

## **Study of the Effectiveness of Nonverbal Communications for EFL Students in Iraq**

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### **Abstract**

*When one does not use words to express themselves, this is known as nonverbal communication. Teachers take nonverbal communication for granted in the English classroom and ignore it almost always. The researcher adopts Multiple Intelligences Theory that found by Howard Gardner (1983) and using a program based on the theory to develop the communications skills of teachers and students. Improving the method of teaching is a vital element in achieving the goal of teaching and in helping the classroom become more efficient and effective. In this paper, we examine how nonverbal communication functions and how it can be incorporated to improve foreign language teaching. Thus, both teachers and students should understand its significance. The current study's purpose was to evaluate how oral expression sessions at the Department of English, College of Education for Women, University of Baghdad, including Iraq's first-year students were affected by teachers' nonverbal communication. To get the required information, the researcher employed a variety of instruments. These instruments, which included questionnaires for students. The data from the questionnaire were fed into the computer and then analyzed using SPSS. A quantitative analysis of these questionnaires was conducted. In addition, the findings revealed that smiling at students, nodding with the head after the students have spoken, and making eye contact with them are all effective ways to overcome students' difficulties in oral participation. The results revealed that both teachers' conscious and subconscious behaviors affect students' oral participation, their attitudes, and non-verbal behaviors.*

**Keywords:** *nonverbal communication, first-year students, teacher, behavior.*

### **INTRODUCTION**

Many people have good eyesight but can't see what body language can reveal of emotions and thoughts (Pease & Pease, 2008). It is very important to be a good listener and read the meanings of the written words, but it is also important to be aware of the nonverbal messages being delivered to you. The importance of this study is to show characteristics of good teachers in the field of teaching and their communication skills in the classroom. By using non-verbal language, teachers can bring the students' attention to understand and motivate them, and even keep them entertained when they are bored. This research will show the great connection between verbal and nonverbal communications to build a successful relationship between teachers and EFLstudents in Iraq in oral expression sessions.

With the information on the mix of verbal and NVC in homeroom setting, involving non-verbal communication in education has not been dismissed by methodologists in that frame of mind for the best strategy for educating, for instance, Freeman (2000) in her

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book focuses on the utilization of NVC in The Quiet Manner technique for showing by the educator and makes sense of the cycles of the purpose of NVC and signals by an educator in this technique for training for setting up circumstances to "force mindfulness."

In a language classroom environment, teachers seem to need a good knowledge of NVC to create better transactions and interactions in the classroom environment. Darn (2008) believes that teachers should always remember that the meaning of gestures and other non-verbal cues should be conveyed in the same way as the meaning of the primary language of instruction.

This research study may be important in that it may raise awareness of teacher performance related to NVC use. In addition, we provide some recommendations for curriculum designers and teacher educators for the proper use of her\his NVC in the EFL classroom and to include appropriate tasks requiring non-verbal interaction in the EFL curriculum. In addition, this study will also help students. By observing how the teacher uses her\his NVC skills judiciously and appropriately, the student learns to understand these skills not only in classroom interactions but also in everyday encounters and learns how to use your skills effectively.

Aajami (2022) mentioned that, since Iraqi students are foreign learners of English, they also encounter the same problems in understanding the multiple meanings of words as other foreign learners of English.

The study delves into the connection between verbal and nonverbal communications through an inner view of things, it is possible to reveal sort of theories that help to clarify the meaning of the spoken language by creating an atmosphere of motivation for the students, as discussed in Aajami (2020), that inability of students to master English language and the lack of theories that can help them overcome the challenges is a big problem in classroom.

It seems to be true that students are encouraged to participate when teachers use positive body language and tone of voice to create a welcoming atmosphere for all students. Students in this classroom will be willing to take risks to increase their knowledge, motivation, and achievement. A possible outcome of this study is to provide insight into the effective use of her\his NVC by the teacher, which leads to increased student risk-taking in the classroom.

Finally, teachers can use different levels of NVC depending on the language ability of their students. In other words, when dealing with beginners, teachers may need to use more body cues than at higher levels. Thus, teachers may gain insight into how to behave with learners at different levels of language competency.

### 1.1 Related work

Nonverbal communication can expand on the value of symbols and signals that can convey a great many messages much more quickly than written or oral communication (Windscheid et al., 2016).

Nonverbal communication (NVC) is the transmission of messages or signals through a nonverbal framework such as body language, facial expressions, gestures, and postures (Sutiyatno, 2018). Charles Darwin first published his *The Expression of Emotions in Man and Animals* in 1872, which represents the beginning of the study of nonverbal communication. He started to concentrate on nonverbal interchanges and he saw the associations between creatures like lions, tigers, cats, dogs, etc. He realized that they communicated by gestures, postures, and expressions (Darwin, 1965).

