THE IMPACTS OF NATIVE SPEAKER TEACHERS' NONVERBAL COMMUNICATION IN EFL CLASSROOMS

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ABSTRACT

This research tries to analyze nonverbal communication types employed by native speaker teachers when teaching English as a Foreign Language (EFL) classes and the effect of those nonverbal communications on students. This study employed descriptive methodology. Two native-speaking teachers in English and fifteen students comprise the study's participants. Observation and interviews were utilized to acquire data. This study found that teachers frequently employ six types of nonverbal communication. These included the application of kinesics, proxemics, ocelusics, chronemics, paravocalics, and physical appearance. The data analysis also revealed that the teachers' nonverbal communication had both good and bad effects on the pupils. The teachers' use of appropriate hand gestures, eye contact, and voice emotion when teaching the topic significantly helped to develop healthy teacher-student relations, particularly in motivating and appreciating students. However, eye contact can induce anxiety in students.

Keywords: *Nonverbal Communication, Effects of Nonverbal Communication, EFL Classroom, Native Speaker Teacher*

INTRODUCTION

Humans need mutual communication for day-to-day activities. These activities demonstrate that some acts cannot be completed without interaction with other people. Numerous scholars and professionals have tried to define what communication is. According to Aristotle, communication entails utilizing preexisting elements to facilitate the expression of thoughts and ideas by others. According to Butt and Shafiq (2013), communication is essential to human existence. People communicate in a variety of different styles, expressing thoughts, emotions, knowledge, and abilities. Communication is one of the most crucial factors in the EFL classroom for establishing a student-teacher connection so that they can share and exchange information, either teacher-to-student or student-to-teacher.

Knapp & Hall (2007) argued that there are two elements that reflect human communication intent: verbal and nonverbal. Verbal communication (VC) refers to the words or speech we use to communicate on a regular basis. Nonverbal communication encompasses several forms of communication that do not rely on verbal language, such as eye contact, body language, and voice tone. Although verbal and nonverbal interactions are intertwined, nonverbal behaviors are utilized to reinforce or alter verbal behaviors. In addition, nonverbal communication is a challenging aspect of learning a foreign language, as it has a huge impact on students' cognition. This ultimately leads to enhanced acquisition and understanding of the principles. Rosa (2000), cited in Negi (2009, p. 103), says that "classroom-based research suggests that nonverbal behaviors convey clear and unique

meanings." In addition, these non-verbal messages can be a more direct and straightforward method of determining purpose than the spoken word alone. In the context of English as a Foreign Language (EFL) classrooms, it is common for both teachers and students to engage in nonverbal communication and convey messages by nonverbal means. According to Mehrabian (1971) and Engleberg (2006), it has been estimated that around 7% of human communication is derived from spoken language, while 38% of the residual meaning in a social context is attributed to paralinguistic cues such as tone and intonation. Furthermore, a significant proportion of communication, namely 55%, is sent by nonverbal cues, encompassing body language. The importance of student-teacher interaction stems from the fact that students spend more time with the teacher each day. Therefore, the success or failure of student achievement in the teaching and learning process is dependent on the teacher. According to Khan (2017), the achievement of students is directly proportional to the teacher's classroom communication. Furthermore, kids without language will not encounter learning. "Effective communication is necessary in a school setting where teaching and learning occur. According to Kamlasi (2022), in the context of English language instruction for non-native speakers, educators commonly employ a variety of gestures as a means of facilitating effective communication and interaction with students, hence enhancing their comprehension of intended meanings. According to Pogue and Ahyun (2006), the establishment of effective communication channels between instructors and students is a significant component of nonverbal communication within the classroom setting. Educators ought to possess the capacity to deliver pedagogical guidance and elucidation to their pupils in a manner that optimizes their understanding of the conveyed information or instructions. In the context of English as a Foreign Language (EFL) classes, it is observed that a significant number of students struggle to comprehend the instructional content, mostly owing to their limited capacity to fully absorb the information. Furthermore, the instructor employs nonverbal communication techniques to enhance students' understanding of the subject matter. According to Buja (2009), cited in Megawati and Hartono (2020), nonverbal communication plays a vital role in the process of English teaching and learning. The utilization of nonverbal communication has the potential to heighten student motivation and plays a crucial role in augmenting the instructional approach employed by educators. The nonverbal conduct exhibited by a teacher has the capacity to convey various signals and establish either a favorable or unfavorable atmosphere within the classroom. The visual cues, nonverbal signals, physical stance, facial expressions, eye contact, vocal tone, physical contact, and spatial distance exhibited by the instructor are influential factors in the process of student-teacher communication, potentially impacting students' levels of motivation and comprehension. Hence, a significant proportion of educators lack awareness of the influence of nonverbal communication on the process of teaching and learning (Negi, 2009). In a scholarly investigation entitled "The Role of Nonverbal Communication in Interactions Within Preschool Classrooms," Samaovar (2000) posited that nonverbal communication may be categorized into many subdomains, such as kinesics, proxemics, haptics, and others (as mentioned in Pan, 2014). Karimi, Dabaghi, and Tabatabaei (2012) have also recognized many categories of nonverbal communication that are commonly employed in interpersonal interactions, including kinesics, facial expressions, haptics, paralanguage, proxemics, oculesics, physical appearance, chronemics, olfactics, and others. The many forms of nonverbal communication present in the classroom have been identified and documented by Negi (2009).

