

The Effect of Body Language on Oral Comprehension of Iraqi EFL University Learners¹

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ABSTRACT

Due to the growth of technology and the spread of contact among people throughout the globe, the desire to study a foreign language has become a requirement and an urgent for most individuals, especially in Arab nations. Hence, research for new approaches and ways to aid in teaching and learning English has expanded all across all levels of English teachers and learners as well. One of these current updated approaches that may be employed effectively and competently in teaching English is the non-verbal communication or what is called body language. Body language has evolved into a novel and effective approach of teaching English as a foreign language, which English instructors should take note of. It plays a crucial role in fostering good classroom interaction between EFL students and their teachers. Depending on the interaction established in the classroom, it will be advantageous for both teachers and students. It can explain the objective of the speaker (a teacher or a student) more precisely and efficiently, simplify the educational process, and pique the students' curiosity.

INTRODUCTION

Background

Body language is a crucial medium that skilled English teachers may use to successfully communicate vital information to their students. This silent language allows teachers to communicate effectively and express themselves without speaking. Recently, teachers of English as a second language should not rely solely on the curriculum or textbooks. According to updates in the most recent research, teachers are advised to conceive, develop, and execute a range of fun classroom activities in order to complete assignments. Consequently, employing body language helps teachers engage students in the activities and prevent distraction and boredom. On the other hand, students' enthusiasm in studying English is enhanced via the use of effective and inventive body language approaches.

Students should not be taught and exposed to English language skills using the same instructional approaches. There are ways that are more appropriate for some talents than others. Undoubtedly, the foundation of English learning is vocabulary acquisition and its application, on the one hand, and effective communication in English, on the other. The use of quiet body language has a positive impact on English teaching techniques. For instance, it is well-known that it is difficult to communicate the meanings of some abstract English terminology to students in English. However, a skilled instructor would utilize his body parts and gestures to help his students comprehend and estimate the meaning of these phrases. On this basis, teachers will be able to recruit students whose first language is not English and who wish to acquire English proficiency.

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Statement of the Problem

Today, effective language teaching and learning takes into account the nonverbal communication characteristics of the language. This study focuses primarily on instructors' use of facial expressions, gestures, and body movements in the classroom, as well as other types of body language communication. Teachers may employ positive body language to make the teaching and learning process more efficient and engaging. It can serve as a motivating tool for EFL students to boost their classroom motivation.

The environment of the classroom, the material of the curriculum, and especially the manner in which they are delivered have a profound effect on students. This implies that the less suitable the learning environment, the more tedious the learning will be and the less motivated the students will be. Many teachers concentrate on the Information they will provide, but they forget that learners have two ears to hear the material and two eyes to view how the content will be presented. This motivates the researcher to investigate the impact of teachers' good body language on the motivation of EFL students.

Because teaching is psychological rather than pedagogical, the study suggests using positive body language as an instructional method to increase the motivation of EFL students. Therefore, students must receive knowledge in a manner that motivates them to study and creates a successful classroom atmosphere.

Significance of the Study

Through this study, the researcher aims to increase teachers' knowledge of the significance of good body language and its influence on the teaching and learning process. It is crucial to highlight instructors' positive body language and its various meanings, which can boost the motivation of EFL students in the classroom.

In this study, the researcher intends to determine the influence of teachers' positive body language on the motivation of EFL students. Admitting that students must comprehend teachers' linguistic and paralinguistic messages throughout the class in order to grasp the lecture's true meaning more vividly and precisely. Moreover, kids might enjoy the process of learning. The study of instructors' body language can increase the motivation of EFL students and improve the teaching and learning process.

Research questions

1. Does Iraqi university EFL teachers use body language inside the classroom?
2. Does body language has any significant effect of Iraqi EFL female university learners' oral comprehension?
3. Does body language has any significant effect of Iraqi EFL male university learners' oral comprehension?

Research hypothesis

1. Body language has not any significant effect of Iraqi EFL female university learners' oral comprehension.
2. Body language has not any significant effect of Iraqi EFL male university learners' oral comprehension.

REVIEW OF LITERATURE**Introduction**

There must be communication between the English teacher and the students. Communication is greatly aided and made easier by the use of body language. Applying body language with TEFL students may have many positive effects. A good example is the way it piques the curiosity of students by keeping them actively involved in class. In addition to boosting the efficiency of teachers, this strategy can also assist students develop their language skills. Recent research on ESL teaching strategies recognizes the double-edged nature of nonverbal cues like body language. The benefits of these two foundations of education cannot be overstated (i.e. EFL teacher and EFL learners).