The first thing that comes to mind when mentioning social communication between people is (language), but this communication is not complete without nonverbal communication, which is referred to as body language. It is human communication between people, which includes anything except spoken or written words and can be known as a way to exchange Messages in all ways except words (Schlögl & Jones, 2020).

Although the use of language is a great human advantage by which humans can be distinguished from other creatures, the use of nonverbal communication along with verbal communication will provide a better understanding by creating a state of harmony between behavior and speech among people (Poyatos, 1983).

A communication process is one in which information and understandings are transferred from one person to another (Wagner et al., 2011). Verbal messages are meaningless if there is no one to interpret them. Moreover, the verbal message is not enough to understand a certain thing and you, as the recipient of the message, need to fully understand the meaning through the non-verbal concept and this happens with signs and hints, for example: trying to understand the emotional state of your friend through focusing on his face, of course, depends on your skills in reading other people's situations (Knapp, Hall & Horgan, 2013). Your best chance of getting the truth is by using body language, you can communicate more effectively in all kinds of environments (Hartley & Karinch, 2007).

The researcher followed the experiment of Kuzniewski who argued that teachers should present materials in a way so that they include most or all of the intelligences (Kuzniewski et al. 1998), and that was obviously shown in his experiment.

### 1.2 Purpose of the Study

The development of using body language will increase the ability of students to read teachers' attitudes and thoughts through their behavior and a deep understanding of the curriculum. People used to communicate through this system before they began using spoken language.

Understanding the message is very necessary for the communication process. Dr. Albert Mehrabian mentioned in his communication study the three important factors in a face-to-face conversation, which are: spoken words, the tone of voice, and nonverbal behavior.

### 1.3 Limitation of the Study

The limitation comes from the restriction of using all features of body language which enables teachers to identify the true feelings of students and that will greatly improve students' behavior in the learning process. Participants in the study were selected at random from students enrolled in the Department of English at the College of Education for Women at the University of Baghdad/Iraq.

## **METHODS**

This section incorporates (1) the Design of the Study, (2) Population and Sample, (3) Data Collection, Instrumentation, and Analysis, (4) the Experimental Study, and (5) Procedure.

This study investigates how non-verbal correspondence can be utilized to work on the presentation of first-year understudies in the Department of English-College of Education for Women-University of Baghdad/Iraq by empowering and working with a non-verbal way of behaving among understudies and instructors to come by better outcomes in the classroom.

### 1. Design of the Study

This part covers the trial phase of the study, when the researcher plans to either confirm or deny the hypotheses in response to the examination questions. Using several realities to investigate the speculative claims. These facts are providing adequate answers to several of the researcher's questions. One of the most crucial steps in the process is choosing the research methodology. Additionally, this research was prepared using the quantitative technique by selecting variables and measurements that are relevant for the

investigation. In this study, questionnaires were also employed as a research technique to gather data from participants. While qualitative research is exploratory and inductive and uses story data to identify themes that could be utilized to construct a theory, quantitative research is explanatory and deductive and uses numerical data to evaluate a theory (Sim and Wright 2000).

Positive psychology, which holds that there is only one reality or truth, is where quantitative research first emerged (Sim and Wright 2000).

This study is a case study meant to show the complexity of a single individual, team, or entity. It provides an opportunity for the researcher to thoroughly assess the data in a specific context. With this approach, the researcher can observe an ongoing phenomena in the actual world to acquire data and test his or her hypothesis. The researcher can finally make inferences about how nonverbal communication affects students' outcomes after evaluating and interpreting data, and she can also offer remedies to lessen the issue. Additionally, there are other case study kinds, each of which varies from the others depending on the requirements and goals that the researcher intends to achieve with his research. The current study is an exploratory case study that offers a comprehensive overview of the subject matter. The researchers want to know what effect the teacher's nonverbal cues during oral expression sessions have on the students' academic performance.

## 2. Population and Sample

A sample population of 63 first-year EFL students was selected from the English Department/College of Education for Women-University of Baghdad/Iraq in order to investigate the same problem that has been previously discussed theoretically. The experiment took place during the academic year 2022–2023. Even if it isn't their first year interacting with the English language, there are several weaknesses in their ability to learn it since it is a foreign language in Iraq and that formal instruction only started in the fifth year of primary school.

The pilot study in question included 63 students. The findings of the SPSS statistical editor analysis of the pre- and post-test data demonstrate a development of more than (0.05). The survey results revealed a noticeably improved shift in the students' perceptions of MI theory. The results of this experiment, which utilized one of these intelligences, Bodily-Kinesthetic Intelligence, demonstrated the viability of the MI theory. Through the use of the most successful teaching techniques, it is efficient in gaining a precise comprehension of the English language (reading and listening) and improving teachers' behaviors with students.

