

# **Use of Gestures and Facial Expressions in Language Acquisition**

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**Use of Gestures and Facial Expression in Language Acquisition**

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## **Dedication**

This paper is dedicated to all my respected teachers, friends and family for their priceless support and guidance throughout my academic life.

## Acknowledgment

At first, I would like to thank the Almighty Allah to give me the strength and opportunity to work on such a topic of my interest and being able to go through the whole journey.

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## Declaration

I, Fyrooz Binte Mohsin, hereby declare that the work on which this dissertation/thesis is based, is my original work (except where acknowledgement indicate otherwise) and that neither the whole work nor any part of it has been, is being, or is to be submitted for another degree in this or any other university.

Signature: .....

Date: .....

## Abstract

The researcher compares influence of teachers' gesture and facial expression in language acquisition of both typical young learners and special young learners. The researcher observed 4 schools including 2 typical schools and 2 special schools. In typical school, each class had 25-30 students; and in special schools, each class had 5-10 students. Moreover, teacher's interview was taken to collect the data and mixed method was applied to analyse the data. Findings show that, non-verbal communication like – gestures and facial expression is not only beneficial for special young learners but also helpful for typical young learners to demonstrate verbal communication. In future, the study will be very helpful for the teachers to make more use of gesture and facial expression in their teaching system to teach students in language acquisition.

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## **Chapter One**

### **Introduction**

Language is the first and foremost element by which two or more than two people can communicate around the world. Communication is a process where people share information and knowledge with the help of any language. Among various types of communication, Verbal and non-verbal communication are the most common forms which are used in classroom situation. Both verbal and non-verbal communication plays an important role to convey message. Though in typical classroom situation or in regular conversation people use verbal communication to interact with others, but, it should also be known that non-verbal communication also helps to build up communication and make connection. Leathers (1992) stated that, non-verbal actions are more effective and precise than verbalization (Barry, 2011, p.2). Moreover, non-verbal cues make the communication process easy where sometimes verbal communication also cannot help to express language (Barry, 2011, p.2). Most of the time, it is seen that, non-verbal communication is mostly used for special children who understands language by observing body movements and facial expression. Moreover, it can be said that, not only special children but also typical children can be benefited by the use of teacher's non-verbal communication. It helps them to acquire any kind language including their first and second language and understand it properly. The purpose of the study is to observe how teacher's non-verbal communications like – gestures and facial expressions can play an important role to build up communication with the students to express the meaning of language.

## **Chapter Two**

### **Literature review**

#### **2.1. Definition: Non-verbal communication**

Non-verbal communication is a type of communication which is delivered without uttering words. Zoric, Smid et al. (2007) defined non-verbal communication as all the aspects of message exchange without the use of words (as cited in, Barry, 2011, p.1). It mostly includes gestures, facial expression, body movement, posture, pitch of voice and some others. Andersen (1999) stated that Non-verbal communication includes all communication other than language (as cited in, Gregersen, n.d., p.52). Gregersen (n.d) explained that, not all the non-verbal acts can be considered as communication. For example, if a student stretches up his or her arm up on their head due to his or her tiredness; in that case it will not be considered as any sort of communication. On the other side, if the same act is presented in a classroom, it will symbolize that the student wants to raise questions or give answer (p.53). Therefore, it can be said that not all non verbal behaviors leads to communication (Gregersen, n.d., p.53).

#### **2.2. Non-verbal Communication: Gesture and Facial expression**

Among all the non-verbal cues – Gestures and facial expression are two important aspects of non-verbal communication which play an important role in classroom management and language acquisition. It is the way where people listen and speak to each other and helps to understand what other a person is trying to say (Gower, Phillips & Walters, 1995, p.11). We often use gestures and facial expression to convey meaning. For example, if anyone seeks to know direction of any place, we often move our hands and voice to deliver information (Gower,

Phillips & Walters, 1995, p.11). In some contexts, it happens that we cannot understand the language that the other person is saying, but with his or her facial expression and gestures we get the answer. We can also say that, gestures and facial expression are an integral part in language acquisition; especially for young learners. It helps to promote learning language in teaching context. Gestures are mostly helpful in spoken language while giving instruction. Furthermore, it has been stated that, children mostly emphasize on those instructions that include body movement (Cook & Meadow, 2006, p.232). Cook and Meadow (2006) also claimed that teacher's gestures help young learners to get the word related to that particular gesture and facial expression; listeners are mostly able to seize the word which has been spoken and also presented in gestures as well (p. 232). Student's gesture is equally effective in language learning. Teacher's gesture has an impact on students so that they become motivated in language learning and also follow their teacher (Cook & Meadow, 2006, p.233). Students' gesture and facial expression are mostly observed in speaking activity when students are having the practice of 'drilling' or preparing dialogue between them. In these situations, students become motivated to show realistic gestures and facial expression (Gower, Phillips & Walters, 1995, p.11).

### **2.3. Gesture and its categories:**

Barry (2011) claimed that the use of gestures and hand movement help students to express themselves and clarify verbal questions and responses (p.7). He moreover, introduced some gestures which signifies certain expression such as "raising hand" – which refers that student can come up with some solution, "shrugging off the shoulders" – refers that the student has lacking with sufficient knowledge and "arms folded across the arms" – refers to dominance (Barry, 2011, p.7).

Ekman & Friesen (1969) mentioned that there are four types of gestures which are used for effective communication in classroom. They are: illustrators, regulators, emblems and affective displays (as cited in, Gregersen, n.d., p.54). Furthermore, Gregersen, very briefly talked about these four types of gestures.

- Illustrators – are those types of body gestures or movements when an individual illustrates a point by smiling, pointing or moving hands (p.4). For example, it happens often in debates or any talk shows when a participant of a group wants to illustrate his or her point by pointing his or fingers. In a classroom, if a student tries to give answer he or she very often uses the gesture of ‘illustrator’.
- Regulators – are the body languages which control turn taking and other procedural aspects of interpersonal communication (Gregersen, n.d., p.54). As it is known that turn-taking plays a vital role while having interaction with another participant which helps to understand or interpret each others’ conversation. This type of gestures take place mostly in dialogues where turn taking is the most important fact because it is important to understand and also give other chance to talk.
- Emblems – is third kind of gesture that refers to those gestures which can be translated in words and are intentionally used to transmit message (Gregersen, n.d., p.55). This gesture varies from culture to culture. It may happen that one gesture that means something positive to one culture but on the other side of the world it means something totally different. For example, ‘thumbs-up’ is a gesture which means ‘best of luck’ or ‘good luck’ in English culture but in other context, many thumbs-up can indicate a negative response than ‘good luck’.

