

The Impacts of Teachers' Paralanguage in EFL Classroom

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Abstract

The research aims to describe and find out the three following objects: (1) the teachers' paralanguage forms used by teachers in EFL classroom, (2) the way the teachers use their paralanguage in EFL classroom, (3) the impacts of teachers' paralanguage toward EFL students' learning motivation. This research used mix method (the QUAL-Quan model). The instruments used in collecting the data were classroom observation, questionnaire and interview. In order to get the sample, the researchers used purposive sampling. There were 2 English teachers and 60 students from two different classes in eleventh grade of SMAN 1 Polewali as the sample of this research. The result of the research showed that teachers used paralanguage which consists of body language and voice tone while teaching in the classroom. The used of paralanguage by the teachers are different in the certain things like movement or posture. The teachers' paralanguage has positive impact in the teaching-learning process and helped students understand better the content taught. According to the results of the research, it can be concluded that the teachers' paralanguage during teaching and learning process made students to be motivated to learn, focused their attention to the teachers' explanations, and made them confidence in participating the learning process. Hence, it is obvious that teachers' paralanguage is crucial elements to use well by the teachers because it gives contribution to encourage EFL students' learning motivation

Keywords: *Teachers' Paralanguage, Motivation, EFL Classroom.*

1. Introduction

In EFL classroom, communication is very needed in order to deliver the materials among the EFL teachers and EFL students. It can be done in two ways, which are verbal and non-verbal communication. The researchers only focus on the area of non-verbal communication. According to Nordquist (2018), nonverbal communication is the process of sending and receiving messages without using words, either spoken or written. Non-verbal communication has many types, one of them is paralanguage.

DeVito (1998) stated that paralanguage refers to the manner in which something is said rather than to what is said. Paralanguage includes body language including facial expressions, eye contact, gesture, and posture.

However, when the researchers were in the school and even in the university, the researchers found the teachers or lecturers were explaining the material but their students went out the class and made

conversation with their friends or played their phones. The researchers also found the hesitancy of students to ask a question about something they did not understand to their teacher, the researchers saw that there are some teachers who could not control their class well, much classroom time is spent with eyes firmly fixed on the book, the board, the OHP, and others. While teachers' mobility is very important because teachers' movement in the classroom keep students active, it is mentioned in the research that was done by Khalifa and Faddal (2017). Teachers often complain about many things including students' motivation. It may happen as the cause of teachers who only pay their focus on their own teaching and forget about the importance of building a great environment and interaction in the classroom. A teacher is a primary element that can influence students' motivation during the learning process. In accordance with teacher's obligation, he or she needs to do some activities which are promote, stimulate and guide the students during the learning process.

Motivation is one of the foremost important factors affecting foreign language learning. It is the essential thing which will increase someone to do something. Moreover, a teacher is required to be more creative to find ways to motivate the students. Based on this presumption, immediacy originally was constructed as communication which "enhance closeness to and non-verbal interaction with another" (Mehrabian, 1969). Any efforts implemented to solve educational problems will not give contributions without teacher communicative competence. Therefore, Anderson (1979) explained that paralanguage as the part of non-verbal communication is the alternative

way in classroom interaction because it is considered as influential factor in foreign language teaching and learning that plays an essential role in the classroom setting.

In this regard, the researchers conclude that teachers should know about the importance of paralanguage and how it affects communicating with their learners and their success in teaching. In this research, the researchers will only focus on some areas of paralanguage that are body language (facial expression, eye contact, gesture and posture) and voice tone (highness or lowness of voice). Ekman (2003) stated that facial expression can be useful for psychotherapists, ministers, salesmen, teachers, actors and so on. Barati (2015) mentioned that the eyes are the essential factor to build interaction in the classroom for both of the teacher and the learner. Kendon (2000) stated that speakers often employ the gesture in such a way as to make something that is being said more precise or complete. It makes gesture becomes very helpful in the teaching and learning process. Griffiths (2005) explained that the teachers' position in the classroom indicate what they need the students to try and do. The highness and the lowness of the tone will help the teachers to get the students' motivation in learning process. Along with that, Knapp (2009) mentioned that people need to understand that how to say things can be more important than what to say.