### 2-1 Students' profile

An average age of 18 was used for the sample size of 63 first-year college students in the English department; the oldest was 26 years old and the youngest was 17 years old. They're all female students. The participants in this study were picked at random, and surveys were given to them to complete so that the researchers could collect data

### 2-2 Variable and Indicators

The research's sole independent variable was the effect of teachers' encouraging nonverbal cues on students' enthusiasm to learn English. The goal of this study was to determine the characteristics of students who are highly motivated to learn English and to determine how these students react to their teacher's encouraging nonverbal cues.

## 3. Data Collection, Instrumentation, and Analysis

### A. Data collection :

Is the process of gathering information and data from many sources to address the questions given by the researcher in a particular subject of interest. It provides a means for the researchers to evaluate the outcome and forecast potential future probabilities. In order to collect accurate data, there are many instruments of research that can be useful

such as the questionnaire, the interview, the survey observation, etc. This process consists of one type of data: quantitative data. Quantitative data includes all data that takes the form of a number, such as statistics and percentages. In this study, the questionnaire was a research tool utilized by the researchers to collect data from respondents. Questionnaires were developed and distributed to first-year English students with the intention of understanding their opinions and attitudes regarding the influence of the teacher's nonverbal behavior on students' speaking abilities. To answer queries related to a certain issue, researchers compile facts and data from many sources during information assortment. By analyzing their results, they can use this approach to generate predictions about what will occur in the future. The researcher collected data via questionnaires. This cycle contains one type of data: quantitative data, such as measurements and rates created and given to EFL students in order to get their opinions and viewpoints on the influence of the teacher's nonverbal behavior on students' speaking ability and its impact on enhancing relationships between them by enhancing how students perceive communications. This survey is used to gather data on how students talk and participate in English classrooms as a result of teachers' nonverbal communication (gestures, actions, and facial expressions).

#### B. Data analysis:

is the process of analyzing data that has been collected in order to discover significant information and draw conclusions. Quantitative information analysis is seen as being capable of extrapolating results from an example to the entire population through data measurement. By focusing on the teacher's condition in the classroom when giving the lecture, such as the teacher's way of dressing, the teacher's movement in the class, the positive and negative spirit, visual interaction, and the teacher's smile, the questions have been carefully chosen to study the state of the nonverbal relationship and its great impact on improving the level of the student at this critical age stage in particular.

Data analysis is quantitatively based

This pilot project involves sixty third-year undergraduate students. The findings of the SPSS statistical editor analysis of the pre- and post-test data demonstrate a development of more than (0.05). The survey findings revealed a noticeable improvement in the students' attitudes about the MI method and highlighted the main cause of difficulties related to confusion when using these NVC. The outcomes of this trial demonstrated the value of the MI strategy. It works well for getting a precise comprehension of the English language in terms of reading and listening.

#### 1. Experimental Study

The project intends to increase Iraqi students' knowledge of NVC and to improve their reading, listening, and interpretation skills in order to improve their comprehension of English.

In this experiment, a group of ten first-stage students (one from each division) were selected as the experimental group and were subjected to a series of questions. The participants in this study were chosen at random and asked to respond to a survey so that the analyst could compile data. Tests have been conducted on student knowledge, viewpoints, and attitudes. Through the use of test items with images and visuals, the researcher evaluated students' understanding of NVC while describing reading and listening abilities in the English language. Before beginning the experiment, the researcher also sent each subject a link to an online survey to fill out. This was done to verify that each participant was eligible to participate in the study and that they were both mentally and rationally prepared.

The students' questionnaire is made up of pre-written, English-language questions about the attitudes and feelings that students could expect to have about their lecturers' nonverbal cues during the oral production lecture. Participants in the later (part) are asked

to either agree or disagree with a series of scenarios that imitate nonverbal interactions in a classroom. The researcher started by defining the sample in terms of a theory that calls for using body control abilities in addition to dealing with and manipulating items in order to improve the reaction to physical stimuli. Students were given an explanation of the theory's processes through the use of many of the paragraphs' examples, which included the use of bodily gestures to represent the movements of letters, such as standing for vowels and sitting for consonants or using hands to count in fingers.