- Affective displays – is the last gesture which refers to the body language necessary for learners to process (Gregersen, n.d., p.55). These gestures express emotions or feelings and help to precede any kind of communication. It was mentioned earlier that, students' feelings, emotions or facial expression has an important impact on learning process. Like the other gesture 'emblems', this gesture also varies from culture to culture. Therefore, Gregersen (n.d.) claimed that miscommunication of emotional states can result when affective displays are not understood in cross-cultural interaction (p.5).

In a classroom situation, these four types of gestures are often used to build up effective communication between teacher and students. As days gone by, another research included some other categories of gestures along with these. Schegloff (1984) categorizes such classification of gestures (as cited in, Sahnsi, n.d., p. 5). They are:

- Iconic gesture – refers to the content of speech and describes any meaning or object through physical characteristics (Sahnsi, n.d., p.5). This type of gesture is closely related to semantic content. Meaning is conveyed through movement of any body parts. It can be categorized by 'kinetographic' for bodily action; for example, two fingers moving quickly to make understand that a person is running and another one is 'pictographic' which describes shape of an object (Sahnsi, n.d., p.5).
- Metaphoric gestures – are like iconic gestures which represent abstract ideas by moving hands. Any kind of concept like 3- dimensional shape can be explained through metaphoric gestures (Sahnsi, n.d., p.5).
- Beat gestures – includes beating of a finger, arm or hands (Sahnsi, n.d., p.5).

In essence, it can be said that, using gesture and facial expression connotes different meaning in classroom situation to create bonding among teacher and students.

#### **2.4. Facial Expression and its categories:**

Sathik & Jonathan (2013) claimed that facial expression is the widely used non-verbal communication by the students to help the teacher identify the comprehension of students in any classroom situation (p. 3). It is a primary source of managing interaction, response and continuing any conversation. A face sometimes compliments or qualifies a message (Gregersen, n.d. p. 56). Facial expression in classroom situation can vary from culture to culture. Ekman & Friesen (1975) created a list of facial expressions which are common and universal. These facial expressions include happiness, sadness, fear, anger, disgust and surprise (as cited in, Gregersen, n.d. p.56). Teachers understand his or her students' need from their facial expression. Classroom management has effect on teaching-learning process. Students' facial expressions can give the message of how the classroom is well managed. For example, if a student gives a smile or happy look sitting in a classroom, signifies that he or she is satisfied with the classroom environment. Addition to that, if a student gives a slight movement of their mouth or eyebrows signifies confusion and expression of yawning refers that the students that they are feeling bored with the classroom management or environment (Barry, 2011, p.7). Thus, using facial expression can build a strong communication among students and the teacher.

#### **2.5. ELT method: Use of Gesture and Facial expression in teaching system:**

Among all the ELT methods, the students have to imitate teacher's speech, gestures and facial expressions in the two methods and they are – Audio Lingual method (ALM) and Total Physical Response (TPR). Audio lingual method is the method where the student has to repeat

after their teacher to practice language learning. The method emphasizes on drilling the language until the students get it properly. On the other side, Total Physical Response refers to a humanistic approach where students' comfort is maintained properly. Here, the students are imitators of teacher's nonverbal model which may include teacher's gesture, voice and facial expression. For example, if a teacher wants to tell a story, firstly, he or she acts the story with all students with body movement and later students imitate the act after him or her. When a student learns a language by understanding teacher's gesture and facial expression, they can demonstrate those acts by performing them alone (Freeman, 2000, p.113). Therefore, in some cases, students can also follow their teacher's gesture and facial expression. The impact due to communication of the face is very powerful in interaction (Sathik & Jonathan, 2013, p.2). An early proverb says that, face is the index of mind; which states that face reflects a person's identity, mood and mental state (Sathik & Jonathan, 2013). Thus, teacher and student both use facial expression to have impact on one another. Tobey's (2008) study had observed that, teacher's facial expression keeps the students motivated and attentive in language learning (as cited in, Sathik & Jonathan, 2013, p. 2).

## **2.6. Effects of Gestures and Facial Expression on Classroom activities:**

A teacher can understand his or her teaching by observing students' facial expression that either all the students are understanding the lesson or not. For example, in classes of long hours, students often get monotonous to carry on with class activities. At that moment, teacher might bring some changes in the classroom environment to cheer them up. The teacher has to be able to gauge every student's action and movement by observing their facial expression. Resmanalim & Reinders's (2000) studies have found out that, facial expression can be noticed automatically through some specific behaviors such as raising eyebrows, wrinkling the forehead, rolling the



eyes or curling the lip (as cited in, Sathik & Jonathan, 2013, p.2). Therefore, Students' facial expression is a valuable source for teachers to read their mind (Sathik & Jonathan, 2013, p.2). Teacher's lacking in understanding students' emotion and feeling can create a false impression on them.

Furthermore, Goldin- Meadow et al. (2001) has researched that, use of gestures lessen the workload of both teacher and students in a classroom situation. Along with that, teachers who use less gesture in classroom, gets less productive works from their students. Moreover, Argyle (2002) expressed that a great deal non-verbal communication includes facial expression and emotions which helps to acquire language and its meaning (as cited in, Shansi, n.d.,p.18). He said that ““five primary functions of non-verbal behavior”” which performs difference function (as cited in, Sahnsi, n.d., p. 18). They are:

- Expression of emotion – emotions which are mostly expressed through the face, body and voice (as cited in, Sahnsi, n.d., p. 18).
- Communication of interpersonal attitudes – the establishment and maintenance (p.18). of relationships if often done through several nonverbal signs (tone of voice, gaze, touch etc) (as cited in, Sahnsi, n.d., p. 18).
- Accompany and support speech – vocalization and nonverbal behaviors are synchronized with speech in conversation (nodding one's head or using phrases like “uh huh” when another is talking) (as cited in, Sahnsi, n.d., p. 18).

- Self-presentation – presenting oneself to another through non-verbal attributes

such as appearance (as cited in, Sahnsi, n.d., p. 18).

- Rituals – the use of handshakes, greetings and other rituals. (as cited in, Sahnsi, n.d., p. 18).

These functions have vital importance in learning language and its meaning. as a result, teacher can have control over their gesture and as well as students' gesture in classroom context (as cited in, Sahnsi, n.d., p. 19).

