

The use of nonverbal communication in the classroom

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Abstract: Nonverbal communication has long been neglected in the domain of teaching and learning, especially prior to the advent of Communicative Language Teaching in the 1970s and early 1980s. This new trend brought changes all over the teaching and learning process. Among these changes are the roles of both a teacher and a learner. The role of the teacher is of concern here because he/she becomes a facilitator, counselor, and animator. These new roles require a change in the classroom discourse. More importance is given to visual techniques and body language. Communication became the pivotal focus of the teaching practice, that is to say more importance is given to interaction in the target language over grammatical formalism. This importance of interaction calls upon the communicative competence of both teachers and learners. All these reasons taken together brought nonverbal communication to the surface. Thus, the choice of this particular topic rises from the awareness of its importance to both teaching and learning. The current paper brings light to the effect of non-verbal communication on the language learners, as well as, the importance of teachers' awareness of their own non-verbal communications for an effective language teaching and learning. Questionnaires for students were developed based on EFL class observations. 30 students from academic lyceums, secondary schools and first-year university students and 30 English teachers from the same educational establishments were involved in the survey.

1 Introduction

Communication is transferring information between one person and another. It's in general is process of sending and receiving messages that enables humans to share knowledge, attitudes, and skills. Although we usually identify communication with speech, communication is composed of two dimensions - verbal and nonverbal. Verbal communication is- communication with words (Thomas Hurt, Michael Scott, 2009). Nonverbal communication is the process of communication through sending and receiving wordless (mostly visual) cues between people. It is also seen as the nonlinguistic transmission of information through visual, auditory, tactile, and kinesthetic channels. It includes apparent behaviors such as facial expressions, eyes, touching, and tones of voice,

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as well as less obvious messages such as dress, posture and spatial distance between two or more people (K.H.Stubbs, 2003). Mistakenly referred to as body language (kinesthetics), nonverbal communication encompasses much more, such as use of voice (paralanguage), gaze (oculesics), touch (haptics), distance (proxemics), time (chronemics), and physical environments/appearance. Non-verbal communication is emotionally expressive and so any discourse appealing to the receiver's emotions has a persuasive impact (K.H.Stubbs, 2003). Argyle (1988) concluded there are five primary functions of nonverbal bodily behavior in human communication which are expressing emotions, expressing interpersonal attitudes, accompanying speech in managing the cues of interaction between speakers and listeners, self- presentation of one's personality and rituals (greetings)

Although humans use nonverbal communication because:

- Words have limitations: There are numerous areas where nonverbal communication is more effective than verbal (when explain the shape, directions, personalities are expressed nonverbally)
- Nonverbal signals are powerful: Nonverbal cues primary express inner feelings (verbal messages deal basically with outside world).
- Nonverbal messages are likely to be more genuine: because nonverbal behaviors cannot be controlled as easily as spoken words. Nonverbal signals can express feelings inappropriate to state: Social etiquette limits what can be said, but nonverbal cues can communicate thoughts (J.Driver, 2010)

Nonverbal communication is also a critical aspect of interpersonal communication in the classroom. The most credible messages teachers generate, as communication sources are nonverbal. Galloway (Galloway, 1970) views educators as “multi-sensory organisms who only occasionally talk”. Balzer (1980) reported that approximately 75% of classroom management behavior was nonverbal.

Rosenthal and Jacobson (1968) suggested that, through nonverbal behavior, teachers' expectations for the progress of their students become self-fulfilling prophecies.

Many of the cues students use to make judgments about teacher's competence or characters are obtained by observing the teacher's nonverbal behavior. There is variety of nonverbal signals emitted from teacher in classroom which to deepest levels influence classroom atmosphere, students' moods, perception, learning and eventually attitudes towards knowledge and school generally.

On the other hand teacher has powerful tool to identify what is actually going on with his class in general and each individual per se, without any word being said. This is extremely important in lecture like classes when teacher is primarily supposed to talk. Verbal signals (in direct communication) are never so powerful.

Nonverbal communication in the classroom occurs with distance, physical environment, facial expression, vocal cues, body movements and gestures, touch, time, physical attractiveness, and dress.

