



Abstract

Body Language is expressing a certain meaning in a kind of silent language by its elements such as eye contact, gestures, posture, smile, movements, and expressions which are important media through which people communicate with each other. In the EFL process, teachers can use the body to create a vivid, confidential, and realistic atmosphere in the classroom, and realize how body language plays a constructive role in educating the students' characters. Our body movements are expressing how we feel by the way we sit, stand, move, etc, rather than by words.

Our bodies send out messages constantly, and often we don't recognize that we're communicating a lot more than we realize. Foreign language teachers should be able to perform and dance for joy, make a passionate gesture, movement, and countenance as an actor; should not always be a lady or a gentleman or just stand on the platform thinking that simply teachers have the reason. If the teacher can use Body Language appropriately, accurately, and proficiently to assist the teaching process in the classroom, it can not only draw the students' attention and bring up their study interest, but also enable them to develop accurate understanding of language contents, and make them build their knowledge by themselves consciously.

Lastly, Eyesight, Countenance, Gesture, and Manner are the four key attributes of Non-verbal communication. Body Language will help determine whether the teachers successfully gain and hold the students' interest.

Keywords: Body, Language, silent, mimic, gestures, smile, posture.



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"BODY LANGUAGE AS A TEACHING RESOURCE IN THE EFL CLASSROOM"



UNIVERSITY OF CUENCA
FACULTY OF PHILOSOPHY



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All the content of this thesis is the exclusive responsibility of its authors.

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Gabby ----- George



DEDICATIONS

I dedicate this project to Fidel and Luz,
my parents, to whom I owe a life of most
self-sacrificing devotion. To a special
man in my life, Christian, who was helping
and supporting me every single moment.
To my brothers and sister who I love.

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success and happiness in my life is, I will say
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values to overcome any difficulty. Brothers and
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trust in me.

Sincerely

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Introduction

At the present time, the English language is considered as a cosmopolitan language; it is extremely essential in many aspects of social relations around the world. Globalization has ended borders among countries and forced people to be related to each other, to be involved in development, and to open our minds.

Consequently, as the English language is a universal language it is required that new strategies and methodologies to teach it be developed. In the same way, people who are in charge of teaching have to be well prepared and creative to change the learning process into a rich experience and transform the classroom into a pleasing environment, adequate for learning in an outstanding way.

The present project presents a brief study of a new methodology to teach English, which is Body language, a form of non-verbal communication, an excellent option in the objective to improve the teaching of English process. It provides teachers new tools to teach; those tools are our body and our senses. By using body language, we have the possibility to take advantage of the body in the teaching process. Additionally, a simple movement can have different meanings, depending on the context and on the form it takes. Body language also presents some teaching tools, such as eye contact, gestures, facial expressions, movements, body posture, and so on. All these aspects are explained through the whole project; it is divided into three chapters.



CHAPTER I

1. - FACIAL EXPRESSION

A facial expression is a movement as a gesture that results from many emotions or positions of the facial muscles to show the result of our feelings. Facial expressions are considered as nonverbal communication. They are responsible to send information among humans, but also they can occur with other mammals and even with other animal species.

Facial expressions can be voluntary movements for the students and the teacher during the class, but they are more frequently involuntary because expressions are directly related to emotion. It is a natural way for humans to express information to one another. Sometimes it is impossible to avoid expressions for some emotions, so we can avoid that the teacher or students notice the feelings of one another. However, these expressions can be falsely read as expressing some emotion even though they are neutral, because occasionally it depends on how the teacher or students interpret the expressions.

With this in mind, Facial Expressions refer to a way of communicating information and feelings through changes in facial conduct. They also refer to moving the emotions of others, while the normal Facial Expression is affected by a person's face and environment.

Facial Expression is the most informative factor of Body Language. It is



also the hardest to get under conscious control, even if one tries to cover his/her feeling, such as sadness, happiness, etc. Therefore, teachers require hard work to control them in this regard. Because when they freely demonstrate their thoughts and emotions, their students could be adversely affected, except with the thoughts and emotions that would be helpful for the students.

Facial expression is more than an emotion of eyes, lips, nose, and other muscles of the face. It is a strong demonstration of people's temperament. For this reason, teachers must provide their students with a permanent impression of themselves through their expressions. In contrast, teachers could also freely use facial expressions according to the diverse situations in class. To illustrate, when teachers ask questions, they must use facial expressions to adopt a certain attitude towards the answer of the students. If the student gives a right answer, the teacher can smile at the student. And this smile could be a prize for him/her. But if the student gives a wrong answer, the teacher can smile to show confidence to the students. So, facial expressions are very useful for teachers because they have a variety of purposes such as controlling the class, creating a connection with the students, getting the attention of the students, creating confidence, and so on.