1. Definition of body language

Traditional explanations of body language place it as a nonverbal part of a conversation. It's how we share our thoughts and feelings with the world. The whole meaning of what someone is saying to us can be grasped with its aid. The term "body language" is used to describe a subset of nonverbal communication in which actions rather than words are employed to communicate meaning. Expressions, movements, touches, looks, and placements in space are all examples of nonverbal communication. Body language consists of a wide variety of signals. In the next section, we shall outline these factors.

2. Components of body language

Facial expressions

Gesture, posture, and facial emotions are all part of body language. These things become crucial when the spotlight is on you in front of a large crowd. The ability to use one's body to convey sincerity, passion, and rapport is a powerful asset in every communication situation. It also encourages the audience to pay closer attention to what you're saying. Many classroom instructions and announcements are conveyed to students through the teachers' facial expressions. Intuitive qualities can be seen in facial expressions. When teaching the word "cry," for instance, a teacher can demonstrate a crying expression, as Yuanyuan Tai (2014) explains. Educators who make use of their body language effectively can get more intuitive learning outcomes.

Therefore, educators should be familiar with a range of expressive facial muscles to use in a variety of contexts. A teacher's ability to effectively employ facial expressions is directly correlated with the quality of the learning environment he or she is able to foster. For instance, how will the instructor react when a student offers the erroneous answer - with anger or encouragement? Obviously, that's the correct response. In comparison to other subjects, learning English can be challenging for most students. Therefore, it is the responsibility of educators to maintain students' hope and joy while studying English. In conclusion, a successful classroom outcome may be achieved by a teacher who is able to control his facial expressions with tact.

Body postures

A person's bodily posture may be defined as their "attitude or stance." Each physical gesture has an expressive purpose. How we sit or stand reveals a lot about our personalities. An upbeat demeanor is communicated through proper posture. An attentive and involved student will sit mostly erect and lean forward somewhat towards the speaker, as stated by Neill & Caswell (1993) and Miller (Miller, 2005a, 2005b). Slumping or slouching when seated, on the other hand, is a sign of weariness or despondency, as shown by Miller (2005a, 2005b). A slouching or slumped posture may be a sign of exhaustion or sleepiness. When addressing an adult, a student's casual body language betrays a lack of regard (Miller, 2005b). Body alignment with the instructor is also a sign of respect.

Saddam HM Issa (2017) adds, "if the instructor conducts the dictation while walking appropriately in the classroom, he may grab students' attentions." It might be challenging for a teacher to capture students' attention from a platform four or five meters above the floor. It's a common gripe among educators that multimedia classes don't produce enough tangible results to satisfy their needs.

Teaching is one of the most challenging professions there is. Therefore, they can make effective use of body language. The teacher's body language may be used to help students understand and follow his instructions. He believes that using body language effectively helps to maintain student-teacher rapport, boosts instructional efficiency, and strengthens students' literacy abilities in reading, listening, and speaking.

Gestures

Body language, gestures, and eye contact are some of the most powerful techniques available to a teacher of English as a foreign language. Teaching English with nonverbal cues is an effective strategy. If used effectively, it has the potential to pique students' interest in English classrooms and boost instructors' craft. Teachers should make use of their bodies and expressions when instructing. They will aid educators in producing dynamic, precise expressions of their own ideas and views. Students believe that by incorporating body language into their studying, they will better

retain the information presented in class. Gestures are motions of the hands or the head that convey meaning. Their influence on those with whom one communicates is crucial. A person's gestures are considerably more illuminating than the words he chooses to use. Some examples of gesture use in a TEFL classroom are demonstrated by Xiaoling Yang (2017)

"Hand contact and hand gestures are common means by which humans convey their intentions to one another and get insight into the mental activity or state of mind of others around them. Most instruction in an English class is conducted in English, although teachers' ability to express themselves orally is constrained by students' level of English proficiency. In the classroom, a teacher can employ gesture to convey the meaning of words in a more compact, all-encompassing, and aesthetically appealing way. If a teacher wants to demonstrate the pronouns "I," "you," "he," "she," and "we," he or she can point to himself and say "I," to a student and say "you," etc. Easy to comprehend for college students. Students are more engaged and learn more effectively when they feel valued and understood.

