

A Study on College English Teachers' Knowledge Level on English Kinesics

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Abstract: With the trend of globalization and the development of English education, college English education has altered its goal to cultivating students' intercultural communicative competence. However, the current situation is that contemporary college English teachers lack the training in this respect in the process of major study. Therefore, we should first get a general picture of college English teachers' knowledge level on English kinesics. A survey is done to investigate their knowledge, learning motivation as well as input and acquisition channels on English kinesics.

1. Introduction

As one of the most important part of nonverbal communication, kinesics (body language) is neglected by people as well. However, it plays quite an important role in a successful communication. Actually, the average American speaks for only two to eleven minutes a day and more than half of the social dealings are done by kinesics (Birdwhistell 69). Thus, we cannot overemphasize its importance.

College students' knowledge on English kinesics is dependent on college English teachers; thus, it is necessary and compulsory to know Chinese college English teachers' knowledge level on English kinesics. The thesis aims to: first, get an idea of Chinese college English teachers' knowledge level on English kinesics with the aid of test and questionnaire with the software SPSS 20.0 and Excel 97-2003 as the data analyzing tool; second, discuss the data collected to find out in which aspects of kinesics college English teachers do not have enough knowledge; third, find out the situation of Chinese college English teachers' motivation to acquire knowledge on English kinesics; lastly, find out the possible effective input and acquisition channels that can increase Chinese college English teachers' knowledge on English kinesics.

2. Theoretical Background and Literature Review

As one of the most important of nonverbal communication, kinesics refers to the patterns of facial expressions, postures and gestures that people use to express their feelings in communication. Kinesics makes it easier to tell whether a person you are talking to is happy, sad, sullen or irritated, whether he or she is lying to you, or is impatient or bored. Increased attention to kinesics will enable people to observe hidden feelings, prejudices and sexual intentions. Miller gives four reasons when

he explains why human beings use body language to such a degree: (1) Words have limitations. It is easier to explain the shape of something or give directions using hand gestures or head nods. (2) Kinesics is powerful. It primarily expresses inner feelings and evokes immediate action or response. (3) Nonverbal messages are likely to be genuine. They are not as easily controlled as spoken words. (4) Nonverbal signals can express feelings of superiority or dislike or feelings of etiquette or rules that prevent from being stated verbally (Miller 181).

Culture and kinesics have close internal relationships. As is shown by research, most kinesics is learned after one is born. People from different backgrounds can have distinctive body languages. Thus, kinesics is culture bound. All human beings do share some kinds of kinesics, but there exist a lot of differences in different cultures. To make a circle with thumb and forefinger means "OK" in English culture. It means "zero" or "worthless" in France, "money" in Japan, and "calling a very bad name" in Germany. Therefore, it is worth studying kinesics in other cultures, especially for Chinese college English teachers, because their knowledge level is closely related to that of their students'. [1]

In the 1920s the publishing of Kretshmer's *Physique and Character* signified the debut of the research on kinesics. In 1952 Birdwhistell published *Introduction to Kinesics* and proposed a set of symbols to record kinesics. Ruesch and Kees published *Nonverbal Communication: Notes and Visual Perception of Human Relations* (1956), which put kinesics as one component of nonverbal communication. Later in the 1970s, a great deal of works and many profound research results were summarized and published. Fast's *Body Language* was a best-seller which introduces the concept of kinesics to the public. In recent years, many new works have been published, such as Judith N. Martin & Thomas K. Nakayama's publication *Intercultural Communication in Context* (2009) which stressed the importance of context in the intercultural communication process, including kinesics as one part [2].

