STARDOM UNIVERSITY

# جامعة ستاردوم

## المجلة العلمية للدراسات الانسانية و الاجتماعية

مجلة ستاردوم العلمية للدراسات الإنسانية و الاجتماعية

تصدر يشكل ربع سنوي من جامعة ستاردوم

المجلد الثاني-العدد الأول- لعام 2024م

رقم الإيداع الدولي : ISSN 2980-3772

بسم الله الرحمن الرحيم

## هيئة تحرير مجلة ستاردوم للدراسات " الإنسانية والاجتماعية "


**رئيس التحرير**

د. امحمد واحميد - المغرب

**مدير التحرير**

أ.م.د. أمين محمد علي الجبر - اليمن

**المدقق اللغوي**

أ. ليلى حسين العيان - تركيا

**عضو هيئة تحرير**

أ. د. أحمد سعيد أحمد مقبل - اليمن

أ. د. ماهر جاسب حاتم الفهد - العراق

أ. د. ميرفت صدقي عبد الوهاب - مصر

أ. د. عبد الرزاق القيمة - المغرب



**جميع حقوق الملكية الأدبية والفنية محفوظة**

**لمجلة ستاردوم العلمية للدراسات الإنسانية و الاجتماعية**

## كلمة مدير مجلة ستاردوم

- مواصلة في إصدار أعدادنا يسعدنا إصدار العدد الثالث لمجلة ستاردوم العلمية للدراسات الإنسانية و الإجتماعية ، فإن مواضيع هذا العدد تأتي كمخرجات بحثية و هي تُعبر عن اراء الباحثين الذي تم نشر أبحاثهم في هذا العدد، كما نعلم أن هناك ديناميكية مرنة متغيرة للمكونات الإنسانية و الإجتماعية التي تختلف بأثرها من إقليم لإقليم و من دولة لدولة. مما ينجم عن ذلك التباين كثير من المواضيع التي حاولنا أن نعكس بعضها في هذا العدد.
- ختاماً: نأمل أن تكون مخرجات هذه الأبحاث مساهمة من مجلة ستاردوم العلمية للدراسات الإنسانية و الإجتماعية لإحداث التغيير المنشود.

أ. ليلى حسين العِيان

مدير مجلة ستاردوم

## عناوين الأبحـــاث

- التأصيل الاجتماعي لظاهرة أطفال الشوارع المعرضون للانحراف
"دراسة ميدانية بحضر بمحافظة الغربية "
د. تيمور عزايم سعد غازي

- مدلول مسمى "يمن" في التاريخ الحديث والمعاصر (1538 - 1959)
ا.م.د. امين محمد علي الجبر

- A Study of EFL Students' Use of Body Language Cues in Classroom Presentations
Dr. Lamis A. Hasan Abdullah

- ابن السيد البطليوسي باحثًا وناقدًا
بحث من خلال كتابه (الاقتضاب في شرح أدب الكتاب)
د. سالم علوي سالم حسين الحنشي

- السرد وبناء الدلالة في السيرة الروائية "قلم زينب "لأمير تاج السر نموذجا
د. زهراء جبير

- التحليل المكاني لأثر اقتصاديات البنية التحتية لقطاع الخدمات في تحقيق النمو الاقتصادي
د. عمر سالم عوض العسكري

# شروط النشر في مجلة ستاردوم العلمية للدراسات الانسانية والاجتماعية

**التعريف بالمجلة :**

مجلة ستاردوم للدراسات الانسانية والاجتماعية مجلة علمية دورية محكّمة ومتخصصة، يشرف عليها مركز ستاردوم للدراسات والأبحاث العلمية؛ تصدر بشكل ربع سنوي، وتهتم بنشر الدراسات النظرية والتطبيقية، الأصلية والمترجمة، والتي تندرج ضمن مجال العلوم الانسانية والاجتماعية، وتراعي شروط البحث العلمي والأكاديمي.

