



Sudan University of Science & Technology

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Role of Body Language in Teaching English as a Foreign
Language

دراسة لغة الجسم في تدريس اللغة الانجليزية لغة أجنبية

(A case study of Secondary Schools in El-Fashir Locality)

(دراسة حالة المدارس الثانوية في محلية الفاشر)

A research Submitted in Fulfillment for the Requirements of
(Ph. D) Degree in Teaching English as a Foreign language
(Applied Linguistics)

Prepared by: Dawood Ibrahim Osman ALDoumer

Supervised by: Prof. Abdel Rahim Hamid Mugaddam

Co-supervised by: Associate Prof. Nada Sid Ahmed Eljack

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DEDICATION

**To my parents, teachers, wife and my children
Awab and Shihab in gratitude and appreciation.**

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Abstract

This study aimed to investigate the role of Body Language in teaching and English as a foreign language. To achieve this purpose, the research has reviewed the theoretical frame work as well as the literature review. And in the light of this reviewing literature, five questions and five hypotheses have been formulated to answer and test the research problem. To conduct this stud, descriptive analytical method is adopted to analyze data. The sample of the study consisted of 60 teachers of English language at secondary schools selected from the population of 102 teachers in Al-fisher Locality at 37 schools presented both male and female teachers at male and female schools during the year (2015-2016).The data was collected through observation tool in the form ofa check list, notes-taking and video tapes at the same time in the classroom. Upon Analyzing data, statistical analysis has been selected to suit the data collected by using SPSS program. The expected frequencies are: always, often, sometimes, rarely, and never to measure the real effect of body language in the classrooms. The results of the study shown that the positive attitude towards body language used in the classroom was that majority of teachers prefer to use body language during teaching presented high scores of frequencies between (often and sometimes). On the other hand, the results indicate that there are only a minority of English language teachers do not prefer to use body language in the classroom and their frequencies lay between (rarely and never). Generally, the most effective and useful body language behaviors among all in the illustrative table (4.22) are: teachers use fingers, facial expressions, body movements, eye contact and teachers' postures in the classrooms. These body expressions are of necessary and important instruments to be used in teaching.

مستخلص البحث

استهدفت الدراسة مدى أهمية لغة الجسم و دورها في تدريس اللغة الانجليزية وكلفة اجنبية. وللوصول لهدف الدراسة قام الباحث باجراء دراسة نظرية في اطار النظريات التي لها العلاقة اللصيقة بالبحث الى جانب ذكر بعض الدراسات المتعلقة بموضوع الدراسة, في اطار ذلك قام الباحث بوضع خمس فرضيات وخمسة أسئلة للوصول بها الى مشكلة الدراسة للمضي قدما في هذا البحث, قام الباحث باستخدام المنهج الوصفي التحليلي لتفسير البيانات. ونجدان عينة الدراسة مكونة من (60) مدرس و مدرسة في مادة اللغة الانجليزية بالمدارس الثانوية في محلية الفاشر و هذا العدد في (37) مدرسة من بين بنين و بنات للعدد الكلي (102) مدرس و مدرسة في محلية الفاشر في الفترة من (2015-2016). تم جمع البيانات عن طريق الملاحظة و المشاهدة في صورة قوائم بيانات, كتابة ملاحظات بالاضافة الى اخذ صور توضيحية بالكاميرة عرضت في الملحقات لتدعيم العملية. وقد تم اختيار التحليل الاحصائي (SPSS) لتحليل البيانات تم توضيحها في الجدول (22.4) في صورة تكرارات كالاتي: دائما, كثيرا, احيانا, نادرا و ابدأت وصلت نتيجة الدراسة الي ايجابية اثر لغة الجسم في تدريس اللغة الانجليزية كلغة اجنبية, ووجد ان غالبية الاساتذة يفضلون استخدام لغة الجسم بانواعها في التدريس داخل فصولهم مثلت النتيجة اعلى من المتوسط ما بين (غالبا و احيانا) كدرجات تكرارية اعلى. و علي النقيض من ذلك نجد ان النتيجة اوضحت ان هنالك عدد قليل من الاساتذة فقط لا يفضلون استخدام لغة الجسم في تدريسهم و ذلك مثلت ادنى التكرارات ما بين (نادرا و ابدأ). و فوق كل ذلك, نجد انه في الغالب استخدام الاصابع, تعبيرت الوجه, حركات الجسم, حمسات العين بالاضافة لموقع و حركة الاستاذ داخل الفصل لها الاثر الفاعل في التدريس ووجد الباحث انه من الضروري و الاهمية في استخدام لغة الجسم في التدريس.

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CHAPTER ONE

Introduction

1.0 Overview

Body language can be seen as the suitable way to express people's feelings and attitudes. This term sometimes called Non-verbal communication, it can be used for teaching. Many teachers can use these body clues intentionally or unintentionally. This chapter includes the proposed structure of the study.

This study intended to see to what extent is the body language important in communication, in teaching English language and how to maintain classroom interaction more effective. The study also wanted to find out the importance of body language to both students and teachers inside and outside classroom so as to express their feelings, attitudes and meanings. This importance appears when there is a long distance between the speaker and the listener.

*Bowden (2010: 6-7) showed a wide range of communication includes body language as the most among three main elements. These three elements are commonly understood as basic elements in any face-to-face human communication: **words, tone of voice, and body language**. The first category, the word, is known as **verbal communication** in spoken or written forms, and the last two categories, tone of voice and body language, are known as **nonverbal communication**. Non verbal elements have been found to be particularly important for communicating the information that forms a receiver's understanding of the feelings, attitudes or intent behind a communication.*

The above quotation indicated that it is true to such an extent that our body language accounts for 55percent understanding process while tone of voice accounts for 38 percents and the verbal content, the words, supplies

only 7 percent of the perceived overall person's feelings, attitudes, or communicator communicates.

Callahan, in body language magic indicated that body Language is the unspoken or nonverbal mode of communication that we do in every single aspect of our interaction with other person. It is like mirror that tells us what the other person thinks and feels in response to our words (verbal language) or actions. As was been stated body language involves gestures, mannerisms and other bodily signs.

It was said that in real life situations, 60% to 80 % of the messages that people convey to communicate to other people are transmitted through body language and actual verbal communication accounts for only 7 % to 10 %.

It was also pointed out that the person's ability to use body language is the positive way to read other people's minds through their body language and it seemed to separate the men from the boys (or women from girls) and can be a powerful tool to overall personality development. So to read on and find out how you can read and understand a person's body language-the most used yet most misunderstood secret language in the world need to be recognized and appreciate as a difficult task in all situations.

This significance of body language to human communication is the major field of study which encouraged the researcher focused on it as a subject of study to draw clear attention of teachers, learners, educational institutes and new researchers to work hard in order to find out the problems or weakness, or the misunderstanding or misuse of the body language in the means of communication in general, and in the field of education in particular and attempts will also made to suggest the possible solution to the expected problems in the future. In addition to, great efforts will also do to see how this body expression plays a role in understanding a language.

1.1 Statement of the Problems

Language as a means of communication is very complicated to express among users and receivers in faculty human communication. To understand this language clearly and easily individuals can use body language expressions instead of verbal communication as a difficult task sometimes. These body clues can convey a meaning from person to another, so that, the significance of these body expressions were counted to be the focused attention of the research area to be investigated ,to discover the aspects of misuse and the misunderstanding of them in the classroom interaction needed to be noticed too. People are using body language a lot unconsciously and unintentionally. To narrow down the study, the selected subject is English language teachers in order to see how they were using these expressions carefully and attentively. The focus of the study was the main types of body expressions particularly: **body movement, eye contact, facial expressions, gestures and mimes, postures and levels of voice, head nods, fingers as pointers**. Concentration of the study focused on teachers' body language in the classroom in relation to students' reactions positively or negative. From an old and current experience body language was to be seen as the most illustrative tool for every person, beginning from head to foot or from part of body to part of body. It was clearly seen that a person can communicate sometimes without even saying or writing a single word. Many of these expressions are done nonverbally, so body language expression can take part as crucial means of communication in the universe, so conducting a research on it is necessary and important.

1.2 Objectives of the study

The researcher intends to achieve the following objectives to suit the purpose of the study:

1. To find out the positive impact of body movements in teaching English in the classroom.
2. The significance of eye contact and facial expressions in teaching English as a foreign language.
3. The significance of using gestures and postures in the classroom interaction between teachers and students.
4. The impact of body movements in teaching English sounds.
5. The affect of teacher's physical appearance in teaching English language in the classroom.

1.3 Questions of the Study

1. To what extent can teacher's body movements affect teaching English as a foreign language?
2. What is the positive attitude of using eye contact and facial expressions in teaching English as a foreign language?
3. To what extent are teacher's gestures and postures important in the classroom interaction?
4. To what extent is teacher's body movement effective and expressive in describing English sounds in the class?
5. To what extent are teacher's physical appearances more expressive in teaching English in classroom?

1.4. Hypotheses of the Study

The researcher sets out to test the following hypotheses:

1. Teacher's body movements can affect teaching English as a foreign language.
2. Using eye contact and facial expressions can play positive role in teaching English as a foreign language in the classroom.
3. Teacher's gestures and postures are important in the classroom interaction.
4. Teacher's body movement can be more effective and expressive in describing English sounds in the class.
5. Teacher's physical appearances will be more expressive and significance in teaching English in the classroom.

1.5. Significance of the Study

The study concentrates on learners to receive information and understand language through teachers' body language (Non-verbal communication).The researcher intends to add some ideas and Information to the theories of linguistics and teaching methodology and its role in teaching English in the classroom , and attempts are made to discover the misunderstanding of nonverbal language in teaching in particular and every day communication in general. In addition, the researcher wants to shed light on other researchers to focus their studies in the field and raise the peoples' awareness to understand the significance of body language behavior in matching their verbal messages and feelings with their bodily expressions to make communication more effective and expressive. The study also attempts to draw clear attention to educationalists and syllabus designers to see that body language is the most helpful device for their teachers and students in transmitting and receiving information. Attention will also be drawn to material developers and the politicians in the future.

1.6 Limitation of the Study

This research is narrowed down to the investigation of the role of body language in teaching (EFL) among secondary students in El-Fashir locality during the academic year (2015 – 2016). The study will also investigate the importance of body language in teaching not only in the area of the study but also could be generalized to all levels of education in general. The sample of the study was selected as intended (60) teachers of English language from the population of (102) English language teachers in Al-fisher locality- secondary schools. The setting is the classroom environment (teachers using different body expressions and students are observing how these body clues are important to them in understanding a foreign language. Each teacher was to be observed alone in the classroom after he/she has been informed by the researcher through the school administrations and the ministry administrators before entering the classroom. The time of each observation took place in thirty minutes as observed procedure of total time forty minutes.

1.7 Methodology of the study

The study followed descriptive and analytical methods to describe the collected data.

Observation tool was adopted as the main instrument of collecting data by designing a checklist, mainly from English language teachers in the classroom interaction at secondary level (third grade, both girls and boys, the targeted participants to be observed were both male and female teachers in these schools. In addition, the researcher took notes about body expressions in the class during observed time. Furthermore, the researcher also took some model videos within the lesson presentation to support the checklist observation.

Data was analyzed statistically and rationally to answer the questions and test the hypothesis of the study. The researcher used (**SPSS**) as the method to

describe and analyze data. To support this analysis the researcher interpret the information collected as notes taken during observation time in addition to taken sample explained photos about these teachers' interaction with students in the classroom.

The following chapter formulated relevant theories and reviewing related literature to provide the study to go on straight forwards.

CHAPTER TWO

Theoretical Framework and Literature Review

2.0. Introduction

This chapter contains the relevant theories that are no doubt help in conducting the study straight forward. These theoretical frameworks stated the general definitions and the importance of body language in the classroom. Some relevant studies and papers were also added to make the research more objective.

2.1 Theoretical Framework

Goman (2008) indicates that nonverbal signals play role in helping us from quick impressions. Our ability to do so is one of the basic survival instincts. But, as an innate as this ability may be, not all our first impressions are accurate. Our brains are hard wired to respond instantly to certain nonverbal cues; people are different and use body language differently for different meanings. With layers of social restrictions and social diversity of meanings, adding body language to our theories of communication is greatly important, we need to understand and use it for our daily communication and interaction.

Generally speaking, people use much more than just words. They also communicate with their face, their hands and their own body instead. This kind of communication can be called "body language "or "nonverbal communication". It was said that nonverbal communication not only includes how people move their body, but also hand gestures, Facial expressions, including eye contact, and how people use their voice and their dresses as well. In this point psychologists estimate that between 60% and 80% of all our communication with other people is non-verbal. People also communicate a wide range of information and feelings nonverbally. They also show their feelings, attitudes, moods, hopes, wishes far better with

nonverbal language (wordless). This can be indicated not only in a large Quantity of communication nonverbal nature, but also the Quality is high as well.

A person sometimes says something positive while his face looks negative, which we are more likely to believe. Sometimes a word itself cannot succeed in communicating his message. If a person wants to succeed in his everyday conversation, he really must learn to "speak" with his body well!

The importance of body language would be seen clearly in gestures and mimes. Using hands can emphasize the main points of speaker, remind listener how many points people have, hands can let the listener know when the speakers are changing topics and meanings. Dramatic presentation or movement of the person's hand or moving hands wide apart or narrow apart can signal how important something is. People can also use their fingers, either close them together or far apart them, to show how big something is. This can also indicate very strong feelings and emotions, we could clap our hand together loudly or make a fist (put our fingers in a ball as though we want to hit someone). Another importance of fingers, a teacher can hit a table or a desk to control the class. One can also show his hand to welcome someone, on the other hand, generally communication, a person can hold his hands out with the palms up, and may be move them towards a chair to emphasize something or to relax his body when teaching or speaking to audience, people also can use fingers to count, but be careful, this way of counting can vary from culture to culture and from country to country. People use a finger to say yes or no, some people put their thumb down (with the four fingers up) to mean "one"! This can create confusion sometimes, so make sure not to use only nonverbal communication.

Esposito, etal (2007.p, 46) indicated that, gestures and speech are partners in shaping communication and giving kinetic and temporal (visual and auditory) dimensions to our thoughts. Some hints of this may simply be

experienced in our everyday life. Gestures resolve speech ambiguities and facilitate comprehension in noisy environment [35, 58, 62], they act as a language when verbal communication is impaired [29, 35, 38], and in some contexts not only they are preferred but produce more effective results than speech in communicating ideas.

The numbers in brackets above, the former ones (35, 58, 62) indicated the alternative use of nonverbal language that communication took place, while numbers (29, 35, 38), indicated verbal communication to match these nonverbal action to make interaction more effective.

As it was seen in communication some hand gestures that are popular are waving to someone greeting or holding your index finger and thumb into a circle to mean "Okay". These gestures are bad in some countries, so be careful when using certain common gestures. These kinds of gestures are not assumed to understand everyone in the world in the same way. It's necessary for the people to use some basic gestures most of the time, when a person sees a strange reaction from his listener, he can make sure to emphasize the real meaning by using words and a different hand movement.

2.1.1 The significance of facial expressions in communication

In our natural sense, face can usually encounter not only as an isolated object as one might think but as integrated part of our whole body. The face can convey different messages by showing different shapes of it. Face and body can normally contribute to convey the emotional sense of the individual. In the activity of observation, facial expressions are strongly influenced by emotional body language. You can express you emotion through your face whether you agree or disagree with other individuals. The things which are important is that emotional communication, event-related potential, visual perception and face expressions when rapid adaptive action is required from the observer.

Goman (2008) points out those human emotions were mainly read and transferred through facial expressions. This can be indicated that the whole signals can be just as the basic significant in emotional communication and decision-making. This connection appears as powerful when it involves fear. A person's expression may convey that there is a threat; these signals play roles to express positive and negative feelings about our daily communication.

Facial expressions are also very common way that individuals use to communicate with each other every day. In speaking, it's generally good to smile at your listener to reflect the positive attitude from time to time, especially when he or she has made an interesting comment or point. Also **nod** your **head** up and down can indicate that you are really interested. From time to time, you can add a **sound** of agreement such as "Uh huh" or even just "mmmm", this shows that you are listening to a person speak. Above all, it is important to maintain **eye contact** while listening or speaking. Sometimes it is necessary to move your eyes away while you are speaking, because you do have to think about what you are going to say. It is almost necessary for the listener to look at the speaker without moving the eyes away. Sometimes you need to **stand up** or **sit down** while you are speaking according to point you want to address, but not close to or away from the listener. Stand at a position that is comfortable and suitable for both of you as speaker and/or listener. It is also important for you to be careful when you are talking to people from different countries and cultures, this because people are varying in their cultures and attitudes towards using a language. In speaking also it is necessary to show your "friendliness" and "openness" by leaning a little bit toward the speaker. Don't hold your arms in front of your chest. Many people consider folding your arms as a cold "protective" gesture. Instead; you could have your hands on your knees or one hand on your knee and other at your side. A person can hold his arms sometimes if he

wishes, but he does not hold them there for a long time. As long as your hands move from time to time, the listener will not think that you are unfriendly.

Besides all of the obvious **physical** ways to communication nonverbally, we have our voice. We use "intonation", loudness and "pitch" (how high or low our voice sounds) to change the meaning of words or sentences, Even when our voice does not make an actual word. It still can communicate feeling and attitude combined with the words use. Our voice can be a very powerful way to express what we mean. A strong voice can communicate confidence while a quiet voice communicates intimacy or some secret message. Aloud, high pitched voice (similar to a girl screaming) can communicate nervousness or excitement, while a deep voice might mean we are tired or not enthusiastic (Joseph).

The above quotation may indicate that, body language is one of the basic skills that all teachers and students need, especially, English language teachers or second language learner as well.

2.1.2. Definitions of Body language

Body language may be used intentionally or unintentionally. It may accompany verbal messages or serve as a substitute for speech. It was said that our daily communication is expressed verbally and nonverbally, which are divided equally, that is each verbal action need to express clearly and meaningfully through the suitable nonverbal. Some of these nonverbal actions are known as body language such as: eye contact, facial expressions, body movement, postures, gestures and voice levels.

Nonverbal communication often occurs through the interaction of the speaker including dress, voice, distance maintained or receiver's reaction including postures, facial expression, and distance kept from the speaker, in addition to, the situation as perceived by the interactants including the social

context, the environment, and the time of the interaction. (Jackson, 2014:100)

It could be understood from the definition above that, nonverbal as a process is the aspect of people's intentional or unintentional messages or manipulation of normative actions and expectations, express experiences, feelings and attitudes so as to relate to and control themselves, others, and their environments.

Above all these definitions, it will be understood that, non verbal communication in the common sense, including body language as the main component is the notion that nonverbal acts are the communicating messages, whether they are purposed or not. Since these expressions are more effective and expressive, they would be preferred to be used by English language teachers in the class in all relevant and appropriate time

It was defined that nonverbal communication as a synonymous term of body language is all "aspects of communication other than words themselves, which includes how we utter words, features of environments that affect interaction, objects that influence personal images and interaction patterns such as: inflection, volumes, temperature, lighting, dress and personal behaviors" (Wood, 2015: 119)

The citation above showed the significance of nonverbal language in aspects of real communication and personal interaction, presented in sound patterns physical impressions as the positive factors.

Our awareness of nonverbal communication is vital not only for our survival, but also for understanding the needs, feelings, emotions and thoughts. Research revealed that messages between individuals are conveyed 55 percent from the body, 38 percent from the voice—inflection, intonation, volume—and 7 percent from the words Calero (2005: 5)

It was also explained that one can understand that nonverbal communication will include nonverbal behavior that a person does as a

major dimension of human communication, which would be indicated that, nonverbal system accounts for 65% to 93 % of the total meaning of communication (Birdwhistell, 1970; Hick son, Stacks, & Moore, 2003; Mehrabian, 1981). It includes everything from dress and eye contact to body posture and vocal inflection" Wood (2015: 119)

Verbal communication: is when we communicate our message verbally to whomever a person is receiving the message. Nonverbal communication on the hand is when we communicate our message nonverbally such as: gestures, postures, mimes, eye contact, facial expressions and body movements, arms, legs, lips, heads and hands.

James (2009) defined body language as the most fluent, lyrical, revealing, and significant form of communication. As an off-shoot of the psychology of human behavior, it is exciting, fascinating and fun-and yet ultimately frustrating. As a communication skill your body language accounts for 50 percent of the perceived impact of all your face-to-face messages.

One can also notice that many of our activities necessitate movements by learners. Since most real world communication entails both body movement and mobility, we feel that this adds authenticity and individuality".

It was indicated that body language is the unspoken or nonverbal mode of communication that we do in everyday single aspect of our interaction with other persons. It is like mirror that tells us what the other person thinks and feels in response to our words or actions. Body language involves gestures, mannerisms, and other bodily signs". It would be believe or not that, in real life situation, 60% to 80% of the messages that we convey to other people are transmitted through body language and actual verbal communication accounts for about only 7---8%.

It was shown that, nonverbal communication, especially a among deaf people is defined as behavior and elements of speech aside and other elements of voice, and 50% by body language ,movements, gestures

,postures, eye contact and mimes which they accompanied verbal language in different situations to minimize the difficulties of foreign language learning and teaching.

The researcher is appreciating that; body language is complemented tool with verbal communication to understand foreign language, English for example. The significance of nonverbal in such a way is to address information and a person's feeling, attitudes, and emphasizing elements of verbal messages that have said or done by speakers and writers of a language.

As we are people, we need to communicate in our daily life to exchange information, to ask for our needs, so our ability to use body language in a positive way and to read other people's minds through their body language separates the men from the boys (or women from girls), and can be a powerful tool to our overall personality development, specially, in teaching/learning processes.

Imagine creating a great impression for work, business, and love being knowledgeable in this not-so-common yet powerful field of study. It is the unspoken tool to a successful life. It was also shown that, we use body language everyday in our life to get our message across, to achieve positive feedback in our lives, to reflect our opinion, and get whatever we want as possible. We use this language all the time, but we may not be aware of it. Moreover, this language does not only involve the mouth, but also the body as well.

Nonverbal communication can also involve those nonverbal stimuli in a given message. Nonverbal communication is when you can tell what somebody means or feels about event or action without verbal action like when we use our facial expressions or body movements.

In reality people recognized that language is the medium through which teachers teach, and students demonstrate what they have learned. Learning

English language is the ultimate instrumental goal of second language education. Yes, how you communicate in second language classrooms mediates between teaching, learning, and second language education. Therefore, understanding the dynamics of classroom medium of communication is essential for all those involved in teaching and learning English as foreign language. However, understanding communication in English is not simple matter as someone might think. Body language in general is an important device in teaching and learning, since this importance in **how**, **when**, **where** and to **whom** and to what extent is use seriously impair effective teaching and learning.

In order to make clear relationship between thoughts and actions as human behaviors and intentions it needed to make clear relationships and appropriateness between verbal and nonverbal action in a relaxed manner and adaptation.

Wainwright (1985) indicated that, we communicate using gestures and body posture for more than we realize. Gesticulation, facial expressions, head movements, in fact, are all kinds of actions involving the face, hands and body, take the place of words on many occasions. Sometimes thoughts and feelings make themselves known without that we intend them to do. So making use of communication though personal actions as body expressions sometimes more clear understood than verbal language that is to say (words).

It was beginning in the (1960s); there has been huge interest in studying human behavioral clues that could be useful for developing an interactive and adaptive human machine system. Gestures such as making an eye rub, a chin rest, a lip touch, a nose inch, a head scratch, an ear scratch, crossing arms, and a finger lock, a finger bit have been found in conveying some useful information in specific contexts. These can be useful for a teacher to attract audience's attention. Some researchers have attempted to extract such

gestures in specific context such as communication or educational applications in teaching and learning. Games can be presented as a kind of gestures which sometimes referred to as tells and is useful to players.

There is also a huge interest in learning to avoid any unintentional gesture that might leave a negative impression on the lookers. A large number of people are starting to attend sessions on controlled body behavior and take advice from expert sociologists. Learning body language, such as living styles of foreign people, is important during interaction in and sort of global community and communication.

2.1.3. Eye contact and face-to-face interaction

In the same instance, it was indicated that, in talking about body language, **eyes** can reveal a lot about how somebody feels or how they are thinking about a certain topic or manner. Our eyes are highly aware of what we see in other people's eyes. For instance, you can realize that you have made eye contact with someone that is 100 or 30 feet away without actually being able to see the detail of a person's eye. We usually understand a glazed over look or blank stars, moistened eye that indicated tears would come or a secretly glance.

Wainwright (1985) explained that eye contact differs from person to person in different sexes and ages; differs between children and adults, men and women, introverts and extroverts, and so forth, it is essential to consider the context in which it appears before attempting to use or interpret it. Even when people are talking on the telephone and cannot see each other, eye movement patterns resemble those in face-to-face communication.

From the quotation above, a person can understand that our eyes are effectively 'windows on the human soul' as the major important tools of expression for and can teach us a lot about the inner feelings, attitudes and working in our minds. In this sense, eyes can be use as the essential instrument for English language teacher for different reasons.

Anderson, et al (2004: 125) showed the importance of eye contact in face-to-face interaction or communication in the following points:

1. Eye contact creates a relationship between the speaker and the listener. It encourages these listeners to listen and helps to relax the speaker and create friendliness in communication. So it is important to look at people when an individual speaks.
2. Start and end speech with normal and direct eye contact, looking round the whole audience during the talk is necessary, don't gaze over people's heads or out of the window. Looking at the audience as much as you can is also important.
3. Always looking at the same section of the audience is not a good manner. Speaker will quickly sweep y a gaze round like a searchlight. Focus on one person or group for 1-2 seconds; then look at another person or group, then another.

Borg (2008) showed that eyes and face are the most important part of the body that express person's feelings and attitudes, he indicated that people concentrate on the face and eyes in communication, because they form the centre of our non-verbal communication, the face is second only to the eyes, in body language terms, in revealing information about individuals, followed by your facial expressions. But facial expressions are, for the most part, under our control.

It is quite easy to change the face to reflect any emotion. If you want to look happy, even though you are feeling gloomy, you can put on another 'face'. People can clearly understand and believe what you tell through the face than you say the words themselves to express an idea. Whenever, you get up in order to try to conceal your true feelings, a momentary grimace, narrowing of the eyes or a raised eye brow can blow your cover.

Goman (2008) illustrates that eye contact is so powerful because it is instinctive and connected with humans' early survival patterns. People may

not have thought about eyes, but they give and receive many messages from the eyes than from any other part of the body, intentionally or unintentionally, but in any case they convey messages positively or negatively for instance: hostility, anger, affection, welcome, and accessibility, amusement, reserve, suspicion, embarrassment, boredom—all can be conveyed by a single glance. The ability to use these eye glances is very important especially in teaching and learning.

From the quotation above it was noticed that eye contact conveyed a very expressive and informative factors for all aspects communication took place. It present positive and negative, it depends on a person's intended feeling and attitudes but all means individual needs to control and direct eye contact a relevant and appropriate direction.

Gibson (2000) shown that counting the length of time to look at someone directly in speaking is acceptable in some cases, and can differ from one country to country. In some cultures, looking someone in the eye is taken as a sign of interest and honesty. In other cases, however, this can be seen as a sign of disrespect. Some people gradually learn not to look too directly at the audience or addressee they are talking to, in case they are thought to be staring intrusively and respectfully.

Eye contact can help in controlling the dominance in the classroom interaction positively or negatively. A speaker establishes rapport with the audience mainly through eye contact, and good rapport is essential to the success of any spoken interaction.

Wainwright (1985) displayed that eyes are truly amazing. They tell us things which were difficult to be learn through speech, they are powerful instruments, of communication, disconcerting, reproving, supportive and love-and they are encapsulate what we mean by face-to-face communication. We can say, 'a single glance can speak volumes' because in flash we can understand something that words (verbal communication) cannot convey.

Eye contact is then the most powerful means of communication we possess which almighty gave us as valuable gift that one might astonished about. The power of eyes is greatly appeared when two people are looking directly at each other- literally gazing into each other's eyes.

The above quotation could clarify and display in what extend, that our eyes are so important in the field of communication in general and particularly also could be important in the pedagogical application, especially in everyday conversation or teaching and learning English drama.

Heinle (1992: 16) claimed that, the appropriate use of eye contact varies from one culture to another. In some cultures, women are expected to lower their eyes in most communication setting; in others, younger people must keep their eyes lowered when addressing older people. However, in the United States, whether you are addressing an individual, a small group of people, or a larger audience, you are expected to look at them. You do not have to stare intensely and continuously; in fact, it is appropriate when speaking to one person to look away occasionally. In a small group you should look around at different members of the group. And when addressing a larger audience, you should try to make eye contact with different people around the room.

It is clearly understood that eye contact is important for a small or a larger group of individuals especially in delivering lesson in the classroom. It is important to look at the entire audience, not just the students in the center of the classroom, so you will probably have to move your head/or your body so as to make proper eye contact with your students in each sides of the class. It is not good for a teacher to look at the floor or ceiling or out of the window, which the impression that you are not interested in your students and their reactions to what you have to say.

Borg (2008) claimed that eye contact is one of the most important body language which focuses attention and direct speech patterns from time to

time; this can be seen as a way of expressing: liking/intimacy and show how the relationship is progressing, exercising control for example, we may increase eye contact when we are trying to hammer home a point or be persuasive, and also regulate interaction, here by the way eyes can use to direct the 'momentum' of conversation, after having initiated it in the first time, eyes are using to provide our mood and character information such as attentiveness, competence, credibility, liking-as well as disagreement.

Here are some other signals that eye indicate:

Some writers show that eye as small tool plays a role to express different meanings by showing different movements such as:

1- **Looking right** (generally) usually indicates the person is creating, fabricating, lying, or storytelling. In some cases this may mean that the person is making up something. Looking down and right indicates feelings that can be genuine or not depending on the context of what the person is doing.

2- **Looking left**: usually indicates the person is recalling facts, remembering. This includes recalling and stating facts from memory, usually the truth.

