



University of Tehran press

Semiotic analysis of the body language of Farhangian University student teachers while presenting



Mostafa Bagherian far * 0000-0001-5552-7887

Department of Educational and Curriculum Innovations, Institute for Research and Planning in Higher Education, Tehran, Iran.

Email: m.bagherian@irphe.ac.ir

ABSTRACT

Having good communication skills is one of the main professional criteria to be effective in teaching and presentation. This research tries to analyze the body language of the student teachers of Farhangian University while presenting and interpret the common discourses in their body language. In order to achieve this goal, a qualitative approach of a combination of collaborative observation and phenomenology methods has been used. The statistical population of the research consisted of professors and students of Farhangian University in the academic year of 1402-403. The research sample was selected through purposeful sampling of the desired type Of cases, and according to the theoretical saturation, 10 professors and 18 student teachers were selected. The data collection tool was through observation and semi-structured interview, after the research objectives were determined, the presentation of the student teachers was observed, recorded and written. Structural-interpretive analysis was used to analyze the data and the details of the findings were interpreted. The results showed that the student teachers used body language signs for twelve types of discourse, including the discourse of completing the content, the discourse of persuasion, assertiveness and non-assertiveness of the presenter, emphasis on verbal content, maintaining and establishing calmness, empowerment and mastery. Provider, provider's trust and lack of trust, approval and disapproval, control and warning to students, participation of students in the classroom, balance and observance of justice and interaction with students are used. In the end. it can be said that

ARTICLE INFO

Article history:

Received: 17 April 2024

Received in revised form
19 June 2024

Accepted: 21 June 2024

Available online:
Summer 2024

Keywords:

Communication, verbal
communication, non-
verbal communication,
body language,
presentation..

bagherian far, M. (2024). Semiotic Analysis of the Student-teachers' Body language During Classroom Presentation at the Farhangian University. *Journal of Foreign Language Research*, 14 (2), 287-302. <http://doi.org/10.22059/jflr.2024.376691.1129>



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Publisher: The University of Tehran Press.

DOI: <http://doi.org/10.22059/jflr.2024.376691.1129>

* The author is a faculty member of Higher Education Research and Planning Institute. He has published numerous national and international articles in the field of curriculum, evaluation, teaching and body language.

1. Introduction

Communication could be defined as the process of influencing another one through several symbols; In other words, communication is the technique of transferring information, thoughts, and human behavior from one person to another. People are connected with each other in numerous environments of their lives such as home, workplace, school, university, etc. Communication in education, as all other aspects of life, has a significant place. In general, education is a communicative activity. The efficiency and effectiveness of communication mainly hinges on the quality of communication between instructors and learners. In this regard, the opinion that teachers should have robust and potent communication skills is vital for effective teaching; Therefore, teaching and learning the meanings and concepts of different languages to teachers is of fundamental importance especially to student-teachers.

Language plays a pivotal role in daily life and acts as a complex system for our personality and facilitating effective communication with others. As a whole, communication has been divided into two types, verbal and non-verbal. In addition, communication between humans, from the perspective of Walsh et al. (2024), could be intentional and unintentional and may use both verbal and non-verbal signals. These two types of communication are interdependent and sometimes occur together. Non-verbal communication is called "body language" (Jalilian et al., 2023). Since the learning process is altogether an interactive process, the Iranian future

teachers should use both types of communication. Several terms for replacement of body language are proposed such as non-words language or non-verbal language, behavior language (Rustai, 2013), sign language or silent language, body awareness, emotional language (Hosseini, 2013), body language, non-verbal communication and silent speech (Behnam et al, 2013). Body language is a kind of reaction in which people use the prime and main language, which is body language, in situations where they cannot express themselves verbally in front of various internal and external stimuli. Body language indicates various manners of people such as gestures and facial expressions, clothes, postures, voices and tones, and we observe that these behaviors provide messages about different dimensions such as the moods and attitudes of these people at that moment (Gulek and Temel, 2015).

Anthropologists in the fields of psychology, linguistics and sociology have continuously investigated body language's functions and meanings. Although it is impossible to describe the meanings of all signs accurately, nowadays basic concepts regarding body language have been developed significantly. The ancient Romans and Greeks Historically Were the first to study body language and the relationship between words and gestures. Hippocrates and Aristotle interpreted the differences between people's speech and personality differently. The Romans argued that words by themselves are not what make people speak. In addition, they said that their body is a crystallization of speech imitation and words.

Cicero, the ancient Roman philosopher, believed that in order to communicate, the body, words, gestures, and facial expressions must all these components be integrated. The initial scientific study on this topic was ‘The Natural History of Hand’ in 1644, a book by John Bulwer. He investigated more than a hundred case studies (Bedir and Daskan, 2023).