## **2.7. Reduces Student's Affective Domain:**

McCroskey, Richmond, & McCroskey (2006) conducted research that in the context of classroom instruction, verbal communication stimulates students' cognitive domain, while the non-verbal communication (about 93%) stimulates students' feelings and affective domain (fear, anxiety, nervousness) about material, instruction or task. (as cited in, Barry, 2011, p.4). For example, students often feel terrified before giving examination thinking about the question paper, results and others. In that case, when teacher enters into the classroom, he/she may deliver a lively gesture or a cheerful facial expression with a smile first and then tries to fill up the affective filters by saying "nothing to worry about" or a simple "Good luck". Eventually, teacher's gesture or facial expression might help the students to feel relax in the classroom. As these non-verbal cues give effective impact on students' learning, therefore, instructor will also has to have the ability to observe students' non verbal cues (Barry, 2011, p.4). It depends on an expert or non-expert instructor either he/she can understand his/her students' way of expressing feelings. In Addition, it has been proved that young learners feel comfortable to understand

classroom instruction which involves gestures. Shansi (n.d.) included in her research that 106 students were given to solve a problem by instructing them with and without gestures. The result showed that about 80% of children who were instructed with gesture, able to follow correct strategy to solve the problem compared to the children who were instructed without gesture (p.16). In an essence, it can be said that, teacher has to have the experience to observe students gestures, actions, reactions, and facial expression to create good communication environment in classroom while doing any kind of activity (Barry, 2011, p.5)

### **2.8. Develops Communication between Teacher and Students:**

Communication between teacher and students will be effective when it includes two-way of interaction. Radford (1990) claimed that it is critical to maintain an effective communication in classroom environment (as cited in, Barry, 2011, p.5). However, in any student-centered classroom, teacher delivers both verbal and non-verbal instruction and students are expected to precede further (Barry, 2011, p.5). Students' gesture or facial expression can be interpreted and one-way communication may turn into a two-way interaction process the classroom. On the basis of, students comfort, teacher might proceed or bring changes into the materials or classroom activity (Barry, 2011, p.5). Moreover, in a research of Webb, Diana et al. (1997), it is clearly stated that ““from observation and interpretation of students”” body language and facial expressions, the instructor can decide whether there is a need of any feedback, provide different or more specific instruction, or assign more practice (as cited in, Barry, 2011, p.5). This is always a common observation in the young learners classroom environment where students use their gestures or expression to deliberate either they are preferring the activity or not. Through

this observation of non verbal cues in the classroom, the teacher can refocus or remake his/ her lesson plan or activities to create an efficient and effective communicative classroom.

Miller (2005) and Zoric et al. (2007) proposed that, non-verbal cues are exhibited both consciously and unconsciously (as cited in, Barry, 2011, p.2). For that reason, as an educator, student's non-verbal cues should be realized because sometimes unconscious body movements and facial expression can be the sign of students' feelings of being uncomfortable or not (Barry, 2011, p.2). Therefore, so far, it can be said that, while using gestures and facial expression together express a lot of meaning to communicate between the teachers and students.

## **2.9. Importance on Language Acquisition:**

Gesture and facial expression plays a vital role in acquiring a young learner's first and second language acquisition. Researchers have shown that various types of gestures can have several linguistic areas (Sahnsi, n.d., p.13). Özçalışkan & Goldin-Meadow (2004) stated that for a child's first language acquisition and cognitive development, gesture and facial expression plays a very important role as these non-verbal communication leads to the child's speech further (as cited in, Sahnsi, n.d., p.13). Therefore, it can be said that the use of gesture and facial expression build up speech of young learners.

### **2.9.1. Use of Gesture and facial Expression in First language acquisition:**

Iverson & Goldin-Meadow (2005) further claimed that non verbal communication like gesture and facial expression are highly relevant to first language acquisition as a child learns to understand body movements before producing speech and communicating with others (as cited in, Sahnsi, n.d., p.13). Researcher included that gesture, facial expression and speech should be

treated differently while acquiring a language as those non-verbal communications works as a fully integrated system. Research of Sahnsi (n.d.) carried out child learning development from age 5-23 months which simplified the concept of how and when gestures occurs and how it facilitates into communicative speech (p.14). Furthermore, it was mentioned in the research that, they have conducted 40 monolingual children from USA during a free-play recorded exercise. The game had body movement and other gestures and some specific sounds (like 'meow' for cat) for producing speech (Sahnsi, n.d., p.14). The result of the research was quite successful which stated that gestures and body movements are closely tied up with language development. The game made a contrast between one-word and one-gesture combinations that were either complementary, meaning that the gesture and speech referred to the same object (pointing to a cat and saying 'cat'), and ones which were supplementary, where they referred to different objects or concepts. For example, pointing to a bird, the teacher might say 'nap' which actually means 'the bird is napping'. With a single gesture or arm movement, a speech can be produced (Sahnsi, n.d., p.14). By doing such body movement child's language development will occur and they will learn to express new words and meaning. As a result, teachers or adults can understand those developments. Furthermore, non-verbal communication like gesture helps to develop child's first language acquisition thinking that they will be able to express themselves verbally in future. Although many categories of gestures were mentioned above but there were no such categories which were related to speech. Researcher took this study to state that gesture and speech works as an "unified communicative planning process" to produce utterances (Sahnsi, n.d., p.15).

### **2.9.2. Use of Gesture and facial Expression in Second language acquisition:**

It was mentioned before that gesture and facial expression also helps to acquire second language as much as it helps to acquire a young learner's first language. In case of second language acquisition, "teaching gesture" is different from everyday communication. Gesture and facial expression – are such non-verbal communications which people do unconsciously to illustrate and organize their spoken language. However, the level of fluency that exists in a person's first language does not remain same when that person tries to expose their target language or second language (Tellier, 2007, p.2). When the learners are beginners and/or children, the linguistic relationship is highly asymmetric (Tellier, 2007, p.2). In another research of Tellier (2008), he mentioned that "teaching gesture" comes in a form of – hand movement, facial expression, body movement, gesture and other non-verbal communication (p.2). As a result, students get to understand by observing their teacher's gesture. Tellier (2007) illustrated that, teacher has to provide specific gesture/body movement/facial expression so that that non-verbal cue conveys understandable meaning without any verbal language. Therefore, it is believed that "teaching gesture" is delivered more consciously than daily used non-verbal communications which are specifically addressed to learners (p.2). Tellier (2007) explained more that teaching system and teacher's behavior is a bit different in second language classroom. There are differences in teacher's speech and gestures used in the classroom. The teacher slows down their voice and speaks slowly to make sure that their students get the lesson what has been taught. Therefore, teachers also take help of some specific non-verbal communication which eventually illustrates the verbal input given by them (p.1). However, Tellier (2007) conducted a research that when children are taught language in the classroom with gesture, they are either

told to follow the gestures or to repeat the words they were being taught by their teacher (p.1).