The experiment was designed in three steps to accomplish the purpose of this study:

- 1) Explaining the theory of bodily-kinesthetic intelligence, one of the eight categories of intelligences Gardner proposed, and its insights, including: the capacity for object control, handling and manipulation, the capacity for goal-related physical action, as well as the capacity for responding to physical stimuli via videos and PowerPoint slides.
- 2) putting theory into practice to recognize the unique connections and relationships that the NVC in the classroom creates. The participants gain from this by using their understanding of body language to enhance their language learning abilities.
- 3) In this study, observation was employed to track the nonverbal behavior of the instructors participating in the study as they delivered their classes. Participants comparing the differences and similarities of these NVC in various cases to gain a thorough knowledge and precise comprehension of their linguistic dimensions. At this point, the participant's grasp of special relations, directions, and special reading was evaluated by the researcher by having them read and analyze phrases. Using a quantitative methodology, the researcher gathered and examined data. The SPSS statistical editor; the pre- and post-test participant scores are analyzed using paired sample statistics.

#### Participants and Procedures

The participants were 63 first-year students, the majority of whom had intermediate English proficiency. Before now, neither students nor teachers have ever been assessed on their English proficiency following the development of a teacher's nonverbal behaviors. The steps have been followed exactly as stated below:

- 1) The first step: A basic explanation of MI theory, including its concept, guiding principles, and insights into the methodology used with students.
- 2) The second step: involves taking a preliminary test that consists of several distinct sets of questions, including those related to analyzing a group of images and paraphrasing a set of sentences. The purpose of this introductory exam is to gauge how well participants can read and listen to English. After learning more about MI theory, the participants can now perceive the difference between what they could perform before and after diving into MI theory.
- 3) In the third step, after the participants have conducted the experiment and delved into the core of the theory by analyzing and linking teacher's behaviors before and after using Non-verbal communication in the classroom, the researcher starts a workshop for the students dealing with reading and listening to the English language with using several tasks and functions such as:
  - A) Completion: is the state of having verbal and nonverbal communication that allows for good engagement when the spoken words are accompanied by the complementary gestures or signs. As an instance, when a teacher gives a narrative, it is easier to comprehend because of his body language and facial expressions.
  - B) Repetition: Repeating something verbally or nonverbally for emphasis, as when a teacher says, "No," and then affirms it by moving his head to the left and right.

C) Control: Through eye contact, facial expressions, and other non-verbal conduct, non-verbal communication helps control and governs student behavior inside a classroom lesson.

D) Substitution: Nonverbal cues can completely replace verbal cues, such as when a teacher uses signs or gestures to convey to a student whether he approves or disapproves of a certain activity.

E) To interpret: can employ gestures, signs, motions, drawings, and models. For clarification, approximation of meanings, and explanation of words; in doing so, they clarify what is verbal and support completion.

F) Affirmation: The use of non-verbal cues to support verbal communication, such as that he/ The teacher emphasizes certain phrases aloud to emphasize their significance, possibly with accompanying facial expressions that further support the point.

G) Organization: Nonverbal communication can structure and connect the flow of information, for example, by moving the head or gaze, changing position, or signaling to another student to finish the answer.

4) In the fourth and final step, using a three-question survey, participants evaluated how much the MI approach had altered their perspectives on how they understood the curriculum through the teachers' nonverbal cues and how they interacted with one another.

#### Procedure

The researcher began his work on the 26th of December and visited (College of Education for Women/ University of Baghdad) in Iraq to meet with English Department students for the first stage and prepared questions about the responses and perspectives understudies would have toward their instructors' nonverbal way of behaving during the oral creation address. (*See Appendix A & B for more detailed information about the type of questions in pre and post-tests*).

#### Pre-test

The researcher gathered 63 marks to conduct a preliminary assessment of the students' proficiency in reading and listening to the English language before having them use their nonverbal communication skills. Their results and analyses provided clear proof that the participants had a huge amount of difficulties growing their skills and that the teacher's performance in the classroom had essentially stagnated; (See Appendix A&B for more detailed information about the type of questions in pre and post-tests).

After taking the pre-test from the experiment, the pre-test result revealed that none of the students had much understanding of the MI strategy and viewpoints. It appears that 100% of the participants failed to engage with the researcher, who posed numerous questions that were closely related to reading and listening simultaneously. Many of them also used their prior knowledge while interpreting the images or paraphrasing the phrases. They were unable to draw attention to the connections between the many language-related phenomena. About one-third of the participants correctly completed the phrases using the multiple-choice questions. The researcher believes that the random selection allowed them to earn this degree since they were successful in some examples while failing in other comparable examples. The test's findings have provided a significant impetus for the researcher to pay more attention to the methodology that has been chosen in order to make the meaning and application of MI theory more efficient and clear.

#### Post-test

Following the initial examination, the researcher started to implement the experiment in full over the course of a 10-week period. This included lectures, workshops, games, and examinations that made extensive use of nonverbal communication. Every week, the

researcher held three sessions that lasted for two to three hours each. The approach used in the workshop alternated between theoretical and real-world or hypothetical application. For the participants to understand the theory and its insights and to grow comfortable with the MI approach, 10 weeks was sufficient. In his lectures, the researcher explained the MI technique utilizing video clips and the Kuzniewski, et al., 1998 experiment. The researcher used schematic diagrams to more accurately describe and make active reading and listening in the English language easier.

