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The effect of body language of branch teachers on students' teacher perception and attitudes to the course in Turkey: Erzurum City

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ABSTRACT

In the present study, the effects of the body language of physical education, Turkish, Mathematics, Physics, Chemistry, Biology, Music and Art teachers, which is one of the most determining dimensions among communication skills on students' attitudes towards the lesson were examined. The study was applied to 371 students, 244 of whom were female and 127 male, in 9th, 10th, 11th, and 12th grades, studying at four different high schools in the Palandöken County of Erzurum city center in the 2018-2019 Academic Year. The group that was selected as the sampling of the study consisted of these students. It is considered that this study will contribute to the accurate interaction between the teacher and the student with the dimension of communication skills and to the studies to be conducted in this field. As it was understood from this study that high school students responded "I like it" a lot" to item 9, "She/he mostly smiles while teaching"; and "I like it" to items 2, 3, 27, 28 and 31. The response "I do not like it at all" did not affect the average score. Among the remaining 29 items, 15 responded as "I am indecisive", and 14 as "I do not like it". When the results of the present study are evaluated, it is seen that the teacher, who manages the teaching and learning experiences and guides the learning of students actively and participative, manages the process much more effectively, not only via communication with the language but also via the communication and interaction of the beyond-the-language communication arguments and body language. At the same time intonation of voice, and translingual communication arguments are also important.

Keywords: Body language, intonation of voice, accurate interaction, translingual communication arguments, effect of body language on attitudes.

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INTRODUCTION

Communication refers to the use of signals to transfer voice, data, image and/or video information between positions whose main applications are in communications science, engineering and technology. From bonfires and smoke signals to early modern optical telegraphs, humanity has sought to extend communication beyond earshot. Among the first practical uses of electrical engineering, early communication devices included the telegraph, first designed in the 1700s and realized by Wheatstone et al. in 1837. In the next century, developments in the telephone, radio, television and today's internet completely changed the way people communicate and interact with each other.

When human relations and communication are mentioned, it is necessary to understand the transfer of students' feelings, thoughts, and information to the other party rationally and purposefully. The main carriers of the body language of all branch teachers are the positions that the body and body organs will take along with gestures and facial expressions. These and similar elements can be indicators of the mood of the person at that moment in human communication. The ability of

students to express themselves better depends on these communication elements. The body language used well is the reference to the words expressed.

The meaning and value of the words used in communication alone are only at a 7-10% level. The 90-100% effectiveness of these words depends on the extra-linguistic communication elements and body language. In this respect, the arguments of non-linguistic communication and body language of teachers who guide students' learning will have positive or negative impacts on students' attitudes regarding the lesson they watch (Dimitrius and Mazarella, 2010).

The present study showed that a good understanding and use of body language by the teacher has a very important place among accurate communication skills. In this way, the student can understand the teacher much more effectively and better, and the teacher can understand and evaluate students better. When the teacher is transferring information to students, namely, when the presentation teaching strategy and the most appropriate method of that strategy are used along with the narration method, the teacher can make any outdated strategy and method more effective by using communication technologies. It can also be the state of the desire or not desire for something and the transformation of thoughts and feelings into behavior. It is also the positive or negative evaluation of someone or something. Attitudes are the basic building blocks directly affecting the academic success of students. Positive attitudes trigger being more successful in every subject, and negative attitudes trigger failure (Korkut, 1994). Developing attitudes occurs spontaneously as is the case in informal learning. No plans are made for this. It occurs as a result of student and teacher interaction. In this sense, the attitude that is acquired is a reaction to the influences coming from the teacher. There is nonverbal communication and body language used in the background of these achievements besides the verbal communication of the teacher.

Attitude

It is a tendency on a scale that structures students' feelings, thoughts, and behaviors regarding ideas, objects, events, facts, institutions, organizations, and other students. These judgments, inclinations, and tendencies also regulate the behaviors of individuals reflected outwardly. Students develop attitudes toward everything existing in the universe. These attitudes, which can be positive or negative, can also be considered mechanisms governing the individual.

Communication and human relations

Wherever human beings exist, there will also be human communication. It is the most basic characteristic of man, who is a social being by nature. The main factors of this process are the source, channel, receiver, and feedback. All of these communication variables must be complete (Deregözü and Kuyumcu, 2015). Otherwise, we can talk about a message, not a communication. Communication is a process of persuasion as it also concerns the subject of the study. It is the process of students that transfers students' feelings, thoughts, and ideas of every value to the addressee with a channel and method that is suitable for the mind and process.

Body language, verbal and nonverbal communication

It is one of the most important details of the communication process. They are values that can carry words with a 7-10% effect alone or 90-100% along with gestures, mimics, and translingual communication elements (Eroğlu and Yüksel, 2019). In this context, body language is the work of putting the body and organs into action in a way to support the expressions used. Especially the place where gestures and facial expressions are attached is the subconscious. Oral communication consists of words and words used. Nonverbal communication, on the other hand, is about how those words are articulated, namely, it is like intonation. In communication, what and how something is said is more important rather than what is said (Çalışkan and Yeşil, 2005).

