

# Confirmation Gestures, Mimics and their Effects on Foreign Language Learning : Examples of EFL Students

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## ABSTRACT

Most of the communication in the classroom is provided non-verbally through body language. It was observed that non-verbal communication from abstract concepts to concrete concepts was effective during the lecture carried out by the teacher. The purpose of this study is to investigate the elements of body language, which are important for teachers, and how to achieve effective communication by using body language efficiently, and to examine the communication between student and teacher, which are the most important elements of the education system, in terms of non-verbal communication behaviors. In the study, the qualitative method was used. The study group of the research consisted of 8 female, 7 male randomly selected university students in Azerbaijan. The data were collected via a semi-structured interview form developed by the researchers. Content analysis was used within the scope of data analysis. The results revealed that the students, who learn English as a foreign language, used their body language frequently while speaking, that their body language had a positive contribution to their speaking speed and fluency, and that it provided comfort in social environments.

**Keywords:** Nonverbal communication, English as a foreign language, body language, intercultural differences, communication skills

## INTRODUCTION

Language develops with the traces it has carried since the past within the borders of the country in which it is spoken. The contribution of civilization to language and the path followed by language and civilization are priorities for the people of the country. Learning a language means collecting in memory the information about the symbols expressed by various sound forms. In this respect, affiliation is the process of conveying feelings, thoughts, or knowledge to others through any possible means. As the human brain becomes more formalized, these collected symbols also become more diverse (Corballis, 2009).

Using various interaction methods along with the in-class communication is a necessity to facilitate learners' understanding of a foreign language (Arthur & Fenyi, 2022; Cienki, 2019). Both teachers and learners rely on non-verbal communication to interpret and convey their intentions and feelings correctly and efficiently in the target language. One other reason to use non-verbal communication in the language teaching environments can be related to culture teaching and involvement in the foreign language teaching process because non-verbal communication comprises some cultural characteristics of the target language community (Babacan, 2011).

Goldin-Meadow (2003).) have shown that learners' gestures have an effect on how their oral proficiency is

rated. For example, Gullberg (1998) found that learners' oral proficiency was rated significantly higher in a video-condition, where the raters saw the learners' gestures, than in an audio only condition, where raters could only hear the learners' speech. Several studies have highlighted the positive effect of gestures and other kinesics (related to the body) cues on L2 listening comprehension (S. Kellerman, 1992; Sueyoshi & Hardison, 2005) including studies on young children (Tellier, 2008).

People use signs and symbols that try to resemble the places consulted about, in order to express their feelings and thoughts during the relationship. They increase the impact

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of what they say by attributing different meanings to their conversations with their body movements. There are common gestures in all civilizations, and among them there are also gestures that express affirmation. Gestures were created by different peoples in different periods. Even though it differs from civilization to civilization, all people in the world have the feeling of benefiting from the gesture involved. Non-linguistic symbols complement the linguistic symbols. Sometimes they evoke ideas and emotions that can be created linguistically in social engagement. Scientific research related to non-verbal relations started in the 50s of the last 20th century. Macedonia et al. (2011) conducted an experimental study specifically for iconic gestures as the representational gestures. The participants, who were university students, were exposed to four different experimental conditions. The result showed that iconic gestures are superior to meaningless gestures to help learners memorize new foreign words. Although iconic gestures have been confirmed to be positively effecting language learning process (Macedonia et al., 2011), it is less likely for instructor to produce only iconic gestures in a foreign language learning setting.

*Research.* To reach the aims of the study, the following research questions were formulated:

1. What non-verbal communication elements do English instructors prefer in language classrooms?
2. How do English instructors perceive the effectiveness of their non-verbal communication in the classroom?
3. What do English instructors think about the impact of affirmative gestures and mimics on student achievement and motivation?

Gestures have positive effects on handling various types of cognitive problems during processes such as mathematics and language learning. On the issue of disagreement on whether gestures are the product of the speech process or whether their primary purpose is conveying meaning, Dittmann and Levellin noted that “gestures are the engagement process” (McKay, 2003). Therefore, they base it on this, so that people act more and more without giving advice or asking questions. Spenser was of the opinion that his actions were involuntarily. Although there are many cases of misunderstandings or disagreements in non-verbal relations due to differences between civilizations, it is an incredible fact that people benefit from affirmative gestures. The various gestures that occur during the speech process have semantic, interactive, and judgmental functions. It is undeniable that knowing cultural differences and showing tolerance towards them is a sensitive nuance of contemporary culture. It is always arguable to see what effects gestures have on education.