3- **Direct eye contact**: when speaking to someone this can be an indication of honesty by that person. Although trained liars have practiced this skill and copy it well. When you are listening to someone and have eye contact that generally means you have interest, attentiveness and some kind of attraction to the person.

4- **Widening eyes**: this indicates appeal, interest and invitation. Usually interest in someone or something you are looking at, and positive response. The exception is when widening eyes are paired with raised eyebrows, which can be a shock response. Women tend to widen their eyes to try and increase their attractiveness.

5- **Rubbing eyes**: can be associated with disbelief about something (as in checking your vision) or something that is related to crying or tiredness.

6- **Eye shrug/roll**: when an eye has an upward roll, it usually means it is a sign of frustration or annoyance.

These six examples of eye signals are not only researchable action, but they will be useful to indicate messages in different levels and situational contexts, especially in teaching and learning foreign language, English language for example.

As a matter of fact, eye contact plays a significant role in communication and teaching, Wainwright (1985) shown as the functions of eye contact in the following points:

1. Seeking information.
2. Displaying attention and interest.
3. Inviting and controlling interaction.
4. Seeking to influence, dominate or threaten others.
5. Providing feedback during speech.
6. Revealing attitudes.

The above mention items indicated the general functions of eye contact express differently to different meanings and feelings according to different situation interaction is there between speaker(s) and listener(s).

2.1.4. The significant of arms in teaching English

Any part of the body is important in sending or receiving messages from sender or receiver in every situation in communication or teaching, using arm gesture is one of these messages.

Borg (2008) pointed out that the crossing arms is a gesture that you see throughout the world. It was the essential to signify discomfort on your part, and as such is transmitting that to observers. We are always worried about what our body language signals are conveying to other people, because body language is used and understood differently from culture to culture, and we do not know what we always send is right or wrong.

Concerning arms people should recognize that we have open body language and closed body language. By now in fact that it is only when we are in an 'open' position that things run smoothly, well ,it is no different with arms, we will be talking about arm position and what they signify, and of course, what effect it has on your own brain when your arms are fixed in certain position.

Hand and arm gestures not only are and adjunct to speech but may be our oldest method of communication. From any an early time human communicated using a form of mimes to express ideas and focus attentions. (Goman, 2008: 83)

These below are some examples of arms signals which were very important in communication and teaching:

1- **Crossed arms:** crossed arms usually are associated with protective barrier. This could be due to many things like concern, boredom or feeling threatened.

2- **Gripping own upper arms:** this can be seen as insecurity in some males and females. It is a way of self hugging, and attempt to reassure one self. Another form of self hugging is when you take your one arm across body clasping other arm by side, which is typical in females only.

3- **Arms held behind body with hands clasped:** this is a signal of authority or confidence. It is seen in authoritative fingers like policeman, and armed forces officers. In the field of education a teacher can also use such signals to control the classroom activities such as; role play, dialogue, debates and read comprehension.

Many of these arms signals have to do with nervousness and are done to create a barrier between oneself and the outside world, here are some typical barrier signals: hand bag held in front of body, papers in front of your chest, adjusting cuff, watch strap, tie, etc., using an arm across the body, arms/hands covering genital region, holding a drink in front of body with

both hands seated, holding drink on one side with hand from other side, touching or scratching shoulder using arm a cross body.

These above barriers can help a teacher teach properly and confidently, whether in the classroom or outside class, but it is better to understand them before use.

One other important body is legs and feet, legs and feet body language is known for being authentic than the other signals due to the fact it is harder to fake or do consciously. This makes a good indicator of people's feelings. When looking at leg or feet signals we must remember that women and men sit differently. Men tend to have a more open leg position while women do not do so, therefore, a woman sits with open legs it has a different meaning than when a man does. Leg signals are supported by the corresponding arm signals that go a long with them.

There are some important **leg signals** such as:

1. **Leg direction**, sitting - general: when people are seated they usually have their leg direction pointed in the direction of their point o interest. If they are uninterested in a conversation or a person their legs will point away from them as negative attitude.
2. **Crossed legs**, sitting-general: they usually mean they are cautions or disinterested in what is going on, there is a degree of uncertainty. They may feel threaten or in secure.
3. **Although**, there are other signals of legs but these are not necessary to mention, because they are not allowed to and unaccepted in use some times, especially in teaching fields.

2.1.5. **The significance of Proxemics in individual interaction**

Body language is the basic factor that can play significant and effective roles in communication which does not affected by distances between speakers and listeners. The measurement of these distances between addresser and addressee is known as proxemics.

The measurable distance between speakers and listeners is very important, because it makes clear intimacy, friendliness and social relationship.

Gibson (2000) points out that, how close you get to another person when you are talking to them differs widely across cultures. Research has shown that in the USA the 'comfort zone' is about an arm's length. In Latin America, the tendency is for people to get closer to each other than people, for instance, in the UK. The fact that this is a tendency doesn't, of course, mean that all British people do this.

Edward T. H (1966) defined that; proxemics is the study of measurable distance between people as they interact with one another. The distance between socially or psychologically often discloses information about the type of relationship between the people involved. Proximity may also reveal the type of social setting taking place. Examples of this are:

1. **Intimate distance** ranges from touching to about 18 inches (46cm) apart, and is reserved for lovers, children, as well as friends and family members.
2. **Personal distance** begins about an arm's length away; starting around 18 inches (46cm) from the person and ending about 4 feet away. This space is used in conversations with friends, to chat with associates, and in group discussions.
3. **Social distance** ranges from 4 to 8 feet away from the person and is reserved for strangers, newly formed groups, and new acquaintances.
4. **Public distances** includes anything more than 8 feet away, and is used for speeches, lectures, and theater.

Public distance is essentially that range reserved for larger audiences. The current researcher would see that, proxemics can be useful and relevant tools in teaching foreign language, for instance, English language.

Fast (1978: 12) explained that, body language has also shed new light on the dynamics of interfamily relationship. A family sitting together, for

example, can give a revealing picture of itself simply by the way its members move their arms and legs. If the mother crosses her leg first and the rest of the family then follows suit, she has set the lead for the family action, though she, as well as the rest of the family, may not be aware she is doing it. In fact, her words may deny her leadership as she asks her husband or children for advice.

This makes it clear and obviously important that, posture is another element of expressing feelings of individual by holding some part of the body. This should be very important in teaching to focus the attention of your audience, but it must be adapted when using it consciously or unconsciously.

Fast(1978:18) also claimed that body language can include any non-reflexive or reflexive movement of a part, or all of the body, used by a person to communicate an emotional message to the outside world body language, in addition to sending and receiving messages, if understood and used adroitly can also serve to break through defenses. Then a study of body language is a study of the mixture of all body movements from the very deliberate to the completely unconscious, from those that apply only in one culture to those that cut across all cultural barriers.

It was shown that we all, in one way or another, send our little messages out to the world. We say ' Help me', 'I'm lonely', 'take me'. I'm available. Leave me alone, I'm depressed. And rarely do we send our messages consciously or unconsciously. We act out our state of being with non-verbal body language. We lift one eye brow for disbelief. We rub our noses for puzzlement or disappointment. We clasp our arms to isolate ourselves or to protect ourselves these messages are psychologically impressive and expressive. We shrug our shoulders for indifference, wink one eye for intimacy tricking, tap our fingers for impatience, and slap our forehead for

forgetfulness. The gestures are numerous, and while some are deliberate and others are almost deliberate".

Although, these above ideas are sometimes expressed unintentionally and unconsciously but no one male or female can ignore them, because communication is count as verbal and nonverbal actions, these nonverbal actions safe to match and manipulate the verbal one(spoken language).

Sean Neil & Caswell (1993), indicated that, nonverbal is defined in a range of ways, it concerned with non-verbal signals used in face-to-face interaction mainly actual behavior between x and y person, but also signals such as dress and room arrangement which you or the children may set up before you meet each other ,we are mainly concerned with visual signals: facial expression, gaze, head and body posture, hand movements, interpersonal distance, spacing and voice levels; other nonverbal signals such as the intonation and space of speech, and dress, are covered more briefly.

2.1.6. The significance of spaces in the classroom interaction

Spaces and movement are very important among language speakers and listeners, such movements seem to be clear and usable in teaching and learning, especially English. These movements create attention and interaction and make speech very effective and attractive as well. The effect of these movements can be positive or negative according to the location and the distance of the speakers from the listeners as well as students from teacher and the classroom shape and size.

Physical appearance in the classroom interaction is essentially important, and count as one of body language expression, Borg (2008) indicated that people understand the first impressions which were formed intently and study do show that our physical attractiveness and personal appearance undoubtedly, initially at least, have a predictable effect on the judgments individuals make about others. In fact, as we know only too well, some of organizations should be employed, people purely for that reason.

The above citation expressed that, in order to understand negative leakage better and respond to people to find good or bad impression is through physical appearance, it would also be clear and helpful to take a look at person's negative thought or anxiety and the subtle changes that took place in your mind which will affect your thinking, emotions, how your body feels physically and your behavior.

Goman (2008: 21) defined that kinesics refers to body movements and the meanings they communicate, by paying careful attention to a variety of body movements such as: posture, leaning, and breathing patterns—and noticing when someone-makes a sudden transition from one position to another, you can get good idea and good impression of the other person's shifting mood and attitude

Postures are defined as the physical way how individual stands, sits, leans forwards, backward or the movement in the classroom during teaching. These behaviors play a significant role in everyday conversation or interaction.

Sean Neil & Caswell (1993) showed that, posture and spacing set the scene for an interaction between people; these physical properties create intimacy and friendliness between speakers and listeners. Under classroom conditions, use space, personal distance, touch and posture are related. The message they convey depends on what else is happening at the other space; they often indicate the intensity with which the main signals is being sent and done.

It was clear that intonation, like facial expression, can be used to show listeners how they should respond to what is being said. It can convey enthusiasm, authority and soon, but it also plays a major role in stressing the main and subsidiary elements of an explanation or argument. Timing in speech sends similar messages. Timing between speakers, especially the time speaker or questioner is prepared to wait for a response (wait time),

indicates aspects of the relationship such as the degree of respect for the other's contribution.

These nonverbal clues above can create fruitful messages that help teachers of English language teach carefully, smoothly and attentively if they used them properly, honestly and seriously.

2.1.7. Body language and teaching English sounds

Body language as a tool in communication is a major factor to make it easy to teach English sounds, especially when we want to teach English consonants, vowels, syllables, stress, intonation, place of articulation, manner of articulation, voice or voiceless,...etc. these body factors are: hands, mouth, teeth, tongues, throat, Adam's apple , jaws , muscles and lips.

Anderson, etal (2004:124) showed the important aspects of voice as nonverbal communication though personal interaction and could be stated in the following points when you as individual speaker:

1. Speak a little louder than you think is necessary. Your voice should be clear to the whole class as possible. Use your diaphragm to do this, not the muscles of your throat. Keep the muscles of your throat and mouth relaxed as possible. Otherwise your voice loses resonance and power, and less pleasant to listen to.
2. Speak a little more slowly than you normally do, especially in the manner when you are nervous. This can help you feel and sound more trustful. It was said that a useful rule-of-thumb is: the larger the audience, the more slowly you should speak.
3. Use your voice as a communication tool. Vary the speed for time to time is necessary-speak more slowly in the introduction and conclusion. Use stress and intonation for important points, contrasts and contradictions. A short silence and pause form time to time can also serve to emphasize a point indicate action and a transition.

Summing up, these above techniques contribute mainly and greatly in making, personal presentation interesting to listen to. So, these voice levels should be encouraged to get great attention especially in teaching English language and communication in general.

Body language is the basic skill that majority of students and teachers need in understanding English as a foreign language. These bodily effects are obviously relevant to the act of speaking but could not themselves properly regarded as components of speech. Again they need a proper descriptive and classificatory system.

Roach (1983), showed that, mention was should be put into consideration that the prosodic component which related to the levels of intonation is regarded to the identification of the importance of paralinguistic as well as body language, this could be indicated that facial expressions, gestures and body movements are used to indicate some levels of intonation.

Similarly, paralinguistic's is also important to emphasize and show the placement of the words stress by making voice prominent and louder than other parts of syllables. People who study human behavior often use the term body language for such activity. One could also mention certain vocal effects such as laughs and sobs.

Intonation as a way of expressing sounds movement by showing rising, falling or rising-falling sounds , like facial expression, can be used to show listeners how they should respond to what is being said. It can convey enthusiasm, authority and soon, but it also plays a major role in stressing the main and subsidiary elements of an explanation or argument. Timing in speech sends similar messages. Timing between speakers, especially the time speaker or questioner is prepared to wait for a response (wait time), indicates aspects of the relationship such as the degree of respect for the other's contribution.

Harmer (1998: 49) indicated that paralinguistic features :(there are many linguistic ways in which speech can be affected. Speakers can change the tone of their voices and emphasis they give. They can speak faster or slower, louder or softer, but these manners of voice can differ from sex to sex and from individual to another. And if they are involved in face to face communication they can use their expressions and body language too.)

Body language was typically known as subconscious behavior and sometimes unconscious to be used, and is therefore considered distinct from sign language, this is a fully conscious and intentional act of communication.

Addison (1998) indicated that Body language refers to forms of nonverbal communication, where in a person reveals clues as to some unspoken intention or feeling through a person's physical behavior which accompanied verbal language to ease the meaning of a language, these behaviors can include body posture, gestures, facial expressions, and eye contact or eye movements.

Although this article focuses on interpretations of human body language, animals also use body movement or language as a communication mechanism, but animal's communication cannot be maintained.

The current researcher is only intend human language, especially body language as a tool of teaching English language particularly.

It was clearly understood that body language is provide clues as to the attitude, feeling, state of a person's mind, you may discover the feeling and attitude of a person through a kind of nonverbal behavior he represents. For example, it may indicate aggression, attentiveness, boredom, relaxed state, pleasure, amusement, and intoxication. This kind of language can help a teacher to make effective interaction among students in learning/teaching process.

Poyatos (2002) indicated that" rhythm is [the combination of different patterns of pitches, loudness, syllabic duration and speech tempo produce as we speak variations in the rhythm of the verbal-nonverbal flow".

Tone of voice can also count as one type of body language. While sounds usually seen as body language expressions, the level of speech, loud, tone of voice, and intonation are seen to be a separate group from body language. For completeness sake, these are the groups that are found in tone of voice as other kind of non-verbal communication and can be stated as follows:

1. Pitch of voice:-high voice, low voice, intonation
2. Loudness: everything from shouting to whispering.
3. Breathing: slow, fast breathing, shaking voice. These tones of voice levels are very important in teaching and learning, especially, English as a foreign language.

The most important bodies used to teach English sounds to indicate the shape, level, placement, manner of articulations and voicing are lips, nose, mouth, tongue, vocal cord, wind pipes, fingers and lower and upper jaws and teeth, these all body parts are exist in person's head which counts as one of the most important body language factor or indicator.

2.1.8. The Relationship between Silent body Language and meaning

It is clear and obviously understood that in our daily communication, silence can express opinion positively or negatively but in many cases silence expresses unaccepted opinion or thinking situation or pause for relaxation in speech patterns. The silence is expressive and meaningful when people want to ignore verbal language and use nonverbal.

Bo villain (2003:42) claimed that Silence is an act of non-verbal communication that transmits many kinds of meaning dependent on cultural norms of interpretation, our tendency to describe silence as an absence of speech reveals a particular cultural bias, implying that something is missing, but silence is a "something" with purpose and significance. Silent behavior

occurs in all societies, although its message varies both between and within different groups. It conveys meaning, as does all communication, partly from the situational and interactional contexts of its use. Emphasizing the "use" of silence also focuses on the fact that silence does not simply exist but is actively created by participants.

Esposito, et al (2007: 47) points out the basic characteristic of spontaneous speech, as well as of other types of speech, is the presence of silent intervals (empty pauses) and vocalizations (filled pauses) that do not have a lexical meaning. Pauses seem to play a role in controlling the speech flow .Several studies have been conducted to investigate the system of rules that underlie speakers pausing strategies and their psychological bases. Research in this field has shown that pauses may play several communicative functions, such as building up tension or raising expectations in the listener about the rest of the story, assisting the listener in her/his task of understanding the speaker, signaling anxiety, emphasis, syntactic complexity, degree of spontaneity, and gender, and transmitting educational and socio-economical information.

The citations above showed the importance of silent and pause as expressive and meaningful actions. Silence and pause play a role in giving a chance for speaker to feel relaxed and listener to process opinion towards the speaker. Every silence or a pause in speaking carries a meaning, so silence and pause are very important in every day speech between individuals or among groups.

Bo villain (2003: 42) stated that, In American society, silence is required of individuals or groups engaged in several types of encounters. Most tend to have a ceremonial of formalized character where participants have established roles and behave in predictable ways. Audiences at ceremonies, governmental or legal proceedings, and theatrical events generally are constrained from speech or are limited to making brief formulaic responses.

It was stated that silence or paucity of speech also underscores status differences between individual in various kinds of role relationships, including employer/employee, teacher/student, and adult/child. In encounters between unequal, disproportionate use of talk to silence reveals underlying social hierarchies. Individual of higher status tend to talk more, whereas those of lower rank are expected to be silent or less talkative.

Non-verbal communication also consists of unique and behaviors. Although some actions may occur in many societies, they are culturally specific interpretations. Silence is also universal activity, but its display and contextual meaning are affected by cultural rules

Bo villain (2003) stated that "Talk" is preferred in interpersonal encounters; "Silence" is often given negative interpretation and impression. Feelings of hostility, disdain, disinterest, or anger are often attributed to silent participants, which be understood as disability to speak. Despite these attitudes, silence is sometimes perceived as a mark of an individual's contemplative thought, respect for others, or desire to avoid conflict.

Contrasting interpretations may be motivated by context or social or personality attributes of participants.

In other cultures, as expected, the situational and interactional functions of silence are varied, although some cross-cultural similarities do pertain.

The above ideas will show that body language in some extend has clear relationship with silent language positively or negatively. We as people can explore various means of communication by which co- participants produce messages. This is the essence of communication: transmission of meaning from one individual to another, or from group to group. To accomplish this purpose, people employ verbal and non-verbal techniques. There are numerous descriptive and explanatory tools to analyze the structure of language. Talk is achieved through the interdependent components of sounds, words, sentences, and meanings. Although every language is unique,

some universals can be specified, including the human range of phonetic, inventories, recurring types of morphological and syntactic constructions, and underlying semantic relationships.

2.1.9. The relationship between gesture and spoken English

Gestures are known as one type of the most important body language behavior which people individuals use to ease the difficulties of language processing, producing and understanding, these gestures can be used intentionally or unintentionally. Gestures are expressed through head, arms, fingers, hands and shoulders. Gestures are important when someone wants to speak to someone else by using these instruments indicated above in the form of pointing and moving onto different directions to match the way a person speaks. Mimes and gestures are closely interrelated in different situations. People use gestures and mimes for interaction, attention and address information between speakers and listeners closed to or apart from each other. These situations can express through dialogue, group discussion or face-to-face interaction.

Borg (2008) pointed out that the effect of women's body language is more expressive than men's, this was clarified that we can use our body as a whole or part in listening and speaking and see what effect it has on the other person speak or listen. This could be clear that women are instinctively better than men at showing that they are paying attention and are empathetic. They will widen their eyes, lean forward, smile a lot and move head nods. This is a potent mixture for making other people feel good about you.

The above citation drew the comparison and the differences between male and female body language expressions, this will be considered when communicate take place in every situation.

Anderson, etal (2004:123) gave as the most important advice in using movement and gestures and could be stated as follows:

1. Too much movement is distraction; no movement at all is boring and uncommunicative, so using movement in communication is essential.
2. Use movements and gestures to signal transition points or to stress opinion and focus attention seemed important.
3. Avoid meaningless gestures and repetitive movements. And advisedly, don't wave your left hand about in circles or wave the pointer about, this indicate that you can only use and pointer when necessary, and with a firm and controlled movement. And he also advised that if you have a laser point keep your hand close to your body in using it.

The above were stated to consider the adaptation of person's movement and gestures as the most useful body expression in face-to-face interaction between speaker and listener or between a teacher and students.

Pease (1981) showed that most of the basic communication gestures are the same all over the world, in happiness people smile to show positive feelings towards the audience or the addressee, while in sadness or anger individuals frown or scowl to reflect negative feelings or disagreement about other person's behavior. Nodding the head is another kind of gesture is almost universally used to indicate 'yes' or affirmation. It appears to be a form of head lowering and rising is probably an in born gesture. Shaking head from side to side is also another form of gesture used to indicate 'no' or negation is also universal and commonly used in every day conversation and communication. This kind of gesture is normally learned in early life stages.

These two common gestures above are used to match a person's verbal action such as spoken English to express meaning of different connected sentences effectively and expressively, from person to person or group of people in different situations.

The shoulder shrug is also indicated by many writers as a good example of universal gesture that individual used to show that he/she do not know or understand what you are talking about.

The multiple gestures are indicated to have three parts: exposed palms, hunched shoulders and raised brow. These three parts are used effectively in our daily speech and communication to make them clear, attentive, and comprehensive.

Esposito, etal (2007:3), points out that gestures are the visible acts' people employ as a part of how something is said to one another. Individuals point at things to show what they are referring to and when they describe objects or actions, they may use gestures to enrich, clarify or elaborate their descriptions.

From the above quotation, gestures can also be used to express opinions, ask questions, request opinions, order command and inform ideas. These behaviors can also be relevant to express metaphors or abstract ideas as visual aids to these expressions, showing abstract processes as diagrams or movement patterns or logical relation as if they can be laid out in space.

To understand obviously, gestures are also important to express how people express their utterances and speech patterns, they can help individuals to decorate their voices meaningfully and affectively. Gestures in this respect, do not effect with persons' interaction when they say things to others in the distance which is too great or when there is too much noise and it is difficult to hear these voices. This importance would be clear and usable in teaching and learning when we teach many students in small classroom or noisy classroom with a big numbers of students.

Gesture as a kind of non verbal language is important in communication in general and teaching/learning in particular. Gesture is used to match the way we speak. You can use your hand, head, arm, shoulders, eye brow to clarify ideas and focus attention during speech communication or teaching/ learning activities.

Lantolf (2000) claimed that, gestures have an important role in the development of a language. Gestures for the most part are synchronized with the speech they accompany or occur just before it. Over 90 percent of gestures accompany speech whether there is an interlocutor present or not." From about age two onward speeches and gesture develop together, both basically moving from the referential to the abstract. Unlike speech, there are no standard forms of gesture, excluding emblems (waving 'hi' for example) that a speaker needs to conform to, so there tends to be a great deal of idiosyncrasy at the level of the individual, despite strong cultural influence for some types of gesture .there are areas of contention with regard to the research on how speech and gesture interface, and of special interest to the current study is the debate concerning the correction between thinking, speaking and gesturing."

Gestures can take the large size of importance among all other body language factors, they can display through person's agreement, disagreement, affirmation or denial. Individual also use gestures in asking questions or begging another's indulgence, when we are doubtful of something or that what we are saying is hypothetical. Gestures can play a very important role in how person conduct the relationships with one another. People wave in greeting, shaking hands in friendship, or they embrace and kiss in showing love and affection, with gesture we can also show hospitality and threat. But the use of these gestures is accepted differently from culture to culture and sex to sex.

It is obviously seen that, gestures are very important in speaking English. They are sometimes interconnected especially in interpersonal perspective or communicative practices between each other. This could be important for both individual and social dimensions. Gestures can support in understanding person's feelings and attitudes just like a mirror in front of a person's face.

Heinle (1992: 14) pointed that, a smile as you begin your speech can give an impression of friendliness but should not be forced if it does not come naturally. On the other hand, too much smiling is not a good idea, as it usually seems insincere. Like smiling, the use of gestures (hand and arm movements) is a reflection of personality. But gestures can be very helpful in conveying meaning, especially when they are used to indicate size of direction. Preachers and politicians sometimes thump the podium or table when they want to emphasize a point.

Lantolf (2000) claimed that gestures are also capable of expressing the psychological and social predicate in ways not available in speech or written signals. In fact, sometimes, as in the case of a lexical deficiency, gestures must be used to bring out a missing property if it is a key to the expression of the speaker's intent.

The citation above can clearly indicated that, gesture should occur exactly where the information conveyed is relatively unpredictable, inaccessible, and/or discontinuous. It will be stated that, it is not surprising that there is a highly correspondence between forms of private speech and the use of gestures for L2 learners. Gestures can be used instead of presenting real object in front of the audience, the image presents an idea. For instance, with the utterance " the movie I saw-----", the gesture could image movie as around object held out in front of the body between the hands, like a ball: in this case, termed abounded container gesture.

In short, gestures can be useful and helpful tools for teachers and learners to understand spoken written English when it is difficult to understand through verbal communication. In this respect, non-verbal signals are more effective to make it easier to understand messages and ideas rather than verbal signal which will be seen in a person's spoken or written a language.

Calero (2005) indicated that, there are human sounds made to express our feelings and attitudes, like a man whistling to a pretty woman or the satisfied

sounds a person makes stretching or exercising. Those sounds are made to communicate a personal feeling and emotion without using the spoken language. They are totally nonverbal, but these behaviors are accepted and rejected according to people's cultures and traditions.

2.1.10. The significance of body language in communication

The ability to use and understand body language is extremely important. Everybody can use body language in somehow or another. This appears speech delivery, conversation practice, role play activities, face-to-face communication. The point is that for every situation there must be two elements to body language, the delivery of the messages and the reception of the message, that is to say every feeling to say something or to do something ,body language is there even breathing.

Communication can be understood as the exchange of meaning individuals. This involves the sending and receiving messages and information between a sender as producer of the messages and a receiver of these messages and information. This happens not only through the use of words, but also through non- verbal factors, which express bodily to match spoken language basic form of many languages, the basic factors of nonverbal signals are: gestures and facial expression. But in any case the message received can be very different from the message that was sent. This difference makes nonverbal language as a field of a study in order to make it familiar and usable by language speakers, language teachers and learners in different activities and situations.

Pease (1981) pointed out that body language like any other language people express opinions and meaning in their daily needs, body language consists of words, sentences and punctuation. Each signal expressed through person's body is like a single word and a word may have several different meanings. It is only when you put the word into a sentence with other words that you can fully understand it is meaning. Gesture as example to this body

language come in 'sentences' and invariably tell the truth about a person's feelings or attitudes. The "perceptive" person is one who can read the non-verbal

Body language can also be understood by sending and receiving messages through a part or a whole of the person's body that match our verbal communication in different situations apparently in speaking skills.

The significance of body language appears clearly in every speech communication and relationships between people. It is relevant to management, education, politics, and leadership in business and also in places where it can be observed by many people. It can also be relevant between people's interaction, this makes it of greater significance when people want to learn a second language or foreign language such as English.

Although body language is nonverbal or non-spoken or non-written, it can reveal a lot about your feelings, attitudes, moods and meaning to others and also how others reveal their feeling and meaning towards you. Again, body language signals happen on a conscious and unconscious level during human communication or interaction.

The idea of mirroring body language to put people at ease is commonly used during conversations between individuals and groups, interview situations such as: radio and television programs to indicate people interaction and audience understanding. Body language can be useful in different situations. Such as: teaching and learning, and communication. Body language can show feelings to other people, which works in turn for other people. People who indicate their body language to you can reveal their **feelings** and **meanings**. Mirroring the body language of another person or people indicates that they are understood. It is significant to note that some markers of emotion (e.g. smiling/laughing when you feel happy, frowning/crying when you feel sad) are largely universal, however, Paul Ekman(1990s), expanded his list of basic emotions, including a range of

positive or negative emotions, not all of which are encoded in facial muscles: the new examples of body language which indicate emotions are: **amusement, contempt, embarrassment, excitement, guilt, pride in achievement, relief, satisfaction, sensory, pleasure, and shame.**

From the above quotation, it can be understood that body language is the most important factor to help a person to interact with others, especially in teaching, a teacher can teach well when he can be able to understand his students through suitable expression of body language. That is to say, he can change the way he teach by using different messages during performance, to see the feelings of the students in the classroom positively or negatively, which they express with their faces or eyes.

Body language signals may not have only a good of communication, but has other functions. People would put into consideration the two goals. Observers limit the weight they place on non-verbal cues. Signalers clarify the signals they made to indicate the biological origin of their actions (performance). Verbal communication also requires body language so as to show that the person you are talking with that you are listening. These kinds of body language include: eye contact and nodding your head to illustrate you understand. Another examples would include yawning (sleepiness), showing lack of interest (sexual interest/survival interest), attempts to change the topic (fight or flight drivers). **Alban & Lamb** add more to this about dancers.

In this respect, physical expressions like, waving, pointing, touching, moving and slouching are other forms of nonverbal communication. This kind of body movement and expression is known as kinesics. Human move their bodies when communicating because, as has been shown in different researches, it helps "is difficult". Physical expression therefore, reveals many things about the person using them from a distance or near, especially, finger pointing. There are many examples which can illustrate this such as: gesture

can emphasize a point or relay a message, posture can reveal boredom or great interest and touch can convey encouragement or caution.

It was said that human communication consists of 93 percent of body language and paralinguistic clues, while only 7percent of communication consists of words themselves, another idea which justified this norms is said to indicated that 50 percent of communication is body language and 50 percent is verbal. Some other researchers put the level of nonverbal communication as high as 80 percent of all communication, while others state the figures could be at or around 50---60 percent.

The idea above lets the current researcher to design some questions and observations to discover the truth of whether nonverbal communication plays such role or not, to support for or against the idea.

Givens (2002) stated that: 1. the manner in which a verbal statement is presented e.g., its rhythm, breathiness, hoarseness, or loudness. 2. Those qualities of speaking and vocalizing not usually included in the study of languages and linguistics except in phonetics and phonology.

