



Body Language as a Tool for Improving EFL Learners' Comprehension

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Abstract

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The more instructors utilize body dialect prompts accurately and fittingly , the more students' comprehension are likely to be improved. Through our two fundamental apparatuses (students' survey and classroom perception), we collected confirmations that express the significance of body dialect prompts in improving students' comprehension. From the survey, it was clearly appeared that rectify eye contact and voice tone have a capable impact on learners' mindfulness and they can effectively get their teachers' messages. Moreover, in classroom perception ,hands developments are fundamental prompt that the instructors utilize to portray or decide their ide-as. As well, body developments incorporates a crucial impact on students' comprehension which can offer assistance them to be in great separate with the educator and make them stressed to their teachers' another move. Touching also is exceptionally imperative since we found that it'll have a great impact on the understudies conduct towards their instructors. In expansion, extraordinary remove and Uncommon remove and nearness plays an basic part in which the students' comprehension in great way can be set up.

Key Words: Body language, Comprehension , Vocabulary , Improving, Communicative Approach.

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1. Introduction

Wallac (1982:2) attests that how to educate is more critical than what to educate. The analyst



considers that understudies require an curiously and fortifying technique when learning lexicon, additionally teachers have to be dynamic to assist students to hold lexicon for a long time, body dialect technique (BL from this time forward) is still not as well much taken into thought as a instructing technique agreeing to the survey given to instructors and an meet of bosses within the Directorate of Planning and Preparing in Babylon. The analyst alludes to this procedure for instructing lexicon comprehension (VC from this time forward), it can be utilized interior the classroom or indeed exterior the classroom since this technique not have to be exertion, cash or machine, additionally it can serve as updates of the meaning of the modern lexicon words. The body dialect methodology is proposed by the analyst which can fortify the pupils" intrigued of learning English and streamline the trouble of English lexicon learning. Tellier (2007:1-9) asserts that this procedure has a place to English comprehension since it communicates implications, each flag communicated through person's body is like a single word where a sign may have a few diverse implications. A number of considers realized that going with words or expressions of a outside dialect with signals drives to way better memory results (Macedonia, 2014:1). English instructors ought to make utilize of body dialect to disentangle their instructing and with respect to the significance that learners join to the assignment of building and comprehending sufficient vocabularies (Yang ,2016:1). Communication could be a complex handle that requires communicating thoughts with clarity and relevant substance agreeing to a shaped tradition, and an understanding of behavior through the reaction of others to what they say and do (Sage, 2006:1). Dialect is essentially an instrument of human communication (Cook, 2003:9). English dialect appears to be the primary all inclusive dialect which is utilized in all areas as economy, technology, legislative issues, formal conferences, commerce, industry,

tourism, medication, journalism and instruction (Aristocrat ,2001:36); in any case, in arrange to secure any dialect, it is imperative to ace it's components. Country (2001:114) sees that information of lexicon qualifies dialect utilize whereas language utilize leads to a developing in lexicon information. Lexicon is one of the elements of dialect and it is essential for learning dialect since without adequate vocabulary, learners cannot get it others or express their possess thoughts (LessardClouston, 2013:2).

1.2.Aim of the Study

investigating the impact of body dialect technique on pupil's accomplishment in English lexicon comprehension.

1.3.Significance of the Study

The ponder determines its esteem from the significance of lexicon instructing for English as outside dialect learners. This think about may energize instructors to utilize body language in instructing English lexicon that will be reflected on pupil's accomplishment in English lexicon comprehension. This technique may not as it were make strides pupils' vocabulary but moreover reinforce their maintenance. EFL pupils' in turn, may be more interested in learning and have boldness to require portion within the lesson viably

1.4.Procedures of the Study

1. Teaching vocabulary comprehension to the pupils of the experimental group by using body language strategy and teaching VC to the pupils of control group by using the recommended method.
2. Using appropriate statistical means for manipulating the data of the study.
3. Analyzing the results and determining the conclusions and stating recommendations and suggestions for further research.

Chapter Two



2.1 The Importance of Vocabulary Learning

Lexicon learning may be a related prepare; it can be portrayed as making companions with the words of the target dialect (Morgan and Rinvoluceri, 1988:6). With respect to vocabulary in communication, it is clear that lexicon is essential in learning to communicate successfully whereas tuning in, talking, perusing, and writing. As a matter of fact, vocabulary is utilized to decide the capability a understudy has in verbal setting. This can be to say that lexicon is an fundamental component to decide howmuch a student is able to communicate successfully. So, students have to overcome the lack of vocabulary knowledge in order to communicate effectively. Language teachers

should focus on effective instruction to teach vocabulary to help students to develop their vocabulary knowledge in order to communicate successfully.

