

Incorporating Body Language into EFL Teaching

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ABSTRACT

In this query-based research, the focus is on body language as an important non-verbal communicative technique in teaching English as a foreign language. In literature, little studies have been conducted to highlight practical teaching approaches and techniques that will help English language teachers incorporate this important element into their classrooms. This research aims at investigating the needful role of body language in the overall teaching and learning process. It considers the interplay of body language, particularly gestures, facial expressions and eye-contact behavior, between teachers and students and gives special consideration to the second language learner preferences in decoding and encoding bodily language behaviors. Likewise, specific questionnaires are used to collect data about teachers' and students' opinions and experiences in their teaching and mannerism along with observing teachers and interviewing them. The results will help stimulating teachers' innovativeness in producing their own classroom activities and movements while teaching and better non-verbally communicate with their students in class in one hand. On the other, it facilitates students learning. It is recommended that the use and integration of body language should not be ignored by instructors.

KEY WORDS: English language teaching, body language (BL), non-verbal communication (NVC), Teaching, Classroom Activities

1. INTRODUCTION

Recently Kurdistan's English education is undergoing reforms. Traditional education of teaching brings up the students who have good marks but low ability. Meaningful communicating in English is required in today's English education. Teachers are also required to teach English nearly without Kurdish expression all the class time. But, due to knowing limited number of vocabulary items on behalf of students, teachers should take some other effective ways to support English teaching. Body language can assist explain what teachers

mean. With the aid of body language, teachers also can deepen students' understanding and memories. In fact, in some cases, nonverbal communication is more significant compared to the verbal one during the communication between teachers and students. Nonverbal communication includes; volume, speed and tone of voice that stimulate the students' response directly. Human body language, as a nonverbal communication, including gestures, eye contact and facial expressions, is used to communicate in countless subtle and complex ways. In class, most of students are often more attentive to what teachers do than what they say. As far as non-native language is concerned, it looks quite impossible to

Koya University Journal of Humanities and Social Sciences (KUJHSS)

Volume 1, Issue 1, 2018

Received 15 March 2017; Accepted 04 August 2018

Regular research paper: Published 12 August 2018

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convey thoughts originally to others without proper gestures and body movements. The same happens when the teacher of English uses his /her facial expressions, gestures and hands movements upward and downward. The understanding of a language lies more in the body movements of the speaker. The methods of nonverbal communication are fruitful and more beneficial for verbal communication particularly if English is taught as foreign language. As Mehrebian (1971: p.44), observes "The communication with non-verbal methods, like symbol, signs and gestures squeezes more into the mind of receiver than the communication with spoken words." In his paper, Gregersen (2007: p.52) discusses how teachers can apply body language in their classrooms to enhance the communicative competence of their learners This paper aims at helping English teachers understand the application of body language in teaching, and encouraging them to try using body language in classes in order to assist their teaching. The English teachers in new times should use body language properly in their class teaching to achieve the best teaching effects (Tai, 2014: p. 1205). Facial expressions, eye contact and gestures are the major focusing aspects of the paper.

2. SIGNIFICANCE OF THE STUDY

Body language plays a positive role in cultivating the students' character in school English education. It is an important means through which people get to know each other and communicate with each other. It is a kind of language through gestures, manner and countenance. Our non-verbal communication occupies almost 50 percent of our daily communication while words themselves take up only 7 percent. It is noticeably essential that teacher's body language have to be explored inside classroom. Students' preferences and responses towards it are also significantly important to be mentioned alongside teachers' choice of the body language channels. This would be vitally useful for teachers and students to notice ones' ways of using body language as a means to interact, exchange, and process information. The results of the study will also be important for curriculum designers in order to establish a systematic program about using body language inside classroom particularly in teaching languages.

3. METHODOLOGY

3.1 PARTICIPANTS AND DESIGN

The major participants were students, but teachers were also involved, either in observation or in interviews. Three main techniques were used to collect data, namely

questionnaires, observation, and interviews. The data collected was then coded, analyzed, and interpreted according to the principles of both qualitative and quantitative research.

