Chapter14: An Analytic Study of Teachers' Use of Body Language in Teaching Classroom in Elementary Schools in the USA

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Abstract: The main aim of this study is to observe the educational performance and evaluation system in Colonial High School, Orange County in Florida. Data was collected from the members of administration and staff on the instructional methods applied. Various models like the Marzano Model were also looked at its application in the evaluation of the performance of the teachers and the principals in Orange County. The structure in the Orange County and the management of education in the county was also looked at in the process. Therefore, it seeks to provide an understanding of how education in Orange County is evaluated. To achieve this objective, qualitative research methods have been used. Data has been collected from both primary and secondary sources. The primary sources are the data obtained from the teachers and parents while the secondary sources of data are obtained from journals and different articles. Total of 50 interviews have been conducted and the focused group discussion has also been conducted. The analysis of the data was done using the content analysis, narrative analysis and the discourse analysis. From the analysis of data, Orange County has a proper management of education where teachers are always evaluated, and the performance monitored. There is an existing management structure in Orange County Public Schools. Principals are given the opportunity to interview teachers for vacancies. When they interview the teachers then they can integrate their ideas and identify the teachers who can deliver. Principals can advertise for, recruit, and recommend good candidates for hire. A principal has no direct authority to fire an employee. They must go through the chain of command and make a recommendation to the school board. Therefore, principals can make recommendations that the teacher be fired, but the actual removal from position is from the superintendent/school board Teacher certification is the process by which an individual goes through to get license to teach within a given area, after completing all the other requirements such as course work, test.Principals are evaluated by the superintendents. Students are subjected to various tests that include Federal Aviation Administration tests, Exceptional Student Education (ESE) tests, Scholastic Aptitude Test .(SAT) tests, End Of Course, (EOC) tests, and English language proficiency, (ELP) tests. Therefore, Saudi Arabia should adopt a system where the citizens are able to vote the board members. The principals should have a minimum of master's degree. They should be given the power to hire teachers in their respective schools. The principals should also be administrators. Teachers must have licenses to teach in the schools.

1 Introduction

The topic of the use of body language is fully compatible with educational principles based on audio and visual methods. The capstone project investigates this topic and focuses on the factors used in teaching -- words, voice, and body language (Izgoren, 1998). The project aims to get advantages of variable methods of using body language in teaching in the United States and apply these methods to Saudi Education. The first section of the project introduces the Saudi educational goals in teaching English language; the discussion is then focused on

teaching challenges, difficulties, and usage of body language which is highlighted to be among these challenges. The research problem and question are also stated. The introductory section ends with the study's objectives.

Saudi Arabia, a country in western Asia, is known by its largest economy in the Middle East. Besides, the second largest governmental spending in Saudi Arabia goes for education. Therefore, the Ministry of Education offers professional programs to develop education, and because the English language has become a global language, the Ministry pays more attention to improve English proficiency in schools. Therefore, speaking the English language is one of the main goals to prepare students for today's job market, and then increase Saudi Arabia's economic growth.

Several initiatives have been performed to develop teaching English in Saudi Arabia. Therefore, the importance of body language is realized by teachers in classroom. However, there are number of challenges the teachers or the students face in nonverbal communication. First, teachers feel the lack of not having body language training, especially in the early years of their career. Even though they use their tone and body expressions unconsciously, they still need to be aware of the suitable use of the nonverbal language within the spoken language. Another difficulty is that the nonverbal messages reflect on the thoughts of verbal messages, but sometimes the nonverbal signs are affected by the feelings such as fear, attitude, and tension. James (1999) mentions that these negative emotions may be leaked through bodily expressions and some expressions may manifest differently. Thus, teachers try to restrict these feelings, so the students do not perceive them. Hence, my capstone project research is underpinned by the following research question: How do teachers use body language in teaching classroom?

This project is highlighted by two main objectives. First, investigating and researching this area has potential personal benefits such as providing opportunities to develop my use of body language. Hence, it will impact my professional practices positively. Secondly, the project's results and recommendations will help other teachers and also improve the entire education in Saudi Arabia. Therefore, the use of nonverbal signs in teaching will demonstrate the awareness of the teachers to simplify their teaching with the help of body movements.