**شروط النشر:**

1. أن يتسم البحث بالأصالة والجدة والموضوعية، ويُمثل قيمة علمية ومعرفية جديدة في مجال العلوم الانسانية والاجتماعية
2. تُقبل الأبحاث باللغتين العربية والانجليزية، على أن تتسم بالأصالة والجدية العلمية
3. ألا يكون البحث قد سبق نشره، أو نُشر جزئياً أو كلياً، أو أُرسِل للنشر في مجلة أخرى، أو تم تقديمه لمؤتمر أو أي جهة أخرى. ويُقدّم الباحث تعهداً خطياً بذلك، وبعدم إرساله لمجلة أخرى إلا بعد أخذ موافقة خطية من مجلة ستاردوم العلمية للدراسات الانسانية والاجتماعية.
4. تقبل المجلة الأبحاث المُستلّة من رسائل الماجستير والدكتوراه، بعد إعادة صياغتها من جديد، والإشارة إلى أنه بحث مُستل في الصفحة الأولى من البحث، وإرفاق نسخة إلكترونية من الرسالة للمجلة، لعرضها على هيئة تحرير المجلة والمحكّمين؛ لاقتراح أي تعديلات جوهرية –إذا لزم الأمر.
5. للمجلة الحق بإجراء أي تعديلات شكلية على البحث بما يتناسب وطبيعة المجلة.
6. الأبحاث المُرسلة للمجلة لا يُعاد إرسالها للباحثين سواءً تم قبولها أم رُفضت.
7. الباحث مسؤول مسؤولية كاملة عن صحة الاقتباس من المراجع المُشار إليها، كما أن هيئة تحرير المجلة غير مسؤولة عن أي سرقة علمية تتم في هذه الأبحاث، وعند ثبوت ذلك؛ يتم سحب البحث من العدد، وللمجلة الحق باتخاذ ما يلزم من إجراءات حيال الباحث.
8. يُكتب عنوان البحث باللغتين العربية والانجليزية، والملخص باللغتين العربية والانجليزية، على ألا يزيد عدد كلمات كل مُلخص عن (250) كلمة، بالإضافة إلى خمس كلمات مفتاحية على الأكثر.
9. ألا تزيد عدد صفحات البحث عن (30) صفحة، بما في ذلك الهوامش وقائمة المصادر والمراجع وتُدرج الملاحق بعد قائمة المراجع، (مع العلم بأن الملاحق لا تُنشر، وإنما توضع بهدف التحكيم والاطلاع فقط).

**القواعد العامة للنشر في المجلة**

1. الالتزام بشروط وقواعد وأخلاقيات البحث العلمي وضوابطه المنهجية المتعارف عليها في التخصص.
2. الأبحاث المخالفة لشروط النشر وقواعده لن يتم النظر فيها أو الردّ عليها.
3. للمجلة الحق في رفض أي بحث علمي حتى بعد قبوله؛ إن اتضح وجود مخالفات لقواعد وسياسة النشر بالمجلة.
4. تخضع جميع الأبحاث لفحص أولي، وفحص درجة الاستلال، على ألا تزيد عن (30%)؛ للتأكّد من أهلية البحث قبل تقديمه للتحكيم، وتقوم هيئة تحرير المجلة ببيان أسباب الرفض البحث.
5. تخضع الأبحاث لتحكيم سري تام، وحسب الأصول العلمية من قِبل مُحكّمين اثنين على الأقل متخصصين في مجال البحث، ويتم تزويد الباحث بأسباب رفض البحث أو بالتعديلات المقترحة في غضون **عشرة الى خمسة عشر يوما** من تاريخ استلام الباحث كتاباً يفيد بالموافقة الأولية على البحث، ويلتزم الباحث بإجراء هذه التعديلات المطلوبة في غضون **خمسة الى سبعة أيام** من تاريخ استلامه قرار التعديلات، ومن ثم إعادة إرسال التعديلات للمجلة، وإلا سيُصرف النظر عن البحث.
6. يتم الردّ بقبول البحث بصورة نهائية أو رفضه في غضون **ثلاثة الى ستة أشهر** من تاريخ استلام البحث، وبعد إجراء الباحث للتعديلات المُقترحة والالتزام بها.
7. تُعبّر الأبحاث المنشورة عن وجهات نظر مؤلفيها فقط، ولا تُعبّر بالضرورة عن وجهة نظر المجلة، كما ويتحملون مسؤولية صحة المعلومات والنتائج ودقتها.
8. تعتمد المجلة نظام الجمعية الأمريكية لعلم النفس (APA 6.0) للتوثيق والنشر العلمي.
9. يخضع ترتيب الأبحاث عند النشر لاعتبارات فنية فقط، ولا تمس بمكانة الباحث أو بقيمة بحثه.
10. جميع حقوق الطباعة والنشر محفوظة للمجلة، وذلك بعد قبول ونشر البحث، ولا يجوز النقل أو النشر إلّا بالإشارة للمجلة.