It also been indicated that" the processes involved in nonverbal communication are exactly the same as any other form of communication; this includes speaking, listening, reading and writing. Just as language forms can be interpreted differently in different manners and contexts, so too can the messages conveyed by nonverbal communication be open to different interpretations, this make it difficult to understand the meaning of the message sent. It is important that advisors are able both to signal their intentions and to read the signs showing how these intentions are being received by the teacher. The signals may be intentional or unintentional and it is important that advisors or teachers are aware of the likely interpretation both of their consciously controlled body language and of the effect of the signals which they may be given unconsciously. Thus advisors or teachers need to be aware of the unintentional effects that their body posture, gesture,

and mimes may be having on the feedback of the audience and on the way that teacher views them, this situation is stated diagrammatically as follows:

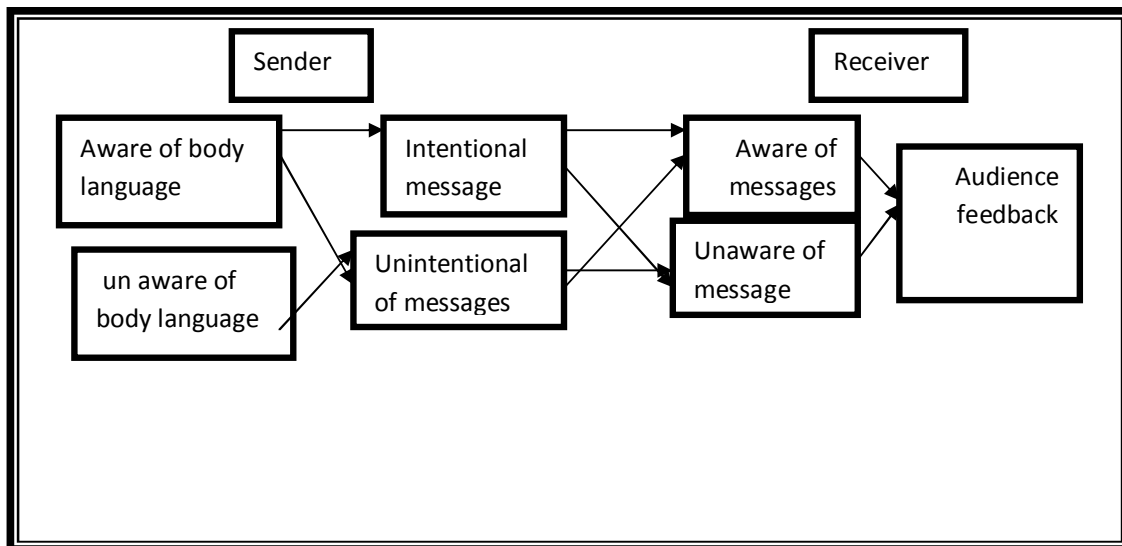


Figure 2-1 Argyle (1988) indicated the possible effects of body posture on the feedback session.

The diagram above indicates the possible effect of sending body posture on the feedback of the session. The most important aim of the diagram is to clarify the relationship between a teacher as the sender of messages and students as receivers of the intended or unintended messages. Either the intended message is misinterpreted or an unintentional message is received from an unintentional action. One such example relates to body language during lesson observation. The diagram can also be used as a measurement to understand communication in general.

2.1.11. The relationship between body language and meaning

Body language as communicative behavior is not only important as means of performing physical prosperities but also as means of conveying messages from individual to another to indicate meaning and attitudes in side someone. This behavior can express language processes and production which sometimes difficult or even impossible to express through verbal language, especially spoken one.

Givens (2002), indicated that, the meaning of a signal, sign, or cues is information if transmits to receivers properly and expressively. Nonverbal signs convey information about: a) our social status (see, e.g., Dominance and Submission), b) our feelings (see, e.g., Anger and Fear), and c) our thoughts (see, e.g., Deception and Uncertainty). Nonverbal information ranges from "low level "signs of physiological arousal (e.g., Facial Flushing) to "high level" signs for conceptual thought (e.g. mime cues. Gestures as: 1. touching, scratching, or holding the back of the neck or head with the opened palm. 2. In variant forms, a) reaching a hand upward to scratch an ear, grasp an earlobe, or stimulate an ear canal; and b) touching, scratching, or rubbing the cheek or side of the neck.

These body signals can express opinion of a person which related to inside feelings and attitude. David B, also explain that" in conversation, hand-between-head may be read as a potential sign of uncertainty, conflict, disagreement, frustration, anger, or disliking (i.e. social aversion). It usually reflects negative thoughts, feelings, and moods. In counseling, interviewing, and cross-examining, the gesture telegraphs a probing point, i.e., an unresolved issue to be verbalized and explored.

The above mentioned, indicates that, gestures are very important to play role in expressing different kinds of meanings. These gestures will cultivate clear relationship between the producer and the receiver of a language in different situations. These messages can take place instead of related verbal actions.

2.1.12. The role of a teacher in managing student's body movement in the classroom

The classroom activities and management are the basic factors to make the lesson delivered and effective attractive to students through teacher's body language use, and should be adapted and directed to the message needed.

Kyriako (1998: 59), stated that two of the most important aspect s of effective management of pupils around the classroom and keeping the degree

of noise at an appropriate level not too high or low; in both cases, part of the difficulty lies in their being no fixed acceptable standard; what may be acceptable to one teacher in one context may not be regarded as acceptable to another teacher in another context. Furthermore, problems over movement and noise can rise simply as a result of pupils being actively or passively engaged in the tasks at hand and not because of any deliberate attempt by pupils to be troublesome.

The above citation will display to the current researcher to see that, it is necessary or even important for the teacher to adapt or control the dynamic movement in the classroom during the students and teacher interactions and activities to achieve effective communication as possible. Students' movement sometimes affects on the lesson presentation positively or negatively, so controlling body language in the classroom is always required.

Johnson (1995) stated that, when a teacher wants to promote communication in second language classroom, he must establish an atmosphere in the classroom that is encouraging, supportive, and accepting of any and all student contributions and interaction. This means accepting student contributions not as right or wrong answers but, as Hymes (1981) suggests, as an addition of where students are, what students understand, and how they have made sense of what they are learning, this could be achieved through our body as usual. Using Hymes's suggestion as starting point, the focus now turns to the ways in which teachers can extend the patterns of communication in second language classrooms.

2.1.13. Body movement related to classroom management

Understanding communication in second language classrooms focus on communication between learners and teachers as the central features in teaching and learning with second language classrooms, body language that can be used by teachers is essential part of instruments.

It examines the classroom as a unique communication context with highly related patterns of communicative behavior that are actively negotiated between teachers and students which could be defined as input, output and intake devices. A teacher is the most important body language in the classroom environment. It explores how and why these patterns of communication are established and maintained so that teachers can understand the ways in which the nature of classroom communication unlimitedly determines how and what foreign language students learn.

The dynamics of the classroom communication is being shaped by the moment--to--moment actions and interactions that occur during face—to—face communication between teachers and students, and by what resides within teachers and students that shape, in part, how they communicate with one another in the classroom. Body language so, is seen to be the relevant tool nowadays which enables teachers to interact with students to send and receive message and information from time to time. These messages are used to reduce difficulties, emphasize opinions, ease communication and maintain learning a language and how the patterns of communication are effectively establish and used, the effect of how second language learners participate in the classroom activities by using: body movements, eye contact, facial expressions, mimes, gestures postures and voice in accompanied with verbal communication, in addition to how students' participation shape both the ways in which they use language for learning and their opportunities for understanding. It was indicated that, the first time knowing body language was in (1926).

Kyriako (1998) stated that pupil's movements, such as entering and leaving the room, and collecting equipment will effect interaction between a teacher and students in the classroom. In addition to these, there are some occasions which require particular attention. The first of these involves giving out books at the start of or during the lesson presentation or interaction. It is

certainly important to issue books rather than allow pupils to collect them from a central point. Often, it is more efficient for you to ask two or three pupils to issue books, rather than do it yourself, unless you feel that distributing books yourself will provide a useful social function or enable you to have a few pertinent words with some pupils. This involvement can be directed and adapted by using body signal of a teacher from time to time is more suitable than students' movement.

Guerrero & Floyd (2006) pointed out that body language stated by many scholars as a dynamic and ongoing process whereby senders and receivers exchange meaning. It includes messages that individuals exchange beyond the words themselves. These body signals clarify the reflections of the dynamic and ongoing process, they could be known as active non verbal cues (such as gesture, touch, and vocal tone as high in communication potential. These cues change during interaction and are part of the series of moves and counter moves that characterize many communication episodes, among them teaching and learning activities.

It was also indicated that there are other nonverbal cues which were very important in day interaction related to the above body cues for instance: physical features and appearance of students and a teacher, wall color, and furniture arrangement tend to be static during communication or classroom interaction. Such cues share great effect, perceptions and impressions on person's communication, but they are not exchanged and expressed in the same way as more dynamic cues are. Respectively, these body language cues are more effective and more expressive in teaching English literature, particularly English drama and novels.

Kyriako (1998: 60) also indicated that managing the general level of noise is an important management skill. Every teacher develops his own standard of acceptable level of noise; the key thing here is to be reasonably consistent, so that pupils or students have a clear idea of your expectations.

If the level of background noise during an activity appears to be too high, it is useful to give specific feedback on the work practice you require, rather than a general complaint that the noise is too high. Thus, for example, it is better to say "you can talk to your neighbor, but not to other pupils" or "try to ensure that only one person in each group is speaking at a time" ,than simply to say" the noise level is too high" or " less noise please.

From the above quotation, it will be understood that, any teacher or speaker in the class will adapt the level of voice between high and low, between hard and soft, in order to let the listener understand uttered sounds and words. This can also help in reducing learners' confusion and interruption.

Making classroom events predictable are the basic characteristic of interaction and comprehending between students and teacher as a process of communication,

Johnson (1995) indicated that teachers can play role to extend the patterns of classroom communication by making classroom actions predictable and attentive, when students know exactly what is expected of them and have ample opportunity to prepare, they are more willing and able to participate in the classroom events. To build predictability into classroom events, teachers can provide students with models that demonstrate exactly what they are expected to do within the context of full performance, the easiest factors to achieve this ability are seem to be teachers body signals which can be used during performance.

The above idea can be seen obviously, when you are teaching a public speaking class in which you are preparing your students to create and carry out a speech that demonstrates a process. You can start the unit by giving an actual process of speech and then using your model speech to help the class generate the critical components of a process speech and appropriate topics for this type of speech. In addition, you might describe how you prepare to

give this speech. Thus , your model demonstrate s exactly what you expect of your students within the context of full performance, and lets you break down that model into manageable steps so that your students can see how to prepare for and carry out a similar speech.

Kyriako (1998: 61) adds that," while the management of the movement and noise is important, you need to be on your guard as to whether, you are allowing management considerations to have too great an influence on your choice of effective learning activities. Skillful lesson management involves interplay between the different constraints within which you operate. Clearly, you need to ensure that a role-play activity involving a lot movement and noise does not disturb another class, or that one pupil's excitement does not lead to other pupils being constantly interrupted when they are speaking. At the same time, you need to ensure that the learning activity does facilitate and encourage pupils' attention, interest and involvement in the lesson. And that this is not unduly inhibited by movement strategies that could be usefully relaxed to good effect.

It is necessary to understand the use of body language instead of some verbal communication like voice, which sometimes plays negative attitude towards language teaching and learning. These body language clues can perform through; gestures, postures, eye contact, body movement and facial expressions.

2.1.14. The positive attitudes of body language in teaching

The positive messages that a teacher sends is usually effective, Kyriako (1998), showed that" your body language communicates to pupils how you feel about them, through messages conveyed non-verbally by your use of eye contact, posture, gesture, body movement and facial expressions. It can sometimes be difficult to convey a message verbally about how you feel it, what your body language indicates to pupils will clearly different. An

awareness of **what** and **how** you say your body language is likely to be perceived by pupils or students and can help you to develop the skills involved in establishing a positive classroom climate. Nevertheless, positive messages are much easier to convey if you genuinely do feel in the ways you are trying to convey; i.e. you genuinely do like and respect pupils or students, care for their learning, and feel relaxed and confident in your role". The quotation above indicated obviously that, verbal communication is inseparable from non-verbal one, that is, the speaker or teacher cannot ignore at all in the field of communication.

Face and eyes as the most positive signals that people use to express good feeling in communication, Borg (2008) stated that, it is any wonder that this depiction of friendliness which evokes a reciprocal response in other people ranks so highly in the likeability stakes. When you smile you make other people feel good. Smile is the most common factor that people use to indicate their goodness about others. Smile as body expression can affect people's social situation, or when you interact with other people, you can use smile from time to time to affect people positively. Facial expression is also another positive factor of body language use expressed through the face which counts as the most expressive part of the anatomy; as in any interaction it is the first part of all-we naturally look at the person's face for the first time as usual. Our words are supplemented by our facial expression. We give out more signals with our face than with any other part of the body, as you would expect with 22 muscles coming into play on each side of the face.

2.1.15. The significance of body language in presentation skills

It has been illustrated that 'dominance and power are features that define particular interactions as well as the very nature of interpersonal relationship'. Indeed, many scholars have labeled dominance. Submission or powers are of the most fundamental dimensions underlying all types of

relationships and interactions. Although power and dominance are often communicated through verbal communication, non-verbal cues are also instrumental.

Borg (2008: 224) pointed out that, if you have to give a speech or presentation, you will know how important that 93 percent (55 percent visual and 38 percent paralinguistic) becomes. He also illustrated that, the most important to put in to account in using our body is that:

1. Try not to stand as a man Naquin, standing steadily is not so active, movement keeps the audience awake at a time.
2. Keep your head up; arms out with the palm up.
3. If you have to refer to screen or flip chart don't forget to keep the front of the body facing the audience.
4. Turn slightly and point.
5. Try not look down either at notes or the floor; make eye contact with all the audience fleetingly and intermittently. They want to feel as though you are speaking to them individually-it boosts your friendliness and credibility factor.
6. Vary your 'paralinguistic' style by changing your rhythm throughout, with your pitch, tone and inflection; look for any 'negative' body language in the audience by observing any leakage. Then act on it, either by involving the individuals or changing tack, or even scheduling a break if it's feasible.

Grussendorf (2007), claimed that, there are many factors related body language that can be used to represent a topic or ideas in language which will play expressive messages, and also will use reduce nervousness of the presenter, these factors can be stated as follows:

- a. When you stand:
 1. Let your arms crossed on chest
 2. Stand straight but in a relaxed manner.
 3. Let your knees unlocked.

b. When you use your hands:

1. Put them on hips.
2. Put one hand in a pocket.
3. Keep hands by your side.

C. when you want to emphasize something:

1. Point finger at the audience. 2. Move or lean forward to show that something is important. 3. Use a pointer to draw attention to important facts.

D. when you feel nervous: 1. Hold a pen or cards in your hands. 2. Walk back and forth. 3. Look at the flip chart or screen (not at the audience).

E. When you want to focus attention with your eye contact:

1. Make eye contact with each individual often. 2. Choose some individuals and look at them as often as possible. 3. Spread attention around the audience.

F. when you speak to your audience, speak:

1. About 20% more slowly than normal.
2. Just as fast as in a normal conversation.

In addition to above mention ideas, when you want present a topic, your body language use is very important such as: doing stretching or breathing exercises before your talk can you to reduce nervousness. One example: before your presentation, sit comfortably with your back straight. Breathe in slowly, Hold your breath for about five seconds, and then slowly exhale. You can relax your facial muscles by opening your eyes and mouth wide, then closing them tightly (Grussendorf, 2007).

If it was supposed, that teaching is presentation: it is important for a teacher or a presenter to greet his audience as he arrives and chat with them. Here teacher's visual aids are very important. In speaking, you make your voice as loud as clear as possible to your audience. At the end of your presentation visualize the audience applauding loudly and smile as you talk.

2.1.16. The most common types and examples of body language

As a matter of importance of nonverbal communication Wood (2015) pointed out nine major types of nonverbal communication and could be enumerated as follows:

1. **Kinesics:** indicates body position and body motions, including those of the face. Our bodies express a great deal about how we see ourselves. How we position ourselves relative to others may express our feelings toward them. Our faces are intricate messengers. Our eyes can shoot daggers of anger and issue challenges.

2. **Haptics:** indicates physical touch. Touch is first of our senses to develop, and touching and being touched are essential to a healthy life. Touching also communicates power and status. Cultural views of women as more touchable than men are reflected in gendered patterns. Women tend to touch others to show liking and intimacy, while men more typically rely on touch to assert power and control (Andersen, 1999).

3. **Physical Appearance:** Western Culture places an extremely high value on physical appearance. For this reason, most of us notice how others look, and we form initial evaluations based on their appearance. What would be notice about others' appearance leads persons to form judgments of how attractive they are and to make inferences about their personalities.

4. **Artifacts:** are personal objects which we announce our identities and personalize our environments.

5. **Proxemics:** this is the space and how we use it. Every culture has norms for using space and for how close people should be different to one another. Space also signals the status. How space is arranged also tells us something about the expected form of interaction in the space.

6. **Environmental Factors:** these factors are the elements of settings that affect how we feel and act such as: colors, room, design, temperature, sounds, smells and lighting.

7. **Chronemics:** this indicates how we perceive and use time to define identities and action.

8. **Paralanguage:** this indicates the vocal communication that does not involve words. It includes sound and vocal qualities; such as volume, rhythm, pitch and inflection.

9. **Silence:** a final type of nonverbal behavior in such respect is which can communicate powerful messages. We use silence to communicate different meanings. For instance, silence indicates contentment when intimates are so comfortable they don't need to talk.

Fernando (2002), showed that, when we heard about body language at a seminar in 1971, and found out from the research done by professor Ray Bird at the university of Louisville, which indicated that more human communication took place by the use of gestures, postures, position and distances than by any other method. Each component of body language and gesture, though few gestures are made in isolation from others.

The citation above indicated that the significance of body language appears in a manner to express ideas that are no doubt difficult to be expressed verbally, especially when there is a gap between speaker and listener or if place is noisy.

Givens (2002) stated in research reported that, nonverbal act is defined as a movement within any single body area (head, face, shoulders, hands or feet or across multiple body areas, which has visual integrity and is usually distinct from another act.

Bo villain (2003: 35) indicates that people convey meaning not only through spoken language but also through gesture, facial expressions, body posture, and use of space. These aspects of communication are not merely embellishments to talk but are critical components of participant's messages. Non-verbal communication makes use of both kinesics and proxemics acts.

The term kinesics refers to gesture, facial expression, eye contact, and body posture. Proxemics includes uses of touch and definitions of personal space.

From the citation above a person can see that spaces between a person who speaks and that who listens is clearly important and necessary to let the gab for movement or performance, these spaces are not so far away and not close to each of these speakers.

Givens (2002) indicates that, nonverbal signs are: **body movement, gesture, posture, or material artifact** which encodes or influences a concept, **motivation, or mood**. In its most generic sense, a gesture is a sign, signal, or cue used to communicate in tandem with, or a part from, words. Gestures include facial expressions and body movements in different ways and sides: (e.g., palm down, shoulder shrug), and postures. Many consumer products (e.g., Big Mac, vehicular grille, and vehicular stripe) contain messaging features designed to communicate as signs, and may be decoded as gestures as well. Those wordless forms of communication omitted from written transcript (e.g., while the printed transcripts of the Nixon Tapes reported the words spoken by the former president and his White House staff, they captured few of the gestures exchanged in the Oval Office during the Nixon Years.

From the above mentioned ideas, body language is not only used as a medium in the classroom interaction in teaching, but also used in general communication in public to focus attention, enacting between individuals and among group and illustrate meanings.

Givens (2002) also claimed that, the act of communicating a mood, attitude, opinion, feeling, or other message by contacting the muscles of the face in this respect, the sign that shown by face is called facial expression.

Facial expressions are important for everyone who can see to understand and send messages between addresser and addressee, or in other words can be exchange between teachers and students in the classroom interaction or

communication ease the difficulties of a language. They can help to dominate and control the classroom activities.

Calero (2005) stated that, when we perceive information that is not spoken or written, we comprehend something that is nonverbal. Humans have the capability of receiving information besides what is written or spoken. Our senses of touch, taste, seeing, hearing, smells, signs, symbols, colors, facial expressions, gesture, posture, and intuition are the primary sources of the non-verbal messages we receive. It a silent language not formally taught, and which has existed before language was invented.

The above citation indicated the relationship between nonverbal and personal imagery senses as positive interaction. This matter will be useful when a person wants to create attraction to understand vocabulary and meanings in a language.

Givens (2002) showed that, the combined expressive force of our mobile chin, lip, cheek, eye, and brow muscles without peer in the animal kingdom. Better than any body parts, our faces reveal emotions, opinions, and moods. While we learn to manipulate some expressions (e.g., smile), many unconscious facial expressions (e.g., lip-pout, tense-mouth, and tongue-show) reflect our true feelings and hidden attitudes. Many facial expressions are universal, though most many may be shaped by cultural **usages** and **rules**.

The above ideas will be summarized for clear understanding as follows:
facial expression;

- 1) Nose: can express arousal;
- 2) Lips: can express happiness, affiliation, contentment; lip-compression: express anger, emotion, and frustration; lip pout: expresses sadness, submission and uncertainty; lip purse: expresses disagree.
- 3) Brows: frown express anger, sadness, and concentration.
- 4) Tongue: tongue-show expresses dislike, disagree.

5) Eye lids: flash bulb eyes: expresses excitement, surprise; widened: expresses threat, disagreement; fast-blink expresses arousal, normal blink, expresses relaxed.

6) Eye: big pupils express arousal, fight, flight; gaze down: expresses submission, deception; clews indicates thought processing. These are not the entire body language expression only examples to make it clear to speakers and listener to understand in what extent that body movements play a role as a medium of interaction and for teaching and learning English as a foreign language.

Guerrero & Floyd (2006) stated that, emotions have been defined in various ways by different scholars. However, many scholars agree that emotions are effective states that occur in reaction to events that interrupt, impede, or enhance one's goals. Emotions arise from encounters with events that are appraised as having beneficial or harmful consequences for the individual's concerns. Emotions occur in response to deviations from expected behavior. When expectancies are not met, negative emotion follows; when expectancies are exceeded, positive emotion follows, especially, Burgoon (1993) theorized that positive violations of expectancies (e.g.; someone you like un-expectedly gives you attention), lead to emotions such as joy, relief, and pride, as well as nonverbal behaviors such as affection and involvement. On the other hand, negative violations of expectancies such as anger, frustration, and disappointment, as well as flight-or-fight response tendencies, a person might withdraw from the interaction (flight) or become aggressive (fight).

The quotation above can broaden our knowledge and clarify our understanding of body language in the field of communication and language teaching/learning interaction, and to understand the positive and negative attitudes of speakers and listeners in general. Facial expressions, eye contact, gestures and mimes work together in expressing people's feelings just like

mirror on the wall, so using these signals need identification of them and their meanings according to people's culture and intentions.

Esposito, et al (2007), showed that, non-verbal speech, is devoted to underlining the importance of prosody, intonation, and nonverbal speech utterance in conveying key aspects of message in face- to- face interactions it includes.

They also stated that facial expressions, introduces the concept of facial signs in communication. It also reports on advanced applications for the recognitions of facial expressions and facial emotion states.

It was also shown that "conversational agents, deals with psychological, and technological issues related to the implementation of intelligent avatars and interactive dialog systems that exploit verbal and nonverbal communication features. The section contains outstanding papers by Dominic Mossoro, Gerard.

Body language can take a large size in communication processes, these body expressions are not only express when people write and read such as: fingers for holding pens in writing, eyes in reading and speaking and touching with hand palm on head for thinking, so using body language is inseparable of everyday interactions or actions.

Givens (2002) also claimed that, the act of communicating a mood, attitude, opinion, feeling, or other message by contacting the muscles of the face are very important in teaching and learning, in this respect, the signs that shown by teachers and students faces are clearly expressive and effective they are known as facial expressions.

Esposito, et al (2007), claimed that "non-verbal features exploited in face- to-face communication. The focus of the lectures and the discussions was primary on deepening the connections between the emerging field of technology devoted to the identification of individuals using biological traits (such as voice, face, finger prints, and iris recognition) and fundamentals of

verbal and non-verbal communication which includes facial expressions, tones of voice, gestures, eye contact, spatial arrangements, patterns of touch, expressive movement, cultural differences, and other [nonverbal acts]". The main objective of the organizers was to bring together some of the leading experts from both fields and, by presenting recent advances in the two disciplines, provide an opportunity for cross-fertilization of ideas and for mapping out territory for future research and possible co-operation. The lectures and discussions clearly revealed that research in bio metrics could profit from a deeper connection with the field of verbal and non-verbal communication, where personal traits are analyzed in the context of human interaction and communication Gestalt".

Gestures are other signals of body expressions that individuals use when they speak sometimes to focus attention, or when they are unable to express an intended meaning or attitude. They are usually used among dumb-deaf persons.

Esposito, et al (2007), indicated that "Gestures are the [visible acts] we employ as a part of how we say things to one another (Kendo). We point at things to show what we are referring to and when we describe objects or actions we may use gestures to enrich, clarify or elaborate our descriptions. When we use metaphors to express abstract ideas we may use gestures as visual aids to these expressions, showing abstract processes as diagrams or movement patterns or logical relations as if they can be laid out in space. We also use gestures to show what kind of actions we are taking with our utterances: with gestures we can, among other things, show agreement or disagreement, affirmation, negation, or denial, we can show that we are asking a question or begging another's indulgence, that we are doubtful of something or that what we are saying is hypothetical.

From the quotations above we can summarize the definition of gesture as a way of saying things to others when our distance from them is too great

to use speech or when there is too much noise and we cannot be heard we can use signals instead. And if circumstances prevail where it is not normally possible to use speech, either because of deafness or for ritual reasons, as in some tribal societies, gestures can come to be elaborated in various ways to form a true language. Gesture also plays a very important role in how we conduct our relationships with one another: we wave in greeting, we shake hands in friendship, we embrace and kiss in showing love and affection, and with gestures we can display hostility and threat, show superiority to another, or show our subordination.

From the above citation individual can gain a lot of knowledge about the significance body language use in teaching English as foreign language in particular and communication in general.

2.1.17. The role of gesture and body movements in maintaining interactions

Esposito, et al (2007), stated that in applications featuring conversational interaction with a user, the use of gestures may enhance the communication and help maintain the interaction. Gestures help the speaker formulates his/her thoughts and creates a link with the speaker's thoughts and have a pragmatic value in the sense that they illustrate his communicative efforts. To maintain a listener in a conversational interaction, we need to study this pragmatic dimension of gestures. The aim of study is to point out the importance of the pragmatic value of gestures and their rhetorical relations when trying to create applications in which agents are able to maintain the user's interest during conversation interaction.

Anderson, et al (2004: 123) indicated some especial notice to be necessary and useful for good teacher, concerning personal gestures and movement and were enumerated as follows:

1. Stand straight but not stiff.
2. Balance your weight evenly on both feet.

3. Standing well allows your diaphragm to move more easily to control your breathing and voice production. So you feel better, sound better and if you are a teacher or any other addresser you can perform well.

2.1.18. Body language and personal emotions

Body language is the important basic instrument that people be able use to express their feelings and attitudes positively or negatively as mirroring messages. This expression can be done or seen three person's eye, head, arms, legs, face, fingers by miming nodding moving and signing.

Gorman (2008) defined that; kinesics is the term that refers to body movements and the meanings they communicate. By paying careful attention to a variety of body movement such as posture, leanings, and breathing patterns and noticing when someone makes a sudden transition from one position to another, you can get a good idea of the other person's shifting mood and attitude.

The above citation will be indicated that, body language is such as important tool for sending our unique messages to learn the mirroring a communication techniques of mimicking another person's posture and gesture which will be understood as a powerful way to build rapport, especially, in presenting language in front of the audience.

Gorman (2008) said that, human emotions were mainly read and transferred through facial expressions. New research from the field of cognitive and effective neuroscience suggests that the whole-body signals can be just as a significant in emotional communication and decision-making. This connection is especially powerful when it involves fear. A person's expression may convey to you that there is threat, but it gives you no information about how to react to the threat. Emotional body language shows what other people are doing in response to fear.

2.1.19. Body language and cultural diversity

Body language usage is related to people's sex and culture, that is to say it is necessary to understand people's culture when you want to use any kind of these body language manners, because some of these behaviors are only use by men not women and some of them express differently from culture to culture and society too.

Bo villain (2003) indicated that, non- verbal behavior reveals universal and cultural- specific problems. Because human bodies are constructed on species-wide model, it follows that possible behavioral repertoires are determined by the same fundamental constraints throughout the world. However, just as each language employs only some of the possible sounds that the human vocal apparatus can produce, each system of non-verbal communication selects only some possible human gestures, facial expressions, and so on. And non-verbal actions that " look the same "in different systems may have very different meanings are culturally constructed and assigned. The meanings of gestures, expressions, body postures do not flow from the actions themselves any more than the meanings of words flow from the particular sounds with which they are made.

From the citation above, it could be noticed that body language factors play a universal and cultural role to carry ideas and information like any other factors of language. The most important thing to be recognized is that, people should study more to know about individuals' cultures concerning these factors.

Bo villain (2003: 35) has also shown that, non-verbal communication generally emphasize one of two modes of interpretation. Although these interpretations are sometimes framed as opposites, they need not be incompatible. One school stresses biological/behaviorist features of non-verbal communication. Jolly (1972) states that certain gestures, body

postures, and facial movements may have universal (or at least widespread) significance. In fact, some may be of primate origin. According to Jolly, humans and other primates appear to employ similar signals of enjoyment, distress, threat, and submissiveness.

The citation above indicated that, body language expressions serve to express two major functions, whether they express positive or negative attitudes and feelings of speakers and listeners. They sometimes functioned as alternative factors of verbal actions

Goman(2008) illustrated that every body language use and understood is influenced by people's culture or affected by the many sub-cultures, even if, people from different regions of the same country can use their body very differently to indicate different meaning, this idea needs extensive studies from time to time and from generation to generation.

Bo villain (2003) also stated that "cultural diversity in interpreting non-verbal behaviors can lead to misunderstandings between people of different ethnic backgrounds. Two sources of problems are possible. One is that an emblem or signal used by one participant is absent from the repertory of the other and, therefore, no meaning is conveyed. The other problem is more serious: similar behaviors exist for both participants, but their meanings differ. When someone is confronted with an unfamiliar act, the person knows that she or he cannot properly decode the message intended by the sender, but when a non-verbal act is familiar in its form, an addressee decodes the message according to her or his own norms without realizing that the intended meaning is different.

