

Non-verbal communicative behavioral patterns of english teachers

Martina A. Brobo

mbrobo21@gmail.com

Southern de Oro Philippines College (SPC), Cagayan de oro City, 9000, Philippines

Abstract

This study sought to identify, describe, and document the nonverbal communicative behavioral patterns of English language teachers. Specifically, this study sought to: (1) identify the encouraging and the inhibiting nonverbal communicative behavioral patterns manifested by the college English language teachers; (2) identify the encouraging and the inhibiting nonverbal communicative behavioral patterns manifested by the high school English language teachers; (3) identify the encouraging and the inhibiting nonverbal communicative behavioral patterns manifested by the elementary English language teachers; and (4) identify the observable immediate effects nonverbal communicative behavioral patterns manifested by the English language teachers to their learners. Findings of the study revealed:

(1) The encouraging nonverbal communicative behavioral patterns (kinesics) manifested by the college English language teachers were mostly gestures, specifically deictic movements, iconic signs, open palms arms, and head nodding. This was followed by facial expressions, postures, and eye contact. For paralanguage, praise/affirmation was very significant, followed by voice quality.

(2) The high school English language teachers' encouraging nonverbal communicative behavioral patterns (kinesics) that were exhibited included gestures such as open palms/arms, deictic movements, hands extended forward, and head nodding. It also included facial expressions and eye contact. In paralinguistic aspects, the teachers still employed praises/affirmation and then a modulated voice quality. In terms of inhibiting kinesics, posture ranked first emphasizing on putting/folding both arms in front, followed by putting one or both hands at the back/pocket. Touching/wiping one's face/nose/forehead under gestures come next in rank. The most observed facial expression manifested by the teachers was frowning, however, no manifestations of an inhibiting eye contact surfaced. In paralanguage category, hesitations (vocal segregates) were observed, but not very dominant, there were only very few manifestations recorded.

(3) Most of the encouraging nonverbal communicative behavioral patterns (kinesics) manifested by the elementary English language teachers were still gestures (deictic movements, open palms/arms, head nodding), followed by posture with emphases on bending the body forward, poise/stance, pacing motions, and physical appearance. With respect to paralinguistics, praises/affirmation ranked first, followed by a modulated voice quality. For the inhibiting manifestations, postures were identified to be more dominant followed by gestures under kinesic category, hesitations (paralanguage) were also observed, though not very significant.

(4) Considering the observable immediate effects of nonverbal communicative behavioral patterns manifested by the English language teachers, though the students/pupils vary in their perceptions on the role of their English language teachers' nonverbal communications, it was found out that majority of the students/pupils interviewed claimed that the encouraging nonverbal behaviors of their English language teachers have readily energized/incited them (students/pupils) to actively participate/interact in their class endeavor thereby making the class discussion a livelier one. It was also found out that the students/pupils came up with a common denominator as to their reasons for participating actively in their respective classes, to wit: (1) the nonverbal manifestations of their English language teachers help them (learners) in comprehending the lessons imparted to them, (2) they (nonverbal manifestations) enhance better appreciation to their teachers, for they capture their attention and interest, (3) encourage them to listen to and to interact in the discussion, (4) motivate them to express their ideas freely, (5) help simplify difficult words and expressions, (6) make classroom activities livelier, and (7) eliminate students' fears and tensions.

Keywords: Non-Verbal Communication; Behavioral Patterns; Language Teachers

Introduction

Communication is a continuous process of sending and receiving messages which involve both the verbal and nonverbal means. The verbal means include the sender's use and the oral facility of the language used. The nonverbal means, on the other hand, refer to those actions or the use of body movements and postures (Verderber, 2017); paralanguage or the vocal structure of languages that provide cues for interpreting the message or the nonverbal sound of what one hears; self presentation cues which include choices and personal grooming, poise and self-confidence, the use of touching, and the way of treating others, and the physical environment that typically accompanies a verbal message. These behaviors are usually interpreted as intentional. This means that if a behavior is often encoded deliberately and interpreted as meaningful, it does not matter if occasionally it is performed unconsciously or unintentionally as stressed by Burgoon (cited by Kuzio, 2018) in Verderber. Because of its typical intentional use, those observing or hearing it will assume that the behavior is intentional and thus use the agreed upon interpretation to understand it.

In the classroom, the teachers are considered actors and actresses in their own right. As such, they are expected to have exhibited a lot of these nonverbal communicative behavioral patterns of conveying messages to their students. The students, on the other hand, are also observing closely whether their teachers are showing encouraging movements or actions that would motivate them (students) to participate actively in the class. Or, whether they (movements) are inhibiting that would hinder students' interaction and participation in the teaching-learning process. However, at times teachers are not aware that their movements are communicating a message more than the words they utter. Thus, they should know that actions speak louder than words. Sillars, Pike, and Murphy (cited by Redmond, 2018) support this statement stressing those nonverbal behaviors are the primary source of information used to infer feelings and emotions. According to them, even if a teacher does not move, s/he is already transmitting a message which can not be denied. According to

Teachers are expected to express enthusiasm, assertiveness, confidence or displeasure through facial expressions, tone of voice, gestures and the of space. When reinforcing or modifying student behavior, a smile, a wink, or a scowl is exhibited. Therefore, teachers must be sensitive to their nonverbal cues. Likewise, they must not only listen to the words but must also be aware of the feelings and values transmitted through nonverbal signals, especially those that hinder learning. But perhaps, some teachers must have taken their nonverbal behaviors for granted, thinking that these are random and incidental. Because of this, some problems arise when the teacher's verbal messages contradict with the nonverbal cues creating confusion in the students. Consequently, such confusion affects the students' attitudes and learning making them feel discouraged and disinterested. Eventually, students would drop the subject.

From this vantage, this study is conceptualized to find out the relevance of nonverbal behaviors of English language teachers in the classroom. It is pointed out (Brown cited by Sutiyatno, 2018) that nonverbal communication in English language learning and teaching is important, for communicative competence includes nonverbal competence requiring knowledge of the varying nonverbal semantics of the second culture and the ability to send and receive nonverbal signals unambiguously. In addition, there had been very few studies conducted in the past decade giving attention on the nonverbal aspect of communication. This interest on the nonverbal communicative behavioral patterns of English language teachers in the classroom interaction particularly has influenced the researcher to pursue this study.

Theoretical Background of the Study

For almost a decade, several studies were focused on the students' competence or performance in English language courses, the teacher's attitudes and teaching styles, and the influence of their verbal behavioral patterns on the students. However, research on the importance of nonverbal aspect of communication has been very scanty. There is currently no scholarly framework within which nonverbal signals are discussed. Perhaps, teachers according to Sillars, Pike, and Jones (cited in Redmond, 2018) have taken this for granted or they may have forgotten that nonverbal behaviors are the primary source of information used to infer feelings and emotions. Or maybe they are not aware of other means of conveying information aside from the verbal means. This lack of awareness in this aspect leads to misunderstanding resulting to a lesser participation and interaction in the classroom.

From this point of reference, it is believed that the nonverbal communicative behavioral patterns of English language teachers be given attention and in-depth investigation. Thus, this study will be anchored on the nonverbal communicative theory (Kropp, 2020), substantiated by interpersonal communication theory (Chasombat, 2015), social interaction theory (Nickerson, 2021), Krashen's (cited by Gonzalez, 2020) affective-filter hypothesis, the theory of proxemics (Roberts, 2019), the human communication theory (Mowlana, 2019), and the theory of language flexibility (Shebani, 2018).

Nonverbal is a catch-all term that refers to a confusingly large number of potential nonlinguistic behaviors. Nonverbal behavior is referred to as the strategy (relational strategy) that is either or not appropriate in the classroom discussion to resolve relational problems, conflict, or confusions. Crable (cited by Candela, 2018) identified some areas of nonverbal behavior as kinesics (bodily gestures), proxemics (use of space), haptics (touching), oculosics (pupil dilation), objectics, chronemics, vocalics, environmental factors, or physical appearance.

The interpersonal communication theory (Chasombat, 2015), which gives prominence to the evolutionary process of creating human relationships through acting toward and with each other, involves the process by which the teacher and the learner relate and interact with each other in the class. Since both are senders and receivers of messages conveyed through nonverbal stimuli, they simultaneously influence each other. As the teacher initiates a transaction, s/he at the same time observes the learner's nonverbal behaviors and reacts to them, and vice versa. These messages are transmitted through different nonverbal channels such as facial expressions, gestures or body movements, vocal or paralanguage, proxemics, etc. In choosing the channel, both individuals are considered.

Fisher (cited by Chasombat, 2015) averred that interpersonal communication is very much significant in teaching since it would incessantly foster better teacher-students rapport. However, the relationship between and among teachers and students, to a greater or lesser extent, would always vary from the culture in which it exists.

On one hand, a relationship is basically formed when two or more individuals take account of one another's verbal or nonverbal activities. When this is done, reciprocal data processing occurs which is known as interpersonal communication, a means through which all types of relationships are initiated, developed, grown, and deteriorated. Interpersonal communication, as depicted, is a symbolic process by which two people bound together in a relationship, provide each other with resources or negotiate the exchange of resources (Roloff as cited by Chasombat, 2015).

Relationship, as stipulated above, is a context in which communication takes place and that communicators enter relationships with other individuals. More importantly, during the communication in the class, teachers and students interact and share information, beliefs, ideas and feelings. Nonetheless, there are cases in which a certain student would be groping for words because he lacks the facility of the oral language. This situation, according to Moore and Carling (Cited by Maglangit, 2020) falls under the limitations of

language. When this reality occurs, the student manages to use lots of actions to convey his message to the teacher. Apparently, Heller (Cited by Maglangit, 2020), a philosopher, purports that:

...*the* inadequacy of everyday language in the expression of private feelings and private thoughts is. Not a fault to be eliminated. Language is not only usable, is only language because it is or can be inadequate in this respect. It is only in action other than speech or via the mediation of such actions or attitudes that language can adequately express the subjective state of the person.