Kinesics refers to the study of nonverbal communication through body movements and gestures. The word "kinesics" was initially introduced by Birdwhistell in 1970. Kinesics,

sometimes referred to as "body language," is an academic discipline that focuses on the analysis and interpretation of nonverbal communication pertaining to bodily movement. This field encompasses the study of movement shown by individual body parts as well as the body as a cohesive unit. In summary, the categorization of all bodily motions involved in communication falls under the umbrella term of kinesics. Kinesics is often regarded as the primary domain within the realm of nonverbal communication investigation, encompassing many elements such as facial expressions, gestures, postures, and bodily movements. Kinesics is subject to several factors, including but not limited to sex, culture, age, and language. The study of kinesics involves the exchange of distinctive meanings, which may be subject to cultural influences. The utilization of kinesic movements in intercultural interactions has the inherent possibility of being subject to misinterpretation. Frequently, there is a lack of coherence in the interpretation of bodily gestures across different cultures. However, it is important to note that some kinesic motions commonly employed in one culture might be seen as very disrespectful in another. Facial expression refers to body movements and includes the utilization of facial expressions, eye contact, gestures, and posture. According to Karimi, Dabaghi, and Tabatabaei (2012), facial expression serves as a means of conveying many emotions and sensations, such as happiness, anger, surprise, fear, sadness, disgust, or disdain. According to Ozuorcun (2013), eye contact is often regarded as a significant nonverbal indication in communication due to its ability to convey confidence, credibility, and transparency in individuals.

Proxemics

Proxemics refers to the study of how individuals perceive and use space in social interactions. The word "proxemics" was introduced by Edward Twitchell Hall, an anthropological and cross-cultural researcher, in the year 1963. According to Hall (1968), proxemics is the scholarly examination of human interactions as individuals perceive and utilize intimate, personal, social, and public spaces across different contexts while adhering to cultural norms and paradigms, often without conscious knowledge. Proxemics refers to the scholarly examination of the cultural, behavioral, and social dimensions pertaining to spatial distances observed between individuals engaged in direct interpersonal contact, as well as the diverse contexts in which such distances are employed. According to DeVito (2009), proxemics holds significant importance in the realm of interpersonal communication, often being disregarded despite their relevance. The concept of proxemics can serve as an indicator of social status, whereby individuals with greater spatial boundaries are seen to possess a higher status. As an illustration, it is within the purview of a supervisor to access the workplaces of their subordinates, whereas the employees are required to get an appointment prior to entering the supervisor's office. The infringement of proxemic norms can lead to the discomfort of individuals. The closeness of teachers to pupils has a significant influence on the nature of teacher-student interactions. The act of approaching a pupil who is speaking might have a multitude of different interpretations. For instance, the act of conveying a message of interest may be observed when there is a movement towards the student, whereas a movement away from the student might indicate a lack of interest. The movement of a teacher has the potential to extend the duration of contact. Undoubtedly, the deliberate movement of teachers around various sections of the classroom frequently serves to maintain the focus of students on both the instructor and the subject being discussed. The concept of proxemics elucidates the spatial dynamics that exist between individuals engaged in communication. The concept may be further classified into four primary divisions, namely intimate, social, personal, and public space. Sree and Siawuk (2012) conducted a study. The measurement of physical proximity between

individuals engaged in communication provides valuable insights about the nature of their connection, according to Ozuorcun (2013).

