

The most common physical gestures used by female student teachers during managing the classroom interaction in the first three grades

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□ ABSTRACT □

This study sought to identify the most common physical gestures used by female student teachers during managing the classroom interaction in the first three grades. The researcher adopted the qualitative research design which suits the nature of the study and the direct observation technique to collect the required data. The study population consisted of 112 students and the sample consisted of 40 female student teachers who were chosen with respect to the purposive method. The findings of the study come as follows:

The most common gestures among the individuals of the sample are concluded in three forms of gestures: first, it is negative as the female student teacher is afraid and psychologically stressed. Second, it is positive as the female student teacher smiles at students and tries to communicate with them. Third, it is of a controlled nature of the classroom; frequency percentage ranged between medium to low. This may indicate that female student teachers do not rely mainly on physical gestures during managing the classroom interaction; this may go back to their reliance on other methods to deal with the wrong behaviors in the first three grades. Finally, the study recommended a set of recommendations.

Keywords: student teacher, physical gesture, classroom interaction management.

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إيماءات الطالبات المعلمات الجسدية الاكثر شيوعا في ادارتهن للتفاعل الصففي في الصفوف الثلاثة الاولى.

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□ ملخص □

سعت هذه الدراسة الى تعرف ايماءات الطالبات المعلمات الجسدية الاكثر شيوعا في ادارتهن للتفاعل الصففي في الصفوف الثلاثة الاولى، حيث اعتمدت الباحثة التصميم النوعي لملائمته لطبيعة الدراسة، وطريقة الملاحظة المباشرة لجمع البيانات المطلوبة. بلغ حجم مجتمع الدراسة 112 طالبا وطالبا، وبلغ حجم عينة الدراسة 40 طالبة معلمة تم اختيارهن بالطريقة القصدية. توصلت نتائج الدراسة الى ما يلي:

الإيماءات الأعلى تكرارا لأفراد عينة الدراسة تمثلت في ثلاثة اشكال من الإيماءات، الأول: سلبي لشعور الطالبة المعلمة بالخوف والضغط النفسي، والشكل الثاني: إيجابي تمثل في تبسم الطالبة المعلمة مع الطلبة ومحاولة التواصل معهم. أما الشكل الثالث من الإيماءات فكان ذو طبيعة ضابطة للموقف الصففي ، حيث كان تكرارها بين مستوى متوسط الى متدن، مما قد يشير إلى أن الطالبات المعلمات لا يعتمدن بصورة رئيسة على الإيماءات الجسدية في إدارة التفاعل الصففي، ولعل السبب يعود ربما إلى اعتمادهن على أساليب أخرى لمعالجة السلوكيات الخاطئة في الصفوف الثلاثة الأولى. وقد اوصت الدراسة بعدد من التوصيات.

الكلمات المفتاحية: الطالبة المعلمة، ايماءة الجسد، ادارة التفاعل الصففي.

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Introduction:

The process of communication is an ancient process since the human existence on earth. This process is being studied in the early twentieth century only. This process is the basis of our daily activities as man represents a movable source of information that he receives and delivers to others. If a person speaks to himself in an empty room, no communication will happen. Moreover, if a person speaks to another in a different language, no communication will happen. Since communication is built on an actual exchange of the content of the communication and a real interaction among the concerned parties, hence it will be effective. (Hamawi 2006: 13-15)

Dan Nimo defines communication as "a process of social interaction used by people to construct and symbolically exchange meanings of mental images." (Abuarqub 1993: 19) Here, Nimo stresses that communication is an interactive process of concepts that are expressed in symbols.

But, Abunumra defines it as "a process through which the ideas, information, experiences, and impressions are transmitted among the members of society." This definition emphasizes that communication is a process of social interaction based on the exchange of the content of communication among more than two parties. (2006: 100)

Subsequently, Abuarqub emphasizes that as he believes that "communication is a social human need; it is as important as the basic human needs, such as food, clothing, and water. Any person is social by nature; he/she can't do without communication and can't live apart from others; so it is a punishment to let a person live apart from his/her community when he/she commits any fault; this punishment is used to date." (1993:7)

Al-Moussawi (2005) believes that "communication is based on the exchange of the meanings of the messages, through which individuals of different cultures interact together, in order to provide the opportunity to convey the meaning and to understand the message. Communication is not a transfer process from one party to another, but it is a process of sharing knowledge, ideas, and feelings among two or more parties." This definition goes in line with its Latin origin (Communis) which means sharing. Thus, the process of communication is a process of sharing the content of the communication rather than the process of transferring the same content from one party to another.

With respect to the aforementioned definitions, a comprehensive definition of the concept of communication can be presented as "it is an interactive social process based on sharing the content among two or more parties verbally or non-verbally."

