NEVERBÁLNÍ KOMUNIKACE PŘI VÝUCE ANGLICKÉHO JAZYKA U DĚTÍ PŘEDŠKOLNÍHO A MLADŠÍHO ŠKOLNÍHO VĚKU.

Bakalářská práce

Studijní program:	B7507 – Specializace v pedagogice
Studijní obory:	7504R300 – Španělský jazyk se zaměřením na vzdělávání
	7507R036 – Anglický jazyk se zaměřením na vzdělávání
Autor práce:	**Petra Dorotíková**
Vedoucí práce:	Nicola Karásková, M.A.

TECHNICAL UNIVERSITY OF LIBEREC
Faculty of Science, Humanities and Education

NON-VERBAL COMMUNICATION IN ENGLISH LANGUAGE TEACHING TO VERY YOUNG AND YOUNG LEARNERS

Bachelor thesis

TECHNICKÁ UNIVERZITA V LIBERCI
Fakulta přírodovědně-humanitní a pedagogická
Akademický rok: **2011/2012**

ZADÁNÍ BAKALÁŘSKÉ PRÁCE
(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení:	**Petra Dorotíková**
Osobní číslo:	**P10000580**
Studijní program:	**B7507 Specializace v pedagogice**
Studijní obory:	**Španělský jazyk se zaměřením na vzdělávání**
	Anglický jazyk se zaměřením na vzdělávání
Název tématu:	**Neverbální komunikace při výuce anglického jazyka u dětí předškolního a mladšího školního věku.**
Zadávající katedra:	**Katedra anglického jazyka**

Zásady pro vypracování:

Cíl:
1) vymezit možnosti využití neverbální komunikace při výuce anglického jazyka s ohledem na specifika výuky dětí předškolního a mladšího školního věku
2) analyzovat vybrané videozáznamy výuky AJ pro děti tohoto věku

Metody:
Studium odborné literatury, analýza vybraných videozáznamů vyžívajících neverbální komunikaci.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování bakalářské práce: **tištěná**

Seznam odborné literatury:

Barnett, M. A. 1983. Replacing teacher talk with gestures: Nonverbal communication in the foreign language classroom. Foreign Language Annals 16: 173-176.
DeVito, J. A. 2008. Základy mezilidské komunikace. Praha: Grada Publishing.
Gavora, P. 2005. Učitel a žáci v komunikaci. Brno: Paido.
Goldin-Meadow, S. 2004. Gesture's Role in the Learning Process. Theory Into Practice 43 (4): 314-321
Gower, R., Phillips, D., Walters, S. 2005. Teaching Practice Handbook. Oxford: Heinemann.
Hall, E. T., Reed Hall, M. 1987. Nonverbal Communication for Educators. Theory Into Practice 26 (Special Issue): 364-367
Výrost, J., et al. 2008. Sociální psychologie. Praha Granda Publishing.

Vedoucí bakalářské práce: **Nicola Karásková, M.A.**
Katedra anglického jazyka

Datum zadání bakalářské práce: **27. dubna 2012**
Termín odevzdání bakalářské práce: **26. dubna 2013**

L.S.

doc. RNDr. Miroslav Brzezina, CSc.

děkan

PhDr. Marcela Malá, M.A., Ph.D.

vedoucí katedry

V Liberci dne 27. dubna 2012

Prohlášení

Byla jsem seznámena s tím, že na mou bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb., o právu autorském, zejména § 60 – školní dílo.

Beru na vědomí, že Technická univerzita v Liberci (TUL) nezasahuje do mých autorských práv užitím mé bakalářské práce pro vnitřní potřebu TUL.

Užiji-li bakalářskou práci nebo poskytnu-li licenci k jejímu využití, jsem si vědoma povinnosti informovat o této skutečnosti TUL; v tomto případě má TUL právo ode mne požadovat úhradu nákladů, které vynaložila na vytvoření díla, až do jejich skutečné výše.

Bakalářskou práci jsem vypracovala samostatně s použitím uvedené literatury a na základě konzultací s vedoucím mé bakalářské práce a konzultantem.

Současně čestně prohlašuji, že tištěná verze práce se shoduje s elektronickou verzí, vloženou do IS STAG.

Datum:

Podpis:

Anotace

Bakalářská práce se ve své teoretické části zabývá klasifikací neverbální komunikace a jejími funkcemi, stejně jako jejím využití ve výuce, zejména potom ve výuce angličtiny jako cizího jazyka. Dále také zmiňuje některá specifika výuky angličtiny u dětí.

Praktická část této práce se poté zabývá analýzou deseti výukových videí určených k výuce angličtiny jako cizího jazyka pro děti předškolního a mladšího školního věku z hlediska použití gest se zaměřením na jejich funkci, význam a popis. Hlavním nástrojem použitým ke sběru dat byl formulář sestavený autorkou práce pro účely tohoto výzkumu.

Annotation

In the theoretical part, the bachelor thesis deals with classification, functions of non-verbal communication as well as with its use in teaching, especially when teaching English as a foreign language. It also mentions some specifics of teaching English to children.

The practical part of the thesis analyzes ten educative videos meant for teaching English as a foreign language to very young and young learners, regarding the use of gestures with a focus on their function, meaning and description. The main tool used for data gathering was a form elaborated on by the author of this work for the purpose of this investigation.

Klíčová slova:

Neverbální komunikace, gesta, TEFL (výuka angličtiny jako cizího jazyka)

Keywords:

Contents

Introduction

Communication is the activity of conveying information by means of signals. Even though it forms the basis of human society, it is not a domain exclusive to humans. Nevertheless, it was the human race which brought this ability to a new level by creating an artificial system of symbols used for exchanging information.