The teacher tries to do imaginable pictures with his hands in the air while explaining the lesson, draws letters in the air while teaching reading and writing, and places some objects imaginatively. Students raise their finger or hand to stay in the classroom, and the teacher gives permission by confirming with his hand or head. Gestures can be listed among the gestures where the teacher uses his/her hands to show that the world is rotating or to show the mountains on the ground. The purpose here is to move up and down, to use gestures that support the verbal explanation in order to support what the geographical teacher explains in this example. Being able to concentrate the student’s attention on the lesson, increasing the motivation, and speeding up the learning period.

In fact, gestures and facial expressions are products of the subconscious. They are not movements that occur as a reflex in their essence and catch people off guard. Gestures are the feelings of the person expressing it (Özçalışkan, 2016). Small head movements, blinking the eyes, can give an encouraging and supportive message to our interlocutor.

- a) **Nonverbal communication (paralinguistic = nonverbal phonetic signals):** Stress, pauses, speaking rate, tone of voice, etc. accompanying the language. are facts. For example; When used effectively, emphasis can make complex topics that are difficult to understand easier. Additionally, situations such as laughing and sighing that occur independently of language can be evaluated within this scope (Sysoyev & Donelson, 2004).
- b) **Silent nonverbal communication (body language):** Phenomena related to gestures, facial expressions, proxemics (movement in space), touch and smell.
- c) **Communication in an objective (broad) sense:** External factors such as clothing, hairstyle, glasses, accessories, perfume are considered within the scope of this type of communication. In education, which is a communication process, effective use of body language is of particular importance. Teachers, who lead active communication especially in the educational environment, need to use body language consciously and provide students with the opportunity to decipher the signals of this language. Because non-verbal messages are the most important element that inevitably arises in communication.

**Teacher’s Body Language:** Teacher in the educational environment; While it carries out the task of educating students with its knowledge, skills and attitudes, it also plays an active role in them with its behavior. While the teacher’s sincerity, understanding and patience encourages the student to think positively, contrary behavior has a negative impact on the student (Tekindal & Arsu, 2020). In order to achieve

success in the education-training process, the teacher must make effective use of both verbal and body language.

**Isolation:** According to Heidemann, a teacher entering a classroom for the first time deliberately treats students more harshly than usual in order not to appear soft-tempered. Although it is sometimes difficult to maintain discipline, freedom within certain limits can be beneficial for the student to understand the lesson better. It can be very useful to use body language effectively in order to regain students' attention and continue the lesson and to keep the relationship with the class active. It can show the teacher's love for his student, his positive or negative thoughts, and the value he attaches to him.

According to Heidemann, the teacher should not start the lesson as soon as he enters the classroom or when there is noise, as it may cause discipline problems; He/she must first make eye contact with students one by one and then calmly look over the entire class, virtually "collecting" the students' gaze. However, focusing on a particular student for a long time in the classroom should be careful as it may make a timid student uneasy, insecure or perceived as a threat. Heidemann emphasizes that a newly employed teacher may be uneasy about dozens of glances directed at him when he enters the classroom, so choosing a positively charged student as his partner when starting the lesson will have a positive impact on the lesson. In classes where the student is passive, the student's feelings of excitement increase when they notice the teacher's eyes widening, and this affects the students negatively (Mumford & Kita, 2014). When a good teacher communicates eye-to-eye with his students, his gaze should be towards his student's eyes and from under the chin to other parts of his body (Calishkan 2010:80). A teacher who walks around the classroom and answers his student's questions without using his gaze at all will have a conflict with the other group, no matter what he tells, and what he says will most likely not be listened to. Therefore, the teacher should make eye contact with the students while teaching in the classroom. If a student is talking, the teacher, while listening, should maintain prolonged eye contact with that student and nod his or her head in approval of what is being said. If the student closes his eyes for a short time and plays with his head, it means "this much information is enough, I understand" (Acil, 2005:89).

- c) Gestures and facial expressions and their use: While teaching the subject, the teacher uses not only the language; One should also speak with body language, turn towards the class, attract attention first, and try to use gestures and facial expressions. However, when using body language, artificiality should be avoided and every

movement should be natural. Body language is carried out through gestures and facial expressions.

- d) Hand and Finger Movements: Hands are the most sensitive and effective organs of a person in expressing himself. Hand movements add rhythm and emphasis to speech and reveal the emotional tone of the thought. In the classroom, the teacher's pen and marker are his message tools, and the eyes focus on the hands holding them. Hands make conversations emphatic and interesting if they support what is said. If it indicates the opposite of what is said, then it may cause misunderstanding. Hands play an important role in showing respect and love to the other person.