Purpose and importance of the study

The purpose of this study is to examine the relationship between teachers' nonverbal communication and body language using skills and the attitudes students develop about the lesson. Considering that the data to be obtained in this study can contribute to the field of education and training. It is considered that this study will be very important for this determined purpose (Dinçer, 2015).

According to the data obtained in this study, the positive or negative atmosphere that will be created by the characteristics and behaviors of nonverbal communication and effective use of body language in the education field should be evaluated in terms of many other social services. Probably, one of the most important of these fields is healthcare. The inclusion of these communication elements in the communication processes between healthcare personnel, patients, and their relatives, in a way to support the correct expressions in the scope of healthcare literacy of healthcare professionals, will bring the success levels of healthcare professionals and the satisfaction of patients and their relatives to a much more positive level. This research has

been designed towards such a more general goal and may suggest studies to be carried out in this context. This process can also be evaluated in terms of the development of corporate culture (Akıncı, 1998).

METHOD

The study model is in descriptive and relational scanning design. This type of study is conducted to explain and elucidate a certain situation, make assessments, and uncover possible relations between events and situations. The main purpose of this type of study is to describe and explain a situation in detail. This is generally preferred by researchers since studies are conducted without making any changes in the study environment and without deteriorating the characteristics and conditions of the investigated event or situation. The sampling is as large as possible; and for this purpose, questionnaires and survey-type scales are used as the most appropriate data collection tools, and more quantitative data are collected. Qualitative data can be reached with attitude scales. The data are evaluated in statistical terms, and generalizations are made at the final step.

Population and sample

The population of the study is the students who studied in Erzurum, mostly in the country, and the sampling was a random sampling consisting of students studying in the 2018-2019 academic year in Ibrahim Hakkı Science High School, Ziya Gökalp Anatolian High School, Turk Telekom Nurettin Topçu Social Sciences High School, Imam Hatip Girls' High School in Palandöken County. It consisted of 371 students, 244 of whom were female, and 127 male, in the 9th, 10th, 11th and 12th grades.

Data analysis

In the study, an attitude scale, which was used in previous similar studies and which was developed by Gökçeli (2013), and whose reliability and validity studies were conducted, was used as the data collection tool. Consent to use the survey was obtained. The data collection tool consisted of 35 items and rated options. Options were; 1-"I like it" very much, 2-"I like it", 3-"I am indecisive", 4-"I do not like it", and 5-"I do not like it at all". The data were evaluated with the SPSS 20 Package Program. Statistical analyses were made with frequency (f), percent (%), standard deviation (sd), and arithmetic mean (x mean). It was determined that the maximum score that the participants could obtain was 175, and the minimum score was 35. The data handed were evaluated according to the students' answers percentage rates according to the options.

FINDINGS

The first question in Table 1 showed that when the item "Teaches the lesson by sitting at the table in the classroom" was evaluated according to its frequency and percentage, 74 students said "I do not like it at all" with 19.9%, 112 students said "I do not like it" with 30.2%, 96 students said "I am indecisive" with 25.9%, "I like it" with 17.3% (64 students), 25 students said "I like it" very much" with 6.7%. Considering the percentages of the item, students do not like this behavior. Tables, desks, etc. create barriers between the classroom and the teacher. The teacher behind the obstacle can not use body language effectively, and classroom dominance cannot be fully achieved especially as it becomes difficult to establish eye contact with the student sitting in the back row.

As it could be understood from the second question's answers in Table 1, when the item "Teaches the lesson standing" was evaluated according to its frequency and percentage, 3.2% of the students respond to the behavior in question, 12 students "I do not like it at all", 22 (5.9%) students 'I do not like it,' 70% I am indecisive, 163 (43.9%) students said "I like it", 104 students said "I like it very much" with 28.0%. Considering the percentages of the item, students like this behavior. As much as possible, the lecture should be done standing up and calmly so that all students can see the teacher easily. In this way, the control of the teacher, who can see the whole class comfortably, in the classroom will be easier, while the students listen more carefully and understand the teacher who uses body language more effectively while standing.

As it was understood from the third question's answers given by the participants in Table 1 when the item "Uses the front space in the classroom when teaching" was evaluated according to its frequency and percentage, 6.7% of the students respond to the behavior in question, 25 students "I do not like it at all", 11.3% I do not like it, 42 students 24.8% I do not like it, 24.8% I am indecisive, 36.4% 135 students said "I like it", 77 students said "I like it" very much with 20.8%. Considering the percentages of the item, students like this behavior. According to Özbent (2007), the most suitable place for lecturing is two meters in front of the classroom, close to the lectern, and where all students (including the student sitting in the back) can easily see the teacher (whose body is fully turned towards the teacher) and his movements. Otherwise, the teacher cannot use body language effectively.