It was claimed that, some non-verbal actions are of different kinds and meaning according to the variations of people's cultures. There are gestures that are understood by participants to express a specific meaning, often substituting for spoken words, like" Emblems" is Euro-American societies include head-nods to signal assent or shrugging the shoulders to convey

uncertainty , but this sign can also adopted other people to mean the same sense. Because emblems function within a particular interpretive system, similar actions may have different meanings in different cultures.

Goman (2008) again, indicated that, all nonverbal communication is influenced by our cultural heritage. For now it is important to understand that when reading body language you should consider the amount of stress the person is under. That is because the higher the emotional level, the more likely it is that culture-specific gestures will show up. In addition, body language is affected by the many subcultures of which we are part. Take posture, for example.

From citation above, individuals could be considered to understand people's cultures when they wanted to transmit ideas and information in every single situation.

Bo villain (2003: 41) indicated that, within a given society, patterns of non-verbal behavior often function to signal differences in status. Gestures, eye movements, smiles and other facial expressions, touching, and defining personal space are used in display of status. In many cultures, a constellation of non-verbal behaviors appears to be consistent with high status or power. In some cultures, specific gestures can be used as general markers of politeness. Patterns of bowing in Japan and other Asian societies are intricate signs of respect and defense. Reciprocal bowing (both participants bow to the same degree) signals equality and mutual respect. Nonreciprocal bowing occurs when a subordinate person bows deeply to a high status person who acknowledges the bow with a head-nod.

It was claimed that, nonverbal behaviors reflecting gender inequalities have been well documented in Western Societies, including the United States. The constellation of acts mentioned above associated with dominant people tends to be employed by men, whereas women tend to use non-verbal markers of subordination or deference. Women typically smile, avert their eyes when

looked at, condense their bodies and gestures, avoid encroaching on others' space, and allow intrusions into their own space. (Hall, 1984)

Goman (2008) also indicated that, people from different regions of the same country may also use their body very differently. Take, for example, the fast-paced stride of a typical New Yorker and contrast it with the more leisure gait of someone from the south. Or think of the potential body language differences between a prototypically reserved and formal New Englander and his more casual California counterpart.

The quotation above will show that the more you know about a person's background, hobbies, and interests, the more you can understand why certain gestures or postures are a part of her/or his unique repertoire- and why deviation from these patterns is significant. Sometimes people shift postures as they shift subjects. It would be seen, that patients assume one posture when talking about their mother and a completely different posture when discussing their father.

Gestures are of two types, which are, opened and closed gestures. These gestures are clarified by Gorman as follows:

1. 'Closed body 'postures, arms are folded, legs are crossed, and the entire body is usually turned away. Lower status is often down by bowing the head (a subservient gesture) and holding the body to make it appear smaller (and less of a threat) than it actually is. Rounding the upper body and hiding the hands are closed signs that also represent feelings of vulnerability. It indicated that a man who hides his hands, for example, may also mean that he is just embarrassed about the appearance of his finger nails.

2. ' Opened body' posture indicated by: legs are uncrossed and arms are relaxed at the sides of the body, this is also generally a sign of openness accessibility, and an overall willingness to interact.

The current researcher can also see that the opened posture is more relevant tool of communication than that closed posture. Leanings are also important kind of body movement, and can be presented positively or negatively.

Goman (2008) claimed that: 1. Positive attitudes towards others tend to be accompanied by leaning [forward] –especially when sitting down. When two people like each other, you will see them both lean in. research showed that individuals who lean forward tend to increase the verbal output of the person with whom they are speaking. Leaning forward, in this respect can create a person's intimacy that allow for the suspect to confess in a whisper instead of a 'room voice'. It also allows a person speaks in a lower, more compassionate tone of voice.

2. Leaning backward on the other hand, can express the negative attitudes of persons. It usually signals feelings of dislike or negativity.

It is a hard wired response from the limbic brain; we sub consciously try to distance ourselves from anyone or anything that is unpleasant, disagreeable, or dangerous. In a seated conversation, leaning backward can also communicate dominance.

From the previous three paragraphs, it can be summarized that, there was "a cluster, of different combination of body tilts and open or closed postures can signal these generalized meanings:

1. Leaning back with a closed body can show posture disinterest or disagreement.
2. Leaning back with an open body posture can indicate contemplation.
3. Leaning forward with a closed body posture can signal hostility.
4. Leaning forward with an open body posture can show interest or agreement.
5. Leaning sideways (and slightly back) with asymmetrical arm and leg positions and loosely held hands can be a sign of relaxation and ease.

It also noticed that people tend to engage in more sideways leans when interacting with lower-status individuals than with higher status individuals.

2.1.20. The general rules of using body language

To use our body in our daily, there were some rules to be seen according the variety of people and culture, Borg (2008) points out that, when we want to use our body language fluently is better to become accomplished reader and user of body language, and you should have to be considered about: the development of self awareness you need to control your own body language so that it delivers the right outcome for you presentation, you sharpen your senses so that you can read body language in others and react in the appropriate way.

Above all, if you are trying to get inside the mind of the other person by observing what is happening on the outside- they will be doing the same to you. When you use or receive other person's body signal, is better to distinguish and appreciate the cultures of different people and their sexes.

Borg (2008) also showed that , individual will need to use the right body language to convey the impression that you mean to make- as opposed to leaving it entirely to your subconscious, as you have done in the past, you will become an adept mind-reader and have greater success in fathoming what a person's really thinking. All will need is to be able to decipher gestures that you previously paid no attention to, and also to be aware of your own gestures and how they might be provoking a reciprocal gesture in the other person.

Fast (1978) claimed out in order to understand this unspoken body language, kinesics experts often have to take into consideration cultural differences and environmental differences in using this expression. That is to say the average man, unschooled in cultural norms and understanding of body language, often misinterprets what he sees.

2.2. Literature Review

The following are some examples of relevant related studies, in accordance with the objectives and methodology of the current research.

Understanding and using gestures as body signal in the classroom are the basic factors that foreign teacher and learners need:

2.2.1. **Darwish & Region** conducted a paper entitled: the use of gestures in English classroom. The study introduced the term gesture as a form of nonverbal communication in which meaning is conveyed by using body part. He indicated that, teacher's gestures can play an important role in the classroom; they can improve communication between the teacher and the learners, and facilitate learners' understanding of what the teacher says. In the paper the researcher aimed to examine what teachers of English in Oman believe about the use of gestures; and to test in what extend that gestures are important to teacher's use in the classroom situation. The researcher used questionnaire and observation to collect data from five teachers of English language at basic education school. And the school population was about 500 students. The teachers had been teaching English for at least ten years as experience. The type of the study is auctioned elements study. The observation device is prepared as sheet recorded of some gestures used by teachers while teaching their classes. The data was collected and analyzed in tables. The result of the paper showed that, the effective use of gestures by English teachers can undoubtedly enhance both teaching and learning.

The effect of nonverbal behavior is culturally crucial idea to be known when someone wants to communicate with each in every situation:

2.2.2. **Yongming Shi & Sifan** (2010), University of Tasmania, had done study entitled (An Analysis of Nonverbal Behavior in intercultural communication). They introduced the definition of Nonverbal communication, the importance of nonverbal communication, the relationship between verbal and nonverbal communication. The participants

involved eight Chinese students from the Faculty of Education; some of them were post graduate students and PhD program researchers. The participants had the needs to communicate with, lecturers, tutors, and other Australian colleagues, so the, non-verbal communication was important for them. Data were collected through interviews and the participants' reflective journals. Data analysis showed that all participants were in need to nonverbal communication was an important component to human communication. Most of these participants emphasized the necessity of incorporating nonverbal communication in foreign language classrooms since the aim of foreign language teaching is to enable learners to communicate with people from different cultures.

Interaction between the students and the teachers will be creative, effective, communicative, when a teacher can be able to use his body dominantly, properly and respectably.

2.2.3. Mohammed (2010), Ahfad University for woman conducted a research entitled (Interaction between Teachers and Pupils in the basic level), the research is submitted for the requirements of (B.A), and the study aims to trial to find out the remedy to the lack of interaction between the teachers and the pupils in the basic level in the classroom language. The limitation of the study is basic level schools in the locality of Omdurman, targeting teachers and pupils during the year (2010/2011). The researcher used questionnaire as the tool of data collection distributed among 30 pupils and 10 teachers. The data was analyzed in percentage by choosing descriptive method, the result of the study found out that the weakness of pupils in speaking English language prevent teachers to adopt classroom interaction in basic levels schools in Omdurman. Teachers in these schools play the effective role to encourage the pupils to interact in English language and encourage the pupils to practice English conversation and dialogue.

Non verbal language like any other languages or linguistic component is not only use for one purpose in one situation but use for different purposes such as teaching, learning, and communicating with people in different cultures, sexes and societies.

2.2.4. Birjandi (2010), Islamic Azad University, Science and Research Branch & Musa Nushi, Alaimeh Tabataba'i University, conducted a paper entitled (Non-verbal Communication Models of communicative competence and L2 Teachers' Rating), they indicated the major role of nonverbal non-verbal communication in different various aspects of Human life, they showed that children learning their first language come to realize non-verbal communication as their socialization process takes place. They aimed this to attempt to language teachers aware of this often neglected aspect of communicative competence by investigating how non-verbal communication has been conceptualized in existing models of communicative competence. Their paper also attempted to identify the effect of construct-irrelevant non-verbal features on teachers' assessment of language learners' speaking ability. They attempted to know the fact that the major differences in cultural use and interpretation of non-verbal features can make non-verbal communication as one of the most difficult areas of language for second and foreign language learners. The methods of this paper are that forty-four EFL teachers participated in the study. The teachers had at least four years of experience in teaching English as a second language the researchers has also done interviews on a regular basis as a tool of data collection. Twenty –two of interviewee was participating with the other features.

The analysis of data revealed that most of the features of the second category (behaviors of learners during interaction) had a strong effect on the teachers' rating of the students' speaking ability. They showed in the analysis that the most of non-verbal features of the first category (physical characteristics of learners) had little impact on the teachers' rating. The data

analysis was shown in tables statistically which indicated different features, which indicated different features of non-verbal communication, such as :(proxemics, gesture, eye contact, posture, facial expressions, voice quality and chronimics).

2.2.5. Monett & Macwhinney, conducted a paper entitled (The Role of Gesture in Second language learning communication, Acquisition, & Retention). They stated that, how gestures affects L2 communication. The paper addressed how gestures affect communication between L2 learners and their interlocutors in real-time conversation. They aimed to know the different gestures in different situation. They also wanted to know the importance of gestures in L2 conversation. They discovered that gestures that L2 learners produce when speaking the target language differ qualitatively from the gestures that they produce when they are speaking their native language. The methods of the study are sixty undergraduate were recruited in pairs from the participant pool at. All recruited individuals were fluent English speakers and confirmed that they had no knowledge of Hungarian prior to the experiment. The tool of data collection was observation to show the difference between gestures used by second language learners and of that used by native language speaker.

Body language as means of communication helps a person in different situations such as large or small class when you are teaching. This signal does things which can be difficult or even impossible to express verbally, so body signal is the relevant tool to do this

2.2.6. El-Shigeety (2007), he conducted research as the requirement for the PhD degree in English, University of Khartoum (Faculty of Arts), and the title of the study (Maintaining English Language Interaction in large Sudanese University classes through Communicative Language Teaching). The research undertakes to investigate the reason behind students' lack of interaction in the large classrooms and consider the impact those seating,

inhibitions, training affects students' ability to interact orally in large university classes. The sample of the study consists of (350) students studying in six Sudanese Universities and (70) English Language teachers. Two instruments were used for data collections: students' and teachers' questionnaires and English Language syllabi. The data was computed and analyzed with the statistical package for the social science (spss). The result of the study indicated that there is poor interaction and communication among most of the university graduates of English Language.

2.2.6. **Sueyoshi & M. Hardison** (2005), Michigan State University, the research entitled (The Role of Gestures and Facial Cues in second language listening comprehension). They indicated that non-verbal communication involves conveying messages to audience through body movements, head, nod, hand-arm, gestures, facial expressions, eye gaze, postures, and interpersonal distance. They indicated that these visual cues as well as the lip movements that accompany speech sound are helpful for communication."eliminating the visual modality creates an unnatural condition which strains the auditory receptors to capacity. They stated that physical movements for listeners can facilitate comprehension of spoken message. They aimed in this study to assess the contribution of gestures and facial clues to ease listening comprehension to intermediate and advanced learners of English as a second language (ELS) and to survey their attitudes towards visual cues in language skills development and face-to-face communication (interaction). The tool of data collection is questionnaire, recording video; in the form of sessions and lectures. The procedure of the study is: listening comprehension task, the experiment was conducted in a regular classroom equipped with a built in computer and a speaker that was suspended from the ceiling in the middle of the room. Several sessions were conducted for each stimulus condition to accommodate participants'

schedules. The tool is also a test which was conducted in small group of 5—8 participants.

The results of the paper were depended on the description of these gestures in many different ways, in addition to questionnaire analysis in tables and charts.

2.2.7. Tammy & Gregersen, University of Northern Iowa, the study conducted entitled (Language Learning beyond words: incorporating body language into classroom activities, the study aimed to understand that nonverbal communication plays an important role in second language communicative competence. It also aimed to draw attention somewhat to practical teaching techniques that will help English language teachers incorporate this essential element in to their classrooms. The research begins by examining the indispensable role of non-verbal communication in the overall communicative process. It also tries to consider the interplay of body language, particularly, gesture, facial expressions, and gaze behavior. And consideration also had given to the second language learner and the obstacles that bring the visual and auditory channels together through video, drama and role play, and interviews which are share with the purpose of stimulating teachers' creativity in producing their own classroom of how to encode and decode the visual as well as auditory cues in communicative exchanges. In specific details the researcher indicated the definition of non-verbal communication, types of nonverbal cues are: gestures, facial expressions, gaze behavior, video, and dram by showing pictures and figures for each one of these body movements. The researcher attempted to indicate that the purpose of body language for teachers is to create and incorporate activities that do not artificially segregate the auditory and visual channels of the communicative process. Methods and techniques are used to raise learners' consciousness about the illegal role of body language, in speaking, and listening in second or foreign language.

2.2.8. Dr. Zyoud, ALQuds University, he conducted a paper entitled (Using Drama Activity and Techniques to foster teaching English as a foreign language: a theoretical perspective). He indicated that drama can foster language skills such as reading, writing, speaking and listening. The researcher indicated that drama is a powerful language teaching tool that involves all of the students interactively all of the class period. He showed that drama can also provide the means for connecting students' emotional and cognition as it enables students to take risks with language experience, the connection between thought and action.

The researcher in this paper used observation to collect data through students' communication, teaching dramatically by using mimes and through role-play, simulation and teacher's role in the classroom as facilitator. The researcher concluded the study by saying that drama is an appealing teaching strategy which promotes co-operation, collaboration, and self-control, goal-oriented learning as well as emotional intelligence skills. The researcher also indicated that drama bridges the gap between course hood dialogues; drama strengthens the bond between thought and expression in language, provides practice of supra-segmental and Para-language. It makes students more confidence as well. The researcher also, showed that drama encourages adaptability, fluency and communicative competences.

The current researcher can understand that these studies will be measured as strong evidence to help him carry on in his selected subject, until he reaches the possible foundlings. Drama then is the most important factor in the modern life for teachers and learners as well as presenters, especially foreign language, English for instance.

2.2.9. Dervishaj (2009), conducted study entitled (Using Drama as a creative Method for foreign language Acquisition), the paper aimed to explore the use of drama in teaching English as a foreign language. The paper includes practices through a cyclical process which involves planning,

acting, observing and reflecting. The outcome of using drama in language classrooms is the acquisition and practice of new vocabulary and grammatical structures, and the performance of certain patterns of behavior through communicative activities. The researcher found out the activities that had done by students, the drama provides an interesting way for students to learn an appropriate language in meaningful and communicative contexts. The researcher aimed the paper is to enable and prepare young people to understand using drama as facilitator for the world's work and for economic independence. The researcher uses oral test, observation and interviews as tools of data collection. The participants are students and teachers in the classroom environment as the form of action research. The researcher conducted the paper by indicating that, drama rich in dialogue provides students with dramatic skills by placing the learners in situations that seem real. The researcher has also shown that drama provides the ultimate multi-sensory learning experience, it is inclusive and it supports the learning of foreign language, this method can be accompanied with body language to be clear, useful, sensitive and interesting. The teachers who engage in action research to use drama in the classroom can promote their own development and the development of their practice.

Teachers' action research on using drama can bring new and an important knowledge of the teaching/learning a foreign language.

The current researcher can understand that drama is necessary and an important method of presenting messages and social interaction in classroom activities or outside environment. The study also will help the current researcher to do observation, interview, and questionnaire as suitable tools of data collection and the analysis can help him to see in what extend that body language is the most important tool of communication and use teach English as foreign or second language.

In describing eye contact and its importance in the classroom,

2.2.10. **Led Bury& White & Sterne Darn**, Izmir University of Economics (2004) conducted a paper entitled (The Importance of Eye contact in the classroom, they stated that "teachers often complain about discipline, about lack of attention, about the use of L2 in the classroom and many other problems, many of which amount to a breakdown in communication between 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 and awareness. One aspect of non-verbal communication is the use of the eyes to convey messages. The eyes are a powerful tool for the teacher and the students or learners, yet much classroom times is spent with eyes firmly fixed on the book, the board, the floor, the window, or roaming randomly around the teaching and learning environment.

Teachers working in all disciplines in secondary schools have always been advised to develop 'the look' as part of their teaching persona. 'The look' ranges from 'be quiet please', though 'I'm not going to tell you again' 'to don't mess with me, Sonny', and in this respect is seen as having a disciplinary function. Meanwhile, the business world has accepted eye contact as an important component of achieving success in giving presentation and improving rapport between representatives and client, while these days it is possible to find many websites offering advice on how to forge personal relationships through the judicious use of eye contact. Researchers and practitioners in Neuron-Linguistic Programming (NLP) have brought the notion of body language and eye contact lack to the attention of language teachers, but largely in the context of providing clues to the nature of the learner rather than in terms of teaching tool. We have recently had the pleasure of observing English language classes, and have seen a lot of pairs of eyes performing a lot of functions.

2.2.11. Tahir & Eissa & Mohammed (2007), conducted study entitled (Visual Aids in Spine and their Effect on learning English Language , the requirements of the study is for (B.A.) degree, the aim of the study is to see the effect of visual aids on learning English language. The tool that used to collect data is a questionnaire to teachers, twenty questionnaires distributed to (20) English language teachers; they were selected randomly from different schools to answer the questions. The pupils' sample was (30) pupils and their choice were based on their academic standard in English language, the pupils' questionnaire were (14) questions. The researchers used statistical analysis in finding the problems described in tables.

2.2.12. Ibrahim & Ahamed & Bukhara (2007), Ahfad University, the research entitled (The Role of Communication in Learning and Teaching Process, the research conducted as fulfillment for the requirement of (B.A.) degree. The aim of the study is to investigate the basic relationship between communication process and learning teaching process. The study focused on the language as a system of communication, theories of language verbal communication and teaching learning, in addition to nonverbal communication and teaching and learning. The researchers used descriptive method for obtaining data and information. The subject of the study is a selected group of students of Khartoum state at secondary school level and from the teachers in Khartoum state. The instrument of data collection is questionnaires, one for students and the other for teachers. The researchers used statistical analysis in tables to analyze data to discover the problem.

2.2.13. Osman (2006), University of Khartoum, the submitted for the requirement of (M.A) degree in English, the research title is (Cross-Cultural Pragmatic Competence in English. The aim of the study is to investigate the speech acts of (Refusals and complaints), the subject of the study is Sudanese learners of English and native English speakers in Sudan. The found out that the non-natives and natives displayed a cross-cultural

variation strategies of use. The participants are non-native speakers, they were (33) post graduate students from some Sudanese national universities in Khartoum (14 males and 19 females). The native speaker participants were (8), 3 males and 5 females most them were British teachers at high secondary school levels in Khartoum. The materials were gained through a discourse completion test and some demographic questions. The subject was asked to complete the test by writing what their oral response would be to each situation. They were asked to respond as naturally as possible as they would say it in face-to-face interaction. The data was analyzed for each speech act presented in the responses.

2.2.14. Ibnauf (2008), Sudan University for Science and Technology, conducted study entitled (Communicative Language Teaching as an Aid to Second Language Learner in Jebra District), the is done for the requirement of(M.A) degree in English Language. The purpose of study is to investigate mainly the role of communicative approach and its techniques as they are used inside the classroom. The study population is consisting of 37 secondary school English teachers at Jebra area. The result of the study reveals that, trained teachers, who are well equipped and informed about CLT, are able to apply it in their classes. The researcher recommended that it should be necessary to apply the communicative techniques and activities which create pedagogic motivation and should make the class active and develop the communicative ability of the students when we provide the suitable demands.

The researcher noticed that these activities can be simply achieved and reinforced by using some body language signals match way you communicate and interact.

2.2.14. Elkheir (2014),Sudan University for Science and Technology, the research entitled(Development of English Language Learners' Communicative Competence through Communicative Activities), the

research is conducted for (Mr.) degree in English Language Teaching. The study population was third year students at Khartoum Secondary School for boys, the method of data collection is quantitative method for two groups for the implementation of communicative activities on teaching listening and speaking or not. 21 students are selected to be experimental group, while 20 students are selected to be the controlled group, the total numbers of these participants are 41 students (male) aged between 17 to 18 have done oral test (speaking and listening). The result of the study revealed that: third class secondary school students are weak in listening and speaking, communicative activities had impacted positively on teaching listening and speaking skills, and he recommended that traditional activities should be replaced by the communicative ones.

2.2.15. Ali (2014), Sudan University Science and Technology, conducted study as requirement of (PhD) degree entitled (An Investigation into Testing English for Foreign Language Learners' Competence). The tools for data collection are questionnaire, interview, and questionnaire for teachers and supervisors of English in Khartoum, Bahri and a content analysis to analyze the Sudan school certificate in English examination, another questionnaire for students at secondary schools. Interview for teachers of English and syllabus designers, these data were collected through communicative interactions and activities. The methods of data analysis are descriptive and analytical. The population of study composed of two types: teachers of English at secondary level and experts syllabus designers, teachers are male and female between 22 to 60 years of ages. The syllabus designers are asked to answer questions through interview responses. The purpose of this study is to investigate difficulties in testing oral communicative competence among foreign English language learners in Sudan.

2.2.16. Tour (2014), Sudan University of Science and Technology, the study entitled (Investigating Problems Arising from Teaching English in

Large Classes). The aim the study is to investigate the problem of instructional, psychological and social arise from teaching English large classes. The study focused on both teachers and students to analyze attitudes of them toward large classes. There were two teachers consisted of (100) students and (36) English teachers, randomly selected from the following universities: Sudan International university, Sudan University for Science and Technology, Neelain University and Khartoum University. Data was analyzed statistically. The finding of the study is that it's difficult to manage large classes.

The current researcher wants the discover another way which can in some way help in solving the problem or decrease the difficulties, this alternative is body language which does not effect by size or distance.

2.2.17. **Alansari** (2005), Omdurman Islamic University, the fulfilled for the requirement of (M.A) degree in English Language, the research entitled (Aspects of Verbal & Nonverbal Behavior among Muslims). The purpose of the study is to set the scene it is essential to review the impact of Islamic culture on verbal-&nonverbal behavior of the people among Muslim community. Tool of data collection is a questionnaire that administered to students of Taiba University in Al-Madinah-Almunawwara. The result of study discovered through statistical analysis of data. The population of study is Taiba University students (members of Islamic community), the sample of study is a selected 200 students of both sexes to describe the event. The questionnaire is a tool of data collection divided to two parts: the first parts consider verbal behaviors (items from 1---15) and the second part considered nonverbal behavior (items from 16---30) to check-mark responses or messages by non-verbal behavior such as smile, smell, clothes and body movement. The researcher suggested and encouraged further empirical studies on Muslims' communities and researchers to make it clear the understanding of verbal and nonverbal behavior, and put into consideration

the importance of investigating Muslims' verbal and nonverbal behavior and directed attention to them for improving communication through these behaviors.

This idea above will shed the light to the current researcher to identify that communication is not only through verbal behavior as well but also people can communicate nonverbally, through a person's body movements. But the use of these messages can convey a meaning differently from culture to culture, sex to sex and social group to social group.

2.2.18. Ali (2011), Alneelen University, the study submitted as the requirement for (M.A) degree in English language, the research title is (The Importance of Interaction in the Language Classroom in Kalakla locality). The study aimed to investigate the importance of interaction activities in the classroom language learning in some of secondary schools in Kalakla locality in Khartoum state. The researcher adopted a descriptive and analytical method of data description. The researcher used three tools of data collection: questionnaire for 30 teachers selected randomly from different secondary schools in Kalakla locality. Another questionnaire designed for 40 students from 6 secondary schools in Kalakla locality. The students had been learning English for 7 years having Arabic Language as a medium of instruction; the other tool was observation of some English language teachers in the same locality. The suggestions of the study were that: the interactive activities in the classroom are important in developing language learning, communication strategies are necessary for language learning and the teachers of English language should use suitable techniques for enhancing interaction in the classroom language learning.

2.2.19. Balal (2011), Alneelen University, the research submitted for the requirement of PhD degree in English Language teaching , the research entitled(Phonological Problems Affecting the Teaching /Learning Process of(ELT)). The study aimed to investigate and identify the phonological

problems affecting the teaching/learning process of ELT in phonology sound systems, the study also aimed to help teachers and learners to know the cause of these problems and use and practice (IPA) in English pronunciation, it also sheds light on the most common mistakes of English sounds in relation to their spelling. The hypothesis of the researcher is that Sudanese FL Learners lack the basic knowledge of English sounds, confuse new sounds when dealing with the different areas in both languages L(1---2). The sample of the study are two groups of fifty students of the same sex, standard and educational level. The study population is Al-Said Ali AlMergani secondary school for girls in Omdurman locality. The data was collected through oral test and analyzed statistically. Another tool was interview to experienced English language teachers, headmaster and inspectors. The finding of the study indicated that only 13%of students care of segmental phonemes whereas only21 students care of supra-segmental and only few teachers use English dictionary to check English words.

2.2.20. Hassan (2011), Juba University-Sudan, the research submitted as requirement of PhD degree, the research title is (Learner Autonomy and Social interaction as Perceived by Sudanese University English Language Teachers). The aims of the study are to recognize learner autonomy and social interaction as Sudanese university English language teachers. The researcher also wants to explore teachers' belief about learner autonomy and social interaction, the researcher divides the study into six main dimensions: learners' belief about conditions of successful foreign language learning, learners' beliefs about interaction and co-operation, teachers' beliefs about learners' reflections, teaching practices applied by the teachers, experimenting learners with different teaching and learning techniques and making learners aware of their responsibility of learning. Data was gathered from 120 teachers in 14 Sudanese Universities, with quantitative data through a teacher's questionnaire. The researcher used descriptive survey as

a method of data collection by constructing a teacher's questionnaire using method of summated ratings liker five point scale. The result of study revealed that most of the Sudanese English language teachers at university level have positive perception of learner autonomy; there is a significant relationship between learner autonomy interaction and cooperation; there were positive attitudes towards learner's reflection; emphasis on the modern trends of teaching, that is learner centered approach; there was positive agreements on learners develop better strategies for learning.

2.2.21. **Ramdan** (2011), University of Juba-Sudan, the thesis conducted for the requirement of PhD degree in English language, the research entitled (Towards Effective Motivation for Sudanese Secondary school and University Learners of English as a Foreign Language).the study aimed to make a survey the variables that affect the attitudes and motivation of the Sudanese non-English medium secondary and university students in learning English as a foreign language. The researcher investigated the following hypothesis: the dominant use of teacher-centered approaches in language learning is the main cause of learners' de-motivation. The teachers' personality and rapport with students, positively or negatively affects the students' attitude and behavior .socio-cultural and environmental factors contribute positively or negatively to the learners' attitude towards English language learning. The researcher used descriptive methods to test the hypothesis which was carried out by attitude and Motivation Test Batteries; this consists of series of questionnaire as self report measure d by different subscales. Interview and practical tasks also used to cover samples of students selected from secondary schools and universities in the city – triangle of Khartoum-Khartoum North and Omdurman. Observation check list was also used for teacher-students verbal classroom interaction, beside reviewing and description of the syllabus materials arrangement of spine 4,

5, and 6. The researcher concluded that is advisable to seek for finding better procedures for motivating students learning English as a foreign language.

The researcher noticed from the study above, the best way of motivating process in learning English in the current situation is through that which is called body signals that was consciously or unconsciously performed.

2.2.22. TajEldin (2008), University Juba-Sudan, the study submitted for the requirement of (M.A.) degree, the research entitled (Cross-Cultural Pragmatics of Sudanese University Students' English Requests). The study aimed to investigate the English and Arabic speech act of requesting used by the Sudanese University students. It also aimed to identify preferences made by the subjects in the students' choice of request strategies. The research intended to investigate the impact of some social variables on their performance. It investigated the different types of internal and external modifications, precursors, in addition to politeness strategies used in the students' answers. The thesis compared and contrasted the requests in English and in Arabic in order to trace instances of pragmatic transfer from informants, mother tongue. The subjects of the study were 200 final year university students selected randomly from eight universities. The study used two versions of discourse completion test; one in English and the other in Arabic, 100 subjects responded to each one of these two versions. The study subjects use positive and negative politeness strategies and finally the performance of the subjects showed instances of pragmatic transfer. The researcher discovered that social variables affect individuals using English request specially those learn English as foreign language.