The first study on body language was done by kinesics. He explored how facial and body movements are used to communicate and what is the difference between signs and gestures (Ryan & Schrank, 2008).

Charles Darwin also was the earliest figure who scientifically conducted study on body language. In 1872, a book titled “The Expression of Emotions in Man and Animals” was published by Darwin, in which he stated that all mammals trust the emotions in the face. In addition, he studied the impressions of a group of 24 people from the images recorded by a French photographer, in the field of the concept of human facial movements and shapes, tested and recorded his observations in the book, which recorded more than 2000 facial expressions for humans, but body language experts stipulated that only 300 to 400 of these are meaningful for us nowadays (Jamali and Afzal Toosi, 2018).

Sign language, unlike spoken languages, has a separate syntax. A symbol can represent an alphabet, a word, or even a complete sentence. Additionally, sign language, like any other language, has gone through development and evolution over time (National Institute on Deafness and Other Communication Disorders, 2023). According

to the report of the World Health Organization, more than 5% (466 million people) of the world's population have hearing impairments, and it is predicted that this number would reach 900 million people by 2050, which is equivalent to one in ten people (World Health Organization, 2023). Therefore, Statistics and results indicate that there is a greater need for sign language in the coming years.

The usage of body language by teachers is an essential tool in the learning process. A teacher who doesn't use body language, just like a ship without sails can't navigate the sea the way it wants to, can't teach his learners effectively. The activities that the professor specifies for his students in order to get their grades, to a certain extent, must be in the form of a presentation in the classroom. The way students make an appearance in their classes has a significant impact on their grades. Body language plays a significant role among defined factors in delivering a good presentation. In other words, body language is classified as the utmost critical aspect of student-teachers' presentations. If students used body language techniques, they would definitely give an amazing presentation and consequently get higher grades. In addition, learning is overall an interactive process that student-teachers must use not only verbal but also non-verbal language.

Each of the students practices their body language for a specific purpose during class presentation. Further, considering the fact that teachers are the architects of societies, an inferior performance by them would lead to unsatisfactory results not only for the

individual but also for the entire society. The teachers' efficaciousness stems from the fact that they organize and manage education, which is a communicative process. Consequently, in education, the body language of teachers accounts for a special importance. Hence, future teachers should be able to interpret students' body language and actively incorporate it into their lessons. Non-verbal expressions take place instinctively and are crucial to the full meaning of communication. While observing the body language of student-teachers, it is possible to understand how each of them reacts to the presentation of educational material and answering the questions, what their body language is, what is the level of preparation and mastery of the content and criticism, and to what extent does it involve the emotions of students and teachers and how do they cope with good and bad emotions? For this purpose, this research study, considering the research background and the inadequacy of the studies, is after analyzing the body language of Farhangian University student-teachers in class presentation and interpreting the common discourses in their body language. And answering the following research question:

What type of body language do Farhangian University student-teachers exhibit during classroom presentations?

2. Literature Review

2.1. Theoretical review

The concept of language has significantly changed in the first half of the 20th century. At first, it was considered as a kind of imitation of spoken language or a method of

visual transmission of verbal signals. However, later in the 20th century, it became clear that sign language is not a direct translation of spoken words. Instead, it uses signs to convey meaning independently. Different countries or regions have unique sign languages that are not universally shared. Throughout The World, there are more than 135 distinct sign languages, and even countries that share a common spoken language, such as Australia, the United States, and England, have their own distinct sign languages (Ai-Media, 2023). The clarity of communication among humans to convey messages may be misinterpreted or ambiguous due to influencing variables such as visual and hearing impairments, neuro-divergence, culture, native language accent, and gestures (Walsh et al., 2024). Interpreting body language culture is an ongoing process that requires interpreters to stay informed and adapt their interpretations to evolving cultural expressions and norms. It is imperative to recognize that cultures are not static and constantly change and develop over time (Tolepbergen & Karzhaubaeva, 2023).

Hand movements and facial expressions, which act as an integral part of manual and non-manual signals, are the main components of sign language. Manual signals include the hand's shape, position, location, and movement to convey meaning through signs. Non-manual signals are produced by other parts of the body such as eye gaze and movement, lip and mouth patterns, body movements and head orientation. While manual signals are usually used to convey words or phrases, non-manual signals are

used to pass on grammatical and emotional information. Body language is effective on occasions that verbal communication is insufficient or it is not possible to communicate verbally. Since over 50 percent of the messages are sometimes transmitted through body language, a person can denote his agreement by nodding his head and his interest by holding his friend's hand (Elakkiya, Vijayakumar, & Kumar, 2021). In the realm of Persian literature, it is worthy to mention some related cases that indicate the non-verbal manifestations of the language. For instance, in Diwan Saeb Tabrizi:

"The silent conversation does not need an interpreter

the deaf-mute understands the language of the deaf-mute easily"

Or Raadi Azarakhshi has expressed his feelings towards his brother Lalesh as follows:

"I don't know what secret is hidden in your eyes

that I can't see and tell the secret."