Based on the explanation above, it is clear that paralanguage is necessary and important to be studied. Paralanguage help students connect and the teachers communicate, share and give knowledge in two ways, either teachers to students or students to teachers. It will also influence students' learning

outcomes and students' motivation. However, based on the experiences of the researchers that explained above there are some problems occur in the learning and teaching process because of the lack of using communication specifically in using paralanguage. While paralanguage is an influential factor in foreign language teaching and learning process. It is confirmed by Effendy (1998) that a teacher who rarely communicate with her students will or may experience failure in the learning process. A teacher who often communicates with his or her students in the learning process will improve students' motivation and learning outcomes.

This research focused on the teachers' paralanguage and how it affects the teaching and learning process toward EFL students' learning motivation. It is considering that the success of the students and teachers depend on the effective communication between them in the class, but communication becomes handicapped without the proper use of paralanguage. In accordance with the statement above, the research questions are formulated as follows:

- a. What are the teachers' paralanguage forms used in EFL classroom?
- b. How do the teachers use their paralanguage in EFL classroom?
- c. What are the impacts of teachers' paralanguage toward EFL students' learning motivation?

2. Literature Review

2. 1. The Definition of Paralanguage

Paralanguage is a delivering message to others with not only focusing on the verbal

message but also the nonverbal message like body language, voice tone, and rate so that the receiver can understand the message of the sender properly. It is basically a language of motivation for EFL learners and its appropriate use not only motivates them to learn more but also improves their academic progress. Below are some definitions of paralanguage by some experts:

- a. Khalifa and Faddal (2017) mentioned that paralanguage is the area of nonverbal communication that highlights body language and voice tone as means of expressing thoughts and feelings.
- b. Zani et.al (2017) stated that paralanguage is utilized in communication as the sign of the vocal tones that is present some interpretation.
- c. Sarah et. Al (2012) said that paralanguage was rated as among the nonverbal communication cues that provided the most impact on students' satisfaction.
- d. Barnett (1983) explained that in managing classroom interaction, paralanguage can be used as a great asset to a teacher if she or he can utilize it effectively, reduce barriers that often interfere with language students, and lessening the "teacher talking time".

2. 2. Motivation

Motivation is an important element in teaching and learning process. Finochiaro in Mirnawati (2012) explained that motivation does not only depend on the learners' attitudes, personality, or learning strategies, it is relying also on the teacher attitudes which favorable enough to create pleasure

situation that satisfying the students' needs and fostering their motivation.

In addition, Florence (2011) mentioned that a teacher has to give psychological feature or methods to carry learners' attention and sustain it through the lesson by implementing the motivation as the important element in the classroom and help the teacher not fail in their teaching.

2. 3. Factors Influencing Motivation in Learning English

There are several factors that can affect the motivation on how motivation can be decreased or increased in learning process. It is according to Viona (2004). The influence of motivation including: the awareness of the students about their learning goals, teachers' attitude to their students in class can be as intrinsic or extrinsic motivation, influence from students' group, and class environment. Motivation in learning is influenced by students' self, the teachers, and also students' environment.

3. Research Methodology

3. 1. Research Design

This research used mixed methods design. This research used mixed methods (the QUAL-quan model) because the qualitative data was collected first and more heavily weighted than quantitative data. This research design used to facilitate the researchers to answer the research problems accurately and efficiently. Moreover, this study aims to identify the forms of paralanguage that used by teachers in EFL classroom, how the teachers use their paralanguage, and find out the impacts of

teachers' paralanguage toward EFL students' learning motivation.

3. 2. Data Resources

Purposive sampling was used in this study. As the result of the purposive sampling, the study conducted in SMAN 1 Polewali as one of the best schools in Polewali Mandar regency. The reason behind it because the researchers intended to get the data from the professional teachers and intelligence students that are assumed have a good cooperation and thoughtful so that the research run well. The researchers chose the two most professional teachers who are teaching in grade eleven based on the recommendation from the head master of SMAN 1 Polewali. While the students that became the sample were based on those two teachers' recommendation.

3. 3. Research Variables and Operational Definitions

This research had two variables which are independent and dependent. The independent variable was teachers' paralanguage and dependent variable was the impacts of teachers' paralanguage in EFL classroom. Paralanguage is a delivering message to others with not only focusing on the verbal message but also the non-verbal message which are body language (facial expression, eye contact, gesture, and posture) and voice tone (highness and lowness of the voice) so that the receiver can understand the message of the sender properly. The paralanguage used by teachers in the classroom affected the students' learning motivation as a bridge to achieve the successful learning process in EFL classroom.