2.2.23. Abdul Aziz (2013), University of Bahri, the study submitted as partial fulfillment for the requirement of (M. A.) degree in English, the title of the study is (The Importance of Motivation in Teaching and Learning English as a foreign Language), the purpose study is explore and investigate the most important factors influencing learning and teaching English as a

foreign language. The study subjects are secondary schools in Ombadda Locality. The researcher focuses on the effective methods of motivation in learning and teaching English language by adopting the descriptive method, he used questionnaire to collect data, and the results were obtained by using (spss) which indicated that motivation has a very important, effective and practical role in learning and teaching English (EFL), but lack of motivation has come to be an important factor that hinders learning and teaching English language.

The suitable tool to maintain teaching and learning a language process effectively and expressively is by body language factors that play the essential role in the field of communication and teaching/learning, which were considered as social existence.

2.2.24. Hamad (2011) Sudan University for Science and Technology, conducted study entitled (Developing Effective Techniques in teaching language in Overcrowded classes of secondary school level) required for PhD degree, the study aims to highlight the problems that encounter both students and teachers in overcrowded classes and how to overcome these obstacles, and also investigating the difficulties, which hinder secondary school teachers in performing their interaction and activities in overcrowded classes. The researcher used descriptive and analytical methods as a frame of inquiry of data and statistical analysis, the sample of the study consisted of two categories, the first one was the sample of the teachers were (20), head departments were (10) and supervisors are (10), the total sample is (40) of (306) males and females as the population as a whole. The area of the study is secondary school level in Omdurman. The second sample was the students which were (100) of a population of (1025) students of both sexes. The questionnaire was designed to cover four areas of interaction, methods, techniques, and visual aids for English language teachers; another questionnaire was designed for students of (100) individuals as sample of the

whole population of (1025). The data was collected and analyzed by using statistical package for social science (spss) computer program. The findings of the research reveal to support the research hypotheses and indicated that these are most corresponding of data collected by questionnaire and content analysis; the hypotheses indicated that 77.5% of the respondents state the interaction techniques can be useful in teaching/learning English language in overcrowded classes. And 62.5% of the respondents agreed that pair work can be useful techniques to help the students to master English language. The third hypothesis states that 57.5 % of the respondents present that group works is an effective techniques in motivating students in understanding English language. Hypothesis four showed that 80% of the respondents state that the use of visual aids can motivate and enhance students to master English language.

2.2.25 **Al Fadil**(2010) Sudan University for Science and Technology, conducted a research entitled(Strategies for Developing English Oral Communication in Sudanese secondary level, the researcher stated the strategy as the means of regulator and control to obtain the best results through the correct path that we take in the framework of educational process. The aim of the research is to verify the efficiency of teaching some of the strategies to develop English oral communication skills for Sudanese secondary school students (third grade). It also aim s at identifying the strategies, teachers and students employ when they teach and learn speaking and listening skills. The development of English oral communication skills means fluency, efficiency and overcoming the flaws and deficiencies in the process of oral communication among students. The achievement of these goals is by using the descriptive approach. The tool of data collection is one questionnaire of 34 questions distributed to forty English teachers in twelve boys and girls secondary schools in Al-kamleen locality. The aim of this questionnaire is to identify the strategies English teachers use when they

teach English vocabulary, listening and speaking skills. The other two questionnaires were distributed among 120 third class students (boys and girls). One questionnaire aims to identify the strategies students use when they learn speaking skills, the other one identifies the strategies used in learning English listening skills. The researcher used statistical figures to analyze data; the researcher suggests that teachers should encourage students and urge them to use the target language in and outside the class, because the best outcome of learning is possible with practice and exercises. It will be seen the best way to achieve the development of strategies for learning and teaching speaking and listening is by using some body language signals.

Upon the theoretical framework and literature review it was noticed that it is necessary to work hard in conducting additional researches to cover many different types of body language expressions, concerning classroom interaction and in the communication processes, namely: gestures, facial expression, eye contact, body movements, postures and the levels of voice. The affect of these clues appeared in everyday conversation and interaction like any other means of communication no one can ignore it at all. To conduct a research in this field a relevant tool to collect data must be selected carefully.

CHAPTER THREE

Methodology and procedures

3.0 Introduction

This chapter highlights the research methodology that the researcher uses for collecting and interpreting data, the population of the study which was selected to present the whole participants in the area, the sample of the study was to cover the whole area, the instruments of data collection was observation took place in the classroom setting, the procedures that researcher follows to collect these data, in addition to the measurement of the research validity and reliability to see how to achieve an objectivity of the research findings. In this chapter also the researcher calculate the number of participants and how to select the sample to suit the collected data and cover the intended problem and how to propose the suitable solution to this problem.

3.1 The Methods of the Study

In describing teacher's performance in the classroom interaction. The focus was made considerably on the teachers' observation in the classroom by using body expressions for English teaching. Consideration was also put to observe how teachers' interaction affect students' awareness and impression to match these body clues with verbal action. The observation tool was designed as the main and the only tool to collect data. The observation tool was addressed to answer the study questions, to achieve the objectives of the study and test the hypotheses the statistical analysis was used to highlight and clarify the intended purpose. This observation was applied directly by the researcher during teaching time by mentioning to a teacher who was appointed to be observed before entering the classroom.

3.2 The Population of the Study

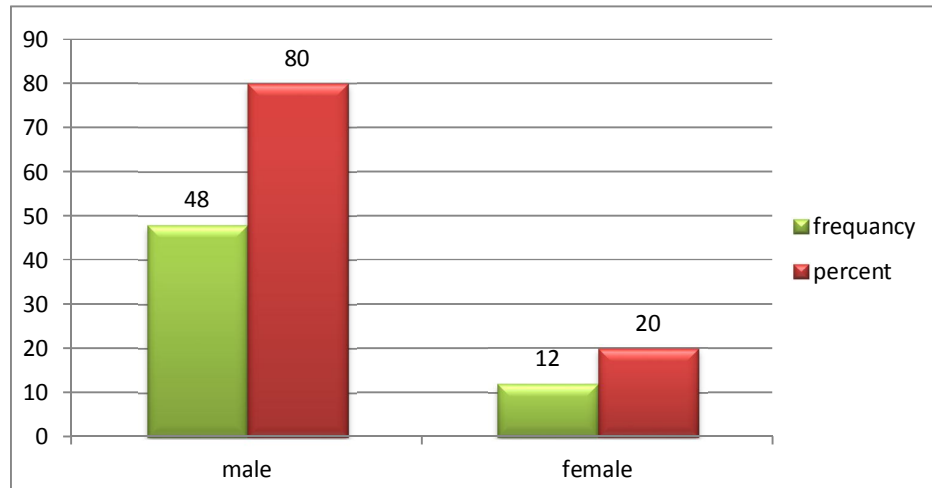
The study population was English language teachers in El-Fashir locality at secondary level (third class). The number of these teachers is (102) teachers both male and female. The duration of time for collecting data is (2015-2016). The study include: both girls and boys schools. This population was targeted as intended population by covering (37) schools from the total of (48) ones according to fair geographical distribution (all directions) in El-Fisher locality.

3.3 The sample of the study

The study sample was selected according to the schools distribution geographically. The selected sample is (60) teachers as representative participants of the population which was (102) English language teachers from 37 schools of 48 secondary schools in the locality of El-Fisher as a whole. The sample is (48) male teachers and (12) female teachers. The size of sample is distributed in such a way that male teachers are more than female one in these schools, because there are male teachers in both girls and boys schools while there are only female teachers in girls' schools. In addition to this sample also the researcher sometimes see how these teachers' interaction affect students' reactions in the class room. Then, students in each presented class are indirectly counted as study population and sample. This could be clearly seen in the appendix section as illustrated photos.

Table (3.1) the description of the sample

		Gender		
Issue		Frequency	Percent	Valid Percent
Valid	Male	48	80.0	80.0
	Female	12	20.0	20.0
	Total	60	100.0	100.0



Graph (3.1) the description of study sample

3.4 The instrument of data collection

The researcher used classroom observation as the main tool of collecting data. The observation was designed as checklist to measure how much time does teacher use body expressions in the class to match his/her verbal action, in addition to checklist, the researcher also took notes for each teacher during teaching period, furthermore, the researcher took recorded videos changed in to photos in the classroom interaction to see how these body expressions affect students' perception positively and/or negatively. The observation tool was the most relevant tool in collecting data in such a way rather than any other tools because the researcher sat down and recorded and collected data directly by focusing on a teacher as basic participant in the classroom actions. The researcher selected this tool as the suitable instrument of data collection based on Wallace (1998: 105) focused on three main factors as

the suitable fields of observation process in the classroom environment, and they were stated as follows: whether you as researchers are going to observe:

1) **Ourselves as teachers**: the techniques we use, our physical presence, voice projection and, use of gestures, management procedures, and so on.

2) **Our students**: the way they work, the way they interact, the way they respond to our teaching, their on-task and off-task behavior, and so on.

3) **The context in which we teach**: the classroom layout, the teaching aids available and how they are used, and the use of posters and visual aids in the classroom, and so on.

Upon these procedures, the researcher adopted one of these to as the most relevant to collect data by focusing on English language teachers as target group to be observed in the class.

3.5 Reliability and Validity of the Observation tool

Wallace (1998) defined the concept reliability to be achieved as a result that: is the marking scheme for the test such that any competent marker (Marker A) would give candidate X's papers the same grade as any other competent marker (Marker B)?

Data can be **valid** and **reliable** as a result that researcher follows the procedures for collecting these data systematically and carefully within time and place. Reliability and validity can also be achieved because data collection is directed to measure and introduce the same behaviors that are raised in the study questions and study hypotheses to be answered and tested.

Another definition is that, the same kind of questions can be applied to research results: if the research procedures used by Researcher A are exactly followed by Researcher B, the findings (results) will be the same in each time. Wallace (1998)

Another way of achieving reliability is that if the research is exactly replicable or repeatable. As it was said that many action research data like the present research data, the measurement is not very reliable in the technical sense. Data will subjectively be obtained in the real sense because the phenomena can change and vary from time to time. If you are doing action research for yourself, you may be happy to trust your own judgment as to how 'reliable' your findings are. In the same instance, if you wish to convince others with your own work, for example, through publication, you may make your findings more credible by being very explicit about the nature of your original data. Wallace (1998: 36)

Validity: concerning the test, validity means testing what you are supposed to test, and not something else, for example, if you imagine testing someone's reading comprehension ability, and you decide to do this by asking him or her to write a summary of a certain text then you are not valid in such a way by testing something else. Wallace (1998: 36)

Reliability Statistics

Cronbach's Alpha	N of Items
.548	10

No of statements	Reliability(Cronbach's Alpha)	Validity
10	0.548	0.740

The researcher used Cronbach's Alpha coefficient to measure the Reliability of data instrument and has constant value between (0 and 1). From the table above the result of measurement for Cronbach's Alpha for the reliability equals 0.548, the validity can be found by giving (Sqrt) to the reliability value and can be indicated in the following equation:

Validity= $\sqrt{0.548}$ =0.740. This equation stated that we find out validity of data by giving the standard deviation of the reliability value.

3.6 Teacher's Classroom Observation Procedures

Teacher's observation was administered to take place in the classroom environment by informing each teacher in the office through school administration to get acceptance firstly. The time of observing was thirty minutes for filling checklist, ten minutes for taking additional notes and video tapes, considerably, the whole time of the observing process was forty minutes as appropriate for doing all the observation procedures in the class. The researcher addressed immediately after starting lesson sat in front of the class near the door to be able to see both a teacher and students clearly, but he attempted to take considerable attention to keep the lesson going on straight forward without any interruption to affect a teacher's performance and students' perception of the lesson in the class. After the lesson was over he only showed the expression of saying Good Bye bodily not verbally.

3.7 Method of data Analysis

Data were analyzed statistically and rationally by using (SPSS) in cross tabulation by using tables and graphs to describe the figures of scores marked by on the observation checklist; the recorded notes and video tapes had been taken from teacher's classroom interaction with students in using body language, to compare them with the observation checklist. Videos are changed into photos as the real evidence attached in the appendix for any expected inquiries or explanations and description. In addition, notes of every teacher in the class were analyzed in isolation to see the variation of using their body expressions in different situations and meanings. After the analysis, the researcher interpreted the figures and described the tables.

3.8 Summary of the Chapter

This chapter highlighted and guided the researcher carried on forward to find out the intended phenomenon in nature by doing hard work honestly and systematically in an objective manner in specific time and place. This chapter presented the real application of the study which reflected the effort that researcher did to discover the main significance of the study.

Observation instrument is the only suitable instrument to measure body language behavior in the classroom. At the end of this chapter the researcher arranged and organized these data to suit the methods that are used to analyze the collected data in order to make it easier for understanding and interpreting the findings of the expected results.

The observed data will be analyzed according to the frequency scales designed in the check list to be grouped in cross tables, by making correlation between gender and years of experiences in relation main types of body language represented in; body movements, eye contact, facial expressions, gestures, mimes, postures, the measurement of voice, using fingers and head node in the classroom as main observed items. The size of measurement is to see how these factors affect classroom interaction positively or negatively.

CHAPTER FOUR

Data Analysis, Results and Discussions

4.0 Introduction

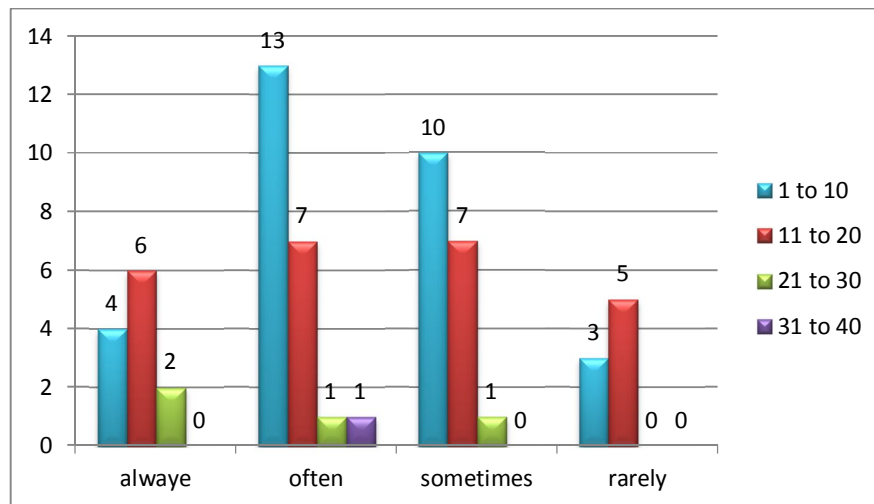
This chapter claimed out the statistical analysis of data in terms of tables and graphs in addition to teachers' observation notes-taking by stating the interpretation of these data in frequencies and percentages to make them clear and understood. In addition this chapter also claimed the general results of the study apparently to match the proposed questions and hypothesis. Further, the researcher discussed the results and concluded the findings.

4.1 Data Analysis

4.1.1 The relationship of years of experience and body language

Table (4.1) years of experience and body movement

Issue		The use of body Movement								Total
		Always		Often		Sometimes		Rarely		
		P	F	P	F	P	F	P	F	
years of experience	1-10	13.3	4	43.3	13	33.3	10	10.00	3	30
	11-20	24.00	6	28.00	7	28.00	7	20.00	5	25
	21-30	50.00	2	25.00	1	25.00	1	0.00	0	4
	31-40	0.00	0	100.0	1	0.00	0	0.00	0	1
Total			12		22		18		8	60



Graph (4.1) years of experience and body movement

Table and graph (4.1) above illustrate the relationship between teacher's experience and body movement in the classroom behaviors and can be stated in the following figures:

Teachers from (1-10) years of experience are; (13.3%) always use body movement in teaching, (43.3%) of often use body movement in teaching, (33.3%) of them sometimes use body movement in teaching while there are only (10.00%) of rarely use body movement.

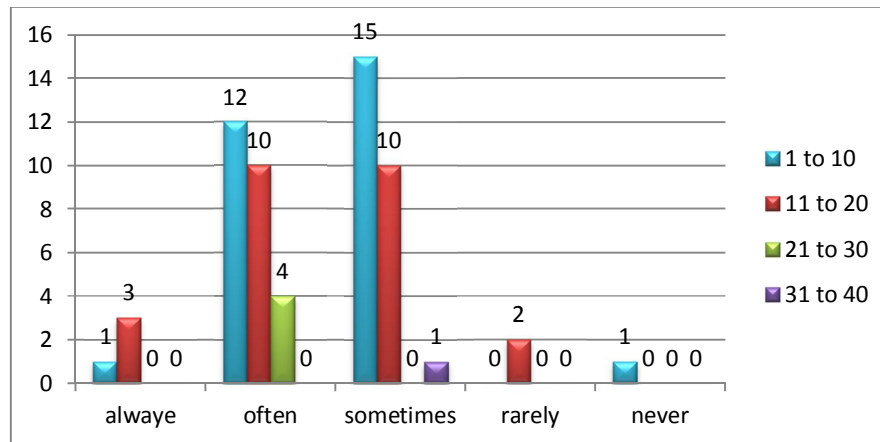
Teachers from (11-20) years of experience are shown that; (24.00%) of them always use body movement in teaching, (28.00%) are often use body movement in teaching, (28.00%) are sometimes use body movement in teaching and there are only (20.00%) of them rarely use body movement in teaching.

Teachers from (21-30) years of experience there are; (50.00%) of them always use body movement in teaching, (25.00%) of them often use body movement and (25.00%) of these group sometimes use body movement.

Teachers from (31-40) years of experience there are (100%) of them often use body movement in teaching.

Table (4.2) years of experience and uses eye contact

Issue		Teacher uses eye contact										Total
		Always		Often		Sometimes		Rarely		Never		
		P	F	P	F	P	F	P	F	P	F	
year of experience	1-10	3.33	1	43.33	13	50.00	15	0.0	0	3.33	1	30
	11-20	12.00	3	40.00	10	40.00	10	8.00	2	0.00	0	25
	21-30	0.00	0	100.0	4	0.00	0	0.00	0	0.00	0	4
	31-40	0.00	0	0.00	0	100.0	1	0.00	0	0.00	0	1
Total			4		27		26		2		1	60



Graph (4.2) years of experience and uses eye contact

The table and graph (4.2) above illustrate the relationship between teacher's experience and the use of eye contact during teaching time and can be stated in the following figures:

Teachers from (1-10) years of experience are; (3.33%) of them always use eye contact in teaching, (43.33%) of them often use eye contact in teaching, (50.00%) of them sometimes use eye contact in teaching while there are only (3.33%) of these group rarely use eye contact in teaching.

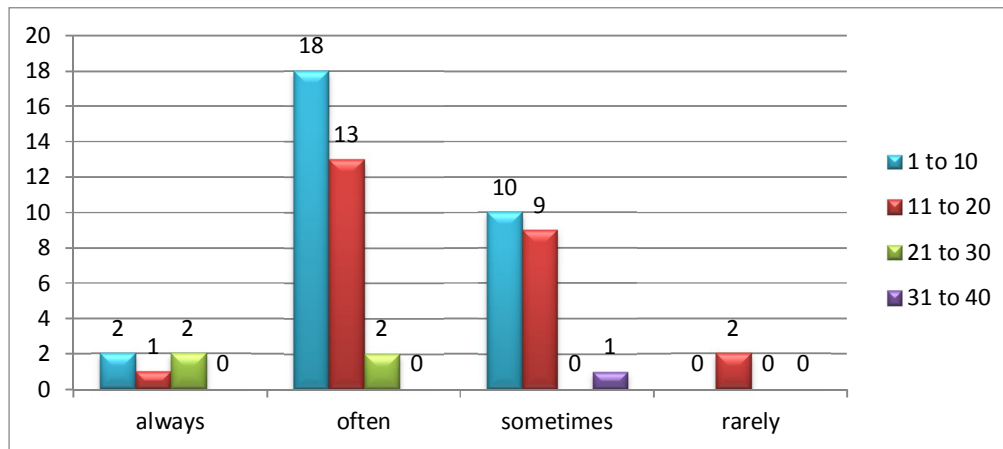
Teachers from (11-20) years of experience are shown that; (12.00%) of them always use eye contact in teaching, (40.00%) are often use eye contact in teaching, (40.00%) are sometimes use eye contact in teaching and there are only (8.00%) of them rarely use body movement in teaching.

Teachers from (21-30) years of experience there are; (100. %) of them often use eye contact in teaching.

Teachers from (31-40) years of experience there are (100%) of them sometimes use eye contact in teaching.

Table (4.3) years of experience and uses facial expressions

Issue		Teacher uses facial Expression								Total
		Always		Often		Sometimes		Rarely		
		P	F	P	F	P	F	P	F	
year of experience	1-10	6.67	2	60.00	18	33.33	10	0.00	0	30
	11-20	4.00	1	52.00	13	36.00	9	8.00	2	25
	21-30	50.00	2	50.00	2	0.00	0	0.00	0	4
	31-40	0.00	0	0.00	0	100.0	1	0.00	0	1
Total			5		33		20		2	60



Graph (4.3) years of experience and uses facial expressions

The table and graph (4.3) above state the relationship between teacher's experience and facial expression in the classroom and can be stated in the following figures:

Teachers from (1-10) years of experience are; (6.67%) always use facial expression in teaching, (60.00%) of often use facial expression in teaching, (33.33%) of them sometimes use facial expression in teaching, these high percentages indicate the importance of facial expression in this level .

Teachers from (11-20) years of experience are shown that; (4.00%) of them always use facial expression in teaching and (52.00%) of them are often use facial expressions in teaching, (36.00 %) of them are sometimes use facial

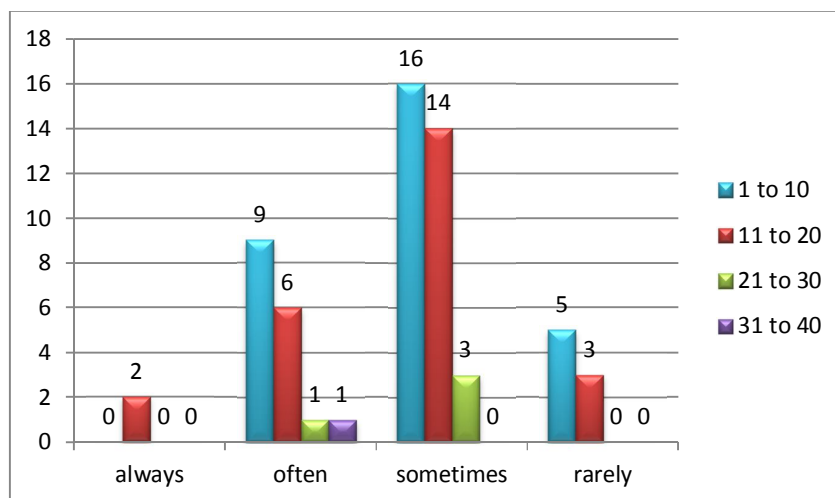
expressions in teaching while there are only (8.00) of them are rarely use facial expressions in teaching.

Teachers from (21-30) years of experience there are; (50.00%) of them always use facial expressions in teaching, (50.00%) of them often use facial expressions in teaching English. This explanation indicated that most teachers prefer to use facial expressions in teaching.

Teachers from (31-40) years of experience there are (100%) of them sometimes use facial expressions in the classroom interaction in teaching.

Table (4.4) years of experience and uses gestures and mimes

Issue		Teacher uses gestures and mimes								Total
		Always		Often		Sometimes		Rarely		
		P	F	P	F	P	F	P	F	
year of experience	1-10	0.00	0	30.00	9	53.33	16	16.67	5	30
	11-20	8.00	2	24.00	6	56.00	14	12.00	3	25
	21-30	0.00	0	25.00	1	75.00	3	0.00	0	4
	31-40	0.00	0	100.0	1	0.00	0	0.00	0	1
Total			2		17		33		8	60



Graph (4.4) years of experience and uses gestures and mimes

The table and the graph (4.4) above illustrate the relationship between teacher's experience and the use of gestures and mimes in the classroom interactions and can be stated in the following figures:

Teachers from (1-10) years of experience are; (30.00%) of them often use gestures and mimes in teaching, (53.33%) of them sometimes use gestures and mimes in teaching, (16.67%) of them rarely use gestures and mimes in teaching.

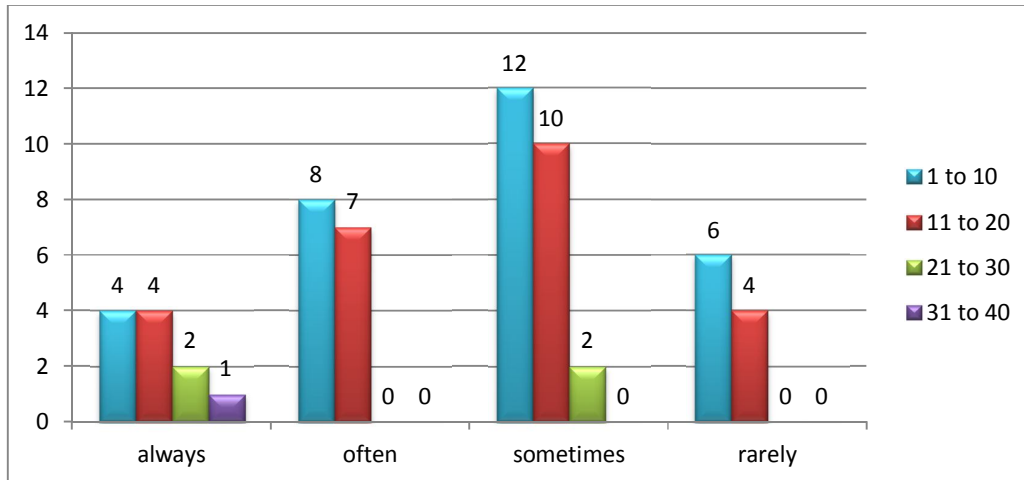
Teachers from (11-20) years of experience are shown that; (8.00%) of them always use gestures and mimes in teaching, (24.00%) are often use gestures and mimes in teaching, (56.00%) of them are sometimes use gestures and mimes in teaching and there are only (12.00%) of them rarely use body movement in teaching.

Teachers from (21-30) years of experience there are; (25.00%) of them often use gestures and mimes in teaching (75.00%) of these teachers sometimes use gestures and mimes in teaching English in the classroom

Teachers from (31-40) years of experience there are (100%) of them often use gestures and mimes as crucial instrument of teaching more properly and effectively.

Table (4.5) years of experience and uses postures

	Issue	Teacher uses postures								Total
		Always		Often		Sometimes		Rarely		
		P	F	P	F	P	F	P	F	
year of experience	1-10	13.33	4	26.67	8	40.00	12	20.00	6	30
	11-20	16.00	4	28.00	7	40.00	10	16.00	4	25
	21-30	50.00	2	0.00	0	50.00	2	0.00	0	4
	31-40	100.0	1	0.00	0	0.00	0	0.00	0	1
Total			11		15		24		10	60



Graph (4.5) years of experience and uses postures

The table and the graph (4.5) above illustrate the relationship between teacher's experience and postures in the classroom interaction and can be stated in the following figures:

Teachers from (1-10) years of experience are; (13.33%) always use postures in teaching, (26.67%) of them often use postures in teaching, (40.00%) of them sometimes use postures in teaching while there are (20.00%) of them rarely use postures.

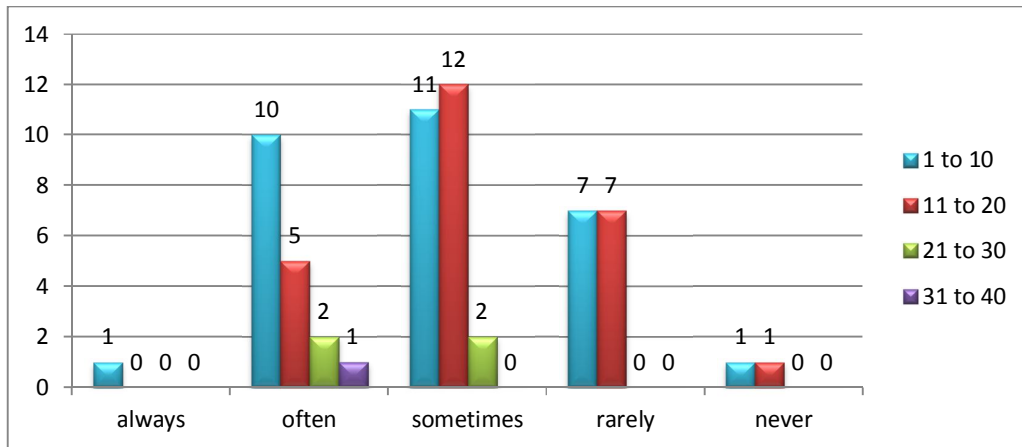
Teachers from (11-20) years of experience are shown that; (16.00%) of them always use postures in teaching, (28.00%) of them are often use postures in teaching, (40.00%) are sometimes use postures in teaching and there are only (16.00%) of them rarely use posture in teaching.

Teachers from (21-30) years of experience there are; (50.00%) of them always use postures in teaching, (50.00%) of them sometimes use postures in teaching

Teachers from (31-40) years of experience there are (100%) of them often use postures in teaching.

Table (4.6) years of experience and high voice quality

Issue		Teacher's voice quality is high										Total
		Always		Often		Sometimes		Rarely		Never		
		P	F	P	F	P	F	P	F	P	F	
year of experience	1-10	3.33	1	33.33	10	36.67	11	23.33	7	3.33	1	30
	11-20	0.00	0	20.00	5	48.00	12	28.00	7	4.00	1	25
	21-30	0.00	0	50.00	2	50.00	2	0.00	0	0.00	0	4
	31-40	0.00	0	100.0	1	0.00	0	0.00	0	0.00	0	1
Total			1		18		25		14		2	60



Graph (4.6) years of experience and high voice quality

The table and the graph (4.6) above state the relationship between teachers' years of experience and high voice quality in teaching and the figures of percentage are claimed as follows:

Teachers of (1-10) years of experience are shown that; (3.33%) of them always use rise their voice in teaching, (33.33%) of them are often use rise voice in teaching, (36.67%) of them are sometimes rise their voice in teaching, (23.33.00%) of them rarely use rise their voice in teaching while there are only (3.33) of these teachers never rise voice in teaching.