Data for the present study were collected at Koya University. For gathering data, from first to fourth year students who are studying in the faculty of humanities and social sciences/ school of languages English department were the researchers participants; the researchers distributed the questionnaire to 150 students, observed two and interviewed 30 teachers.

Two types of instruments were used in this study; a questionnaire of various items and participants were then interviewed to explore the sources of body language using. For doing so, we made arrangements with the teachers in the Department of English Language in order to devote some of their session hours to us. In addition, we also made arrangements with the participants, especially for the interview part.

For analyzing the results, the researchers developed their own descriptive categories. They identified distinctive usages of body language in terms of significance, purposes, and situations in which they were used. Students' preferences and Teachers' class observations were also analyzed using quantitative measures by SPSS program and qualitative measures as well.

4. DEFINITION OF BODY LANGUAGE

It is said that "speech is great, but silence is greater." (Kulkarni, 2008). According to Andersen (1999, p. 2, cited in Gregersen, 2007: p. 52), "all communication other than language" is simply nonverbal communication. Further he argues that not all behavior leads to communication, it has to do with interlocutors' intentions. In addition, Knapp and Hall (2006 as cited in Gregersen, 2007: p.53) and (Negi, 2009: pp. 102-103) discuss several ways that nonverbal messages function in conjunction with the verbal ones. Nonverbal behavior substitutes, complements, accents, regulate, [expand, modify] and contradict the spoken language.

Kulkarni (2008) states that body language plays a key role in oral communication. It is powerful and indispensable and now it has become a household word to its popularity and utility. Each gesture is like a word in a language. In fact, without accompanying gestures it would be difficult to speak. These gestures add a greater value to what is being said besides exercising a more powerful impact.

Tai (2014: p. 1205) defines body language as a term for various forms of communication using body movements or gestures instead of sounds, verbal language, or other

ways of communication. He also adds that body language studies the meaning of all parts of body that includes many nonverbal behaviors such as eye contact, gestures, postures, facial gestures, and touch. Body language is a type of nonverbal communication and it forms of category of paralanguage, which describes all forms of human communication that are not verbal language. Hornby (2006) asserts that body language is the process of communicating what you are feeling or thinking by the way you place and move your body rather than by words.

Furthermore, non-verbal communication defines as delivers a message beyond the words (Knapp, 1972: p. v). Non-verbal communication as a language used in class has various forms including: Kinesics looks at bodily postures, facial expressions such as smile, frown, wrinkling the bow etc; and movements of the head and limbs whereas oculosics looks at the influence of visual contacts on the perceived message that is communicated (Negi, 2009: p. 102). Eye movement and eye contact as Khan (2001) argues depict the focus, direction and duration of gaze in relation to other participants. For example, our eyes narrow when we are concentrating and pupils dilate when we are excited. Research studies done in classroom environments also suggest that nonverbal behaviors send clear and distinct messages (Negi, 2009: p. 103).

5. CHARACTERISTICS OF BODY LANGUAGE

5.1 INTUITIONAL FEATURE

In classes, to give some commands and afford information, teachers use facial expressions. Using body language in English teaching can help teachers to deepen students' understanding and impression. Visual body language can arouse students' interests in English studying (Tai, 2014: p. 1206).

5.2 COMMUNICATIVE FEATURE

Tai (2014: p. 1206) states that the importance of body language is not forgotten when teachers communicate with students. The Communicative English is necessary for students to learn. As a result, they should be more active in the classroom teaching. As traditional teaching strategies cannot evoke students' interest, teachers can create a comfortable and interesting atmosphere by the means of body language and put students in the central position in English learning. Teachers can help the communication between with students if they use body language comfortably.