The genuine indicator of people's emotions in the different cultures has its own cultural conventions. Making mistakes in body language could negatively affect the success in building relationships and conversations, and making serious mistakes can lead to losing positions and opportunities. There are several codes in body language that following and adopting them leads to successful communication with others. For example, pointing fingers at people during a speech sounds negative in a sentence and sends wrong signals to the audience. On the other hand, open palms are signs of honesty and openness. There should be effective

coordination and synchronization between oral language and body language for efficient communication in the group (Rao, 2017).

The results of Mehrabian's study indicated that 93 percent (38 percent of voice, 55 percent of other non-verbal signs) of the impact of messages is received through non-verbal and 7 percent through verbal signs. Further, the results of Birdwhistell's study (1974) demonstrated that more than 65 percent of communication takes place through non-verbal. In fact, an average person speaks for 10 to 11 minutes during the day, which may take an average of 2.5 seconds per sentence (Pease, 2003). The body, in addition to being used in daily life, has come under consideration in various arts and professions. The student-teachers of Farhangian University are among those who will prepare themselves for four years in education classes and should learn the necessary skills to teach in the classrooms during this time. Numerous factors would affect the success of their performance. The body language of student-teachers is one of the key professional skills and criteria for successful teaching and improving people's attitudes. In university classrooms, professors can make eye contact with students through body language. This situation indicates that teachers' body language skills are essential. Professors and students interact continuously during the classroom and may convey several positive and negative messages consciously and unconsciously by using their body language.

Body language has intuitive, communicative and suggestive indicative qualities. Regarding the intuitive feature,

teachers use their facial expressions to convey information or deliver some instructions in the classes; over the communicative feature, body language is effective in communicating with learners, and regarding the suggestive indicative feature, sometimes learners rely on guesses to understand the teachers' body language because they have strong imagination power (Tai, 2014). The type of look, gestures and postures, the way of walking, sitting, tone of voice, the way of dressing and all these components can convey a lot of information to the audience, and the fact is that even when the presenter does not speak conveying so much information to his audience.

2.2. Experimental Literature Review

The results of Sen's research study (2006) indicated that learners are exposed to the positive and negative body language influence of their teachers. It is highlighted that teachers' positive body language movements in classroom communications bring a positive impact on learners. Effectiveness of body language will border on welcoming feeling and perception of others about the person. On the other hand, Lack of knowledge of body language and non-verbal communication skills would cause shortage in receiving and sending messages with others (James, 2020).

The results of Badir and Duskan's study (2023) indicated that the effective use of body language to maintain classroom control and order could have positive impacts for teachers and help them in classroom management significantly. Teachers who recognize the importance of non-verbal communication skills in the classroom can

make their explanations clear and learners retain the information more easily. Body language is an additional component of communication and increases the clarity of what is to be expressed. Teachers should complement their presentation with non-verbal skills. The findings of Kucuk's study (2023) showed the necessity of body language in the classroom. Teachers should be aware of their body language and use it to convey positive attitudes and feelings to their students. They could accomplish this by providing a favorable learning environment. None of the participants demonstrated any kind of negative view over body language and it was obvious that they were eager to learn more about body language.

The results of Gulek and Temel's research (2015) indicated that teachers who are capable of using body language manage the class better and those who can effectively communicate with students are more successful in their work. They said that program studies in which teachers enter the classroom with a smile are more likely to be noticed by students, and that teachers' gestures and mimicry play a key role in students' learning process. The gesticulations that teachers use during lectures improve students' attention to the lesson. Teachers who make eye contact during class enable them to provide more comprehensive teaching experience. The smiling face of the teachers increases the students' interest in the learning class. Energetic teachers' presence would prompt students' interest in the class, and those teachers who keep students' behaviors and functions under observation

during their lectures deliver more effective lectures.

3. Methodology

This applied research study has been carried out using the interpretative paradigm, a qualitative methodological approach that combines collaborative observation and phenomenological methods. Participatory observation, rooted in the tradition of ethnography, is a qualitative method that can be considered the most natural and challenging in the qualitative tradition. In this method, the researcher attempts to study individuals' daily activities through mere observation or participatory observation to understand the reasons and methods behind these activities. Therefore, participatory observation and phenomenology can lead us to the desired outcome (semantic analysis of student-teachers' body language signs during classroom presentations). The statistical population of the present study consisted of professors and student-teachers from the male and female campuses of Farhangian University in Kohgiluyeh and Boyer-Ahmad Province in the academic year 2023-2024. From this population, 10 professors and 18 student-teachers were selected using a purposive approach and purposive sampling method, based on the criterion of theoretical saturation of information. Observations and interviews continued until the researcher reached theoretical saturation.