**عناصر البحث المقدم للنشر**

1. **عنوان البحث** باللغتين العربية والإنجليزية، اسم الباحث ثلاثياً، الرتبة العلمية، المؤسسة التعليمية التي ينتمي إليها، والبريد الإلكتروني.
2. ملخص البحث باللغتين العربية والإنجليزية، بما لا يزيد عن (250) كلمة، ويشتمل **الملخص** على: أهمية البحث، الهدف من البحث، المنهج المُتبع، إضافة الى إلى خمسة كلمات مفتاحية على الأكثر.
3. **مقدمة** تحتوي على:

✓ تمهيد للبحث او ما يعبر عنه بالتعريف بموضوع البحث.

- ✓ إشكالية البحث
- ✓ اهداف البحث
- ✓ المنهج المتبع

4. **الخاتمة** والتي يجب ان تحتوي على

- ✓ ملخص بسيط للبحث
- ✓ النتائج المتوصل اليها
- ✓ المقترحات التي يمكن الخروج بها من البحث

5. **قائمة المصادر والمراجع** والتي تبدأ بالعربية منها، ثم الاجنبية وتكون مرتبة زمنيا بالنسبة للنصوص الرسمية وابجديا بالنسبة لباقي المراجع.

**تنسيق ورقة البحث**

يجب تنسيق ملف البحث على برنامج مايكروسوفت ورد (MS Word)، حسب النظام التالي:

- ✓ الورق: حجم (A4) بأبعاده القياسية (210×297) ملم.
- ✓ الهوامش للأبحاث العربية والإنجليزية: (2.54 سم) من أعلى وأسفل، (3.18 سم) من اليمين واليسار، هوامش "عادي".
- ✓ المسافة بين الأسطر: 1 سم
- ✓ تُدرج أرقام الصفحات في أسفل الصفحة.
- ✓ يجب ألا يتجاوز حجم الجداول والأشكال والرسومات البيانية حجم وهوامش الصفحة.
- ✓ الخطوط:
- ✓ الأبحاث المكتوبة باللغة العربية: نوع الخط (Simplified Arabic).
- ✓ الأبحاث المكتوبة باللغة الإنجليزية: نوع الخط (Times New Roman).
- ✓ حجم الخط: (14) غامق للعنوان الرئيس، (12) غامق للعناوين الفرعية.