With reference to Mehrabian (1971: p.44) cited in Allan and Barbara Peace (2004: pp.9-10) a pioneer researcher of

body language in the 1950s, found that the total impact of a message is about 7% verbal (words only) and 38% vocal (including tone of voice, inflection and other sounds) and 55% non-verbal. Birdwhistell cited in Allan and Barbara Peace (2004: pp.9-10) made some similar estimates of the amount of non-verbal communication that takes place between humans. He estimated that the average person actually speaks words for a total of about ten or eleven minutes a day and that the average sentence takes only about 2.5 seconds. Birdwhistell also estimated we can make and recognize around 250,000 facial expressions. Like Mehrabian, he found that the verbal component of a face-to-face conversation is less than 35% and that over 65% of communication is done non-verbally.

6. SIGNIFICANCE OF BODY LANGUAGE IN ENGLISH TEACHING

Body language plays a positive role in cultivating the students' character in school English education. It is an important means through which people get to know each other and communicate with each other. It is a kind of language through gestures, manner and countenance. Our non-verbal communication occupies almost 50 percent of our daily communication while words themselves take up only 7 percent. Miller (2005: p.28) states that there are some important reasons why we use nonverbal communication: Words have limitations, nonverbal signals are powerful, nonverbal messages are likely to be more genuine, nonverbal signals can express feelings too disturbing to state, and a separate communication channel is necessary to help send complex messages. He further adds that some research findings suggest that two-thirds of our communication is nonverbal. Other experts suggest that only seven percent of a message is sent through words, with the remaining 93 percent sent through facial expressions (55 percent) and vocal intonation (38 percent). Teachers should be aware of nonverbal communication in the classroom for two basic reasons: to become better receivers of students' messages and to gain ability to send positive signals that reinforce students' learning while simultaneously becoming more skilled at avoiding negative signals that stifle their learning. There are three main aspects which is the need 'and significance' of body language in English teaching (Tai, 2014: p. 1206).

A. Limitation of Students in English Vocabulary:

It is very difficult for students to remember all English vocabulary items as there are plenty of them. Students

only can make sense of the words which are used repeatedly. Depending on the students' level of English vocabulary and practical situation, body language is required. Using body language properly not only can avoid using Kurdish to explain English, but also can promote teachers and students to communicate. For example, when a teacher asks his students to look at the blackboard, he merely has to point at the blackboard, then the students understand the order without grasping the key word "blackboard" clearly.

B. Less Interest of Students in English Class:

Learning English is quit tedious for a non-native learner. In spite of spending a lot of time and energy, the learner must be interested in learning English. There for, before starting the class, teachers should prepare the students to have strong interest via a series of body language.

C. Depressing Atmosphere in English Teaching:

Maintaining interest for a long time is not easy because English is a foreign language to students. When students cannot understand what teachers teach, they will not listen to the teachers. Then the atmosphere in English class is depressing. Above all, if the teachers talk monotonously students soon lose their interests. Thus, teachers' body language draws the attention of students, assist them understand the knowledge, and increase their enthusiasm.

7. THE USE OF BODY LANGUAGE IN ENGLISH TEACHING

7.1 THE USE OF FACIAL EXPRESSIONS

According to Tai (2014: p. 1207), "Facial expression is a "universal language" in human being's society." Humans can show their feelings and emotions through facial expressions, like happiness, sorrow, and fear. As a result, teachers should know how to use various facial expressions to deal with different situations that show up in the classroom. For instance, a warm smile could give students comfy studying atmosphere. In short, if a teacher can utilize his facial expression diplomatically, he can receive a perfect classroom teaching outcome. Miller (2005: p. 29) argues that facial expressions are the main source of information, next to words, in identifying an individual's inner feelings. He adds that while listening to students, teachers should use facial expressions that communicate interest about questions and concerns.

7.2 THE USE OF GESTURES

Teachers use suitable gestures to send out whatever is in their mind and show their feelings. They can do some gestures for expressing what they want students to do. Realistic gestures aid students deepen their comprehending of English (Tai, 2014: p. 1207). Miller (2005: p. 29) believes that "making eye contact communicates openness and honesty, while avoiding eye contact may indicate that something is wrong." He further says that when teachers want to emphasize particular points, they usually maintain eye contact.