Language is one of the most important elements of human communication as it distinguishes the person from the rest of creatures; it is an integrated system of understanding, communication, and discussion among people. It represents the most significant means of understanding among people throughout the ages; a person can't do without language in all areas of social life on both the individual and the community levels. It manages a series of integrated and connected significant social functions in order to meet the needs of individuals and society alike. The interactive function, the "I and You" function, is one of the most significant functions of language in education because it is the basis of interaction with other in the social world. Al-Khawaldeh (2003) believes that "language requires links among audible and visual symbols in order to organize sounds with visual symbols, so it would be a pure system of conversion from written forms into audible forms; thinking, sight, and hearing are the most important mechanism of acquiring these forms. Communication could be done through various forms that affect the effectiveness of message transmission and authenticity; they are presented as follows: Verbal Communication and Non-Verbal Communication. Non-Verbal Communication, the

focus of the study, used to express ideas continuously without any need to write or utter them. This type of communication can be easily identified, or it may be hidden and difficult to understand by the receiver; messages can be sent through slamming the door, shaking the legs, nodding, fashion style, color of clothes, and so on (Khalil and Elias 1993: 75). It is what is referred to as Body Language, one of the human means of communication that depends on the movements and gestures of the body as a complement to the role of spoken or written language. It reveals the human potentials and internal ideas either consciously or unconsciously; an idea is shared among two or more parties to achieve one goal which is: understanding. (Dawod, 2006: 7)

Body language plays a vital role in completing the function of verbal communication because it is a continuous language that does not stop when a person stops talking. Body language speaks louder than talking as it sincerely delivers the message to the other party. Body language includes lips movements, facial expressions, body posture, touch, hand's movements, head's gestures, personal space, and eye contact. The use of body language with children in the first grades makes dealing with them easier, as they are good observers of adults' body language, especially the teacher.

In this form, ideas are expressed continuously without any need to write or utter them. This type of communication can be easily identified, or it may be hidden and difficult to understand by the receiver; messages can be sent through slamming the door, shaking the legs, nodding, fashion style, color of clothes, and so on (Khalil and Elias 1993: 75). It is what is referred to as Body Language, one of the human means of communication that depends on the movements and gestures of the body as a complement to the role of spoken or written language. It reveals the human potentials and internal ideas either consciously or unconsciously; an idea is shared among two or more parties to achieve one goal: understanding. (Daoud 2006: 7) Miller reveals that two-thirds of the communication process could happen in an unuttered manner where 7% of ideas can be transmitted through words and 93% of ideas can be transmitted through facial expression. (2005: 29)

Body language gestures include:

Lips Movement: lips movements play a better role than words as they take different shapes to express the psychological situations experienced by the human at that moment. For example, Parted Lips express that the person is about to talk; but in the case of Pursing Lips, this means that man is tense, frustrated or disagree with what is heard or what is going on; it is a classic sign to express that the person is angry (Al-Drubi 2005: 20). If a person squeezed his/her lips, it means that he/she is trying hard to prevent himself/herself from saying what is on his/her mind. If lips are rounded like (O) letter in English, it often means that the person is confused, especially if the gesture is accompanied by a touch of fingers to the lips. Flattened lips with constant squeeze suggest a deliberate exaggeration to close the mouth; it may reveal that the person hides a strong desire to talk, but he/she is afraid of two things: to appear as a critic of the situation and unwillingness to interrupt others. If a person turns down a corner of the lips, it means that he/she is sad; but if the person raises a corner of the upper lip sideways, it means that he/she is disgusted. It is noteworthy that moving the muscle of the mouth quickly and sideways means that the person tries to declare what his/her mind tries to hide as this may mean ridicule and disbelief. (Messenger 2006: 229)

As for the smile, there is a fake smile, on one hand, and it happens without the appearance of teeth and the emergence wrinkles at the corners of the eyes. It means that the person pays a compliment to others, but his/her mind is preoccupied with other ideas at the

same time. On the other hand, a real smile happens with the appearance of teeth and the emergence of wrinkles at the corners of the eyes. (Messenger 2006: 333)

Body Posture: it helps the person to determine the degree of self-confidence, attention to a person, or possession of something; moreover, it helps to give an idea of the individual's position within the group to which he/she belongs. For example, when an individual directs his body towards a specific person, this indicates that he is interested in attracting his attention. But, if he seems to be somewhat hunchbacked along with keeping his head down, it indicates that he does not have sufficient confidence. Thus, it is a benefit for anyone to relax his/her body as this indicates that he has a high degree of confidence.

The body can take a hostile posture by placing the hands on the waist and spreading the legs apart from each other. This gesture suggests a direct hostile situation and a lack of fear. This gesture is called a gesture of readiness.

The human body may take a defensive posture especially when the person is present in an unusual group. We will see that his/her arms and legs start to cross; crossed arms at the chest level accompanied with the crossed legs form a defensive barrier in front of the other party especially when the person is not comfortable or reassured. This is a closed posture; if a person is reassured and communicates with the other members of the group, his/her body will take a more relaxed posture; it is called an open posture, where the speaker speaks and opens his hands moving them either upward or downward. (Shahrour 2008: 26-28)

Eye Contact: the first step of communication starts when a person looks at another; persons' looks may make us comfortable and satisfied or annoyed and upset. Any status has to do with the period of the look; gazing and looking at others have many meanings; if a person looks at one's eye more than two-thirds of the time, this means that he/she is serious or there is an emotional interest of a certain level; it may suggest a degree of hostility or even fear; while the quick look in one's eyes often means a sense of shyness. If the speaker wanted to express his/her idea strongly or to suggest that he/she is serious, he/she should only close his eyes for a while to deliver the desired impression to the receiver. (ibid. 2008: 23-25) The geographical area of a person's face and body has an important role in influencing the process of gazing as it is transmitted and received in a non-verbal manner and accurately interpreted by the receiver; gazing has two types: personal gazing, on one hand, is to look at the level of the person's eyes down to the chest level; it often makes the other party feel uncomfortable and annoyed especially if the other party is of the opposite sex.