Oculesics

Oculesics is a term used to describe the study of eye movements, and it refers to the academic discipline that investigates many aspects of eye contact, eye movement, eye behavior, eye gazing, and nonverbal communication associated with the eyes. According to Watson and Graves (1966), the term "it" refers to the visual code encompassing both direct and indirect eye contact that occurs during interpersonal communication. Eye contact is widely recognized as a crucial element of nonverbal communication, exerting a substantial impact on our social interactions. According to Miller (1986), as stated in Richmond (2002), instructors' eye movements have the potential to exhibit various emotions, such as anger, fear, guilt, confidence, love, and support. Eye contact can vary in its nature, exhibiting either a kind, benevolent, and affectionate quality or a firm, judgmental, and dismissive quality. According to Hecht and DeVito (1990), the eyes possess the ability to exhibit several psychological states, such as attitude, attention, emotion, intention, interest, and participation, in a dynamic manner. Additionally, it may be utilized for the purposes of establishing interpersonal connections, managing the exchange of information, expressing affective states, and mitigating potential sources of diversion. Eye contact has a crucial role in the educational setting. Eye contact serves as a means by which teachers effectively convey trustworthiness and honesty to their students. The act of teachers maintaining eye contact can serve as a nonverbal communication tool to convey several positive attributes such as curiosity, excitement, inspiration, and encouragement. The level of enthusiasm exhibited by the instructor towards reading is highly associated with the ability to generate interest among pupils in the subject matter. The maintenance of consistent visual contact between the instructor and student has been identified as a potential catalyst for fostering a favorable rapport and sustaining engagement with the subject matter (Wainwright, 2010). Wainwright further asserted that the establishment of eye contact occurs when we engage in: • Engaging in information-seeking behavior • Demonstrating attentiveness and curiosity • Facilitating and regulating interpersonal communication • Attempting to exert influence, dominance, or intimidation over others • Offering feedback during verbal exchanges • Expressing personal opinions and beliefs The primary functions of eye contact within the classroom setting encompass several aspects: firstly, it serves as a means for the teacher to demonstrate attentiveness towards a speaking student; secondly, it enables the teacher to assess the level of concentration among all students; thirdly, it signifies the intention to engage in conversation or request specific actions from a particular student; fourthly, it serves as a tool to foster student participation when seeking to elicit ideas; fifthly, eye contact allows the teacher to identify students who have something to contribute by visually observing them; and finally, it aids in capturing the attention of students who are not directly involved in the ongoing discussion, encouraging them to listen attentively to those who are speaking and maintaining their focus (Snyder, 1998).

Haptics

Haptics refers to the scholarly investigation of tactile activity within the context of nonverbal communication, encompassing the many sensations that arise from physical contact. Touch is not only the initial kind of nonverbal communication that humans encounter, but it also plays a crucial role in our survival and well-being. Among the five senses, namely sight, smell, hearing, taste, and touch, it is touch that undergoes the first

development in the fetus. The sense of touch is considered to be the most ancient and highly reactive among the human sensory modalities. In alternative terms, the concept of touch has varying interpretations in diverse situations. Within individuals belonging to similar social backgrounds or possessing comparable levels of social standing, physical contact can serve to strengthen the bonds of friendship and demonstrate a sense of unity. However, it is important to note that in several instances, touch operates in a unidirectional manner, wherein only one individual possesses the ability to physically contact the other. Hertenstein's (2006) study shows that contact may elicit a range of feelings, including anger, fear, happiness, sympathy, love, and appreciation. The sense of touch may exert a significant impact on an individual. This phenomenon has the potential to have a significant impact and elicit strong conviction. The utilization of tactile contact may be employed as a means to exert influence and persuasion upon others, foster attraction, and invigorate interpersonal connections. In addition, physical touch has the potential to enhance a partner's level of attentiveness and agreeableness. Individuals who have physical contact tend to exhibit higher levels of agreeableness, improved emotional states, and perceive requests in a more favorable manner. Physical contact with others has been seen to elicit a desire to assist, agree, or comply with requests. In brief, haptics refers to the study of tactile perception and the behaviors associated with touch. Physical touch in interpersonal interactions encompasses several forms, such as handshakes and shoulder patting.

