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## NONVERBAL COMMUNICATION IN THE CLASSROOM AND ITS ROLE IN THE TEACHING AND LEARNING FROM EDUCATIONAL PROCESS

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### KEYWORDS

Nonverbal  
Communication;  
Teaching; Body  
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Classroom

### ABSTRACT

The purpose of this article is to provide background information on nonverbal communication and to discuss its use in EFL settings. Also provides a concise overview of the terminology, several characteristics, and the significance of nonverbal communication. In particular, this research offers some suggestions for the use of nonverbal communication in English as a Foreign Language (EFL) programs in order to facilitate effective classroom management. On the basis of this presumption, was to shed light on this field of study by demonstrating that the nonverbal behavior of instructors plays a very important and vital function in classrooms where students are learning a foreign language for the purpose of regulating the behavior of the students. The research methodology conducted on the subject indicate that there is a positive curvilinear association between the level of learning attained by students and the level of immediacy shown by teachers by using a description study on the previous studies have been done in this field. In addition, it has been shown that perceptions of immediacy are formed across all cultures. If cultural nonverbal immediacy standards are not met, then the instructor will be viewed as being non-immediate. On the other hand, the results show that in a decline in the learner's motivation, emotional state, and perceived level of learning. Finally the paper findings indicate that the idea of nonverbal communication plays an important role in the classroom setting, as shown by the fact that both the students and the instructors make use of it in this capacity.

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### INTRODUCTION

A teacher who uses nonverbal communication immediacy is defined by (Burroughs, 2007) as one "who seems relaxed, animated, and vocally expressive during class lectures and discussion. In addition, this teacher smiles frequently, engages in a lot of eye contact, and is generally perceived as friendly and approachable" (p. 456). The nonverbal communication teacher who is lacking in skill stands in contrast to this sort of instructor. This instructor was defined by (Burroughs, 2007) as "one who appears tense, reserved, and vocally unexpressive during class lectures and discussions." In addition, the instructor does not smile very often, avoids looking directly at the pupils, and is often seen as being distant, aloof, and unapproachable" (p. 456).

The consequences of these nonverbal communication components as they related to students' academic success have been the subject of research (Barmaki, 2014). Students who are interested in learning more about the lecture subject have been linked to teacher smiles, head nods, and eye contact (Myers & Knox, 2001). According to research, students took it upon themselves to learn outside of the classroom even if they got the same amount of knowledge, depending on the degree of instructors' nonverbal communication (Myers & Knox, 2001).

This section describes the connection between students' impressions of learning and instructors' nonverbal communication. Perceptions of learning are described as what students believe they are learning from the teacher in this research (Allen et al., 2006) (Burroughs, 2007) Chesebro, 2003; Eadie, 1996; King & Witt, 2009; Richmond, McCroskey, Plax, & Kearney, 1986; Rodriguez, Plax, & Kearney, 1996; Teel, 2011).

Our desire to build successful robot equivalents for humans and the difficulties of building communication strategies to allow effective and powerful collaboration are the driving factors behind this research. We argue that coordinating coordinated action that results from information transmission across both spoken and unspoken channels will benefit human-robot teams, just as it would human-human teams (Breazeal et al., 2005). According to Drucker (2005), listening to what is not spoken is essential to communication. British comedian Eddie Izzard took the stage in San Francisco while the national anthem played.

According to Danijela Kozic's research (2013), the most common methods of nonverbal communication include eye contact, gestures, touch, facial expressions, the tone of one's voice, posture or movement, voice volume, and posture or movement. During the birthing process and the early stages of childhood development, nonverbal communication abilities often develop "automatically" in humans. This is not a talent taught explicitly; learning "how to read people" occurs more subtly through time. Spend some time observing newborns to discover how readily they can do the "dance" of social connection with other people. They can swiftly get their carers' attention through body language, voice, and facial expressions. They can also react to the facial expressions and speech tones of others, and they may start to exercise control over their environment when they do so. They can keep their feelings of security and happiness because they have natural communication talents that make the world a welcome place (Bell, 2003).

## METHOD RESEARCH

The method used in this study is an observation method that involves direct observation of nonverbal communication interactions that occur in the classroom. Researchers will observe teachers and students in real learning situations and record nonverbal communication behaviors that occur, such as body language, facial expressions, movements, and voice intonation. Observation can be made using direct observation-based recording techniques or by using video recordings.

In addition to the observation method, this study involved collecting data through questionnaires distributed to teachers and students. The questionnaire will contain questions related to the use, perception, and impact of nonverbal communication in teaching and learning

(Biggs & Tang, 2003). Surveys can be conducted online or through printed questionnaires, depending on the preferences of the researcher and the accessibility of respondents.

## LITERATURE REVIEW

According to (Miller, 1988), vocal communication begins after a kid has mastered the art of nonverbal communication. According to (Pan, 2014), studies on nonverbal communication often center on instructional practices for use in the classroom that are adaptable to any field of study. Because of the considerable importance of these signals, a teacher who wants to communicate with their students successfully must be aware of their pupils' body language, gestures, gaze, facial expressions, and presentation. Effective teachers can develop a relationship with their students by communicating with them via body language, which helps them feel more safe and supported. In order to provide adequate education, this article will concentrate primarily on nonverbal cues and the nonverbal communication of the instructor.

