

# Effective Use of Kinesics in Teaching ESOL

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## ABSTRACT

Kinesics is a paralinguistic feature. It is derived from the Greek word 'Kines,' which means movements. It has been an important mode of communication and helps to convey the message in an easy-to-understand manner. Especially in TESOL academia, it can be beneficial for transferring knowledge to the students. Kinesics is one of the main features under Paralinguistics, which is comprised of various fundamental elements. In this study, researchers collected the data on Kinesics' effectiveness for English language learning of Non-Native English learners using a questionnaire from a sample of 385 instructors and learners. The survey targeted the English teaching instructors of various institutes' across the Kingdom of Saudi Arabia and Saudi ESOL learners. The researcher designed two hypotheses, i.e., 1. Integrated Kinesics have a significant impact on instructor-oriented proximity, 2. Integrated kinesics features have a substantial effect on learner-oriented proximity. Statistical Packages for Social Sciences (SPSS) was used for the statistical analysis of the collected data. Regression analysis and descriptive statistic methods have been used in the study to check the frequency and reliability of the data and variation of the results. The findings of the study indicate a significant impact of integrated kinesics features on learners' oriented proximity and instructors' oriented proximity. It is very effective to use kinesics features in teaching English to speakers of other languages. It is concluded that Kinesics is an inseparable part of the lecture room's learning and teaching process. It is an integral part of teaching that should not be neglected by English language speakers of the other language.

**Keywords:** Kinesics, proximity, instructors, learners, English, Speakers.

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## 1.1 Introduction

Outstanding English language instructors teaching the speakers of other languages use Kinesics more than typical Language Instructors. They are also likely to use the English language to teach more than the usual English language teachers (Moskowitz, 1976). This study will evaluate the effective

implementation and use of Kinesics in TESOL. This research aims to look at the success rate of the effective use of Kinesics in the language institutes. This research's main component is the empirical research carried out by the English teaching instructors of various institutes' across Saudi Arabia. The study's objective is to see whether Kinesics positively impact while

teaching English to speakers of other languages, and What are the different best ways to adopt that will positively affect teaching the English language to the speakers of other languages? Survey questionnaires have been used to gather the data. The collected data was then analyzed and concluded as per the principles of quantitative research technique.

## 1.2 Kinesics

Kinesics is another form of paralinguistic communication. It is derived from the Greek word 'Kines,' which means movements. Professor Ray Birdwhistell (1952) defined it as 'the systematic study of how human beings communicate through gesture and body movements.' There are many definitions of Kinesics depending on the researchers' theoretical background and their level of attention, and the study's focus. Kinesics is one of the main features of Paralinguistics. Paralinguistics is comprised of the following fundamental elements. Firstly, let us identify with their respective paralinguistic definitions before further discussion on Kinesics.

- a. The word "Paralinguistic" means "Nonverbal" (Gregersen & MacIntyre, 2019).
- b. ESOL Paralinguistic: the study of nonverbal or paralinguistic features of an ESOL classroom communication (Andrew, 2016).
- c. Paralinguistic Feature: a distinctive attribute or aspect of paralinguistic, a typical

quality or an important part of the non-verbal behavior of an ESOL Instructor and ESOL learner. Paralinguistic features are Kinesics, Proxemics, Oculistics, Vocalics, Chronemics, Haptics, Olfactics, and, Artifacts. To be precise, it is a typical quality or an important part of the paralinguistic immediacy of an ESOL Instructor and ESOL learner (Beeman, 2019).