The author initiated participatory observation in November 2023, spanning a 70-day period across various groups. After selecting presentation topics for students, the delivery times for each student were determined. During the semester, students

who presented were closely observed, with their behavior and body language signs recorded after each presentation session. To enhance research findings, a semi-structured interview was conducted with 10 faculty members from Farhangian University. These interviewees were briefed on the research objectives one month prior to the interview. They were asked to observe and document linguistic signs exhibited by student teachers during their class presentations to provide accurate responses during the interview. Confidentiality of the data was ensured before conducting the interviews, which were recorded using an MP3 device and later transcribed for analysis. Individual interviews took place in informal settings, lasting between 18 and 27 minutes. The researcher communicated with interviewees both in person and over the phone, aiming to ensure their satisfaction. Interview times and locations were coordinated with the interviewees.

According to Hammersley the relevance and applicability of research is an important aspect of validity. Every qualitative study should provide meaningful and useful insights for both researcher and reader and this criterion holds significant value in assessing qualitative research. To establish the accuracy and robustness of data - similar to the concepts of reliability and validity in quantitative research - continuous data study and review were conducted. Colleagues reviewed the analysis process, and participants in the study verified the acceptability of the data. Additionally, semi-structured interviews were conducted with a predetermined protocol in suitable settings,

ensuring compliance with interview conditions and avoiding bias or personal opinions. Audio recordings facilitated the interview process. Simultaneously, data analysis served two purposes: providing feedback for individual interviews and ensuring data saturation. Furthermore, an audit trail method was employed to validate data accuracy. External experts familiar with qualitative studies acted as auditors and observers. In this study, an experienced external auditor with theoretical expertise examined the data collection process and analysis, resulting in enhanced study reliability.

The qualitative data analysis of the research was conducted using structural¹ and interpretive² methods. The findings were carefully examined and interpreted. This type of analysis aims to present the collected data to the reader through interpretation and editing. After conducting interviews and obtaining notes from participatory observation, the main categories in the text were identified and classified. Subsequently, similar items were combined, and the central discourses of the research were determined. Ethical considerations in the study included ensuring confidentiality of personal information for interviewees, granting freedom to participate in the interviews, and adhering to ethical principles.

4. Findings

¹ In the structural analysis of the implemented text, words, concepts, and the relationships between them are counted and examined according to the number of repetitions. This analysis considers factors such as repetition, sentence length, allusions, and the use of specific terms. The goal is to discover patterns within the statements (Karimi & Nasr, 2012).

The findings, in general, obtained from the examination and analysis of the body language of 18 presenters and 10 interviewees. The students were informed, at the outset of the academic semester, that each of them should give a presentation (speech) for 10 to 12 minutes in the classroom about the specific topics. The students were from different programs of studies (Elementary School, Persian language and literature education, counseling). In addition, other students were given a 4-minute opportunity to criticize the presenter's materials, and then the presenter should answer the students' questions and doubts for 3 to 4 minutes at the end of his presentation and make his conclusion; Therefore, the body language of each student has been discussed in different categories such as behaviorism, tone of voice and speaking, look and movement in class, and hand and face articulations. Since people's body language changes according to their specific situation and position, there is a very small chance that such a situation will happen to another person. In other words, non-verbal communication changes according to people's culture, experience and type of upbringing, and the best solution is to observe and analyze their situation and situation in order to understand the concept of non-verbal communication. Overall, twelve types of meaning were identified during the class presentation and the response to the students' criticism in the non-verbal

² In this method of analysis, the researcher tries to reveal the hidden messages in the written text of the interview to the fullest extent. According to Gilham's recommendation, to achieve this goal, the interview text should be written completely and with detailed descriptions (Gilham, 2000).

articulation of the students during the presentation, which are presented in Table 1. Such semiotics is the product of a combination of students' body language movements, which emerges based on the

situations faced by a student. Each of these signs leads students in a certain direction and contains a message. In the following, explanations are provided about each of these signs.

Table 1: Summary of findings, frequency, percentage of interviewees and observed cases