2 Methodology

The current study makes use of the principles of both qualitative and quantitative research. In order to obtain reliable results, different techniques were used ranging from spontaneous observation to close ended and open ended questionnaires. The use of these techniques has a double fold benefit. First, it allows the researcher to collect a maximum of data. Second, it helps to control the undesirable variables. This makes the findings more credible and valid. This study was conducted in different educational establishments (school, lyceum, college and university) and the target respondents are English teachers and students who study English as the second language. The sample of respondents is composed of 30 students and

30 teachers. The research techniques used are mainly classroom observation, questionnaires, and interviews. The data collection procedure started with the observation of foreign language classrooms in lyceum № 1, secondary school N 23 and other higher educational establishments. There is a sample of observation tool:

Observation table: The use of non-verbal communication in class

Date _____ Class _____ Number of learners _____
 Age of learners _____ Length of lesson _____ Level _____
 Observer _____ Teacher observed _____
 Subject _____

Table 1: Observation tool

Lesson stages	Gestures	Facial expressions	Eye contact	Vocal cues	Other	Students reaction

The information collected during the observation served to design a questionnaire which is addressed to teachers and students. Ss’ questionnaire of 10 questions was designed and taken from 30 students of different ages. The questionnaire was written in English and students were not required to write their names on the questionnaires. The choice of making the questionnaires anonymous is due to take reliable results. Otherwise students don’t tell the truth in order not to offend their teachers. According to the questionnaire students should choose whether they strongly agree (1), agree (2), neither agree or disagree (3), disagree (4) and strongly agree (5) with statements which are given. A sample of students’ questionnaire is given in Table 2.

Table 2. A sample of students’ questionnaire

№	Questions and statements	1	2	3	4	5
1	Smiling teachers teach more effectively than those who are always serious.					
2	It is easy to speak in front of those teachers who usually encourage Ss by nodding their heads					
3	Ss feel nervous and embarrassed when the T indicates a particular student while asking the question					
4	It’s hard to speak in front of those teachers who stare their Ss coldly.					
5	My friends avoid eye contacts when they don’t know the answer of the question asked.					
6	I pay more attention when the T makes eye contact with me in the class.					
7	T. makes eye contact only with the talented Ss.					
8	We enjoy the lecture of those teachers more who are physically smart, attractive and well dressed.					
9	Sitting close to the teacher in the front row helps Ss in understanding the lecture more.					
10	Teacher’s movement in the classroom keeps Ss active.					

Data collection results (students' case)

The table 3 demonstrates the results of the students' answer to the questionnaire.

Table 3. Results of the questionnaire

No	Questions and statements	1	2	3	4	5
1	Smiling teachers teach more effectively than those who are always serious.	7	18	5		
2	It is easy to speak in front of those teachers who usually encourage Ss by nodding their heads	16	9	5		
3	Ss feel nervous and embarrassed when the T indicates a particular student while asking the question	14	8	4	3	1
4	It's hard to speak in front of those teachers who stare their Ss coldly.	13	8	6	2	1
5	My friends avoid eye contacts when they don't know the answer of the question asked.	9	14	2	2	3
6	I pay more attention when the T makes eye contact with me in the class.	14	6	5	2	3
7	T. makes eye contact only with the talented Ss.	4	3	4	12	7
8	We enjoy the lecture of those teachers more who are physically smart, attractive and well dressed.	4	10	13	2	1
9	Sitting close to the teacher in the front row helps Ss in understanding the lecture more.	8	10	6	3	3
10	Teacher's movement in the classroom keeps Ss active.	10	9	7	1	3

As it is described in the chart, 23 % of respondents strongly agree with that teachers who smile teach more effectively than those who are always serious. And 18 % of them just agree, but only 5 % of them think that sometimes it can be effective and sometimes not. It is proven in the observations that while teacher has a good mood and shows positive expressions during the class, students feel much more confident and motivated. And it helps them to learn and understand better. But some teachers prefer to be serious and strict during the lesson. They think that if they keep a smile on their face, students may not respect them and don't consider teacher's words seriously. That's why they always try to look serious in order to hold a good lesson.

According to the second question 53 % of respondents strongly agree that it's easy for them to speak in front of those teachers who usually encourage students by nodding their heads. Because while teacher nods, students feel that their answers are correct and try to continue speaking without a fear. According to the interview that is taken from students it finds its proof. Many students said that they like when their teacher nods and confirms while they are speaking and it helps them feel much more self- confident. Whatever, 30 % of students agree with this statement and only 16 % of them neither agree nor disagree.

The third question was about do the students feel nervous and embarrassed when the teacher indicates a particular student while asking the question. 14 respondents out of 30 strongly agree with this statement, 26 % of the students agree, 13 % of them neither agree nor disagree, three respondents disagreed and a small amount of them strongly disagreed. During the observation I also noticed that students don't like to be humiliated among the class by the teacher. They are afraid of speaking because students know that if they say anything wrong the teacher and other students will look at them and they feel uncomfortable. But for some of the students it is not uncomfortable to be pointed out or indicated by the teacher while answering to the questions. They speak freely and teacher's negative body language doesn't impact on them negatively.