2.2 Total Physical Response: Foreign Language Teaching Method

This strategy clarifies exceptionally critical concept, in TPR classroom, learners can get the moment dialect within the same way that learners get their to begin with dialect and they are doing orders some time recently verbal reaction that cruel children to begin with tune in, at that point act . Outside language instructors take after caregivers who talk to learners and don't request any answer until they articulate their to begin with words months afterward that leads to comprehension precedes the generation in TPR. Larsen and Freeman (2000: 111) allude to most vital Rule of TPR is that children and grown-up react physically to talked dialect and they learn superior in the event that they do that as well. It implies that understudies can learn one side of the dialect quickly by moving their bodies. Understudies can learn through watching activities as well as by performing the action themselves and physical reaction that going with discourse have an affect on memory for

verbal data within the speakers' mother tongue and foreign dialect learning. That's , it might offer assistance learners hold the verbal learning fabric.

2.3 Communicative Approach

Communicative approach sees that the significance of medicinal learning which is based on mistake and investigation; leads to transaction between learners themselves and learning handle, hence learners learn dialect through their mistakes (Richards and Rodgers, 2001:226-235). It is imperative to point out that the obligation for satisfying the assignments in Communicative approach is regularly set on the learners themselves. The role of educator in lesson, to form a circumstance and set an movement, but amid the action is served as an eyewitness, guide, facilitator, or advisor. Educator within the classroom employments genuine materials to demonstrate just like the utilize of signs, magazines or daily paper, or visual sources such as maps, pictures, images, and charts.

2.4 What is Body Language?

Phipps (2012:7-10) shows the main functions and uses of body language as follows:

1. In situations where words (verbal communication) don't work, here body language plays as code or instruction, body language can be used to replace word and alternate information to other.
2. Body dialect makes a difference to demonstrate and affirm the word being utilized, here body language plays as an pointer, for case, when somebody says "yes" whereas shaking his head from side to side showing "No", the audience listens the word "No" that's linked to gesture of the head.
3. Body dialect can do as an emphasize; it employments to draw consideration to thing, for example, performing artists stand on a stage and got to communicate with gathering of people within the back, they utilize control

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words and intensify the word more uproariously with energy and vitality.

2.5 The Importance of Body Language in Teaching

Lado (1961:15-6) states that when teacher wants to include communication in classroom, he must establish an encouraging, supportive atmosphere in the classroom that is accepting of any and all student contributions and interactions. This means accepting all students contributions whether right or wrong answers. We will utilize body dialect to create the meaning of words clear in a remote language classroom, the educator employments visual clues like fingers, hand, and arm signals to illustrate understudies almost what they are considering. When a instructor grins in an exact and suitable all through her/his lesson, this may pass on understudies to warm and sincere intrigued. Understudies are able to see teacher's confront, so his confront must be clear than any other portion of her/his body since he/she reflects her/his demeanors, sentiments and emotions (Issa, 2017:273-278).

2.5 The Impacts of Body Dialect in Memory for Lexicon

The Impacts of Body Dialect in Memory for Lessard-Clouston (2013:9-15) prepare members on a Japanese word list that incorporates twelve common verbs, such as to drink. The verbs were learned with or without gestures. The comes about illustrate that words encoded with signals are way better memorized. These words learned with motions compared with words learned without gestures appear a bigger indicating memory with tall imageability Agreeing to Kousta et al (2011:24) say that unique words contrast from concrete words in terms of encapsulated experiential data. Though for concrete words sensory-motor data are dominant in their representation, theoretical words factually contain more passionate data. Sanctioning a lexicon through a signal communicating feeling conceivably

fortifies the passionate substance and improves memory for the thing.

2.6 Basic Types of Body Language

1. Gesture

The reason of utilizing signal is actually to attain degree of communication. Berry et al (2011:361) and Lewis (2012:14-15) recognize fundamental sorts of motion being important for viable communication: controllers, artists and symbols. Non-verbal acts that serve to direct the stream and other procedural angles of discussion between people are called regulators, It is one of the basic organizations of discussion and interaction designs that screen or control the speaking of another person, it plays a key part within the handle through which members decipher each other's" meanings and eagerly. Artists are non-verbal developments, that complement or accentuate the verbal message and incorporate mainly the hands that are closely related to speech; they outline what is verbalized which suggests these signals pass on the same meaning as the verbal message for case, indicating to oneself, making a shape with the hands, characterizing objects, or indicating to illustrate a point.