Hence, we find out that gestures may be employed as an important technique to strengthen and enhance learning of language abilities. Students' comprehension of the English language is bolstered by their exposure to expressive body language.

Handshakes

In most parts of the world, greeting one another or celebrating the conclusion of an agreement is done by shaking hands. As seen in the following examples from Wikipedia, it also comes in a variety of aesthetic forms: Researchers have also identified other types of handshakes, such as the "finger squeeze," "bone crusher," "limp fish," etc. In the United States, it is common practice for both sexes to shake hands upon greeting each other. In Muslim societies, however, men are forbidden from physically interacting with women in any form, even handshakes. The handshake is an example of a nonverbal interaction. It's a term of welcome. Educators may employ with students to foster optimism and self-belief. Researchers tell us that this form of body language, when used properly, may considerably enhance the interaction between teachers and students. Also, it has the potential to improve students' cognitive performance and study habits.

Other subcategories

a. Oculistics:

Oculistics is a branch of body language that examines how people communicate nonverbally via their eyes. Oculistics is a branch of the social and behavioral sciences that studies how we might infer meaning from people's eye movements and expressions. The field of oculistics relies heavily on cultural norms. Avoiding eye contact is seen as a sign of weakness, uncertainty, or dishonesty in several traditional Arabic cultures. Making and maintaining eye contact is an essential element of body language while educating young people. Make sure to make eye contact, though.

However, gestures are highly culturally dependent. For instance, a native English speaker from the United States teaching English in Africa should research the significance of hand gestures in that region. When teaching students from other cultures, language instructors should pay close attention to the gestures and expressions used by native speakers of that culture and make an effort to mimic them. does not imply staring or gazing, since many students would likely find this unpleasant and look away, thereby losing their focus.

The confidence and anxiousness of a classroom teacher might be boosted by having him or her glance around the room or into the eyes of individual students as he or she speaks. Further, it helps him connect with his students on a personal level. A teacher with expressive eyes might have more influence over his students.

b. Haptics

The field of research known as haptics examines the role of touch in various forms of discourse. When we are first introduced to the world, our sense of touch is the most developed. It's a way to show dominance and keep relationships strong, like those between a mother and her child. The way someone touches you may convey a wide range of feelings.

Depending on the context and the intensity of the contact, it can convey a wide range of emotions, including but not limited to wrath, fear, contempt, love, appreciation, and pity. The length of a touch and the part of the body touched are also important indicators of its significance. However, there is debate about whether teachers should touch their students during class. Depending on the rules of the school, it may be utilized in a variety of ways. Touching someone appropriately, in my opinion, is limited to the hand, arm, shoulder, and maybe a pat on the back. Students may be encouraged to learn and pay closer attention as a result of this kind of physical contact.

c. Proxemics

Proxemics is also a major topic in the study of body language. Distance sociology examines the psychological and physiological factors that influence how far apart people are in their social interactions. Important social cues like closeness, friendliness, and proximity can be conveyed simply by measuring the distance between the speaker and the audience.

Proxemics has significant application to second language instruction. Learning only the words of a foreign language is not enough to ensure fluent conversation; familiarity with the non-verbal cues is also crucial. The role of the EFL instructor is to educate his students on the need of understanding and respecting cultural differences in proxemics. According to Ivannia Jimenez Arias (1996), "knowing the contrasts between one's own culture's proxemic patterns and the target culture is vital for those students whose own culture's proxemic patterns are quite different from the target culture." An Arab English as a Second Language (ESL) student studying in the United States who fails to appreciate the cultural differences between the two countries risks being bullied, misunderstood, or even physically assaulted. By learning about the various facets of proxemics, teachers may aid their students in avoiding such confusion. Students who are aware of and make use of these cues will be better able to understand and communicate themselves, keep the attention of their audience, and ultimately be more effective communicators.

3. The differences between silence and effective body language

People often say that while words are valuable, silence is priceless. When, though, is it best to be quiet? Silences that exude self-assurance, familiarity, reflection, tranquility, or respect are prized. Those pauses may be powerful instruments for strengthening the bond between you and helping you communicate more effectively. When people don't want to use words to communicate their feelings, they often resort to silence as a means of communication.