The research on kinesics in China started since the late 1980s. Many scholars did an excellent job in introducing the research results abroad to China and meanwhile they did some creative study by themselves. The first book on kinesics in China was Geng Er'ling's *An Introduction to Body Language* in which the characteristics, functions, and skills of using kinesics were discussed. After that some famous scholars on intercultural communication and foreign language teaching, such as Jia Yuxin (1997), Bi Jiwan (1999), Hu Wenzhong (1999), published a series of works. Since then many new works have aroused the interest of researchers, such as Dou Weilin's *Intercultural Business Communication* (2011), part of one chapter of which specifies the theory of kinesics and combines it with the actual business settings. [3]

Meanwhile, many young scholars have paid much attention to kinesics, especially English kinesics in intercultural communication. In Jin Yanlin's *Cross-Cultural Study of Body Language Use in EFL Learning of Chinese Students* (2006), she designs a scientific and comprehensive test on knowledge of English kinesics. Chen Li's *A Study of Acquaintance with Body Language Use in EFL Learning among Vocational College English Majors* (2008) studies the English body language use in second language acquisition; in Cui Wanyu's *The Study of Body Languages with Teaching in Cross-culture Communication* (2011), he does a convincing research on the teaching of English kinesics in intercultural communication context.[4] However, the author notes that no one research available has been done on Chinese college English teacher's knowledge level on English kinesics and the motivation to acquire it, which has direct influence on college students' cultivation of English kinesics; thus, the focus of this thesis is on the survey of college English teachers' knowledge level on English kinesics, their learning motivation and some possible effective input and acquisition channels.

3. Contrastive Analysis of Chinese and English Kinesics

Gestures. Firstly, different gestures are used to refer to the same meaning. Chinese people shake

the head or hands from left to right while Americans shrug their shoulders to mean “I don’t know”. In English culture to extend one hand toward another person and close the palm up with forefinger back and forth means to ask someone to come while Chinese extend one hand toward oneself and wave four fingers back and forth to mean the same. Secondly, the same gesture differs in meaning.[5]The “OK sign” in American culture means “zero” in Chinese. The same gesture to rub your belly with an opened hand in a circular direction means differently. In English culture, it means “I am hungry”, and in Chinese culture it means the opposite—“I am full”. Thirdly, the gesture in one culture has a single meaning whereas several in the other culture. In Chinese culture stamping one’s feet indicates several different meanings of fury, disappointment or regret while in American culture it has only one single meaning of impatience. Fourth, some gesture is peculiar to one culture, i. e. it has no equivalent gesture in the other culture. In American culture, the “bull horn” gesture or the “vertical horn” gesture (to raise one’s forefinger and little finger to the temple) has the meaning “You devil” or “You are talking nonsense”. In a match, it is used to express celebrating victory. However, in Chinese culture we cannot find an equivalent one. When the host pours tea or wine into the guest’s cup or glass, Chinese guests usually place one or both the palms beside the cup or glass to show gratitude. The two gestures have no equivalent ones in English culture.

Postures. Postures include several aspects, such as walking postures, standing postures, sitting postures, and lying postures, squatting, etc. Generally speaking, American postures are more relaxed and casual than Chinese ones. In classrooms, Chinese teachers always stand quite straight and firm to show the serious attitude; whereas, it is common to see American teachers sitting in a chair or on a desk which is rare in Chinese culture. In social occasions, Americans, especially male Americans, usually stand with a foot stretching out. In contrast, Chinese usually stand straight. Some postures in one culture has certain implications but in the other not. For instance, in English culture to stand with feet apart (wide stance) implies aggressiveness and masculinity. But in Chinese culture it has no such an implication.

Oculesics. Tiedemann (qtd. from Chaney 111) summarized the cultural variations in eye contact and he suggested that mainstream Americans belong to moderate eye contact and East Asians to minimal eye contact. Thus, based on his research, it is safe to draw such a conclusion that Americans make more eye contact than Chinese. In America, eye contact shows openness, trustworthiness, interest, and integrity. No or inadequate eye contact implies boredom or disinterest in conversations. Thus, avoiding looking directly into the speaker’s eyes usually has the meaning of “I am not interested” or “I want to stop the talk”. By contrary, Chinese people often avoid direct eye contact. Thus, Some American teachers think that Chinese students do not pay much attention to them because they tend to avoid direct eye contact with them.

