

ROLE OF NON-VERBAL COMMUNICATION IN ENHANCING CLASSROOM INTERACTION IN ENGLISH FIRST ADDITIONAL LANGUAGE CLASSROOM

Hlavisio Motlhaka

Department of Language Education, School of Education, University of Limpopo,
Polokwane, South Africa
Email: hlavisio.motlhaka@ul.ac.za

Abstract

Non-verbal communication is a crucial aspect of teaching and learning, especially in language classrooms where effective communication enhances learners' understanding and participation. This study explored the effects of the teachers' non-verbal communication on learners' participation in English First Additional Language classroom based on the non-verbal communication classification by Marcinowicz et al. (2010), which includes eye contact, facial expressions, touch, interpersonal distance, gesture, posture, tone of voice, and dress. This study explored how teachers' non-verbal communication influences learners' participation in EFAL classrooms and suggests strategies for improving teaching effectiveness through enhanced non-verbal communication. The study applied a qualitative research approach using semi-structured interview as data collection instruments with twelve learners who were purposefully sampled to explore the nuanced and subjective nature of communication and learner participation. The results showed that using non-verbal communication strategies such as eye contact, facial expressions, gestures, tone of voice, and dress by the teachers enhance the quality of learning and build a good relationship between teachers and learners. These strategies can create a fun learning atmosphere, motivate learners, and strengthen their understanding of the learning material. The study recommends that the Department of Basic Education should provide teachers with training on non-verbal communication techniques and encourage reflective teaching practices to help teachers evaluate their non-verbal cues and incorporate non-verbal communication as part of teacher assessment and development programmes. The study also recommends that the school curriculum should incorporate non-verbal communication as part of teacher assessment and development programmes to promote culturally sensitive communication to avoid misunderstandings in diverse classrooms. Future research can investigate how cultural or linguistic backgrounds of teachers and learners affect the interpretation of non-verbal cues.

Keywords: Non-verbal communication, body language, gestures, facial expressions, eye contact.

1. INTRODUCTION

Communication is the process of sending and receiving messages through verbal or non-verbal means, including speech, or oral communication, and signs, signals, and behaviour (Nordquist, 2019). Non-verbal communication is the process whereby teachers and learners are sharing the meaning of words that is interpretive and multi-media communication type (Wahyuni, 2017).

The effectiveness of non-verbal communication depends on how the teacher presents it to learners because it can make a good impact or a bad impact on learner participation in class (Butarbutar, 2018). Undeniably, the way teachers communicate to the students is one of the many factors that help determine effective teaching and how the learners perceive the teachers' communication might affect their effective and cognitive learning and their feeling throughout the learning process. This suggests that verbal and non-verbal immediate behaviours on the part of the teacher enhance positive and effective instructional interaction, which has direct effects on the learners' attitude towards the teacher and the course and the students' willingness to learn (Sutiyatno, 2018). In other words, the teacher and learners convey messages by both verbal and non-verbal cues in classroom teaching. As a result, teachers should be aware of non-verbal behaviours in the classroom. In teaching context, communication is more than words, and it is important for teachers to understand the non-verbal messages they are sending and receiving in classroom.

Non-verbal communication is the unspoken communication that goes on in every face-to-face encounter with another human being. It tells us about their feelings towards us and how well are our words being received (Maisarah et al., 2023). Nonverbal messages include facial expressions, eye contact or lack of eye contact, proximity, and closeness, hand gestures, and body language. Expression of words vividly and eloquently by the teacher causes the learners to listen with dignity and willingness, sum up the facts, and think to solve the problem and supply the teacher's comment without any tensions or boredom. Certainly, the teacher as the sender of message, should first determine the framework of his message and then express his expectation of the learners frankly with appropriate tone and words (Azizah & Koesmadi, 2021). A successful teacher should be aware of the power of words and its impact on the audience and avoid using words habitually without thinking. In this case, an appropriate method of using non-verbal communication is that the teacher gives problem solving assignment to the student according to their intellectual ability. Equally important, non-verbal communication is deemed much reliable and effective in comparison to verbal communication as it gives additional support to the verbal communication. Subsequently, language teachers can use body language such as gestures to signal and instigate changes in the class atmosphere and thus further their instructional goals, throughout a class period encompassing such as various activities as conversation and choral repetition. For example, a head nod to indicate 'yes', pat on shoulder to show 'intimacy' and so on. Non-verbal behaviours also compliment, expand or modify the verbal message. For example, a teacher looking confident while delivering the lesson in the class enhances the quality of teaching and how the interaction should progress. Despite its importance, the role of non-verbal communication remains underexplored in empirical research, especially in relation to how it influences learners' willingness to engage, contribute, and interact during lessons. This gap is particularly evident in multilingual classroom contexts, where non-verbal cues may serve as essential tools for bridging language barriers. Therefore, this study seeks to investigate the influence of teachers' non-verbal communication on learners' participation in