1.1.1 Scope and role of body language

First of all, we have to understand what Body Language is. Body Language is all about non-verbal communication with those around you, consisting of body pose, gestures, and eye movements. All these movements give information using the language signal one. An important thing about Body Language is that



it expresses the feelings of people by the way they sit, stand, move, etc rather than by words. Most experts say that human communication consists of 93% Body Language and paralinguistic cues, while only 7% of communication consists of words themselves.

Body Language is a good election to teach English in a different way. With the English teaching methods change, more and more teachers organize their teaching activities trying to create a new environment for the students. For this reason, the teachers have to use every possible method. As an example, when the teacher says “stand up, please”, he/she can say the same by only opening up the palm lightly. Like this example, we have many gestures for the students that we can use in a class, but we have to be careful that the students understand the real meaning of our movements. Body Language is a good instrument for the teachers who want to create new English Learning environments. It can communicate as well as words, possibly more efficiently.

Body Language plays a positive role in educating the students' characters because teachers are usually appreciated and seen to be educated. Teachers need to use Body Language to help and support their teaching so that they can get the students' interest in learning English, and also they can improve their lessons.

The consequences of the teachers' Body Language on the students are achieved by the creation of a more pleasant atmosphere. Teachers frequently find that their students cannot speak English well; neither can they understand. Therefore, according to these situations, teachers find that Body Language is very helpful and meaningful for the students' comprehension.



Body Language is an effective way to guide intentional attention. The effectiveness of teachers' body language on the students we cannot see only in a good example, but also by demonstrating the students' enthusiasm. Good Body Language can reveal the teachers' spirit and behavior to fortify their personal glamour. The use of Body Language does not only attract the students' attention, but also expands their senses and mind. For this reason, teachers should try to teach English using Body Language, to make their classes interesting and even funny.

In summary, Body Language plays an important role in teaching English because it can strengthen the interaction and improve and encourage students' capacity of communication and language application. It also improves the teachers' success. To conclude, Body Language often speaks better than words. So, teachers must try to use it in an English class.

Here we have the most common examples of Body Language.

ACT	MEANING
Erect Body	<i>It is a sign of confidence or that you are ready and able to face anyone or anything.</i>
Hands on Hips	<i>It displays aggression, or that you are in a state of readiness.</i>
Legs Crossed	<i>Legs Crossed with the foot tapping lightly is a sign of boredom.</i>
Legs Apart	<i>It means you are relaxed or open for any communication.</i>
Arms Crossed	<i>When you keep them through the message, it is symbol of a defensive state.</i>



Hands on Cheek	<i>This means that you are in a brooding state of mind or in deep thought.</i>
Rubbing the Nose	<i>It means you are lying or doubting.</i>
Rubbing the Hands	<i>You are anticipating something.</i>
Tapping the Fingers	<i>This is a sign of impatience.</i>
Tilting the Head	<i>It is a sign of interest.</i>
Stroking the Chin	<i>This means you are undecided or trying to make a decision.</i>

1.1.2 The meaning of facial expressions

The face is a whole world that indicates exact emotional states, such as happiness or sadness, through a smile or a frown. We have seven facial expressions which are well known: fear, anger, surprise, contempt, disgust, happiness, and sadness.

Fear



Fear is an unpleasant feeling of anxiety or apprehension caused by the presence or risk of danger, either real or imagined. For example, fear of blood.



Anger



Anger is a strong feeling of grievance or displeasure that can be caused by a conflict, injustice, negligence, humiliation, or betrayal.

Surprise



Surprise is a feeling of sudden wonder or amazement, especially at something unexpected.

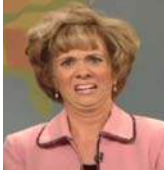
Contempt



Contempt is a strong feeling toward somebody or something considered worthless, inferior, or undeserving of respect.



Disgust



A very strong feeling of dislike or disapproval.

Happiness



Happiness is the feeling of being happy. It is the result of well-being, delight, health, safety, contentment, and love.

Sadness



The opposite of happiness. It is a result of feeling hopeless and discouraged. For example, divorce.

All these expressions reveal the feelings or emotions of a person. Facial Expressions are very important in a class because they show how the teacher or the students are feeling.



1.1.3 Pragmatic implications

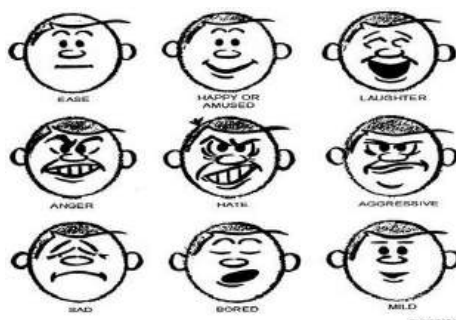
Facial Expressions are important tools in Body Language that can express a variety of meanings. The face is something that communicates without using the mouth to speak. Facial expressions can also show care or love. We use facial expressions to make what we are convincing, or saying, to be a better public speaker or teacher because facial expressions imply a revelation about the characteristics of a person, or a message about something internal to the expresser.