- d. Paralanguage means vocalic (Guerrero, 2015).
- e. Paralinguistic Variable: A paralinguistic feature that is not consistent or having a fixed pattern; it is liable to change (Lipatova, 2015).
- f. Paralinguistic Indicator: It is a paralinguistic variable that indicates the physical or psychological state or level of ESOL instructors and learners (Onan, 2015).
- g. Paralinguistic Cue: It is a paralinguistic indicator that serves as a signal to ESOL instructors and ESOL Learners (Owens, 2016).
- h. Paralinguistic Immediacy: the quality of bringing one into direct and instant involvement with the Communicator, also it gives rise to the sense of urgency or excitement during an ESOL pedagogical (Teaching, assessment, and development) process (Witt et al., 2006).
- i. Paralinguistic Attitude: a settled way of thinking or feeling about the use of paralinguistic features or understanding of paralinguistic features (Hamzah, 2019).

j. **Paralinguistic Awareness:** knowledge or perception of a situation or fact related to Paralinguistics (Yang, 2018).

k. **Paralinguistic Exposition:** a comprehensive description and explanation of an ESOL concept using paralinguistic immediacy and awareness (Hernández-Guerra, 2018).

l. **Paralinguistic Eloquence:** It is a fluent, effortless, and persuasive paralinguistic feature and affective immediacy of an ESOL Instructor (Rahardi, 2019). Schnell, 1991 mentioned that from the 1950s, there had been a considerable focus on the paralinguistic interaction because verbal language is just one among the different human communication channels.

Birdwhistell, 2010 assumed that above 60% of human interaction was done by paralinguistic language, and thus, considered quite significant in communication.

What is the meaning of paralinguistic immediacy? Here, both paralinguistic communication and paralinguistic behavior are expressions being used interchangeably. Harrison & Greenfield, 2011 described it as the behavior surpassing spoken or written words. Gallois and Callan (1997) viewed paralinguistic communication as the multi-channel source of feelings like identity, emotions, and outlook, with the body, face, and voice.

Various researchers have tried to define the field associated with Kinesics in different ways. All types of body movements which can be used for communication are not Kinesics. It has various types, which include:

- a) **Facial Expression:** It plays a vital role in communication. Either you communicate verbally or not, but your facial expressions communicate many things to the receiver, which might positively or negatively impact you. As per J.M Lahiff and J.M Penrose, they have identified ten types of facial expressions: happiness, sadness, surprise, fear, anger, content, disgust, interest, determination, and confusion.
- b) **Gestures:** It can explain how we use our body parts and body movements to communicate a message to the receivers. Ekman and Friesen have identified five types of gestures: Emblems, Illustrators, Regulators, Displays, and Adapters. These are helping features that express the emotions and body language differently while communicating verbally and paralinguistically to the audience.
- c) **Body Language:** It is a combination of Posture and Gesture. It indicates how you are standing, how you are talking, how your body position remains, and what movements you use to communicate and deliver a compelling message to the receiver. Body language is a combined form of all these features,

and it has a significant impact on the person or a group with whom you are interacting.

Kinesics features are an essential fragment of our body language communication. According to Cooper & Simonds (2014), "kinesics is the study of facial expressions, and gestures." As per Malandro's (1989) definition, Kinesics assists six functions: accenting, complementing, contradicting, substituting, regulating, and repeating verbal messages.

Education simplifies the learning process or acquiring knowledge skills, beliefs, values, and habits. A significant element of how one articulates emotions is through paralinguistic behaviors. For the effective teaching of English to the speakers of other languages, it is necessary to utilize Kinesics effectively while delivering lectures or teaching the English language to the learners. According to Greenspan & Benderly (1997), "paralinguistic actions in communication, including postures, gestures and other facial expressions as well as body language have a stronger meaning than verbal expressions." According to S. Young (2006), "Communication with actions speaks more than words. Your body language expresses to the audience through visual elements, such as physical distance between the speaker and the listener, eye contact, postures, gestures, and body orientation. Body language is a

key fragment of casual communication as it is of official demonstrations". According to P. W. Miller (1988), "Body movements and postures are often indicators of energy, self-confidence, status or fatigue. In the lecture hall, learners are intense to get body messages of boredom and enthusiasm about the topic under discussion or teaching can sense self-confidence or hindrance from the instructors' insensible behavior. Attentive instructors can also state when learners understand the content delivered or when they have issues grasping the key concepts. A receiver slouching sends a very different message from one leaning forward or sitting erect. Postures and body movements alone have no exact meaning, but they can seriously reject or support the words that are being spoken. If these two resources of communicating message are dichotomized and contradict each other, then the outcome will be a one-sided image, and more frequently the paralinguistic features will dominate."