The most commonly used medium of transferring a message is verbal communication; that is communication using the words of a language in order to transmit information. Shortly after we are born the process of learning our native tongue begins and practically never ends. As a result of the great utilization of spoken and written language the importance of non-verbal communication is often overlooked.

Non-verbal communication is communication without words, thus not linked to any one particular language. This feature makes it a perfect aid in teaching English as a Foreign Language (TEFL), especially when students' native tongue is not used in class (such as in lessons with native speakers), when trying to limit the usage of students' native tongue in class or when students' vocabulary does not allow them to understand definitions, descriptions or other alternative ways of explaining the meaning.

The most noticeable kinds of non-verbal communication are gestures, in other words, visible bodily movements which are able to communicate the meanings of not only words, but also entire phrases. This thesis focuses on how gestures are used in TEFL teaching of young and very young learners in order to reinforce speech.

1.   Theoretical part

1.1   Non-verbal communication

Non-verbal communication is communication without words. It forms a large part in the exchange of information, even though we might not pay very much attention to it consciously.

There are several approaches to dividing and classifying non-verbal communication. Three of them, which are found in Czech literature or literature translated into the Czech language, are presented in this paper. Unfortunately, some of the British and American publications were available only in their Czech version and therefore had to be translated back into English by the author of this paper.

1.1.1   Vybíral

According to Vybíral (Argyle 1975, 1994, Křivohlavý 1988 and others, in Vybíral 2005, 81) we can non-verbally communicate with:

- gestures, moving our head and other movements of our body

- posture

- facial expressions (mime)

- glances (eye contact)

- choices and changes in distance and taking position in space (by means of approaching and distancing)

- physical contact (touch)

- tone of voice and other non-verbal aspects of speech

- clothing, decorativeness, physical and other aspects of appearance

Vybíral (2005, 81) also states that non-verbal communication can by further differentiated and individually analyzed (for example hand movements, different kinds of intonation, mimics of the bottom portion of face, etc.).

Wahlstrom (1992, in Vybíral 2005, 82) also includes other kinds of non-verbal communication with which people unconsciously provide information about other important aspects of themselves:

- chronemics (usage of time: hasty behaviour, haste in speech, slow outstretched speech etc.)

- manipulation of objects (for example the way one/someone drives a car, apartment arranging, organised/unorganised desk)

1.1.2 DeVito

DeVito (2008, 155) divides his channels of non-verbal communication in a manner similar to Vybíral, into:

- body signals (body movement and appearance)

- mimics and eye contact

- communication via space and territory (proxemics)

- communication via objects

- communication via touch (haptics)

- paralinguistic expressions and silence

- communication via time (chronemics)

Scientists further divide body movements into five main types (Ekman and Friesen 1969, Knapp and Hall 2006, in DeVito 2008, 155):

- gestures (directly express words or phrases)

- illustrators (accompany words and "illustrate" their meaning)

- demonstrations of affection (express emotional value)

- regulators (monitor, maintain and conduct other's speech)

- adapters (satisfy needs, for example scratching head)

1.1.3   Gavora

On the other hand, Gavora (2005, 100) uses a more general division, into paralinguistic and extralinguistic means of non-verbal communication, and afterwards further divides both categories.

a) paralinguistic

- volume

- pauses

- speed

- emphasis

- timbre

b) extralinguistic

- gesticulation

- mimics

- look

- touch

- posture

- proxemics

- appearance

In DeVito (2008, 473) paralanguage is characterized as "vocal but non-verbal aspect of speech. It consists of voice properties (for example voice range, resonance, tempo), characteristics of voice (laughter or crying, yelling or whispering), further determination of voice properties (intensity, pitch) and small separating signals (for

example 'eheh', which means 'no' or 'shhh', which means 'Silence!')"[1].
Extralinguistic means of non-verbal communication could be then called "body language".

1.2   Functions of non-verbal communication

1.2.1   Vybíral

According to Vybíral (2005, 90) non-verbal communication is used by man:

- to support speech (regulate the speed, underline and highlight what have been said)

- to substitute speech (illustrate and symbolize)

- to express emotion, or rather to manage an emotion (to get back to emotional balance, to adapt)

- to express interpersonal stance (for example dominance, doubt, urgency when trying to persuade someone)

- to implement self-expression (self-presentation)

The author (Vybíral 2005, 90) also presents some situations where set conventional means of non-verbal communication are used in:

- ceremonies (for example greetings, farewells, etc.) and rituals (for example blessing during a mass)

- propaganda, mass meetings and demonstrations (showing respect by standing up, agreement by clapping, disagreement by booing and stomping)

---

[1] „vokální, ale neverbální aspekt řeči. Skládá se z vlastností hlasu (například rozsahu výšky, rezonance, tempa), charakteristik hlasu (smích nebo pláč, jekot nebo šepot), bližšího určení vlastností hlasu (intenzita, výška) a drobných oddělovacích signálů (například ‚ééé', které znamená ‚ne', nebo ‚ššš', které znamená ‚Ticho!')" Translated by the author of the BA paper.

- art (pantomime, dance, ballet etc.)