13 respondents out of 30 strongly agree with that it is hard to speak for them in front of those teachers who stare at them coldly. 26 % of them agree, 20 % neither agree nor disagree, and only small amount of them strongly disagree with this statement. On this study I clarified that students lose their words and can't speak freely when teacher is looking at them coldly. While observing classes I found that students mostly try to avoid

eye contact with the teacher when he or she stares coldly. Because teacher's negative body language discourages students and students lose their attention.

Eye contact is the main interaction between teacher and student. During the lesson not only the teachers with all students but also students with the teacher must keep an eye contact. And the fifth statement is about eye contact, in short, some students avoid eye contacts when they don't know the answer of the question asked. 46 % of respondents agree with this, 9 respondents strongly agree, but 10 % of them strongly disagree and only a small proportion of them neither agree nor disagree and disagree with this statement. It indicates that most students don't want to keep eye contact when they don't know the answer for the question. In the observations also it is proven that a large amount of students try to avoid eye contact and look down. If they keep eye contact, the teacher easily will read from their eyes that they don't know the answer. But there some students who don't like to keep eye contact whether they know or don't know the answer. Mostly they prefer to be silent and their silence speaks about their intelligence.

The next statement is also about eye contact in the classroom. The majority of those surveyed strongly agree with that they pay more attention when the teacher makes eye contact with them in class. 20 % of those questioned just agree, 26 % neither agree nor disagree, but 10 % is strongly disagree and only a small number of respondents disagree with this. It illustrates that students like when teacher keeps eye contact with them and they feel confident and it helps them to learn better. During the observations I noticed that many teachers try to involve students by keeping an eye contact. And the students who were engaged in were very active during the lessons. But sometimes keeping eye contact showed negative effect on students because some students prefer not to keep eye contact.

As the continuation of the statement eye contact, the following one is about teachers' eye contact in the classroom. Four respondents think that teachers make eye contacts only with talented students and they are strongly agreed with this. But 40 % of the respondents don't think so and they disagree with this statement while only a small proportion of them just agree, 13 % neither agree nor disagree and significant number of them is strongly disagree with this. It is shown that during the lessons teachers mostly make eye contact with the all students and they don't divide them into talented and not talented students. It means that all the students are equal for them. But according to the results of the observation a small amount of teachers are used to look at their favorite talented students during the lesson and teachers mostly make contact and worked with them. And this communication offended some students very much.

The next statement was about adornment (clothes, hair style, and jewelry) in the classroom. 43 % of respondents neither agree nor disagree with that they enjoy the classes of those teachers more who are physically smart, attractive and well-dressed. But 13 % of them strongly agree, 33 % just agree and only small proportions of them disagree and strongly disagree with this statement. It indicates that a large amount of students don't pay attention to the teacher's appearance and it does not influence on learning procedure. While investigating lessons I noticed that teacher's adornment plays influential role on lesson. Because teacher's clothes speak about his/her character. If they are dressed seriously, students' attitude towards the teacher and lesson will be serious.

During the lessons in some cases students don't like to sit close to the teacher and they try to sit further. Here can be two reasons for this. Firstly, students don't like the subject itself or are not ready for the lesson. Second reason is some students prefer sitting in the last desks because they understand better if they are further from the teacher. And one more thing must be mentioned that sometimes it depends on teacher's ability to engage students. And the next statement of the questionnaire concerns these items. 10 students agree with that they understand better if they sit close to the teacher in front rows. 26 % of them strongly agree with this, while 20 % neither agree nor disagree and only 10 % of the

respondents disagree and strongly disagree with this statement. It implies that a significant number of the students prefer sitting close to the teacher because it helps them get concentrated on the lesson and learn better. But for some students it's not necessary for them to sit closer in order to understand better.

The last statement is about influence of the teacher's movement in the class. A significant number of respondents strongly agree with that teacher's movement in the classroom keeps them active while 10 % of them strongly disagree. 30 % of the students agree but 23 % neither agree nor disagrees and a small number of them disagree with this statement. It shows that a large amount of students prefer when teacher walks around the classroom and controls them. Because by the help of this teacher can take students attention and students also listen to the teacher attentively. While observing classes I find that many teachers try to keep a distance with students. Mostly during the activities teachers walk around the class and by this way try to involve all the students. Otherwise, students may get bored and lose their attention.