English language instructors have developed new strategies that have directed to the modification of language among learners. The four changes include using idioms carefully, speaking short and straightforward present tense messages, speaking clearly and slowly, and increased use of facial expressions and gestures (Chaudron, 1988). The objective of the changes is to ensure that the teacher and learner understand each other well (Lynch, 1996). The teachers are

expected to take the leading role while guiding the students in their work.

English is the most spoken and used language across the world today. It is adopted as a Medium of Instruction (EMI) in higher learning institutions globally. In addition, there are more than a billion English learners spread across all world regions (Crystal, 2004). The possible reason behind the English language became the most spoken language is colonization. More than fifty countries colonized by the British incorporated the English language (Laycock, 2012). After World War II, the American and the British government deliberately enriched English through linguism, which is also improved by modern policies (Phillipson, 2017).

Teaching English to speakers of other languages increases the chance of their growth in the future. Lack of fluency in speaking the English language may be a significant hindrance to the youth ambitions across the world. They may lose many opportunities due to a lack of confidence in speaking the English language. According to (Ebad, 2014) the English language is becoming common in higher-level institutions teaching in Saudi Arabia. However, the primary level institutions use the Arabic language, which underscores that the English language is not a threat to the native language. The efforts to implement the English language in Saudi Arabia's

educational system need a little more dedication (Ebad, 2014). Most Saudi learners (96%) consider English as a superior language since it is used in most countries around the globe.

In contrast, Arabic is only used in one region. There is consensus among 82% of the learners that the Arabic language is more appropriate for teaching Islamic studies, history, and Arabic education. Simultaneously, English fits more in teaching medicine, nursing, pharmacy, engineering, science, and computer science (Al-Jarf, 2008).

The Saudi government has taken education seriously, as underscored by free learning from kindergarten to graduate level. According to (Al-Nasser, 2015) the mother tongue is a significant problem in teaching the English language in Saudi Arabia. Many Saudi people comfortably understand Arabic due to its everyday use at home. The lack of exposure until the fourth grade makes it a challenge for many individuals to learn the English language comprehensively (Al-Abdan, 1993; Nation, 2003; Al-Nofaie, 2010; Jdetawy, 2011). If Saudi people were aware of the English language earlier, then they would be more competent. Even then, the strategies used to teach English in Saudi Arabia are limited. In addition, most of the teaching is in the Arabic language, which further reduces the learners' exposure (Fareh, 2010).

There are many thesis and research studies on the English teaching subject (Mahdi & El-Naim, 2012; Moskovsky, 2018) that are focusing on the potential of using Facebook interactions, and the researcher (Alwehaibi, 2015) is researching the possible use of YouTube for the learners of English language. (Ben Duhaish, 2014) has found that some of the practical teaching methods constitute politeness, indirect speech, and kinesics exposition. However, it is crucial to understand that the learners' systematic development determines whether they make the expected progress or not (Pica, 2003). The instructors also need to ensure that the learning environment is comfortable for the learners.

### 1.3 Research Objectives

The main objective of this research is to evaluate the kinesics techniques while teaching English to speakers of another language. However, the research objectives of the study are:

1. To highlight the impact of Kinesics on the speakers of another language
2. To understand various kinesics features in addition to their effects in the pedagogical practices in an ESOL classroom
3. To expose the ways to use Kinesics in triumphant Paralinguistic Eloquence for the evasion of the errors while teaching English to the

speakers of other language classroom sessions.

4. To identify the Kinesics features that directly and quickly impact the motivation, positive emotions, and better understanding in the English language lecture room. The identification can be based on assessing the kinesics awareness of students in an ESOL environment.