It is unlikely that there is anyone who has not experienced the frustration of being, on some occasion, at a loss for words. All he can say is that he cannot explain, or he does not know how to say this. When he feels obliged to use language which he nevertheless finds inadequate, he may feel that language is coming between him and an experience. Or he may feel that he has been lured by language into allowing an experience to be shaped by the words he finds himself using. Thus, communication would readily exist. Through nonverbal actions people would be initiated to help, develop, control, and sustain one's contact with others (Candela, 2018).

In support of the above idea, Ross and Ross (cited by Bambaerero, 2017) stressed that relationship communication can be easily perceived since the ideas transmitted or formed are taken from others during the interaction process in specific contact areas. In consonance with this view, relevant nonverbal communication is largely a part of it. And as individuals communicate, they create new relationship which is both formed by communication and defined by communication. That is, the individuals come together by communicating with one another, and that what happens to them thereafter is the result of their communication (Phillip's & Wood cited by Erozkhan, 2013).

Fundamentally, there are two ways that nonverbal behavior functions in interpersonal communication. Thus, Albert Schefflen (Cuadra, 2020) classified them as: the psychological aspect in which the observer focuses on one member of a group and considers only that member's thought or purpose he will see his behavior as an expression (of a psychological state) and communicational aspect in which the observer looks at this behavior in terms of what he does in the larger group.

Psychologically, nonverbal behaviors are interpreted as expressions of an individual's internal states, such as emotions. Persons feel sad (internal emotions), so they cry (nonverbal behavior). They feel happy, so they smile. In interpersonal communication, then, the communicators interpret each other's nonverbal behaviors as messages that one gives off to inform the other what he or she is feeling. Communicationally, the interactants use nonverbal behaviors to organize their interpersonal relationships based on how the nonverbal behaviors of one person fit together with the nonverbal behaviors of others. In this context, one must understand how the reactants integrate or regulate themselves as they create their interpersonal relationship.

Likewise, psychological, and communicational views of nonverbal behavior can be described as intrapersonal and interpersonal. This means that when a communicator uses the other's nonverbal behavior to infer some hidden emotional state, the nonverbal behavior is part of the intrapersonal communication. The above contention is also supported by Stewart (cited by Cushman, 2020) exemplifying that interpersonal communication does not only involve action, but rather action and reaction; does not only involve stimulus but also stimulus and response. As such when a teacher and the learner interact with one another, both interpret each other's actions, and react to their actions. They should both know that actions, as stressed by Pennycook (cited by Villastique, 2020), speak louder than words.

Individuals by and large are not aware of most of their own nonverbal behaviors. Thus, they just gesticulate mindlessly, spontaneously, and unconsciously to send their messages across to their clientele (Andersen cited in Haneef, 2014). In the context of a class, however, both the teacher and the learners give

considerable attention to their bodily movements as exhibited in the classroom to show emphasis on some points. These gestures or movements on any parts of the body are so spontaneous and essential that it is felt somewhat impossible to say such a word without the accompanying body language (Dunning and Rice cited in Haneef, 2014).

To support the above claim, Knapp, Hickson III et al (cited in Haneef, 2014) in their nonverbal communicative theory stress that in the absence of a verbal message, bodily movements, gestures/signs could readily act as its legal substitutes to complete the meaning of the whole message in which the viewer could easily understand the idea systematically. Candela (2018), at one hand, points out that some signals may reinforce the spoken message, some may contradict it, some may replace it, and others may give additional information about the speaker's attitude towards the respondents, or his certainty about what he is saying.

Fisher ((as cited by Chasombat, 2015), likewise, pointed out that every communicator enacts a behavior with consequences in terms of how it potentially affects the pattern of interaction and, hence, relationship itself. This nonverbal behavior can be a strategy that contributes to the interaction or the relationship which further attempts to resolve some issue or topic in question. Liles (cited by Naharzagdegan, 2014), on the other hand, claimed that nonverbal communicative behavior is more pervasive; it often exists without language, yet it also normally accompanies verbal communication. Nonverbal signals as shown serve the function of reinforcing verbal communication.

Nonverbal signals which accompany language are classified under two headings: paralanguage and kinesics. Paralinguistic signals are those which are popularly called tone of voice; kinesic signals are the various motions made by the head, hands, and other parts of the body (Verderber, 2017). Both signals are indispensable accompaniment to language.

Paralanguage or vocalics is the vocal structure of language that provides cues for interpreting the message. It is the nonverbal "sound" of what one hears. Although these behaviors can be classified as informational, some behavioral patterns probably merit a special classification. Specifically, patterns that serve to control the development of an interaction deserves separate classification under the function of regulating interaction according to Halliday (cited in Candela, 2018).

Along this vein, three conditions that may increase the likelihood of communicative behavioral pattern (Patterson cited by Redmond, 2018) would basically include the preference of evaluative measures in an interaction, the relaying of sensitive judgments, and the amplifying verbal reactions. Nonverbal behavioral patterns based on Galloway's model (cited by Kropp, 2020) are grouped into 7 categories, namely: enthusiastic support, helping, receptivity, pro forma which are more encouraging behaviors; and inattentive, unresponsive, and disapproval which are classified as inhibiting behaviors. Both have sub-categories as facial expressions, gestures, or body movements, vocal or paralanguage, self presentation behaviors, and physical environment management (Verderber, 2017). However, in this study, this model has been modified for easy interpretation of the researcher. Thus, their respective categories are deleted to facilitate easy categorization of the nonverbal behavioral patterns of the respondents by the researcher. As a result, only two major groupings of nonverbal communicative behavioral patterns remained: encouraging and inhibiting.

More pervasively, Harrison (cited by Redmond, 2018)) and Samovar and Porter (cited by Sandoval, 2012) cogently viewed nonverbal communication to serve the following functions: (a) defining and constraining the communication system; (b) regulating the flow of interaction and providing feedback; and (c) communicating control, usually in complimentary but redundant fashion to the verbal channel. This multidimensional aspect of nonverbal behavior also carries over to the many uses and functions of this form of communication such as: (a) the use of nonverbal messages to repeat, clarify, and emphasize the point one tries to make; (b) complimenting/accenting the idea the speaker is trying to make which generally adds more information to messages; (c) substituting is employed when one performs an action instead of speaking; and

(d) regulating is the flow of interaction and providing feedback is utilized when one regulates and manages a communication to basically control the situation.

Similarly, Ekman and Friesen (cited by Sandoval, 2012) emphasized that nonverbal behaviors may repeat, contradict, complement, or accent verbal communication. Therefore, since the teachers are the dominant influence in the classroom, they must give considerable attention to their own nonverbal behaviors. These nonverbal behaviors teachers are expected to exhibit in the classroom would also take into consideration the space and distance around the place they are occupying now of speaking. Hall's theory of proxemics and the social interaction theory of Barth (cited by Lewis, 2017) support the above claim. Hall suggests four distinct distances which make one to adjust himself to feel more comfortable in his social relations with others depending on the nature of the conversation.

These are: intimate distance for embracing/touching or whispering appropriate words for private conversations between close friends; personal distance for casual conversations among good friends; social distance for conversations among acquaintances where impersonal business such as job interviews are conducted; and public distance for public speaking space between a public speaker and an audience. Towards the next millennium, developments in education place greater importance on the teacher's role in creating a wholesome emotional climate in the classroom, for this provides a pervasive setting enabling learners to learn together, secure in the realization and the feeling they are accepted by the teacher and the whole class.

In the second language teaching and learning situation, Krashen (cited by Dobrescu, 2015) in his affective filter hypothesis believes that affective variables such as language shock, motivation, culture shock and ego permeability may block input from the Language Acquisition Device (LAD) which is innate in all individuals. In this aspect, the teacher must see to it that his nonverbal behaviors would allow for low affective filter to encourage a full interaction in the classroom among the learners.

Cohen's (cited by Altman, 2020) human communication theory which is viewed by some as an ongoing process of sending and receiving messages that enable people to understand and share knowledge and attitudes supports the above contention. To Cohen, communication occurs when people have common meanings to language symbols. However, they both agree that it is a vehicle which either promotes or impedes interpersonal relationships. As depicted, Cohen viewed human communication as a form of negotiation. That is, when one encounters a conflict, he must settle such with the person concerned. How this matter is handled determines whether communication is successful or not.

In relation to the study of nonverbal behaviors, five assumptions regarding human communication are given by Knapp (cited by Dunbar, 2019) namely: 1) human communication is a process, 2) human communication deals with purposive and expressive messages: 3) human communication is initially composed of multi-signal units; human communication is composed of multi-level signals; and 4) human communication is composed of multi-level signals; and 5) human communication is dependent on context for the generation of meanings.

Nevertheless, in a communication context, communication channel/ medium or instrument is deemed necessary to transmit messages between the sender and the receiver. The channels may then take the form of the verbal and nonverbal skills of the sender (the teacher in the classroom) and the sensory skills of the receiver (the student) who decodes the message. Human communication, therefore, involves two major categories relevant to this study. One is receptiveness which refers to the willingness to listen and readiness to receive communication messages sent by a communicator. The other is responsiveness, a communicative act which shows evidence of understanding the message received. This is more behavioral while the former is dispositional and indicative.