The result has come out that, the learners who were following gesture were more successful than the others who were only observing and reproducing words. It showed that their short term memorization in L1 will help them on long term memorization in L2 (Tellier, 2007, p.1). But, it is beneficial for those students who visualize gestures or other non-verbal expression rather than repeating those instantly; because, repeating words may affect their mental concentration while observing. Therefore, reproducing a gesture implies more attention to the visualization of gestures and to the items, and the repetition becomes more active (Tellier, 2007, p.1). In a second language classroom, teacher should make sure that the young learners are repeating words with the use of gestures. It will help them to be more active in repetition, drilling on their memory and expressing them (Tellier, 2007, p.1). Therefore, it can be said that, non-verbal communication like gesture can help a young learner to acquire their second language.

### **2.10. Autism and Non-verbal communication: Use of Gesture and facial expression**

Gesture and facial expression – these two non-verbal communications plays a fundamental role to acquire language for special or autistic children. Every child has his or her own difficulties in skill and understanding which is also a common fact in special children who has some sort of disorder. Special children cannot be generalized in one group because those children may have different types of autism which differs from one another (Niederer, 2013, p.6). A clear definition of Rapin and Tuchman (2008) about autism was given in a way that Autism cannot be defined as a disease; rather it is a symptom of a typical development of the immature brain (as cited in, Niederer, 2013, p.6). The common problem that a special or autistic child faces for autism is – communication. It is very hard for them to communicate with other

children who are very flexible doing their regular works (Niederer, 2013, p.5). Rapin & Tuchman (2008) further stated that their development of language process is very slow and thus they face problems in social interaction (as cited in, Niederer, 2013, p.5). Therefore, they move back and separate themselves from communicating with the children who seem regular to others. A common denominator that has been found across studies is that non-verbal communication seems to be a tool that can help improve the language skills of children with autism (Niederer, 2013, p.5). Several studies were taken on the role of non-verbal communication for special children. The study of Bartak, Rutter and Cox (1975) showed that young children gets good scores, stays more attentive and can recognize faster where non-verbal elements such as gestures, gazes, facial expression or mimicking are involved in any classroom material (as cited in, Niederer, 2013, p.5). Another study of Wing & Gould explained that, special children understands better what is verbally said when non-verbal cues are implemented while talking to them (as cited in, Niederer, 2013, p.5). Drew et al. (2002) added that, through non-verbal communication they can learn new words and increase their vocabulary skill (as cited in, Niederer, 2013, p.5). Bartak, Rutter and Cox (1975) studied on how autistic children differ from regular children in acquiring language. To make their study successful they included gesture (as cited in, Niederer, 2013, p.7). The study described that, they have used three materials which are – objects (such as ball, socks), images of the objects and the words (such as throwing, catching). The special young learners had to point out the word related to the gesture performed by the teacher. For example, if the teacher was explaining the word “throwing” by his/her body movement, then the learner had to find out that their teacher resembled the image of ball; which means the learners had to point out the word related to that object. The result of this study showed that, autistic child scored higher than the learners who did not have autism or language



problem (Niederer, 2013, p.7). Therefore, it can be said that non-verbal communication like gesture can help a lot these special children for language development. Another study of Rocks and Wings (1975) showed that an autistic children's language development occurs a bit late than the regular children. Therefore, after some years, they substitute gestures for delivering speech. For example, they keep hands or point to a certain object to their parents or teacher what they want or pushing a glass in the hand of their parents resembles that they want to drink water. After some more years, when they get older, they developed to clarify their speech more by using their gesture and facial expression. Observing their gestures and facial expression it can be said that what they want and they do not want. As a result, it was proved that it was difficult to teach special children with non-verbal communication, but they use these types of non-verbal communications to express and communicate with others (as cited in, Niederer, 2013, p.8). Therefore, it can be said that, gesture and facial expression has beneficial role to play for special children to learn language.

### **2.11. Sign Language for Special Children:**

It is a category of language which includes sign made by hand movements, facial expression, and posture of the body. This particular language is used primarily for special children or deaf people ("Definition", 2012, p.1). It is more explained that, it has different types, some of them are: BSL (British Sign Language) and ASL (American Sign Language). Each sign language is different from each other in the field of grammar, different facial expression and gesture ("Definition", 2012, p.1). British Sign Language is a visual gesture language which does not have any written form (Hollis, 2011, p.5). Hollis (2011) stated that, it is mostly used for the deaf people in United Kingdom. It has been thought that BSL is similar to mime but it is not. Moreover, the grammar that is used in BSL is completely different from other sign languages

inside UK and it varies from different state to state (p.5). On the other side, American Sign Language is similar to BSL but a bit complete and complex from other sign languages. ASL is applied for the deaf students in North America (“American”, 2014, p.1). In addition, sign languages are different from spoken language. Generally, words are spoken by using mouth and voice in spoken language. However, sign languages are used by showing gestures, facial expression and posture of the body (“American”, 2015, p.1). It is more explained that, sign language is based on the concept that vision is the first and foremost device for the deaf people or children to communicate properly (“American ”, 2014, p.1). It is the best communication one can learn by observing action, body position and facial expression (Holly, 2011, p. 17). It is very challenging for autistic young learners to produce language as they have communicative disorders. Therefore, sign language is a support for these young children to communicate with others and not being left out from other young learners (Ricamato, 2008, p.1). Sign language is certainly beneficial for the physically and mentally challenge young learners to express their feelings and emotions to others (Ricamato, 2008, p.1).

## Chapter Three

### Research Design

In this chapter, the setting of the research will be informed. Moreover, the data collection process and analysis, instrument, participants will also be mentioned in the following chapter.

#### **3.1. Objective of the study:**

The objective of this study is to compare how teacher's gestures and facial expression plays an important role to build up communication with the typical young learners and special young learners to convey the meaning of language.

#### **3.2. Research question:**

1. What are the differences of using gesture and facial expression for typical young learners and special young learners?
2. To what extent gestures and facial expressions influence typical and special young learners?
3. Is there any special strategy followed for typical and special young learners to acquire language?