The researcher divided the students into groups and finished explaining the theoretical component before presenting the theory and having them put it into practice. Similar to this, students used illustrations such as images, graphs, and examples to show how to use the chosen nonverbal communication. The participant-led workshops were quite helpful because they evaluated and recognized spatial situations and highlighted the spatial links included in the text and images. After this, the students were fully aware of NVC.

In light of the fact that there is a genuine lack of excellent listening, they then worked on building a physical listening skill. Furthermore, a lot of people are now so self-absorbed that they fail to notice any kind of nonverbal cues.

The same sets of questions from the preliminary test's post-test were administered to participants. The experiment goes on to show how one's consciousness shifts as they immerse themselves more deeply in the event;

The post-test, like the pre-test, had questions requiring the analysis of images, the reformulation of words, and the filling in of blanks . To gather the participants' scores, the researcher created an evaluation form. For the sixty-three participants in the experiment, scores were gathered. First, a comparison between the post-test and pre-test was used to confirm the post-test results. According to the comparison's findings, the students had a distinct understanding of the MI technique.

All test takers were able to recognize the settings and spatial relationships in the instances. This demonstrates that their response to the step was successful and resulted in a thorough knowledge. Additionally, a sizeable fraction of the participants demonstrated a considerable improvement in differentiating the relevant metaphorical application of NVC. Additionally, by inserting the appropriate words in the blanks, nearly 95% of the participants selected the right response.

The results of the participants' pre- and post-tests are displayed in the table below.

#### T-Test

Table (1)\* illustrates the distinction between the pre-test and post-test.

<i>Paired Samples Statistics</i>					
		Mean	N	Std. Deviation	Std. Error Mean
<i>Pair 1</i>	Pre-test	12.09	63	2.445	.293
	Post-test	16.37	63	1.903	.229

#### Paired Samples Correlations

		N	Correlation	Sig.
<b>Pair 1</b>	Pre-test & post-test	63	-.493	.055



The number of students, the outcomes of the pre- and post-tests, and their differences are shown in Table 1, SPSS analysis. There are 63 participants, and their pre-test average was 12.09, while their post-test average was 16.37. Students progressed by 4.28 steps. In both tests, the difference between the two means shows the development of more than (0.05). As a result, this study is valid because its findings agree with those of Kuzniewski et al1998.'s investigation. This indicates that the MI technique can significantly improve students' comprehension of English reading and listening.

To demonstrate the degree of the differences in their opinions and attitudes toward the MI approach hypothesis, the participants completed the questionnaire again. The transition between basic and profound knowledge that is highlighted by the survey results is one that people go through throughout their cumulative journey. Following the experiment, the participants' mental perceptions improved, and they made significant progress in their English language learning. Additionally, EFL students gained new perspective on English language reading and writing.