To sum up, according to the observation of classes it is confirmed that nonverbal communication has a beneficial impact on learning process and a large amount of students understand teacher's body language better than words. It is also should be mentioned that nonverbal communication encourages them more than verbal communication.

Data collected from teachers and its results

In order to have reliable results teachers were also involved in the research and they were the main respondents of the questionnaire. The results of the classroom observations were used to design teacher's questionnaire as well. The questionnaire consists of 10 close ended and 2 open ended questions and 30 teachers of foreign languages were engaged. One more thing should be mentioned that the questionnaire is anonymous in order to gain reliable results. A sample of the questionnaire is given below:

Body Language in the classroom

A self-evaluation guide to help teachers understand and become more aware of their own body language

Please Note: This self-evaluation is a general comparison scale.

Directions: Please, answer each question about yourself honestly. Some questions and/or answers might seem repetitive, but it is important that you answer all questions for an accurate analysis (table 4).

Table 4: Teacher questionnaire

No	Questions	A	B	C	D
1	How do you use body language when you teach?	I use whatever body language comes naturally to me.	I try to use body language to increase what I want to say.	I always use body language to help my students understand what I am saying.	I sometimes use body language when I teach.
2	How is body language linked to communication?	I feel body language is the main component of communication.	I do not feel body language has any link to communication.	I feel body language is important to recognize, but not the top component in the communication process.	I feel body language is highly important, but I also believe some other components take priority at times.
3	How conscious are you of your body language when working with children?	I am always aware of my body language. I am able to adjust my body language to match what I want to portray to my students.	I am aware of my body language about 75% of the time.	I am aware of my body language about 50% of the time when I teach.	I am just not that aware of my body language. I am more focused on my words and the lesson I am teaching.
4	Do you think you can become more aware of your own body	I am very aware of my own body language.	I can always improve on my awareness in regards to my body language.	I do not believe I can become aware of something that comes naturally to me.	I think I could become more aware of my body language outside of situations

	language?				
5	How important is it to you to recognize your own body language to express more positive/negative emotions?	I believe it is very important for me to recognize my own body language when I teach in order to express what I want to say.	I believe it is not too important for me to recognize my own body language.	I believe it is important for me to recognize my own body language	I believe it is critical for me to recognize my own body language
6	What behavior(s) matches your teaching style the best?	I primarily focus on the words I use and my tone of voice when I teach.	I primarily focus on the tone of voice I use as well as my body language when I teach.	I primarily focus on the words I use and my body language when I teach.	I primarily focus on the words I use when I teach.
7	If you were to get frustrated during a lesson, what would you do?	I skip that section of the lesson or skip that lesson altogether so I do not reflect any negativity toward the students.	I make sure to keep my words positive and straight forward. I might have negative body language	I put my frustration aside and continue with the lesson – possibly making it a little easier to understand, realizing the lesson material may be too complicated for the students.	I continue with the lesson, but I am not happy about it. I try to stay calm, but there might be some times when it is hard for me to watch what I do with my body language.
8	How often do you match your body language to the words you use?	My body language comes naturally to me. I cannot change what comes naturally to me.	I always emphasize what I say with what I perceive to be equal body language.	I know I do some body actions when I talk, but I am not sure exactly how I match that body language to my words.	Most of the time, I am aware of my body language and try to match my actions with my words.
9	Do you believe body language could help/harm any given situation?	Yes. Positive body language and negative body language could have an effect.	Maybe. It depends on the situation and the student.	All of the time. Students are great readers of body language and will pick up on that behavior more than anything.	No. Body language has a minimal effect in any given situation
10	How is your body language linked to your students' achievement and motivation?	I believe my students' motivation comes from my enthusiasm about the topic, but I believe their achievement and success comes from factors I cannot control.	I believe my students feel more open to me when I keep positive body language, making my students more motivated in my classroom.	I believe my students' achievement and motivation is not linked to my body language; rather, their achievement is linked to their IQ and ability	I believe that my body language has an extreme effect on how motivated and successful my students are in my classroom.

Unlike common everyday communication, classroom communication is between an individual, a teacher, on one hand, and a group, the students, on the other hand. Of course there is a-one-to-one communication as well, especially when the teacher addresses individuals; but the most used type of communication is the first one. This is due to the fact that the teacher is supposed to teach a group of students; and also because it is the way students learn. Another characteristic of classroom communication is that it is highly organized in order to achieve objectives set in advance. Moreover, the objective of an EFL classroom interaction is learning a foreign language of which students have little or no command yet.