No	Discourse	Frequency and percentage of interviewees		Frequency and percentage of observable cases		Codes	
		Freq uenc y	Perce ntage	Freq uenc y	Perce ntage	Interview ees	Observable cases
1	Completing the contents	8	80	18	100	All codes except 7 and 10	All codes
2	Persuasive discourse	7	70	15	3/83	1,3,4,8,6,2,9	1,4,5,8,9,2,10,12,13,15,17,18,3,14,11
3	Certainty or uncertainty of presenter	5	50	14	8/77	5,2,7,8,3	1,3,4,8,12,14,16,17,18,11,16,5
4	Emphasis on verbal content	10	100	18	100	All codes	All codes
5	Keep calmness	5	50	14	8/77	6,4,1,8,7	1,2,4,6,7,9,10,12,13,14,15,16,17,18,
6	Ability and mastery of the presenter	3	30	13	2/72	8,2,9	18,5,1,10,9,11,4,15,2,3,4,9,7
7	Confidence and low confidence	4	40	5	8/27	7,10,1,2	11,12,13,14,17
8	Approval and disapproval	6	60	17	4/94	4,10,2,1,7,6	All codes except 16
9	Controlling and warning to students	7	70	11	1/61	8,4,5,6,9,1,3,	5,7,16,10,11,13,18
10	Student participation in the classroom	6	60	15	3/83	5,9,6,4,7,8	6,9,1,3,2,4,7,8,9,10,12,13,14,17,18
11	Keeping Balance and fairness	1	10	7	9/38	4	17,6,3,4,8,18,12
12	Interaction with students	2	20	6	3/33	1,2	3,7,14,15,16,10

Completing the contents

Some signs of students' body language during presentations were accompanied and coordinated with non-verbal messages. In addition to completing the students' conversations, this message strengthened and clarified the meaning and concept of the message for them and provided the exact meaning of the verbal message to the students and the professor. The body language analysis of all the observable cases indicated that the presenter used his hands to understand and facilitate the learning of his material while delivering the course material. In addition, the analysis of the body language of the subjects of codes 9, 11, 16, 18 demonstrated that by explaining the material with their own hands and repeating the words, they provided the correct meaning of the lesson content to the students and teachers. In this regard, the interviewees of codes 6 and 8 stated: "The majority of student-teachers attempt to complete the non-verbal content while explaining the material by hand, walking in the classroom and repeating the content". Also, participant code 9 stipulated: "A presenter in the classroom uses his body parts while speaking. Hence, if a student speaks by pointing to it and opening both hands towards it, it shows that you can start your conversation."

Persuasive Discourse

One of the themes that appeared very frequently in observations and interviews is student-teachers' persuasive discourse by presenters, which the majority of interviewees and presenters emphasized. The analysis of the body language of the observers of codes 1, 4, 5, 8, 9, 10, 12, 13, 14,

15, 17, and 18 indicated that the presenter used a calm and welcoming voice when facing critics while answering students' questions in the classroom, with an emphasis on key points. In addition, he would reiterate a summary of his talks to the students at the end. Furthermore, the analysis of the non-verbal skills of codes 2 and 3 indicated that the presenter emphasized keywords with his index finger to the left and right while speaking. Also, the interviewees of codes 1, 3, 4, and 8 stated: "When the students presented the material, they used their hands in order to convince them."

With respect to the persuasive discourse, it should be said that the presenters sought to prove their statements and refute the students' criticism. In this regard, the examination of the observed body language of code 18 demonstrated that in order to prove his statements and reject the students' words, he raised and lowered his palms downward and forward and repeated while speaking. In addition, the analysis of the non-verbal skills of codes 12 and 14 indicated that the presenter was attempting to tell the students explicitly that what their classmates were saying was not acceptable and could not be true. The body language analysis of code 1 showed that the presenter did not look at those students who stood against him. In addition to this, interviewee code 6 explains: "When answering the students' questions, the presenter looked at them and smiled, and then turned to the other students and spoke directly to them." In connection with this category, interviewee code 1 elaborated: "While answering the student's question, he looked at him and smiled, and then turned to

the other students and spoke directly to them." Code 11 appealed to the realization of his words in order to be accepted by the students. Thus, his behavior and body language point out that changing the tone of his voice loudly and using his hands when emphasizing key words was quite clear and he tried to materialize his explanations.

Certainty and Uncertainty of Presenter

Certainty will help people maintain a stable behavior and therefore carve out a win-win situation. In fact, certainty is the foundation of all achievements. People can easily and decisively realize their goals, whether in an official position or as an ordinary citizen. In this regard, the body language analysis of codes 1, 3, 4, 8, 12, 14, 16, 17 and 18 revealed that the teachers looked at the students' eyes without sharpness during the presentation. Some of them looked at the student-teachers with a gentle smile that was evident even in their eyes. In this regard, the interviewee of code 5 said: "The student-teachers used a varied tone when presenting the subject matter and had a decisive voice when explaining". Furthermore, interviewee code 2 stated: "The presenters had completely open and positive, serious and disciplined gestures and moods explaining the educational content". In addition, some student teachers were not decisive when presenting and had overbearing and obedient moods. In this regard, the analysis of the non-verbal language of the code 11 and 16 presenters revealed that he had an obedient behavior and his eye gaze was more towards the ground while explaining and looked less at the students, and in addition, his shoulders were

hanging and arms were tied. Furthermore, the observation of the presenters of codes 5 and 14 showed that they have an overbearing behavior and when presenting materials in front of students, teachers have a protruding chest in an arrogant style and a body leaning forward and use their fingers excessively as a warning sign. In relation to dominant and obedient behaviors, the interviewees of codes 3 and 7 stated: "Some presenters had a very loud, sharp and nervous voice, and others had a low and loose voice, a monotonous tone and constantly breathed deeply. Also, the interviewee of code 8 explained: "Some presenters had staring and dominant eye contact towards the student teachers".