Another study conducted by (Burroughs, 2007) attempted to determine whether or not there is a connection between the nonverbal communication of instructors and the standardized learning metrics of pupils. His research included the participation of 564 undergraduate students from a university in the middle Atlantic region. These students were asked to complete a survey on their views of learning, which also contained two questions designed to evaluate standardized metrics of learning. The findings of the research conducted by (Burroughs, 2007) showed that instructors' nonverbal communication was connected to both students' judgments of their own learning and to standardized assessments of their level of education.

Additionally, (Mark et al., 2011). stated that even if a singer becomes disoriented amid a song, whether or not they speak the right words is inconsequential; instead, what counts is how to seem as if they are singing it correctly since "all that people care about is the look" (Izard, 1994). Along with the importance of nonverbal interpersonal communication, people should consider what happens when the receiver needs to receive both verbal and nonverbal cues. The receiver is more likely to accept nonverbal signals than spoken ones. Thus, human behavior is connected to the proverbial saying, "Action speaks louder than words," which is a saying.

According to (Kinsey & Dumas, 2008), the speechless message of nonverbal communication is a person's desire to express hidden intentions and sentiments, such as fear, honesty, excitement, hesitation, and unhappiness. Minor actions, like how your coworkers stand or approach a room, may reveal a lot about their self-assurance, credibility, and worth. The extent to which others may deduce your genuine intentions from how you position yourself or gaze at them may also astound you. Miller said that nonverbal signals are conveyed consciously and subconsciously, in contrast to Zoric et al., who stated that specific nonverbal actions, like a wink, are taught while others, like a feel ashamed, are natural. (Zoric et al., 2007) Gender and culture must also be considered in nonverbal communication since they affect both the sender and the receiver. The students' age ranges and cultural backgrounds must also be considered by the teacher and instructor.

The definition of culture given by Hartley and Karinch is "nothing more than accepted social norms for a group." The way our nonverbal behaviors merge, according to Matsumoto,

is greatly influenced by culture. Culture has an influence that we as educators must understand and recognize. It is critical to differentiate between nonverbal signals that are considered universal and those that have specific cultural implications when predicting behavior. The immediately identifiable smile is a global expression of delight (Caswell & Neill, 2003), and unintended or spontaneous facial emotions are universal (Matsumoto et al., 2006). Women communicate nonverbally differently than males, but this does not mean one gender is more skilled at communicating. We are urged to remember the importance of understanding classroom dynamics. Also acceptable are gender characteristics. Women tend to touch themselves during conversations more than men do. Women prefer to communicate via more expressive facial expressions and energetic head, hand, and arm movements than men do.

## RESULT AND DISCUSSION

If a teacher can effectively and at the right time, use nonverbal communication, or if the teacher's nonverbal communication is colorful and lively, it will be much easier for students to retain information quickly, and it will be highly beneficial for them to understand instructions over information during instruction. Teachers employing engaging body language, smooth, polite gestures, and eye contact may foster stronger ties between them and their pupils. It may help a teacher keep his class under control (Bunglowala & Bunglowala, 2015).

Despite being a crucial part of human behavior, nonverbal communication is still not completely understood.

For instance, communication abilities were less crucial in the early phases of foreign language education and learning. Because English professors desire to focus on English grammar and vocabulary while being unaware of the practical applications of nonverbal communication, students will assume and feel that the teachers and lecturers could be more exciting and often skip on purpose (Littlewood, 2004). A mode of communication in which no words are used is referred to as nonverbal communication. Even though nonverbal communication is essential, instructors routinely ignore it and take it for granted in classroom sessions. A key element of reaching the teaching objective and raising teaching effectiveness and quality in the classroom is improving the teaching method.

Since it follows that teachers should be knowledgeable in nonverbal communication, sometimes referred to as body language, they should also be specialists in interpersonal skills. For two main reasons, according to (Miller, 1988), every teacher should be proficient in nonverbal communication: first, so they can better understand the messages that students are trying to convey to them, and second, so they can use this skill to send students signals that will strengthen their learning while also avoiding signals that will stifle it (Miller, 1988). Additionally, many experts and practitioners in teaching methods have shown that nonverbal clues from each student are crucial in forming the teacher's impression, strategy, beliefs, and bilateral behavioral expressions. Nonverbal signals like priority and mood express far more. Instructors must know many of these subtle cues to grasp better what their students are attempting to convey. The researcher will pay significant attention to five essential components of nonverbal communication in the classroom. These essential components

include the teacher's eye contact, facial expressions, motions, gestures, and touching sure students (Hans & Hans, 2015).

1. Lecturer makes eye contact while speaking in the classroom and uses their eyes to convey their message. When eye activity is widely studied as a subsection of kinesics, it incorporates an area of nonverbal studies called "oculesics," which is derived from the Latin word "oculus," which means "eye." We focus on our face and eyes during conversation, along with our ears and eyes, and we mainly absorb communicative information in a learning context. The eye signals, a crucial component of facial expressions, allow one to read the student's thoughts and comprehend their behavior.