2. Posture

Pose can pass on a riches of information on our identity around how we are feeling. The position of the body plays a crucial part in communicating non-verbal dialect. In instructing handle, particularly for a primary school, when the instructor changes pose, the understudies, consequently, know that they are around to begin a unused assignment or action. Pose of instructor body considers a good visual involvement for the understudies inside course, it makes the understudies have a upbeat mood and offer assistance the understudies to fortify their intrigued. Instructor conduct can divert the students" consideration and make them be encouraged up, on the off chance that a instructor slumps when talking to students or does any negative pose of his body, but on the

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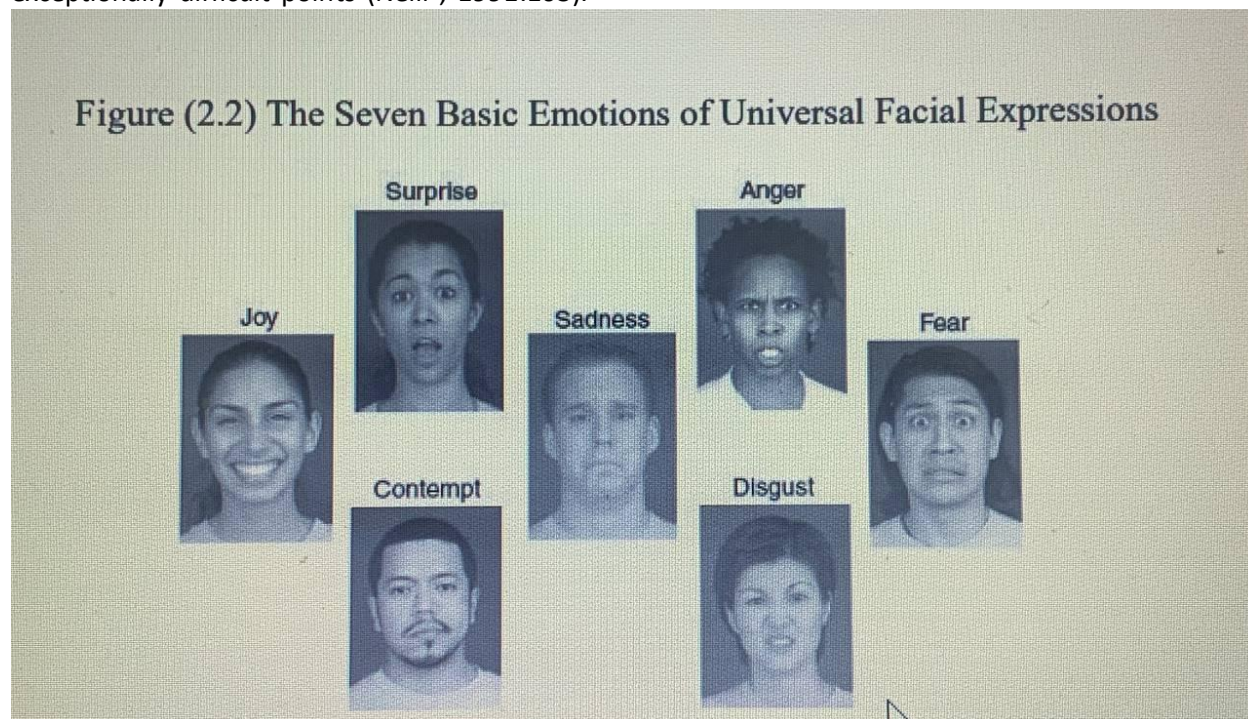


off chance that a educator stands or sits in a relaxing and normal way can develop students" dynamic demeanor. This kind of pose leads to that the educator will be congenial and inviting. A great educator is continuously good at driving their body pose agreeing to different circumstances (Yang, 2016:712).

3. Facial Expressions

Teacher's use of facial expressions is to signal to the class and to react the material that they present, in order to draw attention of pupils, they raise their brows when there is difficult they concentrate, or they look puzzled at exceptionally difficult points (Neill , 1991:103).