1.2.2 DeVito

Knapp and Hall (2002, in DeVito 2008, 152) classify functions of non-verbal communication regarding its relation to verbal communication and presents six kinds of interaction between them. The functions of non-verbal communication are:

- to emphasise

- to supplement

- to deny

- to regulate and to conduct

- to repeat

- to substitute

Scientists also defined five specific functions for which non-verbal communication is especially important (Burgoon, Buller and Woodall 1996, Burgoon and Hoobler 2002, Burgoon and Bacue 2003, in DeVito 2008, 153). Those are:

- creating and managing impressions

- creating and defining relationships

- managing conversation and social interactions

- influencing and deceiving

- expressing emotions

1.2.3 Gavora

Gavora (2005, 100) briefly states that non-verbal communication can accompany verbal communication in order:

a) to reinforce emphasise verbally expressed meaning (the teacher points at a student and simultaneously says his name)

b) to contradict verbally expressed meaning (teacher says 'You are a hero!' but his voice timbre indicates the opposite, meaning 'You are a coward!'. This effect is called 'double bind'. In this case the student always believes the non-verbal meaning.

"Non-verbal can also stand separately, does not need to be accompanied by verbal expression. Non-verbal signals are sufficiently understandable even when not accompanied by a verbal expression: grimace (= discontentment), palm on ear (= I cannot hear), raised finger (= attention!)"[2] adds Gavora (2005, 100)

1.3   Non-verbal communication in teaching

Non-verbal communication plays a very important role in education, particularly in language teaching. While verbal communication transmits cognitive information (knowledge, facts, opinions), "non-verbal communication allows the carrying of attitudes and emotional states"[3] (Gavora 2005, 99). Based on mimics, gestures or tone of voice a teacher is able to obtain valuable information about the emotional mood of the students, in other words if they are happy, sad, attentive, confused, bored, etc. This provides the teacher with excellent and honest form of feedback, being that students express non-verbally even what they would not dare to say aloud using words.

Non-verbal communication is also put to great use when students interact among themselves for example while working in pairs or groups, a situation in which a perceptive teacher is able to recognize if there are any complications without needing to ask.

---

[2] „ Nonverbální vyjadřování však může vystupovat samostatně, nemusí ho provázet verbální vyjadřování. Nonverbální signály jsou dostatečně srozumitelné i bez verbálního doprovodu: grimasa (= nespokojenos), dlaň na uchu (= neslyším), vztyčený prst (= pozor!)" Translated by the author of the BA paper.

[3] „nonverbální komunikace umožňuje přenášet postoje a emocionální stavy" Translated by the aouthor of the BA paper.

However, non-verbal communication is not only a means for the teacher to receive important information from the students, but also vice versa. This fact is greatly exploited in language teaching, especially when the students' native tongue is not being used. It allows the teacher to transmit messages despite the language barrier.

1.3.1 Non-verbal communication in TEFL teaching

Eye contact

Eye contact in the classroom is very important not only for direct communication, but it also helps in the management of the classroom. Eye contact can be used (Gower, Phillips and Walters 2005, 9):

- to ensure that the students have understood what they are supposed to do and know what is going on
- to indicate who is to speak (usually accompanied by a nod) when calling on one after the other to repeat a word or a sentence, or to make a response
- to encourage contributions when you are trying to elicit ideas or specific language from the students
- to show a student, who is talking, that you are taking notice
- to hold the attention of students not being addressed and to encourage them to listen to those doing the talking
- to keep in touch with other students in the class or group when you are dealing with an individual, perhaps when correcting
- to signal to a pair or a group to start, to stop or to hurry up

- to indicate, with an accompanying gesture, that groups are on the right or wrong lines

- together with a gesture (such as a shake of the head) to indicate that something is incorrect, or to show that the student should try again

- to check that everyone is participating, especially when the group is working together, perhaps when doing repetition practice

- to check silently with students whether they have finished an activity

However, eye contact is not always welcomed in the TEFL classroom. As Gower, Phillips and Walters (2005, 10) state, "during any activity that doesn't demand teacher-centred control, avoid eye contact unless you are specifically asked for help or choose to join in. […] As soon as you establish eye contact, or the students establish eye contact with you, you are brought into the activity, thus making it teacher-centred". This rule applies especially to pair work, group work, speaking activities (such as role play), simulations and student-led discussions, and also individual work where student wishes to complete the task individually (Gower, Phillips and Walters 2005, 10).

Gesture, facial expression and mime

Gestures and facial expressions are important parts of face to face communication. Nevertheless, these means of non-verbal communication are not always available, for example when we talk on a phone or listen to the radio.

Gesture and mime can be used in classroom (Phillips and Walters 2005, 11):

- to convey the meaning of language

- to manage the class – for example, to reinforce instructions

- add visual interest

- to increase pace

- to cut down on the amount of verbal explanation. This is particularly important at lower levels where long verbal explanations in English can be difficult and confusing

Phillips and Walters (2005, 11) also add that in the early days it is often better to exaggerate the gestures used in class, because:

- they need to be a conscious part of teacher's repertoire, deliberately doing what they set out to do

- the students need to understand them. If they are exaggerated they are less ambiguous.

- many teachers are more frozen then they think they are and move little more than their lips

However, it is important to remember "excessive gesture […] can be silly and counter-productive. Don't let gestures interfere with the language you are teaching" (Phillips and Walters 2005, 12).

Voice

Together with eye contact and gesture, voice is another powerful way of communicating without using words, although it is mainly used in connection with speech. By altering volume, pitch and range the voice can be adapted to meet the specific requirements of every situation, for example raising the volume when in larger room or to energize the students, lowering voice when talking to a smaller group or to reacquire the attention of a distracted class, etc.