Teachers should try to avoid behaviors that may constitute a barrier and strive to establish relationships with care. When teachers show their feelings through their behavior, they attract more attention and therefore lead to social behavior. Appearing in front of other people as clean, tidy, well-groomed and well-dressed as possible is considered an indication of respect for oneself and one's environment. A person who does not pay attention to his own grooming and appearance may mean that he does not expect respect from others (Gullberg, M.2008). In addition to helping determine status, regulating relationships and communication, clothing also has the feature of determining whether a person is trying to be superior. Clothing is very important in terms of creating an impression in interpersonal communication. Clothing that is inappropriate for the time and place causes important messages to be underestimated and misperceived.

In order for the teacher to have a healthy communication with his/her students, it is important for the teacher to know how to ensure effective communication and practice it. Since the teacher is a person who not only teaches but also educates and sets an example for the class, his or her behavior is extremely effective on students. Including behavioral training instead of advice training in the learning and teaching process contributes more to the development of the individual. Because it is a general finding that physical behaviors have a share of 55% (Unal, 2016).

When words and body language conflict, individuals always believe body language. The teacher should be able to make his students feel his position through body language and be able to interact and communicate with his environment. In order to open communication channels, the teacher must be democratic, friendly, affectionate, patient, reliable, objective, supportive, tolerant, use gestures and facial expressions, and be well-groomed. Teachers must be energetic and lively. While sitting, standing, and walking, one should not display images of abandonment and exhaustion. There are factors that affect the teacher's body language. One of these is dress

code. The teacher must dress in accordance with school rules. Because students are affected by the teacher's posture, clothing, gestures, and facial expressions, as well as the lesson taught during the lesson. According to a study, when people meet for the first time, 90% of them make judgments based on appearance within the first few minutes. The teacher's hands are the most sensitive and effective organs in expressing himself. Hands realize what the human brain thinks and imagines (Urbanski & Stam, 2023). Hands are the main means of communication with the environment. He perceives something through observations, and this gives an image, and an approximate idea is obtained.

Especially for beginning students, gestures, facial expressions and other bodily signs can help students whose vocabulary is still limited to grasp the meaning (Barcoft, 2009). In addition, body language can give emotional and social clues to students during the teaching process. The language learning process can sometimes be challenging for students, and it is important to keep motivation high during this process. Teachers can increase students' self-confidence by providing support and encouragement through body language.

By consciously using body language, people can know themselves better and be more successful in social interactions. According to Baltaş and Baltaş (2019), body language is a complex process that increases tolerance and understanding, improves effectiveness in relationships, is shaped according to environmental conditions, and takes its final form with words, supported by tone of voice. This process reveals the versatility and depth of communication. Body language, which is considered one of the basic elements of communication, greatly facilitates the process of understanding and being understood. However, it should be noted from the beginning that body language is not an exact science. This language may vary depending on the individual's personal characteristics, group dynamics, national cultures, social norms and even intercontinental differences. Since each individual has a unique world, body language cannot be put into a universal mold. However, certain norms of behavior and gestures are widely accepted in societies, and these norms closely concern both teachers and students.

Mastering body language does not mean reading the other person's mind; Rather, it is a tool used to understand his/her feelings and thoughts. Body language provides some clues in the process of understanding the individual in front of us, but these clues only help us to express ourselves and understand our students better (Mumford & Kita, 2014). Thanks to this data, we can observe students' body language during the lecture and integrate their reactions into the course. Thus, as teachers, we have the opportunity to make our lessons more

efficient. While communicating with students, strengthening this communication by using our body language provides an important advantage for us.

*Body Language in Foreign Language Teaching* body language in foreign language teaching has critical importance in terms of effective communication and transfer of meaning. Individuals learning a new language can use body language as a guide in situations where the words are not fully understood. Gestures, facial expressions, and body movements support verbal communication, reinforce the meaning of words, and help abstract concepts become more understandable. In addition, the teacher's body language helps students focus on the lesson content better. In this way, while learning a foreign language, students develop a more comprehensive understanding not only in the linguistic sense but also in the cultural and social context. Body language enables both the instructor and the student to experience a more effective and interactive learning process in foreign language teaching.