2 Body Language Definitions

Body language plays a major role among teachers' and students' communications. It includes nonverbal language such as gestures and facial expressions. As we know, language is very important in communication, but also nonverbal communication cannot be neglected. Students usually get the information from expressions. In classroom teaching, body language is the key to grab the student's attention and interest in learning. Besides, it helps the students to understand and improve their learning. The educationist Makarenko (1998) said, "If a teacher is no expressions and not good at express to people, it is not a qualified teacher,"(p52). Although this statement seems outdated, it shows the relationship between using body language and being an effective teacher.

There are relevant key terms related to body language. According to Kasikci (2003),"Body language is a form of non-verbal communication that supports as amplifier of verbal communication" (p 26). Body expressions help convey the meaning of words easily. Teachers should connect both verbal and nonverbal language appropriately to support their

classroom teaching. Zhang (2005) also defines the teacher's body language into eyes, physical, appearance, gesture, body language, and distance. Even though he mentions the appearance, teachers should not be judged according to their external appearance. Instead, they should simplify their teaching language with the help of body language methods. Linguistics professor Yang (2017) demonstrates the body language as a supplementary method of teaching which helps to exploit the complex thinking of students. His study updates the importance of using body language. In this regard, the use of body language is not only to embody teaching process, but also to have alternative function. Therefore, body language is the teacher's use of non-verbal language properly within the verbal language to communicate and support students' learning. The use of body language is not only to embody teaching process, but also to have alternative function. Therefore, body language is the teacher's usage of non-verbal language properly within the verbal language to communicate and support students' learning.

3 Significance of Body Language

The effective communication occurs within non-verbal and verbal tools which are important in classroom teaching. To begin, the body language gives the first impression of teachers to students. Benzer (2012) said," Even if we do not talk, we continue to communicate via body language. Eyes, facial expressions, and hand gestures are conveying messages"(p468). Using body language shows people's feelings, attitude, and thoughts that help to understand their behavior. According to Kasikci (2003), " Body language is a form of nonverbal communication that supports (as an amplifier, booster of) verbal communication"(p26). Obviously, the students' first impression of a teacher will occur in the beginning whether a teacher is reliable, cooperative, or companionable. Previous literature highlights several advantages for integrating body language in English classroom.

Another major advantage of using body language in teaching is to convey the information directly and improve students' learning. Yang (2017) mentioned that in English teaching, teachers transmitting information mainly rely on oral language, but using body language to attract student's attention is more lively, exact, and effective. In this regard, students believe what they see, so teachers should use body language to communicate with a reasonable oral language.

Other advantage of using body language in teaching is emphasized by Meilaissi:" students acceptance of information is the sum 7% words,38% tone and 55% facial expression"(1999, p178).Thus, it can be argued that how we look and behave when we talk is more important than what we talk about .Therefore, the sum of body language used in communication is 93% which shows how important it is to strengthen content.

Furthermore, nonverbal communication inspires the students' imagination. Teachers communicate language with action, whereas students use their imagination to make predictions. According to Yang (2017), the use of body language affects not only the students' interest in learning material, but also their imaginations and feelings. In this regard, the use of body language in the classroom effectively arouses the students' curiosity and interest.

Finally, body expression improves the relationship between teachers and students. The famous educators Richards and Pestalozzi said," Any good education is required to be like parents' eyes, which can very accurately see a child's psychological stat and various change from his eyes, small mouth and cheeks every day, even very moment" (2000, p45). In the classroom,

teachers and students are influenced and attracted by each other with body language, and this will help create a good relationship between them. In a word, in English teaching, non-communication tools cannot be ignored. Hence, teachers should advocate the importance of body language to improve their teaching and the students' comprehension.

4 Factors Affecting Body Language

There is an interaction between the mind and the body when it comes to nonverbal communications. The researcher Yang (2017) believes that using body language is livelier than the spoken language. Thus, we can pay more attention to our body expressions within the speaking to understand the complete message.