Researchers concluded that the body conveys meaning in a number of different contexts. Body language, like any spoken language, is composed of grammatical elements such as words, sentences, and punctuation. There are several interpretations for each one word, and the same holds true for gestures. Social scientist Edward T. Hall claims that body language accounts for at least 65% of all communication between humans (non-verbal communication). In common use, "nonverbal communication" refers to interactions that take place outside of verbal exchanges.

What individuals wear, how they move their bodies, where they stand or sit, how loud they speak, and how they use the space around them are all forms of communication. Therefore, the belief that silence prevents communication is no longer true, because silence may be an effective form of expression when used correctly. The idea is that if people suddenly stopped using words, communication would still continue. Body language is a powerful kind of nonverbal communication, and developing an awareness of its cues can improve your ability to convey ideas. Even when they're not uttering a word, we can deduce their meaning. When someone is quiet, we know they are either processing what they have heard or are unsure about what to do next. Finally, instructors may educate themselves and direct students toward developing a keener awareness of the ways in which their body communicate what they're feeling and thinking.

4. The importance of body language in teaching English:

As a type of nonverbal communication, body language is increasingly recognized as having a significant impact on the English classroom, where pedagogical practices are constantly evolving. It can assist students improve their listening, speaking, reading, and other skills, as well as simplify the teaching process, pique students' interests, and maximize the aim of English instruction. Teachers are respected and considered as knowledgeable, therefore their body language may have a good impact on their students' development as people. In order to pique their students' interest in learning English and to enhance their classes, teachers should utilize body language to aid and support their

teaching. The teachers' positive body language has a calming effect on the classroom. It's a common complaint among educators that their students either have poor command of English or struggle to grasp the nuances of newly introduced language. Therefore, in these cases, educators believe that students benefit much from paying attention to their professors' body language.

5. The significance of body language in communication:

It's true that you may communicate entirely through body language, without ever having to utter a single word. Non-verbal communication is what most people term it. It's become indispensable to us, used in every facet of our lives. As a result, we rely heavily on physical cues like gestures and facial expressions to convey meaning while speaking with others. In a nutshell, we don't only utilize our mouths to communicate with others when we talk. An ongoing process of sending and receiving signals that allows individuals to exchange their thoughts, opinions, attitudes, and emotions (Negi, 2009).

The improvement of students' communication ability is a primary focus in the study of foreign languages. Given the importance of nonverbal cues, it's clear that good communication requires more than just words. As a result, the teacher's body language is crucial to effective student-teacher interaction. Without effective body language behaviors, however, communication breaks down. With their students, teachers do not employ the same body language as they do with one other. Some language instructors are experts at reading their students' body language and interpreting their expressions to convey important messages to their students, especially the more novice ones. The purpose of language instruction, according to Negi (2009), is to boost students' ability to communicate. Knowing how to read and use body language might greatly improve our ability to convey ideas and thoughts to one another. Subtle and frequent uses of body language in the classroom are an indicator of the teacher's mental health and should not be disregarded. Students are more engaged and more likely to retain information if their professors project enthusiasm and energy throughout class.

However, if a teacher's body language is hostile, it can make students uncomfortable and reduce their interest in both the material and the instructor. It follows that instructors' body language may have both good and negative effects on their students. In conclusion, students will be more engaged in class if the teacher is constantly moving around and making eye contact with each of them. And it's no secret that students respond favorably to instructors who put a genuine grin on their faces, keep the mood light, and use relatable examples to drive home concepts. It's tough to deal with a teacher who raises a finger and stares at you with ice icy eyes.

Conversely, English teachers have recently adopted the communicative approach. The vast majority of studies have demonstrated its superiority. When talking to their students, instructors keep the importance of body language in mind, as stated by Tai (2014). Students really must study communicative English. Therefore, they need to take a more hands-on approach in the classroom. Rather than relying on ineffective methods like lecturing, which seldom pique students' attention, teachers should instead use their body language to create a welcoming and engaging classroom environment in which the students themselves take the lead role. Teachers who are at ease using body language with their students might facilitate better classroom communication.

Conversations between educators and students in the classroom are one kind of interaction between these groups. Absentmindedness on the part of some students can disrupt classroom discussion. Teachers need to make an effort to grab and keep their students' interest in order to get them to pay attention in class. In fact, there are times when instructors' and students' nonverbal communication is even more crucial than their spoken exchanges. Most students pay more attention to professors' actions than to their words when they're in class. Teachers should employ body language as one of many strategies to pique their students' interest in studying English and aid in their progress in the subject.

