel comfortable which can increase their attention.

Most of the Students in the questionnaire claimed that they are able to decode their teachers' voice tone, and they are more likely to concentrate when their teacher changes his voice according to the situation. Moreover, we found in the classroom observation that when the teachers' voice tone was more normal, the students were not focusing and they started doing noise.

Most of the students are able to distinguish their teachers' changeability of voice tone that is used to move from one idea to another or emphasising on certain words. Therefore, the voice tone is important for better comprehension. It helps students to understand their teachers' changing ideas.

In hands movements, from the questionnaire findings 94% of the respondents said that their teachers are using their hands which the students prefer to be used .The teachers' use of hands can be divided into harmonized way with utterances, which is the common situation where most of the students claimed that their teachers simplify the ideas through using their hands, and arbitrariness where there is no relation between the words and the hands' movements which can create a problem in the ability of the students to perceive the teachers' messages. Hence, the correctness' use of hands' movements can help students recognize quickly what exactly their teachers' explanation is.

Regarding teachers' body movements, students in front classroom get a good feeling to their teachers movements which affect their comprehension positively because students claimed that they concentrate well (90%).Whereas, in classroom observation, we found

that teachers' are unable to move around ,back the classroom, because of the huge number which led to the teacher's loss of control. Hence, body movement plays a crucial role in monitoring the class.

In contrast to what researchers say about the importance of touching in conversation and its powerful impact on the reviser of the message, the students rejected the idea of being touched by their teachers which can be due to the social rules and the religious beliefs.

Most of the students prefer their teachers to get closer zone to them. This called the friend zone in which the teacher is immediately able to act and react and perceive their students messages. Closeness between the sender and the receiver of the message can make the continuously in a positive way which can decrease the failure of miscomprehending the messages. As example, the teachers' displace through the class make a motivation atmosphere in which the students want their teachers to be in both social and friend zone.

From the results found in the questionnaire and the classroom observation, we valid our hypothesis where appropriate use of body language (voice tone, eye contact, hands movements, ...) facilitates and enhances the EFL learners' comprehension.

## **Conclusion**

This chapter offers more detailed about the gathered data in order to inspect the effects of teachers' body language on their students' comprehension . The outcomes have shown that body language has a great impact on students' comprehension. Furthermore, students' knowledge of body language cues will affect positively their comprehension; However, students with low knowledge of body language cues will cause comprehension problems.

## GENERAL CONCLUSION

Foreign language becomes a required language for most students. In the most extreme cases, foreign language students avoid to participate and use the foreign language, especially in an academic context in order not to experience embarrassment and humiliation and this can result in miscomprehension problems. In our research, we endeavoured to investigate the effect of teachers' body language as a supportive technique on their students' comprehension, of the department of Foreign languages, branch of English studies at Biskra University.

Investigating if teachers' body language can enhance EFL students' comprehension, and whether it is a helpful technique that may be used to reach to get students fully comprehend was our main objective. In addition, our research which tackled a significant issue in FL setting was divided into three main chapters, the first chapter fundamentally tackled the issue of communication in general and body language in specific. However, the second chapter highlighted the issue of comprehension as a first need for EFL students. Whereas, the third chapter is devoted to the practical part where we strived to prove our main hypothesis by collecting valuable data.

Along with our research, we speculated one main hypothesis; The more teachers use body language cues correctly and appropriately, the more students' comprehension is likely to be enhanced. Through our two main tools (students' questionnaire and classroom observation), we collected evidence that expresses the importance of body language cues in enhancing students' comprehension. From the questionnaire, it was obviously shown that correct eye contact and voice tone have a powerful effect on learners' awareness and they can successfully receive their teachers' messages. Furthermore, in classroom observation, hand movements are an essential cue that teachers use to describe or determine their ideas. As well, body movements have a vital influence on students' comprehension which can

help them to be in good distance with the teacher and make them worried to their teachers' next move. Touching also is very important because we found that it will have a good effect on the students behaviour towards their teachers. In addition, special distance and proximity plays an essential role in which the students' comprehension in good way can be established.

Hence, the findings confirmed our fundamental hypothesis. During all the period of the study, we inferred that there is a sturdy connection between students' comprehension of the topic and their teachers correct use of body language cues as a supportive technique besides the teacher 's way of teaching such as ; praises, supports, using different materials, vary in contents, consolidate students ' attention and motivation. In addition, our results show that first year EFL students are aware of the body language cues that used by their teacher. Undoubtedly, besides to nonverbal communication (body language cues) verbal communication including linguistic aspects are very essential to have a good comprehension. Students with ability to decode teachers body language cues will not face comprehension problems.

