

Investigating teachers' awareness of the NVC use in EFL classroom in teaching process

ALHUSEIN TAGALDEEN AHMED GASMALLAH

College of Languages
College of Graduate Studies
Sudan University of Science and Technology

Abstract:

This study tries to explore the effect of teachers' body language on teaching process in EFL classroom. To collect the required data to inform the paper, the questionnaire and checklist observation were designed. The sample of the study comprised 30 English language teacher most of them M.A holders and 5 Ph.D holders were observed in the classroom, college of languages and education at University of Sudan of Science and Technology. Quite a number of good results have been drawn from this study. The first result highlighted the idea that body language can't be separated from the learner's culture as its part of it, and it can affect teaching to a great extent. When we teach students we need to teach them the language with its culture and its body language. The second outcome is the fact that there was a great effect of teachers' mother body language on Second language/Foreign Language body language in teaching in EFL classroom. Thirdly, body language has a great effect on teaching in EFL and it enhances communication and breaks the daily routine of verbal communication. Therefore, Students with high aptitude to learning of body language use and high level of understanding of body language use were more successful in teaching FL/SL. These findings have evidently confirmed the effect of teacher body language use in teaching in EFL classroom.

Key words: Body language, EFL classroom, Teaching process

INTRODUCTION

Language is a mean of communication, so without communication we cannot understand each other. Body language is a part of nonverbal communication and which complete the other parts which is verbal communication. It is impossible to understand verbal communication without body language from this fact the important of body language comes out. In teaching process, the most important part is communication and 75 of communication is nonverbal communication. it has been claimed that 65% of meaning is conveyed through nonverbal communication (Birdwhistell, 1970). so Language learners, teachers, and researchers all agree that body language is an indispensable tool in the teaching process in EFL class room. Hence, success in teaching process in EFL classroom is strongly connected with the use of both verbal and nonverbal communication (body language). In that, body language is the primary carriers of meaning and thus it carries the main message/ information in the communication process. Without understanding the body language culture, second language learner/ teacher may have a hard time to understand the appropriate message from both verbal and body language.

From teaching experiences, the researchers have found that body language is a critical issue which concerns Sudanese EFL teachers in teaching process. Body language use in EFL classroom seems to be very problematic to the majority of Sudanese University teachers who teach English as foreign language in EFL classroom. As a part of their teaching process it is important to use it to facilitate learning process but rarely use it in their classroom and if they use it they use their mother tongue body language. This study is carried out with the intention of finding some theoretical and empirical evidences to effective use of body language in EFL classroom and students communication performance in EFL classroom.

LITERATURE REVIEW

What Is Body Language: -

Body language (kinesics) is a kind of nonverbal communication, where feeling, thoughts or intentions are expressed by physical behaviors, such as facial expressions, body posture etc. According to Allan & Barbara (2004) Body language is an outward reflection of a person's emotional condition.

Types of Body Language: -

Body language is divided into five types such as facial expressions, body posture, body gestures, oculosics and haptic.

1. Facial Expressions

Facial expressions are the face movements with combination of mouth, nose and eyes which convey meaning either in connect with expression or in isolation. Facial expressions can reveal sadness or happiness or shame etc.

A smile is a facial expression formed primarily by flexing the muscles at the sides of the mouth. There are many types of smiles such as the tight-lipped smile, the twisted smile, the drop-jaw smile, sideways-looking-up smile and the lopsided smile.

According to Nalini & Robert, 1998, "Although facial expressions are universally encoded and decoded, there are considerably culturally differences in the usage of nonverbal cues. (p. 779). Silvan Tomkins, world recognized guru on emotional states, (1911 - 1991), believed that there are eight basic facial expressions which are: shame, joy, rage, interest, disgust, surprise, fear and anguish.

Charles Darwin (1872) claims to have identified 13 that can be considered universal facial expressions. These are: astonishment, shame, fear, horror, pride, hatred, gwrath, love, joy, guilt, anxiety, shyness, and modesty.

2. Posture

Posture is the way or the position that we hold in standing, sitting or lying down.

A person's bodily stances - sitting, walking, standing up, holding the head, kneeling - communicates a rich variety of messages.

3. Gesture

Gestures are the movements of arms, hands and legs. Gestures have specific meanings either associated with the verbal communication or not. According to **Toastmasters International (2011)** *a gesture is a specific bodily movement that reinforces a verbal message or conveys a particular thought or emotion* (p.8).

According to Roger E. Axtell (1997) gestures are classified into three main categories: Instinctive, Coded, and Acquired.

- a) Instinctive gestures are the kind of gestures that we perform almost unconsciously.
- b) Coded or technical gestures are more specialized gestures. They are agreed upon by groups of individuals sharing the same activity.
- c) Acquired gestures are socially generated gestures. Most of these gestures are local gestures. They differentiate societies and communities.