There is a lot of verbal and nonverbal communication going on in classrooms between professors and students. Teachers may often use gestures, facial expressions, and other signals to draw the attention of their students and encourage them to participate, react, and indicate their level of knowledge or lack thereof.

When two individuals engage with one another, it is a concrete example of their connection. "Through the many facets of the interactional process, the connection between two individuals is impacted," writes N. G. T. Leunissen (2014). When two people have a good connection, their interactions will be good, and vice versa. A 'healthy and

positive' connection is fostered through interactions that are reciprocal, constructive, and positive. However, if you connect with them in inappropriate ways, your relationship will become unhealthy and bad. It's not so much the content of a communication (the 'what') as it is about the method in which the information is conveyed (the 'how'), and this distinction is crucial for understanding both good and negative encounters. Teachers should make use of both verbal and nonverbal cues in the classroom since learning is fundamentally a social activity.

In order to perform the task of educating students efficiently, teachers must master these two languages. The teachers' ability to convey meaning through body language and the students' ability to read that language accurately are equally crucial. As a result, today's educators must possess not only subject-matter expertise but also familiarity with their students and the ability to tailor lesson plans accordingly. Teachers should thus pay close attention to, and make effective use of, non-verbal communication methods in the classroom that have a beneficial effect on their students. The effective educator combines verbal and nonverbal communication skills to build rapport and encourage productive student-teacher interactions that ultimately benefit the students' learning.

6. Eye contact and personal interaction:

Some students in English as a Foreign Language classes don't speak up or ask questions because they are nervous. It might be difficult for a teacher to get these students involved in the classroom discussion and work. In order to develop a communicative learning environment and successful interactive activities, teachers should be familiar with the most prevalent challenges experienced by their students.

There are a variety of techniques that teachers may employ to pique their students' interest in learning. The use of one's eyes as a means of communicating with and establishing rapport with students is an important part of non-verbal communication. Having a positive rapport with your students will encourage them to participate in their own education rather than only receiving information. The eyes of the instructor and the student are potent tools in the acquisition of linguistic competence. There are varying implications associated with maintaining eye contact for longer or shorter periods of time. Overbearing closeness might be perceived as impolite, confrontational, and condescending, Chen says (2005). It may also be seen as an attempt to dominate, frighten, or otherwise put "the other" in a position of inferiority. Many students will probably feel uneasy about this and will naturally avoid their gaze. In situations where they could disgrace themselves, when they are feeling sad or depressed, or when they are trying to access their inner thoughts and feelings, EFL teachers should avoid making direct eye contact with their students. Even yet, extended eye contact is linked to trust, positive sentiments, and rapport; all of which are crucial assets (Huang, 2006). As a result of this analysis, we can say that when a teacher wants to show his approval of his students, he makes more eye contact with them.

7. Different uses of eye contact in EFL class:

Classroom challenges may be many for teachers. They have several other gripes, such as poor classroom management, students who are consistently tardy, language minority issues, and the use of mother tongue. Teachers sometimes neglect to use non-verbal forms of communication, such as eye contact, while interacting with their students. Here are several contexts in which eye contact is appropriate:

To prevent other students from becoming distracted because of a tardy classmate, teachers might utilize subtle eye contact to invite him to join the group.

- The best way to maintain order in the classroom is for the instructor to greet students as they enter by making eye contact, smiling broadly, and shaking hands. Your kids will feel welcome and inspired to learn in your classroom.

- Teachers should make direct eye contact with students to increase participation. It shows that you have faith in them and helps them gain confidence in themselves. It's a great way to bond with someone.

- Teachers shouldn't just sit back and listen to students communicate; they should actively monitor their behavior. This gives them a sense of significance.

Minimizing Turn-Taking Time (TTT) in an ELT lesson is facilitated by maintaining eye contact. It's what comes out of a teacher's mouth after a good deed or when a student receives praise. It also has the potential to be employed in a corrective capacity.

The use of eye contact can help educators save both time and energy. They employ it while subtly prompting students to follow their directions.

The author Tai (2014) argues that creative use of eye contact is a simple yet effective way for educators to enhance their classroom practices. The teachers may pick up on the kids' fresh perspectives just by looking them in the eye. For instance, if students do not comprehend the material being taught, they will either appear confused or show signs of excitement. Teachers employ the same technique of making direct eye contact to express their approval via praise or disapproval through a severe demeanor.