## **Pedagogical Implications and Recommendations**

The results obtained from classroom observation, students questionnaire confirmed that using body language as supportive technique helps in enhancing learners comprehension; however, the results revealed also that the process of implementing its cues in the classroom comprises certain problems like the overcrowded classes. This section attempts to suggest some pedagogical implications that could help teachers to overcome their problems in implementing body language cues as technique and could help students to benefit from it to comprehend more effectively without problems. These recommendations are extracted from the present research findings as well as findings of previous researches.

### **Suggestions and Recommendations for Teachers**

Depending on teachers problems they often face while they are explaining the lessons or correcting their students, we provide some pedagogical suggestions that could help teachers overcome their learners' miscomprehension.

**1.Students' Attention:** We recommend that teachers can get their students' interested in the topic using their body language in terms of body movement, eye contact, and loud voice

- a. **Body Movement:** Moving around the class would make all the students follow the teacher ; so that, those who seat in the back will have the opportunity to be part of the lesson because they will not feel neglected.
- b. **Eye Contact:** We recommend teachers to have an overall vision in the class where they have to see all the students .I.e. not concentrating on the front ( students who participate) and neglecting the rest. As indicated in the findings, most students want their teachers to have an eye on them.



- c. **Loud Voice:** This strategy that the teacher have to use is very important especially in large classes where moving around can be a difficult task. Hence, the teacher have to make his voice clear and loud so that all students can listen and pay attention to him.

**2.Students' Comprehension:** We recommend teachers to use gestures that would facilitate the process of understanding and grasping especially the meaning of words such as: hands movements, facial expressions, where the teacher uses them in correspondent to each other, so students will face not difficulties and they develop their comprehension strategy; and weak students will understand better.

**3.Students' Motivation:** We suggest that teachers can reduce students anxiety and try to create challenges by producing a warm atmosphere, and motivating students. By using body language cues, the topic can finished much more quickly and accurately with less efforts. Selecting appropriate cue that fit the moment will create special interest, ability that students are likely to feel. Moreover, the teacher can encourage students to work by using some Supporting, encouraging way of utterances or eye bow or even a clap.

### **Suggestions and Recommendations for Students**

Students should be aware that their comprehension mainly related to their teachers actions (utterances, verbal and nonverbal signs) and its helpful to them in this level. Also, Students' concentration is related to their teachers' body language ,so they are supposed to follow each cues and decipher mentally and immediately what their teachers' wants to say.

Promoting students' comprehension should not only based on body language teachers' use of cue, because it is just a technique that student can intelligently acquire what is best for him to comprehend and for that, most work must be on words and vocabularies.

## **Limitation of the Study**

This study focused only on some cues of body language as a teaching supportive for enhancing students' comprehension. The other body language cues (facial expression) should also be addressed. This study used only with first year students who study English, so that, the results obtained cannot be generalized.

In our research, we tried to collect all about body language cues that can be used in teaching as a supportive technique. Also, we linked those cues and its impact on students' comprehension, whether in explanation or correction teachers' time. According to our foundation, we think that it would be better to conduct further researches based on experiments, which can describe and analyse other body language cues that can be used by both teachers and students.

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# **APPENDICES**

## Appendix 1: Students' Questionnaire

### Questionnaire :

Dear first LMD students :

We are interesting to investigate your honest opinions about your attitude towards :

#### **“teachers' nonverbal language”**

You are kindly required to answer three sections of questions by ticking the one that seems representing your ideas .

### **II. Section one:** personal information and background

1. Gender:                      male :          female:
2. Your pervious study :scientific :        literature:

### **III. Section two:** teacher's explanation

#### **1. “eye contact”**

- 1.1 Do you like your teacher to:

b. Gaze on you  b. allocate his sights  c. both

1.2 Do you like your teacher to make a direct eye contact on you :

a. all the time  b. once a while  c. Never

1.3 When teacher's eye is on you. You feel :

a. Comfort  c. Anxiety

why.....  
.....