Gestures have either specific or general meaning that is sent with verbal communication, so gestures are divided, according to this relation, into the following: emblems and iconic.

- a) Emblems are specific gestures with specific meaning that are consciously used and consciously understood.
- b) Iconic gestures or illustrators are closely related to speech, illustrating what is being said.

4. Oculesics

Oculesic is a subcategory of body language which study eye contact, eye gaze and eye movement.

5. Haptics

Haptic is described as touching behaviors, or it refers to how people and other animals communicate via touching. Touch is one of the primitive forms of communication from early age. The following are examples of haptic communication: shaking hand, holding hands, high fives, back slapping.

6. Body Language and Teaching

Body language brought changes all over teaching processes such as in the role of both teachers and learners and EFL classes discourse/ environment.

Body language needs special training in the class setting. Classrooms are not like other settings because students in English classes are different socially, culturally, mentally and individually. Body language to convey meanings, the source (teacher) has to be ready emotionally for it by accommodating his feeling and his brain to the meaning of a particular words.

"The body language of a teacher is the most important thing in the class... it is the way you use your eyes, the distance you stand from your students, the way you touch or refrain from touching them " (Stevick, 1982, p. 6).

The use of body language should not be random but there are elements that govern the use of body language such as culture, context and meaning that teacher want to send.

There are at least four reasons behind the use of body language. Firstly, words sometimes have limitations to send a clear message and students need a short and a clear medium of communication. Secondly, body language is usually more powerful than words. Thirdly, verbal language is easy to manipulate but body language is difficult. Fourthly, verbal messages are not enough to convey the meaning but it need body language to clarify the meaning and to ensure the correlation between body language and verbal message. Sixthly, body language to convey meanings, the source (teacher) has to

be ready emotionally for it by accommodating his feeling and his brain to the meaning of a particular words. Finally, body language tends to be more natural than words.

STATEMENT OF THE PROBLEM

Nonnative English language teachers need to know the effect of body language on teaching process in EFL classroom and also they need to differentiate between their mother tongue and EFL/ESL nonverbal communication. Awareness of this factor is sure to lead to successful language teaching in EFL classroom. Thus, this study seeks to provide accurate information to the teachers about the important and the effectiveness of the nonverbal communication use in their EFL classroom.

The effect of NVC use on teaching process has been explored in different nonverbal communication and teaching studies.

Various non-verbal behaviors of language teachers' in classroom had both the positive and negative impact on their learners' motivation.

OBJECTIVES

This study aims to examine the following areas:

- To examine teachers' body language use effect on teaching process in EFL classroom.
- To investigate the impact of the teachers' mother tongue body language on their teaching process in EFL classroom.

QUESTIONS

This study tries to answer the following questions:

- To what extent does teachers' body language can help in teaching process in EFL classroom?

- What is the difference expected to emerge as a result of having two body languages mother tongue body language and EFL body language in EFL classroom?

SIGNIFICANCE OF THE STUDY

Teachers' body language plays crucial role in teaching process in EFL classroom. Teachers' mother tongue body language and EFL body language are two language teachers need to differentiate between them when they teach EFL classroom. Investigating these factors is of a great value for successful language teaching. Therefore, this study aimed at exploring the impact of the Teachers' body language in their teaching in EFL classroom. The results of this study would give insights into more successful language teaching prospective for teachers and learners, teachers' education programs and syllabuses designers.

METHODOLOGY

Participants

The participants in this study included 30 teachers at Sudan University of Science and Technology (SUST) College of education and language whom specialize in English language teaching their experience from 1- 10 years in teaching at SUST. All of them were M.A degree holders.

Instruments

Questionnaire and Checklist Observation

The questionnaire was designed for English language teachers at Sudan University of science and Technology, college of education and languages. The number of the teachers whom participated in the questionnaire was 30 teachers from both college of Languages and Education. The checklist observation also designed for both college of languages and education

teacher and the number of the teachers whom participated in this observation was 5 teachers and all of them were Ph.D holders. In order to check the apparent validity for the study questionnaire and observation checklist and validation of its statements according to the formulation and explanation, the researcher showed the questionnaire to the (3) of the Ph.D. holders referees whom they are specialists by the study field. Some of the referees make some suggestions, and others were agreed that the questionnaire is suitable. In any way, the researcher studied all suggestions, and some corrections on his questionnaire have been done.

PROCEDURES

This study was aimed to investigate the effect of teachers' body language use on teaching process in EFL classroom. To achieve this, the questionnaire was formulated to measure teachers' body language use in EFL classroom. The questionnaire included 10 questions each 5 questions for one area. Then, checklist observation was designed for observing teachers at EFL classroom through teaching process to examine do teachers use their mother tongue body language or EFL body language. The questionnaire was distributed to 30 teachers at SUST College of Languages and Education. The observation was held and administered for 5 teachers during normal class time at College of Education and Languages each classroom takes two hours. The questionnaire and the observation checklist were reviewed and validated for their content, style, appropriateness, and practicality by four experts EFL teaching at SUST.