8. The facial expressions in EFL class:

Every day, individuals utilize their faces as their primary means of communication. Changing the face's form may signal a wide variety of emotions and intentions. Happy, sad, and scared are just few of the emotions that people communicate with their faces. As stated by Goman (2008): "Those human emotions were mostly read and communicated through facial expressions. This may suggest that the aggregate signals are as fundamentally important as the individual ones when it comes to communicating feelings and making choices. Fear also seems to strengthen this link. In our daily interactions, facial expressions play an important part in conveying both good and negative emotions.

Having eyes, a mouth, ears, and a nose gives a person a unique identity, which is why the face is so important. It's possible to convey many meanings through body language using each and every one of their many sensory organs. If a student answers a question correctly, the teacher may grin to show his approval. Additionally, he uses head nods to express interest, disagreement, or agreement. It's possible to make noises or pronounce words alongside these nods. They are sufficient, though, on occasion. Furthermore, as was noted in the aforementioned aspect of eye contact, using eye contact with students is a tremendously effective technique to develop strong relationship with students. Learning just through smell or hearing is ineffective. The instructor can utilize his ear to convey a single message to a student whose voice is very quiet, for instance. When he smells something pleasant or unpleasant, he may just point to his nose and describe it.

Tone of voice, or intonation, is another tool utilized in English as a Second Language (ESL) courses. There's no denying the significance of a teacher's words in the classroom. A speaker's tone of voice can be used to emphasize certain syllables or change the emphasis of a word's pronunciation. In addition, effective English instructors will use a range of vocal inflections in class, switching from a high to a low pitch to capture and hold their students' attention.

Teachers should be able to adapt their expressions to the needs of every given circumstance in the classroom. According to Yuanyuan Tai (2014), "if a teacher could use his facial expressions correctly, he would generate nice learning atmosphere and boost his teaching impact." For instance, how will the instructor react when a student offers the erroneous answer—with anger or encouragement? The correct response is obvious. For most students, learning English is a somewhat challenging endeavor. Therefore, it is the responsibility of educators to maintain students' hope and energy as they study English. Smiles serve a wonderful purpose, so don't stop using them.

One day, several education experts suggested, "Teachers should utilize grin with love to control a student's mind." If you want to be an effective English instructor, you should bring your kind face into the classroom. A friendly face may make a classroom a relaxing place to concentrate for kids. But how can the educator do this? Teachers might use brief role-plays or hilarious stories spoken in English to engage their students. There will always be a pleasant and secure setting for interactions between educators and their students. A wise man once stated, "Just because education is vital does not imply that instructors have to wear a sour expression in the classroom." Teachers who are having trouble keeping their students' attention on the content should try using charming facial expressions.

9. Body language and anxious students

Teachers of English as a foreign language should be sensitive to the many manifestations of student worry. Some of these symptoms include restlessness, clumsiness, biting fingernails, excessive perspiration, tapping hands and feet, difficulty speaking clearly, rapid breathing, reflexive movements, and a white, clammy face. Teachers will benefit greatly from understanding these many forms of anxiety so that they can provide effective and good treatment for their students suffering from these conditions.

Appropriate for kids who are timid or who suffer from social anxiety. It's not always easy to put yourself out there in a classroom setting. When we're nervous about what we're going to say, afraid of seeming foolish, or worried about how others will react to our ideas, we don't always feel comfortable speaking up. Unfortunately, this frequently causes students to tune out teachers and peers in an effort to lessen negative emotions. Researchers have shown that EFL games and activities help calm nervous students. Those students benefit immensely from active activities that use movement or mime to assist them get immersed in the language and actively participate in class. Over time, people forget their fears and shed their flaws. Thus, students can develop confidence and success by utilizing body language to lessen the stress and strain of communicating in English. Intense usage of this tool can help kids gain a strong sense of personal pride and drive. Even the least bright kids can grasp the teacher's grin of approval after a question has been asked. Because of this, students' drive to study and succeed will increase without them even realizing it.

10. Body language and spoken English

Recent studies have stressed the importance of teachers using body language into their English lessons. When training one's listening and speaking abilities, it's important to pay attention to non-verbal cues. Teachers' body language, as described by Tai (2014), piques students' interest, which in turn improves their ability to assimilate new information and motivates them to continue learning. Consequently, this is a great chance for lecturers to cut back on their monologues, which in turn encourages students to speak out.