Chromemics

Chronemics is an academic discipline that examines our cognitive processes, organizational frameworks, and behavioral responses in relation to the concept of time. It also investigates the meanings and interpretations we derive from our temporal interactions and engagements. The utilization of time plays a crucial role in shaping our perception of the world. The concept of time serves as a means of conveying and transmitting significant and influential messages. There is a frequent association between status and the level of control individuals possess over their time. As an illustration, it is common practice to make a subordinate wait, whereas it is considered inappropriate to keep a superior waiting. Therefore, the act of being made to wait in order to meet with someone might serve as an indication or reinforcement of a power disparity between individuals (Berko et al., 2010). Time may be classified into three distinct categories: technical, formal, and informal. Technical time refers to a precise measurement of time, often employed by scientists to examine events occurring at the millisecond level. The concept of formal time pertains to the manner in which a society establishes and delineates temporal intervals. The measurement process is characterized by specificity, standardization, and meticulousness. The term "it" pertains to units of time, including centuries, years, months, weeks, days, hours, minutes, and seconds. Informal time lacks specificity, exhibiting a more generalized and ambiguous nature. The term denotes a very adaptable approach to temporal scheduling, encompassing expressions such as "later," "soon," "sometime," or "right away." Frequently, they give rise to challenges in communication due to their arbitrary nature and varying interpretations among individuals. For instance, what is the temporal duration associated with the phrase "pretty soon"? In brief, chronemics pertains to the utilization of time and adherence to timeliness within the realm of communication.

Paralanguage

Paralanguage, also known as paravocalics, refers to the non-verbal attributes of vocal communication, encompassing the oral signals that are distinct from the explicit linguistic content. Paravocalics refers to the vocal components that extend beyond the literal words

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being spoken. Kozic (2013) posits that paralanguage refers to the real-time manifestation of emotional expressiveness through vocal sounds. Emotions can manifest in various ways, such as warmth, tenderness, agreeableness, harshness, anger, or fear. Voices bear a resemblance to fingerprints. While it may be tempting to perceive similarities between two voices, it is important to recognize that each voice possesses distinct features that contribute to its individuality. The aforementioned features are commonly known as paravocalic cues. The term "para-vocalic" is employed to describe these signals as they are utilized in combination with spoken words. Nevertheless, each cue has the ability to convey meaning independently from the words themselves. The phenomenon of paravocalics has the potential to supersede the significance of our verbal expressions, since the manner in which we communicate can occasionally carry more weight than the actual content of our speech. Paravocalics pertain to the non-verbal aspects of communication, encompassing cues such as tone, pitch, and volume. These cues provide insights on our personal attributes, the content of our speech, and our emotional states. According to Richmond and McCroskey (2004), vocal communication provides indications pertaining to several aspects, such as age, gender, emotional state, attitude, health condition, speaker's standing, and credibility. Paravocalics were classified into three distinct vocalization kinds according to most categorizations. 1. Vocal characterizers, such as laughing, sobbing, shouting, groaning, whining, belching, and yawning. 2. Vocal qualifications encompass elements such as loudness, pitch, rhythm, pace, resonance, and tone. 3. Vocal fillers, such as "okay," "un-huh," "shh," "ah," "um," "er," and so forth.In brief, paravocalics pertains to the oral cues and nonverbal aspects of verbal communication, encompassing the auditory components of speech, such as tone, pitch, intonation, and pauses.

Physical Appearance

Karimi, Dabaghi, and Tabatabaei (2012) argue that natural characteristics encompass several aspects such as physical beauty, height, weight, body composition, body form, haircut, and skin color. Numerous scholarly investigations have been conducted on the subject of nonverbal communication. In her study, Felicia (2012) conducted an examination of the importance of nonverbal communication (NVC) within interactions occurring in preschool classrooms. The primary objective of this research was to investigate the role of NVC and explore how adults can effectively respond to and utilize NVC to prevent children's frustration, foster inclusivity, and establish a secure learning environment. The findings of the study indicate that children employ nonverbal communication to a significant extent in their interpersonal connections. However, it was observed that there were instances in which their nonverbal signals were disregarded or misinterpreted, resulting in feelings of dissatisfaction among the children. Buja (2009) conducted a study titled "The effects of a teacher's nonverbal behavior on students' motivation" in order to investigate the impact of a specific teacher's nonverbal behavior (NVB) on the motivation levels of students within a local context. (i.e., her own behavior) on students' motivation to attend class. In addition, it is essential that the teachers improve their own. The study was based on an analysis of anonymous student input collected over a number of years. Their sincere remarks demonstrated that students paid close attention not only to the material itself but also to the teacher's delivery style. Similarly, they may help a teacher enhance his or her teaching style in order to encourage pupils to attend class.

