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THE IMPACT OF NON-VERBAL COMMUNICATION ON THE LANGUAGE LEARNING PROCESS

Abstract

Today, the process of globalization is increasing in the world through developing technologies in various fields. The increase in social, cultural and commercial relations between countries has made it necessary to know one or more foreign languages. As a result of this development, those working in the field of foreign language education changed their research direction and began to examine it from different aspects. Learning a foreign language has two main goals: communicating with people from other cultures and getting to know the cultures of other peoples. Communication between people occurs in two ways. One of them is non-verbal communication through body language. The purpose of the research in this article is the application of body language to the foreign language learning process and its consequences.

Keywords: *foreign language, body language, non-verbal communication, verbal communication*

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Qeyri-verbal ünsiyyətin dil öyrənilməsi prosesinə təsiri

Xülasə

Bu gün müxtəlif sahələrdə inkişaf edən texnologiyalar vasitəsilə dünyada qloballaşma prosesi artmaqdadır. Ölkələr arasında sosial, kultural və kommertiya əlaqələrinin artması bir və ya bir neçə xarici dil bilməyi zəruri hala çevirib. Bu inkişafın nəticəsində xarici dil təhsili sahəsində çalışanlar tədqiqat istiqamətlərini dəyişərək onu müxtəlif aspektlərdən araşdırmağa başlamışlar. Xarici dil öyrənməyin əsasən iki məqsədi vardır. Başqa mədəniyyətlərdən olan insanlarla ünsiyyət qurmaq və başqa xalqların mədəniyyətləri ilə tanış olmaq. İnsanlar arasında ünsiyyət iki şəkildə baş verir. Bunlardan biri də bədən dili vasitəsilə olan sözsüz ünsiyyətdir. Bu məqalədəki araşdırmanın məqsədi bədən dilinin xarici dil öyrənmə prosesinə təbii edilməsi və bunun nəticələridir.

Açar sözlər: *xarici dil, bədən dili, sözsüz ünsiyyət, sözlü ünsiyyət*

Giriş

Introduction Communication is both an individual and a social-cultural phenomenon and therefore meets both individual and social needs. The main purpose of living in a modern world, establishing relationships with other people. Communication occurs in two ways in daily life. One of these is verbal communication, which allows us to express ourselves to the other person by using our thoughts, intentions and actions into words. The other aspect of communication is nonverbal communication, which occurs without the use of linguistic expressions. They are translingual messages that are perceived and interpreted in the process of non-verbal communication and are of great importance in the interpretation of verbal expressions. These are reflected through tools such as gestures, facial expressions, clothing and use of space (2). And again, in communication in daily life, body language is an important and effective form of expression that we use when expressing ourselves and supporting verbal expression. The teacher “draws” pictures in the air with his hands

while explaining the lesson, and letters in the air while teaching reading and writing, places some objects imaginary, points with his hand and arm in the meaning of "come all together", raises the finger or hand of the students to get up to the lesson, and the teacher raises his hand or nodding can be classified as a gesture. For example, in a geography lesson, the teacher uses his hands to indicate that the world is spinning or moving, raise his hands and arms up and down to show the mountains on the earth, supporting the verbal explanation in order to support what the geography teacher is explaining in this example is to use gestures. The purpose here is simply to be able to focus the learner's attention on the lesson, to increase the motivation and speed up the learning time.

According to Meyer body language has three functions (4). 1. It gives information about the content. 2. It shows relationships. 3. Guides the learning and teaching process. Content, relationship and process can be expressed verbally, as well as through body language, that is, non-verbally. A successful lesson is achieved by using both verbal and non-verbal expressions equally for all three situations. Learning can occur more effectively and permanently when a topic or a theme is explained with the support of body language and paralinguistic elements, and when students are involved in the process by using their own physical expressions (1). Body language and paralinguistic elements convey our senses along with intellectual intelligence. The more data and information expresses our senses, the more versatile and permanent learning can occur.

Main body. Foreign language teaching and education process aimed at communication in another language, body language and extra-linguistic expressions, which we constantly use when expressing ourselves in daily life, seem to be inadequately included in classroom environments for various reasons. Although textbooks include exercises that reinforce and explain the topics covered in the target language in various ways, exercises using body language and paralinguistic elements are not seen very often. The exercises and writing exercises in the textbooks do not contribute greatly to learning and reinforcing the spelling and grammar rules of the target language in foreign language education, providing expression by writing, and using that language in a practical sense. For this reason, it is frequently encountered that the success shown in written exams cannot be demonstrated in a speaking situation containing the same information.

The most effective communication occurs when verbal and non-verbal messages are synchronized, creating communication synergy. According to Pease (2003), actions are in the form of sentences and give clues about the person's emotions and behaviors (5).

Non-verbal communication not only conveys messages that are different from verbal communication, but also can add depth, meaning and persuasive power to verbal communication. Nonverbal messages are more likely to be realistic. Because nonverbal behaviors cannot be controlled as easily as spoken words. Additionally, nonverbal communication is considered very reliable and effective compared to verbal communication as it provides additional support to verbal communication.