7.3 THE USE OF EYE CONTACT

Tai (2014: p. 1208) states "Eye is the "window" to the soul." From one's eye, we can know what is going on inside and his attitudes. The teacher may notice students' regenerative information from their eye contact. To make it clear, if there is a doubt or sparkle in students' eyes, the teacher can know whether or not they have understood the content (Tai, 2014: p. 1208).

8. APPLICATION OF BODY LANGUAGE IN SPEAKING

One of the important ways to communicate is spoken language (Tai, 2014: p. 1208). Miller (2005: p.28) states that there are some important reasons why we use nonverbal communication: Words have limitations, nonverbal signals are powerful, nonverbal messages are likely to be more genuine, nonverbal signals can express feelings too disturbing to state, and a separate communication channel is necessary to help send complex messages. He further adds that some research findings suggest that two-thirds of our communication is nonverbal. Tai (2014) claims that to help students overcome their passive attitudes, not only teachers' use of body language can arouse and sustain the students' interests of using and learning English, but also asking the students to utilize body language according to various situations.

9. RESULTS AND DISCUSSIONS

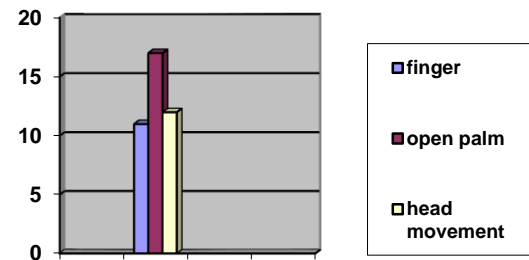
9.1 RESULTS

In the current study, three findings can be noticed in terms of students' preferences to body language, teachers' opinions about using body language in classroom, and observation of two different lectures namely, pronunciation first stage, and poetry third stage. Concerning the results for the first data collection tool which was a questionnaire confirm that students do prefer certain body language inside classroom. For instance, among 40 participants 35 students assured that

teachers' gestures help them to understand the lecture. Students preferred that teacher should use both gestures and speech together while delivering a lesson. See chart: 1 for gestures.

Similarly, the eye-contact for students is also found to be significant. A total of 30 participants among 40 showed that they look at teachers' gestures while having a lecture. Also, majority of students chose that the teacher should look at them when they give answers. See chart: 2 for eye-contact.

For the facial expression, most of the students showed that they know teachers' mood by their facial expression. Almost all of them think that the teacher should show a positive facial expression. They also confirmed that teachers' mood in general affect their feelings either in a positive or negative way. That is, if a teacher shows a tired face, students also feel tired. They know if a teacher is in a good or bad mood via facial expressions mostly compared to gesture or speech. And finally, the teachers' anger leads to annoying students on the first place. See chart: 3 for facial expression.