To conduct their investigation, the two researchers conducted an analysis of native speaking teachers. This study aims to observe the behavior of the native instructor in order to ascertain the specific nonverbal communication strategies employed by the native teacher in the English as a Foreign Language (EFL) classroom, as well as their impact on

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the students. Kamlasi and Sahan (2022) carried out this study to examine the use of nonverbal communication to convey politeness in an English as a Foreign Language (EFL) classroom. Specifically, it focuses on the utilization of 16 politeness methods by English instructors in EFL instructional settings. The study revealed that the use of politeness tactics had a beneficial effect on the pupils. Previous research has investigated the influence of nonverbal communication on classroom engagement, the overall mood inside the classroom, and students' motivation in educational settings. The objective of this study is to examine the various forms of nonverbal communication employed by English as a Foreign Language (EFL) teachers in classroom settings and assess their influence on fostering a closer connection between teachers and students throughout the teaching and learning experience, as seen by the students.

METHOD
Research Design
Typically, a research design is required to perform research. According to Creswell (2009), "research design includes precise strategies and procedures for data collection and analysis." In the meantime, according to Ahuja Ram (2010) and Akhtar (2016), study design involves the establishment of certain circumstances that facilitate the gathering and examination of data, with the aim of effectively integrating the research objectives, efficiency, and methodology. Furthermore, as stated by Manheim (1977) and mentioned in Akhtar (2016), the study design includes the prediction and description of the numerous decisions involved in data collection, processing, and analysis. Additionally, it offers a logical rationale for these decisions. The concept of research design encompasses the organizational framework of a research study, serving as the cohesive element that integrates all its constituent parts. Furthermore, the research design serves as a comprehensive plan for the intended research endeavor and a systematic approach for harmonizing the many elements of research initiatives. Khanzode (1995, p. 35), as stated in Mobbing (2013), posits that the descriptive study design, often known as statistical research, is concerned with the depiction of phenomena as they naturally unfold. The purpose of this tool is to ascertain and gather data pertaining to the attributes of a community, organization, or people. Furthermore, the work of Shuttleworth (2011), as referenced in Mobbing (2013), elucidates that the descriptive research design is a scientific methodology that entails the observation and documentation of the behavior of a subject without any manipulation or alteration. Furthermore, as stated by Akhtar (2016), descriptive study designs are intended to provide an accurate depiction of the features pertaining to a certain group or scenario. Descriptive research may be conducted to examine several aspects of the industrial workers, including their age distribution, community-wise distribution, educational level, and physical health status. Moreover, one area of focus for scholarly inquiry may be the examination of the health, safety, and overall well-being of those employed in industrial settings. Descriptive study design serves the purpose of elucidating social events, social structure, social situations, and similar phenomena. This study utilizes a descriptive research design and qualitative research technique in alignment with the aforementioned ideas.

Participants
Research participants are groups or individuals willing to take part in a study. For the purpose of this study, the participants are 2 native-speaker teachers and 15 EFL classroom students from 3 separate high schools.

Instruments

For the purposes of this study, the research instrument is comprised of in-depth observation and interviews. Their purpose is to identify the emotions, feelings, and views of participants in nonverbal communication used in the EFL classroom.

Data Collection

In this research, the writer collected the data in two stages. First, observation, according to Creswell & Creswell (2018)), is a set of specific instruments for acquiring open-ended, firsthand data by seeing people and places at a research location. Moreover, qualitative observation relies on a story or words to describe the environment, the behaviors, and the interactions. In addition, the author uses classroom observation to study the teacher's handling of the teaching-learning process on camera in order to discover and analyze the nonverbal communication that occurs during the teaching and learning process. Second, interview: The author conducts interviews with two native speaker teachers and 10 students in order to acquire the additional information necessary for the research. Interviewing entails asking people questions and receiving their responses in order to collect data. An interview consists of a series of predetermined questions addressed to research participants. According to Creswell & Creswell (2018), an interview is a period during which researchers ask one or more participants, questions and record their responses. The researcher used document analysis as an instrument to collect data on the first research question and to indicate the second research question, namely, what are the effects of the teacher's nonverbal communication on the students? Regarding the aforementioned idea, the author conducts research through semi-structured, face-to-face interviews.

Data Analysis

The data in this study underwent analysis through a series of stages. These stages encompassed the identification of nonverbal communication employed by the native teacher, the classification of the various types and impacts of nonverbal communication, the interpretation and discussion of the outcomes derived from the data analysis, and finally, the formulation of a conclusion along with a recommendation for future research. In addition, the author utilizes a data analysis approach as outlined by Cresswell & Cresswell (2018).

Analysis of Classroom Observation Data

Several phases of classroom analysis have been undertaken as follows: 1. The researcher designed the observation form concept. 2. The researcher entered the classroom. 3. The researcher observed the selected topic of teaching English in the classroom. 4. During the teacher's presentation, the researcher filmed and evaluated the classroom observation checklist. 5. The researcher then views the classroom observation tape multiple times. 6. The researcher performed data analysis and classification.