#### **3.3. Research Methodology:**

##### **3.3.1. Participants:**

In each school, participants were mostly young learners. In the classes of typical young learners, there were 30-35 students in each class. Those students were aged between 4-5 years old. On the other side, in the classes of special young learners, there were 5-10 students in each

class. There were different ages of students studying in the same level according to their mental growth. Furthermore, all the teachers are part of participants. In each class there were two teachers where one teaches the whole class by herself/himself and other works as an assistant with the teacher. Teachers and students, both participants were using English as their second language. As the topic is about Gestures and Facial expression, teachers sometimes used their first language (Bangla). Therefore, interference of first language was also taking place for the students' better understanding.

### **3.3.2. Instrument:**

The researcher prepared a set of interview question for the teachers. As the interview questions were filled up either by the teacher or sometimes by the researcher after listening to teachers' interview, therefore, pen and paper was used. On the other side, teacher's speech was recorded over phone. Moreover, videos and pictures were also taken by mobile phone while observing the classes.

### **3.4. Data Collection:**

The researcher had to observe nursery level classes of four different schools inside the city. Among them, two of the schools were of typical young learners and other two schools were of special young learners. A set of interview question was prepared for the instructors of those nursery level classes so that the researcher could get more information about their view about non-verbal communication like Gestures and Facial expression. The questionnaire was a combination of 5 multiple choice questions and 12 open ended questions. The data and findings were collected according to the interview question and observation.

**3.5. Procedure:**

The researcher continued the study through the process of observing and taking teacher's interview. At first, the researcher went to observe the classes. The duration of each class was of approximately 3 hours. Teacher's interview was taken after the class ended. Some of the teachers preferred to go through the questions first and answer later by themselves. On the other side, some of the teachers preferred to take interview by the researcher which helped to know more information and experience of those teachers.

**3.6. Method of Analysis:**

The researcher used MS-Excel to arrange the collected data and converted into percentage. A mixed method was employed to analyze the data. A brief description is provided after each answer of questions given to the teacher.

**3.7. Ethical consideration:**

The study was done considering all the formalities, rules and regulations of the institutions. A recommendation letter was received from the university to submit in the schools, so that, the researcher can get permission to observe classes. Proper respect and help was done towards the instructors who have helped through the observation classes.

**3.8. Schools name and teacher's number:**

<b>Name of the Schools</b>	<b>Number of teacher</b>
DAPS (Dhaka Adventis Seminary and School)	1
Tiny Tots International School	1
SWAG	1
Bangladesh Protibondhi Institute	2

**3.9. Significance of the study:**

The significance of this study is to identify the importance of gesture and facial expression in teaching process. Furthermore, how teachers employ these non-verbal cues to young learners to be benefited in language learning. It is not only useful for the typical young learners but also has a vast role to play for special young children too.

**3.10. Obstacles encountered:**

The researcher faced some obstacles while doing research, observation and survey. Firstly, while looking for the secondary resources, the researcher had found out that there are more scholar articles about gesture than facial expression. Therefore, it was difficult to balance some information to organize while writing the paper. Secondly, getting permission to observe classes in the schools was very difficult. There was a huge loss of time to get permission for observing the classes. However, the researcher had to face more hassle in special schools than

the typical schools. The instructor of one school was delaying to answer the questionnaire and thus, had to wait for weeks to get that as the teacher was unable to reach. On the other side, in a special school the researcher had to go there for three times to get permission. Furthermore, she was not at all welcomed to one of the sections. Thirdly, none of the teacher of special schools was agreeing to write the answers. They were convincing the researcher to write those answers after listening to their interview. Therefore, it was difficult to organize their answers according to their saying. In spite of all the obstacles and limitations, the researcher was able to organize and establish my study on the use of non-verbal communication – Gesture and facial expression.

## Chapter Four

## Findings and Analysis

This chapter depicts the findings and its analysis that was collected by interviewing teachers of the schools mentioned. The findings are given below in tables:

**4.1: Multiple choice questions and answers, percentage and Analysis:****Table 1: Benefits of non-verbal communication**

	Number of teachers	Percentage
Yes	5	100
No	0	0

From the above table, it can be said that, 5 teachers think non-verbal communication is beneficial for language learning. The percentage of agreeing with the question is 100%. On the other hand, none of the teachers support that, non-verbal communication does not help in language learning. Furthermore, they also believe that non verbal communication demonstrates meaning of any spoken language.

**Table 2: Recommended level for using gestures and facial expression in classroom**

	Number of teachers	Percentage
Play/Nursery/KG/special children	4	80
Primary level students	1	20
Secondary level students	0	0

From the above table, it is seen that, 80% of teachers believe that gesture and facial expression is applied on play/nursery/KG/special children. On the other side, one teacher which



is 20% of the teachers suggested that gestures and facial expression should be applied on primary level students. Adding to that, none of the teachers supported using these non-verbal communications for secondary level students as they can understand language without teacher's body movement or facial expression.

**Table 3: Activities following gestures and facial expressions: Role play**

	Number of teachers	Percentage
Yes	5	100
No	0	0

Role play is one of the common activities where both teacher and students have to do body movement and change facial expression while talking. According to the table, 100% of the teachers agreed to the point that they have activities like role play as classroom activity.

**Table 4: Teacher's observation ability**

	Number of teachers	Percentage
Yes	5	100
No	0	0

According to the box it can be said that the teachers also believe that a teacher should have the ability to observe. According to the observation of the teacher, she/he will be able to continue their class. Otherwise it will not be considered as a successful one.

**Table 5: Affects of teacher's facial expression**

	Number of teachers	Percentage
Yes	5	100
No	0	0

Following to the table, 100% of the teachers believe that teacher's facial expression has affect on students learning. Teacher should not reflect his or her mental state on her students. A smiley face is always required.

#### **4.2. Open ended question and answer and Analysis:**

- **Benefits of gesture and facial expression:**

Among 5 teachers, two of them think that gestures and facial expression is beneficial for students' better understanding. Another teacher believes that students become more attentive and enjoy their lesson. Furthermore, other two teachers expressed that it helps to build better communication between teacher and the students and thus remove the monotonousness of classroom situation.