Facial expressions. Facial expressions differ from culture to culture. Gary Althen (143) points out that American facial expressions are richer than those of Asians’. Some facial expressions in different cultures have different meanings. Let’s take smile as an example. American smiles have simple meanings: an expression of joy, politeness or friendliness. For instance, when an American strange man is staring at an American woman, the woman may smile to him, which implies politely to the man not to stare at her any more. However, to an American, Chinese smiles seem too complicated to tell—they mean quite differently in a particular context: happiness, respect, politeness, kindness, friendliness, cover of embarrassment, anger, frustration, sorrow, etc. Therefore, American people may feel confused about Chinese smiles. Another instance is to wrinkle the nose, which implies the feeling of dislike or hatred. But in Chinese culture it may simply mean a bad smell. Gritting the teeth, in English culture, means to exert oneself as if overcoming great difficulty, while in Chinese culture it can be used to express the inner feeling of anger or hatred.

Haptics. In some cultures it is frequent, whereas others not. According to this distinction, Axtell (97) has classified United States as the “don’t touch” type and China as the “middle ground” (in the

middle of “don’t Touch” and “touch” cultures). Thus, in China body touch occurs more frequently than in the United States. This rule manifests itself in many concrete situations. For instance, in American culture, in a crowded subway, two Americans who have to stand very close to each other or body contact occurs will turn away their eyes and behave carefully. Also, when a woman has something unusual on their shoulder or head, for example a tiny piece of paper, a Chinese may take it away to show friendliness and intimacy. However, the same behavior may be misunderstood by American women as a violation to privacy.

4. Methodology

4.1. Research Questions

As the main purpose of this thesis is to study the Chinese college English teachers’ knowledge level on English kinesics, their motivation to acquire it, and some possible effective input and acquisition channels that can increase Chinese college English teachers’ knowledge on English kinesics, the following three research questions are proposed:

- ① What is Chinese college English teachers’ knowledge level on English kinesics?
- ② What is the situation of Chinese college English teachers’ motivation to acquire knowledge on English kinesics?
- ③ What are the possible effective input and acquisition channels that can increase Chinese college English teachers’ knowledge on English kinesics?

4.2. Participants

For the validity and reliability of the data, three universities are selected as the survey targets. They are Heilongjiang International University, Harbin Engineering University and Harbin Normal University. 56 college English teachers from three universities participate in this study: 21 from Foreign Language and Literature Department of Heilongjiang International University, 7 from Public Foreign Language Department of Heilongjiang International University, 11 from Foreign Languages Department of Harbin Engineering University, and 17 from School of Western Languages of Harbin Normal University. Among the 56 participants, 42 are female teachers and 14 are male teachers. Their ages range from 26 to 62 years old, and the average age is 38.5 years old. 10.7% of the participants have received doctor degree, 76.8% master degree and 12.5% bachelor degree. All of them have at least three years of English-teaching experience in a college or university. All of the participants take part in the test and questionnaire answering.

4.3. Instruments

As the focus of this study is on the survey of college English teachers’ knowledge level on English kinesics, a test is necessary. Therefore, the test on English kinesics designed by Jin Yanlin is adopted. Her test is mainly based on the well-known Von Raffler-Engel’s research (1976); thus, the reliability and validity should not be doubted. Another focus of this study is on the survey of college English teachers’ motivation to acquire knowledge on English kinesics. Thus, a questionnaire is necessary. Therefore, a questionnaire is designed on the basis of Gao Yihong’s questionnaire on English learning motivation. The third focus of this study is on the survey of the possible effective input and acquisition channels to acquire knowledge on English kinesics. Thus, another questionnaire is designed based on several studies on this point, such as Chen Li’s A Study of Acquaintance with Body Language Use in EFL Learning among Vocational College English Majors (2008) and Cui Wanyu’s The Study of Body Languages with Teaching in Cross-culture Communication (2011). Thus the questionnaire and test

are the focus of this study. The statistic tool of Excel 97-2003 and SPSS 20.0 are used to collect and analyze the data from the test and questionnaire.