Facial expressions are displayed especially by humans in a way to communicate something by our movements. So, teachers use facial expressions to get the students' attention, participation, and interest. For example, the teacher can use only his/her hands and facial movements to give commands to the students.

In conclusion, we use facial expressions every day and everywhere because they are movements that are expressed naturally while we are talking.



1.1.4 Common facial movements



Emotions play a decisive role in human communication. Frequently, these emotions are displayed to others through the most important nonverbal cues to emotional states: facial expressions. Our face-to-face communications involve us by adapting our personalities to communicate each situation. We have an example of the most common facial movements that we can use to tell how people feel.

Irritation. -A feeling of impatience or exasperation. The brows are furrowed, the eyes are narrowed, and a frown dominates his/her face.

Wonder. - Surprise or admiration. It is expressed with widened, alert eyes, raised eyebrows, and usually an open mouth.

Disappointment. -Unhappiness because someone or something was not as good as you hoped or expected. This is shown by frowns, downcast eyes, and eyebrows turned down at the corners.

Laugh .- To smile while making sounds with your voice shows that you are happy or think something is funny. It is clearly shown by a smile.

Disdain. -When you dislike someone or something and think that they do not deserve any respect, this is expressed by a false smile that shows negative emotions.



The ability to decode the meaning of facial movements in students is important because it lets us know how they are feeling while we are teaching.

1.2 THE POWER OF THE SMILE

A smile is a powerful tool of Body Language that can express a variety of meanings. A smile is the strongest form of showing joy, politeness, friendliness, and approval. However, if the smile does not reach the eyes, it expresses insincerity.

A smile can also be motivated by fear or to hide nervousness. Smiling is really important in our everyday life, both in our personal lives as well as in the workplace. A smile is one of the most evident and useful methods of non-verbal communication. It is one of the first things someone will see about you.

A teacher's smile is very important in many situations in the mission to encourage students. A smile creates confidence and love among the students and the teacher, affecting their communication. A smile is the easiest thing that the teacher can do to give the students confidence to come to class. The simple power of a smile lets them know they are in a safe and caring environment. Once that is evident, learning can take place.

As teachers we must consider it our responsibility to say and show something encouraging to our students every day. A smile alone says it all. It does not matter how bad we are feeling, but with a smile we create a positive and productive attitude that will be mimicked by our students. Our smile gives them the confidence to begin a happy day.



To sum up, a smile is very important because it express how we feel. There is a famous saying: “Smile, and the whole world smiles with you.” When we smile, it sends out an immediate effect that gets smiles from those around you. A smile can work wonders in a classroom of heterogeneous students.

1.2.1 The Social role of the smile

A smiling face sometimes tells us many things. A smile can bring us different views of what a point really means; when we think about smiling, we think about happy feelings, but a smiling face sometimes does not mean happiness; it can mean sorrow, sadness, or hypocrisy. A smile can make a person feel loved, or a smile can make a person feel hated. A smile helps people to be relaxed.

A smile can be very transformative. You just smile even when you feel sad or tired, and you will see that after you smile you will feel different. A smile helps people in their daily routine, in their jobs, in their feelings, and so on.

A smile influences people like flowers. It is wonderful to see how a simple smile changes people. When people have tension in their face, or people are afraid, they do not look like a flower. They look more like a bomb than a flower. But if people smile, in just one second they feel relaxed, and their face looks like a flower again. So, we can see how a smile works on our spirit; it is one of the best things that we have to give people.



To smile is one of the first things that we have to do to begin the day. Smiles are very useful for a teacher, especially to make students happy. They let students know that we are happy to be with them in class. Also, they help students to feel comfortable to participate during the class.

In conclusion, a smile is the strongest tool for people because it helps them to feel better in hard situations, to feel loved, to be comfortable, etc; it does not matter where we are, we just smile and we will feel better and happier.

1.2.2 Smile and Psychological encouragement

A smile is infectious. When a smile is shared, it ties people together and increases happiness and encouragement. A smile reinforces your energy and protects you from the damaging effects of stress. Best of all, it is easy to use.

A smile makes you feel good. A smile helps to keep a positive, optimistic outlook in difficult situations and problems. More than help with sadness and pain, a smile gives you the courage and strength to find new sources of meaning and hope. Even in the most difficult situations, a smile can go a long way toward making you feel better.

Sharing a smile is one of the best tools for keeping relationships. All emotional sharing builds strong relationships, but a smile adds joy, vitality, and capacity. A smile unites people during difficult times. A smile not only makes life more enjoyable, it also helps you solve problems, connect with



others, and be more creative. People who incorporate a smile into their daily lives find that everything they do is easier.