3. 4. Research Instruments

This study used three instruments that were classroom observation, questionnaire, and interview. The use of these instruments in this study is to accurately gain more data and to cross-check information.

3. 5. Technique of Collecting Data

a. Classroom Observation

Classroom observation in this present study used classroom observation checklist and a field note to collect the data or information on the teachers' teaching practice and the students' activities in the classroom. This helped the researchers to see and observe the actual learning process in the classroom or what is going on in the classroom. The observation was scheduled in accordance with the English subject schedule of each teacher. The observation was conducted within three weeks and all the activities in the classroom was recorded by a video-recorder, in line with the field notes taking. This class was observed with the limitation which there was only 50% students who attended the class due to the pandemic of COVID-19.

b. Questionnaire

Questionnaire was conducted to get data about the impacts of teachers' paralanguage toward EFL students' learning motivation. The questionnaire used a theory and likert questionnaire that is proposed by Gay et.al (2012). The questionnaire consisted of 20 items, 10 positive statements and 10 negative statements.

c. Interview

Interview was used in this study to get data from the teachers and the students. There were two English teachers that the researchers interviewed to find out the way they use their paralanguage in EFL classroom and some students were chosen to be interviewed about the impacts they got from the teachers' paralanguage toward their learning motivation.

3. 6. Technique of Data Analysis

After collecting data from classroom observation, questionnaire, and interview, the next step is to analyze the data. Sugiyono (2008) stated there are three activities to analyze data in qualitative. Those activities are data reduction, data display, and conclusion drawing or verification. Furthermore, all the instruments and findings of the study were agreed and reviewed by the experts or the lecturers who are expert in research study and paralanguage. Based on the description above, the researchers analyzed the data with the following steps:

a. Classroom Observation

The data from classroom observation and field note were described in a written form. The data was useful and the researchers found the teachers' paralanguage forms used in EFL classroom.

b. Questionnaire

Classifying of all of the data that has been collected from the students' questionnaire, the data from questionnaire were analyzed into two steps. Particularly, the students were asked to rate each of the statements using likert scale that consist of a 5-point scale that was arranged from strongly agree into

strongly disagree. Second, after quantifying the response, the score for each teachers' paralinguistic can range from 16 to 100. A high score indicates a strong impact of students' motivation for that teachers' paralinguistic. The scoring system is based from Gay et. al (2012).

c. Interview

In analyzing the interview result from the teachers and the students, there were several steps undertaken. First was collecting the raw data that the interviewer recorded while interviewing the interviewees. Second, the interviewees' opinions were transcribed into

written form. The last step is the interviewer took a conclusion.

4. Findings

4. 1. Teachers' Paralinguistic Forms in EFL Classroom

Based on the results of the observation, the researchers found that there are several paralinguistic forms used by the teachers in EFL classroom. The description is in the below:

a. Teacher 1

Table 1. Teachers' Paralinguistic in Class XI MIPA 4

Paralinguistic Activity	
Facial Expression	<ul style="list-style-type: none"> - The teacher smiled to the students while he explained the material and while the students answered his questions. - The teacher seemed serious. - The teacher laughed with the students. - The teacher looked annoyed.
Gesture	<ul style="list-style-type: none"> - The teacher used hand gesture when explaining the material, point the students to answer a question and to show the page that being explained. - The teacher extended one arm forward as a sign to invite the students to come forward. - The teacher formed a number of three by using his fingers. - The teacher waved to the right and left as a sign to say no. - The teacher gave a thumbs-up.
Posture	<ul style="list-style-type: none"> - The teacher walked around the class while explaining the material. - The teacher walked closer to the students when they were asking questions.
Eye Contact	<ul style="list-style-type: none"> - The teacher used eye contact when talking to the students, explaining material, taking attendance and asking questions.
Voice Tone	<ul style="list-style-type: none"> - The teacher used a variety of voice tone, sometimes high and sometimes low.

b. Teacher 2

Table 2. Teachers' Paralinguistic in Class XI MIPA 5

Paralinguistic Activity	
Facial Expression	<ul style="list-style-type: none"> - The teacher started the class by greeting the students with a smiled. - The teacher smiled when explaining the material, responding the student who was coming late and as a respond when students gave an answered of his question. - The teacher laughed with students.