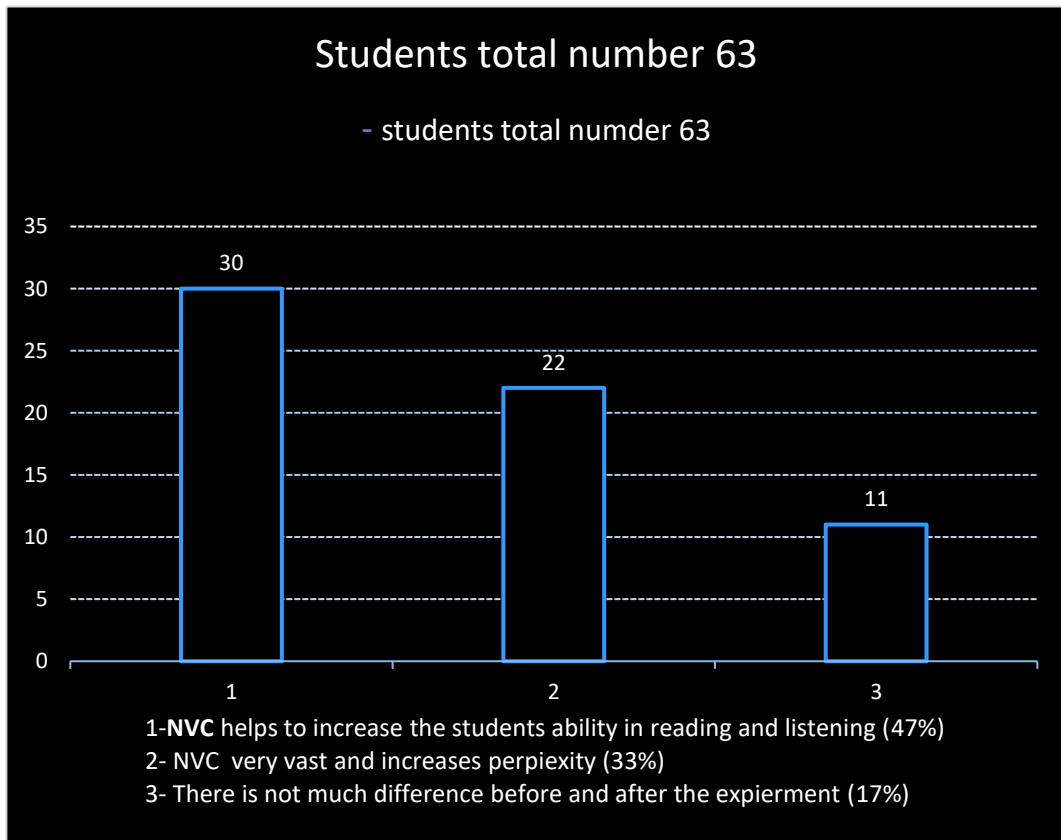


Figure 1. The results of the survey before the experiment

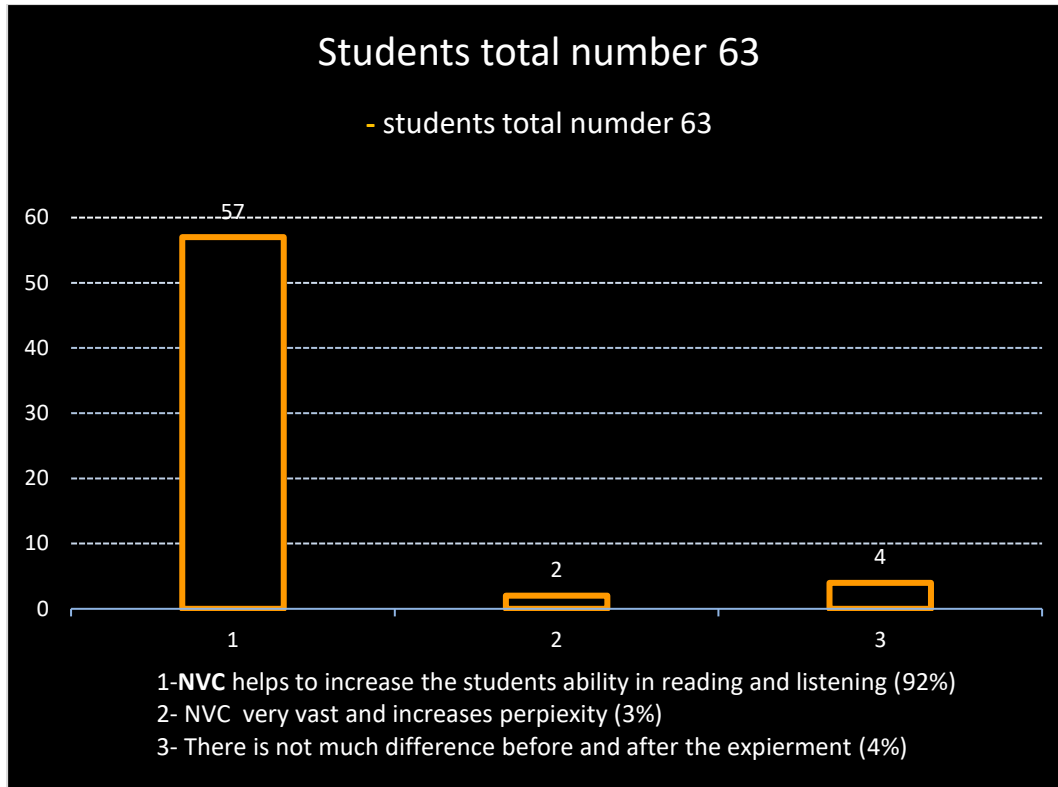


Figure 2. The survey's results after the experiment

According to the survey, 92% of the students, or fifty-seven out of the total sixty-three participants, think that the MI technique can help them learn the English listening and reading better. Additionally, 3% of the total students, or 2 students, thought the MI technique was confusing and challenging. In addition, 4 students, or 4% of the group, do not notice a substantial shift in their understanding of how to employ NVC in light of the MI method. The survey's findings show that students' attitudes regarding applying the many intelligences theory to their study of the English language have improved.