Therefore, the value of a smile is priceless. It cannot be bought, begged, or borrowed. It costs nothing to give, but it is the most sincere gift that one is able to give to another. A smile brings rest to the weary and is the best antidote for discouragement. A smile is medicine for the heart.

1.2.3 Impression of Smiling Faces

A smile can be used to convey many different kinds of inner feelings, from big and open smiles to enchanting smiles, from polite to fake smiles, and so on. Many feelings or emotions can actually be expressed by this simple gesture.

We have three main kinds of smile; each of them shows a different type of emotion.

1. -The heartfelt Smile

This is known as the straight from the heart, real, and truthful smile. Feelings like joy, gladness, happiness, amusement, and pleasure are expressed by this smile. This kind of smile is divided into three stages, which consist of the simple smile, the upper smile, and the broad smile.

The simple smile appears when the mouth turns up while the lips remained closed. It demonstrates a personal pleasure and is most seen when people are smiling to themselves. The upper teeth are usually exposed



during the upper smile. Combined with eye contact, this is the smile to greet one another. While a broad smile, both the upper and lower sets of teeth are exposed. This smile will normally grow and grow until it becomes a laugh.

2. - The Gloomy Smile

It can be easily defined by its asymmetrical, lopsided, and ironic shape. This kind of smile is usually demonstrated in front of others by someone who is feeling failure, defeat, or unhappiness.

3. - The Counterfeit Smile

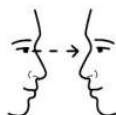
This is an intentional gesture performed to mislead and deceive others. This smile is performed by actors and people who smile falsely to hide negative emotions.

People will be able to notice and sense the discordant expression between the real heartfelt smile and a fake smile. A fake smile shows negative emotions, but a true smile comes from the heart, and the facial muscles around the eyes cannot be brought under conscious control by the mind.



CHAPTER II

2. - EYE CONTACT AND ITS IMPLICATIONS



Basically, eye contact, which simply denotes one person looking directly at another person's eyes, seems to have strong implications in the teaching - learning process. As a proverb says, "*the eyes are the window of the soul.*" So through eye contact people are able to convey to each other a whole variety of information and emotions. Also, people can easily convey mood, attitude, understanding, and confusion as well. Moreover, eyes can both send and receive messages. Eye contact is such a powerful tool that teachers can make an individual connection with every student through its use.

By practicing eye contact in our classroom we can obtain great benefits in the teaching English process; it is also an excellent strategy to manage the class as a heterogeneous group. Definitely, teachers need to take into consideration that eye contact is a powerful tool for teachers; to contribute to a student's potential for academic success.

Now we will be explaining how to practice eye contact during the class. At the beginning of the class, it is normal that a great number of students be talking, laughing, and making noise; through eye contact teachers can get the attention of the whole class, and make students be connected among themselves and with the teacher at the same time. Consequently, we can obtain the following benefits.



First, teachers can get to know the effect of their lesson and this can help us analyze the situation of the students. Second, teachers can know whether the students fully focus on the lesson through their eyes. Third, by practicing eye contact teachers can establish order and respect in the classroom. As we can see, the eyes are really powerful tools to engage students in an active language - learning process and to help them to take advantage of the learning process.

2.1 Interpretations

Eye contact can have different interpretations when you are interacting with your students during the class, it can improve teaching and enhance the learning process. It depends on the way you practice eye contact, for instance.

- Eye contact plays an important role in turn - taking during conversation. When working either in groups or individually the teacher can practice eye contact in a significant manner. Among a group of students, a speaker will often make eye contact with the student he or she wants a response from.
- Students who know each other well can communicate mutual understanding with a single look.
- Eye contact is also a way of communicating attraction. Mostly, a single look means a hundred words and feelings.

2.1.1 Eye Grammar

In our daily job, we as teachers can know what our students doubt, how



they love or hate, and whether they approve or disapprove just from the pupil's size, the luminosity, the visual angle, the gazing time, the changing frequency, and so on.

People truly believe that they can explore the heart by the changing eyesight, such as the size of the eyes, the moving angle of the eyeballs, and the cooperation of the surrounding eye muscle, which can express innumerable feelings and attitude changes. As a result, the teacher should give free rein to the function of eyesight and use the sight perfectly. For example, if the students are still very excited before class, the teacher can look around the whole class to attract their attention and also transfer the meaning that it is class time.

When we decide to reinforce the writing skills by doing some grammar exercises, to avoid boredom it will be a great idea to give the students some exercises; meanwhile, we can monitor and take a look to see if they are doing well. Instead of correcting them orally we can practice eye contact in order to make them correct themselves. In the same way, gestures are very helpful in presenting language items such as vocabulary and grammar. An example of vocabulary is the verb "fly" which can be presented by imitating a bird with one's hands. More difficult words require the use of the whole body. The verbs "sleep", "wake up", "brush", "bathe", etc are presented by acting them out.