- **ELT method:**

None of the teachers has properly mentioned any specific ELT method that is used in classroom except one teacher. These methods are used to teach special children. The name of the methods are ABA, WHO, AWAL. The other teachers said that they mostly do actions while playing rhyme or poetry and students repeat after their teacher. In case of special children, teacher takes help of some teaching aids. Their motive is to make students socialize with others and build friendship

- **Activity following teacher's gesture and facial expression:**

Though the teacher has not mentioned of any specific methods, they brought up some activities which tends to follow teacher's gesture. Two of them talked about story reading and

rhyme playing where the students have to follow after their teacher. Moreover, they follow teacher's gesture while saying prayer and physical exercise too. On the other side, in case of special children, students follow their teachers while doing imitation, functional activities and real life activities

- **Benefits of Teacher's act:**

Two of the teachers said that teacher's acting on such activities help the students to memorize those rhymes and stories. It helps them to remember those easily. Furthermore, other two teachers believe that it works as a motivation towards their students. Adding to that, another teacher said, class is more enjoyable when they see their teacher acting on rhymes and stories. A teacher of special children was acting on a rhyme which had some words like 'twinkle', 'sky', 'star'. While saying those words she was either acting or showing pictures. Thus she believes that, sometimes it helps them to relate those with real life context.

- **Common facial expression of students:**

Most of the teachers observe either their students are happy, sad or disappointed. These are the common facial expressions. Besides, two of teachers have mentioned about observing students behavior, way of speaking and their classroom activity. In case of special children, they are mostly disturbed by bothered environment. Therefore, teachers take help of some picture cards which has images of emotions. Students point out those pictures to express their emotions.

- **Benefits of Teacher's ability to observe:**

Three of the teachers expressed the same thought while answering this question. They said that it is beneficial for the teachers because it helps to know the understanding mood of the

students. Furthermore, other two teachers added that, it helps to identify the inattentive and slow learners. They also added that, if teacher is not able to do this, how can she/he manage the whole class. At last, one teacher suggested that, teacher's ability to observe may lead to a successful class.

- **Measure students' attentiveness:**

5 of the teachers shared different kind of behaviors to explain how they measure student's attentiveness in classroom. One teacher measures her students' attentiveness through their eye contact and smiley faces. Another teacher focuses on the interactive environment of her classroom. She believes that if her students communicate with her and other students, it means they are attentive in the classroom. In case of special children, the scenario is different because it is hard to keep them stable and attentive in classroom for a long time. Even though, teacher measures students' attentiveness by observing their disturbing faces and mood. One of the teachers added that, they get bored with daily same activities; therefore, teacher arranges break or playing time for them to bring back their attentiveness.

- **Offensive behavior of students:**

Shouting – is the most common offensive behaviors according to all teachers. Other than this, one teacher has mentioned of – yelling, howling and bad body action. On the other side, special children can make many offensive behaviors such as- hitting, spitting, touching and stretching. Most of the time, they get hyper and shout instead. One of the teachers shared her personal experience about special children. She said that, special children cannot tolerate their teacher's absence or avoidance.

- **Avoided facial expression and Gesture by both teacher and students:**

Four of the teachers suggested avoiding any kind of fearful action such as anger, shouting, scolding by teachers. Teacher's fearful action may create a bad impact on the students. These kinds of behaviors must be avoided for special children. On the other side, students should also avoid some behaviors such as - poking, gossiping, banging on the table, tearing books, teasing.

- **Affect of teacher's facial expression:**

Teacher's facial expression has great impact on students' mind. One teacher thinks that, through teacher's facial expression students can understand their teacher's mood and action. Similarly, another teacher believes that, a student's one of the major motivation is their teacher. If teacher's facial expression show satisfaction towards her students, he/she is further motivated to keep up the good work. On the other side, teacher's bad facial expression can create violation or create interruption in their work for special children. Therefore, a teacher has to have a lot of patience to keep those students calm and stable.

- **Motivational gestures and facial expression:**

Teacher's positive, loving and caring facial expression and gesture can motivate young learners to be attentive in the classroom. Moreover, one teacher believes that her satisfaction and happy face can motivate her students. However, motivational gesture and facial expression is very much necessary for special children. To motivate those young learners, teacher may use of new colorful pictures, recite new rhymes and act on those. One of the teachers does these activities to motivate her student. Adding to that, another teacher suggested that, a teacher has to

be innovative and creative to make lesson plan for these children. As they do not like same activities daily, therefore, teacher can sometimes bring changes in class activity to motivate them.

- **Alternative classroom activity:**

Teachers of typical young learners expressed that, they use verbal methods, pictures and interesting materials other than their classroom material. If the teacher observes that, the students do not like the same activity, then teachers use these alternative classroom activities. On the other hand, special children are given the priority to choose their highly preferred work by themselves. On this situation, students engage them in paper craft, art and other co-curricular activities which help them to connect in real life.

#### **4.3. Teaching style and students' responses in typical schools:**

The researcher went to two English medium schools which were of typical young learners. Though the classes were both nursery level but each teacher had different teaching style. In both schools, students were taught only three subjects – English, Math, and Bengali. Duration of those two classes was from two and a half hours to three hours. While observing the classes, it was seen that, the teachers gave enough emphasis on English language. They teach and ask questions to the students in English language. The purpose of this act is to make students understand about English language. However, teachers also used Bengali language if any students did not understand the instruction. Therefore, interference of first language was taking place in classroom. As the classes were of nursery level classes, teacher had to do some body movements, pointing, Role-playing with a proper facial expression.

In School 1, the class had total 30 students. It was observed that the teacher used a lot of gestures and body movements through her activities. Their first warm up activity was – saying prayer at the beginning of the class. There were some instructions such as- “fold your hands” “close your eyes”, “put your hands together” and so on; later the teacher took them back to some old rhymes where students followed their teacher and acted on those rhymes. Moreover, while using gesture, teacher always had a good facial expression along with the role play. It is very necessary and motivational for the teachers to keep a happy or satisfactory facial expression in front of her all students. However, the class had other activities such as – name of the weeks, months, vegetables, flowers and summer fruits. In these activities there was not much use of teacher and students’ body movement. All they were using was their fingers to point out or say out the correct answer. The teacher run the other two subjects in the same way. At the end of the lesson, teacher finishes the class by reciting and acting out a poem named “Wee Willie Winkie”. The teacher arranged the students in rows and stood at the front. She acted out the whole rhyme by showing various kinds of gestures and facial expression. Furthermore, she was seen acting out every word with proper action. Students first observed their teacher’s action and later followed her. Teacher was seen demonstrating and emphasizing on every word from the poem; so that, her students can relate the words with real life situation Furthermore, teacher instructed her students to recite the poem with action and without action.