DATA ANALYSIS AND DISCUSSION

Table (1.1)

Item	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
My facial expressions reflect my mood in the lesson.	17	85%	3	15%	-	-

It is clear from the above table (1.1) that there are (17) answers with the percentage (85%) represent that always teachers' facial expressions reflect their mood in the lesson and 15% represent that sometimes teachers' facial expressions reflect their mood. This percent above (85% and 15%) indicates that teachers' facial expression reflect their mood in the classroom.

Table (1.2)

Item	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
My students know what I want to say from my facial expressions.	16	80%	2	10%	2	10%

It is clear from the above table (1.2) that there are (16) answers with the percentage (80%) represent that always students know what teachers want to say from their facial expressions in the lesson and 10% represent that sometimes students know what I want to say from my facial expressions. This percent above (80% and 10%) indicates that students know what the teachers want to say from their facial expressions.

Table (1.3)

Item	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
I use my eye contact to answer students.	13	65%	6	30%	1	5%

It is clear from the above table (1.3) that there are (13) answers with the percentage (65%) represent that always teachers use their eye contact to answer students in the lesson and 30% represent that sometimes use their eye contact to answer

students. This percent above (65% and 30%) indicates that teachers use their eye contact to answer students.

Table (1.4)

Item	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
I use gestures when I talk to support their words.	17	85%	2	10%	1	5%

It is clear from the above table (1.4) that there are (17) answers with the percentage (85%) represent that always teachers use gestures when they talk to support their words in the lesson and 10% represent sometimes teachers use gestures when they talk to support their words. This percent above (85% and 10%) indicates that teachers use gestures when they talk to support their words.

Table (1.5)

Item	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
I touch my students affectionately in the classroom throughout the lesson.	12	60%	5	25%	3	15%

It is clear from the above table (1.5) that there are (12) answers with the percentage (60%) represent that always teachers touch their students affectionately in the classroom in the lesson and 25% represent that sometimes teachers touch their students affectionately in the classroom. This percent above (60% and 25%) indicates that teachers touch their students affectionately in the classroom.

Table (1.6)

Item	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
I look presentable before their lesson.	18	90%	2	10%	-	-

It is clear from the above table (1.6) that there are (18) answers with the percentage (90%) represent that always teachers look presentable before their lesson in the classroom in the lesson and 10% represent that teachers look presentable before their lesson in the classroom. This percent above (90% and 10%) indicates that teachers look presentable before their lesson.

Table (1.7)

Item	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
I use different delivery rate (speech) throughout the lesson.	11	55%	6	30%	3	15%

It is clear from the above table (1.7) that there are (11) answers with the percentage (55%) represent that always teachers use different delivery rate (speech) throughout the lesson in the lesson and 30% represent that sometimes teachers use different delivery rate (speech) throughout the lesson. This percent above (55% and 30%) indicates that teachers use different delivery rate (speech) throughout the lesson.

Table (1.8)

Item	Always		Sometimes		Never	
	Freq.	Per.	Freq.	Per.	Freq.	Per.
My students' body language affects my nonverbal communication in the classrooms.	9	45%	7	35%	4	20%

It is clear from the above table (1.8) that there are (9) answers with the percentage (45%) represent that always students' body language affects teachers' nonverbal communication in the lesson and 10% represent that sometimes students' body language affects teachers' nonverbal communication. This percent above (45% and 35%) indicates that students' body language affects teachers' nonverbal communication.

IMPLICATIONS OF THE STUDY

The findings of this research have generated wider base of implications for teachers and teacher education programs. Since the study showed positive impact of the use of body language in EFL classroom on teaching process, it is recommended to language teachers and curriculum designers that body language should be taught as a course at universities at colleges of education and languages to train teachers to use it in their classes in the future. Teachers should avoid the use of their mother tongue body language when they teach EFL/ESL classes. Body language use should be including in teacher evaluation parts as an effective part in teaching process in the classroom. Further research also should be carried out to measure the other part of nonverbal communication use EFL class room setting.

REFERENCES

1. Birdwhistell, *Kinesics and Context*. Philadelphia: University of Pennsylvania Press, 1970.
2. Stevick, E.W., *Teaching and learning languages*. Cambridge: CUP, 1982.
3. Darwin, C. R., *The expression of the emotions in man and animals*. London: John Murray, 1st edition, 1872.
4. Allan & Barbara, *The definitive book of body language*. Australia: Pease International, 2004.
5. Ambady & Rosenthal, Nalini & Robert. "Nonverbal Communication. "Encyclopedia of Mental 2:775-82. Accessed November/December, 2016. <http://ambadylab.stanford.edu/pubs/1998Ambady.pdf>.
6. Axtell.R. E., *Gestures*. United State of America: Canada, 1977.