In this study, the appropriate communication model is primarily focused on the orientation of teachers and students in their sending and receiving tasks. Both receptiveness and responsiveness are best suited

because they involve message sending and receiving. From this point of reference, every teacher is expected to be always flexible in dealing with his students to readily ensure quality amount of learning. Thus, Roble's (cited by Shebani, 2018) theory of language flexibility strongly substantiates the situation.

Conceptual Framework of the Study

Actions are so important in the communication process that in a face to-face communication, 65 percent of the social meaning is a result of nonverbal behavior (Verderber, 2017). This means that the meaning assigned to any communication is based on both the content of the verbal message and its interpretation of the nonverbal behavior that accompanies and surrounds the verbal message.

This study of nonverbal communication behavior would focus on the actions and vocal qualities that accompany verbal messages. These would include facial expressions, gestures, or body movements, and vocal or paralanguage. It also includes messages sent using physical space and choices of clothing, furniture, lighting, temperature, and color. From these nonverbal behaviors, encouraging ones which are likely to result in a full interaction be identified. The seven categories of Galloway's model (cited by Kropp, 2020) of nonverbal behavior was adapted with some modifications to identify and analyze the nonverbal communicative behavioral patterns of English language teachers. Thus, their respective categories were weeded out to facilitate easy categorization of the nonverbal communicative behavioral patterns of the respondents by the researcher. As a result, only two major groupings of nonverbal communicative behavioral patterns remained: encouraging and inhibiting.

The variables involved in the study were the nonverbal communicative behavioral patterns exhibited by the English language teachers in their respective classroom activities.

Methodology

This study utilized the qualitative type of research in identifying, Describing, and in documenting the nonverbal communicative behavioral patterns of English language teachers. Videotaping was done to obtain the needed data. After which, the nonverbal forms of communication exhibited by the English language teachers were analyzed cautiously whether such forms of communication are encouraging and/or inhibiting to ascertain whether such forms of communication are encouraging and/or inhibiting.

The participant-observation approach was employed in gathering the desired data. The researcher herself conducted an unannounced observation of the teacher-respondents in their respective English language classes. She was accompanied by a cameraman who videotaped the teachers' nonverbal communicative behavioral patterns. The researcher then, analyzed and categorized the nonverbal communication patterns of the English language teachers into two groups: encouraging and inhibiting nonverbal communicative behavioral patterns. To get the whole view of both the teacher's nonverbal behaviors and his/her pupils'/students' interaction in the classroom, two video cameras were utilized. One camera was steadily placed to focus on the teachers' movements; the other one which was held by the cameraman monitored on the learners' behaviors and interaction.

Before the videotaping started, instructions were given to the cameraman as to what to focus and how long the taping must be for every class. While the taping was going on, the researcher also took candid shots of the teacher's movements and the learners' interactions during the discussion. When the videotaping was done, the researcher likewise conducted an interview with some students/pupils in the classes observed to support the data obtained from the observation.

After the videotaping of all the teacher-respondents were done, the films were then subjected to review, analysis, interpretation, and categorization of the nonverbal forms of communication exhibited by the teachers to determine which were encouraging and/or inhibiting. To obtain the desired data, the researcher used and adapted Galloway's Model of Nonverbal Communication (cited by Kropp, 2017) with some modifications. Galloway's model which was categorized into seven categories were narrowed down into

two categories, namely: encouraging and inhibiting nonverbal communicative patterns of English language teachers. Since this study attempted to identify, describe, and document the nonverbal communicative behavioral patterns of the English language teachers, simple descriptive statistics such as frequency, percentage distributions, frequency mean, and ranking were used.

Results and Discussions

Research Problem 1. What are the nonverbal communicative behavioral patterns of college English language teachers which are encouraging and inhibiting? Nonverbal Communicative Behavioral Patterns of the College English Language Teachers

Nonverbal communicative behavioral patterns which refer to the body movements or actions (kinesics) and the sound of what one hears (paralanguage) were manifested by the English language teachers in their respective English language classes. The videotaped observations of the English language-teacher respondents recorded several manifestations of their encouraging and inhibiting nonverbal behaviors classified as kinesics which included eye contact, facial expressions, gestures, and postures; and paralanguage which involved vocal qualities such as voice quality, pitch, rate, volume, and intonation; vocal characterizers or laugh, and affirmation or praise.

With regard to the encouraging nonverbal communicative behavioral patterns (kinesics), Data reveals that there were 640 or 51.15 percent gestures displayed by the respondents with deictic movements ranking the first with 176 or 14.07 percent, followed by iconic signs with 131 or 10.47 percent ranking second, open palms/arms with 130 or 10.39 ranking third, head nodding with 128 or 10.23 percent ranking fourth; facial expressions with 158 or 10.39 percent; postures with 125 or 9.99 percent, and eye contact having 121 or 9.67 percent. In terms of paralinguistics, praise/affirmation was very much evident among the respondents as manifested by its frequency of 47 or 3.76 percent ranking the first, followed by volume with 30 or 2.40 percent ranking second, and pitch with 29 or 2.32 percent ranking third.

From this finding, one can infer that English language teachers prefer to use more gestures and praises/affirmation in teaching, for they feel that through these manifestations they would be able to motivate students to participate in the class discussion and thus they will be able to deliver the lesson in a more interactive manner. The results of the interview with the students/pupils would substantiate such finding. As revealed in the interview, it was found out that gestures like head nods together with a smiling face valuably encouraged the students/pupils to cooperate in any class activity, particularly in giving out an idea to a question; these nonverbal manifestations signal the teacher's interest and a welcoming attitude towards their (students/pupils) opinions. On the contrary, as divulged, if a teacher does not exhibit some gestures while discussing something s/he will surely have a very boring classroom. Nonetheless, when a teacher extends his/her hand to call up somebody to recite with a direct eye contact, a smile on the face, and a body bent forward that signifies an irresistible invitation to him/her (student/pupil) to say something. Likewise, when a teacher leads in the clapping of hands while giving positive remarks and as regards inhibiting nonverbal communicative behavioral patterns impressions (praises/affirmation) like very good, that's it, you've got it, that's right, yes, you have the idea, to mention a few, would make them (students/pupils) feel impressive that they were able to meet the expectations of their teacher.

As regards inhibiting nonverbal communicative behavioral patterns (kinesics) of the respondents, same table indicates that there were 110 or 26 percent gestures shown by the respondents to their students with wiping one's face/nose/forehead ranking the first, followed by fanning oneself with 36 or 8.52 percent; posture with 122 or 28.84 percent with emphases on putting/folding both arms in front ranking third, talking to the board ranking fourth, and putting one or both hands at the back ranking fifth; facial expressions with 11 or 2.60 percent, and nobody utilized an annoying eye contact in teaching.

On the contrary, with respect to inhibiting paralinguistics, the data show that the respondents were engaged in hesitations (vocal segregates), particularly the expressions ah, uhhh, okay. As pointed out by

Tierney (cited by Christensen, 2018) words repeated several times in oral communication would most likely tend to annoy the listeners. This holds true in the classroom discussion; that is, when a teacher overused a word or expression, some students might only be tempted to just tally the number of times a teacher utters such word in one whole period instead of paying close attention to the discussion. This could be seen on the videotape. Another deduction from the results, is that majority of the respondents employ inhibiting gestures. Most of these manifestations (inhibiting gestures), specifically wiping touching one's face, nose, forehead, really annoyed them (students) and, thus drop their interest in participating from the class. This is also substantiated by the results of the interview with the students claiming that their attention would be sidetracked to those movements rather than the lesson. Tierney (cited by Christensen, 2018) also confirmed this effect stressing when an action is repeated too often in a short period of time, the audience focuses more on the speaker's gestures than they will on what he is saying.

From the above findings (both encouraging and inhibiting nonverbal communicative behavioral patterns), it can be gleaned that majority of the college English language teacher-respondents gave prominence in employing encouraging nonverbal communicative behavioral patterns in teaching, for they want their students/pupils to get the maximum amount of learning for the whole withsemester/schoolyear; thus, foster quality graduates within the school imbued viable foundations.

Research Problem 2: What are the nonverbal communicative behavioral patterns of high school English language teachers which are encouraging and inhibiting?

In terms of encouraging nonverbal communicative behavioral patterns, Table 3 cogently depicts those gestures (56.63%) still surfaced as the most prevalently used among the high school respondents in teaching English to their students. More pervasively, the respondents gave more importance to open palms/arms with 140 or 24.10 percent ranking first, followed by deictic movements with 96 or 16.52 percent ranking second, hands extended forward with 41 or 7.06 percent ranking third, and nodding with 31 or 5.34 percent ranking fourth; facial expressions with 41 or 7.06 percent, and eye contact with 30 or 5.16 percent. With regards to paralinguistic aspects of the respondents, still praise/affirmation was used and ranked first with 26 or 4.48 percent, followed by pitch with 20 or 3.44 percent, and rate with 17 or 2.93 percent. From this finding, one can deduce that majority of the high school English language teachers employ more encouraging gestures in motivating their students to learn the English language fruitfully. Such actuation of the teachers could be attributed to the fact that this level would serve as a strong foundation in them not only in learning English but also in other subjects.

The non-verbal communicative theory of Knapp and Hickson III, et al (cited in Haneef, 2014) substantiated such result. According to them, in the absence of a verbal message, bodily movements, gestures/signs could aptly function as legal substitutes to complete the meaning of the whole message in which the viewer could easily comprehend the idea conveyed to him systematically. Evans (cited by Villastique, 2020) thus stressed that nonverbal communications can reinforce the spoken message by giving additional information about the speaker's attitudes towards his clientele.