In this study, teaching with nonverbal communication in classrooms is examined. More specific, focusing of body language stays with nonverbal elements which accompany and facilitate verbal (spoken) communication: voice, timber,intonation, gestures, and facial expressions (Bulwer, 1974)

To get better understanding of body language, professor of psychology Mehrabian and his co-researcher Ferris developed a communication model in which they demonstrate three elements in any face-to-face communication. Mehrabian's model (1967) has become one of the most widely referenced statistics in communications. (see figure 1)
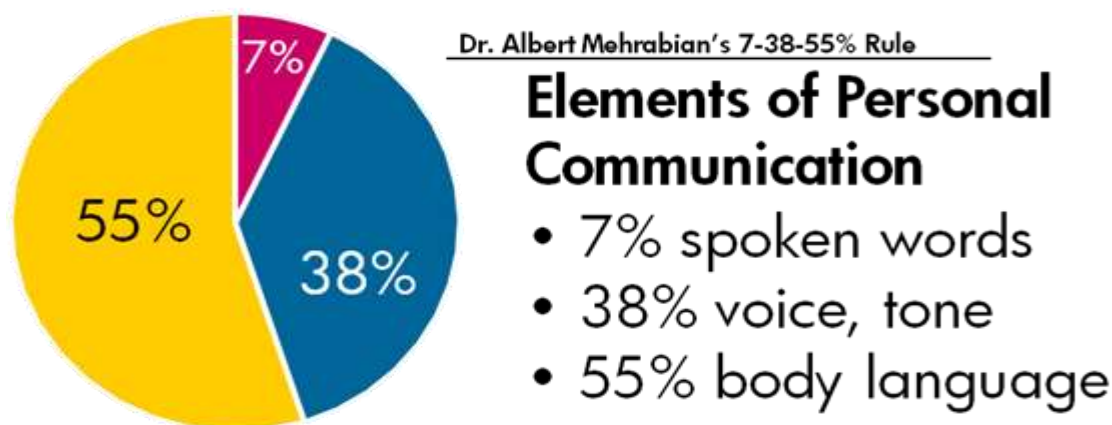
Fig. 1: Factors affecting body language.

4.1 Words-related Factors

In classroom, the spoken language (opposed to writing language) is the sounds produced by the teacher in which the meaning is determined by the context. The students usually understand the meaning by their background information. However, the spoken language is 7% of the face-to-face communication which shows the difficulty to understand communication based on words only. Therefore, the teacher needs to support words by other elements such as tone and body expressions.

4.2 Voice, Tone-related Factors

In English classroom teaching, teacher uses tone / voice to influence the meaning of the words spoken. The tone is 38% of the communication style which determines what message needs to be conveyed and emphasized. Students can pay more attention to how the teacher produces the

words and emphasizes them. Although the tone cannot be used by its own, teachers use their tone to support the spoken language.

4.3 Body Language-related Factors

The nonverbal language is an important method for teachers which is 55% of the effective communication. A researcher called Brown (2002) considers nonverbal language as teaching by example in *which* the teacher supports his/her teaching by using body language. Teachers need to use body expressions flexibly and skillfully. In teaching classroom, the teacher can use gestures to express the meaning visually and to enhance the students' comprehension. In the other hand, students interpret the teacher signs to comprehend the context.

The previous discussion of the three elements--words, voice, and body language--of Mehrabian's model are particularly useful in conveying meaning (as teachers) or interpreting meaning (as the students). It helps to understand meanings of the words used and their expressions. In face-to-face interaction, *teachers* can use their spoken language with their voice and expression to define the meaning of words, concisely, comprehensively, and visually.

Although this theory provides a comprehensive model to classify types of face to face communication, this *study* uses only one dimension of the theory which is body language. The reason to choose this dimension only is supported by its relevant to research question. This has helped making the study more focused. There is an evident lack of theoretical model to classify body language. This, probably, give these studies more significant.

5 *Methodologies*

An action research is very important in many types of qualitative research. It reflects the human activity, analysis the data, and determines the appropriateness of the research's instrument (Somekh, 2005) This Section proposes the methodological aspects of capstone project, and it starts by *describing* the study site and participants. Also, this section discusses data collection methods and mentions the ethical considerations of the study.

This study takes place in an American elementary school located in Southern California. The school is referred to by many people as the "Jewel of the District" Set in the foothills of the San Bernardino mountains. It is known by its high score conducted. The school is serving about 570 students. It contains 32 classrooms. Regarding to the research question, the study observes one teacher in the classroom with 19 students three sessions. The teacher will be observed during teaching grade one in the elementary school.