## RESULTS

This study presents important findings, especially when it comes to adult Iraqi English learners. The following findings are drawn from the data analysis: first, it is clear that the participants' performance during the experiment has improved, and that their linguistic repertoire has grown as a result of their improved ability to utilize language and imitate characters. This inventory can be applied to discussions and other circumstances that would improve their language skills, much as it would with a young child who is still developing their listening and attention skills prior to speaking. Second, participants' comprehension of the intended meaning conveyed by postures, body language, and signs improves, which improves their communication skills.

Participants' ability to imitate one another is developed through paying attention to body language and acting out different personalities in the future. The same stages of language acquisition apply to them as they do to children: look, hear, imitate, and produce. Third, the experiment encourages the participants' self-confidence to develop and grow. It was evident from how well they performed in the experiment that their confidence had grown. Some have linked this to their certainty in the accuracy and appropriateness of their language use. Others claimed to have overcome psychological obstacles like embarrassment and uncertainty that keep them from conversing with someone whose first language is English. These findings show that the participants have made significant

progress in their study and mastery of English as a foreign language. Cognitive language acquisition is just as significant as academic learning. However, unlike academic schooling, there has not yet been any focus in cognitive language acquisition. The objective of learning any language is to be able to use it, so it is necessary to broaden the scope of cognitive language acquisition through some experiences, and this is one of them. This helps learners build their linguistic repertoire. People learn a language in order to use it in their daily lives and careers, therefore it makes sense that they would not use the language to learn and perfect it.

By analyzing the results, the study found a significant improvement in the language skills of the students of the experimental group compared to the control group, which indicates the effectiveness of using the theory of multiple intelligences in developing language skills, and the application of these strategies has revealed the error in the awareness of teachers, students and parents about language skills.

Results indicate an increase of more than (0.05). The survey findings revealed a noticeable improvement in the students' attitudes about the MI method and highlighted the main cause of difficulties related to confusion when using these NVC. The outcomes of this trial demonstrated the value of the MI strategy. It works well for getting a precise comprehension of the English language in terms of reading and listening. Results from every test have demonstrated a considerable improvement in students' work and attitudes about the MI strategy.

The motivation behind the review was to show the effect nonverbal interchanges in working on the presentation of EFL Students in Iraq.

The results from students' questionnaire:

In order to comprehend the idea of NVC and how it affects students' speaking abilities, researchers conducted this study, it is also important to determine which nonverbal behaviors are most effective in improving the motivation and willingness of students to participate in an oral production lecture. In this section, we'll look at the polling results we gathered in order to confirm or reject the predetermined hypotheses. According to the data gathered, there was a substantial association between students' oral communication skills and teachers' nonverbal communication. Students' responses to surveys revealed that teachers' nonverbal signals can influence their students' success in the module in both good and negative ways. Making eye contact, grinning at kids, moving around the classroom, and using hand gestures were examples of positive nonverbal actions. However, some nonverbal behaviors, such as looking at students quickly, showing someone how to talk, and lecturers with unfavorable traits, did adversely alter the perspective of the understudy. It's also vital to remember that female students are more sensitive to the emotions that teachers display than their male partners. This includes smiling at them, which inspires them, and glancing at them quickly, which demotivates them.

## **DISCUSSION**

The purpose of the current study was to examine the research in order to investigate the effect of teachers' nonverbal communication on their ability to successfully educate. We looked over the available studies that were done in this field.

### **From the results of the reviewed research, it was found that:**

- a. During teaching, it is important to make an effort to grab and hold the learners' attention with both verbal and nonverbal cues.
- b. The development of the students' audiovisual communication is effectively facilitated by humor, fun, and the combination of sound and image.

- c. Learning is hampered by the teachers' demanding and harmful interactions with the students.
- d. Understanding the educational materials is influenced by the students' sense of safety, peace, and respect for one another.
- e. The interaction between teachers and students has many dimensions, and their varied verbal and nonverbal communication techniques maximize the instructional materials' effectiveness.
- f. Students that are isolated and passive will benefit from supportive nonverbal communication while they participate in teamwork exercises. They will be able to learn because of the encouragement of the teachers and other students.
- g. Teachers are advised to apply the appropriate nonverbal communication patterns when using verbal communication to motivate students.
- h. It is essential that teachers pay close attention to their students' attitudes and build their inquiries such that the students believe the questions are intended just for them and take part in the conversations.
- i. When students speak, the teachers' nonverbal cues indicate that they accept them and try to avoid being conceited.
- j. The teachers' coherence with the students' mental and physical states can be seen by their attention to nonverbal actions of the students in the classroom, such as eye contact, indicators of tiredness, etc.