Social gazing, on the other hand, is a comfortable, socially accepted gazing where a person looks at the level of the eyes up to the head. It has been observed that the teacher who loves a particular student is gazing and re-looking at the same student from time to time. (Pease 1997: 95-96) Some studies, including Hansen's study (2010), have confirmed that eye contact is the most noticeable gesture by students, but it is one of the most important gestures that students are interested in.

• Hands' movement & Touching

Hands' movement accompanied with speech often helps to show to what extent this person is social and sincere. If he/she moves his/her hands closely during his speech, this confirms what he/she says. But the randomness of that movement suggests that the speaker is very nervous and doesn't control the things; touching the face or sleeve during the speech suggests that the speaker is nervous, tense or perhaps a liar! When the person covers his/her mouth using his/her fingers or hand during the speech, it seems that it is a desperate attempt to hide his/her lying, insincerity, or deception. Touching the nose by

rubbing it gently or with a quick movement suggests that the speaker is lying or trying to conceal his disguised deceit. Touching the eye strongly or gently is closely related to the size of the lie spoken by the speaker at that moment. Touching and scratching the ear or the fake attempt to clean it through the index finger suggests that the person has heard enough and it is his/her time to speak. Touching and scratching the back of the neck means that the person is frustrated, incredulous, or sometimes angry. (Al-Drubi 2005: 18) The gesture of attaching the head to the palm of the hand suggests a sense of boredom and prevents the person from falling asleep. The gesture of raising the index finger vertically and attaching the thumb to the chin means that the person has negative or critical views at that moment; the gesture of slapping the forehead or neck strongly indicates forgetfulness. (Bieze 1997: 55-66)

- Head's Gestures

There are three main head's gestures in body language; they have different meanings:

Raising head gesture: If the head is raised quietly and accompanied by placing the hand on the cheek, this indicates that the person is neutral to what he/she hears.

Head-to-side gesture: it indicates that there a growing interest especially if it accompanied by an evaluation gesture (placing one hand on chin).

Lowering head gesture: it suggests that communication has been lost by the receiver because he/she started forming a negative attitude towards what is being heard (Pease 1997: 85-87). During the speech, the appropriate head movement represents a complementary role in the process of communication among the parties to this process, both in moving the head from the top down while hearing an answer (gesture of reassurance), or moving the head from right to left when you provide an answer to a specific question. (Shahroor 2008: 49)

- Facial Expressions: The face is the mirror of mind as if the person is sad, happy, angry, tense, or afraid, his/her facial expressions clearly manifest an expression that indicates one of the previous situations. Often, there is a contradiction between one's words and facial expressions; the teacher, who asks his/her student whether he has understood the lesson or not, can contemplate the student's hesitant and confused facial expressions to realize that student did not understand anything even if he/she states that lesson is understood. (ibid. 2008: 26-27)

What is the role of the body language in managing classroom interaction?

Aeds believes that classroom interaction is only "an internal situation that controls an individual and prompts him/her to be alert and attentive to the educational situation and to carry out an ongoing activity until learning is achieved." The teacher's success in managing his/her class is measured by the degree of students' enthusiasm and interaction in an atmosphere of security, order, mutual respect, and confidence through students' practices that indicate this through specific hints. Therefore, students' lack of attention to teacher because of involvement in other matters or boredom is one of the things that limit their effectiveness and reduce their participation; thus, this matter makes the teacher closer to failure than to success. (1995: 30)

Class interaction has two types: a closed interaction, on one hand, where teacher has control over the class and effectiveness is only limited to him/her; an open interaction, on the other hand, where there is an opportunity for students to participate effectively; in order to stimulate classroom interaction, teacher must provide a friendly environment for students with no fear or concern (ibid. 1995: 30-30).

The good interaction between teacher and his/her students in the classroom is attributed to the teacher's ability to create a good atmosphere inside the classroom. When the teacher is able to create strong social relationships with his/her students, he/she will be able to build confidence and mutual respect. Subsequently, students' desire to practice wrong behaviors will be limited; if the teacher has sensitivity to the reactions and responses of the students, it will help him/her to predict the problems early and intervene to prevent its further development (Abdul Aziz & Abdel-Atheem, 2007: 81-83).

Alterman emphasizes that as he believes that the students' discipline within the classroom is one of the most important indicators of the quality of education. The positive atmosphere that surrounds the classroom because of the effective classroom interaction between teacher and students play an important role to achieve the quality of education. (2007: 1)

The body language is linked to the educational field to a large extent because the learning process is primarily a process of mutual communication between two parties; in one classroom, teachers and students consciously or unconsciously exchange different aspects of body language hundreds of times per day. It helps the teacher to create a comfortable atmosphere of reassurance and confidence between the teacher and students, especially with students of the first grades because their dependence on body language at this stage is greater than the next academic stages. Their ability to understand and learn increases; so gestures and facial expressions increase the ability of learners to focus and pay attention. (Nasrallah 2001: 105-106)