In addition, teachers have to be friends of their students and support them in their learning process, so a teacher can look steadily at every student while having a class, because it means friendship and equality, to make the students receive the teacher's valuable attention, which can raise their dynamic role of study and increase their self- confidence as well.



Furthermore, teachers should try to establish eye contact with the entire class, not just with the front row or only one or two students, or just at the student who is going to be asked, because this cannot let all the students think about the question.

2.1.2 What can Eyes teach us?

Teachers often complain about discipline, about lack of attention, about the use of the mother language in the classroom, and many other problems that affect communication between the teacher and students, or between students themselves. It is well known that speech is only one part of communication, yet teachers often forget about or underestimate the importance of non-verbal communication in their own and their students' performance. Let's analyze what eyes can teach us.

- When someone is late for class, teachers can use the eye to hint that he / she can come into the classroom, in order to avoid disrupting the other students' attention.
- Establishing a management role in the classroom involves eye contact from the outset. Be in your classroom before your learners, and welcome them individually with a combination of eye contact and their name as they enter the room. You will see that it is a good strategy to make the students feel comfortable and active during the class.
- Talk to your learners, not to the book, the board, or the screen. In this manner, the students are engaged with the class.



- Eyes can set the tone of a lesson. As the lesson starts, walk around the room, looking to check whether the learners are ready, books out, pens and paper handy, mobile phones off. If not, eye contact should suffice to rectify the situation.
- Good eye contact does not mean staring or gazing. Many learners are likely to find this uncomfortable and consequently avert their own eyes and lose concentration.
- Watch your learners as well as listening to them, particularly while they are performing tasks. It is a good way to make them feel important.
- Encourage your learners to make eye contact while they are working together in pairs or groups. Start by training them to listen to each other using non-verbal responses only.
- Save time and effort with specific messages delivered by the eyes and facial expressions. Show praise and encouragement often, and disapproval occasionally.
- Finally, we can use eye contact as a correction technique.

Definitely, eye contact is fundamentally time and effort saving and a good technique to get our students' attention and consequently increase the level of their learning; for these reasons we need to practice body language in the classroom and establish a good environment for both students and teachers at the same time.



2.2 Facial Implications

The face is the most complex part of the human body. Through the configuration of the face people communicate silently but perfectly. Though the whole face is used in facial communication, much of the information is carried out by the eyebrows and the mouth.

Secondary expressions are more complex facial expressions that only adults, normally, can produce. They are also subdivided into positive expressions such as admiration, relief, and bravery, and negative ones like disdain, challenge, and despair.

Reinforcing expressions are those that reinforce the meaning of what the person expresses verbally. Examples of these are familiarity, humility, and reflection. Relative expressions have the function of relating different other expressions or giving them a distinct characteristic, like remembrance, helplessness, or satiety.

Complementary expressions function in very particular situations. This makes them difficult to interpret. Examples are boredom and extreme fatigue. As we can see, a teacher's facial expression can communicate interest, fatigue, or encouragement as well.

2.2.1 Universality of movements

Body movements and gestures are another way we communicate meaning. We do it by the way we walk, stand, or sit, and what we do with our shoulders, hands, arms, and legs. We do it by how we hold our heads and the



manner in which we position our bodies towards or away from others.

It is important that teachers learn how to use natural body movements when talking in front of a class of students, since inappropriate ones will reduce the lesson's efficacy. While body movements alone have no exact meaning, they can support or reject the spoken word.

In addition, students receive nonverbal messages of enthusiasm or boredom communicated through a teacher's body orientation, and teachers can also measure student interest in the class through the students' body postures and movements. An observant teacher can also tell when students understand the material, or if they are having trouble grasping major concepts. Slumping in a chair often indicates fatigue, boredom, or discouragement, while attentive students will sit up straight and lean slightly toward the teacher.

Finally, teachers can analyze the students' attitudes and interests through their body movements and postures. A student who fidgets, slouches, or leans backwards usually shows signs of boredom and disinterest.

2.2.2 Gestures

The purpose of using gestures is, of course, to achieve an effective degree of communication, but there are very specific objectives for using gestures in the EFL classroom. Three main objectives can be considered: presenting language items, providing feedback to the students, and managing the classroom.

Teachers cannot talk about classroom management without referring to the use of gestures. As mentioned earlier, classroom communication has its own



specificities; especially that it involves an individual, the teacher, and a group of students. When dealing with large classes, the task of managing a classroom becomes arduous and tiresome. A more specific example is issuing instructions or commands to a large class, such as paying attention, listening to a classmate who is giving an answer, or else signaling the ‘time over’ for an activity or task. Some students may understand the instruction quickly, but others may not, especially if the target language is used.