4.3.1. Test

The test is derived from Jin Yanlin's Cross-Cultural Study of Body Language Use in EFL Learning of Chinese Students (2006) whose test part was designed based on the research done by Von Raffler-Engel (1976). The test contains thirty-six statements that display a variety of kinesics used by the majority of Americans. They are also very common in Australian, Canadian and British cultures. Thus, the questions that are tested are common kinesics in the main English speaking cultures. To be specific, the kinesics to be tested includes each category of kinesics: gestures, postures, oculosics, facial expressions and haptics. The test has been applied and tested by numerous college English teachers, postgraduates and doctors repeatedly; thus, both the reliability and validity should not be questioned. In order to be convenient for the participants to answer (according to the advice of the professors in Foreign Language Department of Harbin Engineering University), the test is added by four choices: the first three offer three different meanings, and the fourth choice indicates that the participant does not know the exact meaning of the kinesic behavior. It is pretested among a group of 16 teachers and professors of the Foreign Language Department of Heilongjiang International University, and the choices were revised according to their suggestions. The choices were verified by the tutor and three other scholars in the field of college English teaching and intercultural communication, who are Liu Menglan, professor of Northeast Forestry University, Li Yu, professor of Harbin Business University, and Guo Yuxin, the Chief of Teaching Affairs Office in Heilongjiang International University. The exact test can be found in the appendix.

4.3.2. Questionnaire

According to the research purposes, a questionnaire concerning the situation of Chinese college English teachers' motivation to acquire knowledge on English kinesics and the possible effective input and acquisition channels that can increase Chinese college English teachers' knowledge on English kinesics was designed. The designing procedure of both parts of the questionnaire experiences five steps: reading a large number of authoritative materials in the field, designing the first questionnaire according to the materials, obtaining the data of reliability with the aid of SPSS 20.0 (the first draft), revising it according to the tutor's advice (the second draft), pretesting it among twenty or so college English teachers, revising it according to their advice (the third draft), conducting the content validity examination by sending it to professors and scholars to seek advice, revising it (the final draft), and obtaining the final data of reliability with the aid of SPSS 20.0. In a word, the whole questionnaire designing process can be illustrated in Figure 1, and the whole process can guarantee the questionnaire to be scientific, reliable and valid.

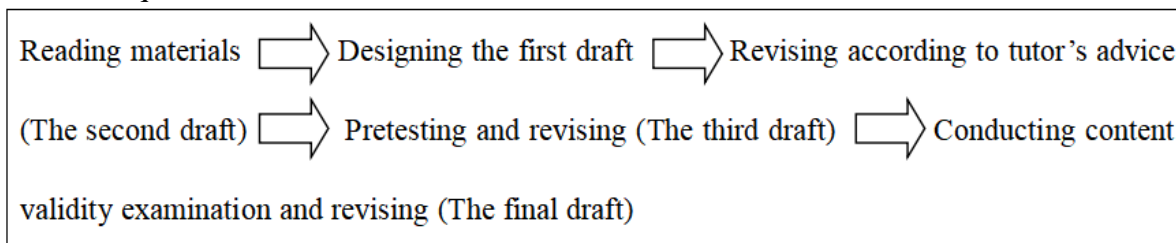


Figure 1: The Designing Process of the Questionnaire

The questionnaire consists of two parts. The first part aims to investigate the motivation of college English teachers to acquire knowledge on English kinesics. Thus, the author designed this part

according to Gao Yihong's most distinguished studies in this field, including *Motivation Types in English Learning Among Chinese Graduate Students* (2003), *The Relationship Between Types of English Learning Motivation and Motivational Intensity* (2003) and *Motivation Types of Chinese College Undergraduates* (2003). Though these studies focus on the motivation of English language acquisition, they have similarities to the acquisition of English kinesics; therefore, the author designed the questionnaire according to the similarities. The concrete designing process is just as what is shown in Figure 1. What needs to be pointed out is the last step: conducting content validity examination by seeking advice from professors and scholars in the field of second language acquisition and intercultural communication. The content validity examination is applied to examine the validity of the first part of the questionnaire. The content validity refers to the extent to which the questionnaire covers the testing content, i.e. whether the items in the questionnaire can or cannot effectively fulfill the testing purposes or behaviors (Zeng Dan 20). But because there is no quantitative index to measure the context validity, it is a process of judging the logic and rationality. Thus, the common way to fix the content validity is by asking scholars to make comparison and judgment based on the items and the research scope. (Zeng Dan 20) Therefore, according to the above theory and rationale, the author sent the questionnaire to five scholars in the field of college English teaching to conduct the content validity examination, of whom there are Professor Wang Lihao, Professor Sun Qiyao, Professor Zheng Yurong from the Foreign Languages Department of Harbin Engineering University, Professor Liu Menglan from Western Languages School of Northeast Forestry University, Professor Li Yu from English Department of Harbin Business University, and twenty college English teachers from Foreign Language and Literature Department of Harbin International University. All of them gave their feedback on the questionnaire in The Form of Professionals' Advice (See Appendix III). According to their advice, the items in the first part of the questionnaire were revised again.