Voice can be used to gain attention, for example (Phillips and Walters 2005, 17):

- when students are standing at the beginning of a lesson, talking

- when you want to stop a group activity

- when there is a lot of general noise and you want to regain control

1.3.2   Non-verbal communication in respect to culture

When teaching English as a foreign language one is very likely to come in contact with different cultures. Therefore as Vybíral (2005, 90) says "every expression needs to be studied with regard to the situational context. For example it is difficult to generally set boundaries of what is and what is not offensive, provocative"[4]. What is viewed as polite in one country could be insulting in other parts of the world. Good teachers should be able to see possible misunderstandings and prevent them from happening.

Here are some examples of commonly used and seemingly harmless gestures, whose usage could lead to misunderstanding in different cultures:

- Sticking up the little finger is usually used for counting, meaning "one", but it can also mean "bad news" (Bali), "small penis" (the Mediterranean) or "woman" (Japan) (Morris 2004).

- Pointing up with thumb is usually used for expressing "good", "well done" or "one", but it could be taken as an insult (Australia, Ghana). The same gesture also means "five" (Japan) and "victory" (Saudi Arabia) (Axtell 1993, in DeVito 2008, 176).

---

[4] „každý projev je nutné studovat v závislosti na daném situačním kontextu. Je napříklat obtížné všeobecně určit hranice toho, co je a co už není pohoršující, vyzývavé" Translated by the author of the BA paper.

- An open palm is commonly used for counting, meaning "five", nevertheless in Greece and Western Africa this gesture is used as an insult (Axtell 1993, in DeVito 2008, 176).

- Holding the index finger and thumb together symbolizing "OK" also means "effeminacy" (Germany, Sardinia, Malta, Tunisia, Greece, Turkey, Russia, Middle East and some parts of South America), "zero" (Belgium, France, Tunisia) or "money" (Japan) (Morris 2004).

1.4 Specifics of TEFL teaching of young learners

Children differ from adults and teenagers in many ways, making their education very distinctive. According to Cameron (2001, 1) young students are more enthusiastic and lively, they want to please the teacher rather than their peer group. They also take part in activities even when they do not quite understand why or how to do them. On the other hand, they lose interest more quickly and are less able to keep themselves motivated by tasks which they find difficult. It is hard for young learners to use language in order to talk about language, since they do not have access to metalanguage with which to explain grammar or discourse. Children also often seem less embarrassed than adults when it comes to speaking in a new language. Moreover, their lack of inhibition seems to help them get a more native-like accent. But as Cameron (2001, 1) adds, "[…] these are generalisations which hide the detail of different children, and of the skills involved in teaching them."

Ur (2012, 258) explains the differences between teaching young learners and adults in implicit versus explicit learning, discipline and cooperation, concentration span and motivation. According to Ur, children learn best though implicit learning, in other words: imitating, memorizing, acquiring intuitively through repeated exposure and production in enjoyable or interesting activities. Young students are more

impatient and intolerant of the tedious practice of difficult tasks with no immediate rewards. According to Ur (2012, 258), the problem is not their concentration span itself, as children are able to spend long stretches of time on activities that interest them, but whether an individual is willing to continue doing something of no immediate interest to them. Young learners, oppose to adults, usually have little awareness of the reasons for learning, English lessons are imposed on them, therefore their motivation for studying are test results and grades (extrinsic factors) or interest-value of texts and tasks (intrinsic factors). Ur (2012, 259) recommends using pictures, stories, games and enjoyable 'language play' activities in order to motivate the students and keep their attention.

2. Practical part

2.1   Research on gestures

The practical part of this thesis focuses on the actual use of non-verbal communication in TEFL teaching. Ten different short videos meant for young learners (aged 6-12 years) and very young learners (aged 3-6 years) are analysed in this section regarding the usage of gestures.

Although eye contact, facial expressions and voice form a great part of the non-verbal communication used in the videos analyzed, they are not involved in this research in order to achieve a deeper understanding of one aspect of non-verbal communication, in other words - gestures.

Being that no actual applications of findings gathered in this investigation are included, the practical part of this paper serves rather as the first introduction into the

problematic of the usage of non-verbal communication in TELF classes. Data acquired in this research can possibly be expanded in the future.

2.2   Purpose of the study

Teaching English to young and very young learners is very different from TEFL teaching for adults and young adults. Most of these students are not able to take notes or prepare for the lessons, as they are still learning their mother tongue and discovering the world around them, making their education very specific. A language class for very young and young learners needs to be especially diverse and interesting in response to children's significantly shorter attention spans.

Nowadays, some kindergartens and primary schools are able to arrange English lessons with a native speaker for their students. There emerges another feature of TEFL teaching for children. Since they are starting to learn a second language, their vocabulary is very limited, therefore non-verbal communication, especially gestures, is used for the purpose of overcoming the language barrier, being that gestures and facial expressions are not only capable of supporting the meaning of a word or a phrase, but also directly translating words or phrases.

The fact that native English speakers are indirectly forced to use gestures to a larger scale and with abnormal frequency when teaching young children gave the inspiration for conducting this research.

2.3   Research questions

The research questions focus mainly on the functions of non-verbal communication, particularly gestures, in TEFL teaching and their usage in praxis.

- Are gestures only a complement of speech in TEFL?

- Can one gesture have different meanings?

- Can an idea be expressed by only one particular gesture?

2.4 Data-gathering method

Videos analyzed in this paper were provided by Wattsenglish Ltd., a language school specialized in teaching English as a second language to young children in schools and kindergartens. These videos are available for the students and their parents on the official website of Wattsenglish, in section with restricted access, or on the company's channel on YouTube. They are meant for teaching and practising English at home, with parents. Videos from Wattsenglish's website are divided into topics (for example colours, time and seasons of the year, food, clothes, weather, etc.), and each video is accompanied with instructions for parents and sometimes also an attached worksheet with additional tasks (drawing, colouring, puzzles, etc.).