As seen in the fourth question in Table 1, when the item "Usually walks between the desks when teaching the lesson" was evaluated according to the frequency and percentage of the students, 14.3% of the students have 53 students I do not like it, 16.4% 61 students I do

Table 1. Evaluation of the teaching style of the teacher and using body language in percentile ratios.

Questions/ Scale Items	"I do not like it at all"		I do not like it		I am indecisive		"I like it"		"I like it" very much		Evaluation		
	f	%	f	%	F	%	F	%	f	%	x	S.D.	Meaning
1-Teaches the lesson sitting on the table in class.	74	19.9	112	30.2	96	25.9	64	17.3	25	6.7	2.60	1.179	I do not like it
2-Teaches the lesson standing in class.	12	3.2	22	5.9	70	18.9	163	43.9	104	28.0	3.87	0.992	"I like it"
3-Uses the space in front while teaching.	25	6.7	42	11.3	92	24.8	135	36.4	77	20.8	3.53	1.139	"I like it"
4-Walks among the desks while teaching.	53	14.3	61	16.4	67	18.1	105	28.3	85	22.9	3.29	1.362	I am indecisive
5-Stares at the students to ensure silence in class.	59	15.9	57	15.4	83	22.4	100	27.0	72	19.4	3.18	1.344	I am indecisive
6-Hits the table with the object at hand to ensure silence in class.	136	36.7	95	25.6	76	20.5	45	12.1	19	5.1	2.23	1.167	I do not like it
7-Hits the table with a pen or hand to ensure silence in class.	104	28.0	99	26.7	95	25.6	48	12.9	25	6.7	2.43	1.211	I do not like it
8-Warns students with a high tone to ensure silence in class.	104	28.0	99	26.7	95	25.6	48	12.9	25	6.7	2.43	1.214	I do not like it
9-Smiles mostly while teaching.	8	2.2	28	7.5	36	9.7	69	19.6	230	62.0	4.30	1.059	"I like it very much"
10-Smiles very little while teaching.	147	39.6	110	29.6	77	20.8	27	7.3	10	2.7	2.03	1.067	I do not like it
11-Moves fast and walks in class while teaching.	86	23.2	110	29.6	11.2	30.2	40	10.8	23	6.2	2.47	1.142	I do not like it
12-Sometimes sits on students' desks while teaching.	53	14.3	46	12.4	94	25.3	99	26.7	79	21.3	3.28	1.319	I am indecisive
13-Sits on students' desks while teaching.	90	24.3	61	16.4	10.8	18.3	68	18.3	44	11.9	2.77	1.321	I am indecisive
14-Crosses arms while teaching.	62	16.7	64	17.3	15.8	42.6	59	15.9	28	7.5	2.80	1.125	I am indecisive
15-Points when giving the word to a student.	66	17.8	75	20.2	11.6	31.3	82	22.1	32	8.6	2.83	1.207	I am indecisive
16-Points when giving the word.	62	16.7	55	14.8	10.7	28.8	111	29.9	36	9.7	3.01	1.228	I am indecisive
17-Taps on our shoulders when giving the word.	88	23.7	71	19.1	81	21.8	73	19.7	58	15.6	2.84	1.394	I am indecisive
18-Touches our hands when giving the word.	138	37.2	93	25.1	94	25.3	26	7.0	20	5.4	2.18	1.167	I do not like it
19-Stands very near to us when walking around in class.	103	27.8	91	24.5	97	26.1	55	14.8	25	6.7	2.48	1.229	I do not like it
20-Stands very close to us to receive an answer after a question.	71	19.1	87	23.5	10.4	28.0	64	17.3	45	12.1	2.79	1.273	I am indecisive
21-Emphasizes final words of the subject when teaching.	74	19.9	61	16.4	10.5	28.3	79	21.3	52	14.0	2.92	1.317	I am indecisive
22-Swallows frequently is silent and repeats sounds.	137	36.9	90	24.3	94	25.3	38	10.2	12	3.2	2.18	1.137	I do not like it
23-Raises and decreases the intonation from time to time.	56	15.1	61	16.4	77	20.8	95	25.6	82	22.1	3.23	1.364	I am indecisive
24-Speech is not clear and net, speaks fast.	164	44.2	105	28.3	50	13.5	20	5.4	32	8.0	2.05	1.253	I do not like it
25-Plays with hair, buttons, and hair clips while the lesson is taught.	152	41.0	91	24.5	93	25.1	19	5.1	16	4.3	2.07	1.119	I do not like it
26-Wets lips while speaking.	114	30.7	102	27.5	11.0	29.6	31	8.4	14	3.8	2.26	1.099	"I like it"
27-Supports speech by adding hand-arm movements.	17	4.6	18	4.9	65	17.5	134	36.1	137	36.9	3.95	1.074	"I like it"
28-Reflects happiness and astonishment to facial expressions.	19	5.1	24	6.5	53	14.3	109	29.4	166	44.7	4.02	1.146	"I like it"
29-Reflects anger, sorrow, and fear to facial expressions.	75	20.2	65	17.5	10.1	27.2	73	19.7	57	15.4	2.92	1.340	I am indecisive
30-Supports speech with voice attachments (mmm, oh, duh, etc.).	83	22.4	80	21.6	88	23.7	59	15.9	61	16.4	2.82	1.379	I am indecisive
31-Nodds head to approve our speech to show listening.	27	7.3	30	8.1	61	16.4	110	29.6	142	38.3	3.82	1.228	"I like it"
32-Sits on the teacher's desk with legs crossed while the lesson is taught.	130	35.0	81	21.8	10.0	27.0	33	8.9	27	7.3	2.31	1.224	I do not like it
33-Sits on the desk with legs crossed while the lesson is taught.	159	42.5	76	20.5	85	22.9	27	7.3	23	6.2	2.12	1.195	I am indecisive