### 1.4 Research Hypothesis

To achieve the objective of the study, several hypotheses have been designed to check the effect of Kinesics on teaching English to speakers of other language pedagogy. The current study looks for the test of the following hypothesis:

$H_{01}$  = Integrated kinesics features have a significant impact on instructor oriented proximity

$H_{02}$  = Integrated kinesics features have a considerable effect on Learner oriented proximity

### 1.5 Significance of the Study

In this study, the researcher aims to elevate the awareness among teachers or instructors towards the significance of Kinesics and positive body language, which positively affects the process of teaching and learning. It is essential to focus on kinesics teachers' and positive body language and their diverse meanings, enhancing speakers of other language learners' motivation in the lecture room.

The researcher aims to understand the effect of Kinesics in teaching English to speakers of another language to increase the level of motivation of English language learners. This study is likely to assist in bridging the difference between practical traditions and different hypothesis of English for speakers of other language pedagogy, as well as for generating concrete, pragmatic/realistic recommendations for learners that are pursuing higher education in universities and for instructors that are giving lectures as the English language teachers to these learners. As per the expectations, this study will assist the instructors and other persons in teaching English to speakers of other languages successfully. This research will enable using the most crucial and essential hypothetical features for improving Language learners' fluency in the English language and increase instructors' kinesics efficiency and overall PLEA ( Paralinguistic Eloquence and Awareness).

### **1.6 Problem Statement**

In recent years, successful learning and the teaching process started considering the Paralinguistics allied to the language. Inside the lecture rooms, instructors use different gestures and body language messages with various forms; for example, using gestures, facial expressions, and other body movements as per the scenario, which is the primary attention of this study. Instructors can use their positive body language to make

the learning and teaching process more exciting and useful for the audience. It can be a tool that stimulates ESOL learners to boost their motivation level in the lecture room.

Speakers of other language learners are entirely influenced by the setting of the lecture room, the content of the program, and precisely the way they are presented. This means that the more unprofessional learning conditions result in more boring learning, and the learners will be more unmotivated. This leads the researcher to study the effect of Kinesics in teaching English to speakers of another language on the motivation level of learners.

The study suggests using Kinesics as a useful teaching tool in the lecture room that enriches the speakers of other language learners' motivation because the teaching is psychological rather than pedagogical. Hence, the students need to get the information in an inspired way that leads to improving the learning process of the audience and creating an effective lecture room atmosphere.

### **2. Methodology**

This section addresses the paradigm for this study, the theories underpinning it, the research design, sampling procedures, target population, measurement, data collection instruments, validity and reliability of the instruments, data collection, and data analysis procedures. The research is



structured to evaluate the success rate of the effects of Kinesics on teaching English to speakers of other language pedagogy. The study will focus on Institutes in the Kingdom of Saudi Arabia to assess the performance and learning process of speakers of another language.

The existing research methodology is based on a systematic process to achieve the results of research hypotheses. The selection of the below-mentioned methodology relies on how research is carried out and how it is formulated regarding the research strategy.

## **2.1 Research philosophy**

This study is aimed to develop an effective system that utilizes Kinesics positively in TESOL (Teaching English to the Speakers of Other Languages). To achieve this target, the researcher collected data and information from the instructors (teachers) and learners (students) of various Saudi institutes to understand their experience relevant to the topic.

## **2.3 Sample information**

In this section, the researcher examined a subset of the population to acquire fact-based forecasts about the larger population's performance.

### **2.3.1 population**

In this study, the ESOL instructors and ESOL students in Saudi Arabian universities are considered the population.

### **2.3.2 Sample size**

The researcher has taken Students and Teachers of Northern Borders University in the Northern Emirates of Saudi Arabia in Arar.

### **2.3.3 Sampling techniques**

A probability sampling technique has been opted for this study. To obtain efficient results, the researcher conducted a survey based on a sample size of 385 (including 50 instructors and 335 learners). The researcher used a random sampling method (cluster sampling) for the collection of quantitative data.

## **2.4 Research design**

This study is descriptive research that comprises quantitative data that generalizes the concepts through the statistical interpretation of the results.