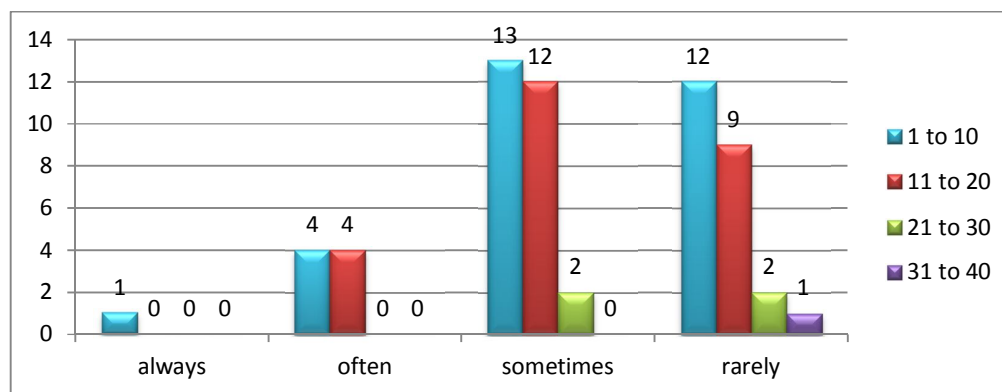
Teachers from (11-20) years of experience are; (20.00%) of them often rise their voice during teaching, (48.00%) of them sometimes rise voice in teaching, (28.00%) of them are rarely rise their voice in teaching while there are (4.00%) of them never rise their voice in teaching.

Teachers from (21-30) years of experience there are; (50.00%) of them often rise voice in teaching and (50.00%) of them sometimes rise their voice in teaching.

Teachers of (31-40) years of experience there are (100%) of them often rise their voices in teaching.

Table (4.7) years of experience and low voice quality

Issue		Teacher's voice quality is low								Total
		Always		Often		Sometimes		Rarely		
		P	F	P	F	P	F	P	F	
year of experience	1-10	3.33	1	13.33	4	43.33	13	40.00	12	30
	11-20	0.00	0	13.3	4	48.00	12	36.00	9	25
	21-30	0.00	0	0.00	0	50.00	2	50.00	2	4
	31-40	0.00	0	0.00	0	0.00	0	100.0	1	1
Total			1		8		27		24	60



Graph (4.7) years of experience and low voice quality

The table and the graph (4.7) above state the relationship between teachers' years of experience and low voice quality in teaching and the figures of percentage are claimed as follows:

Teachers of (1-10) years of experience are shown that; (3.33%) of them always use lower their voice in teaching, (13.33%) of them are often lower their voice in teaching, (43.33%) of them are sometimes lower their voice in teaching, and (40.00%) of them are rarely lower their voice in teaching. The explanation above indicates that teachers do not like lowering their voice in teaching.

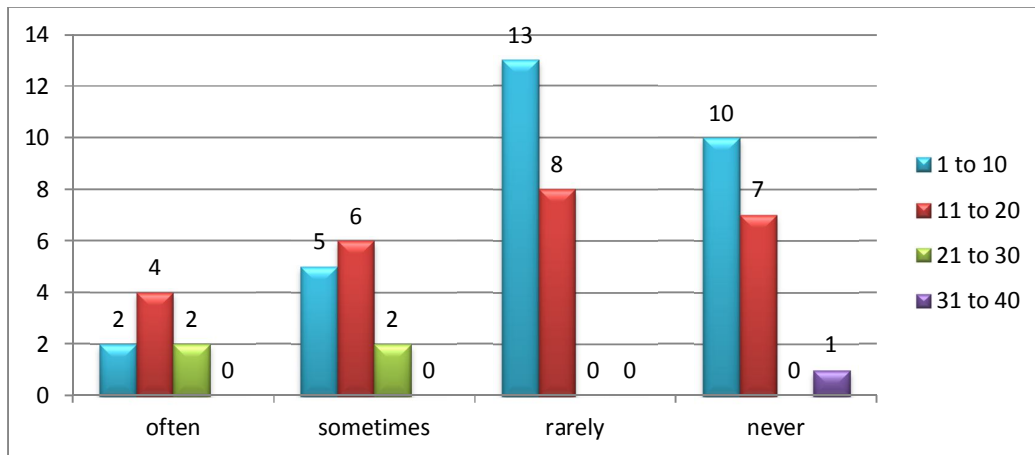
Teachers from (11-20) years of experience are; (13.3%) of them often lower their voice during teaching, (48.00%) of them sometimes lower voice in teaching and (36.00%) of them are rarely lower their voice in teaching.

Teachers from (21-30) years of experience there are; (50.00%) of them often rise voice in teaching and (50.00%) of them sometimes lower their voice in teaching and (50.00%) of these teachers are rarely lower their voice in teaching

Teachers of (31-40) years of experience there are (100%) of them rarely lower their voice in teaching.

Table (4.8) years of and smiling in the classroom

Issue		Teacher smiles in the classroom								Total
		Often		Sometimes		Rarely		Never		
		P	F	P	F	P	F	P	F	
year of experience	1-10	6.67	2	16.67	5	43.33	13	33.33	10	30
	11-20	16.00	4	20.00	6	32.00	8	28.00	7	25
	21-30	50.0	2	50.00	2	0.00	0	00.00	0	4
	31-40	00.0	0	0.00	0	0.00	0	100.0	1	1
Total			8		13		21		18	60



Graph (4.8) years of experience and smiling in the classroom

The table and the graph (4-8) above show the relationship between teachers and the smiling in the classroom in teaching. The distribution of scores is stated as follows:

Teachers of (1-10) years of experience; there are only (6.67 %) of them often smile in the classroom, (16.67%) of them are sometimes smile in the classroom, (43.33%) of them are rarely smile in the classroom and (33.33) are never smile in the classroom. When there are majority of teachers in this group lay on the negative alternative, then they do not greatly prefer smiling in their teaching time.

Teachers of (11-20) years of experience; there are only (16.00 %) of them often smile in the classroom, (24.00%) of them are sometimes smile in the classroom, (32.00%) of them are rarely smile in the classroom and (28.00%) are never smile in the classroom. When there are majority of teachers in this group lay on the negative alternative, then they do not greatly prefer smiling in their teaching time.

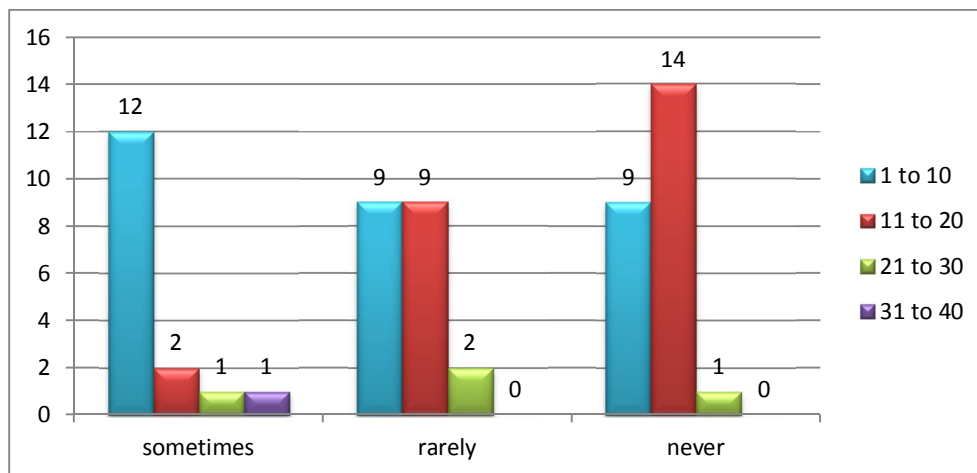
Teachers of (21-30) years of experience; there are (50.00 %) of them often smile in the classroom and (50.00%) of them are sometimes smile in the classroom. When there are majority of teachers in this group wave towards

the smiling behavior positively then smile for them is very important in teaching.

Teachers of (31-40) years of experience; there are (100%) of these teachers never smile while they are teaching, this indicate that smiling in the class is not necessary measure according to teachers experience but depend upon teacher's style in the classroom environment during period of time.

Table (4.9) years of experience and teacher nodes head in teaching

		Sometimes		Rarely		Never		
		P	F	P	F	P	F	
year of experience	1-10	40.0	12	30.0	9	30.0	9	30
	11-20	8.00	2	36.0	9	56.0	14	25
	21-30	25.00	1	50.00	2	25.00	1	4
	31-40	100.0	1	0.00	0	0.00	0	1
Total			16		20		24	60



Graph (4.9) years of experience and teacher nodes head in teaching

The table and the graph (4.9) above indicate the relationship between teachers' experience and nodding head in the classroom in teaching. The numbers of percentage of frequencies are stated as follows:

Teachers of (1-10) years of experience are categorized that (40.00%) of them sometimes node heads in teaching, (30.00%) of them are rarely node head in teaching and (30.00%) of this group never node head. this group do not commonly mode head in teaching, then nodding head for them is not preferred in teaching

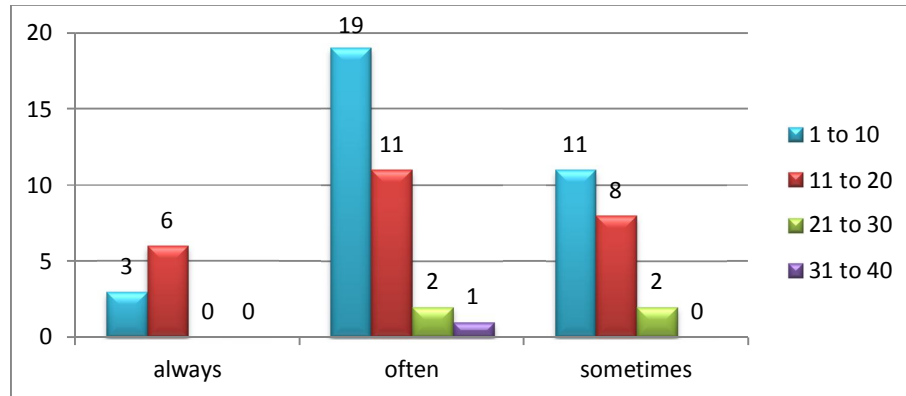
Teachers of (11-20) years of experience are categorized that there are only (8.00%) of them sometimes node heads in teaching, (36.00%) of them are rarely node head in teaching and (56.00%) of this group never node head. this group do not commonly mode head in teaching, then nodding head for them is not preferred in teaching.

Teachers of (21-30) years of experience are categorized that there are only (25.00%) of them sometimes node heads in teaching, (50.00%) of them are rarely node head in teaching and (25.00%) of this group never node head. this group do not commonly mode head in teaching, then nodding head for them is not preferred in teaching. This

Teachers of (31-40) years of experience are categorized that there are (100.00%).

Table (4.10) years of experience and teacher uses finger(s) in the class

Issue		Teacher uses finger(s) as pointer(s)						Total
		Always		Often		Sometimes		
		P	F	P	F	P	F	
year of experience	1-10	10.00	3	53.33	16	36.67	11	30
	11-20	24.00	6	44.00	11	32.00	8	25
	21-30	0.00	0	50.00	2	50.00	2	4
	31-40	0.00	0	100.0	1	0.00	0	1
Total			9		30		21	60



Graph (4.10) years of experience and teacher uses finger(s) in the class

The table and the graph (4.10) above illustrate the relationship between teachers' years of experience and use of finger(s) as pointer(s) in the classroom interaction and the explanation could be stated as follows:

Years of experience from (1-10); there are (10.00%) of teachers always use fingers in teaching, (53.33%) of them often use fingers in teaching, (36.67%) sometimes use fingers in teaching.

Years of experience from (11-20); there are (24.00%) of teachers always use fingers in teaching, (44.00%) of them often use fingers in teaching, (32.00%) of these teachers sometimes use fingers in teaching.

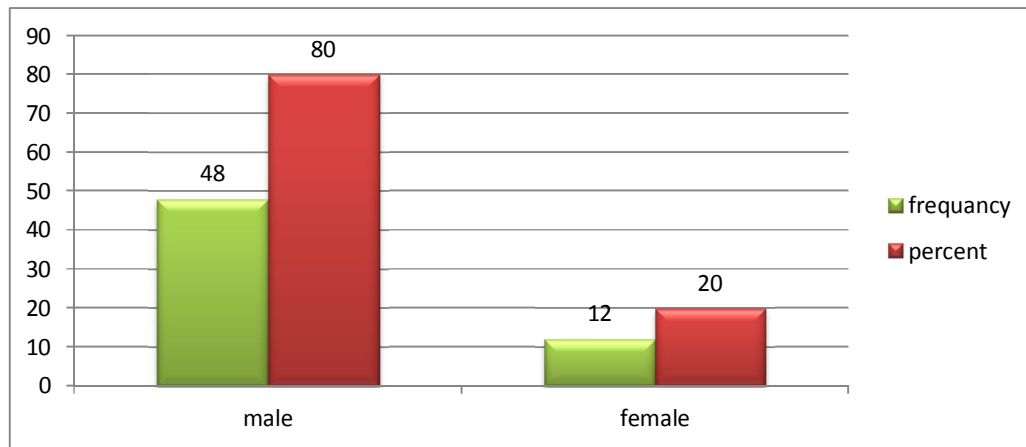
Years of experience from (21-30); there are (50.00%) of teachers often use fingers in teaching and (50.00%) of them are sometimes use fingers in teaching.

Years of experience from (31-40); there are (100%) of teachers in the group often use fingers as pointers during classroom interaction.

4.1.2. The relationship between gender and body language use in teaching

Table (4.11) the frequencies and percentage of observed sample by gender

		Gender		
Issue		Frequency	Percent	Valid Percent
Valid	Male	48	80.0	80.0
	Female	12	20.0	20.0
	Total	60	100.0	100.0

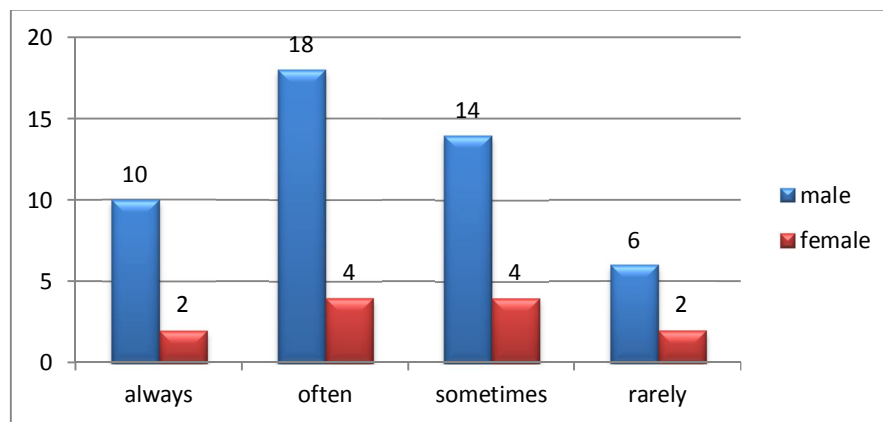


Graph (4.11) the frequencies and percentage of observed sample by gender

The table and the graph (4.11) above indicate the total numbers of selected sample by genders which explain that 48 were male teachers (80%) while 12 were female teachers (20%). The total numbers of sample are (60) male and female teachers. But the distribution of data appeared unequal between male and female because there are male teachers at both boys and girls while female teachers are only existed in girls' schools.

Table (4.12) the relationship of gender and body movement in the class

Issue		The use of body Movement								Total
		Always		Often		Sometimes		Rarely		
		P	F	P	F	P	F	P	F	
Gender	Male	20,83	10	37,5	18	29,17	14	12,5	6	48
	Female	16,67	2	33,33	4	33,33	4	16,67	2	12
Total		12		22		18		8		60



Graph (4.12) the relationship of gender and body movement in the class

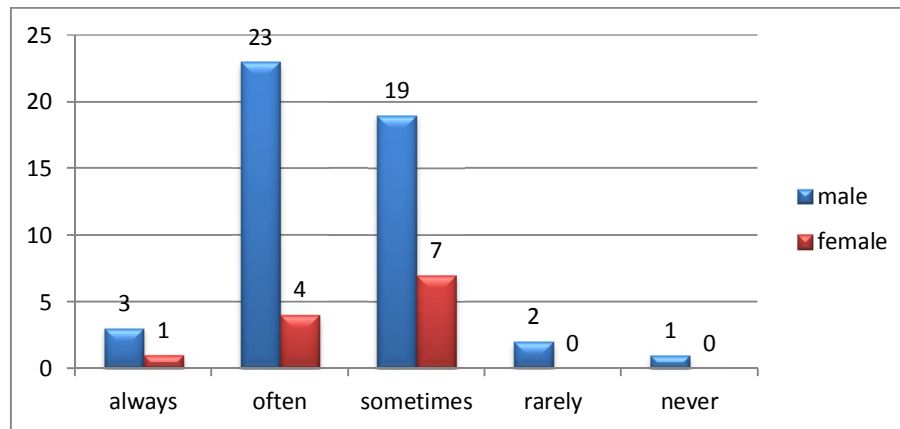
The table and the graph (4.12) above show the cross tabulation between gender and the statement (the use of the body movement) in the classroom and can be stated as follows:

(20.83%) of male teachers are always use body movement in teaching, (37.5 %) of them are often use it, (29.17%) of them are sometimes use it, while only (12.5%) are rarely use body movement in teaching. From these figures body movement is important in teaching.

Comparatively, (16.67%) of female are always use body movement in teaching, (33.33%) are often use it, (33.33%) are sometimes use it and only (16.67%) are rarely use body movement.

Table (4.13) the relationship of gender and eye contact in the classroom

Issue		Teacher uses eye contact										Total
		Always		Often		Sometimes		Rarely		Never		
		P	F	P	F	P	F	P	F	P	F	
Gender	Male	6,25	3	47,92	23	39,58	19	4,17	2	2,08	1	48
	Female	8,33	1	33,33	4	58,33	7	0,0	0	0,0	0	12
Total		4		27		26		2			1	60



Graph (4.13) the relationship of gender and eye contact in the classroom

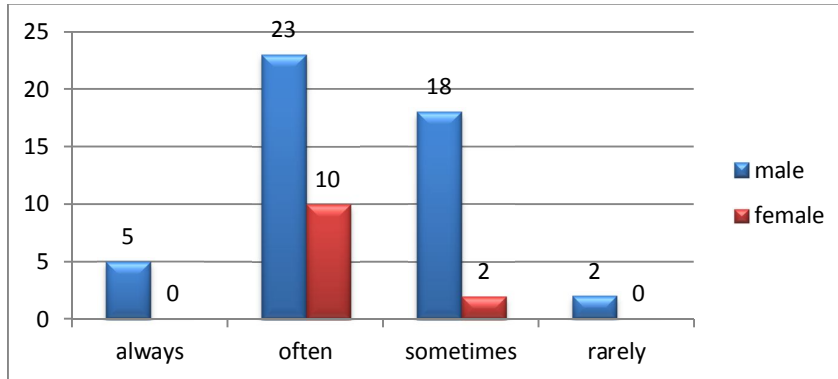
The table and the graph (4.13) indicate the cross tabulation of teachers' eye contact and the gender in the classroom interaction and can be illustrated as follows:

There are only (6.25%) of male teachers always use eye contact in teaching, (47.29%) of them are often use eye contact, (39.50%) of them are sometimes use eye contact and (4.17%) of them are rarely use it while there are only (2.08%) of these teacher never use eye contact in teaching.

In comparison, there are only (8.33%) of female teachers always use eye contact, (33.33%) of are often use eye contact, (58.33%) of them are sometimes use eye contact.

Table (4.14) the relationship of gender and facial expression in the classroom

Issue		Teacher uses facial Expression								Total
		Always		Often		Sometimes		Rarely		
		P	F	P	F	P	F	P	F	
Gender	Male	10.42	5	47.92	23	37.5	18	4.17	2	48
	Female	0.0	0	83.33	10	16.67	2	0.0	0	12
Total			5		33		20		2	60



Graph (4.14) the relationship of gender and facial expression in the classroom

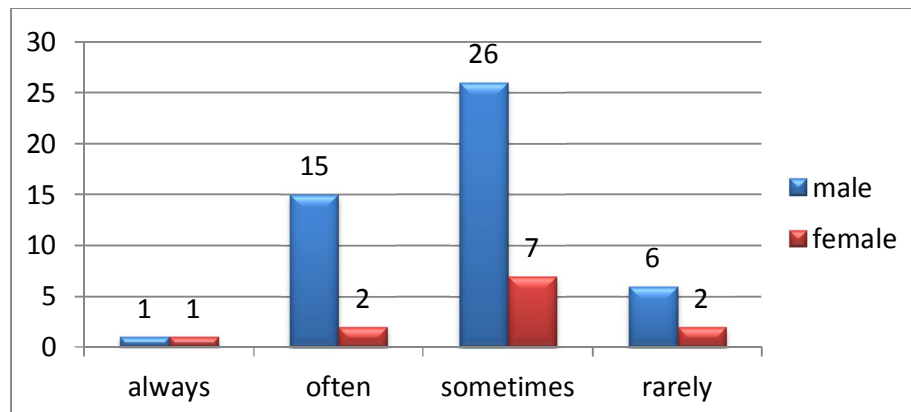
The table and the graph (4.14) claim out the cross tabulation between gender and facial expressions in the classroom actions between teachers and students and explanation can be stated as follows:

There are (10.42%) of male teachers always use facial expressions in the classroom, (47.92%) of them use facial expression, and (37.5%) of them are sometimes use facial expression while only (4.17%) of male teachers are rarely use facial expressions in their teaching.

Similarly, (83.33%) of female teachers are often use facial expression in teaching and (16.67%) of female teachers are sometimes use facial expressions in the classroom.

Table (4.15) gender and using gestures and mimes in the classroom

Issue		Teacher uses gestures and mimes								Total
		Always		Often		Sometimes		Rarely		
		P	F	P	F	P	F	P	F	
Gender	Male	2.08	1	31.25	15	54.17	26	12.5	6	48
	Female	8.33	1	16.67	2	58.33	7	16.67	2	12
Total			2		17		33		8	60



Graph (4.15) gender and using gestures and mimes in the classroom

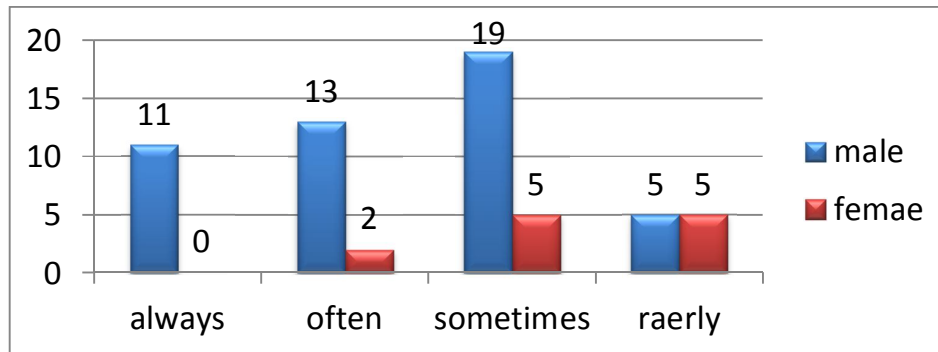
The table and the graph (4.15) above indicate the cross tabulation between teachers as gender and the use of gestures and mimes in the classroom interaction. The measuring scores are stated as follows:

(2.08%) of male teachers are always use mimes and gestures in teaching, (31.25%) of them are often use mimes and gestures and (54.17%) of teachers are sometimes use gestures and mimes but there are only (12.5%) of these teachers rarely use gestures and mimes.

In comparison, there are (8.33%) of female teachers always use gestures and mimes in teaching, (16.67%) of them are often use gestures and mimes, (58.33%) of female teachers are sometimes use gestures and mimes and (16.67%) of them are rarely use gestures and mimes.

Table (4.16) gender and uses posture in the classroom

Issue		Teacher uses postures								Total
		Always		Often		Sometimes		Rarely		
		P	F	P	F	P	F	P	F	
Gender	Male	22.92	11	27.08	13	39.58	19	10.42	5	48
	Female	0.0	0	16.67	2	41.67	5	41.67	5	12
Total			11		15		24		10	60



Graph (4.16) gender and uses posture in the classroom

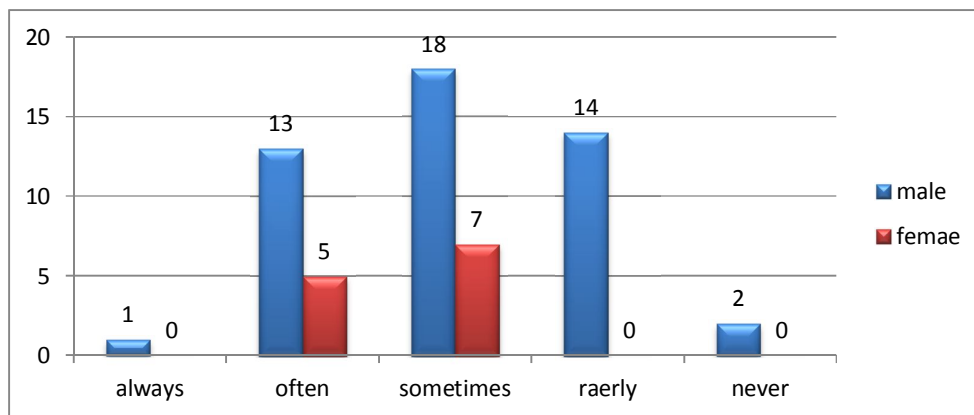
The table and the graph (4.16) state the cross tabulation between teachers in gender and the use of postures in the classroom interaction. The figures in the tables are explained as follows:

(22.92%) of male teachers are always use postures in the classroom , (27.08%) of the them are often use postures in teaching, and (39.50%) of them are using postures in teaching while there are only (10.42) rarely use gestures in teaching.

Concerning female teachers on the other hand, there are often (16.67%) use postures in teaching, (41.67%) of them sometimes use postures in teaching and (41.67%) of these teachers are rarely use postures in teaching.

Table (4.17) gender and high voice quality in the classroom

Issue		Teacher's voice quality is high										Total
		Always		Often		Sometimes		Rarely		Never		
		P	F	P	F	P	F	P	F	P	F	
Gender	Male	2.08	1	27.08	13	37.5	18	29.17	14	4.17	2	48
	Female	0.0	0	41.67	5	58.33	7	0.0	0	0.0	0	12
Total			1		18		25		14		2	60



Graph (4.17) gender and high voice quality in the classroom

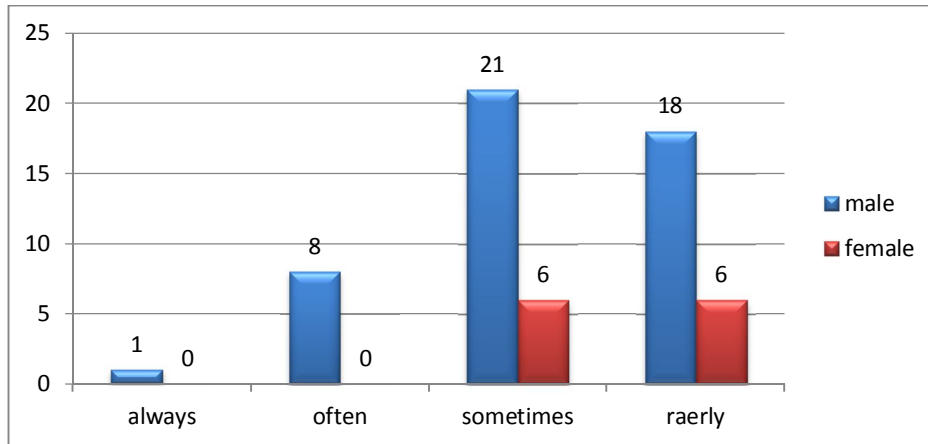
Table and the graph (4.17) above show cross tabulation between teachers' gender and high voice quality in the classroom and has been clarified as follows:

(2.08%) of male teachers are always make high voice during teaching time, (27.08%) of them are often rise their voice in teaching, (37.5%) of teachers sometimes make high voice in teaching, (29.17%) of them are rarely rise their voice in teaching while there are only (4.17%) of male teachers are never rise their voice in teaching. from this explanation high voice quality is crucial in making the lesson more effective but not too much high to confuse the lesson.

Concerning female teachers, there are (41.67%) of them often rises their voice in teaching and (58.33%) of female teachers sometimes rises their voice in teaching.

Table (4.18) gender and low voice quality in the classroom

Issue		Teacher's voice quality is low								Total
		Always		Often		Sometimes		Rarely		
		P	F	P	F	P	F	P	F	
Gender	Male	2.08	1	16.67	8	43.75	21	37.5	18	48
	Female	0.00	0	0.00	0	50.00	6	50.00	6	12
Total		1		8		27		24		60



Graph (4.18) gender and low voice quality in the classroom

The table and the graph (4.18) above indicated the cross tabulation between teachers as gender and low voice quality use in teaching English in the class.

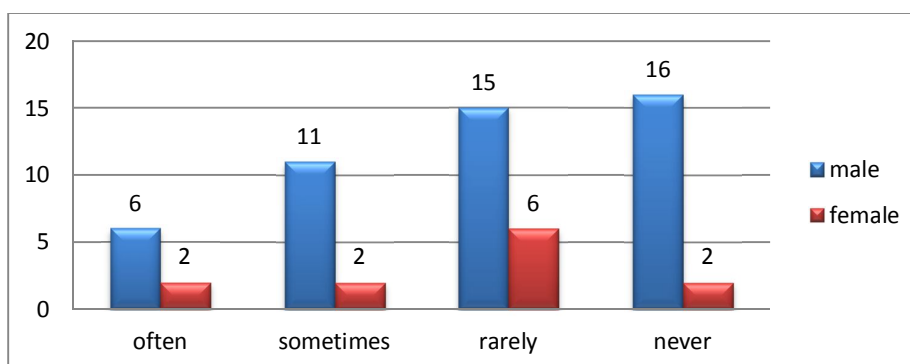
The measurement of scores is illustrated as follows:

(2.08%) of male teachers are always lowers their voice in teaching, (16.67%) of then often lowers their voice, (43.75%) of them sometimes lowers their voice when there are (37.5%) of these male teachers lowers their voice.