As regards the respondents' inhibiting nonverbal communicative behavioral patterns (kinesics), majority (41.94%) of them employed posture with emphases on putting/folding both arms in front with 19 or 20.43 percent ranking first, ensued by putting one or both hands at the back pocket with 18 or 19.35 percent ranking second; touching one's face/forehead and wiping one's face nose forehead under gestures ranked third and fourth, respectively. In terms of facial expression, 3 or 3.23 percent of the respondents employed frowning, and nobody displayed an annoying eye contact. As gleaned, one can infer that majority of the high school teachers employ inhibiting postures particularly putting/folding both arms in front or putting one or both hands at the back pocket in their English language teaching. These types of postures could easily threaten students to participate in class discussions since their teachers have given them negative signs. As a result, they would detest to learn the English subject.

With the above results (both the encouraging and inhibiting nonverbal communicative behavioral patterns of high school English language teachers), one can truly infer that the respondents still gave significance to encouraging nonverbal communicative patterns, specifically on postures and gestures, for they, too, feel that these items are very much important in establishing self confidence among the students who are learning a new language. Such signals according to Verderber (2017), Samovar and Porter (cited by Sandoval, 2012), and Liles (cited by Nahar zadegan, 2014) are indispensable accent to verbal communication. Hence, nonverbal communication serves as the very link between the students and the teachers. Both would try to foster and organize functional interpersonal relationships based on how their nonverbal behaviors match with their verbal messages. Such case is very much substantiated by Stewart (cited by Cushman, 2020) emphasizing that interpersonal communication does not merely involve action, but rather action and reaction; does not only involve stimulus but also stimulus and response. Apparently, when a certain teacher and the learner interact with each other, both interpret each other's action, and react to their actions.

Research Problem 3: What are the nonverbal communicative behavioral patterns of elementary English language teachers which are encouraging and inhibiting?

Data indicated, there were 254 gestures or 38.14 percent used by the respondents in teaching English; 205 or 35.60 percent employed posture (bending the body, poise/stance, pacing motions, physical appearance) in teaching; 76 or 11.40 percent utilized varied vocal qualities (pitch, rate, quality, volume, intonation) and 84 or 12.61 percent used vocal characterizers (laugh, praise/affirmation); 42 or 4.80 percent employed facial expressions; and 15 or 2.25 percent used eye contact in teaching. As shown, majority of the respondents employ gestures in teaching English. Such result could be accounted to the fact that gestures by and large would readily aid one to transmit his ideas across to anybody without spending so much time. The transmitter (teacher) would do some adjustments in meeting the needs of his clientele. Hence, Roble's (cited by Shebani, 2018) theory of Language Flexibility would come in. According to this theory, every teacher is valuably expected to be always flexible in dealing with his students to ensure quality amount of learning in English. At one hand, gestures as emphasized by Verderber (2017) would always signal various communication activities such as introducing a main point, exemplifying, inviting questions from the students, describing, emphasizing, and reinforcing the information communicated orally.

Nevertheless, in terms of inhibiting nonverbal communication (kinesics), the respondents used more posture (58.83%), followed by gestures (36.76%), and paralinguistics (3.00%) in teaching English. As inferred, majority of the respondents utilize annoying postures specifically putting one or both hands at the back and putting/folding both arms in front indicating that they do not want the ideas given by their pupils, which by and large, discourage pupils take part in every class undertaking in English. The study of Arthur (cited by Altay, 2018) supported such claim. According to his study, putting one or both hands in one's pocket or at the back is a sign of disrespect with the person whom he is talking to. Thus, in English language teaching especially in the elementary level, such inhibiting nonverbal communication should be avoided so that the pupils would be given the chance to take part in every English classroom endeavor. In like manner, the affective-filter hypothesis of Krashen (cited by Gonzalez, 2020) cogently substantiates such case. Such hypothesis shows that "highly motivated individuals with low anxiety tend to learn the subject better than those who are not." As depicted, the English language teacher must see to it that his/her nonverbal behaviors would incessantly allow for low affective filter" to encourage a full interaction in the classroom among the learners.

More significantly, Nonverbal Communicative Behavioral Patterns Manifested by the English Language Teachers and Categories of English Teachers Manifesting More Encouraging and More Inhibiting Nonverbal Communicative Behavioral Patterns), it could be seen clearly that gestures specifically on deictic movements, open palms/arms, and head nodding get the greatest number of behaviors manifested by the College English language teachers.

Deictic movements involve the Liceo English language teachers' use of their fingers in pointing a student/pupil to call his attention or to solicit an opinion or idea to a question being raised. As noted, in every classroom situation such movements are very much necessary in encouraging students/pupils to take part in the activity given to them. Through this, they (students/pupils) will be exercising their innate capacity in learning the language. Ekman & Littlejohn (cited by Karim, 2017) substantiated such claim. According to them, utilizing those movements would condition the minds of their students/pupils on the things that their teachers would want them to do. If those actions are being repeated by their teachers, they could easily comprehend and complement them by accomplishing the assigned tasks given to them. On the other hand, using fingers could be used to signal silence when pointed to the lips; employed to emphasize a certain point, and to invite students to ask questions.

In terms of open palms/arms, the English teachers utilized them when they want to describe, emphasize, or to exemplify an idea or a statement that is being uttered. Through these nonverbal actions, their students/pupils would be given the chance to participate in their classroom activities. Moreover, these movements (as could be seen on the video tape) are reinforced by the teachers' head nodding. Such is used to encourage the students/pupils to participate in the class activities. Head nods signify correct answers. In addition, they (head nods) also show that the student has started on the right track and that the teacher is trying to support his ideas by nodding his/her head, a sort of confirmation. In addition to those nonverbal communications, the respondents likewise used another encouraging kinesic category valuably known as posture stressing on bending the body forward. As observed, teachers who exhibited this behavior showed interest or attentiveness in the student's response or idea to a question raised. Having seen such manifestation, the student/pupil is hinted to continue talking and express his/her views about the question. Such type of posture is readily supported by the expressions and praises such as good, very good, all right, ok, so, and yes among the English language teachers to foster better self confidence among the students/pupils' attentiveness.

A student feels great when his/her teacher would compliment his/her (student) answers. A teacher who usually uses any of these expressions as exemplified on the videotape has elicited more active participants in the class and thus, had a livelier class discussion. The affective principles of Language Learning and Teaching (Brown cited by Sutyatno, 2018) specifically on self-confidence supports such situation. It is interesting to note that through those nonverbal forms of messages, the students/pupils' eventual success in a task is at least partially a factor of their belief that they indeed are fully capable of learning the English language.

On the other hand, the respondents used iconic signs in teaching English to resemble what is being signified. Here, their hands are positioned to illustrate what is talked about. For instance, a teacher said, (just a phrase of the whole statement) "...from the top to the lower level..." Utilizing such would always enlighten/develop the students/pupils' sense of creativeness through their imagination on the items introduced to them by their teachers. Thus, they would be able to learn and appreciate the language they are learning. In like manner, the iconic signs used by the English language teachers are valuably supported by their hands extended forward and their facial expressions particularly on raised eyebrow.

The former was often manifested by the respondents in the same way as the deictic movements - to call attention or to encourage the students to share an idea or opinion to a point being raised. With this, the students/pupils are incessantly motivated to get out from their "shell" in order they would be heard and recognized. While the latter was employed (raised eyebrows) to show assertiveness of the point that the teachers are trying to drive at with their clientele. Through this venue, students/pupils' self-confidence could easily be established. Moreover, teachers exhibited such expression (raised eyebrow) to add more information to the message, to accent the idea they try to make, and to show sincerity to their ideas. Moreover, these nonverbal communications are reinforced using teachers' direct eye contact with their clientele basically accompanied by the teachers' raised eyebrows to regulate the flow of the interactions within the class. Utilizing direct eye contact could easily establish a feeling of being comfortable among the clientele in the topic being discussed.

At one hand, touching (haptics) was also utilized by the respondents. As could be seen on the

videotape, such nonverbal communication encourages one to take his share in the class since this (touching) communicates empathy, understanding, and power of support that a student's attention is being sought (Samovar cited by Sandoval, 2012).

Another gesture used by the respondents are the emblematic movements employing hands to illustrate a verbal statement, such as when one (teacher) of them said, there are three conditions of... While saying the statement, the involved teacher showed her three fingers to symbolize and support what has been uttered. Through this venue, the students/pupils tend to listen attentively to the teacher giving attention to her nonverbal actions for them to show and respond to their teacher adequately.

Likewise, the physical appearance of the teacher could influence the students/pupils to participate in the class. If the teacher is appropriately dressed in his/her class, the students will surely respect him/her; clothes make the man, so they say. In addition, poise, and position of the body (stance) the teacher showed can really encourage students' participation. As viewed on the videotape, most of the teachers observed has positioned their body confidently and showed a good bearing in front of the students. At least with their poise and stance, they can command attention from the class; the way they carry themselves revealed that they could fully convince the students of the discussion. Also, the teacher's movements (pacing motions) encourage one to take his share in the class since this (touching) communicates empathy, understanding, and power of support that a student's attention is being sought (Samovar cited by Sandoval, 2012).

Another gesture used by the respondents are the emblematic movements employing hands to illustrate a verbal statement, such as when one (teacher) of them said, there are three conditions of... While saying the statement, the involved teacher showed her three fingers to symbolize and support what has been uttered. Through this venue, the students/pupils tend to listen attentively to the teacher giving attention to her nonverbal actions for them to show and respond to their teacher adequately.

Likewise, the physical appearance of the teacher could influence the students/pupils to participate in the class. If the teacher is appropriately dressed in his/her class, the students will surely respect him/her; clothes make the man, so they say. In addition, poise, and position of the body (stance) the teacher showed can really encourage students' participation. As viewed on the videotape, most of the teachers observed has positioned their body confidently and showed a good bearing in front of the students.