Analysis of Interviews with Students and Teachers

This instrument is utilized to respond to all problem statements in order to examine interview data. Interview results were categorized and examined. The conclusion would be based on the findings of the interviews and would demonstrate the impact of nonverbal communication in EFL classrooms. Following Donyei's (2007) recommendations, Hanifa (2016) used the following steps to analyze the interview data: 1. Transcribing the information: The interview recording was transcribed in order to determine the effectiveness of nonverbal communication in EFL classrooms. The transcripts were then

condensed into concise explanations and classified as 2. Coding and pre-coding: After all recordings were transcribed, the researcher studied the entire transcription to gain a general understanding. Each student's response will be identified. Then, based on the students' responses, the researcher coded the transcription by underlining and labeling each category required to determine the effect of employing nonverbal communication. 3. Developing ideas: The author grew the ideas by creating notes, a transcript, and a data display in order to develop the research's central theme. This method assisted the researcher in answering research questions. 4. Data interpretation and forming conclusions: The last step was the interpretation of the data in light of the study topic. After the transcription was coded, each category discovered in the interview was detailed. The author provided a conclusion.

FINDINGS AND DISCUSSIONS

This research presents the analysis and interpretation of classroom observation and interview data. Determine the teacher's use of nonverbal communication and its influence on pupils. The author next analyzed the data and uncovered the answers to the subsequent study questions. What types of nonverbal communication did the instructor use in the EFL classroom? What impact does the teacher's nonverbal communication have on the students?

Classroom Observation Data

Table 1. Types of Nonverbal Communication

Kinds of nonverbal communication	Category
Kinesics	Facial Expression (Disgust, Smile, and disappointed)
	Gesture (Hand and Head gesture)
	Posture (Relaxed)
Proxemics (Distance)	Public Space
Oculesics (Eye Contact)	constant
Chronemcis (time)	Formal
Paravocalics/Paralanguage	Loud Voice, Raising Tone, Sign Tone, Sstt.Hmmm..)
Physical Appearance	Dressed Neatly, Clean, Scented

Table 2. Data from Teacher Interview

Types of Nonverbal Communication	Excerpt
Kinesics	*Smile, Disgust, Disappointed*
Proxemics	*Approach, Distance*
Chronemics	*School Schedule*
Paravocalics	*Tone, Volume, Vocal*
Physical Appearance	*Neat, Clean, Respected, Welcomed*

Nonverbal Communication Types

Observations of the teacher's nonverbal communication in the classroom revealed the following: Kinesics, proxemics, oculesics, chronemics, paravocalics, and physical appearance. The author then presented the analyzed data as follows in the explanation: Kinesics is separated into three distinct areas of study. For example, facial expression, body language, and posture a. Facial Expression: The instructor displayed a variety of facial expressions throughout the teaching and learning process. It was discovered that he displayed rage, seriousness, and disappointment. However, the smile was the most common facial expression utilized by local teachers. He would smile anytime he was pleased with a student's work or response, in hilarious situations, or when the class was so bored. Gesture: Several gestures were discovered during the teaching and learning process. For example,