# A Study of EFL Students' Use of Body Language Cues in Classroom Presentations

**Dr, Lamis Abdulrahman Hasan Abdullah**
**Faculty of Education-Aden, University of Aden, Yemen**

## Abstract:

This research was carried out to investigate the use of body language in classroom presentations of master students of applied linguistics at the Faculty of Education-University of Aden- Yemen. Since presentations are important in communication whether this communication is verbal or non-verbal, the message should reach the audience. The participants of this study were 9 of the master students of Applied Linguistics at the English department. The researcher used content-based analysis to analyze the students' body language by analyzing the videos to themes. The results of the study showed that the students interacted non-verbally a lot by using their body language in the classroom during their presentations. Most of the master students used the body language cues 'gestures' by using their hands, fingers, and facial expressions in the classroom. On the other hand, the cues of 'oculesics' were used by the students frequently such as using their eye contact, eye gaze, and pupil dilation. In addition, the students used the cue of 'posture' in which the students tended to stretch their shoulders, nodding heads, wiring their hands, and adjusting their clothes. For the cue of ' proxemics,' the students kept a distance when they stood in front of their instructor and colleagues. Finally, the students never used the cue of 'haptic' during their presentation inside the classroom. The researchers suggested implications for using body language effectively. These included raising awareness of the use of body language, and strategies for effective non-verbal communication techniques. The researchers hope that their process of learning to speak will evolve and improve after the students of English are provided with strategies for using body language.

**Keywords:** Body Language cues, classroom, presentations.

## Introduction

Language is the gate of our interaction people communicate verbally or non-verbally. Verbal communication plays an important role in communication, which is characterized by spoken language, written language, and body language. Non-verbal communication such as body language exposes one's inner feelings and it is effective because it helps to reach the message to people who are listening. Patel (2014) pointed out that body language is important in modern communication and relationships because body language explains the way to communicate by using movements instead of verbal language. Body language is a mirror of personality behavior, body language gives a better understanding of people and their intentions, and all parts of the body such as eyes, head, arms, legs, etc. involved in communication. It provides visual and actual images in a conversation or discussion. Body language reading is of immense importance for adaptive social behavior and non-verbal communication. People who are interested in observing human behavior can recognize the true intentions conveyed by body motion, and true information is precisely detected. Therefore, there is a need to discover and gain knowledge of body language for communication.

## Literature Review

### Body Language Communication

According to Hogan (2010), the study of the concept of 'body language' started in the 1950s and reached an exponential growth in the 60s. Later, the focus of the area of body language changed from focusing on a separate action to full communication in which, actions convey different meanings, depending on some categories such as the context, environment, culture, and individual personalities. Non-verbal communication began to be studied and analyzed only in the 1960s (Pease, 1988). Pease (1988) explained that people noticed the existence of non-verbal aspects only since the time the researcher Julius Fast published a book about body language in 1970. The book contains a summary of the behaviorists concerning non-verbal communication until that time. In addition, later Knapp & Hail (1992) clarified that

some of the literature of the 1970s misinterpreted the findings of studies and the way to understand the material. Boyd (2000) explains that in the 1980s the situation was more effective in which the focus of attention was on identifying the different ways of non-verbal behaviors and as a result of this, the work achieved was effective. Richards and Schmidt (2010) present the concept of communication as the exchange of information, thoughts, etc. among people. The speaker sends the message, and the hearer receives it. The term body language is like verbal communication. Andersen (1999) expresses that all communication other than language is simply non-verbal communication i.e. ' body language'. Furthermore, Hornby (2006) discusses that that body language means communicating what you are thinking and feeling by moving your body instead of using words. Knapp and Hall (2006) explain many ways that non-verbal messages function about verbal ones. Non-verbal behavior substitutes, complements, accents, regulates and contradicts the spoken message. This substitution of the non-verbal message happens when people use non-verbal cues instead of verbal ones .Moreover, non-verbal communication is "the process of one person stimulating meaning in the mind of another person or persons using non-linguistic cues, e.g. facial expressions, gestures, etc." (Negi, 2009, p. 101). Kruger (2009) clarified that there are many ways to analyze non-verbal communication, but it is important to know that verbal and non-verbal signals cannot be analyzed separately because these elements are linked. Fujimoto (2003) and Cicca & Turkstra (2003) present body language components according to:

1. Gestures that refer to the non-verbal communication made with a part of the body, used instead of or in combination with verbal communication such as using hands and fingers.
2. Postures refer to the position of the body characteristic or assumed.
3. Proxemics refer to the space and distance between the interlocutors during communication.