Lorraine believes that a large part of the communication that occurs inside the classroom is, in fact, non-verbal; the teacher expresses what he/she likes and dislikes to his/her students through this type of communication. However, this verbal or non-verbal communication is often hampered, and sometimes disappears because of the confusion within the classroom; therefore, the desired learning does not happen. (1980: 10-13)

Body language helps teachers to teach and control the behavior of students alike. It also helps them to be receptive to the non-verbal signals that students send to them. Some students may communicate using eye contact, smile, eyebrow, nodding, and head's movements to express his approval or disapproval of what he hears; this will provide the teacher with appropriate feedback about the content of their mutual communication. Moreover, it helps the teacher to distinguish between positive and negative non-verbal signals that can affect classroom discipline and subsequent learning. (Miller 2005: 28)

In the classroom environment, students are fully aware of the body language of their teachers. They are very observant of their body language (teachers' bodies) and observe how they act as a reaction to their behaviors inside or outside classrooms. (Hurley 2004: 10) Teacher's daily communication with students through eye contact makes them realize that they are of special concern, interest, and careful observation by their teachers. (Cowley 2007: 7)

The teacher will be able to control the classroom when he/she use the appropriate technique; this means that he/she should be able to control the gestures of his/her body as soon as he/she enters the classroom keeping his/her body position open, especially when he/she deal with negative or rejected attitudes. (Milne 2010) This is confirmed by Andrius (2008), owner of the (Jones' Model) to control the classroom; he believes that the main reason behind the effective classroom control is due to the teacher's first technique of using the body language in the classroom effectively, whether lips' movements, eye contact, or facial expressions, the posture of the body, or the language of the hands and feet.

The teacher must master the skill of non-verbal communication because mastery leads to the activation of classroom communication. The use of nonverbal messages along with verbal messages is one of the factors that help to raise the students' attention and increase the clarity of the verbal message. (Abu Numra 2006: 132) The teacher, who is unable to control his/her classroom, resorts sometimes to screaming and abuse; in other cases where things get out of control completely, the teacher calls the director or his assistant to help him/her to control the classroom. This is clear evidence that if the teacher does not change the mechanisms that he/she follows in dealing with the chaos in his/her classroom, he/she will not be able to control the things; then, he/she will resort in many cases to punishment or he/she may ignore what is happening in before him/her until the end of the lesson; this makes the teacher lose the respect of his/her students and limits his/her ability to teach as desired. (Milne 2010)

Training provided by the practical education program adopted in all the educational colleges help the teacher to master this skill; training is a necessary step in the pre-service preparation process as they have a great influence on teachers because training qualifies them for this role in service stage later. It represents the field application of the educational, cognitive, performance, and emotional experiences that the student has learned during his / her years of study. (Abdelhaq 1982: 7)

This program focuses on the important role played by the student teacher in the future especially when it is seen as one of the main variables of the educational process success in reaching the desired goals. He/she is an educator, a leader, a guide to the appropriate behaviors, and a sponsor of students' abilities and talents; moreover, he/she is seen as a face of power in the school system where the most important tasks are represented in the control, evaluation, reward, and punishment which would affect the behavior of the student. This pushes the teachers to be the leader and familiar with the methods of leadership appropriate to each educational situation and commensurate with students' characters. (Ahmad & Al- Maraghi 2000: 1)

The practical education program helps student teachers to acquire the necessary teaching skills through a gradual transition between the three phases of the program: observation, participation, and practice. Principal, cooperating Teacher, supervisor, and student represent the four main parties of the program; their relationships are reciprocal, so any disruption of those relationships for any reason will inevitably lead to the failure of the program. The most important of these skills are: skill of streamlining of information, skill of students' participation in learning, skill of listening to students, skill of encouraging

appropriate responses, skill of using voice and speech habits, skill of reading, writing and numeracy, skill of assessing student achievement, skill of using teaching aids, and skill of classroom interaction management. The last skill is the focus of our study. It requires guiding student teachers to have the right means and techniques to communicate and interact with students.

The student teacher's possession of the skill of classroom interaction management needs to have the ability to communicate with students skillfully. As communication is a human phenomenon based on conveying an idea, skill, or feeling from one person to another. Language is one of its most important instruments, whether visible or audible. People usually use many means of expression and communication such as body language: " signs that indicate certain meanings using a part of the body, in other words, when the body performs movements and signs like words of language, so the person can speak using his/her body as he/she speaks using his/her tongue. Our tongues do not speak sometimes for one reason, but physical sign language is a continuous language that does not stop providing expressions, and it reveals the potential of the soul and thought. (Dawod 2006: 7-8) In light of the importance of body language as an effective means of exchanging messages between teachers and students, there is a need to identify the gestures employed by the female student teacher in the management and nature of classroom interaction.

Study problem and questions:

The problem of the study was limited to answer the following question:

What are the most common physical gestures used by female student teachers during managing the classroom interaction in the first three grades?

The purpose of the study:

This study sought to identify the most common physical gestures used by the female student teachers during managing the classroom interaction in the first three grades.

The importance of studying:

The importance of research is shown through the following:

- Motivate teachers to study body language and use it in the classroom environment in a systematic and non-random way.
- This study reveals the most common physical gestures used by the female student teacher in the first three grades which may affect negatively or positively, her way of managing the classroom interaction.
- As far as the researcher's search is concerned, there is no single study published in the Arabic language dealing with the detection of the physical gestures used to manage the classroom interaction. So this study is particularly important because of its uniqueness in the field and use of a method that has never been applied before in the Jordanian environment.