English First Additional Language classrooms. The aim is to contribute to improved pedagogical practices and enhance learner engagement and performance.

2. RESEARCH PROBLEM

Effective communication is a fundamental component of successful teaching and learning, particularly in English language classrooms where interaction and engagement are essential for developing language skills. However, the role of non-verbal communication—including gestures, facial expressions, eye contact, posture, and tone of voice—remains underexplored, especially in relation to its impact on learners' participation. The study on non-verbal communication indicates that the teacher creates more impression through non-verbal behaviours in the classroom than the knowledge of subject matter and verbal fluency (Kshetree, 2023; Ferginan, 2025). This suggests that there is a language of body expression and motion that plays a pivotal role in the language classroom because non-verbal behaviours send clear and distinct messages. It increases the degree of prediction when teachers demonstrate a relaxed body position, have gestures, and use a variety of vocal expression while teaching English. However, there is a noticeable gap in empirical research that critically examines how teachers' non-verbal communication shapes learners' willingness to engage, contribute, and interact during English First Additional Language lessons, particularly in multilingual contexts. This study seeks to address this gap by investigating the influence of teachers' non-verbal communication on learners' participation in the English First Additional Language classroom, with the goal of enhancing both pedagogical practice and learner performance.

3. RESEARCH METHODOLOGY

The purpose of this study is to investigate the effects of teachers' non-verbal communication on learners' participation in English First Additional Language classroom and explore how various non-verbal cues—such as gestures, facial expressions, eye contact, tone of voice, posture, and spatial proximity—influence learners' willingness, motivation, and confidence to engage in classroom activities. This research also aims to provide insights that can inform teaching practices and professional development programmes, particularly for English First Additional Language teachers, by highlighting the significance of non-verbal communication in enhancing learner engagement and improving classroom interaction. Research questions guiding the study were as follows:

- How does teachers' non-verbal communication influence learners' participation in the English First Additional Language classroom?
- How do learners perceive and respond to their teachers' non-verbal cues in the English First Additional Language classroom?
- What challenges teachers face in effectively using non-verbal communication to engage learners in English First Additional Language classroom?

This study used qualitative research approach as it allowed the researcher to interact with participants to hear their views regarding the impact of teachers' non-verbal communication on learners' participation in English First Additional Language classroom. The researcher used simple random sampling to sample 12 Grade 10 learners from the population of 42 learners to ensure that every learner in a population has an equal probability of being selected to participate in the research. The researcher wrote numbers on a paper ranging from 1 to 42 and folded papers with numbers placed inside a box and learners were asked to randomly pick a paper from the box. Learners who pick number 1 to 12 were selected as participants for the study because in a qualitative study, it is permissible, especially when conducting in-depth interviews, to allow the researcher to thoroughly explore each participant's responses, which might be lost in a larger sample size. This study employed semi-structured interviews investigate the impact of teachers' non-verbal communication on learners' participation in English First Additional Language classroom as well as to explore how various non-verbal cues—such as gestures, facial expressions, eye contact, tone of voice, posture, and spatial proximity—influence learners' willingness, motivation, and confidence to engage in classroom activities. The researcher used the thematic data analysis to interpret and identify the themes which address the research problem.