4. Haptics refers to the patterns of tactile communication (i.e. touching).

5. Oculesics refers to the study of eye contact such as eye gaze, eye contact, eye movements, blinks, pupil dilation, etc.

**Significance of the Study**

Body language is very important for students' communication in the classroom. Some students use body language spontaneously; it is part of their nature of communication. Tai (2014) stated that body language is considered a richly expressive language in the teaching language because it enhances both the teachers and the students' communication. It is a real language used through gestures, facial expressions, and eye movements that both teachers and students use inside the classroom to communicate. However, some people still do not understand the meaning of the cues of body language that are used; they just know that using body language is a means to interact, exchange, and process information. The results of the study will help to provide a clear understanding of the types of body language used by the students inside the classroom during their presentations.

**Research Question**

This study aims to investigate the EFL students' use of body language cues in classroom presentations by answering the following question:

1. What are the cues of body language used by the students during their presentation?

**Methodology**

**Design of the Research**

This study used a descriptive qualitative method. Hancock (2002) explained that qualitative research is concerned with explaining social phenomena.

## Sampling

The participants of this study were the master's students of Applied Linguistics at the English Department, University of Aden. The total number of students was nine students.

### Data Collection and Analysis

The researcher used content-based analysis to analyze the qualitative data gathered from the videos' observations of the students' presentations in the classroom. Content-based analysis involves identifying, coding, categorizing, and classifying the data (Patton, 2002; Creswell, 2003). The researcher analyzed the data based on the five components (gestures, postures, proxemics, haptics, and oculesics) mentioned in Fujimoto's (2003) and Cicca & Turkstra's (2003) studies. The researcher used the letter (S) as an abbreviation for the word student.

### Results and Discussion

In the current study, the following findings were noticed in terms of students' preferences for body language cues from the students' video observations in the classroom. The data from the video observation revealed the cues of body language components and the most frequent ones based on the research question as follows:

**1. The use of 'gestures' by the students during their presentation**

The students used gestures by using their hands, fingers, and facial expressions. The following table clarifies the types of gestures used by the students during their presentations.

**Table (1) Types of Gestures Used by the Students**

| Students | Type of Gestures | | | |
|---|---|---|---|---|
| | Using Hands | Using Fingers | Facial Expression | |
| S1 | * | * | * | |
| S2 | * | | | |
| S3 | * | * | * | |
| S4 | * | | | |
| S5 | * | | * | |
| S6 | * | * | | |
| S7 | * | | * | |
| S8 | * | * | | |
| S9 | * | | * | |

As seen in the table, the nine students used 'gesture' frequently. All of them used their hands during their presentations. On the other hand, four students only pointed, moved, or snapped their fingers. Finally, five students used their facial expressions such as smiling and raising their eyebrows. There were only five because two of them were males and the three were females and the three females were not wearing veils (covering their faces), unlike the other four females who wore veils which is why it was difficult to indicate their facial expressions.

According to Pearse (2005), the use of gesture or movement can be an effective principle of people's emotions and feelings. Petal (2014) supported this by expressing that the use of hands and fingers enhanced the communication process. Ezeh et al (2021, p. 128) supported the use of hands and fingers by the students by highlighting that "in the learning situation, movements of hands and fingers can facilitate communication, especially amongst language impaired students. A turn of the finger by the student could signal to the teacher to repeat an expression made earlier for the student to understand. Similarly, a raise of the right hand suggests that the student wishes to answer or ask a question, as the case may be". In other words,

the use of gestures facilitates the learning for the students as well as helps them to deliver a meaningful message to listeners to understand the meaning. Yang (2017) highlights that smile gives a positive feedback and impacts, others to express their situation whether frequently use it they feel anxious, nervous, or happy.