when teaching the content, the teacher utilized hand gestures to complement or support his spoken comments. The hand gestures enhance the quality and appeal of his vocal communications. In addition, he frequently employed hand gestures to emphasize his spoken comments. The teacher attempted to emphasize the significance of his verbal messages. Another key motion is pointing at the pupils, both for requesting them to speak and for drawing their attention to the task at hand. Additionally, gestures can increase student engagement and facilitate course comprehension. c. Posture: The teacher's body posture was comfortable while he explained the content. His easy body posture was typically accompanied by a smile, which indicated his friendliness. 2. Proxemics (Distance) There are four proxemic categories. There are three types of space: private, social, and public. However, the author identified solely the teacher-performed public arena in all teaching and learning activities. During the teaching and learning process, the speaker frequently sat and never approached the pupils. The instructor claimed, based on the interview, that using public space is more comfortable than using other forms of proxemics. Additionally, he indicated that he is likely more comfortable and enjoys sitting when instructing. 3. Oculesics: Oculesics is the study of the interplay of the eyes (eye contact). During the teaching-learning activity, the teacher made eye contact with the students, according to classroom observation. When speaking with his students, they maintained eye contact. The instructor relied primarily on eye contact to solicit information and gain students' attention. In addition, the teacher frequently uses eye contact when asking students questions, determining how well they comprehend the content, and inviting them to speak out. In addition, the instructor used eye contact to manage the students' conduct. While explaining the content, the instructor preferred to stare at a few pupils who were very loud. He signaled the kids to stay quiet by staring at them. This is consistent with his assertion regarding the issue. 4. Chronemics: Time plays a crucial role in the teaching and learning process. According to the video, it can be inferred that the teacher is more inclined to be punctual. To clarify, the instructor began and terminated the instructional session promptly, adhering to the predetermined schedule established by the educational institution. The phases of a teaching and learning activity that require effective time management are the beginning, middle, and end. According to the teacher's assertion, derived from classroom observation, an equal duration of time was allocated to the initiation, progression, and culmination of teaching and learning activities. Paravocalics (voice) and paralanguage (voice) might be as significant as the actual words. In this instance, the teacher employs a greater variety of voice expressions during the teaching and learning process. In addition, the instructor frequently used a loud voice or even yelled when attempting to chastise or calm the kids. The purpose of the teacher's voice expression is to convey the sentiments of the audience. This is consistent with Kozic's findings (2013). The instructor, however, utilized vocal expressiveness to emphasize his spoken messages. He emphasized and delayed their sentences to emphasize the most significant portion of their explanation. 6. Outward Appearance: The instructor was judged to be nicely dressed and not excessively accessorized. He noted that the teacher is one of the students' role models who should set a good example, and that pupils are more engaged with a nicely dressed teacher. It is backed by the findings of Rasyid (2015), which show that a teacher's clarity, modesty, and thoughtfulness are affected by his or her physical appearance.

The effects of EFL classroom teacher nonverbal communication
The researcher conducted interviews with a total of ten students, representing all three high schools. In order to ensure the confidentiality of the individuals who were interviewed, the researcher employed a coding system to represent the students who took part in this

research. The primary aim of the interview was to gather information that could not have been acquired by just observation. To facilitate the analysis of the interview data, the author will undertake the task of transcribing the data into an interview script. The data will then be classified based on the pertinent study. Subsequently, the collected data is subjected to analysis in order to address the study inquiry. Utilizing this approach, the researcher performed a randomized interview with a cohort of students. The topic of discussion during the interview pertained to the findings of the present investigation. Given the limited number of participants, the author provided the interview data in the form of a coding table. The interview data yields the subsequent response to the research inquiry.

Table 3. Data from Students' Interview

Respondent	Category			
	Nervous	**Motivated**	**Appreciated**	**Better Understanding**
Student 1	✓	✓	✗	✓
Student 2	✗	✓	✓	✓
Student 3	✓	✓	✓	✓
Student 4	✗	✓	✗	✓
Student 5	✗	✓	✗	✓
Student 6	✓	✓	✗	✓
Student 7	✓	✓	✗	✓
Student 8	✓	✓	✗	✓
Student 9	✓	✓	✗	✓
Student 10	✓	✓	✗	✓

The author identified the consequences of teachers' nonverbal communication based on students' prceptions. The following is how the findings will be presented:

The Positive Influence of Nonverbal Communication by Teachers.
The utilization of kinesics by an instructor has the potential to enhance students' understanding, motivation, and relaxation. Based on the findings from interviews conducted with students, it has been observed that a significant proportion of students exhibit a preference for educators who utilize hand or head movements when delivering instructional material. It aids students in their understanding of foreign and unfamiliar vocabulary. However, it is quite probable that the teacher employs hand gestures. This aligns with the claim made by a student. Furthermore, all polled students concur that their teacher's facial expression affects their desire and enthusiasm to learn. In addition, the students concur that they enjoy class more when the instructor displays friendliness by smiling frequently. Based on Yuanyuan's (2014) idea, she asserted that a successful English teacher should bring a warm grin into the classroom. The teacher's ocules demonstrate appreciation and attention. The majority of students believed that teachers who make eye contact with them while speaking are more effective communicators. It demonstrates that the instructor is attentive and values the students' contributions. This is consistent with the students' claims, as concluded by the teacher. The instructor's jargon can be used to reprimand students and help them internalize the lesson effectively. It was discovered that the instructor utilized distinct vocal expressions when instructing. Such as adjusting their volume and rate of speech, pausing, and emphasizing their remarks. Moreover, pupils concurred that the teacher's voice might reprimand students who are excessively loud in class. This is in line with the students' statement in the interview: The appearance of the instructor has an impact on the motivation and concentration levels of pupils in an English session. A significant proportion of students expressed the opinion that a speaker should possess qualities of amiability, cleanliness, and pleasant scent. One possible reason for this