4. RESEARCH QUESTION

- How does teachers' non-verbal communication influence learners' participation in the English First Additional Language classroom?
- How do learners perceive and respond to their teachers' non-verbal cues in the English First Additional Language classroom?
- What challenges teachers face in effectively using non-verbal communication to engage learners in English First Additional Language classroom?

5. THEORETICAL FRAMEWORK

This study is underpinned by Mehrabian's (1971) Theory of Non-Verbal Communication, which provides a multidimensional lens through which the relationship between teachers' non-verbal communication and learners' participation in English First Additional Language classrooms can be understood (Shakir, 2021). Mehrabian's Theory of Non-Verbal Communication emphasizes that non-verbal elements such as facial expressions, gestures, posture, and eye contact play a dominant role in conveying emotion and attitude wherein communication consists of three elements: verbal (7%), vocal tone (38%), and facial expressions (55%) (Khabbaz Azar, Seifoori & Ahangari, 2024). In classroom settings, this theory assisted determining how teacher's positive non-verbal cues enhanced learner engagement, build rapport, and stimulate active participation. Thus, through this theory, teachers' non-verbal communication acts as a powerful pedagogical tool which shapes the emotional climate of the classroom, regulates interaction, and significantly influences learners' willingness and confidence to participate in English learning.

6. LITERATURE REVIEW

The Non-Verbal Communication in Learning

Body language includes nonverbal communication (Wahyuni, 2017). It becomes an important part of communication because more than 50% of non-verbal communication is used in communication. Thus, teachers must have the skills to communicate verbal and non-verbal with their learners, to persuade, solve problems, and motivate them. Teachers with good social skills will consider body and spoken language. Teachers must be able to explain so that the learners clearly understand what the teacher is communicating. This will make teaching and learning more effective. In addition, teachers with good social skills will easily solve problems and motivate the learners.

Non-verbal communication is a situation where the teacher directs the class without talking. Speech of any kind is absent. It involves the use of silence in the teaching and learning process. Non-verbal communication takes the form of body language such as gestures, nodding, pointing, and facial expressions such as eye contact and posture and movement (Chikiwa, 2021). They are used to send messages such as smiling to show joy, and raising eyebrows to show the wonder of suspense among others. This use of non-verbal communication is very important as it conveys a message, like teachers using the expression of anger to control misbehaviour of learners in class and humour to reduce stress or improve learners' attention.

The Positive Effects of the Teachers' Nonverbal Communication on Learning

Teacher quality is an important factor for learner achievement. One of the qualities that must be recognized is that the teacher must have good social skills so that the learners can communicate well with them (Darinskaia & Molodtsova, 2019). Teachers' non-verbal behaviours play a highly significant and fundamental role in English language classrooms. It is considered an inevitable part of language teaching. It helps teachers create more impressions in their classes. Moreover, these non-verbal behaviours can be more overt and explicit means of assigning a teacher's intent than the spoken language alone (Karima, 2019-2020). These social skills are necessary for everyone to interact and communicate with others. They have a social awareness, and the ability to understand, and predict student behaviour and emotions (Wahyuni, 2017). There are ways of verbal and non-verbal communication. The teacher's gesture can help the learners understand the material easier. The teacher's cheerful face makes learners enthusiastic about learning. The teacher who conveys a vibrant face during the process of teaching and learning makes the learners more enthusiastic to study.

In addition, the teacher's smile makes learners relax and enjoy learning and that helps create a friendly atmosphere to study, so the learners are not nervous (Hussein & Mahmood, 2020; Real, Carandang, Contreras & Diokno, 2021). The teacher's eye contact shows the teacher's attention and appreciation to the learners, some learners like it if their teacher makes eye contact with them while they are speaking. This shows that the teacher attends and appreciates what the learners are talking about. The teacher's touch shows affection and encouragement, in other

words when a teacher touches the student's head or shoulder while gives learners advice and motivating words when a student reads from a textbook or giving a student a high five when giving a correct answer, that makes the learners feel encouraged in the learning process. Teachers also use eye contact to read the learners' body language and respond appropriately to their expressions, thus building closeness and mutual understanding ((Maisarah et al., 2023). This creates a sense of trust and warmth because the children feel heard and empowered in their learning process. In addition, teachers use a variety of tones of voice, such as cheerful, enthusiastic, and attention-grabbing intonations, to interact with the learners. This excitement is contagious to the learners and makes them more excited about learning English.