**2. The use of oculesics by the students during their presentation**

The students used oculesics frequently by using looking around to attract or grab the attention of others. The following table clarifies the types of oculesics used by the students during their presentation.

**Table (2) Types of Oculesics Used by the Students**

| Students | Type of Oculesics | | |
|---|---|---|---|
| | Eye contact | Eye gaze | Pupil dilation |
| S1 | * | | * |
| S2 | * | * | |
| S3 | * | | * |
| S4 | * | * | |
| S5 | * | | * |
| S6 | * | | |
| S7 | * | | |
| S8 | * | * | * |
| S9 | * | | * |

Clearly, from the table, the nine students used eye contact frequently. On the other hand, three students used eye gaze and five students used pupil dilation. The use of eye contact is very important in the communication process, 'Eyes are the windows of souls'. Richmond & McCroske (2000) explain that by using eye contact, people can control interactions, by grabbing the attention of others and showing them their interest in following them to provide them with the information being communicated. Knapp and Hall (2006) provide the function of gazing by clarifying that gazing facilitates the process of conversation monitoring others' feedback and

expressing emotion. In other words, gazing facilitates the verbal message by understanding the spoken word. The use of Pupil dilation usually expresses the focus of the speakers and indicates the importance of the topic.

**3. The use of postures by the students during their presentation**

The students used types of posture spontaneously such as straightening their shoulders, nodding their heads, adjusting or touching their clothes, wiring their hands, and moving their legs in their presentations. The following table clarifies the types of postures used by the students during their presentations.

**Table (3) Types of Postures Used by the Students**

| Students | Type of Postures | | | | |
|---|---|---|---|---|---|
| | Straight shoulders | Nodding head | Adjusting/ touching cloths | Wiring hands | Moving legs |
| S1 | | * | * | * | |
| S2 | | | | * | |
| S3 | | | | | |
| S4 | * | | * | * | * |
| S5 | | | | | * |
| S6 | * | | | | |
| S7 | | | | * | |
| S8 | | * | * | * | |
| S9 | | | | * | * |

As seen in the table, only (S4 and S6) tended to straighten their shoulders. On the other hand, (S1 and S8) tended to nod their heads while they were explaining and interacting with their colleagues. (S1, S4 and S8), they touched their clothes and adjusted them. The majority of (S1, S2, S4, S7, S8 and S9) wired their hands during their presentation. Finally, a few of them (S4, S5, and S9) moved their legs forward and backward while they were speaking. Yang (2016, p. 712) clarifies that posture "refers to the general way we carry out body, especially the back, shoulder and head

while standing, lying, etc.". Knapp and Hall (2006), postures vary from the use of legs, shoulders, hands or arms, head, and limbs. According to Morris (1994), students who put their arms in front of their bodies may be an indication of anxiety. Yang (2016) highlights that our body presents important information about our non-verbal language in which the use of posture explains how we carry out the body, in specific using the shoulder and head; in addition, Miller (2005b) sports this by explaining that happy person tends to walk with an erect posture. On the other hand, non-erect posture is an indication of fatigue or drowsiness. According to Neill & Caswell (1993), the slight nodding of the head to one side is a sign of agreement. On the other hand, as Radford (1990) explained when students lower their heads to avoid eye contact with others means they are not confident.

**3. The use of proxemics by the students during their presentation**

For this category, the researcher noticed that all nine students used the cue of proxemics. There was a difference between male and female students' usage of proxemics in which the distance the females used was wider than the males used. Hall (1966) clarifies that "proxemics refer to the study of measurable distances between people as they interact with one another" (as quoted in Ezeh et al, 2021, p.128). He classified proxemics into four categories that are intimate distance, personal distance, social distance, and public distance. In this study, the researcher noticed that the proxemics used were as public distance. Sree & Siawuk (2012) explain that the distance among people when they communicate differs according to culture; they supported this with an example of females who were in an ethnic group in Ethiopia; these female students felt not uncomfortable when strangers were too close to them when they were communicating. Kałuska (2013) clarifies that getting closer or in other words, the interference in the personal space of another person

causes the feeling of discomfort or even danger. Therefore, people tend not to stand too close to avoid the touch of the interlocutors.