Table 1. Continues.

34-Leans to the wall while the lesson is taught.	81	21.8	74	19.9	13.4	36.1	52	14.0	30	8.1	2.66	1.195	I am indecisive
35-Joind hands in the back and walks around while lesson is taught	91	24.5	60	16.2	12.4	33.4	53	14.3	43	11.6	2.72	1.295	I am indecisive
Total Score											2.83	1.121	I am indecisive

not like it, 18.1% 67 students I am indecisive, 28.3% 105 students said “I like it”, 85 students said “I like it” very much with 22.9%. Considering the percentages of the item, students like this behavior. The teacher, who walks around the classroom calmly instead of just standing in the front of the classroom during the lesson, can go and stay close to all his students, from the student sitting in the back to the student sitting in the front, thus increasing his in-class dominance and on the other hand, he can keep the student’s interest in the lesson alive. But it is important to do this behavior with calm movements. Because otherwise, going from one end of the class to the other, restlessly and quickly can make the student nervous and distract the student.

As understood from the fifth question’s answers in Table 1, when the item “Gazes at students with her eyes to ensure silence in the class” was evaluated according to its frequency and percentage, 15.9% of the students respond to the behavior in question, 59 students “I do not like it at all”, 15.4% 57 students I do not like it, 22.4% I do not like it, 83 students I am indecisive, 27% 100 students said “I like it”, 72 students said “I like it” very much with 19.4%. Considering the percentages of the item, students like this behavior. Eye contact between students and teachers is extremely important for a harmonious lesson atmosphere, correcting students’ behavioral disorders, and maintaining classroom order.

It could be said for the answers given for the sixth question in Table 1, when the item “Hits the object at hand on the board to ensure silence” was evaluated according to its frequency and percentage, 36.7% of the students respond to the behavior in question, 136 students “I do not like it at all”, 25.6% 95 students I do not like it, 20.5% 76 students I am indecisive, 12% 45 students said “I like it” with .1%, 19 students said “I like it” very much with 5.1%. Considering the percentages of the item, students do not like this behavior.

When we looked at the seventh question data in Table 1, when the item “Hits the pen on the table to ensure silence in the lesson” was evaluated according to its frequency and percentage, 28.0% of the students respond to the mentioned behavior, 104 students “I do not like it at all”, 26.7% 99 students I do not like it, 25.6% 95 students I am indecisive, 12.9% (48 students) said “I like it”, 25 students said “I like it” very much with 6.7%. Considering the percentages of the item, students do not like this behavior.

As seen in Table 1, the 8th question’s answers showed that, when the item “Warns students with a high tone to ensure silence in class” was evaluated according to frequency and percentage, 28.0% of the students respond to the mentioned behavior, 104 students “I do not like it at all”, 26.7% 99 students I do not like it, 25.6% 95 students I am indecisive, 12.9% (48 students) said “I like it”, 25 students said “I like it” very much with 6.7%. Considering the percentages of the item, students do not like this behavior. As can be seen in Articles 6, 7, and 8, students prefer more body language-oriented movements instead of making remarkable noises (by banging any object in their hands on the table or the board) to ensure the dominance of the teachers in the classroom. According to Özbent (2007), without the knowledge of the class, the teacher can both lecture and communicate privately with the student misbehaving with this gaze. When focusing his gaze on this student and warning him to listen to the lesson, he can continue his lesson without a break; if necessary, he can change the emphasis and intonation of the voice, he can be silent, but because of these clear signals, and other students may notice this. As Özbent said, warning the student, who can be warned by looking even while giving a lesson, should not be a solution preferred by the teacher, rather than attracting attention with distracting movements such as hitting the board or the table.