Emphasis on verbal contents

Speakers, lecturers, professors, teachers, and presenters use their body language to emphasize, reinforce, and highlight their speeches and statements. The analysis of their body language showed that when they wanted to convey something important to the students, they would say it loudly and then repeat it. Additionally, all interviewees mentioned: "Before stating key points, they would pause briefly and then make the point. They also used their fingers to count and highlight the content. For example, when one presenter wanted to list several advantages of new teaching methods, they used their fingers to indicate each advantage. Interviewee code 10 explained: "One presenter would tap the whiteboard with a marker to emphasize significant topics and strongly stress their importance."

Keep Calmness

Analyzing the body language of the majority of presenters (codes 1, 2, 4, 6, 7, 9,

10, 12, 13, 14, 15, 16, 17, 18) revealed that they strive to remain calm while presenting and elaborate slowly without additional gestures or body language. Furthermore, the body language observation analysis of Code 13 indicated that the presenter moved his hands and feet without any particular order when explaining the material to the students. Additionally, interviewee code 6 said: “The presenter looked at all the student-teachers while presenting his material. He smiled at the students at the beginning of the class. By smiling, he demonstrated his willingness to talk and socialize with the students, giving them the feeling that he was eager to work with them and provide a comfortable and relaxed environment. He also spoke in a calm and gentle voice while explaining the material and strived to create a friendly atmosphere in the classroom.”

Ability and mastery of the presenter

The body language analysis of the observed case code 18 indicated that he used a different tone at each moment while explaining the lesson content. For example, when he reported his material on paper, he would present the material loudly after a period of quiet time. In this regard, interviewee code 8 stated: “Most of the student-teachers who gave presentations and answered students’ questions were careful in choosing the clothes they wore on the day of the presentation. The majority of them wore navy-colored clothes, and it was noteworthy that most of the presenters wore black pants on the day of their presentation.” Furthermore, the observed case analysis of codes 9 and 11 indicated that when presenting their content, they leaned forward

and explained the content to demonstrate their mastery of it.

Confidence and low confidence

The body language analysis of code 12 indicates that the presenter encouraged students to cooperate and help by looking at the faces of those who raised questions while answering the student-teachers’ questions. By doing this, he provided part of the answer and appeared trustworthy. Additionally, the presenters moved among the students and touched their backs to build trust between themselves and the student-teachers. When giving a presentation, he made eye contact with all students. The body language of code 11 indicates that he was not confident in his work and leaned to one side of the chair. Self-confidence is a key characteristic of lecturers in the class, as interviewee code 7 mentioned: “One of the presenters put his hand behind his head while presenting the material, raised his head, and walked around the classroom.” Furthermore, when another presenter entered the classroom, he shook hands with the people in the first row and asked about their mental and emotional state. Interviewee code 10 elaborated: “Most of the student-teachers who presented in front of the class held their papers with both hands during the presentation. Additionally, another presenter put his hands in his hair and played with it while giving presentations, repeatedly touching his face.”

Approval and Disapproval

Discourse of approval (agreement) consists of gestures used to acknowledge and confirm the actions of others, while discourse of disapproval (opposition) consists of gestures used to oppose or refute the

statements of others. Additionally, when the professors' and students' words are aligned, signs of approval are used; otherwise, signs of disapproval and disagreement are shown. The body language analysis of code 3 revealed that when the presenters answered the students' questions and confirmed or rejected their words, they showed this by raising and lowering their heads. The examination of the body language of code 15 demonstrated that during the presentation of the student-teachers, one of the students asked for permission to leave the class, which the presenter confirmed by nodding his head. At the same time, a student asked permission from his teacher to leave the class and showed his disapproval by raising his head. In this regard, interviewee code 4 stated: "When the student-teachers were presenting and answering questions, they would move their heads to the left and right to express their disagreement." Additionally, interviewee code 10 said: "One of the students giving a presentation in the teaching method course raised his eyebrows to show his disagreement with the student's request."