4. What should the teacher use to interrupt you while speaking?

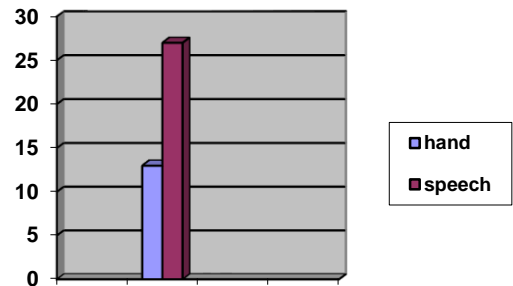


Chart: 1 Body Language > Gestures

1. Do teachers' gestures help you to understand?

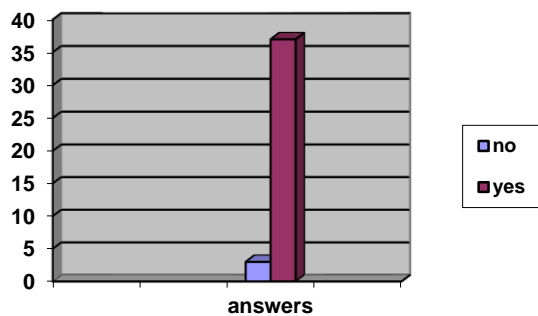
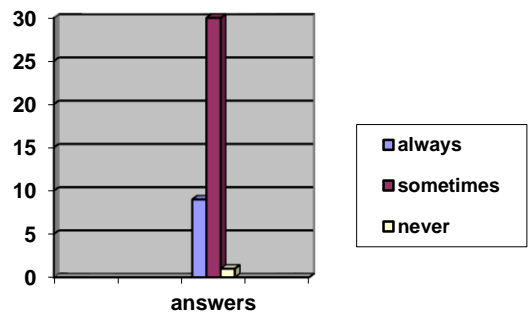
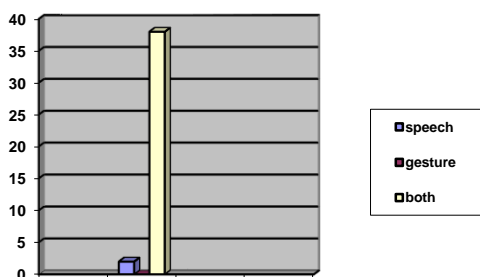


Chart: 2 Body Language > Eye-contact

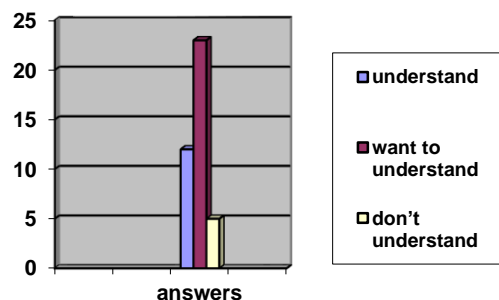
5. Do you look at teachers' hand movements when explaining?



2. What should the teacher use when explaining?

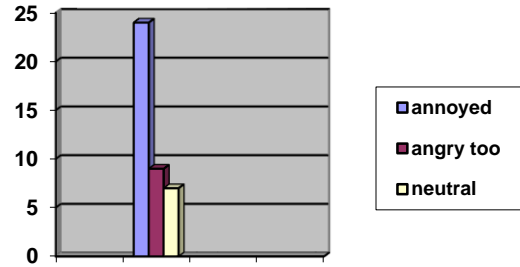
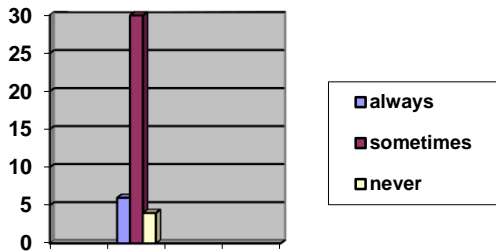


6. Do you look at the teacher when you?

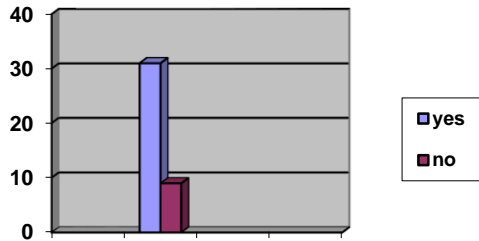


3. What should the teacher use to point to you?

7. How often do you like the teacher to look at you?



8. Do you like to give answers when the teacher looks at you?



11. When the teacher is not in a good mood you feel?

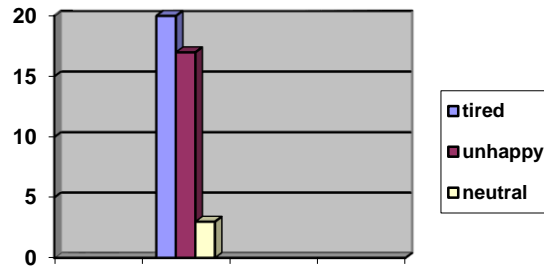
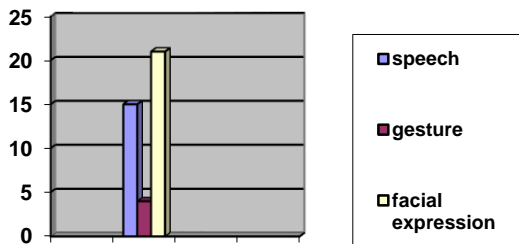
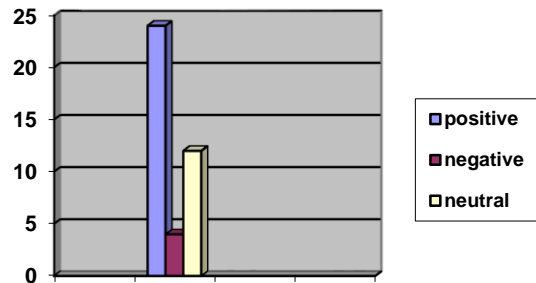