Gesture	- The teacher used hand gesture when explaining the material, clapping his hand, as a sign to instruct students to stand up, to arrange students' position and pointing the students. - The teacher put his forefinger on his cheek as a sign of watching. - The teacher nodded and shook his head.
Posture	- The teacher explained the material mostly by standing in the front. - The teacher rarely moving around the class.
Eye Contact	- The teacher used eye contact when talking to the students, explaining material, taking attendance and asking questions.
Voice Tone	- The teacher used a variety of voice tone, sometimes high and sometimes low.

4. 2. The Way of Using Paralanguage by The Teachers in EFL Classroom

Two English teachers were interviewed and classroom observations were conducted to know how the teachers use their paralanguage. There are five forms of paralanguage that the teachers used during teaching process which contains of facial expression, gesture, posture, eye contact and voice tone.

a. Facial Expression

There are various kinds of facial expression used by the two teachers. It made the situation in the class more active and attractive.

#Teacher 1

"... sure, I use facial expressions while teaching like smiling, laughing when something is funny, or without realizing it, I will look serious when teaching or explaining materials."

b. Gesture

As the part of paralanguage, gesture was often used by teachers in the teaching process.

#Teacher 2

"... gesture can take many forms when teaching. I often give a thumbs-up to students

when they have finished presentations or answered questions, as well as when I invite the students to answer questions, I will point at students using my thumb or sometimes use my right hand. Using hand gestures when explaining, appreciate student by giving applause."

c. Posture

The two teachers did the movement, there was only a bit difference between them. Teacher 1 actively moving around the class than teacher 2 prefer to teach in front of the class.

#Teacher 1

"... at the beginning of the class, I will stand in the front then I will start walking to the rest of the class and sometimes also sit in my chair. When I give assignments to students, I usually will also check on them on the progress of their work by walking around the class and seeing how they are doing the assignments."

d. Eye Contact

In teaching and learning process, the researchers found that teachers used eye contact well.

#Teacher 2

"... of course, when I teach as a teacher I use eye contact, such as when I explain I also look at my students, when I mention their names when taking attendance, asking them some questions and so on."

e. Voice Tone

The researchers found that the teachers used voice tone while teaching in the classroom. Sometimes the tone was high and low, also there was a pause and an emphasis on some words they said when explaining the material.

#Teacher 2

“... the voice tone depends on the situation in the class, if it is noisy, I will also increase the tone of my voice to be heard by students, when explaining of course there is an intonation that goes up and down depending on what is being explained so it sounds good, not monotonous.”

4. 3. The Impacts of Teachers’ Paralanguage toward EFL Students’ Learning Motivation

Based on the results of the questionnaire and the interview, the researchers found that the teachers’ paralanguage really gives impacts to the students.

a. Questionnaire

The student in grade XI MIPA 4 and XI MIPA 5 were highly motivated towards teachers’ paralanguage in teaching and learning process. It is proved by the result of data analysis from questionnaire that showed the mean score of students’ learning motivation was 86.79. The mean score of the questionnaire that was calculated as below:

$$\bar{X} = \frac{\sum X}{N} = \frac{5381}{62} = 86.79$$

Table 3. Mean Score of Students’ Motivation

Total Score	Total Sample	Mean Score	Classification
5381	62	86.79	Highly Motivated

b. Interview

Based on the students’ interview, the researchers found that the teachers’ paralanguage gave positive impacts to the students’ learning motivation. One of the extracts of the students’ interview as follows:

#Respondent 3

“... it is very influential because from the tone of speech, expressions, and movements of the teacher, it really represents how the teacher understands the material and automatically if the teacher himself is sure and understands about the material and how to teach using the right expression and tone, the students will feel enthusiastic and motivated to learn”.