According to the ninth question’s data in Table 1, when the item “Mostly smiles when teaching” was evaluated according to the frequency and percentage of the students, 2.2% of the students stated that 8 students “I do not like it at all”, 7.5% of the 28 students I do not like it, 9.7% of the 36 students I am indecisive, 19.6% (69 students) said “I like it”, 230 students said “I like it very much” with 62.0. Considering the percentages of the item, students like this behavior. According to Heidemann, a teacher who smiles at a student will see other students sitting near that student smile at him or her due to the “contagious” effect of the smile (Heidemann, 1986, p. 77). In this way, with the positive atmosphere created in the classroom, the teacher will teach more willingly, while the student will listen to the lesson more willingly.

The tenth question's answers showed in Table 1 that when the item "Smiles very little when teaching" was evaluated according to its frequency and percentage, 39.6% of the students responded to the behavior in question (147 students) saying "I do not like it", 29.6% (110 students) said "I do not like it", 20.8% (77 students) said "I am indecisive", 27 students said "I like it" with 7.3%, 10 students said "I like it" very much" with 2.7%. Considering the percentages of the item, students do not like this behavior. As we mentioned in the previous article, just as a smile creates a positive atmosphere, too little smiling, and frowning create a negative atmosphere as well. This may be due to the teacher's private life that day, uneasiness in that lesson, or the impression left by the students on the teacher. The feedback of the student who receives a message from a teacher in a negative atmosphere will be negative. This situation can cause uneasiness and indifference towards the lesson in the student.

The eleventh question in Table 1 showed that when the item "Moves quickly and walks in the classroom while teaching" was evaluated according to the frequency and percentage, 23.2% of the students respond to the behavior in question, 86 students "I do not like it at all", 29.6% 110 students I do not like it, 30.2% 112 students I am indecisive, 10.8% (40 students) said "I like it", 23 students said "I like it very much" with 6.2%. Considering the percentages of the item, students do not like this behavior. According to Özbent (2007), the fact that the teacher goes from one end of the class to the other uneasily and returns to the chair during the lesson causes the students to be unable to concentrate on the content of the lesson. Especially during the exam, the teacher constantly walking around with shoes that make noise is a stress factor and may negatively affect the performance of the students. Getting to and from the board should be calm. In the meantime, contrary to the old view, hands can be tucked into pockets for a short time.

As understood from the twelfth question in Table 1, when the item "Sometimes sits on students' desk while teaching" was evaluated according to the frequency and percentage of the students, 14.3% of the students (53 students) "I do not like it", 12.4% (46 students) said "I do not like it", 25.3% (94 students) said "I am indecisive", 26.7% (99 students) said "I like it", and 79 students said "I like it" very much" with 21.3%. Considering the percentages of the item, students like this behavior. The teacher who uses the front space of the classroom while teaching; To keep the student's attention alive, to be more friendly with the student, and to facilitate classroom dominance, it may be preferable to sit on the student's desk from time to time.

As it was understood from the thirteenth question in Table 1 when the item "Sits on students' desk while teaching" was evaluated according to its frequency and percentage, 24.3% of the students respond to the behavior in question, 90 students "I do not like it at all", 16.4% 61 students I do not like it, 29.1% 108 students I am indecisive, 18.3% 68 students said "I like it", 44 students said "I like it" very much with 11.9%. Considering the percentages of the item, students are undecided about this behavior. This behavior, which cannot be defined as specifically positive or negative, was evaluated as neutral by the students.

As it was understood by looking at the data of the fourteenth question in Table 1, when the item "He crosses his arms while teaching" was evaluated according to frequency and percentage, 16.7% of the students respond to the behavior in question, 62 students "I do not like it at all", 17.3% I do not like it, 64 students 42.6% I do not like it, 42.6% I am indecisive, 15.9% 59 students said "I like it", 28 students said "I like it" very much with 7.5%. Considering the percentages of the item, the students are undecided about this behavior. This behavior, which cannot be defined as specifically positive or negative, was evaluated as neutral by the students. According to Özbent (2007), crossing the arms ("stay away from me" signal) is an obstacle between the classroom and the teacher, so it is not appropriate as it creates distance.

As seen in the fifteenth question in Table 1, when the item "Points with a finger while giving the word" was evaluated according to its frequency and percentage, 66 students "I do not like it at all" with 17.8% of students, 75 students I do not like it with 20.2%, 116 students with 31.3% I am indecisive, 22.1% 82 students said "I like it" with a percentage, 32 students with a percentage of 8.6% said "I like it" very much. Considering the percentages of the item, students like this behavior. The extended index finger should not be preferred as it can be perceived as threatening and accusing the student. According to Özbent, gestures made with the index finger and behaviors that include threats and rejection should be avoided as much as possible, as they will prevent a positive connection with the classroom.