Chart: 3 body language> facial expression

9. Do you know the teachers' mood by his/her?



12. What facial expression the teacher should use normally?



10. When the teacher is angry you feel?

Regarding the results for teachers' opinions incorporating body language into teaching EFL, the following can be visualized. The usage of body language is significant for most of the teachers owing to the fact that it contributes in clarifying ambiguities in explaining subject matter. Also, it is used as supplement to facilitate learning and teaching processes. It often helps in creating an interactive atmosphere inside classroom, and as an assisting tool to deliver information to students, see table 1. T.

Table: 1 Teachers' opinions about incorporating BL into teaching EFL

| N. | 1. Why do you think using BL is significant in Teaching EFL? |
|----|---|
| | Answers> |
| 1 | To attracts attention, to clarify the subject matter or ambiguities |
| 2 | To save time and efforts, to supply teaching methods |
| 3 | To facilitate learning and teaching |
| 4 | To explain what you say, to deliver messages |
| 5 | To completely fulfill learning outcome |
| 6 | To add meaning to ones' character, to create and interactive atmosphere |
| 7 | To communicate, to convey more ideas |
| 8 | To provide students with visual aids |
| 9 | To avoid monotonous speech |
| 10 | An assisting tool to convey information to the learners |

Further, the most frequently used BL element by teachers inside classroom is found to be gestures that includes hand movements. Eye-contact is also noticed to be used as much frequently as gestures by teachers. Facial expressions, however, is found to be less frequently used by teachers in comparison to previous BL parts as it can be seen in table: 2.

Table: 2 Most Used BL Element

| 2. Which element of BL you use the most? | | |
|--|---------|-------------------|
| Eye-contact | Gesture | Facial expression |
| 3 | 6 | 1 |

Similarly, in table: 3, purposes for using BL elements including gestures, eye-contact, and facial expressions are clearly stated. Teachers use eye-contact mostly to control and manage classroom and to observe everyone. They

also use it to motivate student talking and participation. Teachers use gestures to supply meaning and content and clarify difficult concepts. They use facial-expression to interact with students and give feedback by showing a content-related message. They use it to show interest in and reaction to their speeches. See table 3 for more detail.

Table: 3 the Purposes of Using BL Elements

| 3. Explain for what purpose you use the following BL patterns inside classroom? | | | |
|---|--|---|---|
| N | Eye-contact | Gesture | Facial-expression |
| 1 | To look at everyone | To interrupt, to illustrate a meaning | To give feedback, to interact with students |
| 2 | To observe all students, to motivate student talking | To deliver a message | To show interest in their speech |
| 3 | Controlling the class | Explaining abstract terms and concepts | Deliver content-related message, to create channels of communication |
| 4 | To call their attention, to single out a students | To clarify your thought, ideas | To show your reaction, to emphasize or underestimate something |
| 5 | When asking a question, when answering students' questions, when giving instructions | To show that you are an active teacher, to tell student keep quiet | To show attitude, to create a comfortable atmosphere, or to show that you are not satisfied with misbehaviors |
| 6 | To draw students' attentions | To explain difficult ideas | To provide non-verbal feedback |
| 7 | In asking Qs | In clarifying meaning | In talking with students |
| 8 | To correct misbehaving | To address a student | To comfort students |
| 9 | To show surprise | To wake up students | To show agreement |
| 10 | To manage the class | To emphasize a certain subject, to lecture students, to verify a correct answer | To emphasize a certain point, to indicate that this is funny, to support my speech |

Teachers' perspective is also highlighted about the extent to which BL is significantly effective in language teaching and learning. The majority believe that BL is important in adding meaning to words. It helps in achieving pedagogical aims as far as it is used inside classroom. However, if BD is used excessively, teaching process might be spoiled as stated by a teacher. But, BL is useful since it plays a noticeable role in content-delivery and students' comprehensions of the subject. See table: 4 for extra information.