Conversely, there are (50.00%) of female teachers sometimes make their voice low and equally (50.00%) of these teachers are rarely make their voice low.

Table (4.19) gender and smiling in the classroom

Issue		Teacher smiles in the classroom								Total
		Often		Sometimes		Rarely		Never		
		P	F	P	F	P	F	P	F	
Gender	Male	12.5	6	22.92	11	31.25	15	33.33	16	48
	Female	16.67	2	16.67	2	50.00	6	16.67	2	12
Total			8		13		21		18	60



Graph (4.19) gender and smiling in the classroom

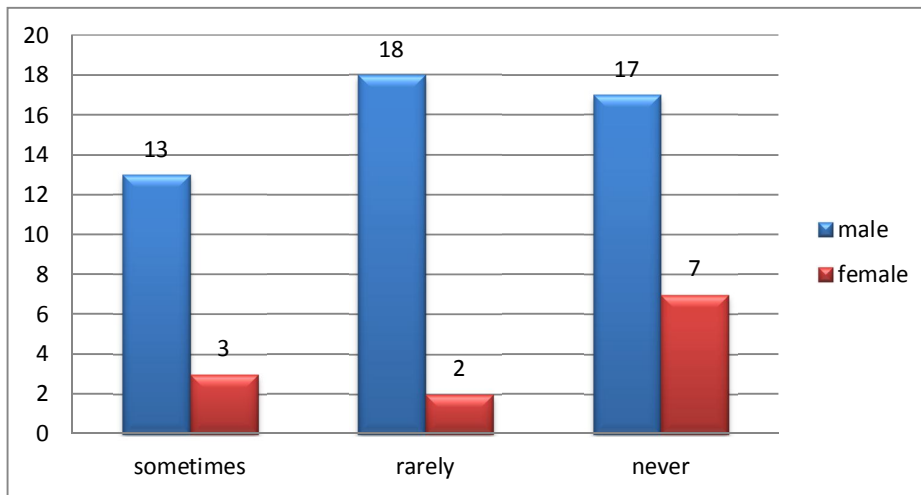
The table and the graph (4.19) above indicate the cross tabulation between teachers as gender and smiling during lesson presentation in the classroom and can be stated in the following figures:

(12.5 %) of male teachers are often smile in the classroom, (22.92%) of them are sometimes smile during teaching, and (31.25%) of these teachers are rarely smile in the classroom while there are (33.33%) of them are smile in the classroom. When majority of male teachers lay on the negative direction in measuring smile in the classroom then it takes scores less than the average of use in the classroom interaction for male teachers.

For female teachers, there are (16.67%) of them often smile in the class when they are teaching, (16.67%) of them are sometimes smile in the classroom and (50.00%) are rarely smile in the classroom while there are (16.67%) are never smile in the classroom.

Table (4.20) gender and nodding head in the classroom

Issue		Teacher nodes head in teaching						Total
		Sometimes		Rarely		Never		
		P	F	P	F	P	F	
Gender	Male	27.08	13	37.5	18	35.42	17	48
	Female	25.0	3	16.67	2	58.33	7	12
Total			16		20		24	60



Graph (4.20) gender and nodding head in the classroom

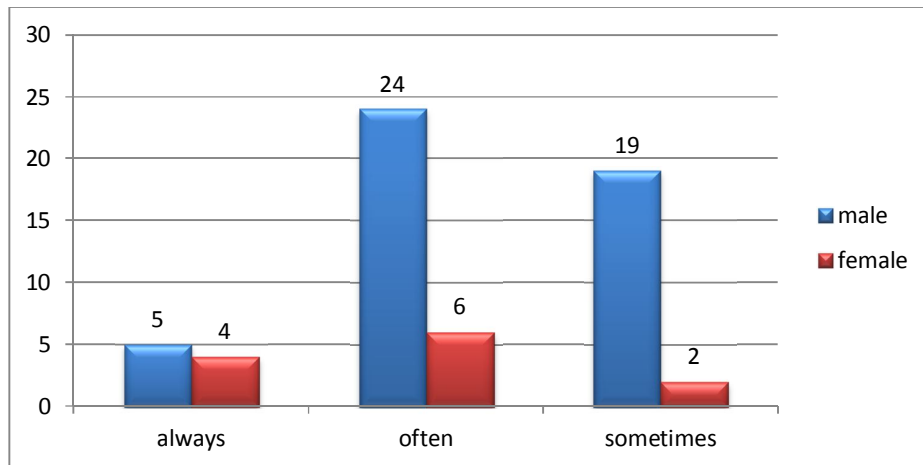
The table and the graph (4.20) above show the relationship between teachers in gender and nodding head in teaching and it was explained in the following figures:

(27.08%) of male teachers are sometimes node heads in teaching to indicate opinions, (37.5%) of these teachers are rarely node head in teaching while there are (35.42%) of them never node head in teaching. When high scores wave towards negative figures then nodding head is not preferred in teaching in many cases so nodding head sometimes seems rude in teaching.

For female teachers on the other hand, there are (25.00%) of them sometimes node head in teaching, (16.67%) of these female teachers are rarely node head but there are (58.33%) of them as the biggest number of this group never node head at all.

Table (4.21) gender and uses finger(s) in the classroom

Issue		Teacher uses finger(s) as pointer(s)						Total
		Always		Often		Sometimes		
		P	F	P	F	P	F	
Gender	Male	10.42	5	50.00	24	39.58	19	48
	Female	33.33	4	50.00	6	16.67	2	12
Total			9		30		21	60



Graph (4.21) gender and uses finger(s) in the classroom

The table and the graph (4.21) above indicate the relationship between teachers as gender and the use of finger(s) in teaching as pointer in the classroom and can be claimed in the following set of figures below:

(10.42%) of male teachers are always use fingers in teaching, (50.00%) of them are often use fingers in teaching english and (39.58%) of them are sometimes use fingers in teaching, then fingers are use as basic factors in the classroom to the lesson most effective and attractive.

Similarily, fingers are also important for female teachers that is to say there are (33.33%) of these teachers always use fingers in teaching and (50.00%) of them are often use fingers in teaching while they are only (16.67%) of female teachers are sometimes use fingers in teaching.

Table (4.22) the total frequencies of the observed statements and the directions

Statements column		Frequency and percentage					Directions	sum	Mean	Observations
S/N	Statements	always	Often	sometimes	rarely	Never				
1	The use of body Movements.	12	22	18	8	0	Often	218	3.63	
		20%	36.7%	30.0	13.3	0.00				
2	Teacher uses eye contact.	4	27	26	2	1	Often	209	3.48	
		6.7%	45.0%	43.3%	3.3%	17%				
3	Teacher uses facial Expressions.	5	33	20	2	0	Often	219	3.65	
		8.3%	55.0%	33.3%	3.3%	0.0%				
4	Teacher uses gestures and mimes.	2	17	33	8	0	Sometimes	193	3.22	
		3.3%	28.3%	55.0%	13.3%	00.0%				
5	Teacher uses postures.	11	15	24	10	0	Sometimes	207	3.45	
		18.3%	25.0%	40.0%	16.7%	00.0%				
6	Teacher's voice quality is high.	1	18	25	14	2	Sometimes	183	3.05	
		1.7%	30.0%	41.7%	23.3%	3.3%				
7	Teacher's voice quality is low.	1	8	27	24	0	Sometimes	167	2.78	
		1.7%	13.3%	45.0%	40.0%	00.0%				
8	Teacher smiles in the classroom.	0	8	13	21	18	Rarely	131	2.18	
		00.0%	13.3%	21.7%	35.0%	30.0%				
9	Teacher nods head in teaching	0	0	16	20	24	Never	111	1.85	
		00.0%	00.0%	26.7%	33.3%	40.0%				
10	Teacher uses finger(s) as pointer(s).	9	30	21	0	0	Often	228	3.80	
		15.0%	50.0%	35.0%	00.0%	00.0%				

4.2 Discussion of the Results

The table (4.22) above showed the general explanations of the statements the results analysis in relation to the expected frequencies as (always, often, sometimes, rarely, and never) to measure the intended purpose of the study. The direction lays on the positive views of body language expressions to match teachers' verbal actions in the classroom in all situations as frequently measured between (often and sometimes) as more than the average figure, that could be stated that, body language in its different forms is very important and relevant in teaching English language by using them as major instruments, major indicators and interpreters. This importance appeared in the use of some of these body expressions more than the others in the classroom. And these explanations below are questions, hypotheses and their answers as convincing evidences to clarify the purpose of the study obviously:

Question One: To what extent can teacher's bodies movements affect English teaching as a foreign language?

Hypothesis One: Teacher's body movements can affect English teaching as a foreign language.

The answer of question one: to answer this question, table (4.22), statement No.(1) indicated that about (20%) of English teachers always use body movement in the class, (36.7%) are often use it, (30%) are sometimes use it and just (13.3) are rarely use it, which indicated that majority of English teachers prefer to use body movement in their teaching.

Question Two: What is the positive attitude of using eye contact and facial expressions in teaching English as a foreign language?

Hypothesis Two: Using eye contact and facial expressions can play positive role in teaching English as a foreign language in the classroom.

The answer of question two: to answer this question, table (4.22), statements no. (2 and 3) indicated that about (6.7%) of teachers are use eye contact in teaching, (45%) of them are often use it, (43.3%) of them are sometimes use it, (3.3%) of them are rarely use it and 17% of these teachers are never use it, that was also indicated that majority of teachers wish to use eye contact in teaching (statement No.2). Concerning Facial expressions statement No.2 showed that (8.3%) of teachers are always use facial expressions in teaching, 55% of them are often use them, 33.3% of them are sometimes use this expression while there are only 3.3% of these teachers are rarely them in teaching, from these it would be discovered that facial expressions are very important in teaching especially in clarifying ideas and focusing attentions.

Question Three: To what extent teacher's gestures and postures are important in the classroom interaction?

Hypothesis Three: Teacher's gestures and postures are important in the classroom interaction.

The answer of question one: to answer this question, table (4.22), statement no. (4 and 5) indicated that (3.3%) of teachers are always gestures and mimes in teaching, (28.3) of them are often use them, (55%) of them are sometimes use them but there are only (13.3). as a result of finding the direction of scores lay on higher frequencies, then gestures and mimes are extremely important in teaching and learning English Language (statment4). In terms of postures statement (5) showed that (18.3%) of teachers are always postured in front of students in teaching, (25%) of them are often do so, (40%) of them are sometimes posture in the class and only 16.7% of them are rarely do so, then, postures in the class during teaching are also very necessary and important at the same time for language teacher to decode the monotony of students.

Question Four: To what extent is teacher's body movement effective and expressive in describing English sounds in the class?

Hypothesis Four: Teacher's body movement can be more effective and expressive in describing English sounds in the class.

The answer of question four: the answers of questions (1and3) are relevant answers to this question, by mentioning that when a teacher wants to teach English sounds s/he needs to move different mobiles in his body, so body movement and postures are very important in describing a language.

Question Five: In what significance that teacher's physical appearances are more expressive in teaching English in classroom?

Hypothesis Five: Teacher's physical appearances will be more expressive and significance in teaching English in classroom.

The answer of question five: the answer of this question can be emerging from the previous answers (1, 2,3and4), that teacher's physical appearances will be more expressive and significance if s/he could be able to adapt and control each and every one of his/her body expression in the classroom in any situation.

4.1.3 Reports about teachers' unexpected body expressions in the class:

Report Analysis about Unexpected Body language expressions used by teachers in the classroom interaction.

Teacher No(1): The most effective body language behaviors on this teacher is that: he lanes down to read text book, his voice is clear enough for students in the classroom, his physical appearance is as well very attractive to students attention and awareness. The students' perceptions were very positive; this was clearly seen in the students' faces. The teacher also uses body expressions intervals in a relaxed way, this becomes as a result of positivity.

Teacher No (2): This teacher normally opens his eyes a part and closes them together during teaching time to focus attention and impress the students in the classroom, the students in reverse, put their fingers on their head shacks unconsciously to express thinking actions, students are also look at a teacher carefully as positive impressions and performance.

Teacher No (3): the researcher has seen that, this teacher performs the lesson properly second teacher in the above mention statements, students in reverse look at a teacher carefully and positively in a relax temper to what he is going to say and do as verbal action to match these bodily expressions. The same as in teacher (2), students put their hands on their shacks to think and follow up a teacher expressing ideas. Students are also node move their heads and eyes as teacher moves from side to side or from direction to direction. In addition, teacher also waves shoulders to express opinions to students. Then shoulders are also more expressive body clues in teaching.

Teacher No (4): this teacher uses hand gestures around to say(day by day), opens his eyes apart to hold on a meaning and draw students' attentions. When he reads a text book all students in the class listen carefully during reading time, listening time is also count as body language expression. The teacher lanes back to indicate the meaning of a word (relax). This teacher also stands apart from students, moves from place to place and partly from direction to direction during reading time to make it more active and interactive. Teacher stands seriously and respectfully in front of the class. To indicate the meaning of (overcome), he forms together the two palms of his in a down carved shape. Then hand movements in different shapes are also so important in teaching.

Teacher No (5): The teacher draws the students' attention by dramatizing the worming up to make these students look at him carefully as if they are going to understand something. This behavior takes place in the classroom

interaction as the positive behavior. The teacher scratches head in teaching which reflects the negative way of expressing body language behavior.

As a result of this negativity the students became more passive in most time of teaching process in the class. Another point of this negativity is that teacher puts hands in the pockets; this behavior makes students feel disgusted in the classroom interaction. Teacher's voice is clear enough as positive manner to the whole students in the class in the current time but this does not ignore that the need to rise the in other situation in different time. Another positive manner is that teacher always uses fingers to match his interaction verbally or nonverbally and draw the students' attention in all time.

Teacher No (6): the most noticeable body expressions in this teacher is that he lay down on a table and sometimes stands close front to student. Then he moves forwards and backwards during teaching time. Teacher also prepares his glasses from time to time to attract the students' attention and awareness, the namely indicates eye contact as the main kind of body language expressions. In addition, teacher sometimes moves head to accompanying with teacher's entire body movement to send a message in teaching. Teacher's voice is very clear and expressive to the students in the classroom. He reads and explains a lesson sensitively which cultivates the process of thinking and listening attentively. This manner reflects the positive attitudes of body expressions. Teacher also uses palm hand to show the meaning and uses fingers holding together from time to time to focus attention and emphasize the ideas in the class.

Teacher No (7): The teacher raises his voice more clearly and holds hands together to clarify ideas and statements in the classroom. Teacher holds the table with two hands from time to time. This behavior indicates a relaxing manner and positive interaction. This teacher becomes more positive with students in the whole lesson as a result of students' perception.

Teacher No (8): the teacher holds hand together for asking question to students as "a worming up". Teacher moves shoulders to express meaning and focus attention negatively and positively. In reverse students use pens and fingers to get ready and follow teacher's reading a text book in the class. Teacher's voice is low but clear to all students in the, although low voice realizes as negative behavior of nonverbal expression. Students are leaning their heads down in a book and their eyes look through books to follow teacher's reading to them. This process indicates a mixture of verbal and nonverbal actions at the same time. A teacher always moves in one side of the class in a limited space as the class become very large but at the same time full of students. This crowdedness indicates the negative physical movement in the classroom environment. A teacher sometimes goes forwards and backwards regularly as the positive attitudes of body expression in teaching. The teacher puts finger on the ear and tough it to show how he thinks and how he indicates the expression "I don't hear you". The teacher sometimes nodes head in two sides left-right and up-down to indicate negatively or affirmatively. Teacher sometime scratches ears. Touching or scratching ears in teaching reflects bad manner about a teacher in the class. A teacher also moves in a limited space. This resulted in making some students more passive in the class. A teacher extends hand a way to the expression 'he had gone away', he waves hand palm to indicate 'no'. Teacher's voice is very clear and smooth in a relaxed manner which let students in the classroom more positive and active.

From the above mention teacher the researcher discovers that body language can convey good or bad messages, so it should be necessary to understand the usage and the meaning of every body language use in teaching.

Teacher No (9): The teacher uses a unique style of teaching in how to match between verbal and nonverbal actions in the classroom. She makes herself as a dramatist as she can. She stands gently and properly to present a lesson.

Her voice is sweet and meaningful all the time. The teacher moves as suitable, and little for the need of movements only to her verbal action in a teaching time. She always uses her hands for illustration and expression of ideas; she also uses her fingers, facial expression and body movement in senses of situation and interaction. The teacher moves when she wants to create positive interaction and impression dramatically and seriously. She uses her hand gesture as she is swimming in the class which cultivates the positive feeling of students towards a teacher in whole teaching period. Hands are sometimes use for showing direction, justification and emphasizing ideas. . As a matter of facts, students are also put their fingers on their cheeks to think about the affect of the lesson and a teacher on them as the positive interaction.

The above mention teacher reflect to a researcher to think carefully that, body expressions become very necessary but even very important in teaching and learning to clarify ideas and ease points especially in the largest classrooms.

Teacher No (10): the effect of body language of this teacher on students in the class is that, students are listening with their eyes up to focus on a teacher's actions about the lesson explanation. In addition, teacher uses facial expression to contact with her students. Teacher moves in a little time but the movement is not clearly effective students, because she only moves near the board away from students which the negative expression of body posture in the classroom situation during teaching.

Teacher No (11): This teacher starts the lesson confidently with a welcoming smile in front of students in the class, students rise heads up and lesson to a teacher in a relaxed , they open their eyes wide a part to lesson comprehensibly. Students are also flashing these eyes in different forms to contact with teachers action in teaching period. Some of students put their hands on the mouth for thinking about lesson purposes. A teacher draws a

table on the board clearly and smoothly to indicate ideas and structures together with expressive movements. Some students raise their fingers to get opportunities to answer teacher's questions. A teacher use fingers as important and effective pointers in the classroom action. He always uses shoulders and hands in exchanges expressions and ideas with students during teaching period.

The current above mentioned body clues are used intentionally to simplify and clarify some verbal actions done by a teacher during lesson presentation. So body language is considers as the crucial parts of verbal action in teaching all time.

Teacher No (12): The most noticeable body expression of the teacher is that; he always moves forwards and backwards to his verbal expression such as speaking and writing structures and words on the board during teaching process. The teacher some becomes very passive; as a result students become passive to. This indicates bad manner of teaching task. The teacher pretends like teaching himself rather than direct the lesson towards the students feeling about the lesson in most of time in the class. Teacher's voice is very loud as if it's not suitable with students' interaction in the class. Students' posture is extremely a way from a teacher which reflects the negative effect of students-teacher relationship. Conversely, students sit in scattered places in the class which makes it difficult to a teacher send information properly and let students to receive information. As a way of solving this problem, a teacher uses drawings to indicate ideas to far students in the classroom.

Teacher No (13): as a normal body expression, teacher takes appropriate position in the classroom in front of students, not close to or a way from as a suitable body posture. He deals with his students with welcoming style by giving a chance to students to share any time they want without any interruption. This result in making students feels relaxed about a teacher and the lesson. Teacher presents a topic a quiet and relaxed manner teacher's

voice is very clear and sweet all the time as appositive interaction, this leads in making student more active and attentive in the whole time. He also sometimes uses shoulders and hand palms for indicating action and interaction such as: meaning or structures as usual in a language. He has ability to rise and lower his voice as musical patterns, he shift with voice in such a way gradually from point to point to animate and activate the lesson. In addition, he opens and closed his eyes regularly to attract students' attention in the class. These above mentioned clues go in such a way as a result of teacher experience during his teaching career.

Teacher No (14): the teacher moves his hands back to indicate past action. She uses her palms in front of students to justify ideas in a language. Hands are also used for giving students opportunity to share ideas teacher dramatizes the lesson to make it more easy and simple to understand, especially when she feels that students are out of point. She uses eye contact and facial expression is indicators of meaning in the classroom interaction.

Eyes and faces are seen as mirrors for students and teacher in the class all times. Teacher also moves partly and wholly body expression such as hands and fingers as the most positive expressions in different situations in teaching.

The researcher also discovers from the above mention teacher that body language considers as the most important tool for both male and female teachers in the classroom differently in different situation. In addition, it can help students to understand the lesson easily and simply.

Teacher No (15): the teacher as usual as other previous teachers, he uses hands, shoulders and fingers in teaching. The students in exchange, are using eye contact when listen to a teacher in negotiating meanings and opinions. Teacher smile positively to make the lesson more interesting and enjoying. Students move faces and shoulders towards teacher movements in the classroom as a physical response. Teacher leans up and down from time to

time to make the lesson more attractive and effective to students. Teacher rises and lowers the voice up and down in a regular interval to match teacher's feeling and meaning about the lesson presentation. Teacher holds fingers to emphasize ideas and express the positive behavior. A teacher sometimes pretends dancing in the class to direct student's attention. He closes and opens eyes while he is teaching. In reverse, students put their hands on the cheeks in order to think carefully about the presented ideas. He sometimes keeps hand away from the body to clarify ideas sensitively.

In summing up, a teacher uses different body expressions in teaching which makes the lesson more attentive and interactive all the together with verbal expression.

Teacher No (16): this teacher enters the class with confident personally. Students are eagerly rise heads and eyes see the teacher's interaction from the first impression that activate the student's positive attitudes the aim of the lesson. Teacher uses body posture more proper, he moves in the class regularly to control the activity and interaction. Eyes are more expressive for students and teacher at the time; they fill the gaps between a teacher and students and dominate personal communication and expression of feelings of students and a teacher in. Some students are given a chance to stand and read the text book; they use fingers and shoulders to focus attention of other students during reading period. Shoulders, fingers and hands are determined as the most important features of body expression for students and a teacher in the classroom interactions and actions.

Teacher No (17): teacher always shakes hands in teaching. She moves her fingers downwards to justify and emphasize points in the class. She speaks clearly and smoothly by using hand gestures to match them with speaking activity. She also uses hand as pointer towards the board in explaining meaning and vocabulary. Many students in the class sometimes put their palm hands consciously or unconsciously on their cheek for thinking time,

and at the same situation follow the teacher's actions readily in a relaxed manner. She also activates interaction by using other physical expression to reflect inside feelings and intended meaning in the class.

As a result of using proper physical features in the classroom in teaching, the lesson was very active, attractive more interesting and interactive.

Teacher No (18): a teacher uses palm hand to indicate 'Stop'. He uses fingers as pointer to draw attention. Teacher's physical appearance is more expressive and attentive. He always moves forwards and backwards in a normal in a controlled and directive manner in the classroom context. Students are silent during reading activity. Teacher moves his muscles when he wants to express the strength of feelings while teaching. He sometimes moves hand for explaining ideas too. He uses his shoulders and hands affirm and negate ideas. He dramatically presents a topic to make it more impressive and expressive. Teacher holds fingers and hands all together to show that ideas are related to each other and unified. He also leans up and down as he was standing.

The above mentioned points reveal that these body expressions play an important role to clarify verbal actions and personal intended meaning in different situations in teaching. So it's better to add them to the methodologies of teaching and learning theories.

Teacher No (19) :the most noticeable body expressions in this teacher is that, he moves in front of students normally to make the lesson more active and affective. He also uses fingers as pointers as well as other teachers did. In addition to, teacher points to select some students to share ideas and answer raised questions. In the main time, students are also raising their hands to get opportunity to answer the questions.

Teacher No (20): the teacher always moves in the class left to right and from right to left. Sometimes he stands near the table in front of students to focus ideas and draw attention of his physical appearance in relation to the

verbal action such as spoken and written discourse. Teacher raises his voice and lowers it down in order to indicate stress, intonation and the division of syllables in a word. Teacher moves respectively in different spaces in the class room to the lesson more interesting and attentive for students. As a personal feature, teacher sometimes becomes more serious and sometimes flexible to make students feel relaxed about his lesson.

Teacher No (21): the teacher stands in a suitable space as normal in front of students as the positive posture. Teacher's voice is clear to be heard by all students in the class and at the same time more effective and expressive. Teacher uses facial expression to associate teacher's verbal messages and behaviors. He sometimes smiles in the class to reflective the positive cultivate the friendly reaction in the classroom, this behavior is really reflects the feeling of confidence and acceptance of students to teacher's performance in all time.

At the end of lesson, a teacher uses physical expression of concluding the ideas such as waving hands and smiling face towards students. This point should be adopted by any teacher who wishes to be a good and preferred teacher. A teacher also refreshes and reinforces his verbal communication by gathering different body expressions together in one situation which make the lesson more interesting and attractive in the whole class.

Teacher No (22) :the teacher is normally stands in one place in much time as the class is full of student which recognized as then negative attitudes of teacher's posture as body language clues in the classroom environment as usual. The make the lesson more effective in such a way, a teacher uses hand, shoulders , eye contact, voice levels in a melody of sound like musical patterns or teacher leans up down in dramatic manner in order to make the lesson more expressive and effective during teaching period.

As a matter of fact, these expressions made the lesson more attentive and positive although, at first seemed passive.

Teacher No (23): teacher puts hand in the body as physical interaction. He sometimes strokes his fingers clings them together to clarify ideas and focus attention and express meaning and grammatical expressions. Students are more attentive to follow the teacher's actions. A teacher deals with students in a friendly manner, as a result students think carefully in a relaxed way during teaching. They follow teacher's movements in all direction. A teacher stands in a suitable space to be clearer to the whole students in the class. He treats the students in an opened interaction in much time to create the positive reflection. He presents the topic gently and effectively in an active manner. He always uses a mixture of body movements to activate the class.

Teacher No (24): the teacher waves hand palm normally as useful gestures to make message more interesting. Teacher smiles in the class to attract the students' a awareness, willing and attention. He moves hand around differently to indicate grammatical items and vocabulary explanation. He also uses arms shoulders and sometimes finger to point to the board and make ideas more interesting. Teacher also opens the mouth effectively together with to teeth when he wants explain correct pronunciations in speaking.

Teacher No (25): as the significance of body movements in teaching, teacher goes forwards, backwards, turns left, turns right and sometimes goes straight on in the class which made the lesson more clear, active, attentive and attractive to the wholes students in the class. In order to make the lesson more interesting, a teacher also utters the voice a rise-fall intonation during teaching time. As a teacher posture is more suitable to students, he stands in a position that is not so far and so close to students in the class. The teacher's movements in general are more organized, helpful and interactive. In additions, teacher cling his fingers and hands together to emphasize a meaning and grammatical items. The head node up and down is focus opinion and verbal messages exchange between teachers and students.

Teacher No (26): the more clear body expressions here is, that the teacher opens her eyes apart and close together as the usual expression for female teacher to make the lesson more attractive. She sometimes leans towards the table closely as far as to draw the students' attention. She also uses her fingers to justify ideas. The teacher also uses fingers and shoulders as any other teachers do in the class to explain ideas. She uses her facial expressions as possible as to give impression and great attention to the student's awareness and good feeling towards a teacher. Teacher always moves forwards, backwards, and sometimes goes side by side in the class for the positive interaction; these physical expressions were led to students' positive participation and perception in the classroom context. Teacher's voice is also so clear and interesting in describing intonation and English patterns. These patterns are the same as the musical patterns.

The teacher dramatized the lesson all the time to make it more interesting. Teacher directs her face regularly in different direction to animate and activate the lesson. As a normal and effective posture, teacher leans up and down when she wants to focus a difficult point. She lays hers together on her cheeks to indicate action 'sleeping'. Students are in reverse, listen to a teacher carefully in a relaxed way as a positive body expression. As a result, the lesson carried on in a great joy and happiness from the beginning to the end.

The style of a teacher in teaching this lesson is recommends being as the model method of teacher, especially English language teacher in all situations.

Teacher No (27): the teacher is very calm and serious in presenting his lesson. The voice is very quiet but it is clear to students as the class size very small physical and socially. A teacher uses eye contact in teaching. Head node is very rare in the classroom. He normally moves forwards and backwards in front of the class to make students more aware and sensitive all

the time. A teacher sometimes also leans front and back intentionally to show expressive physical interaction. A teacher opens the eyes apart to indicate a feeling about a surprising manner. He waves hands and shoulders in front of students to focus ideas and attention as usual. Teacher also moves head to say 'yes' or 'no'. a teacher points to students to give them opportunity to participate ideas and discuss questions raised. He changes facial expression to express different meaning in different situations. A teacher moves the lips and teeth in different shapes gently to utter different pronunciations of words correctly and meaningfully. Silence is clearly appeared in the students' interaction and perception as effective body language expression.

Teacher No (28): the teacher uses more useful physical expression; she asks some students come in front the students in the class. She let these selected students read in exchange while she was listening to them. In this time she smiles to cultivate a matter of confidence in the student's participation and interaction. A teacher opens her eyes to match her verbal expression during teaching. She also uses her fingers to illustrate ideas. She uses her arms and hands together to clarify ideas. Her voice is loud to compare with a female as not relevant but at the same time very expressive and attentive. She moves her hands in different direction and shapes to explain and justify information to students.

Since students are listening to appreciate points and meaning, a teacher opens and closes hands repeatedly in teaching to make the lesson as easy task as possible.

Teacher No (29) : a teacher uses the body expression more times as usual tool for making the lesson more active and attentive. The lesson is present continuous tense; he uses hand gestures, real objects and figures in the class to indicate this tense. Teacher's voice is very clear and interesting; he raises and lowers his voice as usual in a musical performance. As the strength of

interaction all the students in the class are in good impression to share the lesson. The teacher uses facial expression in a relaxed manner. This expression leads to the positive encouragement of students to share classroom activity; this also cultivates eagerness of students to receive information and teacher's interaction to clarify senses. Teacher uses eyes brow in attracting attentions. Teacher touches head for thinking point and focusing attention. The teacher wings hands opened to indicate boarding. Teacher's palms move freely like a ball to indicate and focus ideas too. A teacher sometimes leans back and front relax focus attention and direct actions. Students are also using their body movements during teaching to follow teacher's actions and messages. As a matter of positive reactions of teacher's body expressions, students are smile from time to time. He gather two hands together to express the two things or ideas are the same or clearly related to one another. He also uses fingers up and down to justify and emphasize ideas. A teacher sometimes relates his voice with head nodes to make it more expressive and effective during teaching time.