(Pease & Pease, 2004) Since the eyes are the window to the soul, eye contact as a communication tool is quite apparent. The precision with which individuals can predict where another person's attention will be directed has been examined in studies by psychologists and researchers. (Zahra et al., 2008) When a student is in college, a teacher may infer what they are looking at from where they are looking. Once the teacher knows what a student is looking at, they might infer what he or she is interested in. As a result, eye movements may be much more critical. In the classroom, instructors must alternate between two different facial expressions. The first kind, glancing about, is particularly beneficial for classroom education since it can grab students' attention, foster critical thinking, and find students who are almost completed with an assignment so they may be asked a question. The second rationale is the ability to be used as a tool for classroom management. Staring intently and attentively is the second kind of eye contact. It exudes seriousness, care, and honesty when the teacher does this. The triangular area of the student's face should be the center of the teacher's attention when criticizing a student's lousy conduct or treatment. Because these emotions would be transmitted to the instructors via their pupils' eyes throughout the teacher's presentation, teachers sometimes carefully check their students for indications of frustration, fatigue, and perplexity (Bunglowala & Bunglowala, 2015). Even if the usage of eye contact and nonverbal communication in the learning environment might be influenced by the socioeconomic status of students and instructors, this is nonetheless true.

The visage of an individual is the most emotive part of the body, and the bulk of emotional information is conveyed via the contour of the lips and brows.

2. Classroom teacher facial expressions. Toby (2002) The motions used to show happiness, grief, impatience, astonishment, fear, and disdain are universal throughout cultures, in contrast to other facial expressions that all people share. Without using words, the human face can represent a wide variety of emotions since it is so expressive (Segal et al., 2018). A peaceful and contented facial expression is a clue that a teacher is content with his immediate surroundings, according to (Gukas et al., 2010). In the classroom, nonverbal clues from instructors' and students' facial expressions are vital. The dynamic facial emotions assist the successful results of the pupils by fostering a secure and supportive learning environment in the classroom. Students may be more likely to think carefully about their responses and actively engage when an instructor poses a question with patience and an awareness of the response they will get. Sometimes, unintentional frowns

may cause students to review their responses carefully. It protects the children's rightful dignity, making it better to say "NO" or "wrong." The teacher's upbeat attitude and grin are seen in many cultures as signals of warmth and support (Mandy, 2016).

3. The instructor's stance throughout the lecture: "Nonverbal communication spoke volumes to viewers, and during negotiations, body talk is stronger than the rival's words." (Keen, 2004) The characteristics of someone with "good posture" include a straight back, an elevated head, and forward-looking eyes. (Lee, 2004) These nonverbal cues are also given from birth, even before the infant can comprehend what they signify. According to academic studies, infants shake their heads to reject their mother's breasts and subsequent attempts to feed them with a spoon. There are four other essential human postures besides standing, sitting, crouching, and lying down.

(Hans & Hans, 2015) Teachers may impact student attitudes and show their approachability by assuming a relaxed, professional sitting or standing posture. Additionally, if you want to affect your pupils' emotions, grab their attention, or promote a concept, you should stand or sit with your back straight, face them squarely, and distribute your weight equally. March 8th, 2015 (Bunglowala & Bunglowala, 2015).

4. Movements made by teachers in the classroom: According to (Axtell et al., 2004), arm signals may be used for various things. Politicians may raise their arms to excite the audience, while believers might lift their hands to praise and honor a god in line with (Axtell et al., 2004). Human gestures are the most often utilized nonverbal method of communication; they are generally done with the hands and arms as an expressive motion or movement, but they may also be made with the whole body, the brain, or even both. A spokesperson may employ gestures to convey a message or promote a position. A teacher may come out dull, inflexible, and lifeless if he or she does not make gestures when instructing. Someone in the classroom has to be fully aware of their own culture, the cultures of the other students, as well as nonverbal indications and beliefs. In addition, teachers need to be knowledgeable about nonverbal teaching strategies. Lecturers must choose which nonverbal communication method is most appropriate and acceptable when they teach a range of students from different countries and cultures. Teachers should have good facial expressions and listening abilities to encourage pupils to interact and ask questions openly and comfortably. Nonverbal communication has advantages for teachers and pupils; when both are employed, learning and teaching are more effective. A teacher should arrange the classroom as a horseshoe because it makes it easier for students to move about.

## CONCLUSION

The main goal of this research was to talk about the basic ideas of nonverbal communication, with a focus on nonverbal interactions that are important for teaching and learning in the classroom, knowledge of nonverbal communication, different nonverbal indicators in educational settings and how to use them properly, comprehension of fundamental nonverbal communication signal concepts that are related to the organization of the class, and the effectiveness of nonverbal communication. In other words, the study found. The lecturer's

body language puts students at ease and gives them a feeling of calm, which in turn, makes those students feel better about themselves. Because of this, the students will be more interested in and involved in the lesson. Students are also pushed to join and talk to each other while the teacher is talking by having them use silent signs as a way to talk.

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