At least with their poise and stance, they can command attention from the class; the way they carry themselves revealed that they could fully convince the students of the discussion. Also, the teacher's movements (pacing motions) encouraged the students to be an active participant in the discussion. This is evidently displayed on the videotape especially when the teacher moved from the platform down to the students to solicit their (students) opinions or to share something.

Smiling, another encouraging kinesic category falling under the eye contact, is used by the English language teachers. Smiling, accordingly, requires only forty-eight nerves and frown needs one hundred and one nerves. In the classroom, a smile of the teacher makes the students feel at ease and comfortable; it releases the tensions, fears, and nervousness of the students. And as Krashen (cited by Gonzalez, 2020) says, participation and learning often takes place when the affective filter is low and thin. Among the teachers observed (as depicted on the videotape), majority of them (teachers) exhibited their sweet smiles hoping that the students will not be afraid to respond to the questions. Some students really made it; others also remained speechless. Perhaps, they were just too conscious with the presence of the two video cameras inside the classroom. Likewise, eye contact stressing on gaze with a smile indicates a positive feeling and an invitation to interaction. Eye contact is a sign of interest; interest in one's thoughts or opinions, or interest in the other person. It is a positive behavior towards other persons.

Paralanguage is another form of nonverbal behavior employed by the 79 respondents in teaching English. Such includes vocal qualifiers involving voice quality, pitch, rate, volume, and intonation; and vocal characterizer or laugh. Considering vocal qualifiers, almost all teachers observed were having a good voice quality, varied pitch, moderate rate, and a good volume of voice enough for every student to hear. However, as could be seen on the videotape, some students felt inhibited; they remained silent on their seats. Perhaps,

this situation could be attributed to the presence of the two video cameras. Had there been no observers, some classes could have been actively participated in by the students. In very few classes, a vocal characterizer (laugh) was evident making such classes a bit livelier.

Inhibiting nonverbal communicative behavioral patterns among the respondents, at one hand, are classified in the same way as the encouraging ones - kinesics and paralanguage. In addition, kinesics is also categorized as gestures, postures, facial expressions, and eye contact. As could be gleaned, majority of the college English language teacher respondents employed the most inhibiting/annoying nonverbal codes in teaching, followed by the high school teachers, and the elementary teachers. As typified, hesitations/vocal segregates such as the expressions ah, uhm, hmm, so, okay...so, and all right were prevalent among the English language teachers in teaching the language. Such existence in class discussion would gradually become very much annoying on the part of the students/pupils since these are adventitious features of language--- no linguistic functions. Too many hesitations as observed basically revealed that the teacher is not fully confident of his/her discussion. A teacher who exhibited lots of these expressions has a dull classroom for there would be less attention and participation among his students/pupils. Furthermore, exaggeration on the use of uncalled hesitations would lead to students/pupils' diversion. Instead of listening to their teacher, they would be hooked to jotting down the frequency of using such hesitations. Thus, they would not be giving careful attention to their classroom discussion.

Putting one or both hands in pockets/at the back is an inhibiting posture exhibited by the respondents. Such situation would typically show that the teacher felt a bit tired not to entertain questions anymore. Likewise, putting folding both arms in front indicates that the English language teachers are very much defensive. In this case, the teachers do not accept, nor welcome ideas/suggestions given by the students. As a result, the students/pupils would clearly develop fears that their ideas would not be accepted by their English teachers. Sometimes, the students may feel that their teacher is angry -- not open/not willing to welcome questions or opinions.

On the other hand, the students/pupils were also annoyed with their teachers for wiping their face/nose/forehead several times which made it very much destructive to the students. As clearly viewed on the videotape, majority of the teachers were sweating out during the observation. Perhaps, they were only a bit tense due to the presence of the video cameras. With this, they really had to wipe out their sweat making such action very much annoying and distracting. Likewise, some other gestures manifested such as fixing one's hair, touching one's face forehead, tossing playing picking a piece of chalk, and fanning oneself (perhaps, to minimize sweating) did not really encourage interaction. These teachers employing any of these gestures during their discussion wanted to release their tensions since these are considered by Ekman and Littlejohn (cited by Karim, 2017) as adaptors in releasing one's tension.

Talking to the board while writing is another annoying posture made by the English language teachers. During the observation and as seen on the videotape, some teachers were fun of doing it. Such style of teaching would not allow the students to hear clearly what the teacher is talking about. In so doing, they (students) could not interact to what is being said. Moreover, leaning on the table or chair somehow showed less confidence in the teacher considering the topic under discussion, in addition to scanning or reading the notes on index cards or books. As observed, the teachers were not very much prepared of the day's activity/lesson, hence, a lesser interaction from the class existed.

Furthermore, facial expression that inhibits interactions is shown in the form of a frown. This behavior was manifested when the teacher was not contented/satisfied of the students' ideas. When this nonverbal cue is evident, the student is already afraid to go on, for s/he would no longer get a praise but, probably, an insult from the teacher. Thus, giving the students a feeling of insecurity and fear - an inhibition to participate in the discussion. However, such nonverbal communication is reinforced, though not a considerable one, through laughing sarcastically. Here, the teachers typically show disagreement and discontentment of the student's views about the question which would then impede/bar students/pupils to participate in the class.

In summary, as revealed in Table 7, the results show that the college. English language teachers

exhibited the most encouraging nonverbal communicative behavioral patterns; followed by the elementary teachers, and the high school teachers. Likewise, the college teachers still had the most inhibiting nonverbal communicative behavioral manifestations followed by the high school teachers, then the elementary teachers, respectively. With the foregoing results, one can infer that nonverbal communication plays a significant dimension in English language teaching as it enlightens the teachers' ideas so students/pupils would have better understood on them. Having established a common frame of reference of nonverbal messages, the English language teachers would easily facilitate learning among their students/pupils. In addition, consciously or unconsciously, the effect of the nonverbal communication overpowers all other modes for "actions speak louder than words. Thus, nonverbal symbols are very much essential in English language teaching.

As revealed, the elementary English language teachers obtained the highest frequency mean of 72.29, followed by the college English teachers with a frequency mean of 69.6, and the high school English language teachers having a frequency mean of 58.88. From the findings, one could deduce that elementary teachers have excelled in utilizing kinesics in imparting English lessons to their learners. More so, their learners do not have yet enough background in the English language, hence, they need to use nonverbal cues specifically on kinesics since their learners are basically presumed to be reading more in symbols. Hence, necessitates their utilization in the class.

Likewise, the elementary English language teachers as shown in Table 8 still topped in the employment of paralanguage cues with a frequency of 22.86, followed by the high school English language teachers with a frequency mean of 13.75, and the college English language teachers with a frequency mean of 13.47. These results would clearly illustrate that through paralanguage messages as well as kinesics, pupils in this stage of learning would easily learn to understand and appreciate the beauty of the English language. More importantly, at this level of learning, pupils need to be properly conditioned on the things they ought to learn. As such, through conditioning with the aid of encouraging kinesics as well as paralanguage cues, the pupils could aptly capitalize them in coming up with valuable understanding on English words/expressions which they feel difficult to comprehend. By associating those words/expressions with their past experiences with their English language teachers, they could gradually manifest their positive reactions to the encouraging nonverbal cues of their 90 English teachers. Hence, better learning in English would incessantly surface among the elementary learners.

On contrary, with regard the inhibiting kinesics of the English language teachers. Data cogently depicts that the college teachers obtained the highest utilization of inhibiting kinesics as manifested by their frequency mean of 16.2, followed by the high school teachers with a frequency mean of 10.88, and the elementary teachers with a frequency mean of 9.29. In addition, in terms of inhibiting paralanguage cues as shown in Table 10, still the college teachers excelled in employing them as exemplified by their obtained frequency mean of 12, ensued by the high school teachers with a frequency of 0.75, and the elementary teachers with a frequency mean of 0.43. Such findings would clearly indicate that college English teachers do not somehow care about what the students would feel regarding their ways in handling their classes since the college faculty have valuably presumed that at this level their students have already developed autonomous ways of independent learning. Hence, they (students) would employ their strategic competence in learning the English language. Shown in this context, the students would risk themselves in learning the language since they have already fostered viable self-confidence in using the target language, English. Thus, the use of inhibiting nonverbal messages among college English teachers in teaching the English language is basically justified.

The preceding results could be substantiated utilizing the responses of the interviewees pertaining to the nonverbal behaviors of their English language teachers. College Students Observations and Interpretations of Their English Teachers' Nonverbal Manifestations in the Classroom. Data show the various college students' observations and interpretations of their English teachers' nonverbal manifestations in the classroom. As indicated, the students considered their teachers' voice to be the first thing that could attract them to listen

to their classroom discussion. The voice of their mentors, especially if it is comfortably loud in good quality bearing with viable meaning, according to them, could easily attract their attention, encourage them to listen to and participate in the activity, though it (voice) scares them sometimes. However, in its entirety the interesting/encouraging/convincing voice of their teachers would make them very much attentive in all their classroom activities.

The teachers' voice likewise is beneficially supported by their gestures which involved their acts that reinforce or demonstrate ideas. As exemplified, the students regarded gestures of their teachers to be very much important in explaining and emphasizing a point, calling a student to ask/answer questions, and in confirming/agreeing to a statement or idea given by a student. In like manner, the facial expressions of their teachers count a lot in learning the English language. The smile of their teachers as noted by these students has indefinable magnetism that courageously empowers them to talk and participate in every class activity. Such smile of their teachers has provided them a welcoming atmosphere conducive to language learning. With this, students are incessantly motivated to do their share in the class. On the other hand, the frowning of their teachers readily caution the students that their given ideas are not acceptable by their teachers.