The final seventeen items in the first part of the questionnaire are fixed as follows (The classification of the items is mainly based on Gao Yihong's *The Relationship Between Types of English Learning Motivation and Motivational Intensity* (65))(As shown in Table 1):

Table 1: Items of Questionnaire, Part 1 (Gao Yihong 65)

	Intrinsic interest	Learning situation	Individual development	Going abroad	Information medium	Extrinsic requirement
Items	6, 9, 16	14, 17	11, 12,13	1, 2	3, 4, 5,15	7, 8, 10

The reliability of the first part of the questionnaire is examined by the software SPSS 20.0, and the data are as follows (The classification of the items is mainly based on Gao Yihong's *The Relationship Between Types of English Learning Motivation and Motivational Intensity* (2003)):

Table 2: Reliability of Questionnaire, Part 1

Scale	Cronbach's Alpha
Intrinsic interest	0.810
Learning situation	0.756
Individual development	0.782
Going abroad	0.725
Information medium	0.776
Extrinsic requirement	0.785
Entire questionnaire	0.793

From the table above(As shown in Table 2), it is clear that all the Cronbach's Alpha is between 0.725 and 0.810, more than the required 0.60, which indicates that the first part of the questionnaire has very high reliability.

The second part of the questionnaire aims to survey the possible effective input and acquisition channels that can increase Chinese college English teachers' knowledge on English kinesics. The

items were designed on the basis of a large number of materials on how to improve English kinesics, such as Jin Yanlin's *Cross-Cultural Study of Body Language Use in EFL Learning of Chinese Students* (2006), Chen Li's *A Study of Acquaintance with Body Language Use in EFL Learning among Vocational College English Majors* (2008) and Cui Wanyu's *The Study of Body Languages with Teaching in Cross-culture Communication* (2011). The designing process of the second part is similar to that of the first part. Therefore, due to the limited space, the repeated details are not to be given again. After the whole process of designing, the final seven items questioned are fixed (See Appendix II).

The value of Cronbach's Alpha of the reliability is 0.813, which is much higher than the required one of 0.60, which indicates that the reliability of the second part of the questionnaire is fairly good.

The content validity examination has also been conducted, and the professors and scholars all verified that the second part of the questionnaire has good content validity. Thus, in a word, the second part of the questionnaire has good reliability and content validity.

Both parts of the questionnaire take the form of 5--point Likert scale, which means that every statement is marked with 1 to 5, indicating whether the participants (dis)agree with it and how much they (dis)agree with it. Thus, it is measurable, and the final results will be analyzed with the aid of Excel 97-2003 and SPSS 20.0.

To sum up, after the whole designing process was conducted, the reliability and content validity can be guaranteed.

5. Results of the Research and Discussion

5.1. Test Results and Discussion

Table 3: The Statistical Results of the Test

Items		Correct (%)	Wrong (%)	Not knowing (%)
Kinesics	Gesture	47.3	27.8	24.9
	Posture	52.0	31.8	16.2
	Oculesics	53.6	30.6	15.8
	Facial expressions	61.5	26.4	12.2
	Haptics	49.7	32.4	17.9
The average score		54.7	27.7	17.6
The highest score		75		
The lowest score		25		