Questionnaire which is taken from the EFL teachers revealed that 40 % of the respondents said that they use whatever body language comes naturally to them when they teach while they were asked how they use body language in the classroom. It illustrates that

a significant number of the teachers are unconscious of their body language and they can't avoid negative body language while teaching. But while observing classes I noticed that many teachers try to control their body language mostly gestures. 30 % of them try to use body language in order to emphasize what they want to say and most of the times they are successful. It indicates that some teachers are aware of their body language and they use it to clarify and emphasize what they want to say and always it has essential effect. 9 teachers out of 30 consider that their students understand their body language better than words. That's why they always try to use body language due to increase comprehension of the learners. It shows that a large amount of the respondents always try to use body language in order to communicate with their students. Moreover, students also prefer learning through the nonverbal communication rather than verbal. Observations also reveal that most of the times students understand better when their teacher explains new items with the help of gestures along with words. The figure 1 shows the results of the first question:

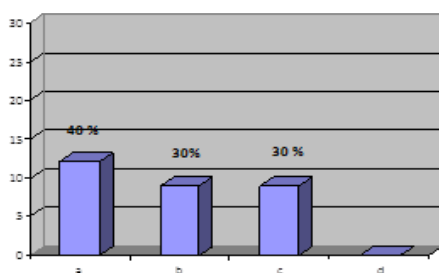


Fig. 1. The results of the first question

The second question of the questionnaire is about how body language is linked to communication. 36 percent of the respondents think that body language is important to recognize but it is not top component in the communication process. But at the same time the same numbers of the teachers consider that body language is highly important in communication process, but they think that some the other components take priority at times. 6 respondents out of 30 consider body language as the main component of the communication while a small number of the teachers don't think that body language has any link to the communication. It indicates that a large number of the teachers use body language as the main means of communication but, only some of them think that other components can also be essential for communication. Classroom observations also indicate that many teachers try to use different types of communication in order to teach effectively. In the figure 2 the results of the second question are given:

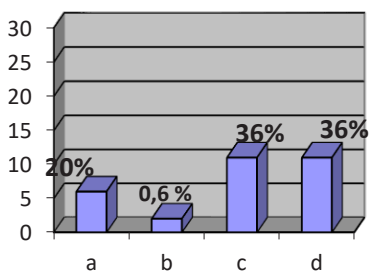


Fig. 2. The results of the second question

Most of the times many teachers use body language unconsciously, they are not aware of their body language at all. And at the next question teachers were asked about how they are conscious of their body language while working with children. A significant number of

the respondents are aware of their 50 % of body language. But they prefer to concentrate more on words rather than body language. And 36 % of the teachers are aware of their 75% body language but sometimes they lose concentration and become unaware of body language. 5 teachers out of 30 think that they are always aware of their body language and they can adjust it to match what they want to portray to students. But classroom observations indicate that teachers can't be aware of their body language totally. Because some types of the gestures and facial expressions are habitual and it is complicated to control them at the same time. The figure 3 illustrates the results of the third question:

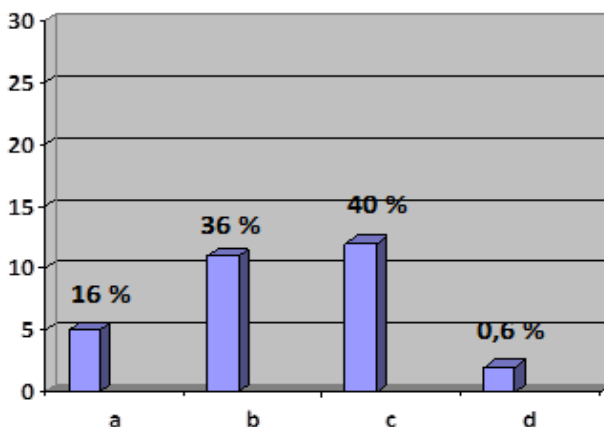


Fig. 3. The results of the third question:

When teachers were asked if they can be aware of their body language, a large amount of the teachers think that they always can improve awareness of their body language and they would like somebody to control and tell them about their actions or body language in different situations. 33 % can't be aware of their body language which comes naturally to them. They think that if they try to increase awareness of body language it makes actions unnatural and impact on communication process is negative. That's why they try not to control it. Only a small proportion of the respondents think that they can be more aware of their body language outside of situations and they always can control their body language because of extra practices on it. It indicates that a large amount of teachers try to be more aware of their body language. But when I talked to them about their body language that they had used in the classroom, it was clarified that they don't know about body language, mostly facial expressions and gestures. It shows that some body language comes naturally or habitually, that's why they can't be aware. The result of the questionnaire is given below (fig.4):