## CONCLUSIONS

The objective of this research is to determine whether the MI strategy is beneficial in raising English language student performance in Iraq. The students have clearly made great improvement in their ability to access the reading and listening of the targeted English language, as evidenced by the results of the examinations and questionnaires. This study suggests the following: In order to promote English language learning in the classroom and to raise students' general awareness of understanding and perceiving spatial relationships, it is essential to implement the MI approach. Second, it is imperative to explore the addition of motivation at higher educational levels, especially at the college level. Despite the fact that over 93% of our communication is nonverbal, most individuals consider it routine because it is a subconscious habit. People would become more perceptive in all of their relationships if they concentrated on nonverbal cues. Body language is important because it is subconscious, but becoming aware of it can improve one's life.

The countless studies and analyses that have been reviewed over the past several years have demonstrated that non-verbal communication is the most significant type of communication. With the help of my research, I was able to confirm the value of nonverbal cues in the classroom and show how to make the most of them for effective learning.

(See Appendix A&B for more detailed information about the type of questions in pre and post-tests)

**Name:**

**Date:**

### **Student's questionnaire**

#### **Appendix A:**

**Question 1:** Do you think a teacher's body language has an impact on how well a class speaks?

**Question 2:** Is it easy to speak or perform in front of teachers who are always joyful?

**Question 3:** Speaking in front of teachers who glare angrily at their students makes it difficult.

**Question 4:** Teachers who make eye contact with their students during oral presentations find that they are more successful.

**Question 5:** When the lecturers are well-dressed, the students are more interested.

**Question 6:** The teachers move throughout the classroom to keep the students focused.

**Question 7:** Students are encouraged to speak up by teachers with favorable personality traits.

**Question 8:** His ability to communicate effectively can suffer from teachers with poor attitudes.

**Question 9:** Students become uneasy and unable to speak when the teacher signs for someone to speak with a raised finger.

#### **Appendix B:**

Student survey / Dear students, This survey is a data collection tool for first-year English language learners with the goal of examining how the non-verbal language of the teacher (including gestures, body language, and facial expressions) affects the students' involvement and speaking abilities. Answer the following questions:

#### **Section one: Demographic information**

1. **Gender:**

- Male
- Female

2. **Age:**

•

3. **Was it your choice to study English?**

- Yes
- No

#### **Section two: The impact of teacher's body language and speaking style on students' speaking abilities**

1. Do you agree the way the lecturer communicates nonverbally—through gestures, actions, and facial expressions—affects how well the students speak?

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- Neither agree nor disagree

2. The teacher's hand movement that are used as sign language when delivering material in class help me to be confused with the explanation”..

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND

3. Speaking, performing, or presenting in front of teachers who stare at their students is difficult.

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND

4. When teachers make eye contact with students during oral presentations, the students' performances are more successful.

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND

5. I feel comfortable following the learning exercises in class since the lecturer makes brief breaks to clarify the material.

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND

6. Teachers' movements keep students active in the class

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND

7. Teachers with positive personality traits encourage their students to speak

- Agree
- Strongly agree
- Disagree

- Strongly disagree

- NAND

**8.** Teachers with negative attitudes can affect their learners' speaking performance negatively

- Agree

- Strongly agree

- Disagree

- Strongly disagree

- NAND

**9.** Students feel nervous and fail to speak correctly and fluently when the teacher indicates someone to speak with their raised fingers

- Agree

- Strongly agree

- Disagree

- Strongly agree

- NAND

**10.** "The teacher who when speaking to me uses flat tone of voice makes me feel bored in participating in learning activities".

- Agree

- Strongly agree

- Disagree

- Strongly disagree

- NAND

**11.** "Changes in the articulation of the tone and tempo of a teacher's voice when speaking to all students in the class attracts my attention to participate in learning activities".

- Agree

- Strongly agree

- Disagree

- Strongly disagree

- NAND

**12.** "A teacher who stands close to me when explaining the subject matter makes it easier for me to understand the subject matter that the teacher is conveying".

- Agree

- Strongly agree

- Disagree

- Strongly disagree

- NAND

**13.** “I feel more motivated to do the assignment if the teacher move calmly while talking to me in class

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND

**14.** “Teachers who move in a hurry when talking to all students in class makes me not understand the material described”.

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND

**15.** “The teacher who used his hands as sign language to clarify the material that the teacher say when speaking to me make it easy for me to accept the material that the teacher is conveying”

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND

**16.** “When the teacher nod his head while speaking or respond to the word of the students it make it easy for me to accept the lesson”.

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND

**17.** “The relaxed attitude of the teacher in presenting lesson in class make me feel bored in participating in learning activities”.

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND



18. "A teacher who talks to me with an angry face makes me afraid to participate in learning activities".

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND

19. "When the teacher talks to me with a cheerful face, it can make me feel happy in participating in learning activities".

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND

20. "When the teacher pats me on the shoulder gently while interacting in class, it makes me nervous".

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- NAND

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