The study collects the data by classroom observations. This provides me with specific incidents, and behaviors that can be used as reference points (Merriam& Tisdell, 2015). This study uses a structured observation format in which a number of items under the section (Body Language Related Factors) follow the theoretical framework (see appendix 1 for observation schedule). Each item of the section describes the incident and the students' reflection with further notes for more tool flexibility in describing issues.

Regarding to the fundamental approaches to qualitative data analysis, the observational data represent a firsthand encounter with the phenomenon of interest (Merriam & Tisdell, 2015, p:137). Therefore, the model of qualitative data analysis is used in which the collected data are reconfigured , displayed, and verified conclusion (Milles & Huberman,1994). Analyzing the

data is presented following the main aspect provided in the research project. Besides, it is a qualitative description of analysis for the data collected.

This study takes into consideration the common ethics, e.g. the participants are volunteer to provide information in which there will not be consequences of refusing. All participants are informed about the purpose of the study. Moreover, all names will be anonymous. Lastly, the research data is used for the purpose of the study.

6 Results and Discussions

This section presents and discusses the results from the collected data for this study of teachers' use of body language in teaching first-grade in a United States Elementary school. Data are collected by structural observation. The theoretical model provides the framework of the third element of Mehrabian Model which is body language. Data analysis follows the framework suggested by the theoretical model which are the five practices of body language a teacher uses during instruction. The results will follow the same manner by analyzing each suggested practice.

The analysis of the data in relation to body language-related factors highlights five practices of the teacher's use of body language in classroom. The observation schedule started with facial expression factor. The teacher shaped the mouth with poising lips and tongue in a certain position to produce vowels letters (N=5); which helps making sounds clearer to the students. Another teacher's facial expression was to show a facial feedback. For example, the teacher smiled for positive feedback to the student and frowned for negative feedback(N=2). Therefore, using facial expressions during teaching helps conveying social information and reinforcing learning.

The second factor performed by the teacher was voice and tone. The teacher used her tone to sing the classroom instructions; for example, the teacher sang in the classroom "write your name, first and last with date" and the students were responding and fully engaging with the song (N=2). Also, the teachers used her tone to teach students how to read sentences with punctuations; for example, she paused in the middle of the sentence for "comma", raised her voice for "question mark", and used falling tone for "exclamation mark" (N=3). Also, the teacher emphasized some statements among text, e.g., power words, themes, or main ideas among the text (N=2) Thus, students will often internalize these patterns and practice them as a part of reading process. By manipulating voice and tone, the teacher engages students into the classroom and encourages them to read expressively.

The third factor used is body movements and posture. At the beginning of the class, the teacher danced with the students with morning song to change the atmosphere and build a good relationship with them. The teacher moved around the class constantly to make sure the students are following (N=4). Also, the teacher used the "Kagan Strategies" to talk less and get the students to talk more (e.g., the teacher asked students to discuss with their partners by saying and doing "knee to knee, eye to eye") where students were facing each other (N=2). The teacher motivated the students by saying "give a pat on the back" as a reward to their excellent work (N=2). Therefore, using body movements get the students to perform precisely. Also, using body movements in classroom motivate the students and strengthen the relationship between (teacher to students) and (student to student).

The fourth factor the teacher used is eye contact. The teacher was aware of the student's presence and behavior, in fact she commented on how quiet they were, or the

excellent job they did (N=6). Furthermore, the teacher was moving around the classroom to make sure the students were reading, so she asked them to use their fingers to point on the line read (N=2). Thus, eye

contact as a form of body movements make communication easier especially with shy learners. Besides, eye contact does help the teacher controlling the whole classroom and evaluating the students 'behavior based on observation.