When we looked at the Table 1 data for the sixteenth question when the item "Points when giving the word" was evaluated according to the frequency and percentage, 16.7% of the students responded to the behavior in question (62 students) said "I do not like it", 14.8% (55 students) "I do not like it", 28.8% "I do not like it", 107 students "I am indecisive", 29% 111 students said "I like it" with 9.7%, and 36 students said "I like it" very much" with 9.7%. Considering the percentages of the item, students like this behavior. It should be preferred by teachers as it will be more reassuring for students to speak calmly by pointing with the palm of their hand openly. If this behavior is supported by a slight approving head movement and eye sign, it will be effective in enabling the student to speak freely without being nervous.

As it was understood from the seventeenth question in Table 1 when the item "Gives the word by touching our

shoulder" was evaluated according to the frequency and percentage, 23.7% of the students respond to the behavior in question (88 students) said "I do not like it at all", 19.1% "I do not like it", 71 students (19.1%) said "I do not like it", 81 students (21.8%) said "I am indecisive", 19.7% (73 students) said "I like it" with 0.7%, 58 students said "I like it very much" with 15.6%. Considering the percentages of the item, students do not like this behavior.

The eighteenth question's data in Table 1 showed that when the item "Touches our hands when giving the word" was evaluated according to its frequency and percentage, 37.2% of the students respond to the behavior in question, 138 students "I do not like it at all", 25.1% I do not like it, 93 students 25.3% I do not like it, 25.3% I am indecisive, 7% 26 students said "I like it", 20 students said "I like it very much" with 5.4%. Considering the percentages of the item, students do not like this behavior.

According to the nineteenth question in Table 1, when the item "Stands very close to us when walking around the class" was evaluated according to its frequency and percentage, 103 students "I do not like it at all" with 27.8% of students, 91 students I do not like it with 24.5%, 97 students with a percentage of 26.1% I am indecisive, 14.8% (55 students) said "I like it", 25 students said "I like it very much" with 6.7%. Considering the percentages of the item, students do not like this behavior.

When it was understood from the twentieth question in Table 1, when the item "Stands very close to us to receive an answer after a question" was evaluated according to the frequency and percentage of the students, 71 students said "I do not like it at all" with 19.1%, 87 students said "I do not like it" with 23.5%, 104 students said "I am indecisive" with 28.0%, 64 students (17.3%) said "I like it", and 45 students (12.1%) said, "I like it very much". Considering the percentages of the item, students do not like this behavior.

"Distance is an element of communication that can be controlled by those who are aware of its importance. For this reason, it is of great benefit to using distance consciously both in face-to-face bilateral relations and relations established with a community in a large space. The distance a person puts between other students is related to his feelings towards them. In general, most of the mutual communication and interaction in the classroom takes place in the social sphere because this is neither too close nor too far, and students feel comfortable and the lesson is lively (Baltaş and Baltaş, 2005: 113-114). According to Özbent (2007), personal distance is the appropriate distance to talk and communicate with the other party. If the teacher only wants to ensure communication between the students, they can be given the signal to speak one after the other when stepping back a little.

When it looked at the answers to the 17th, 18th, 19th, and 20th questions, the violation of private area is not welcomed by students causing the student to withdraw himself/herself and become uneasy. Especially in this study conducted with adolescent students, students were more sensitive in this respect. For this reason, teachers should pay attention to the private area in their communication with the student.

According to the twenty-first question in Table 1, when the item "Emphasizes final words of the subject when teaching" was evaluated according to its frequency and percentage, 74 students said "I do not like it at all" with 19.9%, 61 students said "I do not like it" with 16.4%, 105 students (28.3%) said "I am indecisive", 21.3% (79 students) said "I like it", 52 students said "I like it" very much" with 14.0%. Considering the percentages of the item, the students are undecided about this behavior. This behavior, which cannot be defined as specifically positive or negative, was evaluated to be neutral by the students.

As it was understood from the twenty-second question in Table 1, when the item "Swallows frequently, was silent and repeats sounds" is evaluated according to its frequency and percentage, 36.9% of the students respond to the behavior in question, 137 students "I do not like it at all", 24.3% 90 students said "I do not like it", 25.3% 94 students I am indecisive, 10.2% 38 students said "I like it" with, 12 students said "I like it very much" very much with 3.2%. Considering the percentages of the item, students do not like this behavior. The fluent speech of the teacher while teaching is very important to keep the student's attention on the lesson alive. Frequent swallowing, silence, and sound repetitions in speech can cause the student to lose interest in the lesson, as they are among the factors that impair fluency. For this reason, the teacher should pay great attention to his speaking during the lesson.