Table: 4 Using BL and Effective Language Teaching and Learning

| 4. To what extent does using BL result in effective teaching and learning? | |
|--|---|
| 1 | It is important in adding meaning to words and ideas we put forward while giving lecture. |
| 2 | It is very important to an extent that it is impossible to teach without non-verbal language. |
| 3 | If BL is used excessively, the teaching process might be spoiled. |
| 4 | It is absolutely important since it helps in achieving pedagogical aims. |
| 5 | It is very effective in teaching and learning; it helps students to comprehend the subject. |
| 6 | To a considerable extent, since it helps in creating a positive atmosphere, or the opposite, when the BL is rude and negative which may make students dislike the teacher or the subject. |
| 7 | It is particularly important when new information is presented. |
| 8 | I do strongly believe that BL when used appropriately in delivering information, it results in a best quality of teaching and effective learning outcome. |
| 9 | It is very important when considering students personality and feelings, particularly when telling a student what to do or not to do in private. To avoid hurting feelings. |
| 10 | To a large extent, I think that BL can result in successful teaching and learning because non-verbal signals match up with words we say, thus, it increases clarity and rapport. |

The final result in this study is observations of two different lectures for BL use inside classroom. The first lecture was pronunciation and the second was poetry. In these two lectures, teachers used distinctive BL behaviors. A part from class management, teachers used BL such as gestures to explain the subject matter and content-related topics. In pronunciation, the teacher tried to use clarify the parts of palate as a speech organ using his hands and finger. In poetry lecture, the teacher used facial expression to clarify emotions of the characters inside the poem. See table: 5 for more detail.

Table: 5 Observations of Teacher's Lectures for Body Language

| BL | Teacher: 1 #pronunciation | Teacher: 2 #poetry |
|----------------|--|--|
| 1. Eye-contact | 1. Whenever the lecturer asked questions, he looks directly to students' eyes. 2. As the lecturer received correct answers, he gave compliments both verbally and by moving his eyes around the class, winkled and nodded his head. 3. He could control the class just by eye-contact. | 1. While asking questions, he looked into the respondents' eyes. 2. He controlled the class by eyes instead of using words. 3. During reading the poem, he raised his head and observed those who were not aware of the lecture. |

| | | |
|----------------------|--|---|
| 2. Gesture | 1. He pointed to his students with open palm hand. 2. He used verbal and nonverbal language together while explaining the topic. 3. He wanted to count various parts of palate, using his fingers. | 1. He nodded his head when he received answers. 2. Used one finger to point to a scene or a character in the poem. 3. When addressing students to answer a question, he used open palm. |
| 3. Facial-expression | 1. He greeted students with a happy face. 2. He showed a serious face frequently. 3. He frequently gave a smile to encourage students to reply and feel comfort. | 1. He showed a happy face at the beginning of the lecture. 2. The lecturer sometimes curled and bit his lips. 3. He used his face to show the emotions on behalf of the characters in the poem. |

9.2 DISCUSSIONS

The results in the current study are in harmony with the ones presented in the work of Elfatihi (2005). For instance, in his study, he confirmed that the majority of students chose that teachers' gestures help them to understand the subject matter. Similarly, the researchers in this study assured that most of the participants agreed upon the fact that gestures are helpful in understanding. Moreover, when the students asked whether the teacher should use gestures, speech, or both when explaining the lesson, almost all of them said both.