1.4 Do you understand your teacher while using his eyes to ( emphasize ,think, ignore, warning ...) on something:

a. Yes  b. No

## 2. “Voice (tone)”

2.1 While explaining ,do you prefer your teacher to use (.....voice)

b. Loud  b. Normal  c. Low

2.2 Do you catch what your Teacher tone wants to say :

a. Yes  b No



2.3 Can you distinguish your teacher's changed voice (tone):

b. Yes  b. No

2.4 Is Loud voice received to you as :

b. Comprehensible tool  b. Warning strategy

### 3. "Hand's movements"

3.1 While your teacher speak did they use their hands:

b. Yes  b. No

3.2 Did they use their hands in correspondent with their words:

a. Yes  b. No  c. I do not know

3.3 Do you prefer your teacher to use her/his hands in order to simplify ideas:

a. Yes  b. No

3.4 Have you recognize that your teacher is demonstrating with their hands:

b. Yes  b. No

3.5 Are your teacher's hands easy to decode (follow/understand) :

b. Yes  b. No

#### 4. "Body movements"

4.1 Does your teacher move around while explaining?

b. Yes  b. No

4.2 While Teachers move around, your exact feeling is :

b. Good  b. Bad  c. Anxiety

4.3 your teacher is make you concentrate by his displacement:

a. Yes  b. No

#### 5. "Touching"

5.1 Does your teacher pat on your back while explaining?

b. Yes  b. No  c. Sometimes

5.2 Do you like your teacher to pat on your back?

b. Yes  b. No

## 6. “Spatial Distance”

1. If your teacher gets closer to you ; your feeling about it will be :

b. Good  b. Bad

2. In explanation ,your teacher is displace:

b. Always  b. sometimes  c. never

3. What distance zone do you like your teacher to keep with you :

b. Friend zone  c. Social zone  d. Public zone

**3.2.1.1.1.1. Section three :teacher’s feed-back.**

### 1. “eye contact”

1. while you speak (giving answer/question), your teacher :

b. Concentrate on you  b. Look at others  c . Do not care

2. Do you make eye contact with your teacher while you are speaking?

b. Yes  b. No

Why:.....

.....

## 2. “Voice (tone)”

2. While feedback giving ,teacher’s voice (tone ):

b. Change  b. Remain the same

3. Have you noticed whether your teacher is giving you feedback or not?

b. Yes  b. No

4. Is it easy to distinguish between teacher’s giving “explanation” **or** “feedback” voice tone?

b. Yes  b. No

5. Do you detect whether your utterance(speaking) is understood by your teacher?

Yes  b. No  c Do not know

3. *“Hand's movements”*

1. Do you like pointing at you:

a. Yes  b. No

2. While answering, what would you do when your teacher point at you?

a. Stop speaking  b. keep answering  c. Change the idea

*‘Thank you so much for your effort.*



## الملخص

هذا البحث يحاول أن يتحرى مدى تحسن فهم طلبة اللغات الأجنبية باستخدام آليات لغة الجسد و المتمثلة في (الاتصال البصري، نبرة الصوت، حركات الأيدي، الحركات الجسدية، الملمس ومن حيث المسافة ) الخاصة بالأساتذة بجامعة محمد خيضر بيسكرة قسم اللغات الأجنبية بكلية الانجليزية. البحث المتكون من فصلين نظريين، الأول خصص بنظرة عامة حول الاتصال و أقسامه، لغة الجسد و مكوناتها عموماً، أما الفصل الثاني فيتحدث عن الإدراك و الفهم في التعليم، وأسباب عدم الفهم وأهمية لغة الجسد في تحسينه. أما الفصل الثالث قمنا بمناقشة الفرضية المطروحة ومعاينتها و التي تقول أن استخدام لغة الجسد كأداة مساعدة في تحسين فهم طلبة السنة الأولى في قسم اللغات الأجنبية. بتركيب هذا البحث اتخذنا الجانب النوعي (الوصفي) كأساس للمساهمة في جمع المعلومات الخاصة و المساعدة في اختبار فرضيتنا و من أجل ذلك قمنا بتوزيع استبيان للطلبة المعنيين بهذا البحث حيث قمنا باختيارهم عشوائياً . كذلك أضفنا نتائج مراقبتنا لأربعة أقسام مختلفة.

من وسيلتي البحث المتبعين ، تم تأكيد صحة فرضيتنا وقمنا بوضع بعض المقترحات البيداغوجية و كذا توصيات

للاتنين معا لجعل عملهما أكثر تعاوناً.