The fifth factor is gestures. The teacher frequently used gestures instead of talking. For example, the teacher would say and gesture "fist up" to instruct students to put everything down and pay attention (N=2). Also, the teachers encouraged students to ask questions by asking them to do "thumps up" if they understand and turn their thumb "side to side" if they have questions (N=4). This was an effective way for both the students and teacher to communicate physically. Moreover, the teacher used gestures to help students in writing. Accordingly, the teacher asked the students to use their finger to do "sky writing" by moving their index finger in the air to mimic writing. This strategy was very affective, especially with visual intelligent learner who have a good visual memory (N=4). Also, the teacher taught the students how to make space between words by using their little finger to make spaces (N=2). Students would place their little finger after one word before the next word to reinforce spacing when writing. In this sense, gestures are easy and energic physical education tools that clarify classroom instruction and quicken the student's response. Another example of gestures was when the teacher explained the meaning of the word 'resemble' by putting her two index fingers together to express similarity. The teacher explained the meaning of the word' wide' to the students by moving her arms horizontally to express spacious (N=1). In this sense, the teacher enhances students' vocabulary and supports their comprehension

7 Conclusions

This study investigated teachers' use of body language during teaching at an elementary school in United States. The study started with an introductory section that focused on the Saudi education and its challenges. The study was supported by the research question about how teachers **use** body language in teaching. Also, the study reviewed some literature related to the topic and outlined the theoretical model. Also, it discussed the methodological aspects of the study. Results formed from data collected through observations based on the topic and the research question. In this regard, this conclusion section summaries the key findings, provides some recommendations, and discusses limitations and challenges of the study.

Based on the research question which examined five elements highlighting the body language **factors** that teachers use in the classroom, the most important element is teachers' body movements. Body movements stimulate the students to perform with less anxiety which is an issue when it holds the students from learning. Another significant element is gestures. Using different kinds of gestures influence students' learning in a short time. For example, the teacher can communicate with students by using instructional gestures instead of talking. Also, gestures help in the visual translation of abstract ideas. Another element of body language that teachers used was tone and voice. Changing tone and voice engaged the students as they listen. Also, it encouraged the students to read with expression

> in which students can make connections among the ideas in the text and their background knowledge. The other element of body language was the teachers' facial expressions. The teacher can convey social information throw facial expression. Also, the teacher can give a positive or negative expression as feedback. For example, , as the teacher listens to the

student's participation ,she gave a wondering face expression to show the student that he needs to elaborate. The last element of body language is eye contact in the classroom. Eye contact helps the teacher to observe the students' progress. Thus, the teacher can evaluate the students' performance in the classroom. Also, the teacher can control and monitor the classroom by eye contact.

observation. From this study, I concluded that using different kinds of body language in classroom improves the teacher's teaching skills and the students' outcomes   .It provides the best learning experience that can solve the potential problems the teacher or the students encounter ,therefore; it develops the teachers teaching skills which led to improve the students learning .

Number of recommendations that encourage teachers to use body language in classroom teaching emerge from this study. Some examples of how teachers vary their techniques of using body language in classroom include classroom management or teaching methods. It also sheds the light on the educational benefits of using body language. In the light of the Saudi education, the ministry of education has focused lately in developing English language education. However, teaching English as a second language has proved some difficulty for students who are acquiring the language. Therefore, using body language as a teaching method can motivate student learning, also enhance students' ability to learn successfully .In the light of the significance of body language as a teaching tool and the results of my study, there should be training programs to signify the importance of the elements of body language in teaching. Also, students 'lack of motivation' to learn is a global educational issue. Thus, the study shows that body language helps motivating students and raising their enthusiasm to learn in the classroom.

This study has faced some challenges due to the participants and the data collected. First, there were a limited number of participants "teachers" due to the fact teacher approval was needed for this study. As a result, this study focused only on the teacher use of body language and its effect on students' comprehension. Additionally, there were restrictions to access students' information which was classified. On the other hand, observing behaviors related to body language demanded full attention during the observation, especially with eye contact and tone. Lastly, this study did not take into consideration the teacher's point of view because the main goal of this research was to describe how teacher uses body language in teaching.

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Appendix: Observation Schedule

Body Language Classroom Observation Schedule		Ob.Seq.No:	
Date:		Start:	End:
Teacher Observed:		Years of Experience:	
Lesson Topic:			

			Body Language Factors
Factors	Teacher's Incident	Description	Students' Reflections
1-Facial Expressions			

2-Voice and Tone			
3-Body Movements and Posture			

Body Language Factors			
Factors	Teacher's Incident	Description	Students' Reflections
4-Eye Contact			

5-Gestures			
Others			