**4. The use of Haptics by the students during their presentation**

The researcher noticed that none of the nine students used 'haptics' during their presentations, this is because they were standing in front of the instructor and their colleagues to present their topics and there was a distance among them. Therefore, no chance for them to use haptic types such as petting or touching their colleagues' shoulders.

Miller (2005b) and Neill & Caswell (1993) expressed that the use of haptics can be effective and encouraging in classrooms. Ezeh et al (2021, p. 129) supported this by highlighting that it "refers to the act of touching to express certain ideas or emotional state. Haptics like handshakes, high fives, or pats send certain information from the sender - an extension of friendship, acknowledgment of praise, and admiration - to the receiver. In the learning situation, haptics such as high fives and handshakes could be used by the teacher to motivate or reward a student’s good performance in class".

**Implication and Recommendations**

Based on the Findings, they indicated that most of the participants’ abilities were acceptable in using body language during their presentations. The students focused on the content of the presentations as well as presenting their body language cues spontaneously. This is because they have not been taught the use of body language systematically and adequately. Students should be guided on how to use body language cues effectively. Miller (2005) states that two-thirds of our communication is non-verbal. Students use non-verbal communication because the use of the words is imitated; non-verbal signals are as powerful they are as language that gives information. On the other hand, Tai (2014) supported that to help students to

overcome the students' passive attitudes. From what was mentioned, the researcher suggested implications for using body language effectively. It is recommended that teachers should develop the communication process by encouraging students to use body language according to various situations. Teachers should raise awareness of using body language and their effectiveness, especially teachers of speaking courses.

In his study, Liu (2019) stated how body language helps to improve speaking by clarifying that speaking is the window gate of communication which is why teachers should try to develop their students' ability to speak verbally and non-verbally. Dialogue is the foundation of speaking lessons, and therefore the teacher's role is to guide the class in English conversation based on the characteristics of dialogue. While speaking, students may use body language to express the role. Thus, this will raise the students' interest in learning and using English. Moreover, teachers themselves may ask students to use body language based on the given situation.

**Conclusion**

The use of body language sends effective messages to the audience because using them refers to the connection and establishes a relationship among communicators. Thus, using body language plays an important role in everyday communication as well as in teaching, learning, and classroom communication. Teachers should be aware of the use of body language cues and encourage the students to use them systematically to enhance the learning process. On the other hand, students should be encouraged to improve their non-verbal communicative competence by using body language.

## References


1. Allen, L. Q. 1999. Functions of non-verbal communication in teaching and learning a foreign language. The French Review, 72(3): 469–480.
2. Andersen, P.A. (1999). Non-verbal communication: Forms and functions. Mountain View, CA: Mayfield Publishing Co.
3. Azeez, P, Z. (2018). Incorporating Body Language into EFL Teaching, Koya University Journal of Humanities and Social Sciences (KUJHSS), pp36-45.
4. Boyd, F. D, (2002), Non-verbal Behaviors of Effective Teachers of At- Risk African- American Male Middle School Students, Virginia: Virginia Polytechnic Institute and State University, (Unpublished Doctoral Dissertation).
5. Brown, H. D. (2001). Teaching by principles: An interactive approach to language. New York: Longman.
6. CICCA, A. H., STEP, M. and TURKSTRA, L, (2003, December), "Show me what
7. you mean: Non-verbal communication theory and application' The ASHA Leader, No.34, p.p. 4-5.
8. Creswell, J. W., (2003) Research Design: Qualitative, Quantitative and Mixed Methods Approaches. London: Sage Publications, Inc.
9. Dresser, N. 2005. Multicultural manners: essential rules of etiquette for the 21st century (revised ed.) Hoboken, NJ: John Wiley & Sons, 22.
10. FUJIMOTO, D, (2003, May), "Non-verbal Communication and Pragmatics 11, The Language Teacher, No. 27.5, p.p:1-4.
11. Ezeh, N. G., Anidi, O. C., & Nwokolo, B. O. (2021). Body language as a communicative
12. aid amongst language impaired students: Managing disabilities. English Language Teaching, 14(6), 125-134.
13. Hancock, B. (2002). An Introduction to Qualitative Research. Nottingham, UK: Trent Focus Group.
14. Hogan, K. (2010). The secret language of business: How to read anyone in 3 seconds or less. USA: Wiley.