The study limitations:

Human limitations: This study was limited to a sample of female students of the Faculty of Educational Sciences, a class teacher specialization at Al-Bayt University and the students enrolled in the practical education course (2) for the first semester of the academic year 2016 (2017).

Spatial limitations: The sample was selected from female student teachers who were trained in the regular schools of the Kingdom, Mafraq governorate only.

Time limitations: The researcher began to apply this study from the middle of September of the academic year (2016-2017) until its end in December.

The terminology of study:

Class interaction: a conscious exchange of ideas, feelings, and attitudes between the teacher and students expressing it with symbols, signs, and gestures.

Class interaction management: organizing the exchange of the content of the communication of symbols and signals between the teacher and students and controlling the undesirable behavior within the classroom that will disrupt and interrupt the class interaction.

Student teacher: it is the student enrolled in the practical education courses (1) and (2). He/she receives his practical training in private and public schools, starting with the stage of observation, through the stage of participation and ending with the actual stage of practice for his role as a teacher.

Physical gesture: it is a physical movement emanating from any part of the human body; it will express an inner idea or feeling.

Literature review:

Richmond's study (1986) focuses training teachers on non-verbal communication and its impact on learners; it sought to investigate the effectiveness of teaching by teachers who received training on nonverbal communication. The researcher adopted the experimental method by randomly selecting a sample of 630 students; 300 students were taught by non-trained teachers on non-verbal communication skills, and the other 330 students were taught by teachers trained on non-verbal communication. The teachers were chosen deliberately reaching 20 teachers; only 10 teachers received training on non-verbal communication. Teachers and their students represent the experimental group. The rest did not receive training; thus, they represent the controlled group. In order to deal with the data, the researcher adopted the one-way analysis of variance; the results revealed that there were statistically significant differences in the performance of students and teachers who received training on non-verbal communication.

Jordan's study (2001) is a qualitative study; it focuses on the body and the science of education. The study aimed at studying the impact of body language on strengthening the function of dialogue. The researcher recounts her personal experience through teaching and direct observation of 43 students, the use of body language in the course she is teaching, and the focus on two aspects, namely personal space and gestures of the body. The researcher believes that body language plays an important role in strengthening the function of dialogue, especially during the discussion leading her to make several suggestions to encourage the students to use body language during the learning process.

Miller's Study (2005) dealt with the importance of body language in the educational process, and the identification of internal feelings of individuals in the form of a worksheet. According to Miller, body language or non-verbal communication is employed by psychologists, sociologists and human behaviorists in a variety of situations as it helps to understand the other party more quickly than speech. Therefore, it is important that individuals receive appropriate training on how to employ body language, especially in educational situations.

Sime's study (2006) focuses on the extent to which learners can understand the gestures of language teachers in the classroom. The study sought to identify the functions of language teachers' gestures with respect to the learners' point of view. The study adopted a qualitative approach to collect data. The interview tool was used with 22 learners. The results of the study showed that body language has three main important functions when learning a second language: First, knowledge as it is related to learning an idea or

knowledge; second, emotional as it is related to helping the teacher to express his/her feelings and attitudes; third, organizational as it is related to helping the teacher in classroom management and discipline. Learners, in turn, use body language to communicate with their teacher.

Schmidt's study (2007) focuses on introducing non-verbal communication to Japanese students. This study sought to determine which aspects of nonverbal communication is important when teaching a second language. The researcher relied on the structured interviews and questionnaire distributed to the sample of 46 students from the Ibaraki University where the researcher is teaching the English language course. The most important findings of this study: the importance of non-verbal communication in learning languages and cultures of other people; personal space and communication eye are two of the most important aspects of students when learning a second language.

Nada's & Dweikat's study (2016) aimed to determine the degree of availability of body language communication skills of teachers of the basic government schools in the northern West Bank and their point of view; the sample size was 164 teachers and female teachers; they were chosen in a random way. The findings showed that the availability of communication skills among teachers is of high level, and there are statistically significant differences in the responses of teachers towards the availability of body language communication skills concerning the previous training variable. There were no statistically significant differences concerning gender, qualification, and practical experience variable.

A comment on the previous studies:

A review of previous studies shows that there is a clear importance of body language in the learning process. Whenever teachers receive appropriate training on how to use body language in classroom situations, their students' learning and management of classroom interaction were more effective. This also shows the scarcity of previous studies that examined the body language and its gestures in the educational environment locally and in Arab countries; subsequently, there is a need for further studies to be conducted on this subject. This study is unique because it came to reveal the nature of the gestures used in the classroom situations, and the most common gestures in the management of female student teachers of the educational situation, which reveals the nature of management and methods used to manage the classroom interaction in the first three grades.

The approach of the study:

The researcher adopted the qualitative design for its suitability for this type of study. The size of the community was 112 students and teachers; the sample size was (40) female student teachers who were chosen in a deliberate manner.