Intercultural body language differences become more evident and important, especially when traveling to a foreign country or when foreigners come to our country. Baltas (1994) emphasize that when one is included in different cultural groups, it becomes difficult to accurately understand the details of body language messages. Therefore, to understand the silent language of a group, it is necessary to have a deep knowledge of that culture. Culture has emerged throughout history as a way of solving human problems with nature and other people, and therefore, being aware of cultural differences plays an important facilitating role in solving the problems of both the past and the future. In interpersonal relations, the distance caused by cultural differences is of great importance when effective and effective communication is desired, as it reflects the individual's way of expressing himself.

A qualified teacher offers students a more effective and efficient learning environment. Teachers' pedagogical skills, subject matter knowledge and competency in classroom management increase students' academic success and motivation (Can, 2012). In addition, the fact that teachers attach importance to their continuous professional development, adopt innovative teaching methods and show sensitivity to individual student needs further increases the quality of the education process (Shahin, 2013). Behaviors and gestures used to establish positive relationships with the class are very important. Gestures such as facing students and showing your palm while recording lectures convey a message of trust and open communication to students. Such behavior may be stereotyped and may be thought to lead to speculative behavior

Body language, which has an important place in teacher competence, is a tool that the teacher must use effectively

in his/her practical performance. This principle enables the teacher to incorporate the effective use of body language into the teacher's performance in the context of his or her work. Therefore, the correct and conscious use of body language should be considered as an important element that increases the professional quality and competence of the teacher, as well as establishing positive relationships in the classroom. Students communicate with both the teacher and their friends through gestures, facial expressions and body postures, as well as their verbal expressions. For this reason, learning to use body language correctly and being conscious about it is of critical importance in terms of communicating effectively with their environment. In order to use the elements of body language correctly, one must first have sufficient knowledge about what these elements are.

The first element of body language is eye contact. Eye contact is a very powerful tool in communication. Students can make a more sincere and trustworthy impression by making eye contact with the person or people they are dealing with. Another body language element is smiling, spreading positive energy and tolerance. Smiling is an important element that affects communication positively (Cook, Duffy, Fenn, 2013). Students can make their communication more effective by smiling, sharing positive energy around them, and displaying a tolerant attitude. Another element of body language is body posture (Anderson, 2020). Standing upright and presenting a confident body posture during a conversation has a positive effect on communicating with people.

Likewise, movements such as making finger signs while talking, waving hands and arms, and pointing at things are elements that greatly contribute to emphasis in communication. For this reason, students should learn to use these elements appropriately. Proximity distance is also a different element of great importance in communication (Tellier, 2008) The physical closeness or distance (distance) created between individuals is important in communication. While a close distance when talking to people expresses the sincerity between us and them, the long distances we put between us reveal the existence of a more formal communication with them. For this reason, if students want to establish sincere communication with people, they need to pay attention to physical proximity. One of the most important elements of body language is undoubtedly contact. Touch is one of the important ways to establish emotional bonds with other people.

For these reasons, students should have knowledge about how to behave in different cultures and should exhibit the movements required by their own culture as well as a respectful attitude towards the body language elements of other cultures. It is important and necessary to use both

words and body language consciously in communication. At this point, a point that should not be forgotten is that great attention should be paid to eye contact, closeness, touching and other body language movements. Excessiveness in communication with people on these issues can sometimes lead to misunderstandings. The attitudes we adopt and the body language movements we display, especially towards people we do not know very well, should be at a very high level. Students learning a foreign language can learn words and expressions whose meanings they do not know more quickly and effectively, thanks to gestures, facial expressions and other physical signs.

For example, the teacher showing the meaning of a word with hand movements or expressing emotions with facial expressions helps students understand new concepts more easily (Nurlu, 2019). Body language allows students to express themselves better during speaking. Language learners can compensate for these deficiencies by using body language when their vocabulary is limited or there are deficiencies in their grammatical structures (Shahin, 2013). For example, students can describe objects with hand movements or express their emotions with facial expressions. This ensures that communication continues without interruption and helps students feel more self-confident. Another important contribution of body language in terms of speaking skills in foreign language teaching is that it increases students' cultural awareness. Each culture communicates with its own unique use of body language and gestures, which requires learning not only the grammar and vocabulary of the language, but also its cultural and social context (Gunes, 2013). Students learning a foreign language can better understand the cultural context of the target language by learning these cultural body language uses. This enables students to not only acquire language knowledge but also develop their ability to communicate accurately and effectively. For example, in some cultures, certain gestures and facial expressions can carry positive or negative meanings. Understanding such body language cues enables students to communicate more naturally and harmoniously in the target language. Body language plays a critical role in creating cultural awareness and improving language skills in language teaching (Demiral & Yavuz, 2016)

Body language makes a great contribution to reinforcing meaning and increasing understandability. Teachers can reinforce the meaning of words and expressions by using gestures and facial expressions. Especially when learning new words, body language provides visual support and facilitates understanding. Additionally, teachers can facilitate students' understanding by adjusting speech rate and intonation through body language. Body language also plays an

important role in facilitating communication. Students with limited vocabulary can express themselves better by using body language. Expressions supported by gestures and facial expressions help students learn words and expressions whose meanings they do not know more quickly and effectively. Additionally, body language makes students feel more confident and ensures that communication continues without interruption.