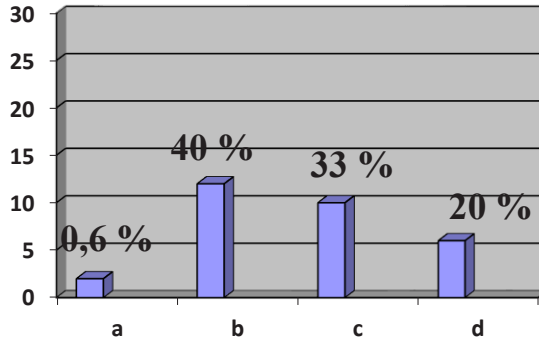


Fig. 4. The result of the questionnaire

Teachers are instructors of the classroom (fig.5). If they have a good mood, students also will have. If they don't have a good mood, students will not have either. Because teachers' negative and positive body language and words impact on students during the lesson. In the next question teachers were asked how important for them to recognize their body language to express more positive/negative emotions. A large amount of respondents believe that it is very important to recognize their body language while expressing what they want to say. 33 % of them also think that it is important for them to recognize their body language while expressing what they want to say. But only small proportion of them thinks that it is not too important for them to recognize their body language while expressing what they want to say. It illustrates that a significant number of the teacher always try to recognize their body language in order to express more negative and positive emotions in the classroom. Also while observing classes I noticed that many teachers try to control and recognize their body language. But only some of them forget to control it, and sometimes it influence negatively on students.

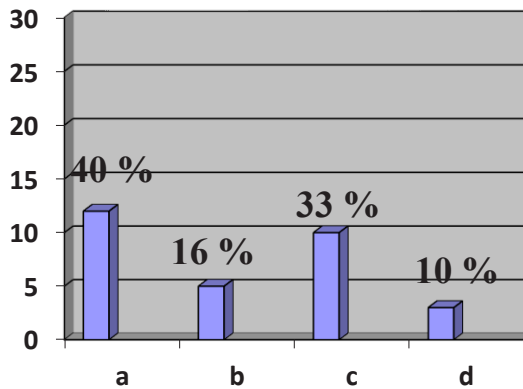


Fig. 5. Teachers are instructors of the classroom

The next question is about teachers' behavior that matches their teaching style the best. Thirty percentages of the respondents primarily focus on the words and tone of voice while teaching. The same percentage mostly focuses on the tone of the voice as well as their body language. 20 % of the questioned teachers at the same time concentrate both on the words they use and body language while teaching. And six respondents out of thirty mostly focus

on words that they use. It shows that while teaching a significant number of the teachers focus more on their tone of voice and at the same time both words and body language. Classroom observations also reveal that most of the teachers try to concentrate on their voice and words as well. And most of the times they try to change their tone of voice in order to get students attention. Below the results of the next question is given (fig.6):

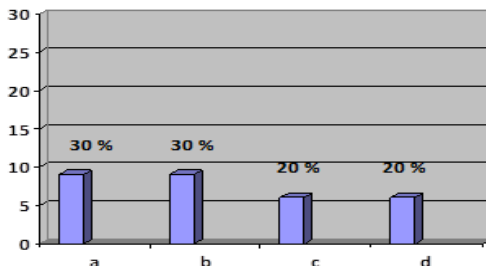


Fig. 6. The results of the next question

In the seventh question teachers are asked what they would do if they get frustrated during the lesson. Thirty six percent of the respondents keep their words positive and straight forward. But sometimes they may have negative body language, such as crossing arms and pointing fingers at students and they think that it does not effect on them negatively and students try to work harder to understand better the material. Seven respondents put the frustration aside and continue with a lesson but this time they try to make it a little easier to comprehend. Because sometimes it is difficult for students to understand new materials from the first time. Twenty three percent of the teachers after getting frustrated try to stay calm and keep the lesson but sometimes it is complicated for them to control their body language and can use negative body language. Only a small proportion of the respondents skip the section of the lesson in order not to reflect negatively towards the students. But they try to come back to that lesson. It indicates that most of the teachers try to continue with the lesson not paying attention to the frustration and stay calm, but most of the times they are unable to control their body language (pointing at students, rising tone of the voice, rolling the eyes). While observing the classes I found that most school teachers can't control themselves after getting frustrated and most of the times they use negative body language such as crossing arms and rising tone of the voice. But teacher's negative attitude towards the students influenced on them negatively and they could not understand new material because of the depression. In the next diagram the results of the next question is described (fig.7):