In terms of the whole picture of the results, the average score of the entire test is 54.7 points, which means "failure" in the test(As shown in Table 3). The score is far from satisfactory. It implies that college English teachers do not have enough knowledge on English kinesics. Among all the test questions, 27.7% are answered wrongly by the participants. It implies that they misunderstand the meanings of the English kinesics. 17.6% of the questions are answered "I don't know". It implies that the participants have no idea what the English kinesics indicate. But we should not be too pessimistic because among the college English teachers who participate in the test, six of them have got a score higher than 70, and 26 between 60 and 69, all of which accounts for 43.2% of the total number. It implies that some of the college English teachers have relatively adequate knowledge on English kinesics. The large percentage renders us much hope to improve college English teachers' knowledge level on English kinesics, and it also signifies there is much potential to have their knowledge level on English kinesics enhanced. However, the lowest score is 22, and there are 4 college English teachers who have got a score lower than 30. It implies that they nearly have no knowledge on English kinesics. It also indicates that different effort is demanded to improve their knowledge level on English kinesics. Such a low score demands them to exert themselves more to reach a higher

proficiency level. In a word, the knowledge level of the college English teachers who participate in the test has huge gap and they generally have no adequate knowledge on English kinesics.

The average rate of correctness of each type of English kinesics tells us much about the participants' competence in each respective item. As a whole, the average rate of correctness ranges from 47.3 to 61.5, and the average rate of wrongness ranges from 26.4 to 32.4, and the average rate of not knowing ranges from 12.2 to 26.4. That the former rate is much higher than the latter ones indicates that college English teachers have certain knowledge in the field of English kinesics, which should be affirmed.

5.2. Questionnaire Results and Discussion

Table 4: The Statistical Results of Questionnaire, Part 1 (The classification of motivation is based on Gao Yihong 65)

Type of motivation	Question number	Mean	SD	SV
Intrinsic interest	6	2.468	.987	.814
	9	2.141	1.045	1.029
	16	2.804	.956	.861
Learning situation	14	2.061	1.045	.999
	17	2.339	1.034	.970
Individual Development	11	2.438	.975	.882
	12	2.658	1.096	.928
	13	2.193	1.052	1.031
Going abroad	1	2.689	1.083	.895
	2	2.094	1.047	.942
Information medium	3	3.610	.958	.786
	4	2.287	1.150	1.072
	5	2.251	.976	.918
	15	3.158	1.139	1.067
Extrinsic requirement	7	2.272	.997	.984
	8	2.239	1.156	.971
	10	2.496	.984	.967

By observing all the mean and SD and SV (As shown in Table 4), we can conclude that the participants have certain motivation to acquire English kinesics, but some of them are rather weak such as learning situation and extrinsic requirement while some others are relatively strong such as information medium. However, compared with the motivation to acquire second language (mostly English language), for instance, in Cheng Wei's study (26-7), in which the mean of each item of second language motivation can be as high as 4.17, most above 3.00, and few below 3.00, the mean in this study is much lower. The statistical fact provides a piece of powerful evidence that the participants do not have as strong motivation to acquire knowledge on English kinesics as to acquire second language. Thus, it can explain one of the reasons why the participants cannot gain a better average result in the knowledge test on English kinesics.

Table 5: The Statistical Results of Questionnaire, Part 2

Input and acquisition channel	Question number	Mean	SD	SV
Lectures	1	2.571	.573	.568
Books, magazines or newspapers	2	2.786	.600	.594
Movies and TV programs	3	4.268	.680	.674
Personal experiences	4	4.089	.752	.745
Internet, English corner or other organized English activities	5	3.946	.650	.644
Organized training	6	3.554	.837	.829
Research	7	3.500	.943	.934

The second part of questionnaire is to investigate the possible major effective input and acquisition channels that can increase the knowledge on English kinesics. This part also adopts a 5--point Likert scale (1—strongly disagree, 5—strongly agree). According to the theory of statistics, the larger the mean is, the more the participants agree with the statement. The SD and SV are also calculated with the help of SPSS 20.0. The table below shows the statistical results of this part:

Comparing the statistical results(As shown in Table 5), we can find that the most effective input and acquisition channel in the participants' view is movies and TV programs. As the kinesics sends message by visual means, the most effective way is by observing the kinesics in order to avoid misunderstanding. The mean is as high as 4.268, and the SD and SV are .680 and .674 respectively, which indicate that the participants mostly agree or strongly agree that watching movies and TV programs is the most effective way to increase the knowledge of English kinesics. The second highest is personal experiences with native English speakers, whose mean is 4.089. The participants consider it as another effective input and acquisition channel because we can increase the knowledge by observing the native speakers' kinesics, and also we can examine whether we understand it in a correct way by observing his/her reactions. The third most effective channel is through Internet, English corner or other organized English activities, whose mean is 3.946. It is effective because we can learn from each other on kinesics, and one of its advantages is that we can get guidelines if some professionals are present. The fourth effective channel is organized training, whose mean is 3.554. Its advantage is that it is carried out with very specific aims so that we can make much progress in a short time. Also because the trainers are professional, we can be corrected immediately if we make mistakes. The fifth one is by conducting research, whose mean is 3.500. The advantage is that we can acquire much basic knowledge by preparing for the research, and by conducting the research we can have some profound findings on English kinesics. The sixth one is by reading books, magazines or newspapers, whose mean is 2.786. The advantage is that the materials are the latest and available while the disadvantage is that we cannot observe the kinesics directly so that some misunderstandings cannot be avoided. The last one is by listening to lectures on English kinesics, whose mean is only 2.571. Its advantage is to acquire the most basic knowledge and guidelines in a short time while the disadvantage is that we cannot gain enough because it is usually carried out in too short a time.

5.3. Pedagogical Implications to Increase Chinese College English Teachers' Knowledge Level on English Kinesics

The statistical results of the test reveal a frustrating fact that Chinese college English teachers do not have adequate knowledge on English kinesics. Thus, they need urgently some suggestions to increase their knowledge on it. The statistical results of the questionnaire, Part 1 indicate that the college English teachers are not moderately motivated to acquire the knowledge. Thus, they need urgently some suggestions to get motivated. The statistical results of the questionnaire, Part 2 indicate that college English teachers mostly agree on some possible effective input and acquisition channels to acquire knowledge on English kinesics. Therefore, in this part, some pedagogical implications will be proposed to solve the above problems with the final aim to increase Chinese college English teachers' knowledge level on English kinesics.

Increasing Chinese college English teachers' motivation to acquire knowledge on English kinesics: To begin with, setting up an incentive is essential. It usually refers to identifying the needs for English kinesics. If communicating with foreigners, say businessmen, it is essential for the communicator to acquire the common nonverbal behaviors in this area to make the communication successful. As a college English teacher, to forge a friendship with a native English speaker is the best choice. Next, having a proper attitude towards the discomfort caused by the diversity of English kinesics is fundamental. Learning anything could be a frustrating process; however, after a period of time, we

must also encourage ourselves with the progress made. The case is also true with learning nonverbal behaviors of diverse cultures. Last but not least, though we cannot notice our own and our partner's kinesics all the time, we can be as attentive as possible. The effort should be made to reduce the misunderstandings and conflict to the minimal amount instead of getting rid of them all. With the more knowledge we have gained, we will find that the process of intercultural communication flows more naturally.

Overcoming negative cultural transfer: According to Dai Weidong (57), negative cultural transfer refers to the cultural interference caused by cultural differences, which shows that people subconsciously use their cultural norms and values not only to guide their behaviors and thoughts but also to judge other's behaviors and thoughts. It occurs when the home culture and the target culture have many contrasting differences. For instance, we Chinese often move a clenched fist from face to the chest to indicate "come on" to cheer the other up. However, when we use this gesture to "cheer up" an American, negative cultural transfer occurs. To an American, a similar gesture means to challenge, or "I will beat you up". Thus, the consequence of negative cultural transfer may be misunderstanding, conflict, or even hatred. Therefore, a proper attitude is to remember in the whole communicating process not to "transfer" the nonverbal behaviors of our home culture to the target culture but to make sure the same nonverbal behavior has the same meaning first!