## METHOD

**Research design:** The qualitative method was used in the research. Qualitative research method is a research approach in which researchers attempt to deeply understand individuals' experiences, perceptions, feelings, and meanings. This method is widely used in social sciences and is generally preferred to examine complex, multidimensional and dynamic issues. Case study, one of the qualitative research designs, was used as a model in the research. Qualitative research allows in-depth examination of a phenomenon or process.

**Participants:** The participants of the study comprised 15 (8 female, 7 male) randomly selected university students in Azerbaijan. The language level of the students was B1.

**Data Collection instruments:** The data of the study were collected using a semi-structured interview form. The interview form was prepared by the researchers and consisted of 4 open ended questions.

**Data analyses:** Content analysis was used within the scope of data analysis. As a result of the research, it was determined that the students who participated in the study, who were learning English, used their body language effectively while speaking English. When the codes obtained were examined, it was determined that the students used their body language frequently while speaking, that their body language had a positive contribution to their speaking speed and fluency, and that it provided comfort in social environments.

## FINDINGS

In Table1, students were asked: How do you use your own body language when speaking English? The question was asked and codes were created within the scope of the answers given. As a result of the data obtained, students learning English use body language effectively when speaking language. When the codes were examined, it was determined that students frequently used body language while speaking, body language had a positive contribution to speaking speed and fluency, and provided comfort in the social environment. They support their communication by using their hands, facial expressions and other body language elements. This

**Table 1: Body Language Usage**

<i>Main topic</i>	<i>Codes</i>
Use of Body Language	<ul style="list-style-type: none"> <li>• Using body language frequently while speaking</li> <li>• Positive effect on speech rate</li> <li>• Positive effect on fluent speech</li> <li>• Providing comfort in the social environment</li> <li>• Awareness of using different body language</li> </ul>

use helps them express the language more effectively and establish a stronger bond with the other party. Adjusting their speaking speed using body language allows them to maintain a more comfortable tempo, especially with words or sentence structures that they have difficulty with.

**Table 2: Facilitating Understanding with Body Language**

<i>Main topic</i>	<i>codes</i>
Making Understanding Easier	<ul style="list-style-type: none"> <li>• Making complex expressions more understandable by using body language</li> <li>• Understanding the speaker's intention and emotion through body language</li> <li>• Compensating for lack of vocabulary with body language</li> <li>• Understanding non-verbal messages through body language</li> </ul>

In the table above, have you tried to better understand a word or expression that you do not understand when speaking English by using body language? How? There is information regarding the answers to the question. According to these answers, body language It has been stated that it makes it easier to understand words that one does not understand with body language, to make complex expressions more understandable with body language, to understand the intention and emotion of the speaker with body language, to compensate for the lack of vocabulary and to understand non-verbal messages with body language. Body language plays an important role in helping non-native English students make sense of words or expressions they do not understand. Even if they don't know the exact meaning of a word, they can analyze what the other person means from their body language.

This is especially useful with complex expressions or idioms. Body language is also an effective tool in understanding the speaker's intention and emotion. Someone's facial expression or hand gesture can help understand what they are trying to say or how they are feeling. This reduces possible misunderstandings in communication and strengthens

mutual understanding. Body language also plays a role in compensating for the lack of vocabulary. Students with limited vocabulary can fill in the gaps with body language and thus convey their messages more effectively. Body language also plays an important role in understanding non-verbal messages. Correctly reading the messages given by the other party's body language helps students become better communicators.