Learners find it more interesting and it's hard for them to get bored when they see the facial expression of a teacher. This means that they will pay attention throughout the lesson, which will then lead to learners participating in class. The effective use of non-verbal communication can help with increasing learner participation in class because of their interest and they will learn by asking questions if they do not understand body language. For example, when learning words like "run," "jump," or "clap," the teacher actively demonstrates corresponding body movements. This helps learners better understand the meaning of these words visually and kinaesthetically, strengthening the connection between words and their related actions. It also reduces the fear of silence because during that time of silence they use non-verbal communication to state their thinking, which means participation does not stop from learners because they also communicate using non-verbal communication (Liu, 2023). Learners find it easier when a teacher gives eye contact because that becomes a source of motivation for them, and they concentrate more on what they are being taught at that time. Learners find it easier to understand a topic when elements of NVC are included.

Learners tend to remember what was done by mimicking them during class and that makes them understand even small details about what they are being taught (Zeki, 2009). Learners were highly encouraged when teachers smiled at them more often because such a gesture from a teacher makes them feel at ease. Walking around in class makes learners stay focused and interested in what was being delivered to them and maintain eye contact. Learners become more active in their English class (Negi, 2009). The teacher and the learner will be able to understand each other upon judging each other's expression. For example, if a learner is explaining a concept to a teacher, and he or she explains it very well, the teacher will nod his or her head as a sign that they agree with the learner, and that gives a learner confidence that they are heading on a right track. Eye contact is very important in learning English because it can help strengthen the connection between words and their meanings (Keutchafo, Kerr & Jarvis, 2019). By looking directly into the children's eyes when delivering new words or sentences in English, the teachers help them better understand the importance and usage of those words, thus facilitating the language learning process more effectively. When teachers use strong eye contact, they can show attention and concern toward learners, increasing their self-confidence and motivation in learning (Amalina, 2020). When teaching vocabulary related to emotions, the teacher uses gestures and

clear facial expressions to portray specific feelings. For instance, when teaching the word "happy," the teacher smiles widely and shows a clear indication of happiness, while for the word "sad," their facial expression changes to look sad. This helps learners associate words with feelings and develop an understanding of emotions. Gestures can provide additional information that helps clarify and elaborate the conveyed messages, especially when the words or phrases have ambiguous or complex meanings.

The Negative Effects of Teachers' Non-Verbal Communication

Non-verbal communication can also affect learner participation in class negatively. A classroom that has learners who come from different cultures can cause conflict when it comes to non-verbal communication because learners can misinterpret the message that is sent out by the teacher during a lesson in class (Asrar, Tariq & Rashid, 2018). A teacher might do something to show something to learners using a gesture to demonstrate something, but another learner might find that offensive. This means that a barrier is created and that affects learner participation because someone got offended. Most of the time non-verbal communication is often biased and unconscious, so which creates a conflict between learners and teachers. This conflict can cause frustration, misunderstanding, and cultural conflict which leads to learners not participating in school and this leads to school failure (Ghorzang, Omari & Yahyazai, 2021). Learners from different backgrounds grow up knowing to respond to a conflict so this causes more barriers between learners and teachers.

Learners feel unappreciated if the teacher appoints them by using the index finger, instead of the index finger, it would be better for the teacher to use her/his palm when addressing them. Because the index finger gives a derogatory meaning and if a teacher were to continue using that way to address the learners it will end up causing or creating negative responses towards the teacher (Alhodairy, 2023). The teacher shows a strict and serious face too often, which to a tense classroom atmosphere. Learners feel nervous and awkward if the teacher looks at them while speaking, they even cannot focus on what they are talking about and feel uncomfortable. Most learners feel frustrated and scared if the teacher disciplines the learners by shouting at them. The learners feel uncomfortable if the teacher approaches them when teaching. Some learners feel embarrassed to write a class activity when the teacher comes close to them.