5. Discussions

5. 1. Teachers’ Paralanguage Forms in EFL Classroom

The two teachers have used paralanguage in their teaching process due to the theory of

Khalifa and Faddal (2017) stated that paralanguage is the area of nonverbal communication that highlights body language and voice tone as means of expressing thoughts and feelings.

a. Facial Expression

Generally, the two teachers used the facial expression almost in all parts of their teaching process. The teachers smiled and looked friendly when starting the class, greeting the students, explaining the material, giving instructions, and giving respond to the students’ answer or questions.

b. Gesture

The teachers found using hand gestures when giving instruction or explanation. They also used hand gestures to get respond from the students about the information or instruction which had been explained by moving their hand and the teachers also sometimes used hand gestures to point the students.

c. Posture

The teachers seemed to balance between the sitting on the chair, standing up beside the white board and moving around the class. There was only a bit difference between the two teachers, teacher 1 actively moving around the class than teacher 2 prefer to teach in front of the class and walked a little in the front area.

d. Eye Contact

The teachers often used eye contact with the students. The teachers used it for several aims, such as to respond the students during teaching and learning process, talking to students, and to show attention to the students.

e. Voice Tone

The voice tone that used by teachers sometimes high and sometimes low or normal. It used while the teachers explained the material, maintained the situation to be conducive where the students would not be noisy or bored in the classroom.

5. 2. The Way of Using Paralanguage by The Teachers in EFL Classroom

The teachers have their own way in applying the paralanguage while teaching and learning process. Based on the findings, the teachers taught and communicated by using paralanguage with their students in some ways or styles that are suitable with the theory in the previous explanation.

a. Facial Expression

The researchers found that both of the teachers used the paralanguage. They used facial expression like smiled to the students when the students answered the question he delivered. The teachers laugh together with the students if there was something funny whether it was the jokes from him or the jokes that was came from the students. The teachers seemed to have a positive aura and could transferred good energy to students

because the researchers felt it during the observation process.

b. Gesture

In teaching and learning process, the teachers were often used the gestures. Like, teacher 1 gave instruction to the students to open their book then by using his hand he raised the book and showed to the students the page of the lesson that they were studying that day. He also did the same thing when he explained the lesson to the students, he raised the book then showed a picture then asked the students what picture it was and also to show the paragraph the he was explained.

Teacher 2 used his hands and arms to gesture while explaining the lesson, it looked like he also used it to match the tone of his voice and to make the lesson well explained. He also sometimes pointed out the students to answer the question that was relatable with the lesson that day to check whether his explanation was already clear or not then after the students answered it, he gave them a thumbs-up.

The two teachers also used the head gestures like nodded their head as the sign of their acceptance of some statement or explanation from their students, they also did it when the class was over and the students thank to them because they were taught them English lessons that day as a sign of that they answered "yes" or "you're welcome" when the students say "thank you" to them and they used head gestures like shaking head as a sign of disapproval of statement or explanation from their students.

c. Posture

The teachers used posture or movement in the class, but the way they used it was slightly different. Teacher 1 used it actively, like moving around the class while teaching or explaining the material, he was also walking to the students when they asked some questions and when the students worked on their tasks, he also moving around the class to see whether the students really work on their

task or not. While teacher 2 used it a little bit passive, the teacher mostly stood in one place that was in front of the whiteboard and explained and gave instructions from the front. The teacher was rarely walking around to the students but only around the whiteboard, similarly when a student asked a question, he only responded from where he stood without come near to the student.

d. Eye Contact

Eye contact is the part of paralanguage which has an important role to do during the teaching and learning process in the classroom. Both of the teachers, either Teacher 1 and Teacher 2 have made eye contact in teaching English in the class.

According to Wainwright (1999) a person makes eye contact when: looking for information, shows attention and interest, invites and controls interactions, dominates, threatens, and influences others, provides feedback at the time of speaking and express attitudes. In this regard, teachers make eye contact with their students when they invite them to interact, show attention and interest and provide feedback when students are or have finished explaining something.

e. Voice Tone

As the four points described above, voice tone also has its own role and function for the teacher to carry out in the classroom. The teachers have done or adjusted their voice tone well by adjusting the high or the low tone of voice when explaining or speaking to students in the classroom.