The form designated for analyzing selected videos was created by the author of this BA paper. Gathered information includes the name of the video, its purpose, methods used in the video (for example song, game, repetition, etc.), participants, requisites used, length of video, short description/plot and gestures used. When analyzing gestures not only were their description and meaning taken in count, but also their function with regard to the context of the video.

Gestures used have been divided into three groups depending on their function, according to the classification of physical motions in relation to verbal behaviour defined by Bellack et al. (1966, in Grant 1977, 201):

Instructional

a) Conducting – the teacher uses physical motions to conduct a lesson by involving the person(s).

    a. Controlling participation (for example pointing at child to indicate "begin", nodding one's head at a child to indicate his or her answer is correct)

    b. Obtaining attending behaviour (for example tapping bell, placing fingers to lips)

b) Acting – a teacher uses motions to act out words, concepts, objects for the amplification of meanings.

    a. Emphasizing (for example swinging head)

    b. Illustrating (for example pulling fingers back to illustrate points, using hands to show size or shape)

    c. Role playing and pantomiming (for example becoming a flat tire, hopping like a bunny)

c) Wielding – the teacher employs physical motions to wield the classroom environment: objects, materials or parts of the room.

    a. Wielding directly (for example placing microphone in hand, removing cover from the magic marker)

    b. Wielding indirectly (for example moving head downward to read from book, surveying books on shelf)

    c. Instrumental to wielding (for example walking over to bookshelf, waking over to the tape recorder to turn off the machine)

Personal

d) Self-adjusting (for example stroking beard, crossing legs, adjusting glasses)

For the purpose of this research some criteria have been adjusted. Gestures will therefore be divided only into three main categories – conducting, acting and wielding. There are two major reasons for this modification. Firstly, not all physical motions are necessarily forms of non-verbal communication, and secondly the videos do not represent a typical classroom environment. For example there are no students participating in the videos, which means that there is no need for obtaining attending behaviour.

2.5   Video analysis

Selected videos have been marked with numbers one to ten and analyzed using the form mentioned in the previous section. Additionally, there are two different intro songs that are used in some videos. In order to avoid the redundancy of analyzing the same intro multiple times, both of them are described below.

Intro with the magic chest and Hello song

In videos: My name's Steve, Perfect Pizza

Description: Steve is in a chest, in the classroom. Maggie flies inside saying, "Time to start, time to start." Steve then greets Maggie and the children. Steve and Maggie sing the Hello song when they greet the children, teachers and the world.

Gestures used (function, meaning and description):

Conducting:

- come on/let's: waving arm towards himself or tilting his head

- well done: thumbs up

- you: pointing

Acting:

- hello: waving

- world: spreading arms and looking around

- hurray: waving arms and jumping up

Wielding:

WOW intro

In videos: Let's play, Body parts

Description: Steve and Maggie sing hello and fly up to the sky. Steve has balloons attached to him. At the end few of them pop revealing the topic.

Gestures used (function, meaning and description):

Conducting:

- let's: waving arm towards himself

- everyone: spreading arms

Acting:

- hello: waving

- scared: ducking

Wielding:

1.

Name: Colours

Purpose: teaching/reviewing names of the basic colours (red, green, yellow, blue, black)

Methods: showing colours and saying their names; game/song "Can you touch something …?"

Participant(s): Steve Watts

Requisites: green screen, song

Length: 3min 49s

Description: Steve greets children at school and, using a magic trick, teleports to another place where different colours appear in the background. Steve introduces five basic colours and afterwards the kids review them using a game/song.

Gestures used (function, meaning and description):

Conducting:

- asking the audience to do something: waving arm towards himself
- listen: hand cupped behind the ear
- addressing the audience: pointing towards the viewer(s)
- look: pointing with finger
- very good: thumb(s) up, clapping
- touch: bending his index finger

Acting:

- hello/bye: waving
- counting: counting to three by extending his fingers
- doing magic: moving hands in circular motions
- emphasizing: spreading arms out dramatically
- searching: putting hand above his eyes
- tiredness: leaning back and spreading his arms out

Wielding:

- I/my: pointing at himself with his finger or hand(s)
- everything: spreading arms out
- this/that: pointing with his index finger or arm(s)
- anything: spreading eyes out and looking around

2.

Name: Come on, come on

Purpose: teaching/reviewing phrases - "to sail a boat", "to ride a scooter", "to fly a plane"

Methods: song, demonstrating activities

Participant(s): Steve, Maggie

Requisites: green screen, song

Length: 1min 15s

Description: Steve first does an activity using the green screen and afterwards mimes it in a classroom.

Gestures used (function, meaning and description):

Conducting:

- come on: waving arm towards himself

- yeah: swinging arm towards himself

- great: clapping

Acting:

- hello/bye: waving

- sailing: making waves with arms

- riding a scooter: miming riding a scooter

- flying: running with arms stretched out sideways

Wielding:

- this/it: pointing with both hands

3.

Name: My name's Steve

Purpose: teaching/reviewing introducing people

Methods: repetition

Participant(s): Maggie, Steve and his three copies

Requisites: green screen

Length: 2min 49s

Description: Intro with the magic chest and the Hello song. Steve meets Steve and Steve and Steve.