The nursery class of school 2 was similar to the class of School 1 to some extent. The class had 35 students. At the beginning of the class, teacher greeted the student with a good gesture and happy facial expression. The teacher begins the class with a warm interaction with her young children and moved on with her lesson plan. Like the first teacher in school 1, this teacher also taught her students the name of weeks, months, flowers, vegetables, summer fruits

and so on. The only difference was found that the teacher used pictures for the better understanding of the students. Through the use of pictures, the students are pointing out the correct answer which states that there was use of gesture and body movements. For example, the teacher was teaching the names of body parts of human body. In this activity, teacher gave instruction to the students saying – “touch your shoulder”, “move your waste”, “move your knees”, “close your eyes”, “show your tongue” and so on. Not only students but also the teacher was participating in this activity. Therefore, young learners were seen enthusiastic and excited in the classroom. Adding to that, teacher was seen teaching students about phonetic sounds of the alphabets where teacher’s voice was loud and clear. Teacher of this class also ended her lesson by acting out 3-4 rhymes with her students. Teacher’s gesture and facial expression was also present during the role play.

#### **4.4. Teaching style and student’s responses in Special Children Schools:**

The researcher visited two classes of special young learners. Each class had different categories of autistic children. Moreover, they also had different characteristics. Teachers of special children follow a separate style to teach them and to make them able to communicate with others. Teacher was seen using sign language, picture cards, blocks, pictures of facial expressions and so on.

In School 3, the class had only 6 students. The researcher observed the teaching style for both vocal and non-vocal students. In these classes, it was observed that though the students are elder according to their age but every student had slow mental development. A student, who was of 22 years old, had mental growth of 12-years old. Communication between teacher and students was comparatively low in this class. Generally, they do not make proper eye contact to



the other person while communicating and do not speak without receiving instruction. Students who cannot speak or cannot listen, teacher uses sign language to them to communicate. While communicating through sign language, both the teacher and students made the use of gesture and facial expression. As a result, students get to know teacher's instruction by observing their fingers pointing, gestures, body movement, emotions and facial expression. There were some students who can understand teacher's language but are not easily to move or forced to talk or forced to do their work. Teacher deals with a very calm behavior with these young children. It depends on their mood that either they want to do their regular work or not. Teacher observes students' behavior and facial expression to understand their mood. Therefore, teacher was seen using some picture cards of emotions so that the student can point them out and express their present mood. On the other side, there was one student who could speak properly, understand instruction, good in computer skills and communication and also self-motivated. While communicating with the researcher, it was observed that, he kept repeating what other person was saying. The reason of this continuous response was that, through this style he can memorize easily and remembers information given by the other person. There was also another student, who does not speak much but use one word to express his need such as – water, toilet and foods and so on. Moreover, sometimes he points out the pictures hung on the board to express his need. Besides learning language and producing speech, some students had unbelievable skill in art and craft. The instructor showed the researcher some samples of the art and craft they did earlier. Another major observation was that, the teacher of this class did not give enough emphasis on English language; because, not only teachers but also students were using their first language Bangla most of the time. Teachers believe that they should be taught to communicate by their mother tongue first and later they will be taught in other language according to their

mental capacity. In essence, it can be said that, though teacher gives less importance to English language but he used enough gesture and facial expression to communicate with his students.

The final school that the researcher observed was also a school for special children. The class was of Nursery level students aged from 4-5 years old. The class had 6 students in total. Unlike the previous class, these students were of same age and had same characteristics of Autism. Therefore, the teacher was able to give equal concentration to all students. At the beginning of the class teacher warmly greeted and welcomed her students saying ‘Good Morning’. After a warm welcome, teacher called out students’ attendance by repeating their name twice or thrice and they responded a bit later to their teacher. The class started with rhyme playing. Teacher was seen acting on every rhyme and was instructing other students to follow her. But, very few students responded to the teacher. In that case, teacher helped those students to follow her. Besides, teacher was seen using some symbols with some specific gesture. For example,

- To express ‘yes’ or ‘no’ – the teacher moved her head;
- To express ‘up’ and ‘down’- the teacher used her finger to point those;
- To express ‘tall’ and ‘short’- the teacher used her hand to show the length;
- To express ‘right’ and ‘left’ – the teacher used her both hands to show the students;
- To express ‘quick’ and ‘slow’- the teacher acted on these action;
- To express ‘finish’ – the teacher crossed her both hands to show them that the activity is over.

The gestures mentioned above also included teacher’s facial expression which is also very

important for those students as they can see her action while doing body movement. All the students were seen following their teachers gesture and facial expression.

There was another observation which seemed to be important for these students for language learning. Picture cards were another helpful hand for the teachers to teach them. There was an activity named 'Matching' where the students had to match two separate pictures with another similar picture card. For example, there were two separate pictures of a parrot and a frog. On the other side, there was another picture card which has both of the pictures together. Teacher instructed her students to point the similar picture with one another. Similarly, teacher used other picture cards of a 'house' and 'tree', a 'cat' and 'mouse'. Some of the students responded through this activity. By this way, teacher believes that pointing out the right pictures is beneficial for the students to understand a particular object. Furthermore, the students can not only know the object but also their relation between them in real life.

Some of the common observations that were found out in this school like the previous one are mentioned below:

- Role play while doing rhymes
- Use of materials such as block, picture cards
- Use pictures to demonstrate
- Use of hand movement, specific gestures, sign language and facial expression
- Emphasizing more on First language rather than second language.
- Interference of first language in English Language

After collecting all the data by taking teacher's interview, it seemed that it has become more valid and reliable.

## Chapter Five

### Discussion

In this chapter, all the data collection will be related to the theories that were mentioned in chapter 2. In chapter 2, the researcher have discussed about the benefits of gesture and facial expression, types of gestures and facial expression, ELT methods those are related to non-verbal communication and methods which follows teacher's gesture and facial expression, how it reduces students' affective domain and develops communication between teacher and students. Furthermore, the researcher have discussed about how gesture and facial expression helps a young learner to learn his or her first and second language. Furthermore, relationship between autism and Non-verbal communication has also been discussed as it plays a vital role for special children to acquire language. However, after observing classes and collecting data from the teachers, there were some similarities and dissimilarities between the theories and the practical observation. These observations are pointed below:

- In chapter 2, two of the ELT methods were discussed which are related to non-verbal communication. However, after observing the schools and taking interviews of the teachers, the researcher has found out that four of the teachers were not aware of any ELT methods. The researcher had to explain those two ELT methods by referring Freeman (2000) that when a student learns a language by understanding teacher's gesture and facial expression, they can demonstrate those acts by performing them alone (p.113). After listening to the explanation they wrote their own opinion on the methods they apply in their class. According to their explanation and overall observation on the class, it was realized that two of the teacher follows TPR method. On the other side, in case of special

children, one teacher was able to explain 2-3 methods that are applied for the special children for their language learning but the other teacher of another special school did not mention any of it.