phenomenon is that students perceive their instructors as role models. This aligns with the notion that the nonverbal communication of teachers might have a detrimental impact. Many students have a sense of discomfort when the teacher maintains direct eye contact with them throughout spoken communication. A significant proportion of pupils experience a sense of discomfort when the instructor maintains direct eye contact while they are speaking. They struggle to maintain focus on their verbal communication. Discussion: The author discovered, based on the teacher's data analysis and findings, that there are six types of nonverbal communication employed in EFL classrooms, including kinesics, proxemics, oculesics, chronemics, paralanguage, and physical appearance. Kinesics is separated into three categories. There are three of them: gesture, posture, and facial expression. In accordance with the Kusanagi theory, the gesture is employed to make students more participatory and interested in the course material (2005, p. 386). In addition, the teacher's facial expression indicated if they were pleased, dissatisfied, or enraged. So, this is consistent with Karimi, Dabaghi, and Tabatabaei's (2012) idea. The most common facial expression was a grin, and the teachers believed that smiles might create an enjoyable classroom environment. This is consistent with Wainwight's (2010) assertion that a vibrant and expressive smile elicits a favorable response from others. Providing information about us that the written word cannot provide. In addition, the instructor constantly utilized public space in the teaching and learning process. Proxemics can represent a person's status. This is consistent with Sree and Siawuk's (2012) theory. The teacher's eye contact might convey multiple messages. Including attitude, focus, and interest. Eye contact serves an important purpose in the classroom. Eye contact conveys trust and sincerity to students from teachers. Eye contact can convey passion, inspiration, attention, and encouragement. The teacher's enthusiasm for reading is highly associated with the students' enthusiasm for the content. Kozic (2013) defines paralanguage as moment-to-moment emotional expressiveness communicated through the sound of the voice. It could be warm, gentle, pleasing, harsh, angry, or frightened. It was discovered that the teacher used paravocalics, such as raising his tone when he posed a question to the students, increasing the volume when he attempted to discipline the students, and slowing down his speech when he wanted the students to comprehend. Furthermore, a teacher's use of paralanguage can help reprimand students who are excessively loud and make the class more understandable. The author discovered that there are numerous positive and negative effects of nonverbal communication on students. including the kids feeling motivated, valued, and understandable. However, the pupils also felt anxious as the teacher employed several forms of nonverbal communication. According to research by Heydarpour, Dokaneifard, and Bahari (2008), educators who used non-verbal communication techniques when interacting with students who have physical and motor impairments had a significant impact on improving the students' understanding and enjoyment. The audience will also experience a sense of inspiration as a result of the speaker's presentation. Kinesics has a range of favorable impacts on pupils, including enhanced comprehension of subject matter and heightened enjoyment of classroom observation. This observation aligns with the research conducted by Zeki (2019), which revealed that the utilization of kinesics by teachers plays a vital role in fostering students' motivation. Ocelusecics have a substantial role in facilitating the teaching and learning process. Certain students had feelings of anxiety, although they also perceived a sense of worth and received attention from the teacher. The instructor's physical appearance has a significant impact on the attention and motivation of pupils in their English language learning endeavors. Furthermore, the pupils get a sense of worth and appreciation when the instructor directs their attention to them. Nevertheless, a significant proportion of students

had feelings of fear and discomfort, to the extent that their ability to articulate their thoughts was compromised.

CONCLUSION

According to the research conducted by Heydarpour, Dokaneifard, and Bahari (2008), educators who employed non-verbal communication strategies when interacting with students who have physical and motor impairments had a substantial impact on improving the students' understanding and enjoyment. The audience will also experience a sense of inspiration as a result of the speaker's presentation. Kinesics has a range of favorable impacts on pupils, including enhanced comprehension of subject matter and heightened enjoyment of classroom observation. This observation aligns with the research conducted by Zeki (2019), which revealed that the utilization of kinesics by teachers plays a vital role in fostering students' motivation. Ocelusecics have a substantial role in facilitating the teaching and learning process. Certain students had feelings of anxiety, although they also perceived a sense of worth and received attention from the teacher. The instructor's physical appearance has a significant impact on the attention and motivation of pupils in their English language learning endeavors. Furthermore, the pupils get a sense of worth and appreciation when the instructor directs their attention to them. Nevertheless, a significant proportion of students had feelings of fear and discomfort, to the extent that their ability to articulate their thoughts was compromised.

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