## **2.5 Data analysis methods and tools**

MS Excel software in favor of data analysis and SPSS (Statistical Package for Social Sciences) software applied for further analysis of data and results. The descriptive analysis method is used in this study for the secondary and primary data collection methods. For analysis of the data, several tools have been used to analyze the collected data. Descriptive measures like mean and standard deviation are used to summarize the data. Parametric test ANOVA is applied to test the accuracy of the research hypothesis.



## 2.6 Limitations of the Study

Certain limitations of every research alternatively affect the study's results, accuracy, and effectiveness. Hence, while researching the effects of Kinesics in teaching English to speakers of other languages, the researcher has been through some of the limitations. These limitations need to be described to support the interpretations of the results and findings and to know the need to examine further or additional research. The limitations are explained in detail below:

Firstly, there was a time-constraint faced during the collection of data. Questionnaires were completed hardly from the 400 respondents, out of which 385 have the complete data questionnaire. If the responses were conducted in meetings instead of one by one filling up forms, the responses would be better.

Secondly, this study is conducted to evaluate the effect of Kinesics in teaching English to the speakers of another language which covered only limited respondents' institutes in Saudi Arabia. So the numbers of responders were limited, which had an indirect effect on the accuracy of the data. If the sample size was significant, then the results were better.

Third, this research was confined only to the Universities in Saudi Arabia. If there were an opportunity, then the colleges and schools in Saudi Arabia would also be investigated.

## 3. Results

This section will discuss the statistical analysis of the questionnaire data. Firstly, we would analyze the quantitative data, which is gathered through a questionnaire. The questionnaire has been prepared on the effect of Kinesics on TESOL and gathered information from 400 responders of Saudi Arabia Universities. A total of 385 respondents shared their opinion about the effect of Kinesics in teaching English to speakers of other languages. IBM SPSS software has been used to perform statistical analysis on the data.

Out of 385 received responses, 335 responses were from Learners, and 50 responses were obtained from the Instructors of different streams in the Northern Border University in the northern region of Saudi Arabia.

### 3.1 Respondents' Profile

The sample of respondents was comprised of 50 different instructors and 335 learners of various streams in the Northern Border University in the northern region of the Kingdom of Saudi Arabia.

### 3.2 English Learners Profile

Table 1 shows that 335 Learners participated in the survey. The average response received from learners on the impact of Kinesics on English language learning of Non-Native learners is 3.962, which means that the learners agree that there is a positive impact of Kinesics on the

English language learning process of Non-Native learners. The range value is also 4, which supports this argument. The Standard Deviation value is 0.046, which means a

4.6% variation between the learners' responses. Likert scale questions were used to collect the responses from respondents.

**Table 3.1** shows descriptive statistics, i.e., range, minimum, maximum, mean, standard deviation, variance, skewness, and Kurtosis for the data of 335 learners.

**Table 1.** Descriptive Statistics (learners)

	N	Range	Min.	Max.	Sum	Mean		Variance	Skewness	Kurtosis
	Statistic					Std. Error	Statistic			
Kinesics 1	335	4.0	1.0	5.0	1268.0	3.785	.0561	1.055	-1.009	.435
Kinesics2	335	4.0	1.0	5.0	1324.0	3.952	.0584	1.141	-1.149	.791
Kinesics3	335	4.0	1.0	5.0	1399.0	4.176	.0518	.900	-1.523	2.643
Kinesics4	335	4.0	1.0	5.0	1361.0	4.063	.0533	.951	-1.392	1.902
Kinesics5	335	4.0	1.0	5.0	1401.0	4.182	.0505	.856	-1.785	3.786
Kinesics6	335	4.0	1.0	5.0	1377.0	4.110	.0492	.811	-1.679	3.714
Kinesics7	335	4.0	1.0	5.0	1212.0	3.618	.0726	1.764	-.754	-.570
Kinesics8	335	4.0	1.0	5.0	1286.0	3.839	.0568	1.082	-1.263	1.405

### 3.2.1 ANOVA for hypothesis (learners)

Table 3.2 of the ANOVA shows  $F(12,373)=139.23$ ,  $P<0.05$ , which indicates that

integrated Kinesics features significantly impact learner-oriented proximity.