Table 1 showed that the answers given for the 23rd question, the item "Raises and decreases the intonation from time to time" was evaluated according to the frequency and percentage of the students, 15.1% of the students and 56 students "I do not like it at all", 16.4% 61 students I do not like it, 20.8% 77 students I am indecisive, 25% 95 students with a percentage of 0.6 said "I like it", and 82 students with a percentage of 22.1% said, "I like it very much". Considering the percentages of the item, students do not like this behavior. Raising and lowering the teacher's voice from time to time can make his speech more interesting. It will help to increase the student's interest in the lesson as it will also eliminate the monotony of the speech.

The 24th question's answer showed in Table 1 that when the item "Speech is not clear and net" was evaluated according to its frequency and percentage, 44.2% of the students respond to the behavior in question, 164 students "I do not like it at all", 28.3% I do not like it, 105 students 13.5% I do not like it, 13.5% I am indecisive, 5.4% 20 students said "I like it" with, 32 students said "I like it very much" with 8.0%. Considering

the percentages of the item, students do not like this behavior. To understand the lesson, it is beneficial for the teacher to speak, slowly, in a way that the student at the back can hear, emphasizing the important points. Since it is very difficult to follow and understand fast speech, students may start to take a break from the lesson and become interested in other things.

When it was looked at the twenty-fifth question in Table 1, when the item "Plays with hair, buttons, and hair clips while the lesson is taught" was evaluated according to its frequency and percentage, 41.0% of the students respond to the behavior in question, 152 students "I do not like it at all", 24.5% I do not like it, 91 students 25.1% I do not like it, 25.1% I am indecisive, 5.1% (19 students) said "I like it", 16 students said "I like it very much" with 4.3%. Considering the percentages of the item, students do not like this behavior. Teachers should avoid such behaviors as teachers playing with their hair, buttons, and hairpins while teaching will distract the students, concentrate on this movement and distract them from the lesson.

The twenty-sixth question's answers showed in Table 1 that when the item "Wets lips while speaking" was evaluated according to the frequency and percentage, 30.7% of the students respond to the behavior in question, 114 students "I do not like it at all", 27.5% I do not like it, 102 students 29.6% I do not like it, 29.6% I am indecisive, 8.4% 31 students said "I like it", 14 students said "I like it" very much with 3.8%. Considering the percentages of the item, students do not like this behavior. Touching their nose frequently, wetting their lips frequently, frowning, scratching their cheeks, and raising their eyebrows are among the movements that should be avoided as they may mean that the person is unstable or cannot control their emotions.

When we looked at the twenty-seventh question in Table 1 when the item "Supports speech by adding hand-arm gestures" was evaluated according to its frequency and percentage, 17 students "I do not like it at all" with 4.6%, 18 students I do not like it with 4.9%, 65 students I am indecisive with 17.5%, 36% 134 students said "I like it" with .1%, 137 students said "I like it" very much with 36.9%. Considering the percentages of the item, students like this behavior.

The twenty-eighth question's answers explained in Table 1 that when the item "It reflects happiness and amazement on facial expressions" was evaluated according to the frequency and percentage of the item, 5.1% of the students respond to the behavior in question, 19 students "I do not like it at all", 6.5% I do not like it, 24 students 14.3% I do not like it, 14.3% I am indecisive, 109 students said "I like it" with 29.4%, 166 students said "I like it" very much with 44.7% percent. As can be seen in Articles 27 and 28, the teacher's teaching the lesson by adding gestures and reflecting happiness and amazement through facial expressions will make the lesson more interesting for the student. Since uniformity will cause the student to break away from the lesson after a point, anything that disrupts the uniformity will make the lesson more remarkable.

As seen in the twenty-ninth question in Table 1, when the item "Reflects anger, sadness, disgust and fear with facial expressions" was evaluated according to the frequency and percentage of the students, 20.2% of the students have 75 students I do not like it, 17.5% 65 students I do not like it, 27.2% 101 students I am indecisive, 19.7% 73 students said "I like it", 57 students said "I like it" very much with 15.4%. Considering the percentages of the item, the students are undecided about this behavior. This behavior, which cannot be defined as specifically positive or negative, was evaluated as neutral by the students.

According to the answers to the thirtieth question in Table 1, when the item "Supports speech with voice attachments (mmm, oh, duh, etc.)" was evaluated according to frequency and percentage, 22.4% (83 students) said "I do not like it at all", 21.6% (80 students) said "I do not like it", 23.7% (88 students) said "I am indecisive", 15.9% (59 students) said "I like it", and 61 students said "I like it" very much" with 16.4%. Considering the percentages of the item, students like this behavior. Teachers should prefer this behavior in their lessons, as supporting their speech with audio plug-ins will make their speech both more understandable and more interesting.