7. DISCUSSION OF THE FINDINGS

The purpose of this study is to investigate the effects of teachers' non-verbal communication on learners' participation in English First Additional Language classroom and explore how non-verbal cues—such as gestures, facial expressions, eye contact, tone of voice, posture, and spatial proximity influence learners' willingness, motivation, and confidence to engage in classroom activities. The following themes emerged from semi-structured interviews analysis:

Facial Expressions

This theme seeks to determine how facial expressions help English First Additional Language learners understand the emotions contained in a word or sentence and provide feedback and encouragement to learners. Respondents indicated the following on how facial expressions affect their learning of English First Additional Language:

Excerpt 1

Teacher's positive facial expressions (e.g., smiles, nods, attentive eye contact) created a welcoming atmosphere for learners.

Excerpt 2

The teacher had shown a cheerful facial expression that encourages learners to engage, ask questions, and share ideas.

Excerpt 3

The facial expressions increase their confidence to speak English.

Excerpt 4

The facial expression increases learners' motivation to speak English in class.

Excerpt 5

The facial expression improves comprehension because it reduces learner anxiety and fear of making mistakes.

The findings of this study indicate that smiles and cheerful facial expressions create a supportive and encouraging classroom atmosphere, which encourages learners to engage, ask questions, and share ideas. The findings also show that facial expression improves comprehension because it reduces learner anxiety and fear of making mistakes and increases learners' motivation to speak English in class. These findings are aligned with Frzaliyeva (2022) who found that facial expressions make learners to be more comfortable and confident in speaking English. In other words, facial expressions show attentiveness to emphasise key points and encourage learners to take risks in speaking English. This suggests that active hand movements, and illustrative gestures maintain learners' focus and interest in the learning process that encourages participation.

Eye Contact

This theme seeks to determine how eye contact as an important element in non-verbal communication increases confidence and interaction in English First Additional Language learning. The respondents indicated the following on how eye contact affects learners' motivation to speak English First Additional Language and helps teachers assess learners' level of understanding:

Excerpt 6

Eye contacts build a sense of trust and approachability because it gives them a sense that the teacher is paying attention and expects active involvement.

Excerpt 7

The teacher made eye contact to signal respect and empower shy or quiet learners to participate.

Excerpt 8

The use of eye contact could increase learners' confidence to speak English and respond or ask questions.

Excerpt 9

The eye contact increases their motivation to speak English in class, although introverted or anxious learners may feel threatened.

Excerpt 10

Eye contact could improve comprehension and increase their interest in learning.

The findings show that eye contacts build a sense of trust and approachability between learners and teachers because it gives learners a sense that the teacher is paying attention and expects active involvement from them. The study also reveals that eye contact signals respect and empowers shy or quiet learners to participate, which eventually increases learners' confidence to speak English and respond or ask questions. In other words, eye contact improves learners understanding, builds their confidence, attracts attention, and creates a more comfortable and interactive learning atmosphere. The findings are aligned with Rzayeva (2025) who found that eye contact fosters learner trust and engagement. Even though, eye contact improving comprehension and interest to learn English First Additional Language, the study found that eye contact could make introverted or anxious learners feel threatened to participate in the learning processing.

Postures

This theme seeks to determine how teacher's friendly and open posture creates a more interactive classroom atmosphere and supports of English First Additional Language learners' participation and learning. Respondents indicated the following on how the teachers' postures affect their engagement in English discussions:

Excerpt 11

Teachers had often used an open posture when teaching to encourage participation as a professional impression.

Excerpt 12

The teacher used posture to encourage engagement among learners.

Excerpt 13

The use of posture could increase their confidence to speak English.

Excerpt 14

Posture could improve comprehension

Excerpt 15

Posture could increase learners' interest in learning because it enhances self-esteem and motivation.