Controlling and warning to students

Verbal interactions are organized due to their control and direction. Such control and consideration is better when accompanied by non-verbal messages (Jalilian et al., 2023). The analysis of non-verbal skills of codes 5, 7 and 16 revealed that the student-teachers used their index finger to control the students during the presentation. Furthermore, the facial expressions of some presenters turn

into anger. Examining the body language of code 10, 11, 13 and 18 presenters indicated that in order to control the students, he turned his face from one person to another and, in addition, tuned his voice tone respectively. In this regard, interviewee code 8 stated: "Some students used to waste their classmate's presentation time with aimless questions, while the presenter frowned and his eyebrows furrowed." Also, interviewee code 9 said: "When the student-teacher was delivering a presentation, in order to control the students and invite them to be silent, he would walk between their seats or he would stand in front of the first row and talk to them."

Student participation in the classroom

The use of body language by lecturers enhances students' participation in the classroom. As a supporting element, teachers' eye and facial expressions, hand and arm movements grant students a better understanding of the lesson. The body language analysis of codes 6 and 9 indicated that student-teachers who felt that their students were losing interest in the lesson raised their voices in such a way that it was clear that their voices were louder than before and therefore tried to attract and involve them in the lesson again. Examining and observing the non-verbal skills of codes 1, 2, 4, 7, 8, 9, 10, 12, 13, 14, 17 and 18 revealed that students need to snap³ their fingers to pay attention to the lesson and concentrate on the content. The loud noise of the fingers made the students keep the silence and focus on the

³ Finger snapping is the act of creating a snapping or clicking sound with one's fingers. It's done by building tension between the thumb and another finger

(usually the middle, index, or ring finger) and then moving the other finger forcefully downward, causing it to hit the palm of the same hand at high speed

lesson. In addition, the analysis of the body language of code 3 showed that when the students were making noise, they invited the classroom to be quiet by clapping their hands together. In this regard, interviewee code 5 demonstrated: "To attract students' attention, the presenter would knock on the teacher's desk to invite them to be quiet and draw their attention to his teaching. Additionally, in order to attract the students' attention to the lesson, the presenter attempted to make eye contact with all the students during the presentation and simultaneously did not distract their thoughts and minds from the lesson".

Keeping Balance and fairness

The semiotic analysis of the body language of the student-teacher code 17 indicated that he made eye contact with all the students during the presentation. Additionally, the language analysis of codes 6 and 3 indicated that in order for all the students to hear their voices, they spoke loudly and made eye contact with all of them. Furthermore, interviewee code 4 stated that the student was reading from the paper while explaining the educational material and his head was falling down.

Interaction with students

The analysis of the body language of the observed cases of codes 3, 7, 14, 15 and 16 revealed that the presenter listened carefully to the students' questions and then answered them. In addition, the observed case tone code 10 showed that he was after establishing interaction between himself and the listener by using his tone of voice. Also, interviewee code 1 stated: "One of the presenters used to communicate with the students using his

tone, facial expressions and hands to convey them positive emotions and attitude to facilitate their learning." Listening to students and accepting and correcting our own words is a path to communicate with students. So that the interviewee code 2 indicated that one of the students gave explanations after the presenter's speech, which the presenter encouraged him by nodding his head. In fact, the presenter by nodding his head told the student his comments were worthwhile.

5. Discussion

Possessing effective communication skills is one of the key and professional criteria in education, which is considered professional communication. The relationship between teachers and learners has a prominent place in increasing the quality of teaching and learning and improving the attitude of learners. Student-teachers or future teachers should take the most effective action by modeling their behavior; as we have a well-known proverb that says "Two hundred mere words are not worth half the action". In terms of effectiveness, our education and training system should prefer action over speech, and for this reason, God the Almighty says in an educational instruction: "O you who have believed, why do you say what you do not do?" In addition, we can mention these precious words that are a famous poem; "The color of the face informs about the inner status" to point out that human personality is manifested in behaviors. In the present research study, the author attempts to analyze the type and tone of the presenters' voice, their way of looking, expressions and shaking hands, nodding head and face, and the

general behavior of the presenter. The results of the analysis indicate that the most significant discourses that were observed include: completing the content, the discourse of persuasion, the Certainty and Uncertainty, emphasis on verbal content, keeping calmness, the ability and mastery of the presenter, the confidence and lack of confidence, approval and disapproval, control and warning to students, participation of students in the classroom, keeping balance and fairness and interaction quality with students.