Gestures are important in human communication in that they animate conversations, clarify misunderstandings, and express feelings deeply. Roger E. Axtell classifies gestures into three main categories: Instinctive, Coded, and Acquired.

Instinctive gestures are the kind of gestures that we perform almost unconsciously. For example, when a person crosses his/her arms, this is usually a sign of defensiveness. People also tend to slap the back of their heads unconsciously when they are suddenly surprised or shocked. This category of gestures is more universal than any of the other categories.

Coded or technical gestures are more specialized gestures. They are agreed upon by groups of individuals sharing the same activity. Examples of these are hand signals used by football referees, umpires, film makers, stock brokers, and airport attendants. These gestures are often used and understood only by exclusive groups of individuals. They can be compared to jargon or specialized vocabulary in verbal language.

Acquired gestures are socially generated gestures. They differentiate



societies and communities. The origin of these gestures is quite difficult to trace. Examples are the "O.K" sign, and hand wave, as in Hello or Goodbye. Just like language, the relationship between these gestures and their meaning is usually arbitrary. These gestures tend to outnumber the other categories.

In the classroom, teachers and students both consciously and unconsciously send and receive nonverbal cues several hundred times a day. Students use smiles, frowns, nodding heads, and other cues to tell teachers to slow down, speed up, or in some other way modify the delivery of instructional material. To be a good receiver of student messages, a teacher must be attuned to many of the subtle nonverbal cues that their students send.

It is as important for teachers to be good nonverbal communication senders as it is for students to be good receivers. Teachers express enthusiasm, warmth, assertiveness, confidence, and displeasure through facial expressions, vocal intonation, gestures, and use of space. In addition to giving instructions, gestures can also serve as teaching techniques. Examples of typical commands used with beginners are:

- ✓ Stand up
- ✓ Sit down
- ✓ Raise your hand
- ✓ Touch your ear
- ✓ Point to the door/window
- ✓ Open the book



2.2.3 Posture and Stance

The human body consists of a jointed skeleton moved by muscles. The individual communicates numerous messages by the way he or she walks, stands, and sits. Teachers standing erect, but not rigid, and leaning forwards, are more open and approachable than the ones who stand rigid and cross their arms. The whole body is sometimes performing gestures that are either deliberate or unconscious. This involves postures and the way one handles his or her body.

Without words, teachers communicate their feelings, expectations, and many other messages they would never verbally admit. Teachers should devote time and energy to developing their nonverbal communication skills, just as they do their teaching skills, because they must make sure they are sending the right messages to their students.

2.2.4 Methodology

Regarding the method that we can practice in the classroom, it is necessary to analyze the TPR method, which is closely related to the topic we are presenting. According to the total physical response (TPR) method, body language can reinforce the interaction and improve and promote students' ability of communication and language application. Besides, it also improves the teachers' English teaching effectiveness.

The use of body language can not only attract the students' attention, but also deepen their impression and imagination. Body language always accentuates the teachers' intention and serves as a tool that stimulates



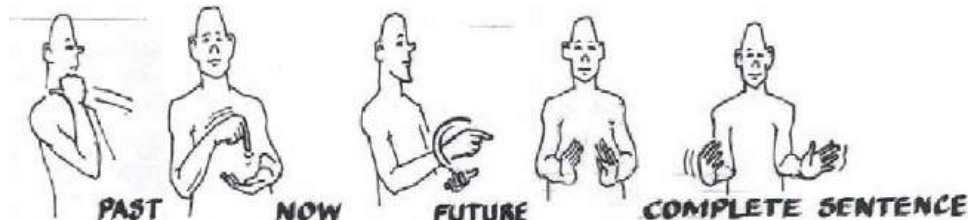
constructive reaction. In a word, body language often speaks louder than words. So teachers should try to teach in English together with the corresponding body language. As a result, the students' English ability will be certainly and greatly improved.

In addition, the Total Physical Response method can be used to practice and teach various things. It is well suited to teaching classroom language and other vocabulary connected with actions. It can be used to teach imperatives and various tenses and aspects. It is also useful for story-telling. Educators and psychologists define body language or nonverbal communication as communication without words. It includes overt behaviors such as facial expressions, eye contact, touching, and tone of voice. As a result, we can see that our body and our senses are extremely important tools in our daily job as educators.



CHAPTER III

3. - THE LANGUAGE OF POSTURE



Another important aspect of body language is posture "the position of the body." Our posture can communicate our emotions or opinions. A relaxed posture suggests friendliness, while a closed, defensive posture says "Stay away." Posture can also define groups. How we stand or sit when conversing with a group defines the limitations of that group, either including or excluding people from the discussion. When we agree with someone, we will often imitate his or her posture.