Few methods have been proposed for leveraging non-verbal cues to help students learn how to talk. To name a few:

The class discusses the symbolic significance of facial expressions and body language (either demonstrated by the teacher, from pictures, or from existing published materials).

Many students interpret verbally, while others imitate physical and emotional descriptions.

Students view a snippet from a video without the original soundtrack. They try to play out the discourse after discussing body language, relationships, emotions, and sentiments.

Students work in groups of two and take it in turns miming to one another for 30 seconds about a certain topic. After that, they offer oral feedback.

A student's ability to communicate with others can be greatly enhanced via the use of specific games and activities. For instance, the game "Hot Chair" is useful for teaching children about body language and getting them to talk to one another.

11. Body language and teaching vocabulary

These days, teaching English using body language is essential. Its use has been widespread and crucial in advancing the dissemination of several talents. Teachers now have a wide range of tools at their disposal to foster English-learning environments that encourage student participation and attentiveness, thanks to the ongoing development of effective strategies for imparting this skill. With students' limitations in mind, however, it's important for instructors to prioritize streamlining their instructional jargon through the use of facial expression and physical gestures.

Direct method proponents said that students' native languages should not be used in the classroom. But proponents of the bilingual and grammar translated approach took the opposite tack and favored the extensive usage of the mother tongue.

Researchers believe that native language (L1) should be used as little as possible in EFL classrooms. A second language, such as English, cannot be learned if it is used excessively. There are several benefits to communicating in a foreign language even sometimes. The most notable benefit is obviously the accelerated and effective learning of English. Obviously, it's unacceptable and ineffective to try and instruct kids in a foreign language through the usage of their own speech.

There are circumstances in which the use of L1 (mother tongue) in the context of a foreign language classroom is acceptable. To explain a complex idea, define a perplexing phrase, or explain the meaning of a word that nobody understands. While there are additional tools that can help teachers avoid using L1, these are the most common. To better convey a novel concept and dispel any lingering ambiguity, we frequently resort to visual aids, textbook illustrations, and nonverbal cues. The choice and grading of the explanation, demonstration, or physical motions employed is crucial.

Teachers provide students with feedback to shape their future instruction and help them focus on areas where they need the most improvement. To a great extent, the educational process is impacted by formative assessment and feedback. Teachers may read students' reactions to what they're being taught by observing their eyes, faces, and movements. This allows them to make necessary adjustments to their lesson plans and classroom layout in a timely and efficient manner. When students have natural appearances engrossed in class, we may drive the teaching to climax," Xiaoling Yang (2017) says on the impact of body language on teaching. If students are looking downtrodden, we need to assess the situation and make appropriate changes to the classroom experience. Teachers can gauge their students' comprehension, interest, and attention to make necessary adjustments to their teaching style and speed. "The teachers and students are affected and drawn to one other through body language."

Thus, it is crucial for teachers to pick up on students' nonverbal indications as a kind of formative evaluation. Other techniques of classroom evaluation may be more accurate, however Angelo & Cross (1993) argued that they are not timely enough. There is a significant lot of interpersonal importance in body language. Having a better understanding of students' nonverbal cues and signals provides an immediate gauge of their learning progress. However, students can easily become upset and disengaged if their professors fail to notice when they are having difficulty grasping a subject.

12. The use of body language in EFL class:

Teaching English using body language has both positive and negative effects. With the right use, it has the potential to help English instructors accomplish a wide range of goals. For instance, it may pique students' curiosity and provide them with a great lot of motivation to continue progressing along the proper path while they study English. Communication is simplified and made more efficient, and teachers are able to explain complex concepts to their students without resorting to their first language. Students' body language can be used to assist them in carrying out certain tasks as instructed by professors. In conclusion, the educational impact of the use of body language may be improved.

If instructors, on the other hand, mistreat their body language, it may have a detrimental effect on their students. There's the possibility that the educational environment may be ruined and the information being passed along will be inaccurate. One may also argue that this would harm educators' reputations and lead to inappropriate student behavior. Students' mental health and identities may suffer as a result. They're negative results. The psychological rebellion provoked by aggressive body language has far-reaching and dangerous consequences that divert students' attention away from the learning process. This is supported by the following statement from Essays, UK. (2018): "If teachers can use different body language properly or use their eyesight to give some hints to them, or use movements to assist and establish a special emotion and atmosphere to go on an exchange from heart to heart, then the students will appreciate it. It is at that time that they will have the most success in the classroom as instructors.