Enthusiastic teachers see it is necessary to use a lot of gesture, facial expressions and intonation to attain an excitation and vitality of the subject matter especially in the first lesson, because many pupils are careless and incurious in the subject. Motivation is the main tool for these pupils to interest them and their contribution in activities and this depending on teachers personal and how he makes a class effective and lively. You can express interest by signals such as attentive orientation and gaze, sufficient eye contact time to allow the pupil to organize his answer without interruption, and supportive responses to errors.



4. Eye Contact

Eyes are an imperative portion on our faces, since they are a capable and meaningful apparatus for communication. It could be a exceptionally critical perspective of the nonverbal signals which are sent to others. In discussion, when there are two individuals, they see at each other. The eye contact, in this case, plays as an observer. The speaker looks at his exchange within the eyes with others in an

interaction, a few eye signs must maintain a strategic distance from in the event that they are befuddled the audience such as when the other individual untrustworthy, the audience feels bored and humiliated, but he as a rule feels curiously with a speaker's eyes in case his eyes are comfortable, giving speaker and the audience a feeling of well-being and believe, and it can be the premise for effective communication (Elfatih,2006:13).



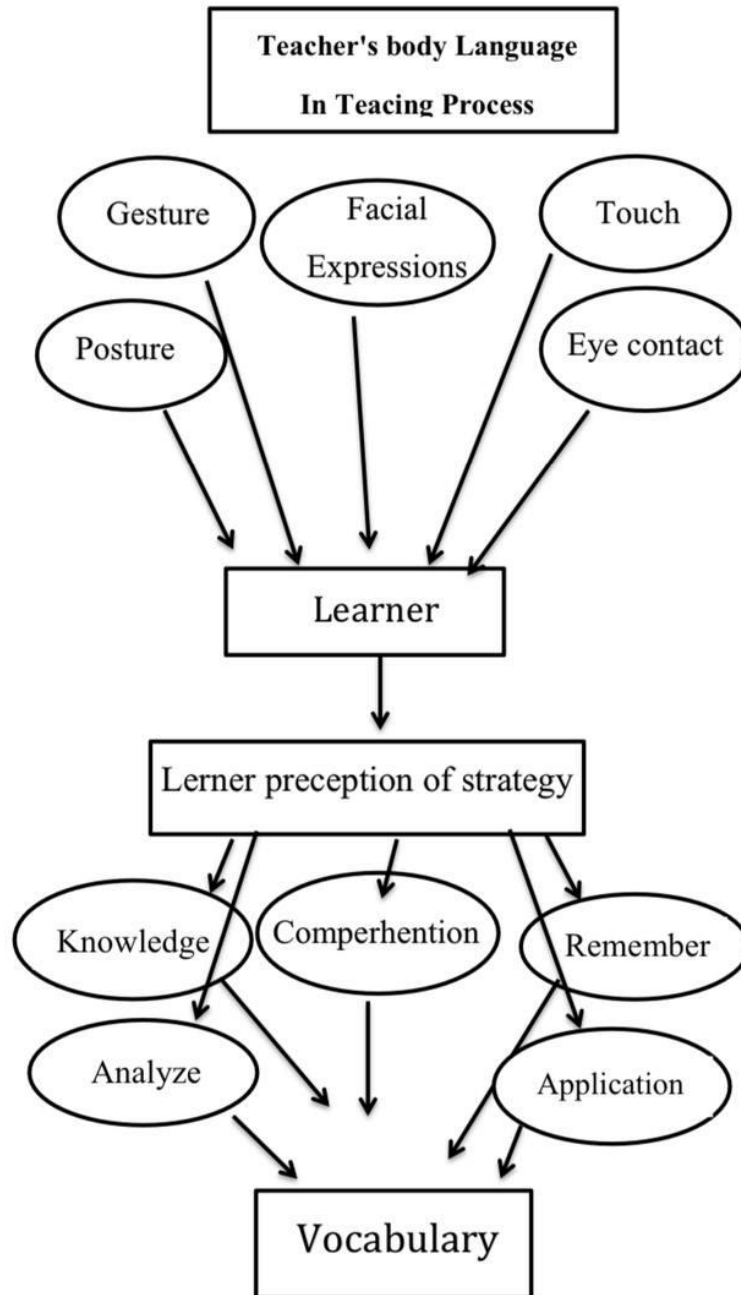
5. Touch

It is one of the most grounded components of non-verbal communication. A few individuals utilize the touch as a sign of consolation, back, and support. It is able to communicate so numerous distinctive messages, and can too translate in so numerous different ways concurring to societies. Haptic communication alludes to individuals communicate through touching which send a solid message either positive or negative ,for case, a tap on the bear,

a firm handshake, a warm bear embrace, a consoling pat on the back, a patronizing pat on the head, or a controlling hold on your arm. It is worth to be mentioned that touching may be a various leveled signal. The individual who initiates the touch holds the specialist, just, like the specialist touches the understanding, the educator touches the understudy but it is considered impertinent when ones of lower status to start touch with someone holding a better position.(Kuhnke, 2007:133-8).



figure (2.3) how Language Learner Perceives Teachers Body Language in Teaching Vocabulary.