For the eye-contact, Elfatihi (2005, 37) found that most students look at the teacher when they want to understand which is similar to the results in this study, that most students indicated the same. They also indicated that the teacher should sometimes look at them rather than always or never. This is similar to the finding in Elfatihi study (2005, 38) concerning teachers eye-contact with students.

Elfatihi (2005, 39) found that most students showed that they know teachers' mood from their facial expression on the first place. Similarly, the results in here confirm that teachers' mood is realizable by their facial expressions rather than by speech or gestures.

In conformity with results, most used body language element by teachers in their lectures was gestures followed by less used: eye-contact and then lesser used: facial expression. This means that gesture is a significant body language element that teachers use when lecturing. So, the first aforementioned hypothesis about most using body language element is not well supported since the findings show that gestures play greatest role inside classroom.

The results in this study can further be discussed that teachers also use body language elements for certain purposes. They use eye-contact for class management

and class observation. In addition, they use gestures to clarify meaning and facilitate understanding on the part of students. They also use facial expression to give non-verbal feedback, and express their feelings and attitudes positively. Facial expression is further used by teachers in order to create a relaxing class atmosphere and to open a channel of understating with students.

As for the extent to which body language is effective in teaching, most teachers ascertained that body language plays a great role in teaching especially in content delivery and classroom control, however, they also indicated that it should be used appropriately. Regarding the teacher observation sample, although the classes were different the results declared that in both lectures the teachers used eye-contact to monitor the class and establish a pathway for interaction with students. In pronunciation lecture, the teacher used gestures (hands and fingers) to illustrate palate as a speech organ for students.

As for the poetry lecture, the teacher also used fingers to point to a character in a poem studied. That is, gestures can effectively contribute in content delivery. As for the facial expression, the teacher in poetry class used his face to express feelings and emotions related to the content of the poem. However, for the pronunciation class, the teacher used facial expression to show his seriousness and dominance in the class, and also to encourage students to participate by frequent smiling. However, the hypothesis about non-systematic use of body language inside classroom by teacher is well supported by the findings in this current study. That is, the whole process of body language was natural and random. The teachers were heavily depending on the delivering the topics with simple, up-to-the-moment usages of body language elements.

10. CONCLUSIONS

With reference to results of the study, most used body language part by teachers inside classroom was gestures. Eye-contact and the facial expression were coming as lesser used body language elements. It is also evidenced that students interact non-verbally using eye-contact to indicate their understanding of the teacher, and to know teachers emotional status by their facial expressions. They also indicated that teachers' gestures along with verbal explanations help to better comprehend the topics. Finally, body language is also used to better cope with classroom managing issues and making interaction more effective.

11. IMPLICATIONS AND RECOMMENDATIONS

From the results of this study the following pedagogical implications are proposed. Using body language along

with speech inside classroom is necessary pertaining to the fact that most students prefer the usage of both elements together by the teacher. Teachers can also realize that students look at the teachers' eyes when they want to understand. This can be thought about as a technique inside classroom to maintain students' comprehension of the content delivered. Teachers should also consider their facial expressions owing to the finding that most students read teachers' facial expressions to know their mood. All in all, body language can further be sought for more investigations by teachers since they are the ones who operate the class using their gesture, eye-contact, facial expressions. In this way, certain systematic body language elements should be established to be used by everyone teaching EFL to maintain a better teaching and learning processes.

Here are some basic tips and advices for teachers for using body language in their teaching:

1. Use both speech and gestures together in explaining the subject matter.
2. Use open palm in pointing to students when they want to participate.
3. Use speech in interrupting students when they are speaking.
4. Use your hands when explaining the subject but not excessively.
5. Look at the students' eyes when you want to make them understand the subject effectively.
6. Make lesser eye-contact with students during normal progression of the lecture.
7. When students give answers, look at them. Make eye-contact as far as it makes them comfortable.
8. Show positive facial expression all the time.
9. If you are angry, you annoy the students and they become tired.
10. Most used body language by the majority of teachers was gestures. So, make your codes for it with your students. This can be another channel for establishing effective communication and understanding between you and your students.

12. REFERENCES

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