Posture makes a big contribution to your body language and conveys your level of self-confidence. For this reason, an important thing is to understand the message that a person is trying to say with the different parts of his/her body.

So it is essential for teachers to know about body language and how to use it and to master the most important postures and relate them to emotional states of the students. Then the teacher can be more perceptive when he/she has contact with his /her students. It is a talent that can be trained, since it depends on careful observation, but it is only learned if the teacher is aware that it exists.



Posture is not only a means of punctuating conversation; it is also a system which teachers transmit to their students when they are together.

3.1 Body Synchronization

The different parts of the body are the principal tools to communicate people's state of mind, personality, and attitude. On the other hand, the exaggerated use of body movements with no real meaning is associated with immature personalities. For this reason, it is important to know how the body and its parts work together.

The hands. -Hands are very important in communication. Their movements are linked with the emotions. When a teacher wants to emphasize or stress his words, he makes his hand movements bigger and more deliberate, but hand movements are more frequent when a person has difficulty expressing his ideas verbally or is unable to say something. Also, sometimes hands reveal and capture the most varied feelings of strength or weakness, attitudes of superiority or inferiority, confidence or insecurity, fear or anxiety, among others.

The eyes. - All the parts of the body are used to give information; the eyes are the most important. The first contact we make with our students is frequently through the eyes. The eyes are wonderful; they tell us what is going on inside a student. Also, the eyes help to communicate with other people. They reveal, if the message to transmit is of interest to him/her.

The face. – The expression of teachers' face can give considerable difference to the meaning of a message. We use facial movements to express a total range of emotions from the deepest to the most superficial. This part of



body language is very important because our face reveals our feelings, emotions, ideas, and attitudes to the students. Most people judge us from our facial movements. However, they have different meanings when we combine them with different expressions and in different cultural contexts.

The arms and legs. - They are another tool for teachers in communication with body language. The arms and legs help the communication of teachers be more efficient and clear. The movements of the arms are very important to denote agility and expression of the message through a good attitude for the people.

Timing. - This is another element in non-verbal communication. A teacher's use of time shows his/her interests, habits, and motivations. This says a lot about teachers and students' self-control in specific situations. In contrast, if a teacher is one of those who arrive late every day, this shows irresponsibility, bad habits, and lack of respect to the students.

3.1.1 The Language of territory

As we notice, Body language is an important factor of communication. This is especially proper of communicators, who must demonstrate a relation between their oral communication and their body language to transmit a message. Only this way will the message be efficient. Body language is an instrument in communication that we must be alert to because it gives clues to the character, emotions, and reactions of a teacher. Also, Body language is the language of gestures and postures.



It is complicated to determine precisely how a communication structure is inherited or learned. Today we can recognize the meaning of different emotional states, knowing the specific cultures. So it is very important to know many gestures that mean one thing in one society and something else in another.

People have conserved natural expressions: the smile, laugh, and frightened face. These gestures are common to all societies and affect many other signs. There are some expressions that differ according to the culture, which are learned in the years of childhood. They are different according to social roles and demographic characteristics, and they vary from one culture to another.

The space that goes around a person is another essential tool to transmit a message through body language. Each person has a well-defined bodily space or territory. The important thing is to be alert to how essential this personal space is, and value it; we must also be aware of what happens to an individual when his/her territory is invaded.

3.1.2 The Dominant Language Hemisphere

The dominant language hemisphere is the side of a person's brain where language originates and where the machinery for language is located. In this part of the brain are located the areas of Broca and Wernicke, which are essential in the origin of language. Thus, based on some analyses, it has been determined that the left hemisphere of the brain plays a major role in language comprehension and production, and especially some of its areas that are more or less above the left ear.



According to Paul Broca and Karl Wernicke, two neurologists who observed that people who had damage to a particular area on the left side of the brain had speech and language problems, the left brain is the dominant language hemisphere for approximately 95% and 90% of right-handed men and women, respectively. The right side of the brain houses the language areas for the other 5% and 10%, respectively.

Additionally, for left-handed people, roughly 70% have their language areas on the left side of the brain, while the other 30% have it on the right. The cerebral hemispheres are divided right down the middle into a right hemisphere and a left hemisphere. Each hemisphere appears to be specialized for some behaviors.

The hemispheres communicate with each other through a thick band of millions of nerve fibers called the corpus callosum. Consequently, the right hemisphere is dominant in language formation and development, as well.