2.7 Contrasts between Body Dialect and Culture

Body dialect is physical gestures, with hands and arms. Manusov (2006:221) distinguishes a few signals that are commonplace and socially pleasing in one culture, but are terrible or indecent in another culture. For illustration the sign "OK", common in numerous English talking nations, means useless or nil in France, and it moreover implies cash in Japan, and now and then it considers a pejorative expression in Mediterranean, Latin American and Middle easterner countries (Pease and Pease, 2006:86). The touch recurrence in interpersonal intuitive too changes from one culture to another. In Arabic culture, for illustration, it is worthy for two men or lady to walk hand in hand freely since they like to touch their companions and sit closer to each other amid a discussion (Fast, 1978:31), but it is unsatisfactory to touch in Canada, Australia, Britain, USA, Japan, , Unused Zealand, Portugal, Estonia and Northern Europe (ibid). Social guidelines impact conduct at numerous levels; counting the nonverbal signals that individual's offer and the way that we decipher nonverbal signals done by others. Riggio and Feldman (2005:74-5) assert culture affect on sending out (encoding) and translating (translating) of nonverbal conduct.

Chapter Three

Methodology and Procedures

3.1 The Experimental Design

A pre-test is applied to both bunches some time recently the treatment, though a post-test is given at the conclusion of the treatment period. The reason of the pre-test is to evaluate the two bunches are equivalent at the subordinate variable some time recently the treatment is given to them. The experimental bunch (EG from now on) is the bunch which are instructed by utilizing body language methodology, whereas the control gather (CG from now on) is the bunch which is instructed by the suggested techniques.

3.2 Pupils' Scores in the Pretest (The EG and CG)

Another critical variable, that the analyst takes into thought in arrange to equate the two bunches, is the students' accomplishment on the pre-test . By applying the t-test equation to compare the cruel scores of the EG and CG within the pre-test, it demonstrates that there's no measurably critical contrast between the accomplishments of the two groups within the pre-test . The cruel score of EG is (25.37), while the cruel score of the CG is (29.61). The calculated t-value is found to be (1.746) at (74) degrees of freedom and (0.05) level of importance.

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Table (3.4) t-test Statistics of the Pupils' Score in the Pre-Test.

Group	N	Mean	SD	DF	t-value		Level of Significance
					Computed	Tabulated	
EG	38	25.37	11.255	74	1.746	2.00	0.05
CG	38	29.61	9.849				

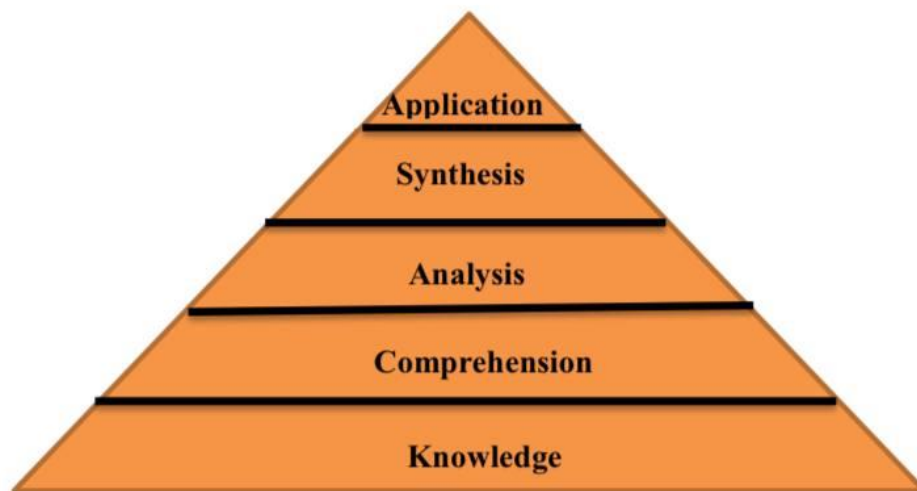


3.3 Teaching Material

The analyst instructs four units from course reading "English for Iraq" for 5th essential grades (Units 5, 6, 7 and 8) within the moment semester of (2017/2018). The analyst has

taught all the components of the units, but the most accentuation was on lexicon things and their comprehension. Bloom's Taxonomy is the demonstrate which is utilized within the show study for creating behavioral destinations.