Gestures used (function, meaning and description):

  Conducting:

  Acting:

- hello/bye: waving

- wondering: putting hands on his hips and tilting head

- wow: spreading arms or leaning back

- nice to meet you: lifting his hat

- I don't know: flipping his hands palms up and shrugging shoulders

- laughing: leaning back with one hand on his chest

- thinking: one hand rubbing chin, the other on his hip while tilting his head

- no/not: waving hands

- counting: extending fingers one by one

- yeah: thumb up

- confusion: holding head/face or scratching head

- pain: rubbing the area

  Wielding:

- I/my: pointing at himself

- you/your: pointing

- both: pointing at himself and his copy

- this/that: pointing

4.

Name: Perfect pizza

Purpose: teaching/reviewing and practising "I like" and "I don't like"

Methods: repetition

Participant(s): Steve and Maggie

Requisites: green screen, kitchen table, ingredients for a pizza, cooking ware, different kinds of food

Length: 7min 01s

Description: Magic chest intro with the Hello song. Steve is making a pizza out of things he likes. Maggie keeps bringing him other kinds of food he likes (for example chocolate) and he puts them on his pizza. Repeating phrases "I like chocolate, but I don't like chocolate on a pizza. Do you like chocolate?"

Gestures used (function, meaning and description):

Conducting:

- listening (asking students to say something): hand cupped behind the ear
- meaning, description and function

Acting:

- delicious: holding his index finger and thumb together in front of his mouth and then pulling away
- magic: holding one hand palm up in front of him and doing circular motions around it with the other
- I like (about food): rubbing stomach
- no/negation: shaking head or thumb down or shaking finger

32

- thinking: rubbing chin

- yes (affirmation/agreement): thumb up

- counting: counting by extending fingers

- complaining(disagreement): shaking head

- shocked (shock): shaking hands in the air

Wielding:

- this: pointing with finger/hands

- I: pointing at himself

5.

Name: Let's play

Purpose: teaching/reviewing action verbs - "to walk", "to hop", "to ski" and "to skate"

Methods: storytelling

Participant(s): Steve and Maggie

Requisites: green screen, sports equipment, bandages

Length: 4min 25s

Description: WOW intro, Steve is at the hospital telling Maggie what he has been doing.

Gestures used (function, meaning and description):

Conducting:

- good: thumb(s) up

- come on/let's: waving arm towards himself

- stand up: waving hand upwards

- listen: hand cupped behind ear

Acting:

- hello/bye: waving

- no/not: shaking head

- first: lifting the index finger

- walking: miming walking

- cold: rubbing his arms

- sunny: spreading arms

- under: putting hands above his head

- bad: thumb(s) down

- indignation: shaking finger

- pain: rubbing the affected area

- needing to go to the toilet: tensing up body

Wielding:

- snow: spreading arms and looking around

- that: pointing at something

6.

Name: Follow me

Purpose: teaching/reviewing action verbs to ski, to skate, to hop, to walk

Methods: song

Participant(s): Steve

Requisites: green screen, sports equipment

Length: 1min 43s

Description: Steve sings a song while miming sports.

Gestures used (function, meaning and description):

Conducting:

- follow me/let's: waving arm towards himself

Acting:

- hello/bye: waving

- skiing: miming skiing

- skating: miming skating

- excitement: lifting arms in the air

Wielding:

- knees: patting knees

- bottom: patting bottom

7.

Name: Winter sports

Purpose: teaching/reviewing body parts – head, arm and leg

Methods: demonstration, repetition

Participant(s): Steve and Maggie

Requisites: green screen, bandages, snowboarding equipment, bed, sleeping clothes and pillows

Length: 4min 44s

Description: Steve is snowboarding, but he falls every time and gets hurt. Steve wakes up and realizes it was all just a dream. When he goes snowboarding the next day he puts pillows on his head, arms and legs.

Gestures used (function, meaning and description):

Conducting:

- that's right: swinging arm

- addressing the audience: pointing

Acting:

- hello/bye: waving

- pain: holding or/and rubbing the location

- OK/great – thumb(s) up

- no: waving arm

- fear: shaking

- thinking: holding finger against lips or rubbing chin

Wielding:

- head: pointing or moving head

- arm(s): pointing or swinging arm

- leg(s): pointing or lifting legs

- bandage: showing the bandage

8.

Name: Body parts

Purpose: teaching/reviewing names of body parts – hand, foot, arm and leg

Methods: demonstration

Participant(s): Steve and Maggie

Requisites: green screen

Length: 3min 32s

Description: WOW intro, Maggie leaves and Steve is resting on his sofa, but suddenly falls inside. Steve is sticking his limbs out as he is trying to free himself.

Gestures used (function, meaning and description):

Conducting:

- yeah: thumb(s) up

Acting:

- tiredness: lying on a sofa, resting his head on his hand and covering his mouth with his other hand (yawning)

- hello/bye: waving arm

- fear: waving and kicking

- crazy: vertical circular motions with his finger next to his head

- sitting: pointing at the sofa with his hands

- relaxing: flipping hands palm up

- exhaustion: wiping sweat off his forehead or slumping forward

Wielding:

- Maggie: pointing at Maggie

- sofa: pointing at sofa

- hand: waving hand

- foot: waving foot or pointing at it

- arm: waving arm or pointing at it

- body: outlining body

9.

Name: Blue home 1

Purpose: teaching/reviewing words radio, table, chair and carpet

Methods: demonstration, repetition

Participant(s): Steve and Maggie

Requisites: green screen

Length: 3min 36s

Description: Steve is in an empty room where objects appear.