- In chapter 2, it was claimed that, teacher's gestures help young learners to get the word related to that particular gesture and facial expression; listeners are mostly able to seize the word which has been spoken and also presented in gestures as well (Cook & Meadow, 2006, p.232). It was observed in the classes of both typical and special school. However, school 3 which was a school of special children had some lacking in this topic. The teacher was not emphasizing of every word all the time; rather he was uttering full sentence to his non-vocal student which is hard for him to get at once. Furthermore, the use of sign language was little less here than the other special school.
- It was mentioned in chapter 2 about facial expression that it is a primary source of managing interaction, response and continuing any conversation. A face sometimes compliments or qualifies a message (Gregersen, n.d. p. 56). Moreover, Barry suggested that, students' facial expressions can give the message of how the classroom is well managed. According to the observation of School 1 and school 2, I can say that, it is very difficult for one teacher to observe her whole class at a time and give equal concentration to them. It depends on the number of students so that the teacher can successfully manage his or her whole class.
- Sathik & Jonathan (2013) claimed that lecturers should be highly skilled in understanding students' emotions by observing their facial expression (p.2). According to the observation it can be said that, teachers from special schools should be more trained, skilled and qualified regarding this topic. As they have to deal with students' mood, facial

expression and emotions, therefore, they need to be highly skilled in understanding students' emotions by observing their facial expression and body movements.

- Goldin- Meadow et al. (2001) had researched, use of gestures lessens the workload of both teacher and students in a classroom situation (as cited in Shansi, n.d.p.18). This scenario is not very common in the classes of special schools. The teacher has to work more when she or he applies gesture, body movement, role play and rhyme playing. The teacher not only uses gestures or body movements but also has to help his or her students to follow her. It is very difficult to make these students work or move because very few students are self-motivated and others need to be guided all the time.
- It was earlier discussed that, gesture and facial expression helps young learners to acquire their first language and as well as their second language too. However, according the observation, it has been found that, English language was not fully taught in a class of neither typical young learners nor special young learners. As all the students were from nursery level, they were still learning and could not understand all the English words. For that reason, teacher had to speak English first and then translate it after. In school 1 and 2, teacher taught them by speaking both in English and Bengali language; but they gave more emphasis on English language. On the opposite side, the teachers from special schools speak in Bangla with their students most of the time. Though they had English rhymes, stories, role plays in English, but they give more priority to Bengali language. According to Niederer (2013), the common problem that a special or autistic child faces for autism is – communication. It is very hard for them to communicate with other children who are very flexible doing their regular works (p.5). These teachers consider this statement. They believe that, as they have a slow development of language process,

therefore, they primarily want their students to be proficient in their first language and later in second language.

- Use of technology is very low in the nursery level classes. While observing, class of School 1 was only seen to use technology for her class and other classes did not have technological support. To remove the monotonousness of the daily activity, these classes can show cartoons, animated movies or channels to bring back their attention into the classroom. It works as a motivation also.



## **Chapter Six**

### **Conclusion**

After discussing all the findings and analysis the study can be concluded by stating that gesture and facial expression is necessary for special young learners as well as typical young learners in language acquisition. Not only gestures and facial expression but also sign language plays an important role for better understanding of special children. Moreover, it is the success of teacher if he or she can make his or her class enjoyable by making various facial expressions along with gestures, acts, role plays and new activities. On the other side, in case of special children, teacher has to be more skilled in using sign languages, gestures and facial expression; because, that is the only way those children can acquire language and produce speech.

To sum up the whole study it can be concluded by stating that a classroom of young learners should have a combination of both verbal and non-verbal communication between teacher and students. It not only makes the class interesting but also forms an interactive environment in the classroom. However, when a beginner starts to learn a language, whether it is their first or second language, non-verbal communications do help them a lot. For example, when a child does not have a language when it is born, non-verbal clues demonstrated by other people helps the child to learn and develop the language. By observing gestures and facial expression of the other person, the child gets to know the message, therefore, it can be stated that, a child starts learning his or her language through non-verbal communication. The same thing happens when a young learner learns his or her second language. It is not only benefits the typical young learners but has a large hand to help the special young learners to learn language. Though the researchers are still studying on the advantage of non-verbal communication, still,

these two types of communications – Gesture and Facial expression has vital importance in language learning.

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**Appendices**

**Appendix I**

**Questionnaire for teachers:**

1. Do you think non-verbal communication is beneficial for young learners to learn a language?

- a) Yes
- b) No

2. If yes, what is your view about using gestures and facial expression?

.....

.....

.....

.....

3. Which level of students will you recommend or prefer to use gestures and facial expression?

- a) Play group/ Nursery / KG- level students/special Children
- b) Primary level students
- c) Secondary level students

4. Are you familiar with any kind of method that involves non-verbal communication – body movements/gestures/facial expression?

.....

.....

.....

5. Is there any kind of activity where you (teacher) allow students to follow teacher's gesture in any activity?

.....  
.....  
.....

6. Do you have activities like role-play?

- a) Yes                      b) No

7. Does the teacher perform poems/poetry/prose when those are taught to students?

- a) Yes                      b) No

8. How much beneficial it will be for the students to understand more if the teacher acts out the poems/poetry/prose?

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9. What are the common facial expressions or gestures of students that are observed in the classroom?

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10. Do you think a teacher should have the ability to observe students' body movement or the ability to observe their attentiveness in the classroom?

- a) Yes                      b) No

11. If yes, why do you think so?

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12. How do you measure students' attentiveness and interest in any classroom activity by looking at their facial expression?

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13. Do you think your students know which gestures are offensive to your students?

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14. What type of gestures and facial expression should be avoided by both teachers and students?

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15. Do you think teacher's facial expression affect his/her students' performance in classroom?

- a) Yes            b) No



16. If yes, please explain how does it affect?

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17. What type of gestures and facial expression can motivate students to bring interest in classroom activities?

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18. What are the alternatives are taken when teacher is confused about students' facial expression about classroom material?

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