Teacher No (30): the teacher stands in appropriate position in front of students, as a positive reaction, students observed the teacher clearly and carefully to understand what he is doing or saying. Teacher's physical features are related to intended messages and feelings in teaching. A teacher's face looks more positive in smiled manner all time. Teacher also moves smoothly from left to right and from right to left to direct student's awareness.

Students on the other hand, sometimes put their fingers on their cheeks to express the positive reaction of teacher relevant body expression

The above mentioned behaviors reflect the positive attitudes about body expression in teaching foreign language.

Teacher No (31): the teacher uses gestures and body postures more appropriate and expressive the verbal messages use during teaching time. He

raises and lowers the voice to match the intended meaning, verbal actions and feelings. A teacher moves hands in all direction to attract the students' awareness. The students are in exchanging and friendly interaction with a teacher in the whole lesson as the positive communication. Teacher also opens and closes eyes regularly for focusing attention and clarifying ideas. Students are smile in the class because of a teacher use a dramatic style like joking to make the lesson more attentive and interesting. A teacher always uses fingers for pointing to student or stress a point. A teacher utters the voice as clear as sweet in a melody patterns. He also closes eyes to express inside feeling. He shakes hand with student in the class to illustrate greeting manner. As a real and effective interaction, a teacher reads the text book in front of the class while they are concentrating and listening in a quiet manner. A teacher always uses body posture (goes forwards and backwards) as appropriate physical expression in the classroom. A teacher also uses hand for clarification of ideas and actions.

Teacher No (32): this teacher uses hand gestures to point outside the classroom in order to link the information in the class with the outside environment. A teacher waves hand palms up and down for emphasizing points. Teacher voice is so clear to the whole class all the time. A teacher uses his finger as pointer to select some students in the class to answer question in the lesson. A teacher bows up and down to illustrate the intended action. The distance between students and a teacher is very suitable to make the movements of a teacher during teaching freely and meaningfully.

Teacher No (33): teacher's face in the class is the most relevant body expression, which positively attract the students' awareness by making them listen and look at a teacher very careful in a relaxed way. A teacher tries to make clear relationship between the lesson contexts and teacher's action. A teacher intentionally puts her book on her chest to clarify ideas and feeling about the lesson. A teacher also presents actions in the class to let students

themselves infer the intended meaning such as: waving two palm hands up and down to indicate the meaning of word 'collapsed '. This point indicates that teacher body expressions are very important for explaining meaning in the class. Teacher is also uses fingers to point to the text book or students to the lesson more active. Teacher's voice is so clear as usual to the whole students in the class.

Teacher No (34): this teacher uses her voice quality high but at the same time more dominant clear to students. A teacher stands in a suitable position in front of the class in the left side to write on the board. A teacher always uses her eyes brows to focus attention. Students are clearly and smoothly follow the teacher action and interaction to get a meaning about the activity performed by a teacher. As the negative behavior of some students in the back of the class, they stand up to see what is written on the board. Teacher also shakes hands and fingers together to focus the definitions of English grammar items. A teacher links actions with voice and finger nails. Students are sometimes become passive as a teacher becomes passive.

Teacher No (35): a teacher starts a lesson with a welcoming features in the face as the positive face expression in teaching. At the beginning she orders students to stand up and then down the refresh their attentions and readiness to understand the lesson. A teacher leans down on the desk during teaching to attract the students' awareness and interest about the lesson. Teacher raises the voice up and down as the music patterns to focus a meaning and speech relationship. A teacher uses fingers to point to words written on the board.

Teacher No (36): this teacher uses his muscles to indicate how strongly feels more effective and attentive about the topic that he presents. A teacher sometimes leans towards a table while he reads a text book in the class for drawing students' attention. The enables to different body expression properly, effectively, actively and positively to good reaction of students. What is more positive here is, that the size of students is very small and the

distance a teacher from students is more relevant and organized. The teacher's voice is appropriate to students' perception and understanding. A teacher moves hands front and back to make the lesson more active. A teacher also uses fingers as other teachers do in their classes for justifying and direct points.

Teacher No (37): a teacher is really dramatist teacher. He moves in the class room as usual as he can. In exchange, students are smile as a teacher does to create positive reflection on student's morale during teaching time. Teacher links between hand gestures and voice levels to make it more expressive and interesting. Teacher raises the chest up and down for expressing a relaxed behavior in teaching. Students in exchange, students are listening carefully while a teacher is talking.

Teacher No (38): the teacher uses real objects in the classroom for the explanation of meaning an actions. The voice of a teacher is very clear and attractive to the whole students in the classroom. A teacher uses fingers as tools to counts how many things are there in the class such as; tables, desks, books and windows. Teacher uses facial expression to indicate inside feelings towards students positively or negatively. Teacher stands in a suitable and clear space for all students in the class to see her actions and interactions

Teacher No (39): a teacher opens and closes eyes during presentation. He sometimes uses fingers to point for sharing and discussing ideas and concepts between a teacher and students. He shrinks his face for negative reaction. A teacher moves a lot in the classroom which reflects the negative impression too. Students are more passive as a result of teacher becomes passive in presenting lesson.

Body language is not the only tool of clarifying ideas but a teacher should also use other aspects of communication to make the lesson more attractive, attentive, effective and interesting to students in the class.

Teacher No (40): teacher is normally stands in front of the class; he does not move a lot. He stands in a suitable place to clear. He writes on the board and moves smoothly and quietly to a void noisy manner. Students in the class are passively read textbook as a teacher does not take great care to control the classroom activity. Teacher links his speech with a doing action in addition to facial expressions such as; teeth, eyes, and the tongue to make it easily and simply understood.

Teacher No (41): the teacher raises and lowers his voice as a melody of related ideas together with facial expression and eye contact as the most effective features of classroom interactions. Teacher shakes hands in a set of shapes for focusing ideas and comparing them. Teacher looks in different directions in the class to draw students' attention. He also nods head up and down for focusing attention emphasizes a point. He holds hand gently and strongly to reflect inside feeling, attitudes and intended meaning. He extends his two palms away from his body broaden the explanation of ideas. He has been able to create effective as a result of using his body expression from the beginning to the end of the lesson. As the result of the positivity of the, students were very careful and attentive in the whole time of the lesson. The size of the students in the class plays the most important role in making the lesson more interesting and effective. Another positive impact is that, a teacher stands in a higher place to let all students see and hear him clearly. He moves forwards and backwards as apposite posture as he can. Teacher only smiles when it is necessary for reinforcing interaction.

Teacher No (42): teacher wings two hands for drawing attention from very beginning of the lesson. A teacher always uses fingers as pointers to students or a board during teaching. A teacher uses hand gesture away to open the students mind to understand ideas in grammar. He circles his hands to concentrate on a single point. The teacher has great ability to match his action and meaning by using gestures differently in different situation. A

teacher makes hand like a ball or a circle to describe ideas more clear and expressive. The space between students and a teacher is more appropriate. Some students in the class put their hands on their mouths and think carefully as a teacher's performance more attractive and effective. Teacher smiles to reflect his goodness feeling to his students in the class as apposite behavior.

As a result of active manner in the class the lesson becomes more interactive and effective to students reaction and reception.

Teacher N0 (43): the teacher always uses hand to point to students for sharing the lesson. He raises and lowers his eyes intervals to draw students' attention and awareness. He always moves in front of students in to activate classroom interaction. Teacher's gestures, postures and mimes are effective but should be distributed fairly to all students in the class. Teacher's voice is clear while students are more passive, some of them are off point and attention. As postural expression some students are asked to stand in front of students to read them text in a book but students are passive too, so a teacher should more create to make the lesson more active and attractive.

Teacher No (44): the lesson warming up, a teacher moves from the front position to the back of the class in order to dominate the classroom activity 'reading material'. The teacher moves gradually from left to right and from right to left to exchange to attend the student's awareness to follow up the lesson. A teacher is very active and positive by sharing students all the time. The positive reaction of students is that students are listening carefully and comprehensibly in a relaxed way. Students' faces are the more positive indicators of good interaction and impression. The voice of a teacher goes up and down appropriately and relatively to the intended meaning and message. He also uses eye contact for clarification and attention. Facial expressions are also more effective and attractive to students. As the positive behavior,

teacher also puts hands in the pockets dramatically to express to perform cultural message.

In the point of view of the researcher, this teacher is seen to be the best model example for good teacher to use body expression properly and meaningfully in a relevant time and situation.

Teacher No (45): he holds his hand in a form of a ball to stress opinions. He extends hands away from the body towards students to fill gaps with students in the class. Teacher's voice is effective and expressive. Teacher opens and closes eyes and uses facial expression in the same situation to match his verbal actions. He sometimes stands in a place and leans forwards and backwards to refresh the students' attention. A teacher nods and directs the head in different direction to attract students attention too. A teacher compresses his hand strongly to express strong feeling about his presented topic and actions. Majority of students follow the teacher's performance carefully except few of them are only been more passive 'sleeping in the classroom '. The teacher distributes the face movements among the whole students in the class for positive interactions. A teacher also uses finger to point to the board and students to share ideas. Dramatic style is the most useful method of teaching especially English literature. A teacher has been able to make students a wake as the lesson become more interactive and interesting.

Teacher No (46): this teacher uses as much as he can many of the expected body clues as a researcher expected to cover. A teacher moves in the class regularly and effectively. He attempts to let all students be active and positive with the presented lesson and explanation. Students are in reverse follow the teacher actions more careful and relaxed. A teacher dramatizes his lesson by using more effective body expression such hand gestures and facial expression in different situations. The teacher usually stands in appropriate position to let students observe him well like when you see

yourself in a mirror. The interaction between students and a teacher is approximately about 80% percent as a result of positive interaction which was observed by the researcher during teaching time in the class. As a positive action, teacher smiles from time to time to create eagerness and interest about the presented topic. Teacher as a unique figure, he also uses his legs as indicators in addition to chest, shoulders and head nodes for explanation and emphasizing.

Teacher No (47): a teacher is very positive and entertaining with students. He uses hands, fingers and shoulders to illustrate opinions and actions. He waves his hand in all directions to focus attentions and clarify meanings. All students in the class are more active and aware of the lesson perception and understanding. Teacher's eye contact and facial expressions are very clear and directive to the intended meaning. The teacher uses proper and regular body expressions in the class which lead to the positive reaction of lesson participation and understanding. Teacher stands in a positive space in the classroom to be seen by all students. Teacher raises two hands and shoulders up in order to focus ideas and meaning. Teacher always smile in the class for the positive interaction and attention. The measurement of interaction of proper body expression is approximately about 90% percent in the lesson. Teacher also uses face for negative feelings and attitudes in the class. At end of the lesson teacher uses face to express that the lesson is going to an end in addition to leaning forward to say 'goodbye'.

Teacher No (48): the students faces express that they are all in a great intention to find out what a teacher going to do and say as a positive attention . A teacher uses body movement more expressive to make his lesson more effective and sensitive. Teachers' movement is not so much as to reflect the negative impact of the lesson presentation but it is positive and interactive in the whole time. A teacher sometimes leans up and down to change the way of presenting a topic. He raises one hand up and the down to

indicate the opposite directionality in the classroom. Students read their books and raise their face up to contact with a teacher in exchanging ideas and information. The teacher opens and closes the eyes to match them with meaning and interactions. Teacher also gathers two hands together as a ball to indicate the relationships of ideas in the class.

Teacher No (49): a teacher uses his fingers as pointers at the beginning of the lesson to show the direction of the birds' migration from place to place. He extends his hand away of the body to indicate distances. The teacher moves in suitable places which are more likely accepted by students. He uses his hands and fingers to focus attention and justify interactions. A teacher always moves in front of the class to make the lesson more interesting and effective. As the negative body behavior, a teacher puts his hand on his back which results on the students' negative reaction about a teacher. But also as a positive behavior, a teacher opens hands apart to indicate 'how' as a size flock for meaning 'group'. Some students in the class use fingers to pointing to read through their books as body expressions.

Teacher No (50): Teacher's personality is more dominative and controllable to affect students' perception in the classroom interaction. Teacher voice is extremely clear and expressive, he always dramatizes the action in the class to attract students' attention .teacher's facial features are effective and impressive to students' perceptions. Students in reverse are more active and a silent way to receive informative actions. A teacher always moves in front of students to reflect the positive impact and aspect of confidence towards student receptions. A teacher moves his face in different directions in exchange to make clear interaction in the class as a whole. He uses his fingers to count ideas in organized orders. A teacher wear glasses when he wants to read a book, he sometimes put the glasses off to express eye contact during teaching. As a positive interaction, students raise hands up to get opportunity to share the lesson.

Teacher No (51): a teacher uses the entire body movement in teaching. He uses fingers to point away for large ideas and points. He uses shoulders for negation and affirmation points. A teacher matches his action with grammatical items and words written on the board for clarification. A teacher always puts hands in the pockets as a boring behavior. Teacher's voice is clear but it is very loud and fast for student to receive. Loudness and speediness in sounds seem to be problematic for students' perception and awareness. Teacher waves his body side by side to illustrate different ideas in different situations. He also uses fingers to count numbers of things and ideas in the classroom. He uses facial expressions differently to express positive or negative feelings. Teachers' different facial expressions are really like mirrors or pages you can read and understand everything easily and simply.

Teacher No (52): a teacher usually goes backwards and forwards and sometimes turns left and right in relation to intended action and feeling. A teacher uses fingers as pointers to justify meaning and information. Students on the other hand, are eagerly focusing attention towards teacher's actions and communicative manners. A teacher sometimes points to his own body that his body is the real object to clarify ideas in the class. A teacher is aggressively and dominantly teaches the lesson to be more active and effective. Teacher's face is the most attractive tool for directing actions and interactions in the class. Teacher uses eye contact as the positive tool for drawing attention and creates friendliness between students and a teacher. He sometimes stands steadily in one place in front of students to dominate activity in the classroom. A teacher sometimes also keeps silent but silence also counts as important body expression in every day communication, it can give different meaning and express different messages negatively or positively. As the positive reaction of students in, the lesson is evaluated as

more interactive as a result of using much more body language expression in teaching.

Teacher No (53): a teacher moves regularly in the class during teaching, he matches his action with relative body expressions many times, he sometimes goes forwards and backwards in an orderly related and effective interaction. A teacher smiles in the class rarely to refresh interaction. Teacher moves hand differently as he wants clarifies ideas. Teacher's body movements sometimes are more relevant in describing sounds such as hand gestures, fingers and head node. A teacher sometimes activates the lesson by joking to make students laugh during teaching period e.g. 'John and Suzan are slipped in the mud'.

Teacher No (54): teacher uses face as most important body expression to dominate classroom interaction. Teacher's movement is not much as the posture very close to students in the classroom. She uses the board as basic device to explain ideas. She moves forwards and backwards to let students understand grammatical items and words written on the board. She sometimes moves her feet back and front respectively for dramatic interaction but this should be avoided specially for female teacher. Raising head for any teacher should be accepted rather than lowering it down. She uses fingers to count similar ideas in the class. Teacher formulates her hands like a ball to express ideas strongly and effectively. Teacher forms hands like circle for emphasizing ideas in teaching and sometimes touches cheeks with a palm hand for thinking and remembering ideas. Teacher looks at students when they are reading to correct their pronunciations and orders them to look at her to see how she pronounces the words and sentences correctly. This interaction indicates how important are the body expressions in teaching English sounds and words in the classroom. A teacher also uses gestures a lot but they are all very expressive and informative. She decorated the lesson by using these expressions in a combination; she uses hand gestures, fingers,

eye contact, eye brows up and down, fingers and appropriate posture that is not close to and far away from students.

Teacher No (55): the teacher is more serious from the beginning of the lesson as students are more neglected. Teacher leans up and down to explain ideas effectively. As the length of experience a teacher raises the voice and calms it down as musical patterns to make it attractive to match teacher's actions. The teacher puts hands and fingers on the head to express 'I think'. He emphasizes the ideas by rising hand up and down repeatedly. He clings fingers together to express opinions. Teacher's voice is very clear, effective and expressive. He raises hands together with head to explain ideas simply and meaningfully. Teacher personality is organized and he presents the topic systematically. Teacher was able to use his body properly and in a relaxed way. As a result, students are carefully following the teacher's performance in a relaxed manner. A teacher also not ignores hands to point to a board while he was teaching and explaining words and sentences' structures. He waves hands roundly to express the distance and different ideas. He moves forwards and backwards to attract students' attention in the whole class. He use real action in the classroom by gathering to students in the front of the class, he orders them to come close to each and go apart from each other to indicate the opposite directionality.

Teacher No (56): a teacher stands in a clear position in front of the class to let students see him well. He uses hands and fingers to illustrate meaning. A teacher sometimes stands but he moves partly to attract students' awareness. He sometimes goes forwards and backwards to activate classroom interaction. He puts his hand in his pocket as the negative reaction of students' participation and following the lesson actively and attentively. As a negative interaction, a teacher puts hands on his back to indicate disagreements of students inactive to share the lesson physically or mentally. He also moves hands in different directions; left, right, front and back for

clarifying different ideas and points. A teacher's voice quality is very low which makes some students feel disgust; clearly you can read on their faces. Teacher's negative behavior is that he stands in one place in a very long time, standing and walking are two opposite manners in the classroom. Standing seems passive and walking seems active.

Teacher No (57): as a teacher positive interaction, he moves hands and shoulders up and down attract the student's awareness in the class. A teacher orders students in the classroom to read silently, silence is also counts as the significance body expression in teaching in particular and communication in general but it can indicate positive or negative meaning. Teacher voice is quiet but expressive and clear to suit to class size. He stands in front of students but he sometimes moves forwards and backwards relatively to support ideas and information. A teacher moves hand gently to focus ideas. A teacher looks at students as much to let them contact and share the lesson from beginning to the end. Teacher's gestures and body postures are very effective and addressee during teaching. Teacher also uses different colored chalks to attract attention and students percept feelings. Teacher's facial expressions are expressive and attractive to students in the whole lesson. He also uses two fingers for comparing two ideas at the same time. A teacher sometimes asks students to share the lesson with him in face-to-face interaction.

Teacher No (58): as the classroom interaction, students are so passive, the lesson is presented in a manner of 'give' without 'intake' as a negative impact. A teacher stands in one place without moving which results in making all students in the class feel passive and disgust. He never uses body language a lot as other teachers do in their teaching all times. Students are all passive and let a teacher alone share his lesson. He puts two hands on a table in teaching, which reflects the negative attitudes of teacher's personality. He

sometimes leans down to a table and again backwards towards the board to indicate monotonous behavior in the classroom.

Teacher No (59): teacher moves hand backwards to show past time or past action or indicate years ago. A teacher uses hands for justifying ideas too. A teacher leans down as posture to express 'underground'. A teacher regularly raises the face up and down while he was teaching to attract students' awareness of reading material in a book. Students are positively receiving the messages from a teacher which was seen clearly in the faces. A teacher also uses hand gestures for clarifying ideas and direct students attention. The researcher finally observes that when a teacher is active in his presenting lesson, students are also being more active and attentive as usual.

Teacher No (60): this teacher is able to use body expressions properly such as ;gestures, eye contact, facial expressions, smiling, moves front and back in a regular manner, he turns left and right regularly to the match the relative interactions, actions , feelings and the intended meaning in the classroom. He also raises hands up and down to focus ideas. a teacher scratches head unconsciously to think and remember ideas. Fingers are used as pointers to students and surround environment and board for clarification and explanation. He shapes hand close together in a form of a ball for comparing ideas. He puts hands on a back as the suitable means of dramatic expression for teaching English literature. He rounds two hands on the wrist to indicate that two things are much related. A teacher lowers and raises the voice regularly when he speaks in order to make it easier to understood and interpreted meaningfully and effectively. A teacher is very calm but at the same time has good temper to present his lesson effectively and attractively. Students were thinking carefully in a suspended manner as a lesson was very interesting. The classroom was very organized which make all students in the class feel relaxed. He presents his lesson perfectly in interactive manner as a result of dramatic presentation between students and

a teacher. A teacher pronounced the words and structures correctly by using hand gestures and apparent teeth and lips as effected instruments. A teacher sometimes attempts to keep silent for giving opportunity to students to infer ideas and share interactions.

Eventually , whether a teacher uses body language expressions consciously or un consciously, or whether she or he uses them intentionally or unintentionally, these body expressions play very significant roles in teaching English as foreign or second language. This significance can also participate in making communications more obvious and expressive rather than completely ignores them. People are using these expressions easier than verbal communication in all over the world in their daily oral communication. These expressions should be encouraged and in order to match every intended meaning from addresser to addressee and vice-versa in accordance with people's cultures and attitudes, particularly in the field of education and other communication aspects in general.

4.3 summary of the chapter

This chapter highlighted the general results of the study presented in analyzing the data statistically, by mentioning frequencies and percentage clearly, in addition to, taking notes during teaching time for each individual teacher in the classroom. The most effective evidences to make the research obviously objective were that the researcher recorded videos and changed them into photos to make it easier and clear to be understood. For referring and reviewing these explanations, see appendix (2) which showed the most useful body language expressions among these teachers represented in body movements, eye contact, facial expressions, gestures, postures, head nod, the levels of voice and fingers. Notes taking are represented as comments of above mentioned teachers, which were described individually according to their normal use of body languages in the classrooms interactions.

CHAPTER FIVE

Summary of the research, Findings, and Recommendations

5.1 Summary of the research

The study investigated the role of body language in teaching English as foreign language. The research framed out chapter one as introduction, chapter two theoretical framework and literature review, chapter three methodology of the research, chapter four data analysis and discussion of the results, chapter five as last chapter stated the general conclusion, findings, recommendations and suggestions for future studies.

5.2. Findings

The results of the study claimed out that the direction of measured scores lay on the positive direction concerning body language in relation the years of experience that means, using body language in the classroom is very important like any other means of communication; the importance appeared in the following findings:

1. **Eye contact** was seen as the most indicative and useful, attentive, dominant and controllable means of classroom interaction between students and their teacher.
2. **Facial expression** was functioned as the positive instrument of classroom affect positively; it reflects the inner feelings like one who sees his face in a mirror. Face can help in performing action simply physically or mentally
3. **Gestures** and **mimes** are also counted as the most useful and crucial factors in transmitting messages and information to match verbal action easily and simply.
4. **Posture** as body expression was also observed as important behavior in the classroom, by making different types of movements in all direction as a

teacher stands in one place, moves forwards and backwards, this help in making the lesson lively in the class.

5. **Voice** levels are also added as the most effective body expressions, presented in making high or low voice as melody, the most relevant and affective voice is to let students understand the speech without confusing.

6, **Smile** as a degree of facial expression cultivates and reflects the feeling of acceptance between speaker(s) and Listener(s) is very important.

The above mentioned comments are indicated the relationship between teachers' years experiences and the use of body language expressions in teaching.

Considering the correlation between gender and body language the relation is greatly positive and should be taken for granted and can be stated in the following

1. **Eye contact** for male teacher has same importance of female with some differences in use.

2. **Facial expression** also played essential role in receiving and sending messages for both male and female with some differences.

3. **Gestures and mimes** carry and cultivate positive impact in matching verbal communication, concerning both male and female teachers in the classrooms. 4. **Voice** as body expression took a wide range to make interaction more effective for both male and female teachers in the classrooms.

5. **Smiling** as a facial expression carries the most effective and positive impression of both male and female teacher in the classroom and will help in making the lesson more attractive and active.

6. **Head node** as body expression presents positive and negative meaning in the classroom, head can say yes or no by nodding it up-down or left-right, it's really expressive.

7. **Fingers** are clearly significant tool among all other instruments, resulted in all teachers who presented the sample of study and according to percentage of measuring the results and findings which indicated that majority of teachers in the class are mainly use fingers as the essential tools in teaching effectively and expressively.

5.3.1 Recommendations

As a result of the research findings, that body language expressions are important in teaching English language in particular and other languages and communication in different situations, the study tends to offer the following recommendations hoping that English language teachers, English foreign learners, syllabi designers and people in general communication will find these recommendations helpful in such domains. These recommendations are stated as follows:

1. Teachers have to pay much attention in using body expressions in the classroom.
2. Attention would be made from a teacher to match any body expression with verbal actions.
3. A teacher should hardly decrease the unnecessary body expression in the classroom during teaching.
4. Teacher's body expression must be directed to all students in the whole class, in order to avoid student's specification.
5. A teacher's same body expression seems monotonous in the class, so varying body language expressions in the classroom are wanted.
6. Teacher's physical appearance should be more attractive and interesting.
7. Considerable attention should be taken when a teacher wants to stand, sit or move during teaching.
8. Teachers should be trained to use their body language in teaching.

5.3.2 Suggestions for further Studies

Pursuing the different stages of the study, the researcher came up with the following ideas, which could be taken as the fruitful suggestions for further researches:

1. further studies would be conducted to see to what extent that body language expressions affect students' attitudes, feelings, and meanings in the classroom interaction.
2. Additional studies should be conducted to find out the significance of eye contact in face to face communication.
3. Further studies will be made to find out the significance of gestures and mimes transmitting information in the classrooms.
4. Considerable attention should be made in discovering the impact of voice and body movement in teaching English sounds.
5. Further studies will be done to investigate the significance of facial expressions and eye contact in face-to- interaction in the classroom.
6. Extensive studies towards the distinction of body language upon people's cultures diversity.
7. Further study can be made to discover the social psychological significance of non verbal communication in the classroom for English teachers.

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Picture 1 indicates teacher's facial expression in presenting ideas in the class



Picture 2 indicates face to face interaction between students and a teacher in the class



Picture 3 indicates teacher uses hand gestures and fingers in making the lesson more effective



Picture 4 teacher uses finger as more expressive tool in the classroom interaction



Picture 5 indicates expressive fingers and smiling face to make lesson more effective



Picture 6 indicates teacher uses hand gesture and fingers as the most expressive instruments in teaching



Picture 7 indicates teacher's facial expression and fingers to clarify point and ideas



Picture 8 indicates teacher eye contact and open body expression in the class



Picture 9 indicates expressive fingers and smiling face to make lesson more effective



Picture 10 indicates teacher uses hand gesture and fingers as the most expressive instruments in teaching



Picture 11 shows face to face interaction between a student and a teacher in the class



Picture 12 indicates teacher leans forward as the positive expression to students in the class



Picture 13 indicates teacher uses facial expression and hand gestures in the classroom from time to time for making lesson effective



Picture 14 indicates teacher raises a head up and down to direct students' attention



Picture 15 indicates teacher stands steadily in one place as a negative body expression in the class



Picture 16 shows teachers hand gestures facial expression and body movement in front of students



Picture 17 teacher stands in a clear space with more smiling face as positive impact



Picture18 indicates the most accepted position of a teacher in front of the class



Picture 19 indicates the negative attitudes of teacher puts his hand in the pocket



Picture 20 teacher uses finger as a pointer in the class interaction and attention



Picture 21 indicates teacher uses finger for mentioning and counting ideas



Picture 22 indicates teacher uses a finger as pointing instrument for far and near student in the class



Picture 23 indicates teacher uses finger and facial expression closely with students for positive interaction



Picture 24 indicates uses lowers head down for positive interaction



Picture 25 indicates the negative body expression as a teacher directs his back towards the students in the classroom interaction



Picture 26 indicates teacher's open body expression presented on hand gestures effectively and attentively



Picture 27 indicates teacher uses hand palm for calmness situation in the classroom in accordance with the current activity



Picture 28 indicates teacher uses body movements dramatically and intentionally



Picture 29 indicates students' hand raises as the positive body expression in the classroom



Picture 30 indicates teacher uses finger for pointing to students to share the lesson positively



Picture 31 indicates open body expression as positive factor direct students' attention



Picture 32 indicates teacher's positive posture and uses finger as blackboard pointer



Picture 33 indicates appropriate body movement as a teacher stands aside and let the students see the board clearly



Picture 34 indicates teacher's appropriate posture in front of students in the classroom



Picture35 indicates teacher-student interaction in front of the students as the positive expression



Picture 36 indicates teacher uses hand gesture as most expressive tool of explanation and



Picture 37 indicates teacher's hand gesture and facial expression aggressively and dramatically



Picture 38 indicates inactive body expression in the classroom



Picture 39 indicates multiple effective body expressions to clarify ideas and information in the classroom



Picture 40 indicates teacher's posture, facial expression, and hand gesture in the classroom



Picture 41 indicates teacher uses fingers as pointers many times in the classroom



Picture 42 indicates teacher's uses different body expressions for clarifying ideas in the class



Picture 43 indicates teacher uses facial expression and hand gesture to match verbal actions in the classroom



Picture 44 indicates teacher always uses fingers as indicator in addition to facial expression in the classroom



Picture 45 indicates teacher stands gesturing finger and uses facial expression



Picture 46 states teacher stands closely with her student in making the lesson more active



Picture 47 indicates teacher raises hands up to make an interactive lesson



Picture48 indicate open body expression as the dominant factors to make the lesson more attentive and interesting



Picture 49 indicative picture of teacher smiling face as the positive body language expression



Picture 50 expressive faces in responding the positive attitudes of students towards a teacher



Picture 51 indicates teacher uses hands as pointers in the classroom in the lesson



Picture 52 indicates teacher uses finger as indicative tool in teaching



Picture 53 indicates teacher lanes forward students to reflect the positive interaction



Picture 54 indicates student- teacher face-to- face interaction in the classroom



Picture 55 indicates most expressive facial expression and effective body movement in front of students



Picture 56 indicates positive posture of a teacher in the classroom



Picture 57 indicates teacher's facial expression and eye contact in the classroom



Picture 58 indicates teacher's smiling as positive body expression in teaching



Picture 59 indicative picture of students' facial expressions towards lesson follow up



Picture 60 indicates the negative body language expression as a teacher stands in one location in the class



 This image cannot currently be displayed.

Picture 63 indicates facial expressions of students towards teacher's interaction positively



Picture 64 indicates teacher uses expressive hand gestures and fingers for clarifying the relationship between ideas