Gestures used (function, meaning and description):

Conducting:

- come on: swinging arm towards himself

- well done: thumb(s) up

Acting:

- sigh: swinging arms freely

- hello/bye: waving

- I don't know: scratching head or shaking his hands in the air

- thinking: scratching head or putting hands on his hips

- scared: jumping away

- wondering: rubbing chin or scratching head

- never mind: swinging arms in front of himself

- confusion: looking around

- listing things: counting with fingers

- finishing work: dusting hands

- feeling embarrassed: scratching behind ear or rubbing hands

Wielding:

- look: pointing at objects

- empty: spreading arms

- addressing the audience - pointing

10.

Name: Blue home

Purpose: teaching/reviewing words - book, bag, window and door

Methods: demonstration, repetition

Participant(s): Steve and Maggie

Requisites: green screen

Length: 3min 38s

Description: Steve is in a room pointing at objects and saying their name. Using magic Maggie starts moving things around the room to scare Steve.

Gestures used (function, meaning and description):

Conducting:

- look around: holding hand above his eyes and turning

- you: pointing at the audience

- asking the audience to do something: waving his arm towards himself

- well done: thumb(s) up

Acting:

- hello/bye: waving

- wondering: scratching head

- no: swinging his forearms

- fear: shaking or protecting his head with arms

- movement: circular motions in the air

- anger: shaking his finger or putting hands on hips

- asking for help: waving hands in the air

Wielding:

- this/that: pointing with finger or hand(s)

- my head: pointing at his head

2.6   Results of the research

2.6.1   Description of videos

Wattsenglish's educational videos are all very colourful and creative. They feel almost like cartoons rather than teaching aids. Many different topics are dealt with in these learning aids, for example colours, food, clothing, animals, body parts,

furniture, weather, time, means of transportation, etc. They are meant for both teaching English to beginners as well as practice and review for children who have already started learning English. Songs and games are often incorporated in order to acquire children's attention and make the experience more enjoyable.

The length of each video is usually three to five minutes (including intros, credits, logos, etc.), depending on the topic and methods used. Videos in the form of songs, without any other content, are ordinarily shorter than their lesson focused counterparts.

As already mentioned, these videos are not comparable to usual in class situations. There are no students involved, only Steve Watts and Maggie the Magpie. Steve figures as a compromise between a typical teacher's role and pupils' friend. He gives instruction, explains, introduces new vocabulary, disciplines Maggie, etc. but on the other hand plays the central role in a variety of adventures, sings songs, plays games, does sports and his actions lead to amusing situations. Steve's behaviour is very animated, eccentric, energetic and positive. In these videos a large spectrum of different gestures and facial expressions are used. His voice also plays a major part in his communication with the audience, being that it supplies the viewer with a lot of enthusiasm, encouragement, motivation and in general makes even everyday routines (for example walking) seem like great adventures.

Maggie the Magpie is a bird puppet with magical powers that takes part in some videos together with Steve Watts. She does not use any gestures since she can only move her beak and wings. Maggie is a friend of Steve and accompanies him during his adventures. Her part varies in each video. Sometimes she helps when Steve is in trouble, sings along with him, and other times the magpie figures as a

source of confusion and problems either willingly (for example using magic to move objects around the room) or unwillingly, when she is trying to help.

The main visual feature of all videos is the usage of the green screen technique for creating the clips. Thanks to this technology Steve and Maggie are able to "travel" to diverse places (for example classroom, mountains, kitchen, hospital, etc.) and they are involved in different activities which would otherwise be practically impossible (for example fly using balloons, fly a helicopter, do magic, etc.). Thanks to green screen technology everything is more attractive and interesting for the young audience.

2.6.2   Research on gestures

Gestures used in the analyzed videos mostly served for conducting (in other words giving instructions, addressing the audience, asking the audience to do something), and acting (in other words emphasizing, illustrating and pantomiming).

Some of the most frequently used gestures in conducting were "you/your", "let's …", "very good" and "everyone". Typical classroom language as "look", "listen", "speak", "work in pairs", etc. were not used due to the videos' particular environment. Pupils were only asked to sing along, repeat and do simple tasks like: to walk around the room, to wave their hand, to point at something red, and so on. Evaluation and feedback was limited to encouraging "very good" because the teacher (Steve Watts) is not able to actually see the children's responses. Therefore, also no examples of obtaining attending behaviour are to be found in any of the videos.

Gestures used for acting comprised the largest part out of the three categories. These illustrations of non-verbal communication vary in each video, being that they are closely connected to the subject of each clip (for example: flying, skiing, pain,

indignation, "I like", "I don't like", etc.). Yet still there are some examples repeated in many videos, for example: "hello/bye", "yes", "no", counting, doing magic, swinging the head from side to side to put emphasis on each syllable of the word kids were asked to repeat, thinking, listening or looking/watching.

The third category, wielding is not represented by many examples, again, due to the non-standard environment and also because of the fact, that not every physical motion is necessarily a means of non-verbal communication. Gestures found in selected clips belonging to this category would be for example: "it", "this/that", "leg", "head", "I/my", "bandage", "banana" etc.

During the research a few obstacles were encountered. Depending on context some gestures could belong to two different categories, for example "you" – conducting ("Now you try.") and wielding ("Nice to meet you."), "listening" – conducting ("Listen.") and acting (pantomiming listening).

Gestures are also often closely connected to facial expressions, for example laughing, fear, disgust or indignation, which are not complete when lacking mimics. While laughing Steve holds his stomach and leans backwards, but the gesture itself would not convey the correct meaning without the addition of mimics. Facial expressions are more suitable for expressing emotions than gestures.