The findings of the research are in line with some of the results of Badir and Duskan (2023), Kucuk (2023) and Gulak and Temel (2015). In elaborating these results, it could be said that body language plays an effective role in each of the mentioned cases and could be a vital factor in facilitating the learning of teaching materials and content. When student-teachers use body language, they manage their class more efficiently, they are more successful in communicating, it is easier for them to understand the material and content, the students' attention to the lesson increases significantly and leads to providing more comprehensive program studies, motivating the students. The teacher by using body language will be able to give a better presentation, and consequently the interest of the learners will increase in learning. In addition, the use of body language in teaching will improve the teachers' attitude towards teaching and will be effective in facilitating the elimination of undesirable behaviors. Receiving signals from the teachers' body language indicates to the students whether the teachers are eager to

continue teaching or that they are waiting for the class to end. Such behavior is crucial for students' motivation and plays a significant role in their learning. Understanding the complexities and layers of meaning conveyed through body language fosters empathy and unity among different students. Body language can often convey meaning and feelings more effectively than words. By using appropriate body language, difficult ideas and concepts can be conveyed to learners in a way that makes the lesson more memorable. According to the findings, professors who have a good relationship with their students keep their students engaged and motivated in the classroom. Additionally, students avoid professors who appear unapproachable, aloof, and disinterested, and who sit slouched, cross their arms, avoid eye contact, or otherwise display unfavorable body language. Furthermore, body language can be used as a measure to calculate the students' feelings and understanding of the material.

One discourse that has been widely explored is the use of body language to complement course content. Analyzing the body language of presenters in various cases reveals that they often employ non-verbal cues to reinforce and clarify verbal messages. For instance, when a teacher or presenter wants to conclude their speech, they may use head, hand, eye, or body movements to guide the audience toward the endpoint. Body language serves as a versatile communication tool that complements verbal communication and overcomes obstacles.

Among the discourses used by student-teachers in their presentations is that of

control and warning to students. In explaining this finding, Effective body language and positive communication between classroom presenters and students enhance their ability to guide and influence students. In addition, overcrowding of students reduces the efficiency of student-teachers in achieving their goals and hampers learners' progress. Presenters should use all their efforts to control the classroom and monitor the social interaction and behavior of the students and manage the classroom in such a way that they can maintain control of their classroom; Because the management of students' behavior is one of the most daunting challenges for the advancement of student-teachers at the outset of their job, and one of the common concerns of both experienced and novice teachers alike, which is more common among the latter. Body language is a vital technique for maintaining order in the classroom. By using appropriate postures and gestures, teachers can inform students when to pay attention, to be not disruptive, and when to be quiet. Therefore, it helps teachers build a disciplined and appropriate learning environment for academic performance.

Incorporating student teachers into the teaching process is a discourse that presenters often utilize in their presentations. These findings align with the research conducted by Pekrun and Marsh (2022) as well as Ledbury (2004). Their studies reveal that body language serves as a crucial motivation in educational settings. When teachers establish non-verbal communication with students, it enhances their attention to course content and encourages active participation in class discussions. Conversely, neglecting body

language can lead to classroom monotony, student inattention, and disinterest in the subject matter. Leveraging body language positively impacts even unmotivated and unenthusiastic students, fostering an active and energetic classroom environment.

Maintaining authority and determination in classrooms is essential for preventing disruptive behaviors. For instance, when a professor stands straight, it conveys authority and respect to students. Ignoring body language can impact both the enthusiasm of listeners and the efficiency of the speaker's message. Additionally, creating a calm atmosphere through body language contributes to learning progress. When interacting with students dealing with emotional issues, teachers can foster a safe environment by using warm and empathetic tones, maintaining eye contact, and employing appropriate facial expressions and gestures. Communication extends beyond words; mutual responses involve complex interactions, including linguistic and non-linguistic behaviors. Analyzing body language allows better understanding of emotional states and meaningful behaviors. In the classroom, body language emphasizes verbal information, revealing the audience's emotions. Depending on the context, body language serves various purposes, complementing or contrasting verbal messages and facilitating effective communication.

6. Conclusion

Finally, it can be said that body language significantly influences a person's success or failure in social, personal, and professional

encounters. By using effective body language, we can better understand others, maintain lesson integrity, and enhance comprehensive learning. In the classroom, body language makes education more interesting and enjoyable by attracting students' attention, reducing anxiety, and involving them actively in the subject matter. It also creates a safe environment, reveals students' feelings, and sustains motivation and participation. Correct and principled use of body language leads to better communication, fewer misunderstandings, and less conflict.

Each person does their best to attract students with their body language and make them interested in learning the content. Furthermore, if we all become more self-aware of our body language in daily conversations and official relationships, we will witness more successful communication—a necessary condition for progress in all social fields. Body language is a visual communication act inseparably linked to human interaction and performance, minimizing information losses when conveying complex and sometimes ambiguous meanings. Therefore, I suggest that students use mirroring techniques before delivering presentations. Synchronizing body language between two people reinforces self-control, builds trust, and enhances effective communication, allowing them to make friends and influence others. Additionally, holding workshops, seminars, and panels related to body language during teaching can be beneficial. Students can learn about non-verbal cues, enabling deeper connections with professors. It's important to recognize

that interpreting body language culture is an ongoing learning process. I recommend that the Ministry of Education and Farhangian University prepare a booklet about students' and teachers' body language, making it available to all schools throughout Iran for easy interpretation and use.

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