According to the Table 1 data for the thirty-first question, it could be said in Table 1, When the item "Nods head to approve our speech to show listening" was evaluated according to frequency and percentage, 7.3% of the students (27 students) responded to the behavior in question as "I do not like it at all", 8.1% said "I do not like it" (30 students), 16.4% said "I am indecisive" (61 students), 29.6% (110 students) said "I like it", 142 students said "I like it" very much" with 38.3%. Considering the percentages of the item, students like this behavior. Every person wants to be valued and taken into account by the other party. Especially high school students, as was our sampling in this study, are in their adolescence period, and therefore, this is more important for them. For this reason, it is very important and valuable for the student to be supported, approved, and listened to by the teacher while speaking during the lesson, especially in the classroom environment.

The thirty-second question's answers showed in Table 1 that, when the item "Sits on teacher's desk with legs crossed while the lesson is taught" was evaluated according to frequency and percentage, 35.0% of the students responded to the behavior in question as "I do not like it at all" (130 students), 21.8% (81 students) said "I do not like it", 27.0% (100 students) said "I am indecisive", 8.9% (33 students) said "I like it", and 27 students said "I like it very much" with 7.3%. Considering the percentages of the item, students do not like this behavior.

As it was seen and understood from Table 1 and given answers for the thirty-third question in Table 1, When the item “Sits on the desk with legs crossed while the lesson is taught” was evaluated according to frequency and percentage, 42.9% of the students responded to the behavior in question, 42.9% (159) of the students responded as “I do not like it at all”, 76 students (22.9%) responded as “I do not like it”, 22.9% said, “I am indecisive” (86 students), 7.3% (27 students) said “I like it”, and 23 students said “I like it very much” with 6.2%. Considering the percentages of the item, students do not like this behavior. This can be considered by students as a form of defense or a sign of internal tension, or a reflection of comfort in mutual dialogues. Since the teacher’s being nervous or too relaxed will disrupt the progression of the lesson, students will be disturbed by this. For this reason, the teacher should neither sit very comfortably nor sit tensely.

According to the thirty-fourth question’s answers in Table 1, when the item “Leans to the wall while the lesson is taught” was evaluated according to the frequency and percentage, 21.8% of the students responded to this behavior as “I do not like it at all” with 81 students, 19.9% students responded as “I do not like it” with 74 students, 36.1% responded as “I am indecisive with 134 students, 14% (52 students) said “I like it”, and 8.1% (30 students) said, “I like it” very much”. Considering the percentages of the item, students do not like this behavior. Teachers should avoid it, as this can be perceived as comfort or insecurity because support is taken from the wall. The most appropriate posture in the classroom is to stand freely and comfortably without any support.

When it was learned from the answers to the thirty-fifth question, in Table 1, when the item “Joins hands in the back and walks around while the lesson is taught” was evaluated according to the frequency and percentage, 91 students responded as “I do not like it at all” with 24.5%, 60 students responded as “I do not like it” with 16.2%, 124 students responded as “I am indecisive” with a percentage of 33.4%, 53 students said “I like it” with 14.3%, 43 students responded as “I like it” very much” with 11.6%. Considering the percentages of the item, students do not like this behavior.

DISCUSSION, CONCLUSION AND RECOMMENDATION

As it was understood from the last three columns in Table 1, high school students responded as “I like it” a lot” to item 9, “She mostly smiles while teaching”; as “I like it” to items 2, 3, 27, 28 and 31. The response “I do not like it at all” did not affect the average score. Among the remaining 29 items, 15 responded as “I am indecisive”, and 14 as “I do not like it”. When the results of the present study are evaluated, it is seen that the teacher, who manages the teaching and learning experiences and guides the learning of students actively and participative, manages the process much more effectively, not only via communication with the language but also via the communication and interaction of the beyond-the-language communication arguments and body language. As it is already known, education is a communication process from beginning to end. In this process, what is said is much more effective rather than what is said. The main parameter and variable of establishing accurate communication is the introduction of non-linguistic communication elements and the proper use of body language.

The study results show that teachers’ use of space in the classroom, intonation, gestures, and mimics, and body language enables students to be more interested in the teaching process and learning, and develop learning motivation. To establish accurate communication with students, teachers must make them feel that they take their work seriously, value their students as their future, and care about them. The only key to this is communication skills. Where there is real and direct communication, there is education and learning. If there is no accurate communication, learning cannot be expected. Because it is necessary to have accurate communication and interaction with students to fully understand their learning patterns and strategies. In this regard, communication can also be considered a persuasion process.

With this study, it is recommended that teachers pay attention to the positive behaviors mentioned here, receive various training on body language, and exhibit sincere and consistent behaviors in classrooms. The increased total quality of education also depends on this.

Ethical statement

Scientific rules, ethics and citation rules were followed during the writing process of the study titled “The effect of the body language of branch teachers on students’ teacher perception and attitudes to the course in Turkey (Erzurum City example)”.

No falsification was made on the collected data and this study was not sent to any other academic publication medium for evaluation.

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