Steps to implement the study:

- The researcher applied to the Dean of the Faculty of Educational Sciences at Al-Bayt University to approve the study and the researcher obtained approval to apply this study.
- After the distribution of female student teachers to the schools, the process of observation the sample of the study started directly in the field since the mid-September of the academic year (2016-2017).
- The researcher asked the sample to agree on shooting (Digital Taping) them during the classroom lessons. Thirty two students agreed and eight students rejected that because of shyness or rejection of the idea of shooting during teaching.
- The researcher began observation and data collection through the actual entry of the study site (schools dedicated to the training of female teachers). The researcher presented herself to the participants in the site as the supervising teacher

on the training of female teachers. The main task of the researcher as an observer was to observe the physical gestures of female student teachers used during class interaction.

- Two methods note taking were adopted: manual and digital taping. The observation process for each member of the sample lasted for approximately 20 minutes. The researcher adopted (20) minutes as a time observation unit to monitor the repetitions of the physical gestures used in the class position. For those who refused digital taping, the researcher observed them for about 20 minutes and monitored their gestures and recorded them manually (using paper and pen).

- The end of the observation was related to the arrival of the data to a stage of saturation so that the new attitudes no longer add anything new to the researcher's previous findings, and the last observation of the performance of female student teachers was carried out on 22-12-2016.

In order to ensure the **credibility** of the observation, the researcher relied on the possibility of repetition of the observation of the sample. Each member of the sample was observed two or three times for about 20 minutes to avoid the observer's bias, in other words, to avoid the artificial behavior that may be shown by the observed individual during the observation process.

In order to ensure the **stability** of the observation process, the researcher relied on the monitoring of gestures through digital taping. Some references of theoretical literature, such as (Al-Shayeb 2008: 88) state that digital taping is an adequate evidence of the stability of the observation process. The researcher's observation to the members of the study sample at different times helps to show the stability of the conclusions; sometimes, the observation was done in the early morning or in the afternoon. The researcher selected a student from the sample to observe one of her physical gestures during the class interaction, namely, gesture of (gathering the fingers in the form of a pyramid and moving the hand from top to bottom to ask for silence), after two weeks of monitoring her for the first time. The researcher adopted the same time observation unit, which was adopted at the first time (20) minutes, and calculated the gesture's percentage of concordance, the proportion of concordance was (86%); it is an accepted observation's percentage of concordance.

- After completing the observation process, the researcher read the notes taken manually and watched the video clips of the female students' classes repeatedly to monitor the physical gestures they made to control the classroom interaction.

- The type of gesture was identified and recorded in its entry in the body gestures observation table; frequency should be monitored either by digital taping or manual recording.

Results of the study:

Results related to the study question: What are the most common physical gestures used by female student teachers during managing the classroom interaction in the first three grades? The results of this question showed that the female student teachers sample had (38) different physical gestures during the management of the classroom interaction, with a total frequency of (844) repetitions. Table (1) shows that as follows:

Table (1) Physical Gestures, Frequency, Rank and Percentages of the Sample

S	Physical gesture	Meaning	Frequency	Percentage	Rank
1	Hands clenched at chest level	A need for protection against a threat	106	13%	High
2	Smiling	A desire to communicate socially	75	9%	High
3	Looking at all students	Communication and control the educational situation	60	7.1%	Medium
4	Move hands with respect to the subject	The teacher is enthusiastic and energetic	55	6.5%	Medium
5	Stand behind the table	Defensive posture	46	5.5%	Medium
6	Head's movement up and down	Approval/gesture of reassurance	44	5.2%	Medium
7	Constant gazing at the student's eyes	Asking to stop doing something and completely rejected it	43	5%	Medium
8	Constant clapping	Draw attention	37	4.3%	Medium
9	Rub hands strongly	Waiting and anticipation	33	4%	Low
10	Walk between student seats	Extend teacher's control	31	3.6%	Low
11	Hands clenched behind the back	Frustration	27	3.2%	Low
12	Holding the book at chest level	A defensive barrier because of a threat	27	3.2%	Low
13	Crossed hands	Negativity and taking a defensive posture	25	2.9%	Low
14	Put hands in coats pockets	Unwillingness to communicate with others for a sense of instability	22	2.6%	Low

S	Physical gesture	Meaning	Frequency	Percentage	Rank
15	Steeppling (gathering the fingers in the shape of a pyramid and moving the hand up and down)	Asking for silence	21	2.5%	Low
16	Lift the eyebrows up and bite the lower lip	Rejecting what is said	21	2.5%	Low
17	frown eyebrows	A tendency to question	17	2%	Low
18	Place both hands on the waist	Negativity, hostility, and power	17	2%	Low
19	Get closer to the student's seat	Extend teacher's control over situation	16	1.9%	Low
20	Cracking joints	Draw attention	16	1.9%	Low
21	Touch the face	Tension	15	1.7%	Low
22	Hands clenched below the abdomen	attack and the desire to defend himself/herself	13	1.5%	Low
23	Hands clenched behind the back	Frustration	12	1.4%	Low
24	Bending on the student's seat	Domination and control	11	1.3%	Low
25	Move the open hands up and down	Students' motivation and stimulation	11	1.3%	Low
26	Pressing the index finger on the seat	Draw attention	8	0.9%	Low
27	Look at the book more than students	Withdrawal and escape from situation	5	0.6%	Low
28	Constant staring at the student's eyes with the index finger being raised and moved continuously	Rejecting what happened and threaten not to repeat it again	4	.5%	Low
29	Place one hand on the waist	Negativity, hostility, and power	4	.5%	Low
30	Hands clenched in a fist shape	Fear and tension	3	0.3%	Low
31	Touch the face from time to time	Tension and confusion	3	0.3%	Low