Adopting effective ways to acquire knowledge on English kinesics: Acquiring knowledge is one of the first steps to prepare ourselves to enter into any new culture. Acquiring the knowledge of verbal language is holding the key to the heart of a culture; whereas, acquiring the knowledge of kinesics is entering the gate to the heart of a culture. As is shown in the previous part of analyzing the statistical results of questionnaire, Part 2, college English teachers agree that the seven input and acquisition channels are all effective to some degree to increase our knowledge on English kinesics. Thus, the following suggestions are provided in terms of the effective ways: a. Reading extensively. b. Watching visual materials. c. Communicating with foreign colleagues. d. Communicating with Chinese colleagues. e. Listening to lectures on English kinesics. f. Searching the Internet, or organizing activities, such as English corners.

Enforcing training to acquire knowledge on English kinesics: In his book *An Introduction to Intercultural Communication*, Hu Wenzhong (193-94) mentioned six types of training which is summarized by Brislin. In the author's opinion, five of them can be adopted to train college English teachers to acquire knowledge on English kinesics. The training whose aim is to provide information, to analyze reasons, to shift cognitive behaviors, to experience and to interact.

Conducting research on English kinesics: Just acquiring knowledge from books and imitating the native speakers on movies or TV program are not quite reliable for college English teachers. The most reliable and profound method is to do research by ourselves. However, as the research is done at home to study the English kinesics abroad, some cautions must be noticed at the same time.

Analyze the English kinesics in movies and TV program with reliable theories as the guidance. Additionally, whether the behaviors are typical in the mainstream culture or just popular to an individual or a small group of people must be examined. The English kinesics acquired cannot be imitated without considering the contexts where they are used appropriately and effectively.

Study the sample literature works, whose historical background and characters' backgrounds must also be considered. For instance, some female writers' works are typical of the descriptions of female characters' English kinesics and the implied psychology instead of male ones. Thus, in this circumstance, the English kinesics must be labeled as female rather than general to both genders. Also, a rule accepted in the 20th century may not work in the 21st. It is true with the regional diversities.

As most colleges and universities employ foreign teachers, it is convenient to do culturally contrastive study between Chinese kinesics and English kinesics to acquire the first-hand information.

Some findings will surely push the progress in the discipline of intercultural communication. Meanwhile, the teachers doing the research will gain a lot of progress in the process.

Colleges and universities are strongly required to purchase some audio-visual teaching materials on English culture. These materials must be very valuable to our research and teaching.

The process of doing research has great impact on the construction of our knowledge on English kinesics, and on the progress of the research in this discipline in China. Thus, it deserves our time and effort to devote ourselves to this career.

6. Conclusion

Though the goals of college English teaching has changed to cultivating students' competence of intercultural communication, intercultural nonverbal communication is often ignored. As the most important part of INC, English kinesics is no exception. Many scholars proved its significance in intercultural communication by doing research. Thus, it deserves our attention to enhance college English teachers' knowledge on English kinesics.

The focus of this study is to investigate contemporary college English teachers' knowledge level on English kinesics, their motivation to acquire such knowledge and some effective input and acquisition channels to increase their knowledge level. The study is conducted by means of test and questionnaire with the aid of the statistic tools of Excel 97-2003 and SPSS 20.0. The main findings are as follows:

The average score of the test is only 54.7. That is to say, if this had been an exam, most of the teachers would have failed in this exam. Thus, the college English teachers do not have adequate knowledge on English kinesics.

(2) According to the statistical results of questionnaire, Part 1, it is obvious that the college English teachers are not highly motivated to acquire the knowledge on English kinesics.

(3) According to the statistical results of questionnaire, Part 2, it is evident that college English teachers agree that the possible input and acquisition channels are effective to different degrees: from watching movies and TV programs to attending lectures on English kinesics.

According to the findings of the study, some suggestions are proposed to enhance college English teachers' knowledge level on English kinesics, such as enhancing their motivation, overcoming negative cultural transfer, adopting effective ways to acquire knowledge, enforcing training and conducting research etc.

However, there are some unavoidable limitations in this thesis due to such factors as the author's limited time, energy and ability. As this study is mainly conducted in some colleges and universities in Heilongjiang Province, it may not reflect the holistic nationwide situation. Only 56 participants have been surveyed by means of test and questionnaire but larger samples may be more authoritative and reveal the reality of the issue in question in a more accurate way.

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