**Table 2.**Result of ANOVA along with the scale statistics of the whole questionnaire.

		Sum of Squares	Df	Mean Square	F	Sig
Between People		1369.080	334	4.099		
Within People	Between Items	5080.092	39	130.259	139.233	.000
	Residual	12186.383	13026	.936		
	<b>Total</b>	<b>17266.475</b>	<b>13065</b>	<b>1.322</b>	<b>(total of between items and residual</b>	
Grand Total( <b>between people +between items+ residual</b> )		18635.555	13399	1.391		
Grand Mean = 3.962						

		Sum of Squares	df	Mean Square	F	Sig
Between People		372.002	49	7.592		
Within People	Between Items	746.512	39	19.141	7.703	0.000
	Residual	4748.438	1911	2.485		
	Total	5494.950	1950	2.818		
Total		5866.952	1999	2.935		
Grand Mean = 2.782						

### 3.4 Descriptive statistics

Table 5 shows that out of 335 learners respondents, 224 respondents shared that they agree with the positive effect of Kinesics while teaching to the speakers of another language, two shared that they disagree, 48 respondents shared that they are not sure

about it, 60 respondents shared that they are strongly agreed with the effect of Kinesics. In contrast, only one respondent shared that they strongly disagree with the statement. The majority of the respondents shared a positive response on the positive impact of Kinesics in teaching English to speakers of another language

**Table 5.**ESOL Learners Response on Kinesics

Category of response		Frequency	Percent	Valid Percent	Cumulative Percent
	agree	224	66.9	66.9	66.9
	disagree	2	0.6	0.6	67.5
	not sure	48	14.3	14.3	81.8
	strongly agree	60	17.9	17.9	99.7
	strongly disagree	1	0.3	0.3	100.0
	Total	335	100.0	100.0	

Table 6 shows that out of 50 instructors respondents, 19 respondents shared that they agree with the positive effect of Kinesics while teaching English to the speakers of another language, one shared that they disagree, eight respondents shared that they are not sure about it, 17 respondents shared

that they are strongly agreed with the effect of Kinesics. In contrast, only five respondents shared that they strongly disagree with the statement. The majority of the respondents shared a positive response on the positive impact of Kinesics in teaching English to speakers of another language.

**Table 6.**Frequency and Percentage of Instructors' response

Category of response		Frequency	Percent	Valid Percent	Cumulative Percent
	agree	19	38.0	38.0	38.0
	disagree	1	2.0	2.0	40.0
	not sure	8	16.0	16.0	56.0
	strongly agree	17	34.0	34.0	90.0
	strongly disagree	5	10.0	10.0	100.0
	Total	50	100.0	100.0	

### 3.5 Testing of Hypothesis

For the testing of the hypothesis researcher used simple linear regression to predict the impact of integrated Kinesics on Instructors oriented proximity, which has been discussed below:

#### Hypothesis-1:

$H_1$ = There is a significant impact of integrated Kinesics on Instructors oriented proximity

$H_0$ = There is no significant impact of integrated Kinesics on Instructors oriented proximity

**Table 7.**Results of t-test (Instructors)

Predictor	Coef	SE Coef	T(for t-test)	P
Kinesics	-0.2164	0.1417	-1.53	0.134
S = 0.775678 R-Sq = 50.8% R-Sq(adj) = 46.4%				

Table 8 of the ANOVA shows  $F(4,49) = 11.59$ ,  $P < 0.05$ , which indicates that integrated Kinesics significantly impact instructor-oriented proximity.

#### Hypothesis-2

$H_1$ = There is a significant impact of Integrated Kinesics on Learners oriented proximity.

$H_0$ = There is no significant impact of Integrated Kinesics on Learners oriented proximity.