S	Physical gesture	Meaning	Frequency	Percentage	Rank
32	Raise one hand to face the students	Asking to stop doing something and completely rejected it	3	0.3%	Low
33	Hands clenched in a fist shape at the chest level	Tension and negativity	3	0.3%	Low
34	Fingers clenched in the form of the teeth of the comb at the chest level	Psychological stress	3	0.3%	Low
35	Move the lips aside with a quick movement	Dissatisfaction	3	0.3%	Low
36	Close the eyes for a short moment of time	Nervous and serious	2	0.2%	Low
37	Holding chalk by both hands	Threatened	1	0.1%	Low
38	Striking the back of the hand to the palm of the other hand continuously	Motivation and stimulation	1	0.1%	Low
Total			844		

Table (1) shows the following:

- Gestures of high frequency ranged between (71-106) times; they were shown in order (1, 2) in Table (1), with a frequency percentage ranged between 13% and 9% of the total number of repetitions. Each gesture has a specific meaning, for example, the gesture No. 1 (Hands clenched at chest level) has a negative meaning, female student teacher needs to protect herself from any threat which may be represented by students or the researcher herself. This gesture was often repeated at the beginning and during the classroom situation. The gesture (2) (smiling) has a positive meaning; it is the desire of female student teacher to communicate with her students in the classroom.

- Gestures of medium frequency ranged between (36-70) times; they were shown in order (3, 4, 5, 6, 7, 8) with a frequency percentage ranged between (4.3% -7.1%) of the total number of repetitions. Each gesture has a specific meaning, for example, the gesture No. (3, 7, 8) (Looking at all students - Constant gazing at the student's eyes - Constant clapping) are used to manage the classroom interaction. They aim to draw attention, extend control over the classroom, and stop wrong behaviors. Gesture No. (4, 6) (Move hands with respect to the subject - Head's movement up and down) have a positive meaning; the aim to communicate positively with student and motivate them to participate. Gesture No. (5) has a negative meaning, female student teacher adopted it at the beginning of the educational situation because of psychological pressure or fear of the new educational situation.

- Gestures of low frequency ranged between (1- less than 36); they are (8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38) with a frequency percentage ranged between (0.1% -4%) of the total number of repetitions. Both gestures (38, 25) represent positive gestures aimed at stimulating students and encouraging them to interact with their female student teacher.

• Gestures No. (9, 11, 12, 13, 14, 18, 21, 22, 23, 27, 29, 30, 31, 33, 34, 35, 37) are negative gestures because female student teacher suffers from threat, stress, tension or confusion. They reveal the female student teacher's desire to take a defensive position perhaps because she feels that she is being attacked, or because she does not want to be in the educational situation in the presence of the supervisor or communicating with students in front of her.

• The following gestures, respectively (1, 2, 3, 4, 5, 6, 7, 8) were the most common gestures of female students teachers during managing the classroom interaction in the first three grades; they are of the highest frequency as it is ranged between high and medium; they can be classified into five main forms:

1. gestures that are based on eye contact aim to control the classroom including: (Constant gazing at the student's eyes- Looking at all students)
2. gestures that draw attention include: (constant clapping)
3. social gestures: (head's movements up and down, smiling)
4. defensive gestures: (standing behind the table, hands clenched at the chest level)
5. Expressive gestures: (Move hands with respect to the subject).

It is noted from the previous table that there are two gestures of high frequency (1, 2) and the rest of the physical gestures were of medium and low frequency. The gestures of the highest frequency used to manage the classroom interaction were only 3 gestures as follows: (hands clenched at the chest level, smiling, and looking at all students); the frequency percentage was 18%; this means that female student teachers rely on defensive and social gestures, and eye contact to manage the classroom interaction and deal with emergency classroom situations.

Discussion of results:

With respect to the study question, gestures of the highest frequency of the study sample can be classified by nature into three main groups of gestures:

First: it is negative as the female student teacher is afraid and psychologically stressed. These gestures were repeated by all members of the sample at the beginning of the educational situation and during it.

Second, it is positive as the female student teacher smiles at students and tries to communicate with them. The reason behind the high frequency of this gesture is due to the researcher was digitally taping them during educational situations, so this led them to repeat this gesture to a high degree.

Third: it is of a controlled nature of the classroom; frequency percentage ranged between medium to low. This may indicate that female student teachers do not rely mainly on physical gestures during managing the classroom interaction; this may go back to their reliance on other methods to deal with the wrong behaviors in the first three grades. These other methods are represented in insulting, shouting, mockery, impose silence, prevent the student from talking and participation, physical punishment, isolation, and deprivation; so female student teachers resort to the above methods to control the misconduct. It may also mean that female student teachers believe in the usefulness of those authoritarian methods during managing the classroom interaction in the first three grades; this means that the authoritarian perception of managing classroom interaction in the first three grades will affect the nature of management; therefore, it will also follow the authoritarian aspect.