Figure (3.2) Bloom's Taxonomy of the Present Study.



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3.4 Pre-teaching Phase

At the starting, the analyst begins the lesson with welcoming for her students, the researcher checks their participation list and after that she made a difference students to predict what they learned within the past lesson. At this Stage, the instructor firstly presents to her pupils an explanation about what is body dialect completely different societies to assist understudies have foundation information about it. The instructor acts the vocabulary by her body dialect before the lesson and she tells the meaning of lexicon that's associated with body development. At that point inquires the pupils to tell what they see, and after that she refreshes the development and inquires the students to guess it. Educator gives her

students a few questions that are related to the subject.

3.5 Post-teaching Phase

The instructor assesses the pupil's comprehension by giving works out to them include spelling whose things are related to the subject, and inquires student to do a audit of the vocabularies instructed in classroom, so that the educator can know whether the understudies understand or not. The instructor gives homework to students, after that the instructor and pupils check answers together

CHAPTER FOUR

Data Analysis and Discussion of Results

4.1 The Results



In arrange to achieve the point of this think about which is examining the affect of body language technique on accomplishing the lexicon comprehension of the Iraqi EFL students in the 5th essential lesson trusting to progress their comprehension in lexicon and to examine its invalid speculation, the information of the accomplished by post-test are measurably analyzed.

4.2 A Comparison between the Pre-test and the Post-test Scores

the cruel scores of the pre-test is (25.37) , whereas that of the post-test is (42.92) . The one test T-test equation is abused once more to decide whether or not there's any critical contrast between the pre-test and post-test scores. The comes about appeared that the computed t-value is (3.776) though the organized tvalue is (2.00). This signifies that the pre-test and post-test are essentially distinctive at (0.05) level of critical and beneath 74 degrees of flexibility. Specifically, the post-test of the EG is much way better than the pre-test.

Table (4.2) the T-test Statistics of the Students' Scores in Pre-test and Post-test for EG

Group	N	Mean	SD	DF	t-value		Level of significance
					Computed	Tabulated	
Pre-test	38	25.37	11.255	74	3.776	2.00	0.05
Post-test	38	42.92	10.223				

4.3 Pupils' Score in the Post-test (The EG and CG)

By applying the T-test equation to compare the cruel scores of the exploratory group and control bunch within the pre-test and post-test. The cruel score of EG is (42.92), whereas the cruel score of the CG is (37.13). The calculated t-value is found to be (2.843) at (74) degrees

of opportunity and (0.05) level of noteworthiness (see Table (4.3) and Reference section I). This demonstrates that there's a factual distinctive between the cruel scores of the test and control bunches within the post test and this contrast is favor of the exploratory gather, so the speculation of the think about has been rejected.

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Table (4.3) T-test statistics for the pupils' scores of the post-test

Group	N	Mean	SD	DF	t-value		Level of significance
					Computed	Tabulated	
EG	38	42.92	10.223	74	2.843	2.00	0.05
CG	38	37.13	10.100				



Conclusion

1. After the investigation of the information of the ponder, the point of the display consider which examined experimentally the impact of body dialect methodology on Iraqi EFL essential school pupils' lexicon accomplishment has been accomplished since the comes about of the post-test indicated that the accomplishment of the EG is higher than the CG. In other words, the results appear that EG create pupils' comprehension lexicon.

2.the comes about indicate that there are noteworthy contrasts between the cruel scores of the EG which taught lexicon by taking after the conventional strategy suggested by the course reading.

3. Students don't as it were learn lexicon by utilizing body dialect methodology but too know the redress and inaccurate development (socially satisfactory) at diverse culture.

4. In instructing handle, the utilize of all sorts of body dialect (motion, pose, facial expressions, eye contact and touch) makes a difference students increase their delight within the class.

5.The body developments such as hand signal and facial expressions can emulate something and they offer assistance students to guess the meaning of a talked word or expression, providing that they are simple to understand. The display ponder is concerned in an exploring this implies of communication in instructing lexicon comprehension.

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