Teachers' inviting facial expression, along with their postures, direct eye contact has valuably convinced and encouraged the students to speak and participate in the class activity freely. In addition, the teachers' direct eye contact would typically show their sincerity and their authority in teaching the subject. In like manner, teachers' dress and appearance can foster a favorable impression upon their students. With it, they would be comfortable enough in dealing with their students. Thus, they can easily encourage students to participate for they would have gained genuine respect from their students. On the contrary, sitting while discussing obstructs the students' attention. However, the raising of the eyebrows among their teachers would basically depict that their teachers are soliciting or emphasizing ideas.

High School Students' Observations and Interpretations of Their English Teachers' Nonverbal Manifestations. As exemplified, the results showed that the respondents regarded their teachers' eye contact as the first effective-getting device in teaching. Through the teachers' direct eye contact, the high school students feel that their teachers are talking to all of them personally. Hence, such exemplification would show that their teachers are trusting them that they could do the things that their teachers expect them to do. Furthermore, such movement encourages the students to listen/understand their teachers' lesson. Nonetheless, evading eye contact would mean that their teachers are not interested to their presence. Raising eyebrows, at one hand, would signify that their teachers are not sure of their answers, would signal that their teachers get mad/angry, and would caution them to observe silence in the class.

The eye contact of the English language teachers to their students is also strengthened by the gestures made by them to their students. As observed, the gestures specifically on hand movements (iconic signs) are used by their teachers to explain things, emphasize something, and motivating/challenging them (open palms) to always take part in every class endeavor; head nodding and swaying the body are used by their teachers to emphasize and confirm that the students' answers are right. On the other hand, dragging/slamming things on the table would show that their teachers are mad with them. In addition, fixing hair, playing the ballpen and stomping on the table would mean that their teachers are not interested in on the table, teaching them. Hence, such movements would bar/obstruct the students to concentrate on the things given by their teachers.

It is interesting to note that the respondents' English language teachers reveal much of themselves by the way they conduct themselves physically. Thus, the gestures of their teachers are reinforced by their facial expressions. As indicated, the smile of their teachers encourages their students to communicate. With it, they can easily foster better relationship with their students by showing confidence in handling the lesson well and showing interest and sincerity in teaching. These bodily movements are considered crucial in teaching for they valuably play a significant role in effective teaching. However, in terms of frowning, the students considered it as scary one for it displays that their teachers want them to stop from unsolicited talking which could disrupt class discussion.

Coupled with the teachers' smile is their voice. As indicated, teachers with comfortable voice can

easily catch attention and motivate students to participate in every class undertaking. Teachers with low voice, on the other hand, would make the students get bored thereby losing their concentration on the things that their teachers are teaching. Owing to this situation, the 103 students would have a hard time in hearing/understanding their lessons systematically. On contrary, teachers with high pitch clearly indicates that they are emphasizing something to their students as well as showing madness with their students. Praising voice of the teachers, at one hand, would reveal that it inspires, encourages, flatters, and challenges students to do things necessary in meeting their high school needs.

Valuably supporting the teachers' voice are their postures. As divulged, teachers walking with straight shoulders utilizing an appropriate dress as well moving closer to their students depict confidence in delivering the lesson which then attract and motivate students to involve themselves in every class discussion. However, standing slouchy would provide an impression that their teachers are very much tired that they find difficult in standing. Likewise, they also elicit an impression that they do not have confidence in teaching for they lack interest in their students' ideas. As a result, the students would find hardships in ascertaining what they are explaining/talking about yielding to no amount of language learning.

Elementary Pupils' Observations and Interpretations of Their English Teachers Nonverbal Manifestations in the Classroom. The respondents observed that their teachers' comfortable voice has attracted them to listen intently to the lectures given to them by their teachers. More so, their English language teachers uttered words moderately for they enunciated them well for them (pupils) to comprehend the things they are introducing. Conditioning pupils to participate in class discussion through this would eventually pave to greater learning on the English language. More significantly, such comfortable voice is substantiated by encouraging facial expressions of their teachers which motivated them to be involved in every class activity. It is along this vein that the teachers' face serves as the purveyor of their message. With this, pupils would be trained to identify the very nature of their teachers' face for them to become participative in every class undertaking.

In support to encouraging teachers' facial expressions, the respondents also considered teachers' praises as a valuable source of motivation among them. Such praises are also strengthened by their (teachers) gestures (e.g., calling somebody to answer questions, pointing words to the board), posture and eye contact which greatly influence them to be part and parcel of their class activity.

The preceding findings would only indicate that in English language teaching nonverbal cues have imperatively become part and parcel in transporting ideas to their students/pupils. However, in every nonverbal message that a teacher does, the students/pupils would have a corresponding response/reaction to it showing that they are able to decode the message that their English language teachers would convey to them.

More importantly, to readily support the researcher's observations concerning the English language teachers' nonverbal manifestations in the classroom, the students/pupils were also interviewed through a videotape to really confirm her findings and to check/validate if they (students/pupils) also manifest nonverbal behaviors for some reasons. Students/Pupils' Nonverbal Manifestations and the Reasons for Each Manifestation.

The various college students' nonverbal manifestations and the reasons for each manifestation. As indicated, it could be gleaned that gestures ranked first having a frequency of 38 or 30.65 percent. These further reveals that the students considered them (gestures) as the most expressive nonverbal behavior. It was disclosed during the interview that they usually make use of their hands (iconic signs) to help them explain their points, clarify and idea, or to support what they are emphasizing. Another gesture usually exhibited by the students is head nodding to show they agreed the given idea or to show they understand the discussion. On the other hand, if they do not have any idea to the question or if they do not understand anything they shrug their shoulders or scratch their head. Sometimes, they just tap their classmate's shoulders. And, somehow, to release their tensions and to get rid of nervousness, they click their fingers.

Likewise, some also manifested facial expressions, particularly a smile. Most of the interviewees divulged that they would show a smiling face when they have an idea to the question, when they are praised

by their teachers, when they have given a correct answer, or when they are convinced of the teacher's idea. In some cases, a sarcastic smile is also manifested if they cannot answer a question raised by the teacher. Another facial expression the students employ in conveying a message is frowning/ crossing their eyebrows. This is usually shown if they (students) do not understand the lesson and cannot answer the question; if their ideas are not accepted by the teacher, and/or when they are scared with their teachers. In addition, few students stated that making faces would also help them release tensions/nervousness or to show that they do not have ideas to the question given. As shown in the table, facial expressions ranked second with a frequency of 29 or 23.38 percent. Third on the rank is eye contact having a frequency of 27 or 21.77 percent. Most student-interviewees contend that they exhibit a direct eye contact to show confidence of their ideas and to show interest and sincerity.

However, when they are confused-- they do not understand the lesson and have difficulty in expressing the idea, they usually raise their eyebrows or tend to evade eye contact. Producing such would eventually signal the teacher that they (students) do not want to be called to recite. Moreover, a 113 big, bold, staring eyes imply that they are mad/angry or surprised with their teachers' actuations. Voice is next in rank with a frequency of 18 or 14.51 percent. As expressed by the interviewees, if they are confident and sure of their answers/ideas to the questions, they would always make their voice loud and clear; this would also help them catch other's attention as noted. On the contrary, they speak in a low voice if they have no confidence or when they feel inhibited. Finally, posture is one behavior that is also expressive of something. Though in the table, it has only a frequency of 12 or 9.67 percent and ranked fifth. Common behaviors in this category are standing erect when called to recite to show one's confidence and, perhaps, to attract attention; sitting comfortably to show interest in the discussion; and slouching to show boredom and to show no interest at all.

Considering the high school student-interviewees, Table 15 presents their nonverbal manifestations and the reasons for each manifestation. As indicated, gestures have the greatest number of frequencies 31. Among the common gestures employed by the students in conveying their opinions are the hand movements (iconic signs) which are utilized to clarify, explain, emphasize points or when they want something. Likewise, when they are happy/glad, they clap their hands especially when they give praises/applauses to their classmates. At one hand, to show they are tired, their hands are all down. Head nods are also exhibited to show confidence that they understand and are sure of the idea to the points in question. In like manner, deictic movements are manifested to emphasize a point such as a snap of the fingers. But if they are not sure of the answers or if they have no ideas at all, a shrug of shoulders or a scratch of the head is shown.

Voice is another nonverbal behavior (paralanguage) also considered a tool in expressing one's views or feelings. As reflected in the table, it ranks 118 second (30 or 21.28%). It revealed that a loud voice indicates a strong confidence in what one says or is sure of his/her ideas and/or he is surprised. However, voice is also employed when the students are in a bad temper. On the other angle, voice can also reveal that a student is having a doubt in his/her opinions, is nervous, afraid, or is trembling. According to student-interviewees, these are all manifested by a low voice.

Still another commonly exhibited nonverbal behavior is eye contact having a frequency of 28 or 19.86 percent. It ranks third a could be seen in the same table. This behavior, specifically direct eye contact, is indicative of a happy disposition and sincerity. Others also employ this to show that s/he wants to say something, for it is said that the eyes speak more than a thousand words; others say that eyes are the windows of the soul. Raised eyebrows and staring eyes also show confusion or when one is in bad mood/angry. Also, when one does not want to talk/participate; he is not interested, or when s/he may be sad, he tends to avoid eye contact.