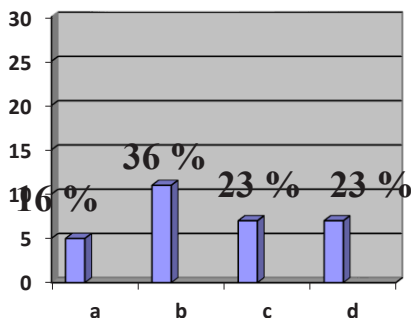


Fig. 7. The results of the next question

The eighth question was about how often teachers match their body language to the words they use in the classroom. Forty percent of those questioned think that body language is a natural event and it is not possible to control it. That's why their body language doesn't match to their words. But thirty percent of them always try to match their words along with their body language. And sometimes they try to exaggerate body language in order to help students to understand what they want to portray. Only a small number of the respondents most of the time are aware of their body language and try to match actions with words. But sometimes they lose concentration on their body language and can't match their words with body language. The answers illustrate that it is not always possible to regulate spontaneous flow of the body language. Because in some cases teachers try to focus more on their words or other things and at that time they lose control on their body language. The results of the observations show that in most of the times teachers are unable to match their words with their body language. Most of the school and college teachers even don't try to control their body language and it matches rarely with words. Below the results of the eighth question are given (fig.8):

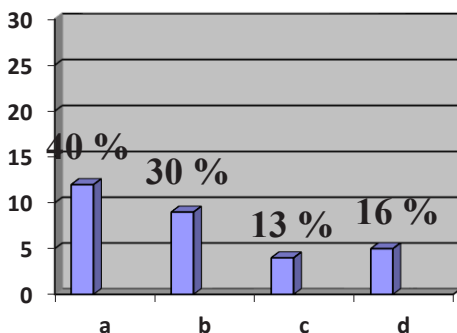


Fig. 8. The results of the eighth question

Body language can't be always beneficial and important for the teaching process and it may have some drawbacks as well. Some negative body language may harm students negatively and can arise some misunderstandings. That's why in the next question teachers are asked if the body language can help or harm any given situation. Thirty percent of the teachers think that positive and negative body language can have an effect on teaching process while the same percentage of them consider that all the time it can influence because students are great readers of the body language and they understand everything that is said nonverbally by a teacher. But 33 % of those questioned think that sometimes it may have an effect and it depends on the situation and time. And only a small percentage of them think that body language has a minimal effect in given situation. The results of the observation indicate that when students do not understand the given task or new materials teachers use body language effectively in order to make it much easier to understand. In this case body language can help to retrieve given situation. But when teachers are frustrated they use negative body language and it can harm the given situation. Because students are also frustrated and hurt by that and they are unable to comprehend new items. The diagram below shows the results of the next question (fig.9):

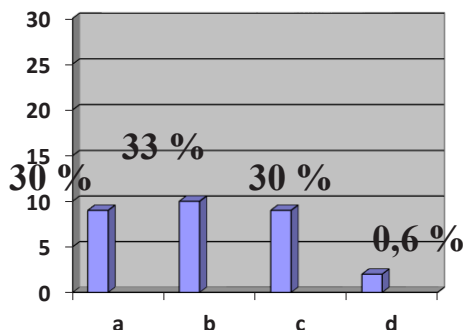


Fig. 9. The results of the next question

In the last question teachers were asked about how their body language is linked to students' achievement and motivation. Forty percent of those questioned think that effectively used positive body language motivates students and they feel more open to the teacher in the classroom. And most students' achievement and success come from their ability to take risks in class. Seven out of thirty consider that students' motivation comes from teachers' enthusiasm about the topic and learners achievement and success depends on how well they can comprehend. 23 % of them think that students' achievement and motivation is not linked to their body language rather, their achievement is linked to their IQ and ability to learn and comprehend. Only a small proportion of the respondents believe that their body language has an extreme effect on how students are motivated and successful in the classroom. The more the body language they use, the higher their students achieve success. The answers show that many teachers try to use body language in order to motivate and engage students during the lesson and they believe that it helps students to achieve success in the class. The results of the classroom observation reveal that students' achievement in the class depends on both teacher's and student's motivation. Because if teacher is a good motivator but student has lower IQ, students can't obtain higher levels. However, if the student is a good learner, but teacher is not a good motivator, again students can't achieve success. That's why both student's and teacher's contribution should be equal in the classroom. The last diagram (fig.10) below shows the results of the tenth question:

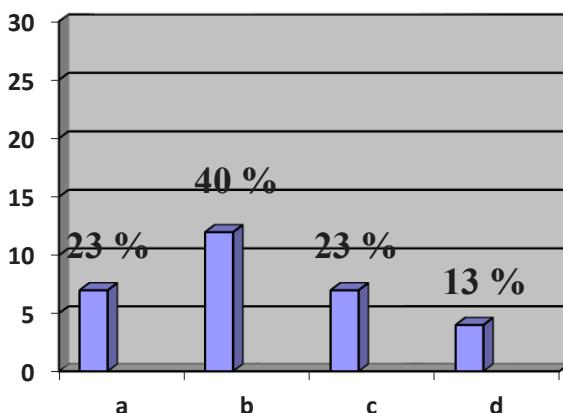


Fig. 10. The results of the tenth question

Only the last two questions of the questionnaire are open ended questions. In the eleventh question teachers are asked about what kind of non-verbal communication they use. And a large amount of teachers use from gestures, mostly hand actions, facial expressions and vocal cues effectively. According to the results of the classroom observations, mostly teachers use gestures, body posture and eye contact but most of the times teachers are unconscious of their body language. In the last question teachers are asked to write the most frequent nonverbal communication. A significant number of them frequently use from gestures, especially, hand and head actions. If I rate body language according to its frequency, a gesture takes the first place and in the second place is eye contact and vocal cues are at the third place. Below the results of the last question are given (fig.11):

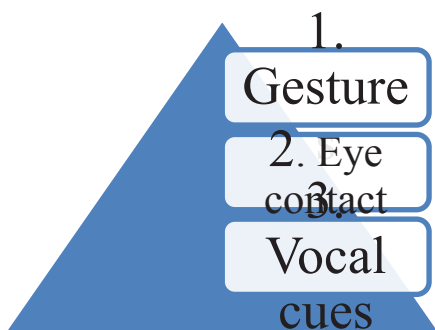


Fig. 11. The results of the last question

To sum up, nonverbal communication plays the main role in teaching process and many of teachers try to use them effectively in their classes in order to achieve success. And teacher's body language serves to encourage and motivate students to learn and perform better.

3 Conclusion

Non-verbal communication is not only crucial in a daily communication, but also it is equally important for classroom situations as well. NVC, which takes various forms, illustrates or replaces certain aspects of hearers' brain that deals with the emotional part of the message. Various nonverbal behaviors of language teachers' in the classroom discussed so far had both the positive and negative impact on their learners' motivation. Normally, teachers constantly clarify, explain or discuss ideas, concepts and so on or simply define new terms to their students or interact with them verbally. Along with verbal behavior if teachers become aware of their body language, it certainly helps them to become more proficient at receiving students' messages as well as more proficient at sending accurate messages. But, if teachers can't be aware of their body language or can't control their bodily behavior, learners can be discouraged or feel unconfident during the class.

In order to take further information data collection was conducted and held in various educational establishments. According to the questionnaire which is taken from 30 students of the lyceum the following findings were found: first of all, it is important to mention that a great deal of those questioned understand their teachers' body language, though not always. A large amount of the students stated that they comprehend better new materials when their teacher use utilizes positive body language (smiling, nodding head, and tapping shoulder) during the class. But teachers' negative body language (indicating with finger, staring coldly, and looking seriously) reduces students' interest and enthusiasm to the lesson. An essential number of the students agree with that teacher's eye contact motivates

them very effectively. Moreover, learners feel free and self-assured while speaking, when their teachers encourage them by nodding their heads. Overall results of the questionnaire and classroom observations reveal that NVC effectively helps to students to comprehend better and concentrate on the lesson better and plays a crucial role in the classroom.

In order to analyze how NVC impacts on teaching process questionnaire was taken from 30 teachers of schools, lyceums and colleges. According to the results of the questionnaire it is concluded that a significant number of the teachers use body language in order to emphasize what they want to say, because they think that body language is very important in the communication process. Many of them always try to be much more aware of their body language, but during the lesson they focus on words rather than actions. And sometimes they lose awareness, because most of the times body language comes naturally to them. A large amount of those questioned stated that positive body language is linked to the students' achievements and motivation. Because it makes learners feel more open towards the teacher who motivates his/her students in the classroom. Teachers mostly utilize gestures, eye contact, posture, facial expressions, intonation in their classes and the most frequent one is gestures. Final results of the data collection reveal that NVC is very significant and crucial in both teaching and learning process.

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