The above excerpts show that respondents believed that teacher's friendly and open posture creates a more interactive classroom atmosphere and supports learner participation. The study also reveals that postures increase learners' confidence to speak English and enhance self-esteem and motivation. The findings of this study are supported by Ferginan (2025) who found teachers' open and positive posture increases learners' engagement in English discussions and creates a more interactive classroom atmosphere.

Gestures

This theme seeks to determine how teachers' gestures such as movements of the hands, arms, or head are used to convey a message or complement verbal communication in teaching of English First Additional Language and respondents indicated the following:

Excerpt 16

Teacher's hand gestures illustrate something that was being explained and get the attention of learners.

Excerpt 17

The teacher used hand gestures to emphasize important points.

Excerpt 18

Active hand gestures could help learners to follow what was being explained.

Excerpt 19

The use of gestures could increase their confidence to speak English.

Excerpt 20

The gestures could increase learners' motivation to speak English in class.

The findings show that teachers' hand gestures illustrate something that was being explained and get the attention of learners to emphasize important points. The findings indicate that active hand

gestures could help learners to follow what was being explained and increase learners' motivation to speak English in class because they direct listeners' attention to a specific item (Van der Mescht, 2023). This suggests that gestures improve learners' understanding, builds their confidence, attracts attention, and creates a more comfortable and interactive learning atmosphere.

8. CONCLUSION

This study explored influence of English First Additional Language teachers' non-verbal communication and interaction on learners' awareness and participation. The results show that teachers have a positive impact on learner participation in class because learners respond to non-verbal communication by using gestures and facial expressions and eye contact. Non-verbal communication enhances comprehension when teachers demonstrate the meaning of a word through gestures or facial expressions can help learners grasp new vocabulary more effectively. The study also found that non-verbal communication builds learners' confidence and manages classroom dynamics because positive non-verbal feedback such as smiling and nodding encourages learners to take risks and participate without the fear of being judged as well as signalling authority and attention in managing classroom behaviour effectively. On the other hand, the study found that nonverbal communication can be interpreted differently across cultures leading to misunderstandings, hence, teachers may not be conscious of their non-verbal behaviour and its impact on learners. Thus, this study recommends that the Department of Basic Education should provide teachers with training on non-verbal communication techniques and encourage reflective teaching practices to help teachers evaluate their non-verbal cues. The study also recommends that the school curriculum should incorporate non-verbal communication as part of teacher assessment and development programmes to promote culturally sensitive communication to avoid misunderstandings in diverse classrooms. Future research can investigate how cultural or linguistic backgrounds of teachers and learners affect the interpretation of non-verbal cues.

REFERENCES

- [1] Alhodairy, YH. (2023). The Impact of EFL Teacher's Nonverbal Communication and Interaction on EFL Learners' Awareness for Increasing Learning Stimuli. *Journal of University Studies for Inclusive Research*, 5(19), 10584-10583.
- [2] Amalina, A. (2021). Pembelajaran Matematika Anak Usia Dini DI Masa Pandemi Covid-19 Tahun 2020. *Jurnal of Obsese*, 1(5), 538-548.
- [3] Asrar, Z., Tariq, N. & Rashid, H. (2018). The Impact of Communication Between Teachers and Students: A Case Study of the Faculty of Management Sciences, University of Karachi, Pakistan. *European Scientific Journal*, 14(16), 32-39.