**Table 8.**Results of ANOVA (Instructors)

Source	DF	SS	MS	F	P
Regression	4	27.9046	6.9761	11.59	0.000
Residual Error	45	27.0754	0.6017		
Total	49	54.9800			

**Table 9.**Results of t-test (Learners)

Predictor	Coef	SE Coef	T (for t-test)	P
Kinesics	-0.2244	0.1398	-1.60	0.005
S = 0.769593 R-Sq = 50.4% R-Sq(adj) = 47.2%				

Table 10 of the ANOVA shows  $F(3,332) = 15.61$ ,  $P < 0.05$ , which indicates that

integrated Kinesics significantly impact learners-oriented proximity.

**Table 10.**ANOVA (Learners)

Source	DF	SS	MS	F	P
Regression	3	27.7354	9.2451	15.61	0.000
Residual Error	332	27.2446	0.5923		
Total	335	54.9800			

## 5. Discussion

Results of regression analysis indicate a significant impact of integrated Kinesics on learners' oriented proximity and instructors' oriented proximity. If Kinesics is utilized efficiently while teaching English to speakers of other languages, the audience will enjoy their learning with enthusiasm. Statistically, Kinesics' effect on teaching English to the speakers of different language pedagogy has been significant at a 95% confidence level. The study specifies the importance of Kinesics' implication by the instructors to motivate and improve learners' learning process.

An effective communication behavior by the instructor builds a good learning atmosphere and creates a harmonious relationship between instructors and the students, thus enlightening the quality of education (Zhao, 2019). Excellent and effective learning needs time and patience. (Wolk, 2001) stated that English learners for speakers of other language need time and space 'to own their learning.'

The result of the hypothesis (Hypothesis-1) has a significant impact of integrated

Kinesics on instructor-oriented proximity, indicating a positive relationship between the instructors and students regarding the effects of Kinesics. (Magrath, 2015) stated in his research that the teachers can be successful professional instructors by developing their skills, expertise, and awareness in Kinesics and implement this skillset during the lectures that will result in a successful and motivational environment for the learners. (Pennycook, 1985) highlighted the paralinguistic communication as the only one portion of socio-linguistic competence or grammatical competence.

The hypothesis (Hypothesis-2) showed a significant impact of integrated Kinesics on learner-oriented proximity, which indicates a positive outcome of integrated Kinesics on Learners-oriented proximity. Some researchers state that language instructors should not impose language learning on the students. In contrast, the student's role should not be passive as one might not receive or speak of these learning aspects of Kinesics in teaching, but in whole, if it gets undetected, it might make the whole pedagogy washed out.

The leading association between Kinesics and linguistic aspects is not what we deliver but what is received. Getting the message in its required method is the critical point that should be kept in mind. (McCafferty, 1998) stated that the Gestures and other paralinguistic features of communication should have been considered possibly significant for some time; however, their connection to second language learning mostly remains elucidated.

## 5. Conclusion

From the detailed study and analysis of the data, it is concluded that as a paralinguistic feature, Kinesics plays a significant role in teaching English to speakers of another language. In our daily routine life, it is not compulsory to use distinctive Kinesics for communicating with anyone. However, in TESOL pedagogy and ESOL learning process, it plays a significant and essential role for both the instructors and the learners while delivering a lecture or teaching to the students in the lecture hall. It is necessary to create an effective learning environment and facilitate students to understand everything quickly and easily. It was observed from the findings that the Kinesics features are an inseparable part of the learning and teaching process in the lecture room, and it is a crucial part of teaching which should not be neglected by the instructors of English language speakers of the other language.

## Acknowledgment

I want to express my gratitude to the Department of Languages and Translation, Faculty of Education and Arts, Northern Border University, Arar, Kingdom of Saudi Arabia, for their facilitation and help carry out this research work.

## Funding

This research did not receive any specific grant from funding agencies in public, commercial, or not-for-profit sectors.

## Data Availability Statement

The data that support the findings of this study are available from the corresponding author.

## Conflicts of Interest

On behalf of all authors, the corresponding author states that there is no conflict of interest.

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