3.1.3 Body Language and kinds of language meanings

NONVERBAL BEHAVIOR	INTERPRETATION
Sitting with legs crossed, foot kicking slightly	Boredom
Arms crossed on chest	Defensiveness



Walking with hands in pockets, shoulders hunched	Dejection
Rubbing the eye	Doubt, disbelief
Head resting in hand, eyes downcast	Boredom
Sitting with hands clasped behind head, legs crossed	Confidence, superiority
Pinching bridge of nose, eyes closed	Negative evaluation
Looking down, face turned away	Disbelief
Biting nails	Insecurity, nervousness
Pulling or tugging at ear	Indecision

In the table above we analyze the different meanings of body language and their application in the EFL classroom. As we can see, the correct practice and application of Body Language in our daily job as English teachers can have as many benefits as we can imagine; because through it we can increase our students’ interests and abilities, and help them to create their knowledge on their own. Moreover, we can avoid incorrect movements, gestures, and expressions, as well.



Conclusions

Summing up, it is important for language teachers to realize that in the EFL teaching process we can take advantage of our body and other tools to create a good environment and make the teaching-learning process successful for both teachers and students. Furthermore, learners might need to be exposed to new teaching techniques in different contexts before being able to use the new language naturally in speech and writing. For this reason, what teachers can do for the best is to use the many techniques that they have at their disposal to help the learners improve, and to give every single new word, word form, and word meaning a strong base in the learner's mind. It is important for us, to teach our students in a significant way and help them internalize the new knowledge and use it naturally.

Our body, with its different parts such as eyes, hands, legs, arms, face, and mouth are really important tools for us, to reach the goal of a successful and significant learning process. The ultimate aim of all teachers, of course, should be to make learners more self-reliant and autonomous, and, to achieve this, developing independent vocabulary learning strategies in learners could prove most effective.

Finally, for both of us, after reading and analyzing the topic we decided to study in this project, we realized that teachers need to be extremely creative and self-confident to become a guide and friend of the students. By practicing nonverbal communication, eye contact, and body language, teachers will obtain great benefits in this dignified job of forming people.



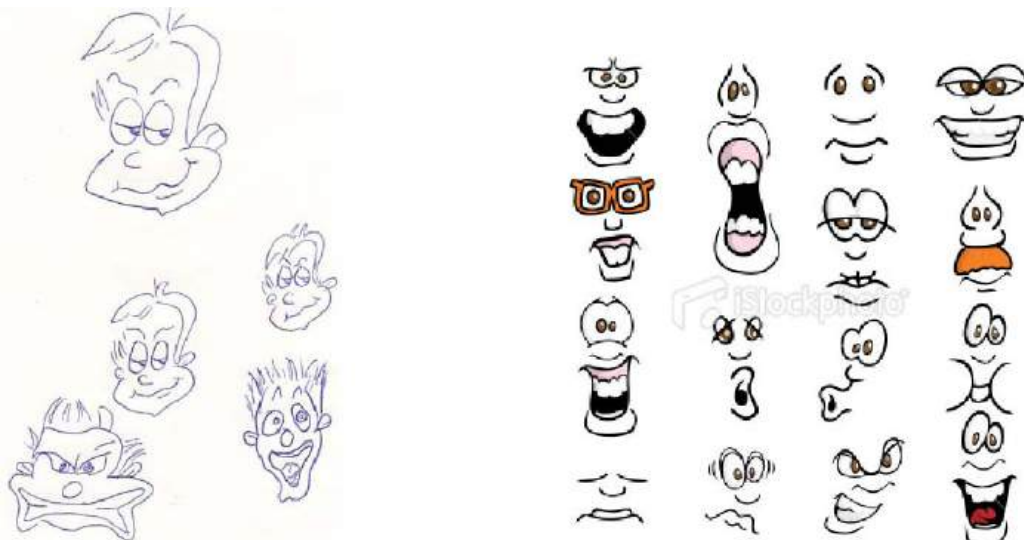
Recommendations

In conclusion, we can make the following recommendations:

- ✓ Setting a good context which is interesting, plausible, vivid, and has relevance to the lives of the learners, is an essential prerequisite for teaching a foreign language, as it helps in both engaging the attention of the learners and naturally generating the targets of the teachers.
- ✓ Body language can be applied in a variety of ways, like explaining, narrating anecdotes, using pictures, using sound associations and synonyms, realia, etc. Of course, even after repeated attempts at eliciting, if the learners are unable to come up with answers there's no harm in giving the vocabulary items to them, but it's absolutely essential to model words and phrases clearly before teaching them; thus we will help students to practice their four skills, phonetics, and phonology at the same time.
- ✓ Consequently, we recommend that non - verbal communication be a new methodology, not just for language teachers but for all teachers in general.



APPENDIX



These pictures we can use as flashcards to teach the students the adjectives. For instance: At the beginning of the lesson, we can model and then show the students a picture of a happy face, and do the same with a tired, a worried, and a sarcastic face.



Movements and Posture



The correct posture of our bodies is meaningful and shows our personality to the auditorium, in this case to the students. Consequently, we need to take care of posture and body movements.



The importance of our hands



Our hands are significant to communicate by using non-verbal communication, which is necessary to get our students involved in the classroom and to set up a confidence environment in class.



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