- [4] Azizah, E. & Koesmadi, D. (2021). Pengaruh Pemberian Reward Animasi Terhadap Motivasi Belajar Anak Usia Dini Selama Pembelajaran Daring. *Jurnal of Obsese*, 1(6), 353-361.
- [5] Butarbutar, R., (2018). Analyzing nonverbal communication in serminar presentation. *Journal Magistra*, Volume 5, pp. 38-43.
- [6] Chikiwa, C. (2021). Gestures and the Spoken Language: A Crucial Semiotic and Symbiotic Relationship in Multilingual Mathematics Classes. *Eurasia Journal of Mathematics, Science and Technology Education*, 12(17), 2-14.
- [7] Darinskaia, L. & Molodtsova, G. (2019). Nonverbal Communication Competence As a Component Of Future University Teachers` Professional Culture. <https://doi.org/10.15405/epsbs.2019.12.36>
- [8] Ferginan, Y. (2025). The Role of Non-Verbal Communication in Teaching English Speaking Skill: Students' Voices. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 9(1), 31-44.
- [9] Frzaliyeva, A. (2022). *The ways of motivation of effectiveness of verbal and non-verbal communication*. *International Journal of Innovative Technologies in Social Science*, 4(36), 1–6. <https://doi.org/10.31435/rsglobal>.
- [10] Ghorzang, S., Omari, MS & Yahyazai, M. (2021). The Importance of Nonverbal Communication in Teaching. *Ilkogretim Online - Elementary Education Online*, 20(6), 3043-3051.
- [11] Hussein, B., Mahmood, R. (2020). The Types Of Nonverbal Communication Cues With Reference To Refugeism. *JUOR, Journal of Raparin University*, 7(2):159-182
- [12] Judee K. Burgoon, Valerie Manusov, Luars K. Guerrero, (2022). *Nonverbal communication*. 2nd Edition ed. New York: Routledge.
- [13] Keutchafo, E., Kerr, J. & Jarvis, M. (2019). Evidence of Nonverbal Communication Between Nurses and Older Adults: A Scoping Review. <https://doi.org/10.21203/rs.2.19132/v1>
- [14] Khabbaz Azar, F., Seifoori, Z., & Ahangari, S. (2024). EFL Learners' Perception of Their Teacher's Immediate Behavior (Verbal/Non Verbal) and Their Communication Apprehension across Gender. *Iranian Evolutionary Educational Psychology Journal*, 6(2), 333-350.
- [15] Kshetree, A. K. (2023). Effect of Nonverbal Communication in English Classes. *Vox Batauli*, 1-18.
- [16] Liu, Y. (2023). Infant Communication: a New Understanding. *LNEP*, 1(2), 230-238.

- [17] Maisarah, Putri, TH, Fauziyah, N., Saifuddin, M., Nurcahyani, D., Najih, A. & Bakri, B. (2023). Teachers' Non-Verbal Communication in Teaching English to Young Learners. *Formosa Journal of Science and Technology (FJST)*, 2(8), 1939- 1956.
- [18] Marcinowicz, L., Konstantynowicz, J. & Godlewski, C. (2010). Patients' Perceptions of Non-verbal Communication: a Qualitative Study. *Br J Gen Pract*, 571(60), 83- 87. <https://doi.org/10.3399/bjgp10x483111>
- [19] Real, J., Carandang, D., Contreras, L. & Diokno, J. (2021). The Perceived Effects of Using Nonverbal Language to the Online Communication of the Junior High School Students. *IJRP*, 1(73). <https://doi.org/10.47119/ijrp100731320211823>
- [20] Rzyeva, E. (2025). The Role of Eye Contact and Proxemics in Building Rapport with Language Learners. *Porta Universorum*, 1(4), 271-294.
- [21] Shakir, M. (2021). Relationship between teachers' non-verbal immediacy behaviors and students' motivation: An evidence from Pakistani ESL classrooms. *The Journal of Humanities & Social Sciences*, 29(1), 43-58.
- [22] Spapé M, Harjunen V, Ahmed I, Jacucci G, & Ravaja N. (2019). The semiotics of the message and the messenger: How nonverbal communication affects fairness perception. *Cognitive Affective Behaviour Neuroscience*, 19(5):1259-1272. doi: 10.3758/s13415-019-00738-8.
- [23] Sutiyatno, S. (2018). The Effect of Teacher's Verbal Communication and Non-verbal Communication on Students' English Achievement. *Journal of Language Teaching and Research*, 9(2), 430-437.
- [24] Van der Mescht, C.R. (2023). 'In word and deed: Embodying early literacy learning in gestures and postures', *South African Journal of Childhood Education* 13(1), a1280
- [25] Wahyuni, A. (2017). The power of verbal and nonverbal communication in learning. *Atantis Press*, Volume 125, pp. 81-82.