15. Kałuska, A. (2013). The role of non-verbal communication in second language learner and native speaker discourse, Wydawnictwo Uniwersytetu Łódzkiego, PP: 218-22. Retrieved from: https://core.ac.uk/download/pdf/71986824.pdf
16. Knapp, M., & Hall, J. (2006). Non-verbal communication in human interaction. Belmont, CA: Thomson Wadsworth.
17. Kruger, F. 2009. The use of non-verbal communication in the foreign language classroom: A pilot study. TESOL Review, 77–94.
18. Liu, X. (2019). The Research on Body Language Role in English Teaching. International Journal of English, Literature and Social Science (IJEL S), Vol-4, Issue-4, PP.962-066.
19. Miller, P. W. (2005). Body language in the classroom. ProQuest Social Science Collection: 80 (8), 28-30.
20. Miller, P. W. (2005b). Body language: an illustrated introduction for teachers.
21. Morris, D. (2015). Bodytalk: A world guide to gestures. Random House. Azeez. R, A.
22. Negi, J. S. 2009. The role of teachers' non-verbal communication in ELT classroom. Journal of NELTA. 14(1–2): 101–110.
23. Neill, S. R., & Caswell, C. (1993). Body language for competent teachers. London; New York: Routledge.
24. Patton, M. Q. (2002). Qualitative Research and Evaluation Methods. London: Sage Publications, Inc.
25. Pearse, A., & Pearse, B. (2005). The definitive book of body language. UK: Orion Publishing Group.
26. Pease, A., (1988), Body language: how to read others' thoughts by their gestures, New Jersey: Sheldon Press.
27. Radford, K. W. (1990). Observing the class. Education Canada, 30, 36-39. Tai, Y. (2014), The Application of Body Language in English Teaching. Journal of Language Teaching and Research. (5), 5, 1205-1209.
28. Richards, J.C. & Schmidt, R. (eds). 2010. Longman Dictionary of Language Teaching and Applied Linguistics. (4th ed.). Harow, UK: Pearson Education Limited.
29. Samovar, L. A., Porter, R. E. & McDaniel, E. R. 2007. Communication between cultures (7th ed.), Wadsworth, CA: Cengage Learning, 243–284.
30. Sree, P. & Siawuk, A. (2012), "Awareness of Proxemics for effective Inter-
31. Cultural Communication", International Multidisciplinary Research Journal.

32. Tai, Y. (2014). The Application of Body Language in English Teaching. Journal Of Language Teaching and Research, 5(5). Retrieved from http://dx.doi.org/10.4304/iltr.5.5.1205-1209.
33. Wainwright, G. R. 2003. Teach yourself body language. London, UK: Hodder Headline Ltd.
34. Yang, H. (2016). On the Effective Way of Body Language in the Primary English Teaching.2nd International Conference on Economy, Management and Education Technology (ICEMET 2016), PP, 711-714.
35. Yang, X. (2017). The Use of Body Language in English Teaching. Theory and Practice in Language Studies, Vol. 7, No. 12, pp. 1333-1336.

# STARDOM UNIVERSITY

## Stardom Scientific Journal for Humanitirian and Social Studies

Peer Reviewed Journal of Humanities and Social Studies
Published Quarterly by Stardom University
Volume 2 - 1st issue 2024
International deposit number : ISSN 2980-3772