Furthermore, facial expressions and postures are also used by the students to help themselves. Both categories ranked fourth as reflected in the table. They (facial expressions and postures) both have a frequency of 26 or 18.44 percent. As emphasized, they (students) usually show a smile if they (students) know the answer, they (students) smile when they like the teacher's words and the way the teacher acts; and if they feel good/happy. If they (students) are annoyed, as revealed, they often make faces or frown when they have

no idea, confused, disappointed, feel bad, or when they have problems. Likewise with posture, the most manifested behavior is standing still with feet flat on the floor showing confidence as stated. Slouching/sitting lousily/stomping feet are other postural manifestations implying that they are not feeling good, they are tense and tired; if they have doubts with their ideas, they stand with only one foot.

For the elementary pupils' nonverbal manifestations and the reasons for each manifestation, Table 16 reflects these data. In the table, one could see that gestures showed the highest frequency (11 or 30.55%). Usually exhibited gestures, as revealed in the interview with the elementary pupils, are hand movements and head nods to ask/answer questions and to show understanding of the lessons/questions raised by their teachers, respectively.

For facial expressions, the little ones claimed that a smile is employed to show that they are happy or when they are shy. In like manner, smile is used when they understand the lesson. On the other hand, they manifest a frown on their face if they do not understand, they stressed. This behavior ranks second 124 with a frequency of 10 or 27.78 percent. As regards posture, they usually stand straight or turn around facing their classmates when called to recite if they know and are confident of their answers. Sometimes, they do not exhibit any other movements, but just rather remained seated even if they have an idea to the question, unless called to talk. Posture ranks third with a frequency of 5 or 17.44 percent.

With eye contact ranking fifth (5 or 13.89%), elementary pupils pointed out they raised their eyebrows if they do not have any idea to the question, but they must show a direct eye contact if they are interested/understand the lesson. Finally, voice has the least frequency (3 or 8.33%). It was stated during the interview that for them (pupils) to be heard, they should speak clearer and in a louder voice.

Overall, it can be deduced that of all the nonverbal behaviors manifested by the student/pupil-interviewees, gestures are considered the most expressive ones with an average of 83.19 percent. This implies that the students/pupils can easily transmit their messages/feelings through gestures, particularly hand movements (iconic signs); followed by facial expressions with an average of 69.60 percent with emphasis on smile. Eye contact comes next, ranking third on the line with direct eye contact as the most exhibited behavior. Second to the last is posture having an average of 47.55 percent; and finally, the voice having an average of 44.12 percent.

As exemplified in the interview, it was truly revealed that messages, feelings, or emotions can be conveyed or expressed not only through words but also using some nonverbal behaviors - these movements really count in expressing oneself. It was stated by the student/pupil interviewees that they usually make use of their hands (iconic movements) to help them explain their points or to support what they are emphasizing. Likewise, some also confirmed that facial expressions, eye contact, and gestures are also expressive of their feelings; they frown if they do not understand the question/s; sometimes, they cross their eyebrows. Others, shake their heads or shrug their shoulders. Still others tend to evade eye contact with the teacher to show or to signal they (students/pupils) do not want to be called to recite they may not have any idea to the question, as manifested. However, they may also exhibit a smile on their face and a head nod if they are interested or if they understand the discussion, they noted.

On the other hand, most interviewees cogently disclosed that a teacher's smiling face together with a direct eye contact greatly encourages them (student/pupil-interviewees) to interact or participate in the classroom activities. As divulged during the interview, a student/pupil strongly stressed that if a teacher looks at him straight in his eyes while he shares an idea to a question, he will feel that his teacher is telling him, Come on! Kaya na nimo. (You can make it!) In addition, it was also stressed by other interviewees that when a teacher establishes a direct eye contact with them (students/pupils), they could sense that the teacher shows interest to their ideas. Moreover, if this eye contact is accompanied by a nod of the head and a smile, they are signaled they are on the right track. With these behaviors and movements being manifested, as revealed in the interview, they (students/pupils) will be more stimulated to participate in every classroom activity.

Aside from eye contact, smile, and head nods, most English teachers, as stated, usually employed the hands (iconic signs) to help the students get the gist of the lesson or to emphasize a certain point. Others also

disclosed, in addition to what had been mentioned earlier, that some teachers bend their body forward to show attentiveness to the student's point of view, extend their hands forward (deictic movements) to call or invite a student to respond to a question. As far as posture is concerned, as pointed out by the student/pupil-interviewees, most teachers exude a strong confidence in handling their classes; these are evident in their poise and bearing. This also showed that they were fully convinced of the topic under discussion. More so their English teachers would move from one end to the other and some even come down of the platform getting closer to the students, as stressed by an interviewee, somehow compelled them to stand up and say something on the question being raised.

For all these nonverbal behaviors mentioned, majority of the student/pupil-interviewees claimed that they found facial expressions, particularly a smile, more encouraging; some contend direct eye contact, for according to them, it (direct eye contact) shows sincerity and a friendly atmosphere. Likewise, it can command/maintain discipline. On the other hand, some interviewees also expressed that while smile encourages a lot, a frown also inhibits. As alleged, when a teacher frowns or crosses his/her eyebrows, they (students) are cautioned that their ideas may be too far from the correct one. As such, they would feel discouraged to continue talking and rather be seated. Another very evident inhibiting/annoying behavior, as disclosed, which also supports the observation, was that majority of the teachers (particularly college teachers) were wiping their faces, fixing their hair/polo while discussing the lesson.

In paralinguistic category, voice is another factor that affected interaction in the classroom. It was limpidly stated that voice can influence a student/pupil participation. That is, if a teacher has a good quality of voice with a moderate rate and with varied pitch, it is pleasing to the ear. But if a teacher has a low voice with the same pitch and rate, they (students/pupils) would feel bored. Also, if a teacher raises his/her voice, they are somehow made aware s/he (teacher) is getting a bad temper, especially if such voice is accompanied by a frown with the eyes widely opened. This would surely scare them (students/pupils), they said.

Overall, the student/pupil-interviewees asserted that they would appreciate more of a teacher who manifests more encouraging nonverbal behaviors to energize or incite interaction and, consequently, make the class discussion a livelier one. Above all, they (students/pupils) also confirmed that they would learn much from teachers who are good in explaining things in words with reinforcing or supporting body movements or actions.

Research Problem 4: What are the observable immediate effects of nonverbal communicative behavioral patterns of English language teachers on their learners?

It is interesting to note that college teachers showed more encouraging and more inhibiting nonverbal communicative behaviors than the high school and elementary school teachers. As found out, the encouraging nonverbal manifestations of the English language teachers have readily energized/incited the students/pupils to actively participate/interact in their class endeavor thereby making the class discussion a livelier one.

On the other hand, although the students/pupils have different perceptions on the role of their English language teachers' nonverbal communications to them, the following relevant reasons (based from the interview) surfaced to be their common denominators as a powerful source of their active participation in the class: (1) the nonverbal manifestations of their English language teachers help them (students/pupils) in comprehending the lessons imparted to them by their teachers. This is shown by the teacher's raising his/her voice when emphasizing something accompanied by some gestures to support what is being emphasized; (2) they enhance better appreciation to their teachers, for they capture their attention and interest as shown by the teacher's personal appearance (good grooming), good quality of voice, the ability to deliver the lesson, and the fluency in the use of the English language. Likewise, nonverbal communications also (3) encourage them (students/pupils) to listen to and to interact in the discussion. For instance, when a teacher says, do you have any question? Do you understand? Do you have any idea? Together with any of those expressions is a direct eye contact being established and a hand gesture (usually a hand extended forward).

Moreover, student/pupil interviewees claimed that nonverbal communications also (4) motivate them to express their ideas freely, particularly when a teacher praises them (students/pupils) using the expressions, very good, that's it, yes, that's right, you've got it for coming up with a good idea to the question being raised. Another is by exhibiting a head nod while saying, come on, you have the idea! and a smile showing an interest to what they are saying. Also, a clap of the hands (gestures) to show appreciation of the job well-done. In addition, nonverbal communications (5) help simplify difficult words and expressions by employing some gestures, particularly the hands (iconic signs) and a smiling face (facial expression). Still, nonverbal communications help (6) make classroom activities livelier through the teacher's cracking a joke to make the class laugh, and thus (7) eliminate students' fears and tensions. Furthermore, while discussing the lesson, students/pupils' fears, and tensions can also be eliminated through a teacher's smiling face as well as moving closer to them by patting (haptics) their shoulder to show appreciation on their ideas. As shown, the students/pupils learn more from teachers who exhibit more reinforcing and encouraging nonverbal behaviors.

More importantly, college students regarded the following order of nonverbal communications of their English language teachers to be of prime importance in learning English: voice, gestures, facial expressions, postures, eye contact. For high school students, the following order is observed: eye contact, gestures, facial expressions, voice, posture. At one hand, the elementary pupils regarded the following order as important: voice, facial expression, praise, gesture, eye contact/posture.

As gleaned, although they vary in terms of sequences of nonverbal manifestations of their English language teachers, all types of nonverbal exemplifications are present in the three levels, except for praise in the elementary phase, are regarded as prime movers among the students/pupils in coming with an interactive-functional classroom atmosphere.

Conclusions

Nonverbal communication is the kind that relies on actions, movements of body and its parts, sounds, and various symbols used to express a message. The various groups of English language teachers as disclosed in this study displayed different nonverbal communicative behavioral patterns-be they encouraging or inhibiting- since they have different sets of clientele.

Encouraging Kinesics

Among the English language teachers, the elementary group stands out in using encouraging kinesics, particularly postures and gestures, followed by the college group, and finally, the high school group of teachers. This is so, for they want their pupils/students to get the maximum amount of learning thereby producing students/pupils who are proficient in English. In like manner, gestures and postures by and large would assist one to effectively convey his ideas across to another person without consuming so much time.