Gestures of controlled nature used to manage the classroom interaction could be classified into five main forms: Social gestures, gestures based on eye contact, defensive

gestures, expressive gestures, and gestures that draw attention. The frequency of these gestures was low except for (3) gestures as their frequency was medium, thus representing the highest frequency in the first three grades. These gestures are represented in: Looking at all students - Constant gazing at the student's eyes - Constant clapping; this means that female student teachers rely on physical gestures based on eye contact to control misconduct such as (Looking at all students - Constant gazing at the student's eye) as eye contact is the most noticeable gestures by students. The student teacher also adopted the gestures that draw the students' attention (such as constant clapping) to shed light on negative behaviors and prevent them as female student teachers believe that the students in the first three grades need audible or sensory alerts to control their misconduct.

It is noted that female student teacher don't rely on the rest of the gestures of classroom interaction management, such as approaching gestures because of the small size and density of some classrooms, calm gestures, some expressive gestures, and hands' gestures; the use of the aforementioned gestures was weak in the classroom because the female student teacher rely on other gestures of classroom interaction management.

The results of the study question go in line with many of the previous studies that the researcher dealt with such as Sime's study (2006) that defined body language functions by three main functions: the organizational function which corresponds to the gestures of classroom interaction management in our study. Also, this study goes in line with Hensen's study (2010) that states "teachers' eyes are considered to be one of the most parts that children of this academic stage may observe, so the use of gestures based on the movement of the eyes and eye contact to manage the class interaction was of high frequency than other gestures. The study's results go in line with Nada's & Dweikat 's study(2016) in the sense that they both emphasize the importance of body gestures in communication and teacher- student interaction

The researcher finds that the results of the study question determine the forms used to manage the classroom interaction. This is a new addition to the body language of education as there is not a single study to determine the forms of physical gestures used to manage the classroom interaction in the first three grades. The researcher concludes that female student teachers do not have sufficient awareness of body language importance and its important role in classroom interaction management; so they must be aware of their role and how to use them within the first three grades to control misconduct and interact with students effectively.

Recommendations:

- 1- Increase students' awareness of body language importance in managing classroom interaction within the first three grades.
- 2- Training of teachers on non-verbal communication in different classroom situations.
- 3- Conduct further studies on the concept of body language in the educational field.

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Appendix (1)
List of physical gestures frequency of the study sample

Student's name:		Number of students:	
Lesson:		Subject:	
Date:		Grade:	

S	Physical gesture	Meaning	Frequency
1	Lift the palm of hand towards student at the chest level	Asking to stop doing something and extend control	
2	Lift both hands to the chest level	Try to relax because she is worried	
3	Stretch both hands down in a fist shape	nervous or afraid of losing something	
4	Talk and use the index finger continuously.	Draw the attention of the opposite person and focus his/her attention on a specific matter	
5	Clapping	draw attention	
6	Looking at all students	Communication	
7	Touch the face/headress	Tension	
8	Holding the book at the chest level	The book is a defensive barrier because she is afraid of the situation	
9	Stand and move hands with respect to the subject	Enthusiasm and desire to communicate.	
10	Bending on the student's seat	Extend control	
11	Holding the wrist and rub it strongly	Tension and confusion	
12	Rub hands together strongly	Waiting and anticipation	
13	Get closer to the student's seat	Extend control	
14	Holding chalk by both hands	threatened	
15	Move the lips aside	Rejecting what is said or mockery	
16	Writing with one hand and the other takes a fist shape	Threatening and preparing for confrontation	
17	Massage hands constantly	sensitive to criticism	
18	clapping hands together	relaxed	
19	Fingers clenched in the form of the teeth of the comb	psychological stress	
20	Fasten lips from time to time	disgusted	
21	Rub hands together	Tension / anticipation	
22	Setting before herself an invisible barrier to prevent her from approaching students	Fear of the other party and unwillingness to communicate with him/her	
23	Pull the air inside through the teeth without opening the mouth.	nervous	

S	Physical gesture	Meaning	Frequency
24	the index finger (threat): raise the index finger and move it several times	Don't do this again	
25	Massage hands constantly	Enthusiasm and anticipation	
26	Clap your right hand on the left or the opposite.	Ask for attention	
27	Holding the book at the chest level	A defensive barrier when she is threatened	
28	Touch the nose	Tension or lying	
29	Push the lower lip towards the upper lip	Confusion or hesitation	
30	Look at the book more than students	Evasion and withdrawal	
31	Lift the eyebrows up and bite the lower lip	Booing an act or something	
32	Crossed hands	A defensive position for not feeling comfortable	
33	Close the eyes for a short moment of time	Seriousness and a desire to prevent the other person from what he does	
34	Head's movement up and down	Trust and approval	
35	Clicking on the seat	Draw attention	
36	Steepling (gathering the fingers in the shape of a pyramid and moving the hand up and down)	Asking for silence	
37	Cracking joints	Draw attention	
38	Smiling	Social communication	
39	placing the hands on the waist	Control	
40	Place the index finger on the lips	Tension or lying	
41	Put hands in coats/pants pockets	Unwillingness to communicate	
42	Grab the side of the clothing and rub it strongly while standing	Tension and worry	
43	Place the index finger between the teeth	Tension and worry	
44	Move the open hands up and down	Students' motivation and stimulation	