Nonverbal communication is important in the classroom because teachers and students generally rely on nonverbal messages more than verbal messages. A teacher's effective use of body language provides convenience for both himself and his students. The expression a student sees and perceives when he looks at his teacher's face also gives important clues about how the student should behave. The teacher, who communicates face to face with his student, can easily read his student's facial expressions and gestures. From the positive or negative expression on the student's face, he can understand whether the subject is understood or not, and can start the learning process again or end it by using reinforcers.

The gestures and facial expressions that teachers use during the communication process can sometimes be decisive, sometimes obstructive, and sometimes guiding for students (Çalışkan, 2010; Ergin, 2010) (7).

It is emphasized that the teacher's non-verbal messages in the classroom have a significant impact on students' cognitive and affective learning outcomes (White & Gardner, 2017). When the teacher uses body language appropriately in the classroom, he can create an active and attractive learning environment by increasing students' retention, motivation and learning levels, ensuring students' participation in the learning process and making it attractive.

The Human Body as a Resource for Foreign Language Learning

Integration of the body as a language learning tool has been attempted in the context of learning foreign languages. Asher did the first one in the late 1960s. His approach, known as Total Physical Response (TPR), required students to react to teacher-given orders as imperative sentences by acting out the words. The purpose of TPR was to assist with both the comprehension and memorization of vocabulary words that might be acquired through imperatives.

Furthermore, Asher noted that the natural order of acquiring a native language is to concentrate on hearing and action performance rather than language production. Because TPR can involve learners in realistic language activities, Krashen & Terrell, well-known among language teachers for their influential Natural Approach promoted TPR as a learning strategy for beginners (8).

Gestures Enhance Foreign Language Learning

Utilizing drama exercises to train nonverbal communication in the context of foreign language instruction, a range of techniques can be employed to practice various nonverbal communication forms and functions. These include action-oriented techniques like role-plays, video conferences with speakers of the target language, or in-person interactions during school exchanges, in addition to the use of visuals (e.g., commercial posters) and audiovisual materials (5). Considering that drama activities require the production of language interactions in a holistic manner and entail movement, it is not surprising that they may present unique chances to promote nonverbal communication skills.

It is crucial for language learners to be aware of various body expressions in order to support nonverbal communicative skills, for example, both when creating and comprehending the target language. When they are speaking in the foreign language, they ought to be able to see and hear native speakers.

Because of this, using drama activities should be supplemented with other resources (like pictures, videos, or audio texts) and with various methodological techniques (such having a class discussion to consider the non-verbal modes of communication that are employed or seen in a drama activity). The education of non-verbal communication should, first and foremost, provide students with the chance to cultivate an awareness of their own body and its many forms of expression, as studying foreign languages is all too frequently addressed in a purely cognitive manner without any physical motions (2). They should also receive assistance in overcoming any reluctance to express themselves through body language. These objectives are crucial for every facet of learning a foreign language and every aspect of nonverbal communication.

Teachers use body language in their classrooms to attract attention, to reject, to approve/accept, to express anger, to attract attention, and to establish authority. In order to attract attention, teachers use body languages such as sitting at the table or desk in their classrooms, touching, walking between desks, eye contact, frowning, clapping hands, hitting the table/desk/board, going to the student and playing with the tone of voice. Teachers use body language in their classrooms to at least speak loudly and to express fatigue. Non-verbal communication practices can create positive/negative emotions between students and teachers.

Language teachers use body movements, facial expressions, contact, hand and arm expressions and tone of voice expressions extensively in their classrooms. Teachers often use non-verbal communication techniques to convey the messages they want to convey when communicating with their students in their classrooms. In the classroom environment, the body languages most commonly used by teachers are eye contact, smiling, pursing their lips, putting their index finger to their lips, tapping on the table or desk, touching (contact), walking between desks, clapping their hands, and playing with the tone of voice. Teachers use the same body language for more than one purpose in their classrooms. In their classrooms, teachers use the concepts of approval, waiting for the behavior to occur, admiration, resting/focusing, ensuring silence in the classroom, appreciating the student, drawing attention to the lesson, expressing anger, showing love, preventing the behavior, warning, establishing authority, domination, appreciating, telling. They use body language for approval purposes (1). However, gestures can do even more: If they are performed during learning of words and phrases, they enhance memory compared to pure verbal encoding.

Also, gestures accompanying foreign language items enhance their memorability and delay their forgetting. Over the past three decades, laboratory research has shown that action words or phrases such as cutting the bread are memorized better if learners perform or pantomime the action during learning than if they only hear and/or read the words.

Conclusion

Finally, the combination of verbal and non-verbal communication in the foreign language classroom can make it easier for learners to remember new words or grammatical structures. Body movements, including gestures and facial expressions, play an important role in language learning. The main purpose of using gestures in the learning process is to focus the learner's attention on the lesson. When used correctly in the learning process, it strengthens memory. Also in order to attract attention, teachers use body languages such as sitting at the table or desk in their classrooms, touching, walking between desks, eye contact, frowning, clapping hands, hitting the table/desk/board, going to the student and playing with the tone of voice. It is worth to say that students' cognitive and affective learning outcomes are greatly impacted by the teacher's nonverbal actions in the classroom. Cultural differences also affect the learning process in foreign language classrooms.

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