Encouraging Paralanguage

Considering the encouraging paralanguage, the elementary English language teachers still made it to the top compared to the other English language teachers. Following them is the high school group and then the college teachers. Such result strongly demonstrates that the elementary English language teachers are really trying their best in motivating their learners to participate in any classroom activity using paralanguage messages. Besides, heartening paralanguage cues relentlessly help eliminate fears and tensions and thus inspire the pupils to involve themselves in the discussion.

The results in this study further disclosed that the English language teachers have valuably made necessary adjustments in meeting the needs of their students/pupils. As such, the involved teachers have

lowered the affective filter of the students/pupils thereby encouraging a full interaction in the classroom among them. Thus, the encouraging nonverbal codes truly serve as the very mechanism in establishing functional link between the students/pupils and the English language teachers. Nonverbal communication then does not only involve action, but rather action and reaction. More so, it does not merely involve stimulus but also stimulus and response. As a result, when an English language teacher and a learner interact with each other, both would interpret each other's actions, and react to their actions. Through the encouraging nonverbal manifestations of the English language teachers, the students/pupils have readily become energized/incited to actively participate/interact in their class endeavor thus making the class discussion a livelier one.

Inhibiting Kinesics

As regards inhibiting kinesics, the college teacher-respondents outshine in employing them, followed by the high school, and then the elementary English language teachers, respectively. Such manifestations of the college English language teachers could be attributed to the fact that they are expecting that students who finished high school to have better foundations as far as English language learning is concerned. Thus, the employment of such negative nonverbal codes would eventually foster and trigger the students to use their strategic competence in learning the English language even if they experienced psychological fears within themselves because of those unconstructive nonverbal messages.

Inhibiting Paralanguage.

In terms of inhibiting paralanguage, the college English language teachers still exhibited the greatest number of manifestations compared to the other teacher-respondents such as the high school and the elementary English language teachers, respectively. The existence of such inhibiting paralanguage would impel the college students to utilize their strategic competence as in the case of inhibiting kinesics for them to desirably learn the English language.

Implications

Nonverbal communications among the English language teachers are very much an essential aspect in the educative process of their clientele. These nonverbal communications are classified into two categories such as kinesics and paralanguage. All these nonverbal signals can be helpful in clarifying confusing verbal messages and often speak for themselves. Hence, these codes (nonverbal) would seem to elicit universal meanings among the parties involved in the communication process for no body movement involved in teaching is accidental.

In as much as the elementary English language teachers surpassed the other English language teacher-respondents in displaying nonverbal codes (both kinesics and paralanguage) in their classrooms, that simply proves that these teachers are truly doing their mission as conveyors of knowledge. At this educational level (elementary), their pupils may have found difficulties in learning the English language without those nonverbal cues to reinforce or to support a particular idea they (pupils) ought to learn. Consequently, manifesting nonverbal behaviors, particularly the encouraging ones, would build up interest on them (learners) and thus facilitate learning.

Likewise, utilizing those body movements (kinesics), as well as paralanguage, the teachers, particularly the English language teachers, can enthusiastically send at once several different messages deemed necessary among the pupils to learn. Since the college students, high school students, and elementary pupils regarded their English language teachers' nonverbal codes such as kinesics (gestures, postures, facial expressions, eye contact), and paralanguage (voice quality and vocal characterizers) to be of prime importance in learning the English language, it is essential that every English language teacher (college, high school, elementary) should and must be mindful on the functionality of such codes in teaching, for them to constantly encourage their learners to be more participative in every class activity. Although students/pupils vary in

terms of sequences of nonverbal codes manifested by their English language teachers, all types of nonverbal exemplifications which are encouraging and enhancing in nature are commonly displayed in their teachings. Such existence would imply their integration/fusion with their verbal codes so that their students/pupils would be properly motivated and directed to obtain the right directions in learning the English language. As a result, an interactive-functional classroom atmosphere would gradually surface.

On the other hand, the college English language teachers did extremely well in utilizing inhibiting nonverbal codes (both kinesics and paralanguage) in teaching which somehow resulted to passive students in learning the language as disclosed in the findings of the study. Moreover, this perhaps shows that college English language teachers just leave it to their students the responsibility of learning the language since they are more matured than the graders. Besides, they can easily employ their presumed/developed strategic competence in learning the language. Recognizing this negative side of teaching, English language teachers to remain in tip-top teaching condition should, as much as possible, avoid employing them (inhibiting movements) in their teaching profession.

References

- [1] Altay, İ. F., & Karaazmak, F. (2018). The evaluation of instructors' views on the use of semiotics in English classrooms. *Journal of Language and Linguistic Studies*, Volume 14 Issue 4, Page 63-73.
- [2] Altman, T. (2020). Harmony of Paradox and Contradiction: Communication between Human Beings and God according to Hermann Cohen's Jewish Philosophy <https://doi.org/10.1080/15348423.2020.1853481>
- [3] Candela, L. (2018). Communication in the real world. Retrieved from <https://courses.lumenlearning.com/>
- [4] Bambaeroo, N. (2017). The impact of the teachers' non-verbal communication on success in teaching. *Journal of Advances in Medical Education & Professionalism*. Volume 5 issue 2 page 51-59.
- [5] Chasombat, P. (2015). Facebook effects on interpersonal communication: Study on thai young adults. *Journal of Public and Private Management*. Volume 22 issue 1 page 45. DOI: 10.14456/ppm.2015.1
- [6] Christensen, L. (2018). Nonverbal communication in diverse classrooms: Intercultural competence considerations for supporting English learners with significant cognitive disabilities. Retrieved from University of Wisconsin-Madison, Wisconsin Center for Education Research, Alternate English Language Learning Assessment project: altella.wceruw.org/resources.html
- [7] Cuadra, A. (2020). Importance of Leadership Style and Communications at school and in learning. Unpublished research. Cagayan de Oro City, Philippines
- [8] Cushman F. (2020) Rationalization is rational. *Behavioral and Brain Sciences* 43, e28: 1–59. doi:10.1017/S0140525X19001730
- [9] Dobrescu, T. (2015). The Role of Nonverbal Communication in the Teacher-Profil Realationship. *Procedia – Social and Behavioral Science*, Volume 180. Page 543-548.
- [10] Dunbar, N. (2019). Interpersonal power and nonverbal communication. In C. R. Agnew & J. J. Harman (Eds.), *Power in close relationships* (pp. 261–278). Cambridge University Press. <https://doi.org/10.1017/9781108131490.013>
- [11] Erozkan, A. (2013). The Effect of Communication Skills and Interpersonal Problem-Solving Skills on Social Self-Efficacy. iles.eric.ed.gov/fulltext/EJ1017303.pdf
- [12] Gonzalez, V. (2020). What Is the Affective Filter, and Why Is it Important in the Classroom? Retrieved from <https://seidlitzblog.org/>
- [13] Haneef, M. (2014). The role of non-verbal communication in teaching practice. *Lahore International Publications*. Volume 26 issue 1. Page 513-517
- [14] Karim, A (2017). A Qualitative Study on Teacher's Nonverbal Communication and Iranian EFL Learners' Perception of Language Learning. *Journal of Language Horizons*, Alzahra University. Volume 1, Issue 1, Page 109 – 133. www.jlh.com

- [15] Kropp, M. (2020) Theory of Non-Verbal Communication- Important Concepts. (2020, December 4). University of Missouri–St. Louis. <https://socialsci.libretexts.org/@go/page/75152>
- [16] Kuzio, A. (2018). Cross cultural deception in polish and american English in computer mediated communication. Cambridge Scholars Publishing. Newcastle, United Kingdom.
- [17] Lewis, H. (2017). Fredrik Barth by Thomas Hylland Eriksen. Retrieved from <https://histanthro.org/>
- [18] Malangit, J. (2020). Limitations of language among learners. Challenges and Innovations. Unpublished Research. Cagayan de Oro City, Philippines
- [19] Mowlana, H. (2019). Human communication theory: a five-dimensional model. Retrieved from <https://doi.org/10.1080/13216597.2018.1560351>
- [20] Naharzagdegan, S. (2014). Effective Nonverbal Communications and English Language Classrooms. IJRELT. Volume 2 issue 2. Page 109-118. www.ijrelt.com
- [21] Nickerson, C. (2021). Symbolic Interactionism Theory & Examples. Retrieved from www.simplypsychology.org
- [22] Redmond, M. (2018). Relationship Based Empathy, Perspective-Taking, and Social Decentering: Foundations of Relationship-Specific Social Decentering. Doi: 10.1515/9783110515664
- [23] Roberts, R. (2019). Proxemics 101: Understanding Personal Space Across Cultures. <https://thereader.mitpress.mit.edu/>
- [24] Shebani, Z. (2018). Flexibility in Language Action Interaction: The Influence of Movement Type. <https://doi.org/10.3389/fnhum.2018.00252>
- [25] Sutiayatno, S. (2018) The Effect of Teacher’s Verbal Communication and Non-verbal Communication on Students’ English Achievement. *Journal of Language Teaching and Research*, Vol. 9, No. 2, pp. 430-437, March 2018. DOI: <http://dx.doi.org/10.17507/jltr.0902.28>
- [26] Sandoval, K. (2012). The Importance of Nonverbal Communication when Teaching English as a Foreign Language in Chilean Schools
- [27] Verderber, K (2017). *Communicate* 5th edition. Cengage Learning Publishing. Boston Massachusetts, United States of America
- [28] Villastique, R. (2020). Key concepts of Communication. Impact on student learning. Unpublished research. Cagayan de Oro City, Philippines