Sometimes the border between non-verbal communication and non-verbal activities was not totally clear, for example when Steve was "riding" a scooter on the green screen. In this case riding a drawn scooter was not considered as a gesture for the purpose of this research, because he was actually riding it in the video. On the other hand miming riding a scooter in the video without an actual scooter was counted as gesture. One other similar problem occurred when analyzing the video

"Follow me", where Steve Watts first mimes an activity (for example skating) inside his house and afterwards demonstrates it using a green screen. The obstacle was "hopping", because there is no way to mime hopping without actually hopping. In this case both hopping inside his living room and hopping in front of the green screen were not counted as gestures.

The last criterion for video analysis was supposed to be the approximate frequency with which gestures were used in each video, in other words gestures per minute. This task was aborted due to lack of clarity and accuracy in some gestures, as they often serve only to support speech without expressing an actual distinguishable idea. Counting gestures would also be inaccurate because of the different lengths of gestures, repetition (Does waving the hand towards the body twice count as one or two gestures?), and the parts of intros which lack gestures.

2.6.3   Discussion

The literature dealing with non-verbal communication reviewed in the first part of this paper, together with actual examples of the practical usage of gestures in TEFL teaching of very young and young learners from the video analysis, provide a basis for evaluating this research. This part of the thesis attempts to provide answers to research questions stated at the beginning of the practical part of this paper.

The research showed that gestures in TEFL do not only serve as complements to speech, but they also have other important roles. Using the classification of the functions of non-verbal communication found in DeVito (2008, 152), there were found cases where gestures were used to emphasise the speech ("Everything is red" – widely spreading his arms), supplement the speech ("This is not my perfect pizza" –

shaking his head), regulate and conduct (asking the audience to sing along) and also to repeat ("Come on" – waving arm towards himself).

In the analyzed videos no examples were found of denying verbally expressed massages with gestures or substituting verbal message with gestures. Both of these functions could be theoretically included in TEFL teaching (for example denying – indicating not telling the truth by crossing fingers, substituting "well done" with thumbs up). The reason behind this might be the attempt to avoid possible confusion by sending verbally and non-verbally two contradictory messages at the same time, so called "double bind" (Gavora 2005, 100), although in these cases the student usually trusts the non-verbal meaning. In the case of avoiding the substitution of verbal expression with gestures, the primary reason is probably the intention to use words in language teaching as often as possible. Nevertheless, there is certainly benefit in utilizing gestures for teaching English for the purpose of substituting the verbal expression, for example when the teacher wants to hear the word "yellow" from the pupils, he/she can point at a yellow shirt.

As far as the meanings of gestures are concerned, some gestures like shaking the head, shaking a hand or thumbs pointed downwards it is clear that they indicate something negative or negation. However, the research also showed cases where one gesture can have many different meanings (especially with very ambiguous gestures like pointing). For example, waving arm can mean "hello", "bye" or "Help!" Spreading arms out widely means not only "big", but also "anything", "everything" or "everyone".

There are also examples in which one idea is communicated by two or more significantly different gestures. For example, confusion was expressed by holding

head, scratching head and holding face, or "Nice to meet you" expressed by holding

hand with open palm facing the recipient or by Steve lifting a hat of his head.

Conclusion

The research provided several findings regarding the usage of non-verbal communication, especially gestures, in teaching English as a second language to young and very young learners that can be applied practically to use in class, not only by native speakers, but also by teachers whose native language is other than English.

This research unfortunately lacks the application of findings gathered by analyzing videos to praxis, as it serves rather as the first introduction to the problematic situation of using non-verbal communication in TEFL teaching; a preliminary research on gestures to be further expanded upon in the future.

After reading this thesis teachers might realize what all those seemingly unimportant motions allow them to communicate and what such motions might symbolize. Gestures and other means of non-verbal communication are able to make a significant difference and improve the quality of teaching when used properly, making the experience less confusing and stressful, thus more understandable, enjoyable and fruitful. However, using non-verbal communication in the classroom does not only serve as a means for transmitting a teacher's messages onto students, it also is an important tool for receiving feedback from pupils. A perceptive teacher is able to obtain valuable information about the physical and emotional state of learners that would be otherwise lost, if it were not for the ability to "read" students' non-verbal communication.

As for me, the researcher, I myself have learned not only many important facts regarding the non-verbal communication, especially gestures, and its use in TEFL teaching, but I have also experienced the process of conducting practical research and gathering data of this scale for the first time. Some unexpected obstacles connected to analyzing gestures in videos appeared and were resolved during the investigation, hopefully in an acceptable manner.

List of references

Cameron, Lynne. 2001. *Teaching Languages to Young Learners.* Cambridge: Cambridge University Press

DeVito, Joseph A. 2008. *Základy mezilidské komunikace*. Praha: Grada Publishing.

Gavora, Peter. 2005. *Učitel a žáci v komunikaci*. Brno: Paido.

Gower, Roger, Phillips, Diane, Walters, Steve. 2005. *Teaching Practice*. Oxford: Macmillan Education.

Grant, Barbara M. 1997. "Analyzing Teacher Nonverbal Activity." *Theory Into Practice* 16 (3): 200-206

Morris, Desmond. 2004. *Body talk – řeč těla*. Praha: Ivo Železný

Ur, Penny. 2012. *A Course in English Language Teaching*. Cambridge: Cambridge University Press

Vybíral, Zbyněk. 2005. *Psychologie komunikace*. Praha: Portál

Wattsenglish Ltd. 2014. Accessed January 15. http://www.wattsenglish.cz/klub-pro-deti/zabavna-videa/

YouTube. 2014. Accessed January 15. https://www.youtube.com/user/Wattsenglish