Previous studies

In social situations, it is common to rely on nonverbal cues like body language. A person's physical actions comprise their expressions, posture, gestures, eye contact, touch, and spatial organization. Teachers and students can improve their understanding of one another and their ability to communicate by learning and employing appropriate body language indicators and signals.

Both teachers and students can benefit from incorporating body language into their approaches to teaching English. But it also works well as a supplemental tool for helping students enhance their English proficiency. According to Yuanyuan Tai (2014), "with the ongoing reform of teaching techniques, body language as a sort of nonverbal language plays a very major part in the interaction of teachers and students in the English classroom." It may assist students develop their abilities in hearing, speaking, reading, etc., and it can also simplify teaching instruction, pique students' interests, and optimize the goal of English teaching.

Many studies have looked at how focusing on body language may help students become more confident public speakers. Students can improve their fluency in speaking with native speakers of English using this method. Hussein Kumar Karam (2017) is one such researcher who looked at this. He made the following declaration: "The study aims at assisting English instructors comprehend the use of body language in teaching conversation and encouraging students to attempt utilizing body language in classrooms in order to support their teaching. To get the most out of their lessons, English instructors should learn how to appropriately incorporate body language into their lessons and fully use the role it plays in language instruction.

Immersion in the language through spoken words alone, he claims, is insufficient. The conclusion he drew from his research was as follows: "Finally, the combination of verbal and body language communication in the foreign language classroom might make it simpler for learners to recall new words or grammatical structures. Vocabulary and linguistic patterns are more easily retained when they are associated with body language indicators, according to studies on neural plasticity.

Abeer Madini (2017) looked at a wide range of strategies for helping Saudi students overcome their fear of public speaking while studying English as a foreign language. The primary goal was to offer useful answers to EFL educators and curriculum developers; in her opinion, body language is one of these wonderful reliable options.

"Saudi students' native language is Arabic, and they have a limited foundation in English, therefore it might be challenging for them to comprehend the teacher. As a result, individuals have a hard time following lessons delivered entirely in the target language. Therefore, it is strongly advised by the present study's researchers that teachers employ body language to increase the likelihood that students will follow their directions.

Because of its many functions, other studies have focused on evaluating students' body language in English as a foreign language (EFL) lessons. "Body language may also play the function of evaluation in learning, it is a formative evaluation," said Xiaoling Yang (2017). Having the teacher's undivided attention allows students to take their time formulating thoughtful responses to the question. Even if a student isn't paying attention, they may grasp their teacher's praise and awards if he or she smiles at them once the inquiry is finished. Automatically, students' interest in studying and sense of competence will increase. To sum up, learning how to read people's nonverbal cues is a useful foundation for any English language study.

METHODOLOGY

Research design

The design of the research will be a mixed design, a qualitative and a quantitative. To answer the first research question, we need to collect a qualitative data. To answer the other questions, we need a quantitative data.

Participants

The population of the study will be university teachers and university students. 20 Iraqi university of Sawa Private university professors will be the sample of this study (10 males and 10 females), with age range from 30 to 45. The minimum experience will be 5 years. The second target population will be 100 Iraqi university students, 40 males and 60 female's students. Their major is English and they are all from the second and third stage with average age range from 20 to 22.

Instrumentations

There will be more than one instrument that will be used in this study. The first instrument will be a semi-structured interview with the university teachers. The second instrument will be OXFORD PLACEMENT TEST to measure the

participant's homogeneity and their English language level of proficiency. The third instrument will be the Using Body Language in TEFL Questionnaire for students.

Data collection procedures

The study has two parts, the qualitative part is represented by a semi-structured interviews with the Iraqi university teachers to understand the full situation of the body of language use inside EFL classrooms. The teachers will be gathered inside the English department hall and they will be group interviewed. The other part of the study is the quantitative part. The students will be submitted to a homogeneity test to measure their level of proficiency. The students will be asked to answer a questionnaire, Using Body Language in TEFL Questionnaire.

Data analysis

Since we have more than one type of data, more than one way of analysis will be used. The qualitative data will be collected from the semi-structured interviews and it will be categorized and analyzed using the deep analysis method. The other type of data we have is the quantitative data collected from the questionnaire. The data will be inserted into the computer program SPSS version 27.0. The required statistics will be administrated and the needed tests like T-test, mean, median and all other suitable statistics and tests.

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