**Table 3: Understanding Others Through Their Body Language**

Main topic	codes
Understanding Through Others' Body Language Use	<ul style="list-style-type: none"> <li>• Easier understanding of what is said through someone else's body language</li> <li>• Making sense through the use of the other party's body language</li> <li>• Understanding someone else's emotional state through body language</li> <li>• Understanding implicit messages through body language</li> </ul>

In the table above: When someone else uses body language when speaking English, does it make it easier for you to understand? How? The answers to the question are included. According to the answers given by the students, the students stated that using body language when another person speaks English has a positive effect on understanding more easily, making sense of the other person with the use of body language, understanding the emotional state of the other person with the body language, and understanding implicit messages with body language. Students gain significant advantages in understanding the conversations of others using their body language. The other party's body language enables them to better understand what they are saying. This is especially useful during fast or complex conversations. However, understanding the other people's body language allows students to understand their emotional state and intentions. This skill provides a better understanding of emotional tones and implicit messages. This use of body language helps students overcome communication barriers they encounter in the language learning process.

Codes obtained within the scope of the answers to the question were examined, the students stated that body language contributed to better self-expression, correct use of language, contribution to pronunciation, clarity in communication, and development of non-verbal communication skills. Body language plays an important role in improving students' English speaking skills. Using body language when expressing themselves makes their speech clearer and more understandable. Especially when vocabulary

**Table 4: The impact of Body Language to Speaking Skills**

Main topic	Codes
Contribution to Speaking Skills	<ul style="list-style-type: none"> <li>• Expressing yourself better</li> <li>• Using the language correctly</li> <li>• Contributing to pronunciation</li> <li>• Creating clarity in communication</li> <li>• Improving non-verbal communication skills</li> </ul>

is lacking or grammatical difficulties are encountered, body language serves an important complementary function. Body language is a supporting element for correct pronunciation. For example, a hand gesture or facial expression while emphasizing a particular word helps students speak more naturally and accurately. Body language, which increases clarity in communication, helps students communicate more effectively. Speech not only being limited to words but enriched with body language contributes to conveying the message more clearly and understandably. Body language improves non-verbal communication skills, enabling students to become stronger communicators both verbally and non-verbally.

## DISCUSSION AND CONCLUSION

When the codes obtained within the scope of the answers to the question were examined, the students stated that body language contributed to better self-expression, correct use of language, contribution to pronunciation, clarity in communication, and development of non-verbal communication skills (Macedonia, Müller, Friederici, 2011). Body language plays an important role in improving students' English-speaking skills. Using body language when expressing themselves makes their speech clearer and more understandable. Especially when vocabulary is lacking or grammatical difficulties are encountered, body language serves an important complementary function. Body language is a supporting element for correct pronunciation. Body language, which increases clarity in communication, helps students communicate more effectively. Speech not only being limited to words but enriched with body language contributes to conveying the message more clearly and understandably. Body language improves non-verbal communication skills, enabling students to become stronger communicators both verbally and non-verbally.

It is important for language learners to be aware of the use of communication skills at any level of the language proficiency (Mirici, 2000). In the study, likewise, students state that body language contributes to better self-expression, correct use of language, contribution to pronunciation,

clarity in communication, and development of non-verbal communication skills. It is found out that body language facilitates understanding within the scope of making sense of words that are not understood with body language, making complex expressions more understandable with body language, understanding the speaker's intention and emotion with body language, compensating for the lack of vocabulary with body language, and understanding non-verbal messages with body language (Baltaş & Baltaş, 2019). Students stated that using body language has effects such as a feeling of relaxation in speaking, the role of body language in increasing self-confidence and reducing stress, expressing oneself better, and being natural in communication with the use of body language.

Students stated that using body language when someone else is speaking English has a positive effect on easier understanding, making sense of the other person's body language, understanding someone else's emotional state through body language, and understanding implicit messages through body language. Similar to the findings of Urbanski and Stam (2023), in the study it is noted that body language has a positive effect on the retention time of the learned information in memory, that the information learned by using body language is kept in mind for a longer time, that body language contributes to the learning of non-verbal information, that using body language as a natural method in language learning and that learning with body language has a positive effect on transferring what is learned into practice. In light of the results of this research, various suggestions can be offered for students learning English in Azerbaijan to integrate the use of body language into the language learning process more effectively:

By planning activities and exercises that support students' body language use, language teachers can help students express themselves more easily and increase their self-confidence. Techniques that will help students compensate for their lack of vocabulary through body language should be taught and they should be encouraged to make complex expressions more understandable by supporting them with body language. In order to help students make sense of others' body language use, group studies and interactive activities should be organized and the positive effects of body language use on comfort and openness of communication in social environments should be emphasized. Considering the potential of body language to increase the permanence of learned information in memory, body language learning strategies should be implemented in lessons and the contribution of these strategies to transferring the learned information into practice should be emphasized.

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