5. 3. The Impacts of Teachers' Paralanguage toward EFL Students' Learning Motivation

Related to the research findings, the students showed that teachers' paralanguage in teaching and learning process affect them and made them highly motivated to learn in the class. The total score of the questionnaire was 5381 with the total sampling was 62. It shows

that the mean score of the students' motivation toward teachers' paralanguage in classroom is 86.79 which is classified as highly motivated.

a. Facial Expression

The students feel more motivated when the teachers smiled and looked friendly. The teachers who always smiled when talking to the students, made students feel more comfortable and calmer while participating in the learning activities. Besides that, the students became more confident when the teacher smiled because they felt confident and sure with their ability.

Therefore, teachers should know how to utilize different facial expressions to deal with different situations that appear in the classroom. This is relevant to the Yuanyuan (2014) stated that if a teacher could use his facial expressions well, he would create good studying atmosphere and enhance his teaching effect. Along with that, Cruickshank et al. (2003) said that regardless of a teacher's knowledge, experience, education level, or position, a teacher is credible only when his or her students believe it. Since facial expressions are considered as signs for reflecting teacher's self-confidence, they have an impact on teacher's credibility.

b. Gesture

Teachers' gesture and posture make teaching learning process more active and attractive, thus the materials or the instructions become easier to be understood by the students. Yuanyuan (2014) explained that in the classroom, teacher can do some gestures to clear his explanation. For instance, when a teacher gives the explanation for the sentence "He is fat", he may splay his hands around his haunch. If the sentence is "She is slim." The gestures will make students easier to understand what is being explained.

c. Posture

The movement or posture made students preferred to learn English if the teacher

balance the sittings on the chair, standing up beside the white board or moving around the class because they will not bore to only keep their focus to one place in a long period during the learning process. Griffiths (2005) mentioned that the teachers' position or posture in the classroom indicate what they need the students to try and do. It will help the teachers to transmit the verbal message about their instruction and the lesson taught to the students. In relating with Griffiths's theory, if there is no movement of the teacher while teaching, the student bored to follow the lesson because the movement make teaching and learning process more active. Thus, it is needed to motivate students to learn.

d. Eye Contact

Teachers who always use eye contact while talking or explaining the material can make the students feel that the teachers give them more attention, so they will be more motivated to participate and give their focus in teaching and learning process. This goes along with Parker (2006) said that by maintaining eye contact with students when speaking or listening to them, the teacher is asserting that she or he expects conversation and is interested in what the student is saying; in other words, encourages participation by students.

e. Voice Tone

The tone of voice that used by the teachers during the teaching and learning process that not monotonous make the students more interest on the course material and they feel happy because they will be more comprehend by that way. It is confirmed by Lang et. al (1995) that in the teaching process teachers should be active in using the voice tone so it will not be monotone and bored. The highness and the lowness of the tone would help the teachers to get the students' motivation in learning process. It needs to be varied, sometimes low intonation, if necessary, changed a bit high, and when

asked for attention in a crowded classroom or grab the high intonation is required.

All in all, teachers' paralanguage plays important role in teaching and learning process. It can help students' motivation rocketed. The students become easy to understand the lesson and comfortable with learning atmosphere. Besides that, the students appeared to be active and confident. So, it is obvious that teachers' paralanguage is crucial elements to use well in the EFL classroom.

6. Conclusions

Regarding to the research findings and discussions of the previous chapter, the researchers concludes that:

- a. The teachers used several paralanguage forms while teaching English in the classroom. That are body language that includes facial expression (smiling, laughing, serious and annoyed), gesture (a movement of part of the body especially the hand or the head), posture (the position when standing or sitting), eye contact and voice tone (highness or lowness of the voice).
- b. The teachers have their own way and styles in using the paralanguage while teaching and learning process. They taught and communicated by using paralanguage in a bit different way that highlights body language (facial expression, gesture, posture, and eye contact) and voice tone.
- c. Teachers' paralanguage gives positive impact to increase students' motivation to learn English. Teachers' paralanguage that most significantly helped the students' motivation for learning English are the facial expression (smiling expression) and eye contact. The facial expression made students comfortable,

confidence, and enthusiastic. Then the eye contact made them feel controlled, so it helped them to focus on learning. The teacher's gesture and movement also can help students' motivation because gesture and movement make teaching learning process more active and also give the students detail explanation. Besides that, the changes of teachers' voice tone when talking to the class make the students did not feel bored with the teachers' tone, and the students also easier to understand what teachers mean. It all concluded that the teachers' paralanguage gives contribution and positive impacts to students' learning motivation.

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